

Monitoring and Evaluation policy.

June 2012.



Monitoring and Evaluation 2012

At St Margaret's we monitor, evaluate and review to assist our planning for developments, which will improve our pupil's curriculum experience and raise the pupil progress and achievement.

The purpose of this policy is to ensure that we provide the following

- Guidance on the development of monitoring, evaluation and review within our school, so that all involved have a shared understanding of the rationale, purposes and processes.
- Guidance for staff who monitor, evaluate and review
- Guidance for all staff whose work is monitored, evaluated and reviewed
- Guidance for recipients of our monitoring reports, evaluations and reviews.

The objective of our policy is to help us to

- Assess the effectiveness of teaching
- Improve the curriculum content in the key stage plans
- Improve the delivery of the curriculum
- Ascertain which systems are operating efficiently
- Gain insight and expertise from colleagues and others
- Make improvements and introduce initiatives
- Raise staff confidence, competence and morale
- Inform others (Government, LA, Inspectors, governors, Parents/carers and children) of developments and school effectiveness.
- Shape and determine the School Plan.
- Inform the SEF.

The definitions we use within the policy are

We **monitor** to gather information systematically and objectively, over a period of time in order to answer the question **Do we do what we say we do?**

We **evaluate** to make a judgement about quality by comparing evidence against a defined, criteria in order to answer the questions **What is the worth of what we do?**
What should we do next?

We **review** in order to look back over our evidence and make a considered judgement about the present situation and the next stage of development in order to answer the questions **What are we currently doing? What is the next step?**

Evaluation may take two forms

Formative evaluation – looks at how things are working and how they can be developed during the development programme.

Summative evaluation- looks at the outcomes of the processes and materials and whether the value is reflected in what has been observed after the development programme has been complete.

Classroom monitoring.

All monitoring will focus on teaching and learning

- Quality of learning experience provided
- Quality of the organisation of the learning environment
- Quality of the learning styles and strategies used.
- Quality of the children's progress and achievement.

Broad Guidelines.

- Everyone will be involved at some time.
- Our programme of monitoring will be informed by the school plan. It is an ongoing process which must be manageable.
- These processes will take place through
 - Classroom observation
 - Looking at documentation and records
 - Analysis of assessment information and targets set
 - Questionnaire
 - Staff discussion and reflection
- All personnel undertaking monitoring will do so in a constructive and supportive way. This may include all teaching staff, LEA, Staff and consultants.
- Monitoring can call upon a range of evidence including Ofsted reports, direct observations by staff, LA, reading of relevant documentation including targets and assessment files, results of SATS, reading and school tests, parental comments, work scrutiny, LEA audits and SSR.
- Staff involved in monitoring will write a response through an agreed proforma. There will be feedback following an observation and areas for development may be set.
- The information gained from the monitoring may inform decisions on the improvement of the curriculum and the quality of teaching and learning and to plan the next stage of development.
- Individual reports will remain confidential at all times between writer, recipient and Head Teacher.

Resources.

Quality release time will be needed for monitoring so termly timetables and use of specialist teachers will enable this to be built in. Cover will also be provided if feedback is required to take place.

Reviewing of policy.

Monitoring is effective and valuable if it has clear focus. These focus's will be reviewed regularly and evidence will be used to inform foci.

Monitoring and Evaluation 2012

In order to ensure that standards are being raised within St Margaret's we need to clarify our structures for monitoring and evaluating the work being achieved within the school.

We need to monitor in order to identify strengths and weaknesses within the school leading to implementing strategies to improve weaknesses. If monitoring is effective this will lead to improved teaching and learning.

We need to ensure that the quantity of monitoring is of a high quality.

Monitoring exists within many structures in place in school and this needed to be highlighted.

All staff have some degree of monitoring responsibility and this needed to be clarified. Staff need to be aware that monitoring the quality of teaching can be done in a variety of ways without it requiring a lesson observation.

Alternatives for monitoring can be found from the list below.

Classroom observation

Interviews

Discussions with parents, pupils, other.

Scrutiny of school documentation.

Work Scrutiny (Work books/ and samples from low, middle and high achievers in each class.)

Displays

Analysis and use of achievement /performance data to identify needs.

Pupil tracking

Questionnaires

Analysis of Curriculum Plans
Schemes of work

Policy and Procedures – in place, followed by all.

School's long term planning/medium term and short term.

Assessment practice and procedures.

As a school we have developed clear criteria and principles of what constitutes good quality teaching. As a school a clear code of practice for the classroom has been developed. See appendix.

The structure for monitoring is clearly laid down at the beginning of terms with dates and times being clearly communicated.