



MARSH SCHOOL MONITORING, EVALUATION AND REVIEW POLICY

Fulfilling
Uplifting
Nurturing

Contents

Our Mission	5
1. Introduction	5
1. What is monitoring?	5
2. Aims.....	6
3. Principles.....	6
4. Roles and Responsibilities	7
5. What will be monitored?	8
6. Planning	8
7. Monitoring of lessons	8
8. Data Analysis and tracking	8
9. Monitoring of processes	9
10. Learning Walks	9
11. Informal monitoring	9
12. What will happen as a result of monitoring?	9

Our Mission

It is our mission to provide the best quality early education for the whole child so that they develop a love of learning and can flourish in all aspects of their lives within a safe, healthy atmosphere of mutual support and trust. It is also our mission to be a caring, family school at the heart of the community. We always have high expectations of ourselves and the children and we are deeply committed to raising achievement. Creativity, fun and the broadening of horizons are central to our work. Every child is known personally and is special to us.

1. Introduction

We continually seek to be an improving school and to build upon the standards we have already reached. This is part of our strong belief that we are a learning community.

The interesting thing about quality is that it is hard to measure, it is somewhat subjective but we know it when we find it. However, we also know that it never happens accidentally. As John Ruskin put it:

“Quality is never an accident; it is always the result of intelligent effort.”

Part of the monitoring process will be to ensure that we are fulfilling our mission across the many aspects of the school.

This policy should be read in conjunction with the performance management, CPD, Teaching and Learning Policy and Tracking policies.

This policy has been written as a result of pilot work from September 2007 to July 08 and staff comments made at the INSET session in September 2008.

1. What is monitoring?

Monitoring is the measuring and collecting of pertinent data in order to ensure that we are maintaining and improving the standards in our school. It is a cyclical cycle of monitoring what is happening using a variety of sources, analysing the results and the reasons the results have been reached and putting systems in place to improve practice where necessary.

2. Aims

- To maintain and improve standards and the quality of learning across the school in line with the School Development Plan.
- To involve all staff in the monitoring process as part of their continuing professional development giving them a greater degree of ownership of the results achieved by the school.
- To ensure that all staff are fully aware of expectations and good practice consistent with school policies, local and national developments.
- To be a positive learning experience for all where ever possible. Teachers and support staff have the right to know what they are doing well and what they need to improve upon so that the learning experience being offered to the children is as high quality as it can be.

3. Principles

- Staff who are monitoring need appropriate training suitable to their level of experience.
- At all times, issues relating to equal opportunities should be borne in mind.
- Systems need to be manageable, flexible and dynamic.
- There needs to be a whole school, community approach.
- There should be differentiated monitoring according to the needs of different staff who are at different stages in their career whilst bearing in mind that we still need standards to maintained and improved upon.
- Monitoring is related to the QTS, Core and Threshold standards as set out by the TDA.
- Monitoring is timetabled, regular and consistent.
- Non contact time should be given to co-ordinators to ensure that they can monitor effectively.
- Records are kept on monitoring in the Whole School Monitoring folder, relevant curriculum co-ordinators folders and individual Professional development folders.
- Monitoring should not be a daunting process and it should be comfortable for staff affected whilst recognising that there may be times when our practice is questioned for the good of the school and particularly the needs of the children.
- Feedback should be given quickly both to staff and to governors as necessary. Praise should be given as part of the positive learning experience but also growth areas should be highlighted.
- Confidentiality is paramount when related to individual teachers.

