



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 23

## **MONITORING AND EVALUATION POLICY**

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**Reviewed By:** Vicky Aspin

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### **I. INTRODUCTION**

It is important that there is a structured monitoring plan at Abbey Court to:

(A) Promote school improvement (i.e., bring about change and further improve the quality of teaching and learning)

(B) Ensure accountability (i.e., inform others/keep track of what is happening)

Monitoring is the process by which we check that we have done what we set out to do.

We need in our busy school environment to plan and create opportunities for “Seeing” and “Knowing”. Once we have this information we are then able to evaluate (i.e., judge the effectiveness of an activity or development) upon which subsequent improvements can be made.

Monitoring and Evaluation are, therefore, crucial to our cycle of development planning. It is our intention that all school personnel should become involved in some aspect of monitoring. This will in turn allow all staff to become more informed and to “own” future developments. The school sees a clear distinction between a reviewing/monitoring role and an evaluating/developing one. The former is seen as a process of collecting and presenting information on a systematic basis; the latter is a process whereby information is analysed; value judgements are made and ways forward are planned. The evaluation element is clearly an activity where the quality of provision is the subject of both systematic study and qualitative judgment. Abbey Court School is a self-evaluating school. External measures are also used systematically.

## **2. PROCESSES FOR MONITORING AND EVALUATION**

### **A. TEACHING AND LEARNING**

At Abbey Court, we are currently monitoring the quality of teaching and learning in the following ways.

#### **CLASSROOM PRACTICE**

Monitoring happens through our:

- Weekly class team meetings.
- Regular Department meetings.
- Planned formal classroom observations and feedback by the Leadership Group.
- Planned formal classroom observations and feedback by subject leaders.
- Termly progress meetings.
- Termly examination of classroom documentation, by (Leadership Group/subject leaders).
- Governors visits.
- Visits from external consultants (Advisers/Curriculum Consultants).
- The implementation and review of PARR policy/procedures.
- Implementation and termly (verbal and documented) evaluation of the SDP and Department Development Plans (by Governors and all staff).
- Termly progress meetings.

#### **CURRICULUM DEVELOPMENT**

Monitoring happens through our:

- Implementation and Review of the Whole School Teaching and Learning Policy. (Annually).
- Curriculum Action Plan development/implementation and evaluation. (Termly).
- Subject leader classroom observations.
- Leadership Group observation of subject delivery/documentation.
- Subject leader examination of class subject documentation/delivery.
- Implementation and Review of Curriculum Policies.
- “Linked” Governor visits (curriculum).
- Visits from external consultants (e.g., Subject Consultants).
- Implementation and termly evaluation of the SDP.
- Progress Meetings

### **B. SCHOOL MANAGEMENT AND ORGANISATION**

- Implementation and review of school policy.
- Leadership Group observation of school procedures/practices.
- Staff meetings (reviews of aspects of organisation, e.g., annual accommodation/staffing audit).

- Implementation and evaluation of SDP developments.
- Implementation and evaluation of Department Development Plans.
- Governing Body meetings.
- Focus Groups.
- External Consultant reviews.
- Stakeholder surveys.
- Pupil Council meetings.

We need to ensure that in every area we monitor:

Planning

Process

and Outcomes

and that information gained and judgements made inform future planning (i.e. the feedback loop is completed).

This will allow us:

to ascertain: how good we are

to perceive: how good we can be

to plan: how we can get better

(and be as good as the best).

All staff must be “first inspectors” of their own performance.

### **3. ROLES AND RESPONSIBILITIES IN MONITORING AND EVALUATING AT ABBEY COURT**

Headteacher/Deputy Headteacher

It is the responsibility of the Head/Deputies:

- to ensure that the Leadership Group, the staff, the governors and stakeholders all understand that the purpose of monitoring and evaluation is school development/continuous improvement
- to identify, with the approval of the governing body, the areas which need to be monitored and evaluated (via the SDP process and outcomes of stakeholder surveys)
- to delegate monitoring and evaluation activities to the appropriate level (with a clarity of expectations and outcomes to be achieved)
- to carry out those monitoring and evaluation activities which cannot be delegated and which are the responsibility of the Leadership Group

- to ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and to inform future planning
- report to the appropriate audience, including the governing body, what the monitoring is showing and how the information can be used to best advantage.

The Headteacher/Deputy Headteacher`s assume joint responsibility for all work in reviewing, monitoring and evaluating the curriculum.

Each term, according to the school's curriculum development cycle, one subject/focus is identified for classroom observations. This is communicated to staff via the SDP at the beginning of each term.

Formal classroom observations will be undertaken at specified times, linked to the identified subject/focus using the school classroom observation sheet. Classroom planning and pupil's work/red files will also be scrutinised. The findings will be discussed with the class teacher as soon as possible after the observed lesson and suggestions for future development or improvement offered. All classroom observations are undertaken within a culture of continuous improvement, support and recognition of achievement. (See classroom observation guidelines).

Informal observation and monitoring will also take place throughout the year and unscheduled visits to classrooms may take place, in order to further inform practice.

The terms observations and findings will be discussed alongside scrutiny of relevant progress and achievement data and evaluated by the Head/Deputies/SMT and subject leader. Ideas and processes for development and improvement will be identified and then written into the appropriate action-planning process.

The Headteacher will report each term to the Governing Body on all Review, Monitoring, Evaluation and Development work that has been carried out. This includes curriculum and non-curriculum monitoring and evaluation as well as the outcomes of relevant data scrutinies (by subject and cohort).

#### Key Stage Leaders/Subject Leaders

It is the responsibility of Key Stage Leaders/Subject Leaders:

- to ensure colleagues and team members understand that the purpose of monitoring and evaluation is about development, continuous improvement and the recognition of achievement.

