Greenmount Primary School

MONITORING AND EVALUATION POLICY
Autumn 2018

Together, we nurture the future

1 Document Information

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Version History		
Version	**Date**	**Description**
1.0	Autumn 2018	Initial version
1.1	July 2019	Converted to standard format

2 Contents

3 Rationale

The governors and staff of Greenmount Primary School seek to provide an environment and curriculum that provides children, their families and staff with a high quality, stimulating and

inspirational education. This policy aims to ensure that the school's leadership – at all levels – and staff are supported and challenged to provide the best possible outcomes in terms of resources and delivery.

3.1 Through the implementation of this policy, we seek to:

- Ensure the highest possible standards of learning and teaching/facilitation

- Ensure that the DfE Teachers' Standards (Parts One and Two) are met in full by teaching staff

- Ensure maximum pupil progression and development

- Ensure high expectations and high standards of pupil performance

- Ensure pupils' ability to improve own learning and performance and to monitor their own progress

- Ensure a positive, stimulating and safe learning environment, compliant with established non-negotiables

- Ensure that school values and policies are observed and followed

- Ensure the children have a positive, aspirational attitude towards their work and that their behaviour is consistently good

3.2 The monitoring and evaluation of both environment and learning will:

- Involve the head teacher, deputy head teacher and leadership team, staff and governors

- Lead to supported action for positive change, where required, and sharing of good practice, including recent CPD and training

- Ensure that all are clear about their roles in the process

- Be manageable, informing the school's self evaluation

- Refer to agreed criteria

- Focus upon the core business of the school – the education, progress and standards of its pupils, the building of a learning community the delivery of its values and the development of life long learning and aspiration (see below)

4 Areas of focus

Learning and teaching; in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy.

4.1 The curriculum; planning, record keeping and target setting

- The standard of teacher's planning

  - Whether it is underscored by and promotes the school community's agreed values/British Values and aspirations

  - Whether it is flexible and adaptable, allowing for the influence of assessment for learning/pupil needs

- Whether it is effective, showing clear learning objectives, adaptation and high expectation

- Whether it shows that the statutory requirements of the National Curriculum/EYFS Curriculum are being planned for

- Whether it allows for the effective delivery of targeted interventions

- Whether it promotes the use of thinking skills and reasoning

- Whether it forms part of a whole school approach to planning, building on marking/previous learning and preparing for future demands

- Marking and evaluation of children's work

  - Whether it is in accordance with the school's policy

  - Whether it is thorough, meaningful and developmental, leading pupils to rapidly progress

  - Whether it assists in future planning through assessment for learning.

  - Whether teacher's own and external assessments are used to inform and direct future planning.

  - Whether data is used to ask questions of provision for each child – how this is recorded by staff in terms of target setting and planning

  - Whether the above are reflected in pupil's work and discussion

- Teaching/facilitation and support

  - Whether it reflects clear learning objectives, adaptation and high expectations/challenge and is well-paced, structured and appropriate

  - Whether pupils are clear about what is expected of them, their targets and expected outcomes, including Age Related Expectations.

- Variety of teaching, facilitating and support strategies

  - Whether appropriate to the learning objectives, include the use of ICT, flexible approaches to teaching and supportive of British values

- Whether staff set a stimulating and inspirational role model for the school community, leading to aspiration, perseverance, pride and a disposition towards scholarship and life long learning

4.2   The values of the school and how successfully they are developed and promoted.

- Whether children are provided with structured opportunities to develop the dispositions and attitudes outlined in the school's stated values.