4. Roles and Responsibilities

Class Teachers	Co-ordinators
<ul style="list-style-type: none"> • Follow and have readily available planning, assessments and books following school policies. • To follow school systems and initiatives in line • To be open to new initiatives in line with the School Development Plan. • Be willing to be flexible and adaptable particularly about developing their teaching. • Be willing to be observed and to take on board advice given during feedback. • To be aware of the professional development needs of teaching assistants, feeding back to senior staff if necessary. 	<ul style="list-style-type: none"> • To have good, up to date subject knowledge so that they can monitor effectively. • To follow school procedures to monitor planning, resources, assessments, work samples and lessons according to the needs of the school. • To be discreet in monitoring and to treat information of a confidential nature with respect. • To be a non threatening observer who fits in with the class and who is supportive of the teacher. • To feedback findings to staff appropriately and to ensure that senior staff are aware of findings. • To adapt the action plan for a subject according to the findings of monitoring. • Ensure relevant members of staff have feedback and keep copies in co-ordinator files.
Senior Management Team	Head Teacher and Governors
<ul style="list-style-type: none"> • To ensure that all systems are carried out effectively in an "umbrella" sense. • To ensure that systems are clear to staff by providing clear channels of communication. • To ensure that the timetable for monitoring is devised for their subject areas and that cover is provided for staff to monitor effectively. • To liaise with key staff and to inform the head teacher about the strengths and weaknesses of the school. • To analyse data collected by monitoring and to inform relevant staff and governors if necessary. • To assist the Head Teacher where ever possible in carrying out her duties in regard to monitoring. 	<ul style="list-style-type: none"> • To oversee all monitoring systems including the feeding back of results to staff. • To be the lead practitioner, monitoring all teaching staff and their teaching assistants once a term. • To provide support with the Deputy Head for staff highlighted as needing extra help. • To develop the School Development Plan in line with the findings of monitoring. • To feedback the results of monitoring to the governing body where relevant. • Governors should be aware of the results of monitoring and regularly review the monitoring policy as part of the evaluation of the strengths and weaknesses of the school.

5. What will be monitored?

This will change year upon year according to the key issues in the school development plan as we recognise that it is impossible to monitor every aspect of school life at all times. A monitoring plan accompanies the school development plan and pertinent monitoring documents follow each key issue plan in the School Development Plan folder. However, the ongoing monitoring of planning, analysis of key data and lesson observations will always be carried out as the core of all monitoring.

6. Planning

All plans are stored on the network so they can be easily monitored. They are looked at weekly by the Head Teacher and the relevant key stage co-ordinator. Written feedback is given each month. Plans are also placed on the wall of the classroom so that all plans can be quickly looked at. Lesson planning is looked at during lesson observation.

7. Monitoring of lessons

- General monitoring of lessons is carried out by the Head teacher, the Assistant Head and the Foundation Stage Co-ordinator, the NQT mentor and any staff with students. General observation sheets linked to the different levels of standards are used to record strengths and areas for development. The observation focuses upon the general overall quality of teaching and learning within the class and is useful in designing CPD the performance management policy needs. These observations take place three times a year in line with performance management.
- A quick feedback is given after the session and non contact time is allocated later in the week covered by an experienced teaching assistant and another teaching assistant. This allows for a more extended session where the lesson can be discussed and further targets made. No feedback should ever be made in public. Feedback should be constructive and a two way process although the observer needs to be a "critical friend" although it important to be truthful so everyone is clear about the level of development teacher or member of staff is at.
- We have a similar, adapted observation sheet for the Foundation Stage so that we can concentrate upon good early years practice.
- Other monitoring by the Head Teacher and co-ordinators is more informal with a focus designed by the co-ordinator according to their action plan or upon informal observations. They record in a more informal way as we are aware of their work like balance. If they have observed a lesson, then feedback should be given as above.
- The findings of outside consultants who have observed lessons are also included in our school monitoring folder.
- General findings from lesson observations are fed back in governing body meetings although comments are general and no teacher will be personally named.

8. Data Analysis and tracking

Data, such as looking at how well children have progressed over a year will also be monitored and used to inform practice and any alterations needed to the School Development Plan.

9. Monitoring of processes

This might include looking at benchmarking, reading records, how the children move around the school or how well the behaviour policy is working.

10. Learning Walks

The Head Teacher and SMT are constantly monitoring what is going on in the school and will record findings when necessary. Other members of staff who notice issues that need addressing have a valuable part to play in monitoring and evaluating the strengths and weaknesses of the school. Comments made by other members of staff will be treated confidentially where ever possible.

11. Informal monitoring

At times good practice are highlighted and these should be recorded or issues that cause concerns need to be noted especially if there are concerns about the quality of teaching and learning so that remedial action and support can be given.

12. What will happen as a result of monitoring?

All the findings of monitoring are fed back into the next school development update or acted upon in a similar way to the way that we use formative assessment with children to improve their learning. Praise will be given so staff feel valued but also practice that is unsatisfactory, inappropriate or against school policies will be addressed according to the agreed school policies relating to the staffing e.g competency , capability etc.