

MONITORING AND EVALUATING THE CURRICULUM

Monitoring, evaluating and reviewing the curriculum for individuals and groups of pupils is necessary feature of any school to provide information for:

- ❑ The Headteacher and the Senior Managers
- ❑ Governors
- ❑ Teachers and other school staff
- ❑ Members of the multi-disciplinary team
- ❑ Parents
- ❑ Ofsted/DFE/LA

It is necessary because:

- ❑ It ensures individual pupil needs are being met
- ❑ It is a form of accountability for governors and the school
- ❑ It is part of a system that ensures school improvement
- ❑ It ensures that the school's policies are achieving their aims
- ❑ It provides essential feedback on:
 - teaching methods
 - lesson planning
 - the assessment, recording and reporting of pupil progress
 - the quality of the learning environment
 - the management of resources

Monitoring strategies should result in the identification of targets for the development of resources, the development of teaching and learning and the professional development needs of the staff.

Monitoring is not an inspection process, although it will utilise similar strategies as the OFSTED framework, as it has a school improvement focus. By using a similar framework we will ensure that any future OFSTED inspection will be able to act as a 'quality control' check on our own school systems for improvement.

Monitoring will take place at different levels:

- ❑ Teachers with responsibility for planning for individuals and groups will be continually evaluating pupil learning

- ❑ Teachers with a curriculum area responsibility will be monitoring that area throughout the school
- ❑ Key Stage Managers will monitor the curriculum in their areas of responsibility.
- ❑ The SLT will be monitoring the whole school curriculum
- ❑ The Headteacher will be monitoring whole school teaching and learning
- ❑ The Governors:
 - through Full Governing Body
 - through Governor visits
- ❑ The Headteacher (or his representative), parents, teachers, members of the multi-disciplinary therapy team, through the Annual Review process
- ❑ The development of opportunities for the pupils through the School Council and their involvement in Annual Review meetings, to tell us about their experience of learning.

The different aspects of the curriculum will be monitored in the following ways:

a) Audit of curriculum coverage

The SLT will look at teacher's files three times each year (in the second half of each term) looking at planning documentation, schemes of work, Behaviour Support, Shared Goals, Individual Education Plans (IEPs) and timetables. It will be an audit of:

- ❑ Statutory requirements
- ❑ Breadth, balance and relevance of the curriculum
- ❑ Challenge and progression

This audit will be analysed at different levels:

- ❑ Whole school
- ❑ Department
- ❑ Class
- ❑ Individual pupil

Guidelines are provided to teachers outlining the requirements. Feedback will be formally given to each teacher. The focus for this monitoring will be the targets in the School Development Plan.

b) Monitoring provision for an individual

The system for monitoring the curriculum for individuals will follow the pattern of:

- ❑ Analysing the assessment data
- ❑ Examining the timetables
- ❑ Examining plans and programmes for the class and the pupil

- ❑ Sampling I.E.P.s
- ❑ Monitoring Shared Goals
- ❑ SOLAR

Once the documentation has been examined there will then be focused observations based upon issues arising from the I.E.P.

The SLT will produce a plan for pupil tracking so that over the year there is a representative sample of pupils from all phases and with a range of differing needs.

Arising from this programme of pupil tracking will be an action plan, which will relate to pupil needs, curriculum access, and school organisation and will feed into the school improvement plan.

c) Monitoring by subject co-ordinators

Some teachers have an additional responsibility for co-ordinating a particular aspect of the curriculum through the school. The monitoring of this subject will be a feature of this. This is outlined in the guidance for Curriculum Co-ordinators and the monitoring of curriculum areas. (See Appendix). Any fundamental changes to curriculum policy will be presented to the Governing Body.

d) Classroom observation and evaluation

The Senior Leadership Team (SLT) will undertake regular observations in all classes. Each class will be observed on a formal basis at least once a term. The Headteacher will also make regular random visits to classrooms to observe teaching and learning in relation to the curriculum and examine pupils work. Feedback will be given to members of staff and an expected outcome will be the clear identification of targets that should be achieved by the teacher.

e) Self-assessment

All teachers are expected to monitor through self-assessment of their own teaching. This is built into the planning and evaluation formats, which are in use throughout the school. Department Heads will be expected to ensure that this process is being carried out effectively.

f) The Role of the Governors

Governors have an important role to play in the effective monitoring of the curriculum, making a valuable contribution to ensuring quality.

