Name of Policy:

Monitoring, Evaluation & Review Policy

Reviewed Edition	November 2025
Next Review	November 2026
Role responsible for updating policy	Headteacher

Contents

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 and individual pupil targets on the basis of teacher assessment supported by contextual and statistical data
- To involve children and inform parents of the target setting process in order to give clear direction for future efforts and emphasis
- To compare results with similar schools using the Pupil Asset & the IDSR
- 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 (PMR / 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 inform and involve the Governing Body – enabling them to fulfil their role

School Development Plan (SDP)

The major vehicle for school improvement is the School Development Plan. This covers in broad terms a period running from September to July. The monitoring, evaluation and review procedure informs this plan.

The SDP is monitored at the first and last governors' meeting. It is evaluated and reviewed each term. All subject leaders are responsible for drawing up action plans for their subjects and teams, etc. The Headteacher is responsible for the SDP. Team Leaders and Senior Leadership Team (SLT) 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	Recorded Evidence
Test results	Drawings
Baseline assessments	Photographs & presentations (PowerPoint)
Minutes of meetings	Computer generated pupils' work
Policies	Video Recordings / Tablet videos
Pupils' work	Documents – paper & electronic
Teachers' planning	External Evidence
Teachers' assessment records	OFSTED inspection report
Children's targets	LA monitoring – Overview Partner
Governors Annual Report	School Performance Reports (IDSR)
Outcomes of EHCPs & support plans	Financial Audit Report
	Safeguarding Audit Report
Observations	Questionnaires & Surveys
Classroom observations	Governors
Individual shadowing of child	Parents
Observing meetings	Pupils
Observing playground	Staff
Governor observations	
Learning Walks	Visitors
Interviews with	Reviews with
Individual children	Pupils
Groups of children	Teachers
Individual members of staff	Support staff
Groups of staff	Governors (Headteacher only)

Key Responsibilities

Headteacher

Planning	Check online of weekly planners and timetable every Thursday or Friday of previous week on the OneDrive. Half-termly snapshot each term by subject leads.
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, SENDCO & 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 and their SSEF.
Pupil interview & book look	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 and pupils generate individual targets in maths and writing for pupils in each term. Maths targets are allocated following tests and writing targets are generated from extended writing tasks and use of success checkers.
Evaluations	Termly evaluations to the governors in the form of school on a page. Annual evaluations from subject leads. 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
Governing body	Report to the Governing body
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 (PMR / Teacher profiles) Shared area PMR file (secure)
Marking	Termly check of marking and assessment across the school including use of the agreed assessment system (Pupil Asset)
Observations of ECTs	Termly
Target setting discussions for ECTs	Termly
Feedback to Headteacher on ECT progress observations.	Termly

Subject Leaders

Subject Leader observations	Annual observation of own subject across all year groups using observations and learning walk record- see appendices 1 & 2
Staff Meetings	Discussion, planning, auditing & feedback in relation to current practice across year groups and subject updates
Assessment	Records of assessment on Pupil Asset where relevant to enable them to keep an overview of standards and monitor progress.
Evaluations of Progression maps & Curriculum maps	Reviewed annually. Progression map is updated and shared on website.
Book looks & planning	Bespoke subject leader sheets completed at SLT. Samples of random work from each class to check content and progress. Report sheets kept in own subject file in PM file online (shared area secure).
Core subject leaders analysis of National Test Data (SATs)	Annual analysis of National Test results (SATs) and summative test results when appropriate.

Line Managers (SLT) PMR

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

Class Teachers

Teaching Assistants & HLTAs	Regular review to discuss and 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	Pupils to generate individual targets for writing and maths. This informs teachers for feedback to parents in parent / teacher meetings and reports.

