

Mountjoy School

Monitoring and Evaluation Policy

December 2020



Reviewed by SLT

Date: December 2020

Date of next review: December 2021

Monitoring and Evaluation Policy

The staff and governing body of Mountjoy School are committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is the involvement of all members of the school community in the process of monitoring and evaluating the work of the school, with a particular focus on teaching and learning, the aims of the school and how we are achieving them. Monitoring and Evaluation is part of a planned process and involves a range of different people over the course of the school year. It is viewed as a shared endeavour, making maximum use of existing information, collecting only what is necessary and valuable, and celebrating and sharing progress and success. The school's monitoring and evaluation procedures provide an insight into the strengths and areas for development, ensuring the delivery of a rich and relevant curriculum that has a positive impact, moving all pupils on in their learning.

We believe that effective monitoring and evaluation:

- Ensures that every pupil is making good progress and is appropriately challenged
- Offers an opportunity to celebrate and build on the school's successes
- Promotes excellent teaching and learning throughout the school
- Contributes significantly to the creation of an atmosphere of open professional debate in the school
- Ensures consistency of implementation of agreed policies throughout the school
- Provides information to support self-evaluation, making judgements on the effectiveness of actions taken, based on their impact on the quality of the pupils' learning
- Respects and enhances the professionalism, skills and professional development of all members of staff.

The Governing Body

The governing body regularly monitors and evaluates the work of the school through a variety of monitoring activities including meetings, learning walks, staff discussions and planned and drop-in visits

The governing body and head teacher work in close partnership to monitor and evaluate the implementation of the decisions it has agreed in relation to:

- plans
- budgets

- standards of education
- curriculum
- pupil achievement
- pupil wellbeing, including safeguarding

Governors support the process of monitoring and evaluation, ensuring that, as ‘critical friends’, they enable the school to develop, recognise achievement and sustain continuous progress. They receive reports from external advisers and consultants. They receive monitoring and evaluation data at the agreed times and in the agreed format in order to review the information and consider its implications

Governors ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

The governing body uses a summary of some the monitoring and evaluation data to inform parents about the school’s progress and performance

Refer also to:

- a. Governors’ Code of Conduct
- b. Governors’ Sub-Committee Membership and Terms of Reference
- c. Individual Governor Responsibilities and Nominated Governors
- d. Committee Terms of Reference
- e. Schedule of Policy Review
- f. Governors’ Monitoring Visits Policy

The Senior Leadership Team (SLT)

SLT identify areas that need to be monitored and evaluated, through discussions with staff and pupils, observation of staff at work, both formal and through learning walks, engaging with staff in planning activities, observation of pupils at work and at play, discussions with parents/carers.

SLT delegates monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be achieved.

SLT ensures that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning.

Pupil performance data is collected by teachers and is analysed by the assessment manager and used to inform whole school and individual target setting.

SLT reports to the appropriate audience, including the governing body, on what the data is showing and how the information can be used to best advantage.

Subject Leaders and those with Areas of Responsibility

Subject Leaders ensure that colleagues understand that the purpose of monitoring and evaluating is about development and recognising achievement.

They carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities, including maintaining the subject/area policy, Schemes of Work and short long-term plans.

Subject Leaders maximise the use of existing information, collect only what is necessary and ensure evidence collated can be measured against effective and current practice.

They undertake monitoring and evaluation of their subject across the school via a minimum of 1 learning walk a year.

Subject Leaders collate the information from these class visits share and summarise using the agreed pro-forma, reviewing practice in their areas of responsibility; this includes writing a summary of findings, sharing information with staff, update the subject audit, outlining the priorities for development in the subject/area; this will form key evidence in feedback to SLT and Governors.

Monitoring activities include:

- Discussions with staff and pupils
- Observation of staff at work
- Engaging with staff in planning activities
- Scrutiny of pupils' sampled work & moderation
- Observation of pupils at work and at play
- Discussions with parents/carers
- Reporting to Governors as requested

Class Teachers

Class teachers monitor the work of the pupils and evaluate their responses to teaching methods, resources and assessment information. As part of this duty, they:

- Keep records and assessments of pupils in line with school policy
- Set targets for individual pupils in line with school policy
- Review and evaluate their practice, and reflect on the methods and outcomes in their ongoing planning and assessments

Monitoring activities include:

- Discussions with support staff and pupils;
- Scrutiny of pupil's work, ongoing assessments and moderation;
- Observation of pupils at work and at play;

- Completion of Annual Review/EHCP Report and Meeting with Parents/carers
- Regular contact with parents through Home-School Diary, telephone calls and informal discussions with parents

Pupils

Pupils and students monitor their own progress, wherever practically possible, through reflection of achievements in all aspects of their development. This may be done through PSHCE and circle-time activities, and completion of star charts.

Pupil views are sought, via class meetings and School Council meetings, on school and classroom practices emanating from school policies that affect the way in which they learn and develop as citizens. Through a process of negotiated learning, pupils and teachers evaluate and review practice and make changes as appropriate.

Parents/Carers

Parents/carers and school work closely together, in an active partnership to support the young person. They:

- Have the opportunity for individual consultation
- Attend Annual Review or Person Centred Review meeting, with teachers
- Receive an Annual Report to parents/carers
- Access termly curriculum information via a topic plan available on the website or by request
- Receive good work/behaviour stickers, postcards and certificates through the home/school diaries or post
- Have regular contact through home/school diaries
- Share views through parent/carer groups and family learning opportunities
- Take part in opportunities for parents to see assemblies, special events, and other class or whole-school enrichment activities

Family Liaison Officers works in partnership with all parents/carers, and share or explain any monitoring information in order to support with understanding or to help a parent share their views.