



Name of Policy:

## **Monitoring, Evaluation & Review Policy**

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<b>Person responsible for updating policy</b>	SL

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## Monitoring, Evaluation & Review Policy

This policy underpins all the policies of the school and is a means whereby we ensure the quality of all that takes place at the school.

### Aims

The overriding aim is to ensure continued school improvement through a cycle of plan, do & review (Intent/Implement/Impact). In particular:

- Enable the school community generally to support children at Wallace Fields Juniors in the preparation for adult life.
- To review progress of school development priorities
- Analysing of results to support improvement in standards
- To provide information to help guide the formulation of a new school development plan
- Ensuring that the school policy and practice is implemented consistently
- Share good practice between members of staff
- Ensure the school is well led and managed at all levels

### Objectives

More specifically:

- To monitor, evaluate and review pupil progress and attainment as described in our assessment policy
- To set meaningful school, class and individual targets on the basis of teacher assessment supported by contextual and statistical data
- To involve children and parents in the target setting process in order to give clear direction for future efforts and emphasis
- To compare results with similar schools using both the RAISEONLINE & the Ofsted data DASHBOARD information
- To evaluate school effectiveness regularly at staff meetings, each half term at an individual teacher level, on an annual basis using the results from teacher evaluations and governor evaluations, every two years from the children and parents
- To use the performance management and staff development review cycles as a productive method for supporting and developing individual members of staff (PRP / Teacher profiles)
- To support subject leaders in the monitoring of their areas through book looks, observations and support team meetings
- To ensure that every aspect of the school is managed in such a way as to bring the maximum benefits to the children's learning and achievement
- To involve the Governing Body – enabling them to fulfil their role

### School Development & Improvement Plan (SDP)

The major vehicle for school improvement is the School Development & Improvement Plan. This covers in broad terms a period of three years and in detail the first year running from September to July. The monitoring, evaluation and review informs this plan.

The SDP is monitored at each governors meeting. It is evaluated and reviewed each term. All subject leaders are responsible for drawing up action plans for their subjects. The Headteacher is responsible for the SDP. Team Leaders and Senior Leadership team are responsible for drawing together action plans and presenting the completed document by the beginning of each academic year.

## Sources of Evidence

In order to monitor, evaluate and review the quality of the school, we will tap into the wealth of evidence available to us. The list indicates most, but possibly not all of the sources to hand.

### Written Evidence

Test results

Baseline assessments

Minutes of meetings

Policies

Pupils' work

Teachers' planning

Teachers' assessment records

Children's targets

Governors Annual Report

Outcomes of EHCP's & support plans

### Observations

Classroom observations

Individual shadowing of child

Observing meetings

Observing playground

Governor observations

### Interviews with

Individual children

Groups of children

Individual members of staff

Groups of staff

### Recorded Evidence

Drawings

Photographs & presentations (PowerPoint)

Computer generated pupils' work

Video Recordings / Tablet videos

Documents – paper & electronic

### External Evidence

OFSTED inspection report

LA monitoring – Overview Partner

Analyse School Performance (ASP) Reports

Financial Audit Report

Safeguarding Audit Report

### Questionnaires & Surveys

Governors

Parents

Pupils

Staff

Visitors

### Reviews with

Pupils

Teachers

Support staff

Governors (Headteacher only)

## Key Responsibilities

### Headteacher

Planning	Check online of weekly planners every Monday on the OneDrive. Weekly snapshot each term by subject co-ordinators.
Focus observations & Learning Walks	Visiting classrooms. Individual feedback & any school issues to all staff. Regular Learning walks with a given focus.
Performance management observations and review meetings	To include the Headteacher, Deputy, SENCO & School Business Manager (SBM)
Curriculum Leader meetings	Discussion with subject leaders as to progress of the subject – review of documentation as well as focusing on particular areas of development in line with the SDP
Book Looks	Each month to see a range of work from one child in each class for the purpose of encouraging, monitoring & evaluating. Feedback to individual teachers as appropriate.
Data Analysis	Teachers set individual targets in reading, writing & maths for all pupils early in Autumn Term. Review targets following mid- year assessments (Spring term) & tests in the summer term
Evaluations	Termly evaluations to the Governors. Annual evaluations from subject co-ordinators. Biennial evaluations from parents & children. Annual evaluation from Governors.

