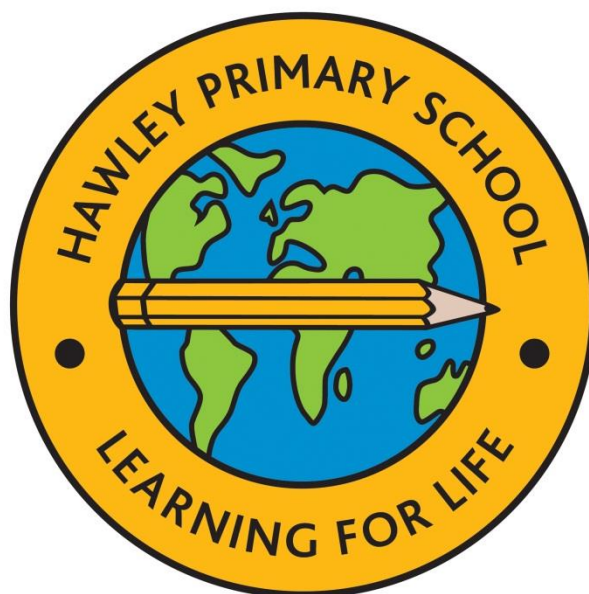


HAWLEY PRIMARY SCHOOL



MONITORING AND EVALUATION POLICY

AGREED BY HEADTEACHER: Autumn 2023

LATEST REVIEW: Autumn 2023

NEXT REVIEW: Autumn 2026

Rationale

Through monitoring and evaluating our performance we seek to:

- establish how well we are performing
- identify our strengths and weaknesses
- inform the cycle of school improvement planning
- allocate resources in the most effective way.

The purpose of this policy is to set out the strategies used to evaluate and review the quality and standards of education achieved in our school. It will also set out the procedures used to identify and disseminate good practice. It acknowledges the need for regular and manageable monitoring to raise standards of attainment in all areas of school life.

Underpinning Principles

We believe that monitoring, review, and evaluation:

- ◆ Celebrates existing successful practice;
- ◆ Improves on the previous best;
- ◆ Enables us to learn from the past to move forward positively into the future;
- ◆ Enables us to look collaboratively at evidence, its implications and to use it to inform changes in practice;
- ◆ Enables us to select, focus and then prioritise important issues;
- ◆ Should be a whole school approach;
- ◆ Should support the work of the school in line with the School Improvement Plan;
- ◆ Provides a means for accountability in a developmental way;
- ◆ Enables everyone to strive to improve on the previous best;
- ◆ Is a means for accurately informing target setting;
- ◆ Is a means for promoting and developing the process of self evaluation.

What Is Monitoring?

To ensure the school is a safe and secure establishment for a learning community, committed to high standards in all areas, there are many aspects of school life that need monitoring. Several aspects of school development are monitored on a regular basis such as pupil achievement, attendance, and finance. In addition to this, Subject Leaders monitor curriculum subject areas as part of an overall monitoring plan. The structure for monitoring is as follow:

Core Monitoring

This aspect of monitoring is part of a continuous programme and includes:

- * Attendance
- * Teaching and Learning
- * Behaviour and Safety
- * School Development Plan progress
- * Quality and Standards
- * SATs results and pupil progress
- * Special Educational Needs
- * Finance
- * Parental Involvement
- * Staffing issues

Additional Monitoring

The additional monitoring consists of the following:

- * Reviewing SIP initiatives to monitor their effectiveness and impact
- * Curriculum
- * Ongoing aspects of the school's performance
- * Implementation of our OfSTED Action Plan and impact on standards.

Recording Strategies

All those involved in monitoring will use an agreed format for recording evidence. All copies are placed in the school's Monitoring File on the one drive. All records will be used to analyse and evaluate school performance and define appropriate subsequent action.

Roles and Responsibilities

Governors

Governors are responsible for the overview of the school's work. Governors will receive regular reports from the Headteacher and Subject Leaders on specific aspects of development within the school. Governors will be required to provide a written report after their Classroom or School Monitoring visits.

Headteacher

The Headteacher has the overall responsibility for monitoring the work of the school and reporting to Governors. Some monitoring will be delegated to the Assistant Headteachers and Subject Leaders within the school. Critical aspects such as Standards and Quality in Teaching and Learning will be monitored by the Headteacher.

Senior Leadership Team

The Senior Leadership Team will share the responsibility for monitoring with the Headteacher.

Subject Leaders

Subject Leaders have the responsibility for the regular monitoring of their subject and reporting to the Headteacher, Staff and Governors. All Leads will be supported in their role by the Headteacher and Assistant Headteachers.

Assessment Lead

Analyse statistics for presentation to staff and Governors, indicating trends and information for target setting. Ensure all published test materials are ordered, stored correctly and are appropriate for the needs of the school. Ensure all statutory testing takes place following government guidance

The Admin & Finance Manager

The Admin & Finance Manager has the responsibility for monitoring the day-to-day finances within the school.

