Monitoring & Evaluating Policy

Introduction

At Carlinghow Academy we plan learning and teaching 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 and **evaluate** the outcomes, 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 the school. Monitoring and Evaluating is a whole-school undertaking, which includes the Senior Leadership Team, Middle Leaders and teaching staff.

Definitions

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 the children's learning.

Rationale

Through monitoring and evaluating our performance we seek to:

- Promote excellent learning and teaching throughout the school
- Ensure excellent planning and delivery of the curriculum;
- Identify the strengths and needs for professional development;
- Share and celebrate progress and success;
- Ensure consistency and progression throughout the school;
- Ensure that our future actions are targeted to address any weaknesses;
- Inform the cycle of school development planning;
- Allocate resources in the most effective way.
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.

Principles of Monitoring and Evaluation in Carlinghow Academy School

In order to ensure consistency and fairness our policy and practices in relation to monitoring and evaluating must adhere to the following principles:

- the quality of learning and the standards of achievement are the responsibility of each and every member of staff;
- the quality of teaching is the responsibility of the individual teacher and of the Principal;
- members of staff will be consulted about monitoring and evaluating activities that relate to their practice;
- monitoring and evaluating should always be carried out against agreed criteria and/or policies;

- procedures should be supportive and developmental;
- the role of a co-ordinator is to have an overview of the quality of learning and the standards achieved in their curriculum area; and
- strengths and weaknesses that are identified through the monitoring process may be shared anonymously with all staff.

Monitoring and Evaluation framework

Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school 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.

Roles and Responsibilities

Senior Leadership Team
- To ensure that the Management Team, Middle Managers and all staff and Governors understand that the purpose of monitoring and evaluation is to enable Carlinghow Academy School to develop and improve;
- To identify areas that need to be monitored;
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Senior Leadership Team (e.g. Performance Management, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure 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.

All Staff
- Focusing on priorities identified by managers in agreed areas.

The Governing Body
- Agree, in consultation with the Principal, 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;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

Monitoring and evaluation activities

This framework allows us to systematically gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

Lesson Observations: The quality of teaching
The SLT observes all teachers working with classes at least once a term. Teachers negotiate the observation date, and the focus reflects an agreed whole-school focus that is linked to the school development plan. The teacher and the observer follow the observation with focused feedback. The observer notes the strengths and areas for development, and files a copy of this information in the Monitoring & Evaluating file. Where lessons are identified as below good, a second observation will take place within a two week period. Should this observation still be below good, the Performance Management Policy will be adhered to. The Principal builds any development points into the school's continuing professional development programme.

All lesson observations will focus on the following, in line with the school's Teaching and Learning Policy;
- The statutory requirements of the National Curriculum are reflected in planning- **Knowledge, Skills and Understanding.**
- There is evidence of the effective implementation of our teaching and learning guidelines.
- Planning is realistic and effective, showing:
  - o desired learning outcomes;
  - o teaching strategies and classroom management;
  - o resources;
  - o cross-curricular links; and
  - o success criteria.
- Planning reflects differentiation and high expectations.
- The teaching strategies that are used are appropriate to individual children and to the learning objectives.
- Children and staff use ICT regularly and appropriately.
- Opportunities to apply basic skills (English& Maths)
- Teaching motivates the children's interest and learning.
- Teachers demonstrate a sound knowledge of the subjects taught.
- Children are given opportunities to develop independence in their learning.
- Opportunities for pupils to think, make connections and do.

Book Scrutiny
Book Scrutiny will look at the following:
- National Curriculum Standards
- Evidence of basic skills being used independently across all subjects
- Presentation of work is to a high standard and reflects the school's policy on presentation and marking.
- Marking is in accordance with the school's policy and provides constructive feedback for pupils to move forward in their learning
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs.

- Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning.

Learning Walks: The Learning Environment
- Displays are fresh and imaginative and reflect the best work of all children.
- Displays are varied and include text, mathematical representations, artwork, etc from several areas of the curriculum and include 3-dimensional objects.
- Displays include stimuli and reference material or teaching points, via English Learning Walls and Maths Working Walls.
- The classrooms are tidy and children have an established routine of keeping their own desks and areas tidy.

Subject Monitoring
In addition to lesson observations which focus on the quality of teaching in a focused subject, Subject Leaders monitor attainment and progress in their subject. This is done through medium and short term planning scrutiny and sampling of children's work from a range of abilities within each class.

Pupil Interviews
Pupil Interview will be conducted throughout the year to gain an understanding of pupil perception into the teaching and learning of the school.

Triangulation
The full range of evidence collated from Lesson Observations, Learning Walks, Book Scrutiny, Data and Pupil Voice will be triangulated by the Senior Leadership Team to formulate a judgement of the quality of teaching.

All of the above will be used in the process of conducting Deep Dives.