### Deputy Headteacher

Planning	n/a
Focus observations	Visiting classrooms to observe
Performance Observations & review meetings	Observation of team, review meetings and target setting meetings
Curriculum committee	Report to the committee
Book Looks	(See subject leader section)
Data Analysis	Preparation for target setting through collection of assessment information for sharing with Headteacher & SLT
Evaluations	Review performance management individual targets (PRP / Teacher profiles)
Marking	Termly check of marking and assessment across the school including use of the agreed assessment system (Pupil Asset)
Observations of NQTs	Termly
Target setting discussions for NQT's	Half termly
Feedback to Headteacher on NQT progress observations.	Half Termly

## Subject Leaders

Subject Leader observations	According to the SDP timetable – spread between year groups using observation sheet- see appendices 1 & 2
Staff Meetings	Discussion, planning, auditing & feedback in relation to practice across year groups and subject updates
Assessment	Copies of completed assessments copied to subject leader from the class teacher to enable them to keep an overview of standards & monitor progress
Evaluations of medium term plans	Reviewed termly online.
Book looks & planning	Studying samples of work from three targeted children from each class to check coverage, differentiation, progress and presentation alongside the weekly plans. Report sheets kept in own subject file and Headteachers file See appendix 3
Core subject leaders analysis of National Test Data (SATs)	Annual analysis of National Test results (SATs)& summative test results when appropriate

## Line Managers (SLT)

Meetings	Weekly Senior Leadership Team (SLT) meetings
Setting targets	Set targets for future
Classroom observations	Carry out subject specific observations and general observation of their managed staff
Reviews	Subject leader review

## Class Teachers

Teaching Assistants & HLTA's	Regular review to discuss & negotiate role within and outside of the classroom
Supply of information	To provide books and assessment information as requested
Assessment	To maintain teacher assessments in line with school policy
Targets	Set individual targets for reading, writing & maths. Review each individual pupil target in March after the mid - year assessments & respond accordingly

## SENCO

All children on SEN register	Ensure class teachers write EHCP and support plans
Statemented children	Organise EHCP and SEND support
Whole school	Update and maintain provision map and support
Governors	Liaise with the Governor for SEN and produce a termly SEND report to governors.

## Governors

Curriculum sub committee review of subjects	Attendance by subject leaders as part of a rolling programme - discussion of planning, progress and standards
Observation schedule by English & Maths governors	Observing to an agreed focus and following the code of conduct
Observation by governors	Governors into School weeks and random visits welcomed and encouraged.
Monitoring by the Curriculum Committee	Receive a progress report following year assessments including the National Test Results (SATs)

## School Improvement Partner

Target setting	Setting targets for the HT and SLT
Support for school	Provided in relation to need

## Parents

Monitoring of own child's work	Termly inspection of own child's work Termly consultation evenings.
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## Children / School Council

Monitoring effectiveness of school	
Ensuring pupil voice	Regular (monthly) School Council meetings. School councillors review and discuss issues raised at school council. HT reports to governors' key changes implemented by school council.

