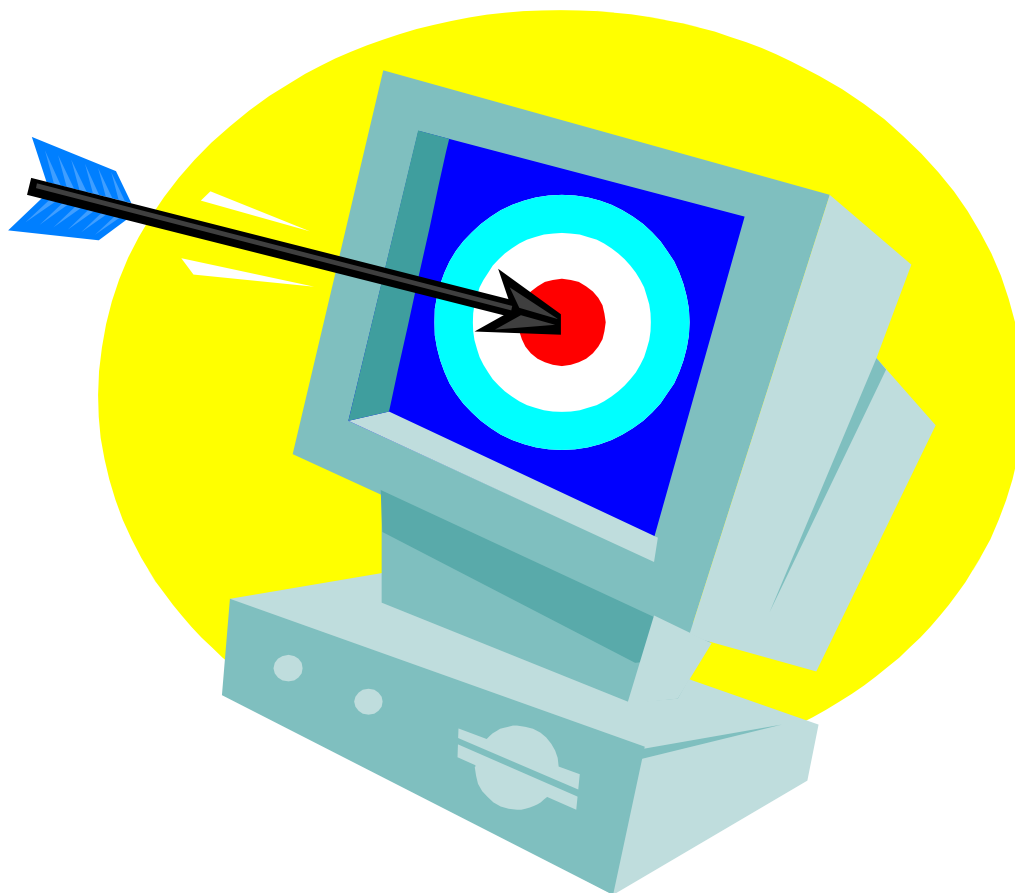


St Andrew's CEVC Primary School, Great Yeldham

Monitoring and Evaluation Policy



**Revised by Maria Trappitt
(September 2010)**

**St Andrew's CEVC Primary School
Church Road
Great Yeldham
HALSTEAD
Essex
CO9 4PT**

Introduction

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.

Why do we conduct monitoring and evaluation exercises?

Through monitoring and evaluating our performance we seek to:

- establish how well we are performing;
- celebrate our strengths;
- identify our strengths and areas for development;
- ensure that our future actions are targeted to address the weaknesses;
- inform the cycle of school development planning;
- allocate resources in the most effective way.

Who is responsible for leading the school's work on monitoring and evaluation?

It is the responsibility of the Head teacher to ensure that our monitoring and evaluation exercises are rigorous and thorough, supported by the Senior Leadership Team (SLT).

How do we monitor and evaluate our performance?