Monitoring & Evaluating Overview
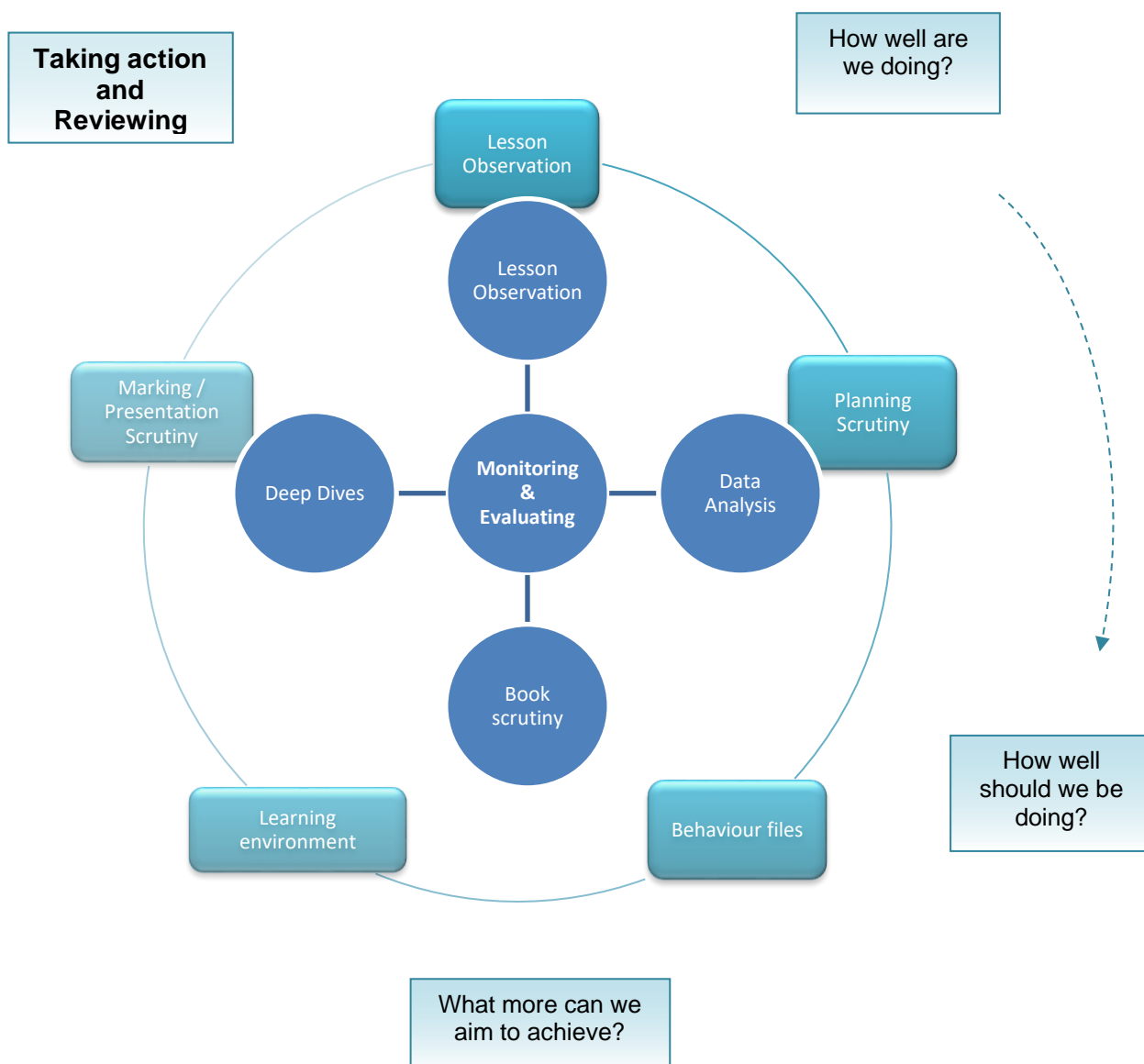
Monitoring is a continuous process. Where 'gaps' are identified support is provided for the individuals.

Throughout the year, the outcomes of lesson observations, book scrutiny and data are triangulated to give a holistic view of each cohort, class, group and individual.

Encompassing the whole of the Monitoring and Evaluating Process is the Senior Leadership Team who   use the outcomes to impact on school improvement.

Monitoring Timetable

Term	Monitoring	Focus	Week	Person (s) Responsible
Autumn 1	Learning Walk	Learning Environment: • Set up and classroom organisation • Accessibility of resources • Use of displays • Behaviour management & systems	Wk 1	DW/MF
	Review of Subject Action Plans	• Implementation • Outcomes	Wk 4	DW/MF
	Data Week	• Baseline Assessment all year groups	Wk 4	DW/MF
	Lesson Observations English & Maths	Quality First Teaching: • Knowledge of children inc.SEND • Aspirations / targets for individual pupils • Rate of progress in lesson • New curriculum content	WK 5	SLT
	Book Scrutiny - English & Maths	Assessment & Feedback • Marking policy adhered to • Focused Feedback • Medium & Short Term Planning	Wk 6	SLT
	Pupil Voice - English & Maths	• Questions formulated from Deep Dive into reading	Wk 6	SLT
	SEN & Intervention Observations & Monitoring	• Planning • Delivery • Engagement of pupils • SEN Files • ANP's & MSP's • Intervention Trackers • EduKey Reveiws	Wk 7	MF
	CPOMS	• Monitor individual pupils • Monitor groups of children all aspects • Exclusions & Bullying	Wk 7	DW
Autumn 2	Lesson Observations – Reading Deep Dive	Reading Focus: • Based on previous terms assessment data • Actions from previous observation • Rate of progress in lesson • Curriculum content	Wk 4	DW/MF/HL/AR
	Book Scrutiny - Reading Deep Dive	Assessment & Feedback • Marking policy adhered to • Focused Feedback • Medium & Short Term Planning	Wk 4	DW/MF/HL/AR
	Pupil Voice - Reading Deep Dive	• Questions formulated from Deep Dive into Reading	Wk 4	DW/MF/HL/AR
	Data Week	Formal Assessment	Wk 5	DW/MF
	Raising Attainment & Pupil Progress Meetings	Autumn Term data scrutiny: • Identify vulnerable pupils • Set individual targets & Actions	Wk 6	MF
	CPOMS	• Monitor individual pupils	Wk 6	DW