- Whether staff model the school's stated values in their work with children, with families and with each other

4.3   The attitudes, behaviour and disposition of the children

- Whether the children demonstrate the school's values in their behaviours - in particular

- Do children display enthusiasm, curiosity, determination/perseverance and enjoyment in their learning

- Do children demonstrate the ability to work collaboratively and independently

- Do children treat their peers and adults with supportive respect, tolerance and kindness – are they well-behaved and courteous

- Do children demonstrate the ability to stay on task for periods of time appropriate to their age

- Do children display appropriate dispositions and attitudes at all times within the school environment and when participating in off-site activities

4.4   The learning environment

- Whether the policy on learning environment and the school's statement of non-negotiable features are being consistently implemented – in particular

  - Do displays reflect current and ongoing work

  - Are displays and learning walls current, inclusive and informative in terms of Age Related Expectations and lesson expectations

  - Do learning environments support pupil progress and scaffold their levels of need – are they appropriately resourced and structured

  - Is the whole school environment structured to support its stated values

The head and deputy head teachers, along with Key Stage Leaders, SENCo and subject leaders are responsible for the monitoring of their subject areas. This should include

- Monitoring of teacher's planning to

  - Identify areas of overlap/omission in National Curriculum EYFS curriculum coverage

  - Gauge breadth and depth of both planned and actual coverage

  - Assess appropriateness of pitch and adaptation

  - Identify possible cross curricular links

  - Identify use of formative and summative assessment

  - Assess appropriate use of pedagogy and of support staff

- **Reviewing pupil's work** (where possible, in collaboration with colleagues) to

  - Evaluate breadth of work, matched to /teacher planning and expected outcomes

  - Monitor differentiation

  - Ensure pace of learning and challenge

- Discussion of planning and impact with staff and pupils

- **Lesson observation** to

- Monitor and evaluate the effectiveness of subject and cross-curricular teaching

- Ascertain the strengths and areas of development in subject teaching

- Evaluate the effectiveness of teachers in creating a rich and supportive learning environment (see above)

- Evaluate the effective and consistent provision of non-negotiable features across the school

5 Conclusion

Through the implementation of this policy, staff and governors seek to clarify the role of monitoring and evaluative work within school improvement and development. The policy should be read and implemented in conjunction with related policies (for instance, teaching and learning, learning environment, non-negotiable features, planning, assessment and target setting, marking and so on).

OVERVIEW OF MONITORING ARRANGEMENTS

Focus	Who	When and How/Criteria	Informs
Learning and teaching and The Learning Environment	Head teacher/Deputy Head teacher	Lesson observations – one formal observation each term for each teacher. Criteria to be agreed in advance, focused on key aspects of effective teaching/DfE Teachers' Standards/promotion of school/British values, progress and attainment, using OFSTED framework for reference	Written feedback to individual teachers – issues arising feed into following term's school development planning/self-evaluation review, offer of bespoke coaching and teacher's appraisal cycle, where appropriate
	Senior Leadership Team	Ongoing, informal monitoring 'drop ins' to classrooms/learning environments	Informal feedback to staff – issues arising inform focus for above/ongoing discussion and may lead to formal observation
	Senior Leadership Team, Governor Achievement and Standards group members/year group link governors	Lesson/Part Lesson observations – with agreed focus – where appropriate. Scrutiny of work and marking, deployment of adults, display and learning walls. Learning walks of all learning environments (termly) and discussion of issues arising	Feedback to individual teachers – issues arising feed into subject development plans/School Development Plan and self evaluation. Minuted discussion and feedback informing governor/leadership team planning/self evaluation and subject/school development plans
	Subject Leaders (where appropriate) Senior Leadership Team (KS leaders)	Review of teacher planning and pupil work – Weekly (informally) and termly (formally) for English and Mathematics short term planning. During each related project (informally) and annually (formally) for medium term topic plans. Formal reviews and related discussions are the responsibility of the leadership team as a whole, informal reviews of the subject leaders/class teachers	Informal reviews will feed into Assessment for Learning work within each year group, informing planning and 'next step' development of teaching. Formal reviews will feed into subject development plans/CPD plans for staff (and possibly teacher's appraisal discussions)

| The values of the school and Attitudes, behaviour and well-being | Head teacher/Deputy Head teacher | Lesson observations and informal monitoring drop ins (as above) | Feedback to staff, - issues arising feeding into following term's school development planning/self evaluation review