## Timetable for the Year

<b>September</b>	<ul style="list-style-type: none"> <li>▪ Review teaching &amp; learning policy with staff</li> <li>▪ Review success of last year</li> <li>▪ Set school targets for the year</li> <li>▪ Set individual children's targets</li> <li>▪ Medium term plans written &amp; reviewed</li> <li>▪ SDP presented and agreed</li> <li>▪ School Council meet</li> </ul>	<p style="text-align: center;"><b>Throughout the Year</b></p> <p>Headteacher scrutinises teachers, weekly planning – alongside pupils books &amp; individual teacher</p> <p>Each fortnight Headteacher looks at and discusses the work with one child from each class, feeding back to teachers as appropriate</p> <p>Visiting governor each month to focus on an aspect of the teaching &amp; learning policy or on a curriculum area</p> <p>Headteacher monitors delivery of teaching &amp; learning in each class at least once per term</p> <p>Subject Leaders scrutinise work from three children in each class each term</p> <p>Parents have the opportunity to look at their children's work each term</p> <p>Headteacher &amp; School Business Manager monitor the school budget each month</p> <p>Senior Leadership Team (SLT) meet once per week</p> <p>SENCO &amp; Deputy Headteacher meet with Teaching Assistants each week</p> <p>Weekly staff meeting scheduled</p> <p>Full Governors meeting each term</p> <p>Finance, Premises, Staffing, Curriculum &amp; Strategy &amp; Planning meet each term</p>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ Meet with Overview Partner (LA) to analyse data</li> <li>▪ Set targets with Governors</li> <li>▪ Parent consultations</li> <li>▪ Headteacher's performance review</li> <li>▪ Teachers Performance reviews</li> <li>▪ Support staff Annual reviews</li> <li>▪ School Council meet</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>▪ ASP / Data Dashboard</li> <li>▪ Address SDP priorities</li> <li>▪ Deputy to monitor assessment</li> <li>▪ School Council meet</li> </ul>	
<b>December</b>	<ul style="list-style-type: none"> <li>▪ Address SDP priorities</li> <li>▪ Encourage subject leader pupil interviews and audit</li> <li>▪ School Council meet</li> </ul>	
<b>January</b>	<ul style="list-style-type: none"> <li>▪ Assessments to all year groups</li> <li>▪ Review of SDP</li> <li>▪ Prepare priorities for the budget</li> <li>▪ Medium term plans written &amp; reviewed</li> <li>▪ School Council meet</li> </ul>	
<b>February</b>	<ul style="list-style-type: none"> <li>▪ Review individual pupil targets following assessments</li> <li>▪ School Council meet</li> </ul>	
<b>March</b>	<ul style="list-style-type: none"> <li>▪ Parents consultations (Parents Evenings)</li> <li>▪ Governors agree initial budget</li> <li>▪ Interim performance management reviews</li> <li>▪ School Council meet</li> </ul>	
<b>April</b>	<ul style="list-style-type: none"> <li>▪ Review SDP priorities</li> <li>▪ Interim performance reviews</li> <li>▪ Medium term plans written &amp; reviewed</li> <li>▪ Budget agreed.</li> <li>▪ School Council meet</li> </ul>	
<b>May</b>	<ul style="list-style-type: none"> <li>▪ KS 2 National Tests</li> <li>▪ Summative tests in Years 3, 4 &amp; 5</li> <li>▪ School Council meet</li> </ul>	
<b>June</b>	<ul style="list-style-type: none"> <li>▪ Budget fixed</li> <li>▪ School Council meet</li> </ul>	
<b>July</b>	<ul style="list-style-type: none"> <li>▪ Annual children's reports to parents</li> <li>▪ Open evening</li> <li>▪ Identify SDP priorities</li> <li>▪ Interim review of National Tests (SATs) data and teacher assessments and identification of strengths and weaknesses.</li> <li>▪ School Council meet</li> </ul>	
<b>August</b>	<ul style="list-style-type: none"> <li>▪ Finalise SDP</li> </ul>	



## Summary of Monitoring, Evaluation and Review

### Monitoring

- Of planning by Head, Deputy, SLT & Subject Leaders
- Classroom observations by Head, Deputy, Subject Leaders & Governors
- Of children's work by teacher's Head & Subject Leaders
- Of children's work by parents (parents' evenings)
- Of assessment by Head, Deputy & Governors
- Of data by Head, Deputy, Subject Leaders, Governors & School Improvement Partner (SIP)
- Of Head's performance by the Governors and SIP (Inc. Chair of Governors)
- Of teaching performance by Head & Subject Leaders
- Of support staff performance by Head & School Business Manager (SBM)
- Of the School Development Plan by the Head, Governors & LA (Overview Partner)
- Of Health & Safety by the Head, Governors & Caretaker
- Of Finance by the Head, School Business Manager (SBM) & Governors
- Premises by Head, Caretaker & Governors

