Monitoring Policy

PURPOSES:
- To ensure the best possible standards of teaching and learning.
- To ensure that pupils progress and develop.
- To ensure the best possible standards of pupil performance.
- To ensure that the school provides a positive and happy learning environment.
- To ensure that school policies are observed and followed.
- To ensure that children have a positive attitude towards their work and that their behaviour is good.

PRINCIPLES:
- Monitoring and evaluation will involve the head teacher, staff and governors.
- It will lead to action to raise standards.
- Everyone will be clear about his or her role in the process, and understand it.
- The system should be manageable, with clear criteria.

Why we use the Monitoring, Evaluation and Review process

Monitoring, evaluation and review helps our school to:
• ensure agreed policies are implemented
• assess the effectiveness of teaching and learning
• improve curriculum content and delivery
• check whether systems are operating and how efficiently
• celebrate and share good practice
• identify areas for development/improvement
• plan and provide relevant support and development through INSET, to raise staff confidence and expertise
• provide information on development and school improvement to:
   - Governors
   - Parents
   - Children
   - LA
   - Government
   - Ofsted and
and

• provide evidence that will inform the School Improvement Plan

We feel that this process is beneficial for the teachers as it is;

• Developmental
• Supportive
• Positive
• focused
• owned
• Professional

The following areas form the heart of our school policy;

• The school has a comprehensive and progressive view of learning which embraces enjoyment, creativity, enrichment and activity both in and out of school hours.
• Improving teaching and learning is an important part of the school's improvement plan;
• There is a commitment from all staff, to continuous improvement in teaching and learning;
• There is an evolving vision of what constitutes effective learning and teaching. This vision is informed by research findings and effective practice from inside and outside the school;
• There is a culture of individual reflection and experimentation supported by opportunities for review and discussion with colleagues; and

The Headteacher's Monitoring Role
This is crucial to the effectiveness of the school and to the success of the monitoring function.
The Headteacher will:

• understand and articulate the cyclical nature of the process of raising standards;
• ensure that the SIP contains SMART success criteria (Specific, Measurable, Achievement, Relevant, Time Limited);
• Work with others to design clear mechanisms for monitoring – (what, when, who and how);
• take an active role in monitoring;
• Regularly report back to staff, governors, parents and pupils on progress towards reaching targets; and
• contribute to and oversee the process of target-setting and targeting.

The subject leader's role in monitoring

A subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice. All subject leaders undertake a range of monitoring activities in line with priorities set out in the SIP.

Subject leaders aim to:

• know the characteristics of high quality teaching and learning in the subject, and strategies for improving and sustaining high quality teaching, learning and achievement for all pupils;
• be familiar with the statutory curriculum requirements for the subject;
• ensure teachers have high expectations for pupils in their subject;
• ensure that planning covers all aspects of their subject to ensure continuity and progression (Schemes of Work);
• know the strengths and weaknesses of assessment in their subject;
• know how to use comparative data, and information about pupils' prior attainment, to establish benchmarks and set targets for improvement;
• be familiar with the different forms of monitoring, observation, looking at outcomes, talking to pupils and analyze data and results from monitoring to inform development planning;
• share results with the headteacher/staff/governors.

The Role of the Teacher in Monitoring
Teaching and learning are at the heart of a successful school. The quality of teaching directly affects the standards achieved by pupils.

Teachers aim to:

• ensure that their teaching reflects planning and relates to statutory subject requirements, schemes of work and school policy;
• understand the characteristics of good teaching;
• use a range of teaching styles appropriately;
• provide an enjoyable, broad and creative curriculum
• show challenge and innovation in his/her teaching
• implement the school's assessment policy;
• Record results of relevant assessments to inform target setting;
• set achievable targets for groups and individual pupils; and
• understand their role in achieving whole school targets within the SIP.

