

# Waterthorpe NI School



## Monitoring and Evaluation Policy

October 2017

Approved by:

**Steering Committee**

Date:

Next Review Date:

**Autumn 2020**

## A policy for Monitoring and Evaluation at Waterthorpe Nursery Infant School

### Introduction

Waterthorpe Nursery Infant School is committed to introducing an effective and efficient monitoring and evaluation system.

The monitoring and evaluation system will involve all staff. Evaluation activities will advise the SEF.

The wide range of monitoring and evaluation activities that take place at Waterthorpe NI School are firmly linked and built into the School Improvement Plan.

This monitoring and evaluation policy will, if necessary, be linked to any system or process set up by the Local Authority (LA), Locality or Family of Schools (FoS) and links closely to the School Self Evaluation (SES).

### Definition

**Monitoring** : Informs a school that the current practice being undertaken through the school, is what has actually been agreed upon.

**Evaluation** : Informs a school whether or not the current practice has brought about the desired outcome.

### Statement of aims

Through the monitoring and evaluation policy the school will aim to:-

- use a range of activities to regularly assure the quality of provision in school
- set up systems which are focused and manageable and involve all staff
- make informed judgements on the attainment and progress of pupils
- check the continuity and progression of pupils' progress through all age ranges
- contribute towards an atmosphere of collaboration throughout the school
- use of information and evidence collected to inform the setting of targets and the review of these targets
- have the ability to monitor and evaluate new initiatives, ongoing work and particular aspects of school life, e.g. the behaviour of pupils, attendance figures or improvement in punctuality

- use a range of activities to help monitor and evaluate which will be built into planning at all levels
- use clear success criteria which are included in the School Improvement Plan/Single Integrated Development Plan
- contribute towards staff development

### Range of activities

The school will use a range of activities to support a monitoring and evaluation system including:-

- interpretation of data
  - Baseline data
  - Foundation Stage Profile
  - Baseline and assessment data linked to interventions
  - English monitoring
  - Mathematics monitoring
  - Monitoring for each curriculum area
  - Special Educational Needs and Disabilities (SEND) Assessments
  - Mathematics and English portfolios of moderated and levelled work
  - School derived assessment tests/tasks
  - Mathematics and English monitoring
  - Monitoring of medium term planning
  - Lesson observations
  - Scrutiny of teachers' planning by curriculum leaders
  - Scrutiny of pupils' work and moderation of work
  - Staff discussion on outcomes of any of above involving year groups, departments, subject co-ordinators and whole school meetings
  - Analysis used to advise staff, governors and parents to inform
  - Individual target setting for pupils and the whole school
  - Reports
  - Talking with parents
  - Attendance data
  - Parental involvement and consultations (including Ofsted Parent View)
  - Every Child Matters (ECM) consultation
  - Evaluations of events that have taken place in school
  - Governor monitoring visits and feedback
  - External consultant reports
  - Monitoring within Locality and FoS
  - CPD evaluations
  - Performance management

These activities to take place at appropriate and varying levels of priority and focus.

### Who will be involved?

All staff and governors will be involved in monitoring and evaluating through activities to check and make judgements about the effectiveness of provision on pupil attainment and progress:-

- Governors through the Headteacher's report and Newsletter, data reports and visits to school
- Individual class teachers through their planning and assessment of pupils in conjunction with classroom support staff.
- Teachers responsible for SEN
- Curriculum leaders
- Headteacher and Key Stage leaders

### Monitoring and evaluation activity and the School Improvement Plan

- Monitoring and evaluation activities will be linked with SIP priorities in both ongoing work and new initiatives
- Monitoring and evaluation activities will be systematically planned across the SIP calendar
- Monitoring and evaluation activities will have clear success criteria

### Using the evaluation

- Outcomes from any monitoring and evaluation activity should enable the individual teachers, Year group team, subject co-ordinator, whole school or governors to revise and review targets set for individual pupils, groups, classes, year groups, whole school, development.
- Outcomes from monitoring and evaluation activities will help inform all staff, parents, governors and pupils of strengths and areas of development and enable targets to be set to further improve the quality of provision throughout the school.