### Evaluation

- Of children's work by Teachers, Subject Leaders & parents
- Of pupil progress by Head & Deputy Headteacher and Maths and English Leaders

### Review

- Of teaching & learning by Headteacher, Deputy Head & Subject Leaders
- Of the curriculum by the Head, Deputy Head, Curriculum Leaders & Subject Leader
- Of the Head's performance by the Governors
- Of support staff by the Head, SENCO & School Business Manager (SBM)
- Of teaching performance by the Head & subject co-ordinators
- Of the long term premises needs by the Head, Caretaker & Governors
- Of the long term financial needs by the Head, School Business Manager (SBM) & Governors

In deciding upon regular formal monitoring mechanisms it is important to select strategies that are effective. For example, taking in samples of children's work across a year group or school for scrutiny by curriculum leaders is often a superficial exercise. Without the teacher present and the corresponding weekly plan, sampled work can have too many missing factors for any worthwhile or rigorous judgement to be made. Combining monitoring mechanisms makes monitoring more satisfying and effective because the links can be made between planning, subsequent learning, work products and targets.

## Appendix 1

### Observation Guidance

At Wallace Fields our observations are intended to assist the process of school improvement and professional development. They are conducted in a positive manner which seeks to acknowledge good practice, whilst identifying areas for support and development.

There are six types of observations from which form part of our annual cycle:

1. Observations are part of performance management involving team leaders observing members of their team. The focus for these relates to the objectives highlighted during the objective setting meetings. Copies of this are kept by the team leaders, reviewee and Headteacher.
2. Observations by subject leaders. These are used to increase awareness of the progress and delivery of their subject across the school and specifically the standards which children are achieving. They have an agreed focus, which is linked, to either whole school or year targets and / or school development plan priorities. Copies of observations are kept by the class teacher, subject leader and Headteacher. The Headteacher will conduct a series of joint observations with subject co-ordinators to establish sharpness of approach and uniformity of approach.
3. Classroom visits by the Headteacher. These provide snapshots of specific priorities as identified. They are designed to help the Headteacher keep informed about standards of teaching and learning, the implementation of policy and what's going on in school generally. A report will be provided for staff.
4. Observations of NQTs. This forms part of their induction programme and is carried out by the Deputy Head. Copies of recording sheets are kept by the NQT, Deputy Head and Headteacher.
5. Observations by Governing Body. Following the agreed code of practice, Governors visit a selection of year groups to up date them on current practice in a subject or others school policies according to an agreed focus. The information gained is fed back to the Governing Body. A record of all governor visits and observations is kept by the Headteacher.
6. Observations by the School Improvement Partner on occasions, paired observations will take place conducted by a SIP in conjunction with a school member of staff. This is in order to help the professional development of staff through discussing the process of observation and feedback.

There are differences between different types of observation and recording, storing and sharing information. However, there are some common principles:

- We embrace the opportunity to share good practice and support one another in our development
- Formal observation will not exceed 1 hour per term
- Feedback should be given as promptly as possible. Opportunity should be given for a professional discussion to take place following feedback that includes the views of the observed person.
- Any written information should be kept confidential within agreed parameters
- Suggestions for development should be accompanied by the identification of resources and support, where necessary

## Wallace Fields Junior School - Observation Sheet

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Areas to consider during the observation.	Quality of Learning	Pupil engagement	Subject Knowledge	Planning based upon the needs of the children.	Start and end of the session. Quality of introduction / plenary	Pitch, pace and challenge. Differentiation.	Learning Objective & Steps to Success shared & referred to.	Effective Questioning and answering	AfL (assessment for learning) during the lesson.	Use of resources and additional adults.	Feedback to pupils / Praise & reward	Relationships and behaviour. Teacher rapport/ Paired dialogue/interactivity.
Tick if observed												

Note: The development points from the previous observation should be taken into consideration. Improvement points must be limited to three key areas. Dual/shared observations can help improve moderation of feedback points.