- to carry out those monitoring and evaluation activities which are delegated to them as part of their role and responsibilities eg:
  - contribution to SDP priorities
  - curriculum planning/monitoring and evaluation of curriculum action plans
  - pupil progress and achievement (including performance of individuals and different pupil groups)
  - curriculum delivery/quality of teaching
  - pupils' responses and attitudes

Key Stage Leaders document their monitoring activities on their Department Development Plan. These activities are selected in consultation with the SMT and are linked to the SDP. These activities include data scrutiny, scrutiny of work, classroom planning and observation. The dates and times of observations may or may not be advised to Department staff. All staff, however, will be aware of the Key Stage Leaders monitoring focus for the term. School classroom observation sheets will be used in all circumstances and findings discussed with the class teacher as soon as possible after the observation, with suggestions for improvements and further developments offered. The Key Stage Leader will discuss all findings with the SMT at their regular meetings. The Headteacher will keep copies of all classroom observation sheets (and will follow up on observations, as appropriate). The Key Stage leader will collate all information from observations and report on all monitoring activities at the SMT meeting termly. Ideas and processes for development will then be noted and written into the SDP/Department Development Plan as appropriate.

Key Stage Leaders will review individual pupils' progress against targets with class teachers weekly at Department meetings.

Subject Leaders document their monitoring activities on their Curriculum Action Plan. These activities are selected in consultation with the SMT annually and linked to the SDP. The Curriculum Action Plan is evaluated in writing termly and revised annually (in the Autumn term) when it is presented to senior staff for comment. SMT may review progress on the Curriculum action plan with subject leaders at any time.

Subject Leaders undertake a planned and regular programme of visits to each classroom to monitor and evaluate the quality of the provision in their subject area. Such formal visits to other teacher's lessons have clear criteria and guidelines. School observation sheets are used. As soon as possible afterwards the subject leader and teacher will discuss the lesson in an atmosphere of mutual respect and professionalism. The subject leader can then offer support, advice, praise and constructive feedback.

The Subject Leader will also look at evidence of work from pupils in other classes in collaboration with the class teacher. They should also consider evidence of work from their subject area in displays around the school. The implementation of school policy will be reviewed. Subject leaders will look regularly at classroom planning for their subject. This may focus on coverage plans, schemes of work, lesson plans, resources used etc. Monitoring of planning will be recorded on school proformas and submitted to the SMT.

All documentation should be kept in the Subject Leaders File. The subject leader will report (verbally and in writing) back to the SMT on the quality and standards in their curriculum areas as well as commenting on the progression of skills through the school. The Headteacher will keep copies of all reports and lesson observation sheets. Dialogue with the SMT is ongoing.

Each Subject Leader is responsible for offering suggestions for the future development of the subject and for including these in subsequent curriculum action plans. It is expected that subject leaders liaise closely with external consultants.

### Class Teachers

It is the responsibility of class teachers to carry out those monitoring and evaluation activities which are delegated to them as part of their role and responsibilities, such as:

- contribution to SDP and Department Development Plan activities
- curriculum delivery (self-evaluation)
- quality of teaching and learning (self-evaluation)
- pupils' response, attitudes, progress and development

Class teachers monitor their own teaching activities and complete written evaluation in each subject area each term which informs future planning. All class teachers prepare a classroom action plan which is designed to ensure improvements within the classroom context. This is evaluated in writing termly and submitted to the SMT. The SMT provide support to ensure that key issues are addressed.

Class teachers review individual pupil progress against set targets weekly with Key Stage Leaders at Department meetings.

### The Governing Body

It is the responsibility of the Governing Body:

- to agree, in consultation and with the advice of the Head, the areas which need to be monitored and evaluated (as noted in SDP)

- to support and reinforce the view that the purpose of monitoring and evaluation is school development, recognising progress and achievement within the culture of continuous improvement
- to receive monitoring and evaluation data at the agreed times, in the agreed format in order to review the information and consider its implications
- to use the data from the monitoring and evaluation to underpin the school review and planning processes
- to use a summary of the monitoring and evaluation data to inform parents about the school's progress and performance
- to ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development

“Review, Monitoring and Evaluation” features as part of all Governing Body meetings. Reports on the term's monitoring activities are given by the Headteacher at these meetings. Additionally, the Governors invite subject leaders, on a rotational basis, to their meetings to report on activities in detail. Governors undertake monitoring activities in accordance with the identified and current foci of the SDP. The Governors receive a report on progress (and a written evaluation) on the SDP termly. This includes items for further discussion which are discussed and then actions written into subsequent Development plans.

The Governing Body will also, however, carry out their own monitoring and evaluation activities (see Appendix 8).

The purpose of the Governor's monitoring visits will be communicated to SMT and coordinated by the Deputy Headteacher. Teachers will be made aware of the purpose of the visit, and the Governor will be prepared for what he/she may observe during their time in school. Governors will report back to the Governing Body both verbally and in writing.

#### Classroom visits

The monitoring and evaluation activities will be linked to the SDP for the relevant curriculum area. The subject leader will act as a liaison between staff and governors where necessary and should attend the Governing Body meeting before the planned visit(s) in order to give an overview of the subject and to explain any issues which may be relevant. Following the visit, the governor will complete the relevant section of the observation record and feedback to the next Governing Body meeting.

#### Other activities

Governors may also wish for example to “interview”/speak to groups of staff about their work. These “interviews” will be part of their agreed annual monitoring plan, and they will report their findings at the next Governing Body meeting. Other monitoring activities may include, for example, attendance at Staff Development Days, school meetings, school lunchtimes and/or school social events.

N.B. School Policies are monitored and evaluated according to a timetable as noted in the Abbey Court School Policy Documents Review Checklist (see Appendix 6).