See Governor Visits Policy.

g) Documentation and reporting process

There should be a positive outcome from the monitoring process. It should provide evidence of quality teaching and learning as well as inform the continued development and improvement of the school. In order for this to be effective there needs to be an efficient process of completing documentation, reporting and feeding into school development. Therefore standard school monitoring forms should be used which will be based on OFSTED formats.

Once the monitoring form has been completed the forms should be passed to the Headteacher who will collate all the information on actions to be taken.

SUMMARY

The monitoring system begins with a clear purpose whichever level it is being operated at. Having determined the focus for the monitoring the evidence or data are gathered. This data is then judged against the criteria for success or improvement within the school's policy frameworks and those provided by the LA and by the DFE. This would then generate action points which may be translated into targets for improvement and which could then become the focus for the next cycle of monitoring.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Headteacher to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

All Curriculum Policies
Teaching and Learning,
Safeguarding, Health and Safety
Staff Code of Conduct
Governors Visits Policy
PARRC
Performance Management

DANIEL LEWIS
REVISED TERM 3 2017

ST. NICHOLAS SCHOOL

CURRICULUM CO-ORDINATOR GUIDELINES

AIMS:

- ❑ TO ENSURE CONTINUITY AND PROGRESSION WITHIN THE CURRICULUM AREA ACROSS AND WITHIN PHASES
- ❑ TO ENSURE FULL ACCESS FOR ALL PUPILS (ESPECIALLY THOSE WITH PROFOUND AND MULTIPLE LEARNING DIFFICULTIES (PMLD) TO THE CURRICULUM AREA
- ❑ TO ENSURE APPROPRIATE AND CONSISTENT USE OF SIGNS, SYMBOLS AND AUGMENTATIVE COMMUNICATION SYSTEMS

THE CURRICULUM CO-ORDINATOR WILL:

- ❑ Be aware of the job description for a teacher with a responsibility point for the co-ordination of a curriculum area
- ❑ Will meet annually with the Deputy Headteacher to agree an action plan for the curriculum area (and review the previous one if appropriate) using the Curriculum Co-ordinator Planning Meetings proforma.
- ❑ Play a leading role in the development of the curriculum area and the purchase of new resources
- ❑ Agree with the Deputy Headteacher Non-Contact Time (NCT) so that the tasks can be completed effectively
- ❑ Use the Curriculum Monitoring Guidance
- ❑ Incorporate the school's Targets from the School Improvement Plan into the development plan for the curriculum area.

DANIEL LEWIS

REVISED TERM 3 2012

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CURRICULUM AREA BUDGET PLANNING SHEET

List in order of priority the resources required to finance your subject for the coming year. This should not include computer hardware or basic stock but should include any items of furniture. Please try to ensure the bids are closely linked to the School Development Plan.

Quantity	Articles	Cost
	Total	

CURRICULUM AREA;

CO-ORDINATOR;

DATE:

ST. NICHOLAS SCHOOL

CURRICULUM INSET REQUIREMENTS RECORDING SHEET

List in order of priority the INSET opportunities required for your curriculum area (not just for you). This should not only include relevant external courses but also time for

internal development and planning. This should be closely linked to the School Development Plan.

Activity	Cost
Total	

CURRICULUM AREA;

CO-ORDINATOR;

DATE:

CURRICULUM MONITORING GUIDANCE

You need to be looking at:

- Teacher plans
- Teacher records
- Pupil's work
- Reports

Use these (or some of these) questions as a focus:

- Is the curriculum balance being achieved? Are pupils receiving their entitlement to all parts of the subject?
- Are teachers recording pupil achievements and experiences?
- Is work being differentiated to meet the individual needs of the pupils?
- Are teachers using a range of teaching approaches?
- Are reporting requirements being met?
- Is there continuity between classes in each Key Stage?
- Is there progress in planning and delivery through the Key Stages?
- How good is teacher understanding of the subject?
- Are teachers using appropriate resources for curriculum delivery?
- Are teachers consistent in their judgements about pupil progress?
- Are targets set through annual review being addressed and met?