SENDCO

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

Governors

Governing body review of subjects	Attendance by subject leaders as invited or required for 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	'Governor into School' weeks and random visits welcomed and encouraged.
Monitoring by the Governing body	Receive a progress report following year assessments including the National Test Results (SATs)

Parents

Monitoring of own child's work	Termly consultation evenings.
	Receive annual report in the summer term

Children / School Council

Monitoring effectiveness of school	Pupil voice questionnaires
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.
	School Council minutes sent to FGB and CTs. Copy to all councillors including next meeting date.

		Throughout the Year
September	▪ **Review teaching and learning policy with staff** ▪ **Set school targets/idea for the year** ▪ **SDP presented and agreed** ▪ **School Council meet** ▪ **Class welcome meetings** ▪ **SDP key priorities revised and set.**	**Headteacher checks teachers, weekly planning is complete and available –alongside pupils' books and individual teacher.**
October	▪ **Set targets with Governors** ▪ **Assessments – Year 3 baseline** ▪ **Teachers performance management reviews** ▪ **Support staff annual reviews** ▪ **Class tea parties** ▪ **School Council meet**	**Each fortnight Headteacher looks at and discusses the work with one child from each class, feeding back to teachers as appropriate.** **Visiting governor to focus on an aspect of the teaching and learning policy or on a curriculum area.**
November	▪ **ASP / Data Dashboard/Pupil Asset** ▪ **Address SDP priorities** ▪ **Summative assessment test – all year groups** ▪ **Parent consultations** ▪ **Prospective parent visits and tours** ▪ **Pupils generate targets for maths** ▪ **Deputy to monitor assessment** ▪ **School Council meet** ▪ **Headteacher PM review by governors**	**Headteacher monitors delivery of teaching and learning (LW) in each class at least once per term.** **Subject Leaders scrutinise work from random children in each class in SLT.**
December	▪ **Address SDP priorities** ▪ **Encourage subject leader pupil interviews and audit** ▪ **School Council meet**	**Parents have the opportunity to look at their children's English and Maths each term.**
January	▪ **Review of SDP** ▪ **Prepare priorities for the budget** ▪ **School Council meet**	**Headteacher and school business manager monitor the school budget each month.**
February	▪ **Pupils' targets following assessments in maths** ▪ **School Council meet** ▪ **Summative tests- all year groups**	**SST meet once a week to discuss high level issues – finance, premises,staffing.**
March	▪ **Parents Consultations (Parent Teacher meetings)** ▪ **Governors agree initial budget** ▪ **Interim performance management reviews** ▪ **School Council meet**	**Senior Leadership Team (SLT) meet once per week.** **SENDCo and Deputy meet with Teaching Assistants and HTLAs each week.**
April	▪ **Review SDP priorities** ▪ **Budget agreed** ▪ **School Council meet**	**Weekly staff meeting scheduled.** **Full Governors meeting each term.**
May	▪ **KS 2 National Tests** ▪ **Summative tests in Years 3, 4 & 5** ▪ **School Council meet**	**Finance, Premises, Staffing, Curriculum & Strategy & Planning meet each term.**
June	▪ **Budget fixed** ▪ **School Council meet**	

Timetable for the Year

July	▪ **Annual children's reports to parents** ▪ **Celebration evening** ▪ **Identify SDP priorities** ▪ **Interim review of National Tests (SATs) data and teacher assessments and identification of strengths and weaknesses.** ▪ **Subject SEF created for next academic year** ▪ **School Council meet**	
August	▪ **Redraft SDP**	

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 and Peers
- Of children's work by parents (parents' evenings)
- Of assessment by Head, Deputy & Governors
- Of data by Head, Deputy, Subject Leaders, Governors
- 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, SENDCO & School Business Manager (SBM)
- Of the School Development Plan by the Head, Governors & Deputy
- Of Health & Safety by the Head, Governors & Caretaker
- Of Finance by the Head, School Business Manager (SBM) & Governors
- Of Premises by Head, Caretaker & Governors