1. We will analyse data.

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, the Fischer Family Trust, target tracker and the DFE. This 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 gender, ethnicity, free school meals, SEN, more able, children looked after).

The school provides comparative data for all year groups at stages throughout the year. This data provides an overview of year group and Key Stage performance,

teacher performance and pupil performance. School data is made available to the SLT and to individual teachers to help them reflect upon pupils' progress and make appropriate yet challenging targets for future attainment.

Subject Leaders, the SENCo and the SLT will discuss attainment and target setting before setting annual developmental targets for individuals and year groups. The school monitors how well pupils perform in relation to their targets, identifying underachievement, expected achievement and improved achievement.

2. We will conduct lesson observations.

What happens in the classroom has the most impact on learning and teaching, so classroom observation has to form an integral part of monitoring and evaluation. Every teacher will be observed on at least one occasion per term. This will include formal and informal observations. A formal observation will be conducted by the head teacher or subject leader using the agreed school proforma and will be graded, unsatisfactory, satisfactory, good or outstanding.

For formal lesson observations a written record of the observation, on the agreed proforma, will be made. This will include both comments on the observation and any targets for action. Copies of this report will be kept on file by the head teacher.

- Lesson observation is considered to be a fundamental part of the role of managers in the school, enabling rigorous monitoring and evaluation of learning and teaching to take place.
- Lesson observation provides opportunities to discuss and evaluate teaching strategies and effective learning across the school, highlighting good practice whilst sharing skills and knowledge.
- Lesson observation is an essential part of the performance management cycle and induction process. Newly qualified teachers will be observed at least twice a term.

3. We will scrutinise pupils' work (Book Sampling)

Book sampling will take place in two different ways.

Whole school sampling

- Has the benefit of enabling managers to make comparisons across the whole curriculum, comparing expectations, attainment, literacy skills and presentation when looking at work produced by one pupil in all their subjects
- Can be used by Subject Leaders to identify trends in areas such as Literacy, and therefore set whole school priorities e.g. developing extended writing
- Can be used to target particular issues e.g. spelling, handwriting, problem solving

Curriculum area sampling

Work sampling is considered to be a fundamental part of the role of managers in the school enabling rigorous monitoring and evaluation of:

- Standards across the curriculum area
- Curriculum coverage
- Assessment, the marking of classwork and homework, the use of formative assessment including written comments, pupil self assessment and the impact of assessment on a pupil's work

4. We will conduct other observations.

From time to time we may conduct other observations, such as looking at the behaviour of pupils around the school site.

5. We will also collect information through a range of other means.

There is a range of other means of collecting information, such as:

- structured discussions and interviews with pupils, staff, governors;
- questionnaires;
- evaluation sheets.

What is the role of the Governing Body?

In order to fulfil its dual role of making strategic decisions and acting as a critical friend, the governing body requires information at an appropriate level of detail. This is achieved in the following ways:

- a written report to the full Governing Body once a term from the Head teacher, usually focusing on the priorities in the ScIP;
- the presentation once a term to the full governing body of the LA School Improvement Partner (SIP) notebook;
- the presentation once a year to the Curriculum Committee of the school's ongoing analysis of trends in data by pupil characteristics;
- the presentation to the Curriculum Committee of an overview of whole school monitoring.

How do we ensure that monitoring and evaluation is rigorous?

It is the responsibility of the Head teacher to ensure that our monitoring and evaluation exercises are rigorous by ensuring that the programme is thorough, and by providing training and support for staff. Lesson observation and sampling exercises will be planned in advance. Subject Leaders will discuss outcomes with the Head teacher, class teacher and other Subject Leaders. The SLT will then discuss any issues arising at the weekly SLT meeting and decide the appropriate action. This ensures that an overview to school monitoring is provided which informs school, Key Stage and staff development.

Reviewed by M Trappitt **October 2010**

Shared with staff **November 2010**

Shared with Governors **November 2010**

Review date **October 2013**