

Hinchliffe Mill Junior and Infant School

Monitoring Policy (Revised January 2013)

Monitoring is the activity that is undertaken routinely to keep and check on progress and to check that what is supposed to be happening is happening in the way that was planned. We engage in regular monitoring as part of the developing of quality assurance within our school.

We recognise the need to engage in the systematic process of monitoring as part of our self – evaluation in gathering information about the quality and effectiveness of our work in order to:

- be able to manage the process of change
- enable staff to continue to reflect on and develop their own practice
- continue to raise and sustain levels of pupil attainment and achievement by improving the quality of the teaching and learning
- be accountable to our governing body and through them to the community we serve

We monitor and evaluate

- the progress and attainment of pupils by means of tracking progress and aim to assess value added
- the wider aspects of school life and the way that it supports the core process of teaching and learning through observation of implementation of teaching and learning, behaviour policies, Governor involvement
- the way in which the school is led and managed by means of Headteacher's Performance Management, Governors liaison and involvement, parental survey and involvement
- the implementation of the priorities in the School Improvement Plan through Headteacher's Performance Management, Governors liaison and involvement, parental survey and involvement.

Audit of Systems and Activities

1. Curriculum Committee

Curriculum Policies
Curriculum Content
Target Setting
Analysis of results
Academic attainment and standards

2. Finance Committee

Leadership and management (financial)
School Improvement Plan priorities
Budget
Buildings
Pay Awards

3. Health & Safety Committee

Building Survey
Security
H & S Policies & Procedures

4. Staffing Committee

Personnel procedures
Appointments

5. Performance Management/Governors

Head's performance re:

- implementation of School Improvement Plan
- leadership and management
- pupil tracking and attainment

Implementation of Performance Management Systems

All committees feed back to the full Governing Body

6. Parental Views

Analysing results of a Parental Questionnaire

7. Lead Teachers/Coordinators may monitor and evaluate their area(s) of Curriculum Responsibility

Reviewing progress to achieving their action plan targets
Checking curriculum coverage in schemes of work
Analysing SATS results and SATS papers (from year 2 to Year 6, including optional SATS in Years 3, 4, 5)
Collecting and moderating examples of work
Reviewing policy and practice
Checking and developing resources
Observation of lessons and giving written and oral feedback

8. Class Teachers monitor and evaluate through

Assessment (formative and summative)
Record keeping
Target Setting
Analysing results in SATS tests and giving feedback to co-ordinators
Marking work
Planning for full curriculum coverage
Self Evaluation
Classroom Support Assistants are involved with class teachers in these activities

9. The Headteacher monitors and evaluates:

Teaching Quality and Standards

Observation of lessons and giving written and oral feedback up to three occasions each year, unless agreed further observation for a specific need.
Discussion

Curriculum Coverage

Reading Planning and giving written and oral feedback
Discussion

The Quality of Learning

- Looking at work generally and specifically
- Talking to children
- Observing lessons
- Giving feedback to children and staff

Academic Attainment

- Analysis of test results, by cohort, gender, age
- Benchmarking results to give national, local and similar school comparisons
- Working out trends over time
- Receiving from co-ordinators and class teacher breakdowns of SATS papers
- Receiving from class teachers regular analysis of progress towards individual and cohort targets
- Tracking the progress of children
- Setting targets with staff

Monitoring of Classroom practise focuses upon previously agreed subject areas. Within the specified areas a whole school focused area for development is agreed.

Each teacher will be observed at least once annually and up to three occasions by the headteacher or team leader

They might also be observed by:

- Subject coordinator
 - LEA advisor/inspectors/consultants
 - School Contact Officer
- Peer observations may also be made for an agreed purpose

Observations are made against previously agreed criteria which always include implementation of Behaviour, Teaching and Learning Policies: prior to observation, the observer will establish details of the observation including

- their time of arrival
- length of observation
- level of involvement with the children
- their method of recording information
- timing and levels of feedback

An observation will be made in the Autumn or Spring term as agreed in Performance Management Policy and total no more than three each year.

Format/proforma for observation

The agreed observation format will be used unless the focus of the observation requires a more specific or alternative framework.

Feedback will take the following forms:

1. Immediate verbal response thanking the teacher.
2. Previously agreed time to discuss in detail the outcomes of observations. Establish the 3 areas of strength and 1 area for improvement leading to one agreed target.

Written feedback and target monitoring sheets will be kept by the teacher and the Head. Progress against Performance Management targets will be reported to Governors without

mention of individuals' name. Any additional targets arising out of monitoring will likewise be listed for Governors without being attributed to individual.

All teaching staff take part in an annual Performance Management cycle during which staff have an interview with the Headteacher in October to analyse previous performance against targets set and set pupil and personal targets for future performance and achievement. Support staff, also take part in a similar cycle.

The School Development Plan is a working document for ongoing monitoring and evaluation of all aspects of school life. The School Development Plan is being continually reviewed and also involves staff and Governor input.

This Policy will be reviewed on a biennial basis.