Evaluation

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

Review

- Of teaching & learning by Headteacher, Deputy Head & Subject Leaders
- Of the curriculum by the Head, Deputy Head, Subject Leader & and SLT
- Of the Head's performance by the Governors
- Of support staff by the Head, SENDCO & School Business Manager (SBM)
- Of teaching performance by the Head & Subject Leaders
- 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 Juniors, 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 and SLT 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 and Deputy. 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 ECTs. This forms part of their induction programme and is carried out by the Deputy Head. Copies of recording sheets are kept by the ECT, Deputy Head and Headteacher.
5. Observations by Governing Body. Following the agreed code of practice, Governors visit a selection of year groups to update 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 on the One Drive.
6. Peer to Peer – these are informal observations of year group colleagues to help gather ideas, see alternative practice and have an informal and positive feedback meeting – sharing good practice / subject strengths.

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

Learning Walk (LW) WFJS 2023-24

A Learning walk provides a snap shot in time of key areas that should be in place in all lessons. They are not a full or formal observation and provide an overview of behaviour for learning/consistency across year groups/use of support staff/Teaching and Learning/ Health and Safety

Class:		Date:		Name of Teacher					
Overall RAG best fit judgement				Name of LW staff member					
Areas to observe						R	A	G	Comment
Behaviour Management									
All pupils are on task, or redirected by the CT									
Excellent routines are established and tasks are resourced well									
Children are respectful, listen and respond to each other (including paired and group dialogue)									
Teacher uses positive behaviour management strategies/ praise and rewards- the atmosphere is positive and conducive to learning.									
Effective Management & Allocation of Additional Adults									
SEND children are supported and resourced appropriately.									
Clear evidence of support staff feedback in books (purple pen with useful comments, VF,HPs, praise & rewards)									
Support staff know what the learning is and know the next steps in the children's learning. (Why this? What now? What next?)									
TAs/SNAs are working purposefully to support the children's learning and/or help to prepare resources for lessons Inc. support & challenge									
Teaching and Learning									
Learning Questions (LQ) and steps to success (SCS) are evidenced on MIMIO/Child's book/ WBs and referred to.									
Children are able to explain what they are learning and how it fits into the bigger picture (Why this? What now? What next?)									
Lesson vocabulary is made clear and referred to regularly in the lesson /on MIMIO/on WBs									
Teacher models clearly using interactive MIMIO/visualiser-this modelling has led to high quality learning evidenced on WB/in book/practical output.									
Misconceptions are addressed, or are planned to be addressed									
Teacher engaging the children through active questioning, and active feedback around the class (incl. formative assessment)									
Books have evidence of recent feedback/marking/stamps/HPs									
Active teaching is evidenced- individual feedback through 1:1 conversations, 1:1 marking, interactivity & individual support.									
Display/Class Environment									
Displays reflect current learning and are of a high quality & tidy.									
Book corners are attractive and tidy, advertise teacher & pupil recommendations. A range of accessible books are on offer for all abilities and celebrate diversity. (EDI)									
Current children's reads are displayed for ALL children.									
Displays include FAIL/BELIEVE/Believe Code/4Bs/Stars of the Week									
Wellbeing									
Mood box is available and children are using this daily to report their wellbeing.									
Notices advertise ways to seek help in toilet area and classroom									
NSPCC, Childline & Safeguarding posters on display									
Zones of Regulation in use.									
Health & Safety									
Any health and safety concerns? Slips, trips or falls possible?									

Actions/feedback to include:

Shared/staff/obs and mon/ learning walks 2022 - 2023

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

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

Team Action plan 2024 2025 –Team name: **Month xxxxx   2024/2025**

Team members + subjects:

Team priority areas for all subject (outline main priorities- include cross subject projects and ideas, as well as individual subjects plans)

Priority area:

1 -

2-

3-

In order to achieve this we will . . .	Persons responsible	Target date	Date achieved	Finances
Priority area 1:				
Impact report: (What has the impact been?) Please relate to each bullet point above.				
Priority area 2 :				
Impact report: (What has the impact been?) Please relate to each bullet point above.				
Priority area 3:				
Impact report: (What has the impact been?) Please relate to each bullet point above.				