Other Staff

Other personnel involved in the monitoring process are Support Staff, Parents and LA Consultants.

How the Information will be used

The Governors, Headteacher and Senior Leadership Team are responsible for the final analysis of data gathered through the monitoring process and agreeing the actions to be taken. These actions may include training opportunities, provision of resources, changes to policy or routines and identification of development policy.

Agreed responses will be communicated in writing to all concerned with the opportunity for further feedback provided through Staff Meetings. Final decisions will be made by the Headteacher and Governors.

Statutory Requirements

The monitoring and evaluation which takes place at Hawley Primary School will enable the school to set targets for improvement based on local and School priorities. The LA will offer guidance and support to fulfil this statutory requirement through developing school self evaluation and policy guidance as well as through strategic value-added information.

Monitoring Activities

Data Analysis

The school is provided with a rich variety of data throughout the school year, but particularly in the autumn term. Most of this data is provided by Ofsted and DfE, mainly through the annual Analyse School Performance (ASP), and

by the Local Authority (LA) in more detailed analysis. The data provides a range of information. The most significant information is:

- how we perform compared to all schools;
- how we perform compared to similar schools;
- how different groups of pupils perform; the characteristics of these groups include pupil premium, SEND, gender, ethnicity and EAL.

We set targets for each child relating to age related expectations in reading, writing and mathematics, progress towards which is monitored each term. Target-setting is a significant strategy in our school for improving the children's achievement. We know that it will be effective only if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point.

Each year, in our school improvement plan, we identify and prioritise cohort targets. The targets that we set for our children help to determine these priorities. The actions that we then plan are linked to the children's targets.

Learning Walks and Observations

Areas of focus will include:

- ◆ Quality of content, coverage, and presentation throughout the school.
- ◆ The work of year groups and phases – continuity, planning etc.
- ◆ Assessment – what is assessed, how assessment is carried out and the impact of assessment on pupil achievement.
- ◆ Differentiation to meet the needs of all pupils
- ◆ Teaching and Learning including delivery and understanding.
- ◆ Effective use of resources

Evidence for Information Gathering

The termly cycle of monitoring and evidence gathering by the Headteacher and SLT is as follows:

- Learning Walk
 - Planning Scrutiny
 - Lesson Observation
 - Book Scrutiny
 - Pupil Conferencing
 - Governor Monitoring of Curriculum Subject Areas
-
- ◆ Lesson Objectives / resources used - Short Term Plans to be checked during observations;
 - ◆ Curriculum Coverage - half termly plans to be checked;
 - ◆ Assessment - Relevant examples of teacher assessment;
 - ◆ Achievements - Work sampling, moderation sessions
 - ◆ Resources - use of and effectiveness, meeting requirements.

Outcomes

- ◆ FADE Forms
- ◆ Leaders' Action Plans.
- ◆ Governor Reports

Monitoring at Hawley Primary School

The Annual Monitoring Schedule is managed by the Headteacher.

- A minimum of termly observations in each class by the Headteacher and/or SLT.
- Planning to be shared on the One Drive and overviews published on the school website
- Work Sampling for Writing and Maths from each class - 2 average ability, 2 above average ability and 2 below average ability of one boy and one girl each to be carried out during an academic year.
- Moderated Writing linked to SATs levels per term. Selected year groups to be highlighted each term.
- Subject Leaders to monitor their Curriculum Subject at least termly.
- The SIP will be evaluated termly by SLT and presented to the Governing Body in the Headteacher Report.

Leaders' Reports

Areas reported will include:

- Curriculum coverage
- Continuity
- Quantity
- Marking
- Presentation
- Standards
- Quality of Learning
- Quality of Teaching

Monitoring Advice for Subject Leads

The following list is given as guidance to monitoring the implementation of your curriculum policy and the standards of attainment. Monitoring needs to be recorded using a FADE form and will be discussed during subject lead interviews with the Headteacher and/or Assistant Headteacher.

Know your policy

Ensure you are familiar with the contents of the policy and when it needs to be reviewed. Copies of all policies are available from the shared folders in Teaching Staff on the One Drive. A list of all policies and review dates is available from the Admin & Finance Manager. Subject Leads need to monitor the implementation of their policy, this is undertaken in a variety of ways:

Action Plans

An action plan is written each year, broken down into termly objectives for the subject lead. They are reviewed and written during the summer term each year. The proforma for writing action plans is available from the Teaching Staff shared folder. New Subject Lead needs to read the action plans from previous years to determine work already undertaken and start forward planning.

Lesson Observations

As a Subject Lead, monitoring the teaching and learning can be undertaken through lesson observation and feedback. A proforma is used to record the observation and part of the Subject Lead's role is to provide constructive feedback.

Planning

Curriculum Overviews

A curriculum overview for your subject is written to ensure continuity and progression throughout the school. The overviews are reviewed termly to ensure that the interests of the children are part of the long-term planning goals.

