



St Anne's Catholic Primary School

Monitoring & Evaluation Policy

This policy will be reviewed on an annual basis.

This policy was reviewed and updated in **September 2018**

Next review date: **September 2019**

At St Anne's Catholic Primary School we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement.

Our school development is informed by our School Improvement Plan (SIP). To ensure 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

Monitoring is the means by which we gather evidence. We do this systematically across a range of activities within our school and this evidence allows us to evaluate the impact of our actions and progress towards our targets.

We believe that effective monitoring should:

- Promote excellent learning and teaching throughout the school;
- Ensure excellent planning and delivery of the curriculum;
- Identify the strengths and needs for professional development;
- Offer an opportunity to celebrate success and make progress;
- Provide information to support self-evaluation;
- Ensure consistency throughout the school;
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation

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 is part of a thoroughly planned process that involves a range of stakeholders over the course of an academic year.

We follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.



A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation process.

Roles and Responsibilities

Senior leadership team

- Reviews timeline each academic year.
- Identifies areas that need to be monitored.
- Delegates monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved.
- Carries out monitoring and evaluation activities.
- Ensures that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Reports to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensures that pupil performance data is collected, analysed and used to inform target setting.

Subject leaders

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development.
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

- Agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated.
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress.
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications.
- Use a summary of some the monitoring and evaluation data to inform parents about the school's progress and performance.
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

The Quality of Teaching

The Head Teacher/Senior Leadership Team observe all teachers working with classes at least once per term. The observation date and the focus is agreed with staff. This focus is linked to the school improvement plan, performance management/teacher appraisal of the teacher or an agreed whole school issue. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development and gives a copy of this information to the teacher. Areas for development are recorded on individual Teaching and Learning Action Plans.



The Senior Leadership Team (SLT) builds the development points into the school's continuing professional development programme and School Improvement Plan. Subject Leaders also take part in classroom observations as part of their continuing professional development, along with pupil voice conferencing, scrutiny of work and standards. Subject Leaders also carry out a subject audit annually and make a judgement about attainment in their subject areas. The SLT will use this evidence to identify areas for improvement in the SIP.

Support staff are observed at least annually by a Higher Learning Teaching Assistant (HLTA) or SENCO. Monitoring activities for support staff are agreed according to identified need or areas for development. This is part of their performance management structure and/or as part of the school improvement process.

The Quality of Teachers Planning

Planning is monitored by the SLT and Subject Leaders at least once per term. The HT/SLT members record any common issues and pass on information about these to the teachers and adjustments are made as appropriate. Long term planning is reviewed on an on-going basis to ensure curriculum coverage and according to the interests of the pupils. Judgements from the monitoring of planning will be used to inform the school improvement process.

The Quality of Children's Learning

Staff gather evidence about the children's attitudes to work and the standards which they are attaining in lessons. SLT, Governors and Subject Leaders holders will find out the pupils' attitude towards learning through 'pupil voice' interviews with the children. This evidence will be discussed at whole school and individual pupil progress meetings. It will help us to make evaluations about the impact of the School Improvement Plan and continually develop the school improvement process.

The Standards Attained by Children

SLT and staff gather evidence about standards and where appropriate carry out scrutiny of the children's work. This involves the sampling of children's work including those below age related expectations, in line with age related expectations and above age-related expectations within each class, this sampling of work will also include examples from children in a variety of identified vulnerable groups e.g. pupil premium, gender, ethnicity. Staff will use the evidence of this to inform teaching and learning and future planning. Outcomes from standards monitoring will be used by SLT to set priorities for school improvement.

Monitoring and Evaluation as Part of the Teacher Appraisal Cycle

The Teacher Appraisal Cycle led by the Head Teacher and SLT provides a framework for implementing the processes of objective setting, planning, monitoring and evaluation from the School Improvement Cycle for all teachers and support staff on an annual basis.



Ofsted School Self Evaluation Form (SEF)

The SEF form will be up dated by the SLT at least termly. The SLT will use all the monitoring and evaluation evidence available to them to complete the SEF as accurately as possible. The Governors will monitor the SEF with the Head Teacher at least annually.