

Glencraig Integrated Primary School



MONITORING & EVALUATION POLICY

Date: September 2017

Annual Coordinator Review: June 2018

Full Review Date: 2022

Approved by Board of Governors: _____

School Mission Statement

At Glencraig Integrated Primary School we aspire to maximise the skills and talents of our pupils in a happy and caring environment, enabling them to become fulfilled and responsible citizens.

General School Aims

We endeavour to:

- provide and encourage an atmosphere of acceptance and mutual respect for those within the school community, from all religious, non-religious, social and cultural backgrounds as well as for those of differing abilities and needs
- create a happy, secure, stimulating environment in which all pupils can learn effectively and become clear, confident communicators
- present children with a variety of challenging, activity based learning experiences incorporating all areas of study required by the Northern Ireland Curriculum
- encourage children to recognise the value of developing a healthy mind and body and to foster, within each child, a positive self image
- encourage parents to play a constructive and positive role in the school
- place the school at the heart of the local community

Introduction

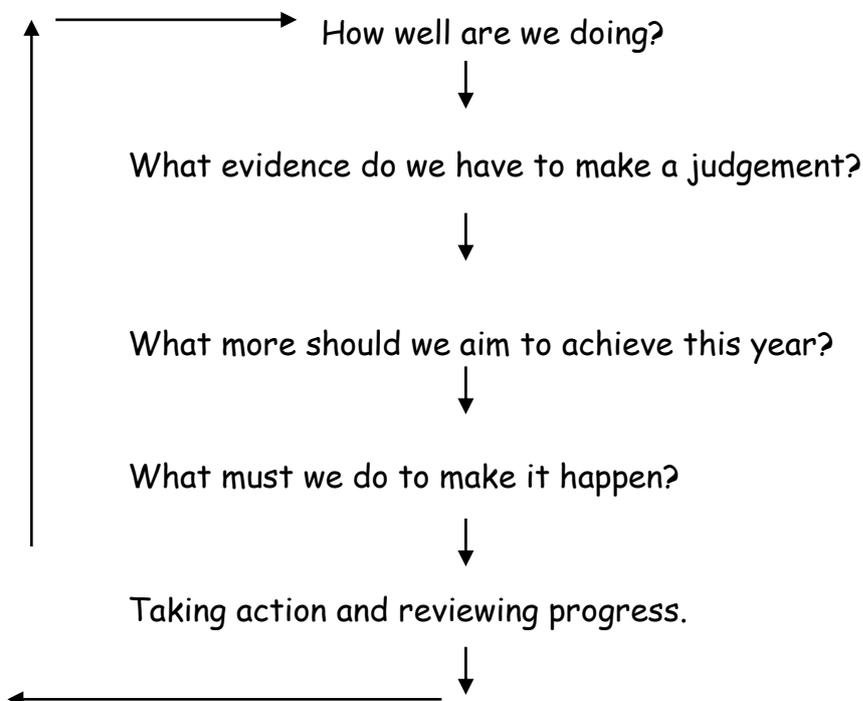
At Glencraig Integrated Primary School we are a Rights Respecting School and uphold the articles contained in the UN Convention on the Rights of the Child and in particular Article 28 - *Every child has the right to an education.*

Through robust and rigorous monitoring of standards and evaluation of the teaching & learning we can do our best to ensure that the education the children have the right to receive is of the highest possible standard.

- 1.1 In Glencraig Integrated Primary School we plan teaching and learning with a view to enabling each 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 Glencraig.
- 1.2 Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.
- 1.3 Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.
- 1.4 Monitoring and evaluation in our school are part of a planned process involving a range of different people over the course of a school year.

2 Monitoring and evaluation

2.1 We use the School Improvement and Pupil Achievement Cycle in order to provide a framework for evaluating performance, setting targets, planning, taking action and monitoring progress.



Evaluation involves collection, analysis, interpretation and monitoring of evidence in order to assess the quality of provision.

3 Monitoring and evaluation activities

This framework allows us to systematically gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

3.1 The quality of teaching

Glencraig Integrated Primary School aims to foster an open and supportive ethos with good relationships between the staff whereby any member of staff is welcome to observe the teaching of another.

This observation is also planned for under the PRSD programme where individual teachers agree a focus, which will be observed. This may either be an individual or a whole school target. When observed, strengths and areas for development are noted for future improvement.

For example where a subject has been identified in the school development plan as a priority area, the subject co-ordinator observes all teachers once a year as they teach the subject in question. This provides the coordinator feedback about the progress of specific actions in the school improvement plan which is then share with staff, Senior Leadership and Governors.

Engaging all staff in this process increases effectiveness as motivation and commitment grows.

3.2 The quality of children's learning

In the course of their lesson observations, the principal, vice principal and subject co-ordinators gather evidence about the children's attitudes to work and the standards that they are attaining in lessons. This enables us to make evaluations about the impact of the school development plan.

3.3 The standards attained by children

In the course of their lesson observations, the principal, vice principal and subject co-ordinators gather evidence about the standards that the children are attaining in lessons. All subject co-ordinators /teams undertake, where appropriate, an overview of children's written work. This involves the sampling of children's work from a range of abilities within each class. Subject co-ordinators use the evidence of this to inform their annual subject action plans. These can go towards forming part of the school development plan.

3.4 The quality of teachers' planning

Teachers upload their 6 weekly planning to the intranet & submit a hard copy at the beginning of each term/half term. They also upload their weekly plans to the intranet and provide an annotated copy to the Principal along with a more focussed and reflective evaluation at the end of the half term. These notes can be reviewed at any stage by the co-ordinators, teams or principal.

3.5 The targets set for children's learning

All children from P1 onwards are assessed using appropriate standardised tests annually. The teacher reviews the results of these and of any class tests and general class work in order to inform planning for future teaching. This also allows the children to be grouped for differentiation. The teacher reviews the children's progress throughout the school year and adjusts planning accordingly. These results are available for principal and all staff as appropriate.

Some children with special needs may have Individual Educational Plans. These are reviewed termly with the SENCO and give specific targets in Literacy, Numeracy and behaviour as appropriate. Copies of these are shared with parents and with the individual child (through a child friendly IEP) so that they may also contribute to the targets within each IEP.

3.6 The targets set in our school development plan

The principal informs the governors as to the areas identified in the school development plan. The principal also reviews any end of key stage results and standardised scores with the governors and summarises ongoing initiatives within curriculum development on a regular basis.

4 Monitoring and evaluation – key tasks

4.1 In the autumn term we ask ourselves three key questions:

How well are we doing?

How do we know?

Where do we need to go next?

4.2 Using all the available data including cross curricular skills levels and standardised scores we analyse the trends in our school performance.

4.3 We review the data for each class and if required carry out in class assessments to establish a baseline and to enable the teacher to group for different abilities

4.4 We discuss what we must do to improve our school performance and incorporate this information into our school development plan and relevant action plans as appropriate including the allocation of resources to support targets.

4.5 We review progress by:

Monitoring and evaluating the progress of individual children;

Monitoring and evaluating the progress of cohorts of children.

Monitoring the progress towards achieving action plan targets

5 Monitoring and evaluation as part of performance management

The School Self Improvement and Pupil Achievement Cycle is repeated as necessary in order to sustain improvement across the school. Through the process areas for staff development are identified, targets are set and appropriate training opportunities put in place in order to develop the school workforce and ultimately enhance the teaching and learning at Glencraig IPS.

Signed:

Date: