



Monitoring Policy

Rationale

Monitoring and evaluation are essential to effective teaching and learning in the classroom and to good management in the school. In order to maintain high standards and make improvements we need to have a strategy for appraising our performance. At Horizon we will engage in monitoring and evaluation of staff for two reasons; to know how well we are doing and to know how to improve standards and provision further.

Aims

- ❖ To **support** teachers in their professional development.
- ❖ To **monitor** performance at all levels in the school.
- ❖ To **analyse** whether standards are high enough throughout the school.
- ❖ To **evaluate** the quality of teaching/ learning and other aspects of the school's provision, to look at strengths and areas of development.
- ❖ To **act** on the findings of monitoring, evaluation and diagnosis to promote teaching and learning through support and training.

For monitoring to be effective we need to collect evidence from a range of sources. We will make judgements based on the interpretation and evaluation of data and evidence. We will look closely at the quality of teaching, pupils' attainment and progress and management in the school. We will examine what pupils are doing well and where they need to improve and assess their progress. We will take action and use data to improve further.

Questions we need to consider

How good is our school?

- ❖ Standards achieved by pupils, progress made, attitudes, behaviour, personal development and attendance.
- ❖ How we use data collection to monitor the schools achievements and analyse performance over time.

What are our strengths and weaknesses?

- ❖ Appraise key areas in the school through observation and the collection of relevant information.
- ❖ Evaluate the appraisals using British National Criteria and criteria relevant to our school community.

What must we do to improve?

- ❖ Use the information we gain from appraisals and observation to take action and improve the standard and quality of work in the school.

Methods

- ❖ Performance Management Meetings recorded termly with Head, Deputy or one of the Key Stage Co-ordinators.
- ❖ Observation of lessons.
- ❖ Classroom observations.
- ❖ Pupil conferencing.
- ❖ Test results.
- ❖ Scrutiny of work.



- ❖ Records and reports.
- ❖ Action plans.

The Process of Monitoring and Evaluation

1. Getting the most from our data:

Attainment-

- ❖ How well are we doing? An analysis of the most recent performance data including comparisons with British national results.
- ❖ What more should we aim to achieve? Establish whole school targets through forecasting and target setting for individual pupils.

This information helps to identify accurately and confidently where, with whom and about what we need to take action.

Achievement - we track pupil progress in a variety of ways through:

- ❖ Subject plans that clearly identify learning expectations for ability groups within the class.
- ❖ Assessment strategies that allow us to monitor efficiently and effectively the progress children make against the learning expected (see assessment policy).
- ❖ Evidence that allows the teacher to summarise progress at the end of the year - including the teachers' knowledge, notes and records of pupils work.

2. Teaching makes a difference

The analysis of results and progress tell us where standards are high and where they need development. Our evaluation then aims to explain reasons for this. We do this by looking at teaching and learning. We believe that the quality of teaching is a major factor that makes a difference to pupils' achievements. We will carry out observations and give teacher feedback.

Observations -

We will focus in particular on the quality of learning and explain this with reference to the teaching. We will also consider the attitudes of the pupils in the lesson and their attainment.

Children are likely to be learning well and making good progress when they:

- ❖ Are acquiring new knowledge, skills and understanding.
- ❖ Are using different learning styles.
- ❖ Are productive and work at a good pace.
- ❖ Show interest in their work, can sustain concentration and think for themselves.
- ❖ Understand what they are doing, how well they have done and how they can improve.

In teaching we will remember to look for:

- ❖ Good subject knowledge and understanding of the way they present and discuss the subject.
- ❖ A range of teaching styles appropriate to the lesson and children.
- ❖ Clear planning with objectives that the children understand.
- ❖ Challenging and inspiring the children, expecting the most from them so as to deepen their understanding.
- ❖ High standards of behaviour.
- ❖ Good use of time, resources, other adult and ICT when appropriate.
- ❖ Assessment opportunities.
- ❖ Links to homework, where appropriate.



Attitudes, behaviour, personal development and relationships are likely to be positive if pupils:

- ❖ Are keen and eager.
- ❖ Show interest and are actively engaged.
- ❖ Behave well even when not directed to do so.
- ❖ Are courteous, trustworthy and show respect for each others property.
- ❖ Form constructive relationships with each other and with teachers and other adults.
- ❖ Reflect on what they do and understand its impact upon one another.
- ❖ Respect each others differences, values, feelings and beliefs.
- ❖ Show initiative and are willing to take responsibility.

Attainment:

- ❖ Consider what pupils know, what they understand and what they can do. Can they apply knowledge learned to related problems/ areas?
- ❖ Consider how pupils are responding to educational demands made on them and whether they are challenged enough.
- ❖ Consider what work they have done and to what standard (where appropriate).

Other significant evidence:

- ❖ Competence in applying skills of reading, writing, speaking and listening.
- ❖ Numeracy skills.
- ❖ Effectiveness of work of other adults.
- ❖ Resources.
- ❖ Classroom.

Feedback to the teacher -

When recording information to feedback we need to remember:

- ❖ To give clear information about the context and content of the lesson.
- ❖ To record what happens/ give an example as evidence to support a judgment.
- ❖ To use the observation sheet to identify areas of focus, strengths and areas of development with targets.
- ❖ To make a clear overall judgment that arises from the balance of strengths and areas of development.
- ❖ To agree targets (which can then be a focus for the next observation) and how they will be reached.

3. Scrutinising children's work

Pupils work provides us with a rich source of evidence as progress can be difficult to evaluate from one lesson. Through children work we can gain an insight into the pupils' attainment, the rate of progress the pupil is making and the rate of progress made by groups/ sets/ classes. We also gain an insight into the provision provided, the quality of feedback given whether the work is well matched to the pupil and effective use of comments to inform assessments. We can look at a class set of books, a group's books, sit with the children and watch them carry out work in their books and discuss pupils work with them.



4. Effective leadership

- ❖ Give strong leadership and clear educational direction.
- ❖ Reflect the aims, values and policies of the school in their work.
- ❖ Monitor, evaluate and support teaching and curriculum development.
- ❖ Set targets for future improvement.
- ❖ Promote a positive ethos which reflects commitment for high standards, an effective learning environment and good relationships for all staff and pupils.

Managing the Process of Monitoring and Evaluation

The main stages are:

- ❖ Agreeing the focus.
- ❖ Identifying the evidence that will provide the information e.g. observations, scrutiny of work etc.
- ❖ Collecting and recording the evidence.
- ❖ Evaluating the evidence.
- ❖ Taking action as a result.

What to evaluate:

- ❖ A monitoring timetable will show who, what and when we will be monitoring and evaluating.

Who:

- ❖ Head teacher, Deputy Head and key stage co-ordinators will carry out observations, scrutiny of work and analysis.
- ❖ Teachers will carry out 'Teachers Observing Teachers' observations.

When:

The monitoring programme will be given out at the beginning of the year but we will aim to

- ❖ Observe a lesson once a term.
- ❖ Carry out classroom organisation observations once a term.
- ❖ Analyse whole school data yearly.
- ❖ Monitor planning fortnightly.
- ❖ Carry out work scrutiny termly.

All teachers will have a mentor (Head, Deputy, Key Stage Co-ordinators). They will carry out Performance Management Meetings termly to review areas of strength and areas of development (see appendix for example of Performance Management Review sheets).

This Policy was agreed by staff in June 2006.
It was reviewed in June 2008 by Head, Deputy and non-teaching coordinators
and should be reviewed again in June 2009.