- Any targets identified as a result of monitoring and evaluation will be used to help raise pupils' attainment and achievement in other important areas of school life.  
e.g.
  - Mathematics and English targets
  - good behaviour
  - parental involvement
  - pupils' personal and social development
  - attendance, punctuality and exclusion
  
- The success criteria for each area, including the qualitative and quantitative data will be carefully analysed and appropriate action taken.

### Leadership

Senior leaders and subject leaders work on a cycle of self-evaluation. This includes the school improvement planning and review process. Each term subject leaders prepare an evaluation of their plan, which is shared with governors by the Headteacher's.

We monitor leadership through:

- Performance management
- School Improvement Plan: Leadership reports, planning and evaluation staff meetings and Inset day
- Results of specific interventions
- Subject monitoring reports fed back to governors through Headteacher's report
- Complaints monitoring
- Stress questionnaire
- Communication Friendly schools audit
- Governor's reports on visits to school

### Governors

Governors will be fully involved in the monitoring and evaluation process. The systems set up for monitoring and evaluation will enable them to gain a strategic overview of the whole process. This will involve gathering information from a number of sources over the school year. This information will include:-

- School, Authority and National assessment results
- Teacher forecast of tests and assessments
- LA statistics
- Attendance figures
- Admission statistics

- Staff and parental information on the effectiveness of the school policies and procedures
- Financial data

Governors will be involved in specific school priorities e.g. phonics. As part of this process of monitoring and evaluation the Governors will be involved with arranged focused visits to school. Governors have responsibility for different key areas.

Governors will also regularly undertaken self-evaluation of the governing body.

### Parents

The current practice for involving parents in monitoring and evaluation are :-

- Mid-year individual reports to parents
- Behaviour reports to parents as incidents occur
- Regular Parents' Evenings
- Opportunity for individual consultation
- Good work/behaviour stickers, certificates and messages home
- Opportunity for parents to attend class assemblies
- Opportunities for parents to attend reward assemblies
- Homework
- Home-school reading records
- Opportunity for parents to be involved in school trips and events
- Parent workshops & family learning
- Opportunity for feedback on letters & Newsletters sent out e.g. special events or extended school sessions
- Opportunities to feedback through consultations e.g. Communication consultation

It is the intention of the school to extend and build on the current practice of involving parents in feedback on their children's progress. Additionally parents will be encouraged to observe the work of the school.

Additional meetings for parents in the last three years have included workshops across different curriculum areas. There is an annual cycle of these.

### Pupils

Pupils are already involved in some self-evaluation activities through PSHE, e.g. Social and Emotional Aspects of learning (SEAL) and Philosophy for Children (P4C).

We have a School Council and Arts Council. Members consult with other children and feedback at meetings then prepare action plans to address ideas/issues.

Annually, Year 2 children complete the Every Child matters (ECM) consultation.

Pupils monitor and evaluate their own progress through the use of assessment for learning and review of success criteria in every lesson. They record their self-evaluation on their work.

### Moderation

The process of moderation will be given high priority and involve all staff. It will include detailed discussion of pupils' work at regular planned intervals during the school year through the staff supervision cycle.

### Monitoring plan

See Appendix 1 for plan of monitoring procedure.

**This Policy will be reviewed in the autumn term of 2020.**

## Monitoring and Co-ordination

### Appendix 1

#### ACTION PLAN

- The Headteacher will observe Maths and English each year. This will consist of at least one lesson observation from each year group. Each teacher in school will have at least one Headteacher observation per year.
- In the Autumn or Spring term the English Curriculum leader will observe a minimum of one literacy lesson per year group.
- In the Autumn or Spring term the Mathematics Curriculum leader will observe a minimum of one Mathematics lesson per year group.
- Monitoring of other subjects would take place linked to English and Maths or as they are identified as a priority area.
- Curriculum leaders will monitor identified areas of their subject on a rolling cycle.
- In the term following monitoring a staff meeting will be allocated to look at evidence collected and to receive monitoring reports.
- Consideration will need to be given to the organisation in the Foundation stage when observations were taking place.
- Long term planning will be discussed in a staff meeting in the summer term. Leaders will advise and lead the organisation of resources.
- Medium term Plans are monitored by curriculum Leaders as part of the monitoring cycle.
- Medium term planning is evaluated by all year groups.
- Short term planning is monitored by in line with lesson observations.
- The Headteacher monitors the short term planning of new qualified teachers.
- In all subject areas portfolios of work showing progression are kept by subject leaders.
- Subject leaders will identify strengths and areas for development each year. This will link with school improvement planning.
- Data and individual pupil scores will be entered onto the Pupil Tracker for:
  - Half termly EYFS data and termly phonics assessments
  - KS1 half termly assessments in reading, writing, SPAG, Phonics and maths
  - KS1 results
  - Pupil targets
  - Attendance

Other information is included in the database for analytical purposes e.g. interventions that pupils participate in.

# Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Monitoring and evaluation Policy	1.10.17

Priority Level	
High	
Medium	<b>x</b>
Low	

<b>Lead Officer: Helen Stokes</b>
<b>Members of the assessment team: Helen Stokes &amp; Suzanne Marriott</b>
<b>Others involved in the assessment (peer review/external challenge): Steering Committee members</b>

<p><b><u>What are the aims of the policy or project?</u></b></p> <ul style="list-style-type: none"> <li>• use a range of activities to regularly assure the quality of provision in school</li> <li>• set up systems which are focused and manageable and involve all staff</li> <li>• make informed judgements on the attainment and progress of pupils</li> <li>• check the continuity and progression of pupils' progress through all age ranges</li> <li>• contribute towards an atmosphere of collaboration throughout the school</li> <li>• use of information and evidence collected to inform the setting of targets and the review of these targets</li> <li>• have the ability to monitor and evaluate new initiatives, on-going work and particular aspects of school life, e.g. the behaviour of pupils, attendance figures or improvement in punctuality</li> <li>• use a range of activities to help monitor and evaluate which will be built into planning at all levels</li> <li>• use clear success criteria which are included in the School Improvement Plan/Single Integrated Development Plan</li> <li>• contribute towards staff development</li> </ul>
<p><b><u>Who is the intended customer/service user of this project or policy?</u></b>  <b>Staff and governors</b></p>
<p><b><u>What are the desired outcomes from this project or policy?</u></b>  <b>To have an effective and efficient monitoring and evaluation system in place</b></p>
<p><b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b>  <b>Assessment, recording and reporting, CPD, curriculum policies, performance management, supervision, SEN, Teaching and Learning</b></p>

<p><i>What are the racial, disability and gender equality implications of the policy or project?</i></p> <p>Any disadvantages in terms of the above groups are identified through the process of monitoring and evaluation</p>	
<p><b>Does the policy or project have any significant positive impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p><b>YES ~all groups (see above) re: data collection and analysis.</b></p>
<p><b>Does the policy or project have any significant adverse impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p><b>No</b></p>
<p><b>Do you have any evidence?</b></p>	
<p><b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b></p>	

<p><b>Action to take :</b></p>			
<p><b>If you have indicated there is a negative impact, can it be justified?</b></p>	<table border="1"> <tr> <td style="background-color: black; color: white;"><b>YES</b></td> <td style="background-color: black; color: white;"><b>NO</b></td> </tr> </table>	<b>YES</b>	<b>NO</b>
<b>YES</b>	<b>NO</b>		
<p><b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</b></p>	<table border="1"> <tr> <td style="background-color: black; color: white;"><b>YES</b></td> <td style="background-color: black; color: white;"><b>NO</b></td> </tr> </table>	<b>YES</b>	<b>NO</b>
<b>YES</b>	<b>NO</b>		
<p><b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b></p>			
<p><b>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</b></p>			

<p>Signed (Person completing the form):</p> <p style="text-align: center;"><i>He O.</i></p>	<p>Date: 1.10.17</p>
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