

## Walton and Lees Hill School Monitoring and Evaluation Policy

**POLICY ADOPTED BY FULL GOVERNING BODY: Jan 2024**

**Name:** Joss Scouler

**Position:** Chair of Governors

**Next Review Date:** Jan 2027

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### **Aims and Objectives**

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.

### **Role of Staff**

Staff and Governors use the appraisal system to provide a framework for evaluating performance, setting targets, planning, taking action and monitoring progress.

We analyse the trends and review progress in our school performance using internal tracking, ASP data and comparison data with local schools. We also discuss what more we should aim to achieve when we determine individual end-of-key-stage targets; whole-school end-of-key-stage targets and agree statutory targets with the appropriate member(s) of the governing body.

We discuss what we must do to improve our school performance and set a date to:

- review our curriculum plan to support agreed targets;
- review the school improvement plan to support agreed targets.

### **The Quality of Teaching**

All teachers including the Headteacher observe their peers working with classes. The criteria that we use has been agreed by all teachers in advance. Teachers negotiate the observation date and the focus reflects an agreed whole-school focus that is linked to the school improvement plan. 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. The Headteacher builds the development points into the school's continuing professional development programme.

Where a subject has been identified in the school improvement plan as a priority area, the subject leader observes all relevant teachers at least once a year as they teach the subject in question. (Each year we identify subjects in priority areas. Subject leaders monitor the quality of teaching in their subject and select a specific focus for the observation. This gives feedback about the progress of specific actions in the school improvement plan.

### **The Quality of Children's Learning**

In the course of their lesson observations, the teachers gather evidence about the children's attitudes to work and the standards that they are attaining in lessons. This enables us to make evaluations about the impact of the School Improvement Plan.

### **The Standards Attained by Children**

In the course of their lesson observations, the teachers gather evidence about the standards that the children are attaining in lessons. All subject leaders undertake, where appropriate, a termly observation of children's written work. This involves the sampling of children's work from a range of abilities within each class. Subject leaders use the evidence of this to inform their SIP; these form part of the School Improvement Plan.

### **The Quality of Teachers' Planning**

Teachers and Headteacher collaborate and agree the long term and medium-term planning to foster strong cross curricular links. Teachers record their weekly planning in a designated notebook which is available to the Headteacher at all times. A copy of the weekly plan is given to the Headteacher on the first day of each week. Reviewed planning is collected at the end of each week.

### **The Targets Set for Children's Learning**

All children have personal learning targets for literacy and numeracy. The teacher reviews these when appropriate, depending on the age of the child. The Headteacher and the class teacher review these targets and the progress that the children are making during February to monitor effectiveness or need for intervention strategies. The teacher reviews the children's National Curriculum attainment at the end of each school year and sets the targets for the end of the next school year.

### **Role of the Governing Body**

The Headteacher gives the Governors a termly report in which they identify progress against the targets within the School Improvement Plan. Governors make regular visits to the school as part of a planned programme of monitoring. The Governors and Headteacher agree the focus of these visits when formulating the school improvement plan. Governors focus on one particular curriculum area or aspect of the school. The Headteacher supplies the Governors with quarterly budget updates. This allows the Governing Body to monitor and evaluate spending patterns against the priorities for improvement identified in the school improvement plan. The planning cycle involves the Governing Body in evaluating the progress of the current School Improvement Plan as part of the development of the next plan. This gives Governors a clear view of the school's strengths and weaknesses.

### **Monitoring and Review**

The Headteacher and Governing Body, in consultation with the LA and Headteacher peer-peer support group, review the progress that the school is making towards its National Curriculum targets in English and Mathematics at the first full Governors meeting of each year. The standards are reported to the Headteacher's Independent Performance Management Consultant as part of the appraisal process.

### **Monitoring and Evaluation as Part of Performance Management**

The Performance Management Cycle provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the School Improvement Cycle for each teacher and each class on an annual basis.

This policy will be reviewed by the Governing Body tri-annually, or sooner, as necessary.

## **REVIEW SHEET – Monitoring & Evaluation Policy**

**The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate, amendments which have been made to later versions.**

Version Number	Version Description	Date of Revision
1	Original (Re-formatted) with minor procedural changes made	May 2019
2	Re-formatted with minor changes made	Jan 2024