<b>Contextual information:</b> Subject being taught: _____ Area of Subject being taught: _____	
LO: _____	
Number of Pupils in the class	Number of adults in the class.
Other contextual information e.g. number of SEND, EAL, FSM, Pupil Premium	(These should be indicated on the plan, if not the observer may ask before or during the lesson to identify these children and the numbers in the group).

Development points carried over from previous observations:

The notes of the observation (strengths/development points) are on the reverse of this form:

<b>Feedback of key points</b>
Key Strengths:

Key Areas for development (3 maximum):

Signature (of observer)

SL Jan 2015/monitoring & observation/ observation sheet FEB blank 2017

**Learning & Teaching Notes**

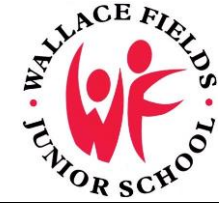
<b>Learning : Strengths</b>	<b>Teaching: Strengths</b>
<b>Learning : Areas for development</b>	<b>Teaching: Areas for development</b>

**Wallace Fields Junior School 2015** SL Jan 2015/monitoring & observation/ observation sheet blank 2017

	<b>Lesson Observations</b>	<b>Monitoring Teacher Planning</b>	<b>Visiting Classrooms</b>	<b>Book Scrutiny</b>
<b>Purpose</b>	First hand observation of learning & teaching (inc. learning walks)	To ensure that teachers are engaged in effective & consistent lesson preparation	To provide feedback on the classroom environment and the extent to which it facilitates learning	To monitor the quality of pupil written work
<b>Benefits</b>	<p>To identify good or better practice</p> <p>To provide feedback on areas of agreed focus</p> <p>Quality assurance against Ofsted criteria</p>	<p>Can take place outside of lesson time.</p> <p>Planning is highly influential on lesson quality.</p> <p>A focus for the implementation of many whole school themes, clear objectives, differentiation, cross curricular links, etc</p> <p>To highlight year team strengths/ deficiencies in this area</p>	<p>Can take place outside of lesson time.</p> <p>Possible to set up a more relaxed dialogue" seen as less threatening"</p> <p>Gives high profile to an important influence on pupil learning.</p>	<p>Can take place outside of lesson time.</p> <p>To assess the standard of work in comparison to national expectations</p> <p>With a carefully chosen sample, the work of a wide range of students can be sampled (gifted/talented, those with SEN, boys, LAC)</p> <p>To appreciate the extent to which planning and lesson delivery is impacting learning</p> <p>Could be linked to a supplementary exercise that involves discussions with pupils.</p>
<b>Barriers to be Overcome</b>	<p>Time intensive in lesson time, sometimes requiring cover.</p> <p>If observer is a subject leader (and not SLT) lines of accountability can be weak.</p> <p>Sensitivity needs to be shown during feedback.</p> <p>Training required in observational techniques.</p> <p>Reticence/ nervousness for the person being observed.</p>	<p>School expectations need to be clear: are teachers to produce individual plans to supplement those for the medium term?</p> <p>The teacher might not be directly responsible for the production of these medium term plans.</p> <p>Subject leaders need to establish a good relationship with the teacher in order to earn the right to establish this kind of dialogue</p>	<p>Whereas the observer might feel that this strategy is informal, the teacher in question might not view it this way! The status of the session (with notes to be taken, formal feedback given) needs to be made clear.</p> <p>A poor environment might be down to deficiencies in the school fabric that is outside of the control of the teacher.</p>	<p>This technique does not facilitate an appreciation of lesson outcomes for subjects</p> <p>To work well, the background/ prior attainment of the pupils needs to accompany the book work.</p>