Feedback to staff and governors, and to pupils and parents via newsletter/collated findings |
| | Senior Leadership Team | Interviews (Golden Ticket) and informal discussion with pupils, School Council and parents

Review of teacher planning/pupil work (as above)

Interviews (weekly Golden Ticket pupil conferencing) and informal discussion with pupils and parents

Attitudinal surveys of parents, pupils and staff (annually) and weekly 'Golden Ticket' parental response forms | As above |
| | Governors | Observation of school activity, interviews (annually) and informal discussion with staff, pupils and parents – see also Governors Monitoring Policy | Informed discussion within governing body/with staff, issues feeding into self evaluation termly update and review |

6 Non Negotiable Features at Greenmount

6.1 Each classroom must have

- The ability to be used flexibly with children by all adults with areas for support staff to work with groups; no fixed whole-class carpet area in KS2

- Appropriate scaffolding for English, Maths and current wider learning

- Resources and tasks ready for each lesson before the children enter (including SODA/MODA activities)

- Interactive English (yellow - left) and Maths (blue - right) working walls next to the White Board and Science working wall. *All* boards in classrooms are working walls to reflect and guide the learning journey

- **English working walls** must feature clear purpose, audience, outcome, steps needed, WAGOLL examples and spellings from Year Group word list

- **Maths working walls** must feature purpose, outcome, steps needed, links to the wider world (application), higher level questions, related problems, where to go for a challenge, multiplication tables and WAGOLL examples

- Confidential area for up to date planning and feedback to be shared

- Resources and books stored appropriately and children's belongings stored in trays

- Clear tables, other than
    - Children's current work
    - Container with resources for learning
    - Water

- Clear surfaces, window sills and windows, with nothing hanging from ceilings/across rooms

- Clear spaces on walls to focus displays

- **Absolutely no 'clutter' or untidiness**, including in corridors/cloakrooms

6.2 In the learning environment

- Celebration of learning, perseverance, collaboration and good progress which is interactive and flexible

- Focused, well managed and timely transitions – including from break/lunchtime and beginning/end of day

- Routines and traditions - including the House system, 'good to be green' and school rules - that support good learning behaviour and scholarship

6.3 In teaching

- Well-paced, flexible lessons, featuring appropriate challenge, urgency and reflection, focused on ensuring individuals/groups make rapid progress and greater depth in their learning across the curriculum

- Timely opportunities to switch or refocus when activities are complete or children begin to lose focus

- Commitment to promoting the spiritual, philosophical, moral, social and cultural aspects of children's experience and learning

- Clear, accurate task design, aiming for Security/Greater Depth, built on daily marking and ongoing assessment

- Timetabled Reading groups (daily), spelling (daily), extended Writing tasks (weekly), mental arithmetic (daily) and problem solving (weekly) opportunities

- Planned opportunities to be active/physical on non-PE days.

- Planned opportunities for higher level questioning, deeper thinking and challenge across all groups/curriculum areas

- Meaningful assessment for learning, clear and constructive verbal feedback/pupil conferencing and marking that uses 'now try this' comments to move children on quickly, securing deep understanding and rapid improvement

- Opportunities for pupils to practice transferrable skills and apply knowledge across a broad and creative curriculum

- **No use of low level or repetitive worksheets**

- **No opportunities for boredom/non-engagement or 'flagging'**

6.4 In children's work – evidence of

- Individual learning journey across the curriculum

- Children as active, productive and proud learners through quality *and quantity* of work

- Children rising to high expectation and challenge, frequently working at depth

- Children's self/peer assessment, demonstrating confidence and a clear understanding of their own next steps/end of year expectations

- Children problem solving and taking risks with their learning, demonstrating resilience

- Supportive/challenging marking (daily for English and Maths – in-lesson where possible)

- Pupil response to marking

This statement will be referred to by SLT as a basis for monitoring and observation throughout the year