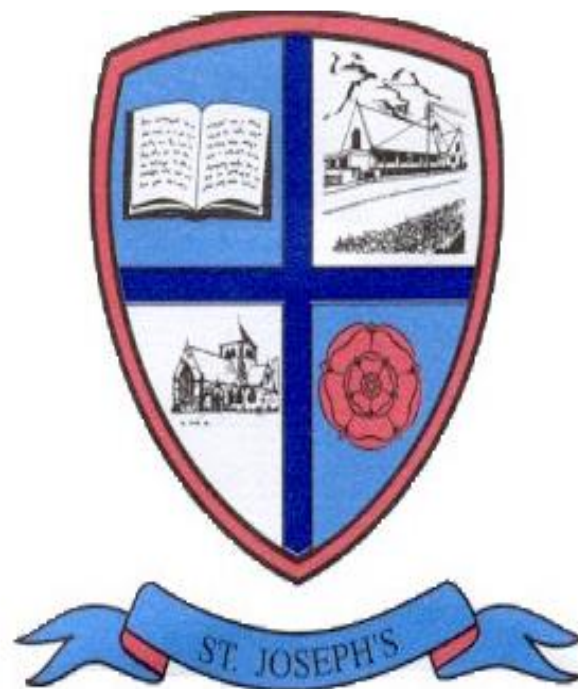


# ST JOSEPH'S CATHOLIC PRIMARY SCHOOL WRIGHTINGTON



## MONITORING AND EVALUATION POLICY

**REVIEWED: January 2022**  
**TO BE REVIEWED: January 2024**



## ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL WRIGHTINGTON MONITORING AND EVALUATION POLICY

### Purpose:

We believe that monitoring and evaluation are essential to effective teaching and learning, to standards of attainment and to good management and governance.

Monitoring and evaluation enable us to identify priorities and targets in our SDP and are therefore the cornerstone of the self-evaluation process and school improvement.

Findings from monitoring and evaluation will also be used to:-

- give feedback to teachers, governors and parents;
- promote professional discussion;
- confirm teacher assessment;
- identify and celebrate success;
- ensure that the needs of all children (SEND, Able, Gifted and Talented, Pupil Premium) are being met;
- inform the Ofsted Self Evaluation Framework (SEF)

### The Cycle of Monitoring and Evaluation:

The pattern of monitoring and evaluation will be dictated by:-

1. The School Development Plan and our Post-Ofsted Action Plan;
2. The Appraisal Cycle;
3. Our school's Annual Cycle of Monitoring and Evaluation;
4. Staff appointments

These may, in fact, overlap, but all will be specific in terms of: -

- **What** is to be monitored and evaluated
- **Who** is responsible ( Head/SMT/Staff/Adviser/Governors)
- **When** it is to be carried out (short or long term)
- **How** monitoring and evaluation will take place.

### **The SDP/Post-Ofsted Action Plan:**

The areas prioritised for development will be identified through the self-evaluation process, through inspection and by national initiatives. The plan will detail the monitoring and evaluation cycle for each target.

### **Appraisal Cycle:**

The Appraisal cycle is annual and involves 3 stages – planning, monitoring and review. The Appraisal Policy details the process.

### **The Annual Cycle of Monitoring and Evaluation**

The Annual Cycle of Monitoring and Evaluation focuses on 3 key areas: -

- a) **Standards of Attainment**
- b) **Teaching and Learning**
- c) **Curriculum Planning**

### **Monitoring**

At St. Joseph's, we believe that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

At St. Joseph's, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances (*see NUT model policy 'Learning Walks' and 'NAHT guidance on classroom observation protocol.'*)

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

***(Taken from the DFE: Teacher appraisal and capability; a model policy. May 2012)***

The purpose of monitoring these 3 areas are: -

### **Standards of Attainment:**

- to analyse key, measurable outcomes, such as test results, which will result in evaluation that examines the quality and impact of what we provide in our school;
- to accurately inform the statutory target-setting process;
- to monitor standards of work in all subjects and set improvement targets for English and Mathematics.

### **Teaching and Learning:**

- to secure improvement in teaching and learning;
- to ensure that whole-school policies are being followed consistently e.g. marking, presentation, assessment, and behaviour;
- to ensure all pupils' needs are met in schemes of work, lesson plans, PCP's and behaviour plans;
- to ensure that the moral, spiritual, cultural and personal development of pupils are addressed;
- to ensure that pupils develop the basic skills of literacy, numeracy and Computing;
- to ensure that pupils are developing appropriate skills and attitudes to learning;
- to ensure that the learning environment and class organisation and management are of a high quality;
- to ensure that resources, especially support staff, are used to further pupils' learning.

