



Monitoring and Evaluation Policy Autumn 2024

As a School we are continuously thinking about how we improve what we offer our children and families and how we make our school a supportive and stimulating place for staff as well. This policy outlines our annual cycle. It includes the areas we will measure, the ways we will gather information, how we will monitor them and then how we will decide how effective we are. This then informs our future priorities.

Which aspects of our provision will we measure?	What does our annual cycle include? Key activities	How will we monitor our provision on an on-going basis? Observe and check our progress	How will we evaluate this aspect? Make a judgement about the quality of this aspect of our provision and decide what future action to take
<p>Outcomes for children</p> <p>Children's progress and achievement</p>	<ul style="list-style-type: none"> • Staff record their observations, teaching on Tapestry • After children start with us each key person meets with the HT to discuss if each child is on 'On Track' • Two year old progress checks are completed as soon as possible • Early identification of SEN through home visits, progress meetings and ongoing observations • SEN termly reviews of additional support plans • Staff complete learning reviews 2 x year for all children, 3 x year for EYPP children and each half term for every child identified with SEND. 	<ul style="list-style-type: none"> • HT reads all of the observations on Tapestry, quality controls the judgements and approves them. • HT and NT have a termly meeting to track progress of all groups of children • HT and NT provide information for the Committee and Main Governing Board Meetings for Governors to consider. • SENCO monitor ways for children to access additional support/ make EHCP applications 	<ul style="list-style-type: none"> • After our children have left us each summer the HT and NT have an day to identify any trends for all children and groups of learners from the outcomes which informs our future School Improvement Plan. • Governors will contribute to the analysis of the impact we are having on the children's progress and highlight aspects of strength and areas to develop.

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<p>Teaching and learning</p>	<ul style="list-style-type: none"> • Our Headteacher observes the teaching of each member of staff annually • Core staff have an annual cycle of appraisal to set targets to improve their teaching. • Staff have the opportunity to observe each other through peer observations 	<ul style="list-style-type: none"> • The HT and NT at their Nursery Development Days each half term will discuss the strengths and areas to develop in the teaching practice in our Nursery. • Questions arising from Governor learning walks to share why we work in the way we do • Termly School Improvement Advisor Visit challenges the HT to lead the development of the quality of teaching. 	<ul style="list-style-type: none"> • The evaluation of the Nursery Development Day results informs our staff meetings, INSET days and links shared with staff (such as through our Reflections page on Tapestry) • At Governing Board Meetings and Committee Meetings each term Governors analyse the impact of our developments on the quality of teaching and learning processes.

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<p>Personal Development, Behaviour and Welfare</p> <p>Well-being and involvement of children</p> <p>Well-being of families and staff</p> <p>Parent's/ family voice</p>	<p>Key activities</p> <ul style="list-style-type: none"> • Staff record the children's well-being and involvement as part of their Tapestry observations • HT and NT Use the Safeguarding audit as an ongoing tool to develop our practice. Each year it is updated. • Survey Monkey each July 	<p>Observe and check our progress</p> <ul style="list-style-type: none"> • Each term as part of a staff meeting we will look at videos of the children at Nursery to discuss their well-being and involvement • Governor learning walks to carry out aspects of the Well-being audit • Instant discussions and changes happen in light of feedback 	<p>Make a judgement about the quality of this aspect of our provision and decide what future action to take</p> <ul style="list-style-type: none"> • At Nursery Development Days the HT and NT will use the audit results to identify aspects of well-being are supported well and which we still need to work on. • At Governing Board Main Meetings and Committee meetings decide which aspects of the well-being audit we are achieving and which to work on next • Staff, Strategy Team and Governors look at feedback from families and incorporate into future plans

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<p>Leadership and Management</p> <p>Our School Improvement Plan Priorities</p>	<p>Key activities</p> <ul style="list-style-type: none"> • Meetings between Chair of GB and HT • Nursery Development Days between HT and NT • Termly Governors focus visits and learning walks • HT updates Self-Evaluation Form termly and shares it with Governors • Each term the HT reports to the Governing Board and the NT provides supporting information • An annual plan of training for Governors and the Strategy Team is devised. • Appraisal of the HT by an external consultant <ul style="list-style-type: none"> • consultant • A review of our vision statement which is currently 'A caring community of curious learners' 	<p>Observe and check our progress</p> <ul style="list-style-type: none"> • Half termly Strategy meetings where progress is discussed and next short term steps in our work identified and actioned. • Nursery Development Days where the HT and NT plan for priorities. • Termly GB Main Meetings and Committee where aspects are discussed and scrutinised. 	<p>Make a judgement about the quality of this aspect of our provision and decide what future action to take</p> <ul style="list-style-type: none"> • The evaluation of the Nursery Development Day results informs our future priorities • At Governing Board Meetings and Committee Meetings each term Governors analyse the impact of our developments and identify aspects of our leadership and management which we need to continue to develop • The termly visit from the School Improvement Advisor from One Education gives us an external perspective on our progress • The annual consultant visit for the HT's appraisal gives another external evaluation of our work <ul style="list-style-type: none"> • Look at our Vision Statement and ask these questions: <ol style="list-style-type: none"> 1) Who defines the priorities ? 2) Why have we prioritised this area ? 3) Where can you find it ? 4) What does it look like in practice ? 5) When are they reviewed ? 6) How are they reflected in your curriculum and all you do ? <p>(From the 10 dimensions of quality Early Years Practice)</p>