The Governors Role in Monitoring
Governors aim to:

• identify key indicators against which to monitor and evaluate success;

• ensure that they are given the appropriate information to enable them to assess the current position of the school, using local and national comparative data;
• introduce effective systems for monitoring the curriculum and the implementation and review of curriculum policies to ensure statutory requirements are met;
• monitor the progress of actions in the School Improvement Plan via the headteacher's report on a termly basis and by direct involvement in school;
• ensure that statutory targets are set and monitor the progress towards these targets on a regular basis.

Evaluation

Evaluation involves the collection, discussion, analysis and reporting of evidence against defined criteria, which allows judgements to be made about a project. Evaluation is an important part of the

PLAN- DO- MONITOR- EVALUATE- REVIEW cycle

Evaluation can be:

• Formative – making judgements about how things are working and how they can be improved during the implementation of a project/programme;

• Summative – making judgements about the effectiveness of a programme when it has been completed.

Ways of gathering information

At Copley Primary School we use the following methods to collect information as part of the monitoring process:

• Systematic checking of resources used;
• Discussion with pupils, teachers, parents, governors and the LA;
• Interviews;
• Observations;
• Curriculum audit;
• Systematic sampling of pupils' work;
• Pupil tracking;
• analyzing assessment results;
• analyzing national and local comparative data;
• Questionnaires to parents/pupils/ governors/ staff;
• Visual evidence e.g. drawings/ photographs/displays;
• Reporting – written/oral;
• Self-reflection.

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Examples of the areas which teachers, subject leaders, managers and governors monitor include:

Teaching
• The effectiveness of teaching in lessons.

Planning
• monitoring medium/termly and short term/weekly teaching plans, including consistency between classes with the same year groups and progression from one class to the next;

Assessment
• Teachers' assessments of pupils' progress;
• Targets for individual pupils/cohorts of pupils;
• IEPs.

Standards and Progress
• Pupils' effort and response in lessons;
• Standards of pupils' work in class;
• Progress over time – quality and quantity of recorded work;
• National and local comparative data.

The role of observation
Incidental observation is going on all the time. More purposeful observation needs deliberate detachment, a specific focus and criteria clarified in advance. Staff being observed need to be consulted and to be clear about the purpose and the criteria. It is also important to remember that observation can only be a sample and what is seen may not be representative or may be influenced by the presence of an observer.

Lesson Observation
Direct observation of teachers' teaching and pupils' learning is a rich source of evaluative information. It is important for improvement because:

• It contributes to an overall picture of the school;
• The quality of teaching and learning can be effectively monitored;
• It acknowledges the strengths in a teacher's practice;
• It helps a teacher to identify areas in which they would welcome support;
• It identifies strengths and weaknesses across staff giving a whole-school profile which highlights training needs;
• It evaluates effectiveness of agreed whole-school policies;

- It enables feedback to be given on the quality of learning experiences being offered to pupils;
- It reveals unintended outcomes, not apparent in curriculum and lesson planning, can be seen;
- It promotes professional dialogue between the observed and the observer to clarify and interpret the criteria to be applied.

When observing lessons we use the following questions:
- What shall we look for?
- How shall we gather and record information?
- By what criteria shall we judge what we see?
- How can we improve the teaching and learning process and its effects?

We also consider the following procedural questions:
- How and when will the lesson observation take place?
- Is there any prior information you will need to have?
- Who will undertake the observations?
- How will lesson observation be conducted?
- How long will the observation last?
- What role will the observer take in the classroom?
- How and when will feedback be given to the teacher?
- How long will the feedback session last?
- What will be the outcome of the feedback session?
- How can we be sure there will be an impact on the quality of teaching and learning?
- In what form will records of the observation be kept?
- Who will have ownership of these?
- Who will have access to these?

Monitoring the deliver of the curriculum
The core subjects, including ICT and SEN are reviewed every year, by the subject coordinators.
The foundation subjects, including the Foundation Stage are monitored by the subject coordinators and decisions on priorities inform the School Improvement Plan. The subject review also forms a particular focus when the specific subject policy is due for renewal, every 3 years.
All staff contribute to the School Improvement Planning process and raise key issues in the July performance management meeting, which may be incorporated into the following year's SIP, where required.

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