### **Curriculum Planning:**

- to ensure that policies and schemes of work meet statutory requirements;
- to ensure that the school offers a broad, balanced curriculum which is appropriate and worthwhile for all our pupils;
- to ensure that our planned curriculum is coherent and shows continuity and progression;
- to ensure that our schemes of work assist staff in preparing lessons.

## **Evaluation and Review**

Appraisal is a supportive process which will be used to inform continuing professional development. Here at St. Joseph's, we encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after monitoring has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- ❖ give clear feedback to the teacher about the nature and seriousness of the concerns;
- ❖ give the teacher the opportunity to comment and discuss the concerns;
- ❖ agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- ❖ make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for

improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);

- ❖ explain the implications and process if no – or insufficient – improvement is made. When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

***(Taken from the DFE: Teacher appraisal and capability; a model policy. May 2012)***

The purpose of evaluation is to make judgements on how effective we are.

A thorough **analysis** of information gathered through monitoring will be evaluated to diagnose strengths and weaknesses against agreed criteria for each of the 3 key areas.

The criteria for evaluation will be drawn from:-

- National and local comparative data;
- Lancashire KLIPs ( Key Learning Indicators of Performance)
- Nationally agreed criteria included in the Ofsted Framework Evaluation Schedule;
- School Self-Evaluation;
- Drafted to meet the specific features of our school  
e.g. Teaching and Learning Policy, Curriculum Plans;

Evaluation will take place as part of the agreed cycles, usually after a period of monitoring, but will also be:-

On-going by:

- ❖ Class teachers to evaluate progress after each lesson;
- ❖ Informally by subject leaders when observing display round school;
- ❖ Walk throughs by subject leaders followed by feedback at staff meetings;
- ❖ Pupil interviews by subject leaders;
- ❖ Book scrutinies;
- ❖ Peer to peer observations;
- ❖ Fix it time.

At particular times:

- ❖ Termly Headteacher's Report to governors;
- ❖ Updated SIPs by teachers after a professional development activity;
- ❖ Ongoing review of the SDP;
- ❖ Moderation meeting with other schools;
- ❖ Pupil Progress meetings between the HT and CT each half term-target setting for next half term;
- ❖ Update of Intervention Register – half termly.

**The self-evaluation cycle must then continue and evaluations translated into targets and plans for action if improvement is to take place. This applies as much to individual evaluation after each lesson as well as to major whole-school developments.**

## Monitoring Roles

The **Headteacher** has the responsibility for monitoring and managing the quality of teaching and learning and will often use the school adviser as part of this work.

As a result of monitoring teachers' planning, pupils' work, lesson observations and pupil discussions and walk throughs- the **Senior Management Team** within school and the **School Advisers**, will offer feedback on the quality of teaching provided and the progress and attainment achieved by pupils.

The **Subject Leaders** will also monitor their subject areas in the ways described above in order to evaluate their subject and plan for improvement. Monitoring will identify strengths and priorities for their subject and should not be used to judge individual teacher effectiveness, although it may lead to providing individuals with advice and support.

**School Governors** need to know that the school is delivering the curriculum entitlement to all children. To do this, they will receive feedback about the monitoring activities from the **Headteacher and Subject Leaders**. They will also gain knowledge from:

- ❖ visits to school;
- ❖ being provided with data at meetings;
- ❖ talking to pupils;
- ❖ involvement in curriculum activities (BERT club/ Lads'n'Dads);
- ❖ Walkthroughs incorporated into agendas of Governor Meetings;
- ❖ Various subject leaders attending meetings to present information;
- ❖ Defined Governor roles which will incorporate annual meetings with the Subject Leader and a report presented to the Full Governing Body.



# LEARNING WALKS

## MODEL POLICY

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### **'LEARNING WALKS' AND DROP-INS**

This governing body agrees that 'learning walks' (including other short visits to classes such as drop-ins) will only be carried out in accordance with the joint NUT/NASUWT classroom observation protocol, available at [www.teachers.org.uk/observation](http://www.teachers.org.uk/observation).

'Learning walks' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental and are a whole-school improvement activity. There should, therefore, be no attempt to use this approach as part of capability procedures or for appraisal.

1. A programme of 'learning walks' should be agreed with teachers so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly.
2. The purpose or focus of a 'learning walk' should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.
3. 'Learning walks' will be conducted with minimum disruption to teachers and pupils.
4. 'Learning walks' will be undertaken in a supportive and professional manner.
5. A maximum of two colleagues will be involved in 'learning walks' at any time.
6. Pupils will not be asked for their views of an individual teacher during 'learning walks'.
9. Those teachers whose classes are visited will be given the opportunity to see any written records which have been made during the 'learning walk'.
10. There shall be no evaluation of an individual teacher during a 'learning walk'.
11. Regular reviews of the operation of 'learning walks' will be held with all staff.
12. Any teacher whose classroom is visited during a 'learning walk' will have the visit counted towards the overall maximum of three observations per year, each of up to an hour in length
13. Any concerns about the implementation of this protocol should be raised initially with management either by the individual teacher concerned or with the support of the NUT school representative.

