



## Sudbury Primary School

### Monitoring Policy: December 2015

#### **Purpose of monitoring**

The school aims to raise and sustain the progress and attainment of pupils. In order to achieve this outcome, and to ensure standards are raised and maintained, teaching and learning must be monitored. This is to ensure that the school is able to self evaluate with accuracy and then use this self evaluation to inform the School Improvement Plan, ensuring that it is focused on developing areas of weakness in the pupils' attainment and progress. The school also seeks to improve and maintain the quality of teaching. One way of achieving this aim is through monitoring teaching to enable continual evaluation to be carried out. Again, this evaluation is reflected on to inform improvement planning.

#### **What is monitored?**

##### **Pupils' attainment and progress**

(See Assessment Policy)

- Individual teachers' on-going assessment of pupils' work is monitored and moderated to ensure that it is accurate, evidence to support the judgements being made can be found and progress can be tracked. Moderation with other schools, especially Writing assessment, is carried out to help verify judgements and support accuracy. Feedback is given to teachers once analysis of assessment (both teacher assessment and more formal assessment data) has taken place, which identifies areas of weakness which require targeting if good progress is to be made.
- Planning is monitored alongside assessment to ensure that assessment data is informing planning and that learning is being carried out at the correct level, with an appropriate amount of challenge, in order for progress to be made. Differentiation is monitored within this.
- Marking of pupils' work books is monitored to ensure that pupils are begin set appropriate levels of challenge and that making is differentiated so that it informs pupils about what they have achieved and what their next steps are in order for them to make progress. Marking is also monitored to ensure that it is supporting the pupils in becoming reflective learners (see Marking and Feedback Policy)
- Pupils' workbooks are monitored to ensure progress is evident and that learning is challenging and in line with age group expectations. This monitoring is also used to triangulate monitoring of planning and differentiation, to ensure that what is being planned is reflected in the pupils' learning and is resulting in progress being made.
- In Reading and Maths, test results are analysed to identify strengths and weaknesses. This analysis is again given to teachers to inform planning for progress. Such results are also used to support target setting and the evaluation of how far performance management targets have been achieved.

- The school also uses the RaiseOnline report, the LA Databook and Accelerated Reader to compare the performance of our pupils with national averages and pupils' attainment in similar schools. This information feeds into the School Improvement Plan, which in turn informs performance management targets for the following performance management cycle.

After all monitoring and analysis of findings, feedback is given to the teachers. This will be in the form of strengths in practice and areas for development. If there are common areas for development across the school, these will inform improvement planning and support will be implemented. If these areas are specific to a teacher, advice and support will be given independently to that teacher in order for practice to develop. It will be expected that evidence is seen of the teacher making steps to work towards the areas for development during the next phase of monitoring.

### **Quality of teaching**

The Headteacher will carry out formal lesson observations three times a year. During some or all of these observations, other parties may be involved such as LA advisers, other headteachers or trained OFSTED inspectors (in an advisory role) to verify and moderate the judgements given. The Headteacher will also conduct 'Learning Walks' at points during the year which will focus on specific parts of practice which relate to school improvement. Feedback, both written and verbal, will be given to teachers after all observations. Curriculum co-ordinators will also observe teaching in their area of responsibility and will report back on what they have observed. Curriculum leaders will use the outcomes of these observations to inform improvement planning for their subject. Planning and work scrutiny should also be used to triangulate findings and inform improvement plans.

The monitoring of teaching leads to staff development, either collectively or individually and informs the School Improvement Planning process.

### **Who monitors what?**

#### **The Governing Body monitors;**

Pupils' Attainment and Progress through:

- Attainment Tables
- Headteacher's reports and analysis
- In school assessment data
- Statutory target setting for pupils

Policy development and implementation:

- All policies are considered by the governing body or a sub-committee.
- The implementation of policies is monitored through reports by headteacher to the governors.

Teaching

- The Governing Body ensures that the Monitoring Policy is carried out.

- Governors observe teaching to gain insights into the life of the school rather than as part of the monitoring programme.

### **The Headteacher monitors:**

- Attainment and progress through work, assessment and planning analysis
- Implementation of the curriculum through planning and work analysis
- Progress, challenge, differentiation and supporting the development of independent learning through observation of teaching and learning
- Pupils' views on and feelings towards school from discussions with pupils and pupil surveys
- Parent views on school through discussions and parent surveys

### **Co-ordinators monitor**

- Planning to evaluate the implementation of the subject
- Subject teaching and progress through observation
- Views in relation to their subject through discussions with teachers, pupils, and parents concerning teaching and learning in the subject.

### **Individual teachers monitor**

- Pupils attainment and progress in each subject through work analysis and on-going assessment and marking

### **Pupils**

- The school encourages pupils to take ownership of their own learning and progress.
- Children are encouraged to monitor their progress in relation to targets set.
- Children are encouraged to read carefully the points for improvement given on marked pieces of work and to respond positively to teachers' feedback.

### **Analysis of findings**

The purpose of monitoring is to contribute to the continual development of attainment and progress, teaching and learning in the school. All monitoring information is analysed with a view to ascertaining key messages. These inform the School Improvement Plan and staff development activities.

### **Tracking of Progress**

The progress of each pupil is tracked systematically as they move through the school. Teacher assessment is carried out each half and results are tracked to ensure pupils who are falling behind or require extra challenge are identified and plans can be put into place. Formal assessment is carried out on Maths and Reading at the end of each term to verify teacher assessment and to enable the school to evaluate the progress and achievement of the pupils compared to others locally and nationally. This process informs future planning and target setting.