



‘We are a small school that makes a big difference’

‘To provide excellence for all within a happy, safe, and stimulating learning environment’

MONITORING AND EVALUATION POLICY

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Spring 2023
Review Date:	Spring 2025

Introduction

At Snape Wood Primary School, we plan learning and teaching with a view to enabling every 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 to ensure the pupils make rapid progress and impact is measurable.

Monitoring is the means by which we gather information. Within our school we do this systematically across the curriculum, through a range of activities.

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development and areas to develop;
- Offers an opportunity to celebrate success and make progress;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

Monitoring and Evaluation framework

Monitoring and Evaluation at Snape Wood are part of a thoroughly planned process and involve a range of different 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.

We also aware that support to staff is most effective when given at the time of need and so additional observations, team teaching and feedback maybe given outside of the designated times. Where possible, the observee and observer will meet before the observation to discuss the session and talk through the planning. They will agree the focus of the observation. Then the observation will be filmed so that the teacher/teaching assistant can self-assess their own performance and have a more informed and fruitful feedback session with the observer, using the SWIVL. These films will be stored confidentially and only shared with relevant members of staff – not a general audience without consent.

How do we monitor and evaluate at Snape wood primary?

There are several ways to ensure that effective monitoring and evaluation processes are in place to ensure that they are rigorous and thorough. At SWPS, we:

Analyse Data:

- Summative assessments are used to assess pupil performance. At SWPS, we use Rising Stars NTS assessments. These are administered termly. The marks are then uploaded for each child onto MARK and GAP analysis is used to identify areas to develop and inform planning. The GAP analysis also enables staff to identify key areas and groups and then implement SHINE interventions.
- Data is analysed for key groups and trends
- Data is uploaded to FFT and SIMS termly
- Data is sent to the LA/NST termly for comparison against; similar schools, schools in the LA and NST.

Learning Walks/Lesson Studies/Peer Observations and Coaching:

- Weekly coaching by subject leaders for core areas of learning (eg. Phonics, Grammar)
- Monthly Phase meetings
- Peer to Peer Observation
- Team teaching

Book Looks and Pupil Voice:

- Weekly monitoring of sample of children's books – core and foundation subjects, including vulnerable groups
- Pupil voice interviews regarding area of subject focus

Monitoring Planning:

- Curriculum and subject leaders monitor planning half termly or weekly if there is a key area to develop. Key foci for all planning is adaptive teaching for all learners, AFL, consistency of subject approach and content and coverage.

Pupil Progress:

- Targets and areas of development are discussed during monthly phase sessions.

Other areas of the life of school that is monitored:

- Conduct behaviour observation across school – playtimes, lunchtimes
- Structured discussions with parents (eg: SEND coffee)
- Surveys and questionnaires
- Parent consultations (Termly)

Roles and Responsibilities

Senior Leadership Team

It is the job of the Senior Leadership Team to ensure all staff, Governors and stakeholders understand that the purpose of monitoring and evaluation is to enable Snape Wood Primary School to develop and improve – the practitioners and the impact on pupil progress. To ensure this, it is the SLT's responsibility;

- 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 Leadership Team (e.g. Appraisal, 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 and inform planning.

Subject Leaders

Subject leaders at Snape Wood ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development; and they carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities. It will enable the subject leaders to get a snap shot of the development of the subject and enable future planning to drive improvements. It will enable subject leaders to identify key areas for professional development for professionals

The Governing Body

The Governing Body at Snape Wood agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated. It is also their responsibility to:

- 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.

Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Developing Teachers' Performance

Related policy: Appraisal Policy

Teachers' performance is monitored and supported through a range of methods.

1. Informal on-going support and input from senior leadership team and subjects leads. In the form of:
 - supported lesson planning
 - modelling and team teaching
 - coaching observations and learning walks
 - team marking
 - observing peers and colleagues
 - book looks

The purpose of this monitoring is to support teachers and guide them. It is intended to identify and share good practice across the school and identify areas for support at an early stage and so help staff to progress.

2. Formal observations for ECTs or teachers requiring additional support. For ECTs this is a statutory obligation and for MPS staff it will form part of a bespoke coaching and support plan to enable them to make progress in their practice.
3. Peer to Peer/Lesson study Coaching. This highly regarded method of peer coaching is intended to build collaborative relationships across the school and help to develop a cohesive and consistent teaching approach at Snape Wood. Staff work in pairs to refine and develop their practice – learning from each other and reflecting on their own performance. This will be supported by SLT.
4. Formal Monitoring Review. This happens once a year as timetabled. Over the Autumn Term lessons in English, maths and other curriculum areas will be observed, books and the classroom environment will be reviewed along with other areas of the Teaching Standards. Teachers will receive detailed and individualised feedback on their performance with clear guidance on their next steps. The purpose of this monitoring is to give feedback in a comprehensive and streamlined way so that strengths and next steps are clear for the teacher and the school.
5. Subject learning walks and work scrutinies for Foundation Subjects. These will happen when blocks are being taught. Feedback will be given against the Teaching Standards and feed into the overall feedback from the Formal Monitoring Review.