## Classroom Observation Protocol

### **For appraisal purposes**

The governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The arrangements for classroom and/or task observation will be included in the appraisal planning statement and will include; the amount of observation; specify its primary purpose; any particular aspects of the employee's performance which will be assessed; the duration of the observation; when during the appraisal cycle the observation is likely to take place; and who is likely to conduct the observation.

Where evidence emerges about the appraisee's performance which gives rise to concern during the cycle, additional observations may be arranged in addition to those recorded at the beginning of the cycle.

In keeping with the commitment to supportive and developmental classroom and task observation, those being observed will be notified in advance.

Classroom observations of teachers will only be undertaken by persons with QTS, who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support.

Oral feedback will be given as soon as possible after any observation and no later than the end of the following working day. It will be given in a suitable, private environment.



Written feedback will normally be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken.

The written record of feedback also includes the date on which the observation took place, the lesson/task observed and the length of the observation. The appraisee has the right to append written comments on the feedback document.

### **For ongoing monitoring purposes**

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained throughout the school.

## SM14 Classroom Observation Protocol

While information gathered during the appraisal process may be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies, the head teacher may determine that it is necessary to collect such evidence as their professional judgement dictates and this may include additional lesson observations.

Monitoring may take a form that is not accurately described as a lesson observation, which is usually of teaching and learning. Instead, for example, it may have a focus on the standards attained by the children, the impact of programmes of study on learning or on pupil behaviour. The monitoring might, for example, involve: work scrutiny; analysis of assessment results; or an examination of lesson planning records. It may also be “light touch” and relatively informal.

Other forms of additional monitoring may include learning walks or drop in visits to classes.

Wherever possible notice will be given of additional observations but depending on the particular circumstances, it may not be practicable to provide employees with specific advance notice of monitoring activities that are carried out for purposes other than appraisal.

The number and duration of lesson observations and other monitoring activities will be for the head teacher to determine as appropriate.

# ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

## ANNUAL CYCLE OF MONITORING AND EVALUATION

### STANDARDS OF ATTAINMENT

WHAT?	WHO?	HOW?	WHEN?	REPORTED TO?
Baseline Assessment	Reception Teacher	Report results	September	Results are not disclosed until the children leave school in Year 6 to show progress.
Results	Subject Leaders Class Teachers	Monitoring activities: Assessment Data	Half termly; HT and class teacher	HT/DHT(SLT) Governors Curriculum Committee SENCO
Moderation of work	Class teachers Core Subject Leaders HT/DHT Cluster meetings	Levelled work Assessment tests	Termly	HT/DHT(SLT) Pupils & Parents SENCO
SATs-Statutory / Non-statutory (Optional SATs); EYFSP; Other test data available;	HT/DHT working with all staff. Governors LA	Analysis of data to set statutory and school targets	Half termly	Governors LA Parents SENCO

## ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

### ANNUAL CYCLE OF MONITORING AND EVALUATION

#### TEACHING AND LEARNING

WHAT?	WHO?	HOW?	WHEN?	REPORTED TO?
The quality of teaching and its impact on learning	HT/DHT Subject leaders Advisers	Class observation Work sampling Pupil interviews Focused walkthroughs Quality of displays	1. As per School Development Plan 2. Annual Observation by HT/DHT for Performance Management	Individual staff HT/DHT Summary to all staff and Governors
Coverage of Programme of Studies, subject specific skills, pupil progress and teaching strategies	Subject Leaders	Class observation Work sampling Pupil interviews Focused walkthroughs Quality of displays	Core Subjects termly Foundation Subjects as per schedule	HT/DHT/Staff Governors Curriculum Committee

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**  
**ANNUAL CYCLE OF MONITORING AND EVALUATION**

**CURRICULUM PLANNING**

What	Who	How	When	Reported to:
Curriculum balance and Timetables	HT/DHT	Evaluate times allocated to subjects and the implications for class timetables	September	Class teachers
Policies Schemes of Work	Subject Leaders	Full evaluation of Policy and Scheme of Work.	SUBJECT CYCLE  (see timetable)	HT/DHT Governors Curriculum Committee
Medium and short term planning to ensure they translate schemes into appropriate learning objectives and activities.	Subject Leaders SENCO HT/DHT	Collecting and monitoring plans from all classes. Evaluate effectiveness of planning	<p><b>CORE SUBJECTS (Half termly):</b>                      – end of first half term by Subject Leaders                      - end of second half term by SMT</p> <p><b>FOUNDATION SUBJECTS (Termly):</b>                      - by either Subject Leader in line with Subject Cycle or SMT</p>	Individual staff HT/DHT Summary to all staff.