Subject Specific Overviews

These documents follow the curriculum overview adding further detail to the areas to be covered. These are the responsibility of the curriculum Subject Lead.

Short/Medium term

Subject Leads need to collect and examine planning from teachers, termly. Does the planning show coverage of the curriculum overview? Is there consistency across the year group and progression through the key stages? Are there any concerns from teachers regarding coverage? Is the planning having impact?

Work sampling

SLT undertake work sampling on a regular basis. Subject Leads are advised to undertake work sampling at least once a year. Two books from top/middle/lower ability range need to be collected from each class for the curriculum area. Is there continuity across the year group and progression of skills through the key stages? Is there evidence of differentiation? Are the learning objectives clear? Are the needs of the More Able pupils being met? Is all work dated and well presented? Is there evidence of individual progress? Can you see evidence of AFL strategies?

Marking

During work sampling, Subject Leads need to monitor the marking undertaken. Is the work marked correctly according to the marking and feedback policy? Are comments on children's work legible? Is the marking specifically

related to the learning objective? Are 'next steps' noted for the child? Is there evidence of children working towards and achieving set targets?

Training needs

Courses are usually booked through the Learning Zone. Courses are agreed by the Headteacher to support the development of their curriculum area and to note any courses that would have impact in our school. Courses booked are shared with the Admin & Finance Manager.

Resources

Any resource requests should be shared with the Headteacher.

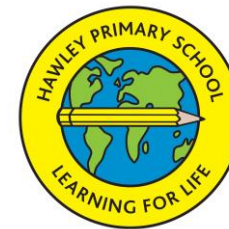


HAWLEY PRIMARY SCHOOL



SUBJECT LEADER ANNUAL PLANNER

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
Monitoring		√				√				√		
Evaluation				√				√			√	
Action Plan	√											√
Subject Planning			√				√				√	
Work Scrutiny	√		√		√		√		√		√	
Data handling	√	√		√		√		√		√	√	
SATs Analysis										√	√	
Reports to HT							√				√	
Reports to Govs.											√	
Subject Gov. Liaison						√						
Subject Displays		√				√				√		
Resources		√				√			√			



HAWLEY PRIMARY SCHOOL

Focus	By Whom?	Frequency	When?	Format	Reporting to?
Behaviour	All staff	Ongoing	When appropriate	Verbal Report CPOMS	Headteacher LA
Well-being of staff	All	Ongoing	Ongoing	Wellbeing Policy	SLT Headteacher
Planning	Headteacher SLT	Ongoing Linked with SIP Targets	When required	FADE Form Written Evaluative Report	Headteacher Class Teacher
Achievement of pupils in comparison to other schools/locally & nationally	Headteacher Assessment Lead Maths Lead English Lead EYFS Lead	Annually, starting after SAT's results in Summer term.	Autumn term - October	Written Report	Governors Parents
Classroom organisation and learning environment	Headteacher SLT Subject Leaders	Ongoing During Lesson Observations Learning Walks	After Monitoring activities	Verbal FADE Form	Class Teacher
Achievement of individual pupils in Literacy and Numeracy	Class teachers	The end of each term	December March July	Excel spreadsheet	Headteacher Assessment Lead SLT
Achievement of groups of pupils in Literacy and Numeracy e.g., PP, FSM, SEND, Post LAC	Class teachers Assessment Lead	Termly	December March July	Excel spreadsheet	Headteacher New Class Teacher
Curriculum Areas	Curriculum Lead	Ongoing	Termly Review	Action plan annotation Impact reviews	Headteacher SLT
Policy documents	Headteacher SLT/Subject Leads	According to policy review cycle	As required on review cycle (some policies annually)	Written updates New policies created	Governors Headteacher Staff Parents
SIP	Subject Leads SLT Headteacher	Ongoing Termly	Termly Review	Impact Report for SEF	Headteacher Governors
Targets for pupils -	Class teacher	Ongoing	Termly	Target setting/Prediction	SLT

individual				spreadsheet	Assessment Lead Headteacher
Teaching and learning Standards	Headteacher SLT/MLT HIAS	Ongoing During lesson observations/learning walks SLT meetings	After observations/learning walks In line with SDP	Verbal/written reports for individual staff Summary documents e.g., SEF Staff appraisal	Headteacher Governors
Budget and Finance	Admin Manager Headteacher	Ongoing Monthly Termly	As needed Termly	Spreadsheets	Headteacher Governing Body
Attendance – pupils	Admin Manager Class Teacher	The end of each term	December March July	Summary record Letters home SIMS report	Headteacher EWO Governors
Attendance – Staff	Admin Manager	Ongoing	Termly	School Record Verbal	LA (if appropriate)
Achievement of pupils in RWM	Maths Lead English Lead Assessment Lead FS Lead	Annually in Summer term for EYFS, Y2 & Y6	July	Written report, summaries and year on year trends	Headteacher SLT Governors