	<b>Lesson Observations</b>	<b>Monitoring Teacher Planning</b>	<b>Visiting Classrooms</b>	<b>Book Scrutiny</b>
<b>Support Needed</b>	<p>A whole school commitment to the role of the leaders in the observation process.</p> <p>A whole school commissioning for subject leaders to focus on a particular aspect of teaching / learning, i.e. maths, science investigations</p>	<p>A whole school commitment to this process, in particular a shared understanding about the responsibilities of the year group and the teacher with respect to the production of planning documents</p>	<p>A structure within which this informal visitation takes place.</p> <p>Whole school guidance / expectations regarding classroom display / layout</p> <p>Funding and / or classroom support to bring about changes</p> <p>Good role models</p>	<p>Once again SLT will need to set up a whole school climate that allows the subject leader to undergo intimate monitoring of this nature</p> <p>A whole school procedure that results in a streamlined focused exercise.</p>
<b>Focus Questions</b>	<p>Do the lessons:</p> <p>Show clear evidence of planning?</p> <p>Show an appropriate rapport between teacher and pupil?</p> <p>Show that the teacher has a sound command of the subject matter?</p> <p>Demonstrate appropriate pace and challenge?</p> <p>Result in the achievement of clear learning objectives?</p>	<p>Do the plans:</p> <p>Identify clear learning objectives?</p> <p>Show differentiation and suggest an appropriate range of resources?</p> <p>Identify cross curricular links?</p> <p>Show imaginative, inspiring activities that are realistic and relevant?</p>	<p>Do displays reflect the topic that is currently being taught?</p> <p>Is the environment stimulating?</p> <p>Is the classroom arranged to facilitate learning at appropriate levels?</p> <p>Can children access the resources easily and re these adequately / appropriate to the activity?</p>	<p>Is the marking purposeful and does it provide targets to help the child improve?</p> <p>Is the work of quality and meeting appropriately challenging but realistic targets for the child?</p> <p>Is planned work evidenced in student outcomes?</p> <p>Is there evidence of variety in work and teaching methods?</p>

**Monitoring of Short Term Plans and the Children's Work**



Subject \_\_\_\_\_ Subject Leader \_\_\_\_\_ Date \_\_\_\_\_

Present at Meeting (initials): \_\_\_\_\_

Do the plans show	Year				Does the Work Sample show?	Year			
	3	4	5	6		3	4	5	6
Specific Learning Objectives? Child friendly language?					The work links to the objectives?				
A range of Teaching Approaches? Visual / Kinaesthetic / Auditory					Green improvement prompts? (1 per topic for foundation)				
Use of ICT and different media?					Pink positive responses? (Recognition ticks for foundation)				
Clear Differentiation?					Evidence of differentiation/ support identified?				
Evidence of AfL – (Assessment for Learning)					Clear progression of levels across the groups?				
FSM/Pupil Premium/SEND support (core curriculum plans only)					Consistency in practise- sp , p, t, gr LO, date				

**Comments putting judgements in context – FSM/Pupil Premium/SEND/Every6/ Consistency of practice/marking and feedback.**

Year 3		Year 5	
Year 4		Year 6	
Main issues for action to be reported back to the whole staff including positive points: Positive & Negative			

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Subject Leader Action Plan 2017-2018

**ACTION PLAN FOR EACH PRIORITY AREA 2017/2018**

Priority			Person(s) responsible		
Background / Current position			Objectives / targets		
Focus/Activity	Expected outcomes/ success criteria	By whom By when	Resources including training costs	Monitoring (checking on progress)	Evaluation  (How will success criteria be checked & by whom)
Development Point 1					
Development point 2					
Development point 3					
	Details	By whom / when?	Costs?	Completed?	Evaluation
Continued Professional Development (CPD)					
Pupil Voice / pupil questionnaires					
Resources / Audit					
Governors (meetings)					
Data					