Term	Monitoring	Focus	Week	Person (s) Responsible
		• Monitor groups of children all aspects • Exclusions & Bullying		
Spring 1	Review of Subject Action Plans & Folders	• Progress towards targets • Evidence of actions • Evidence of monitoring • Impact across school	Wk 1	SLT
	SEN & Intervention Observations & Monitoring	• Planning • Delivery • Engagement of pupils • SEN Files • IEP's • Intervention Trackers • EduKey Reveiws	Wk 2	MF
	Lesson Observations – Maths Deep Dive	• Based on previous terms assessment data • Actions from previous observation • Rate of progress in lesson • Curriculum content	Wk 4	DW/MF/LdV/DM
	Book Scrutiny - Maths Deep Dive	• Marking policy adhered to • Focused Feedback • Medium & Short Term Planning	Wk 4	DW/MF/LdV/DM
	Pupil Voice - Maths Deep Dive	• Questions formulated from Deep Dive into maths	Wk 4	DW/MF/LdV/DM
	Data Week	• Formal Assessment	Wk 5	DW/MF
	Raising Attainment & Pupil Progress Meetings	Spring Term data scrutiny: • Identify vulnerable pupils • Set individual targets & actions	Wk 6	MF
	CPOMS	• Monitor individual pupils • Monitor groups of children all aspects • Exclusions & Bulling	Wk 6	DW
Spring 2	Learning Walk	Learning Environment: • Set up and classroom organisation • Accessibility of resources • Use of displays • Behaviour management & systems	Wk 1	DW/MF
	SEN Pupil Voice	• Level of support • Use of equipment	Wk 2	MF
	Data Week	Formal Assessment	Wk 4	DW/MF
	Raising Attainment & Pupil Progress Meetings	Spring Term data scrutiny: • Identify vulnerable pupils • Set individual targets & actions	Wk 5	MF

Term	Monitoring	Focus	Week	Person (s) Responsible
Summer 1	Review of Subject Action Plans & Folders	• Progress towards targets • Evidence of actions • Evidence of monitoring • Impact across school	Wk 1	SLT
	Lesson Observations – Writing Deep Dive	• Based on previous terms assessment data & RAPPM information • Actions from previous observation • Rate of progress in lesson • Curriculum content	Wk 2	DW/MF/HL/AR
	Book Scrutiny - Writing Deep Dive	• Marking policy adhered to • Focused Feedback • Medium & Short Term Planning	Wk 2	DW/MF/HL/AR
	Pupil Voice - Writing Deep Dive	• Questions formulated from Deep Dive into Writing	Wk 2	DW/MF/HL/AR
	SEN & Intervention Observations & Monitoring	• Planning • Delivery • Engagement of pupils • SEN Files • IEP's • Intervention Trackers • EduKey Reveiws	Wk 4	MF
	Data Week	• Formal Assessment	Wk 6	DW/MF
	Raising Attainment & Pupil Progress Meetings	Summer Term data scrutiny: • Identify vulnerable pupils • Set individual targets & Actions for next year	Wk 7	MF
	CPOMS	• Monitor individual pupils • Monitor groups of children all aspects • Exclusions & Bullying	Wk 7	DW
Summer 2	Lesson Observations Cross Curricular Focus	• Based on RAPPM information • Actions from previous observation • Rate of progress in lesson • Curriculum content	Wk 2	SLT
	Book Scrutiny Cross Curricular Focus	Quality First Teaching: • Presentation • Focused Feedback from teachers • Level of work & expectations • Amount & quality of written work • Differentiated • Progress matched to data	Wk 3	SLT
	Pupil Voice	Cross Curricula – Excitement & Engagement in learning.	Wk 3	SLT
	Data Week	• Formal Assessment	Wk 5	DW/MF
	Raising Attainment & Pupil Progress Meetings	Autumn Term data scrutiny: • Identify vulnerable pupils • Set individual targets & actions for next year	Wk 6	MF
	SEN Provision	Observation of SEN pupils in class: • Progress in lesson • Differentiated / appropriate work • Progress towards targets Book scrutiny	Wk 7	MF
	CPOMS	• Monitor individual pupils • Monitor groups of children all aspects • Exclusions & Bullying	Wk 6	DW