



All Saints Benhilton C.of E. Primary School Monitoring and Evaluation Policy

Mission Statement:

In the context of Christian faith, reflecting the school's foundation, we will provide an education of the highest possible standard so that each child and staff member can reach their fullest potential.

We will work to maintain and enhance our valued relationship with the Parish Church of Benhilton.

The Christian values we seek to actively promote in school must overflow in attitude and action into the wider community.

The safety, care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.

We respect and seek the opinions and involvement of our children.

We seek effective communication, involvement and respect between the school and the families of our children.

We encourage our children to respect the diversity of society and make a positive and caring contribution to it.

Aim

Monitoring and evaluation should be linked to school effectiveness and reliably inform development, planning and target setting. We monitor and evaluate in order to gather evidence ensuring good practice, high achievement and continued progress. It is also part of staff Performance Management and Appraisal.

Monitoring and Evaluation is a vital tool in ensuring effective teaching and learning leading to high standards, and facilitating the future development of school as a community as well as raising standards of achievement in all areas of school life.

Statement of Definition

Monitoring is about analysing actual practice not assumed practice.

Evaluation is about checking the effectiveness and impact of a process, task or outcome.

The process of whole school Self Evaluation is an essential tool which enables staff and pupils to improve the quality of teaching and learning. It must be remembered that we all monitor and evaluate at different times but much of this is an implicit process. Explicit routines of Monitoring and Evaluation are consistent throughout the school and are published to staff.

Involvement in monitoring and evaluation

Governors

- termly meetings ·
- sub-committee meetings ·
- representation at parents evenings,
- formal meetings with subject leaders.
- Faith Group meetings
- focus on curriculum areas ·
- ensuring policy is put into practice ·
- formal events and visits
- observation of progression and differentiation involving work scrutiny ·
- role of 'critical friend' · layman's eye view of school

Head Teacher and Deputy/Assistant Headteacher

- Continuing, Professional Development
- regular sampling (informal) of teaching and learning ·
- formal sampling of teaching and learning through observation and feedback
- annual staff appraisal
- setting challenging but achievable targets
- analysis of standardised tests

- overview to set achievable targets and to ensure they are met
- encouraging strengths and supporting weaknesses of all staff
- attendance registers
- termly work scrutiny of Core Subjects
- annual work scrutiny of Foundation Subjects
- monitoring of medium term plans
- monitoring of weekly plans
- discussion and dialogue and identification of areas for future development
- efficient deployment of Human Resources
- analysis of school data:
 - ❖ Baseline on-entry data
 - ❖ End of Key Stage Assessments
 - ❖ Half Termly progress tracking data (SIMs)
 - ❖ Inclusion – tracking specific groups of children
- Curriculum Coverage
- Behavior and Discipline
- SMSC

Inclusion Manager

- monitoring and evaluation of all groups of children with additional needs - Special Educational Needs and Disabilities, English as an Additional Language, High Ability pupils.
- updating and maintenance of registers and provision maps
- preparation for formal assessment practical advice and support for all colleagues
- tracking specific groups of children and individuals
- In-service Training (INSET)

Subject Leaders

- In-service Training (INSET)
- regular book scrutiny (core subjects)
- policy documents
- portfolio / sample work (as appropriate)
- resources
- monitor planning

Class Teachers

- individual children's progress
- use of above to inform planning
- use of whole school monitoring and evaluation procedures
- plus other formal and informal Monitoring and Evaluating (M&E) strategies
- setting targets
- writing and reviewing of IEPs and Provision Maps

Support Staff

Under the guidance and direction of the class teacher Support Staff contribute to the tracking and assessment of individual children.

Parents

- parent/teacher consultation with teachers
- homework
- Home School agreement
- attending parent workshops and curriculum evenings
- annual school questionnaire

Wider Community (judged by)

- behaviour on external visits
- information in newsletters and newspapers
- local community links and activities
- participation in Sutton and SDBE Schools Activities

Areas of Monitoring

Teaching and learning

Ensure high quality teaching and learning takes place throughout the school by

- Weekly monitoring of plans and timetables
- Regular monitoring of teaching by the Senior Management Team, Subject Leaders, Consultant Inspector, AIS.
- Regular reports by the Headteacher to Governors relating to the quality of teaching and learning.
- Annual Conversation with attached inspector.
- Identification of underperformance.
- Mentoring and coaching staff
- Regular review and analysis of pupil outcomes
- Spiritual, moral and cultural well being of all pupils
- Quality of Tracking, Assessment, Recording and Reporting
- Regular workscans and reviews of pupils work
- Regular assessment of children's work and progress in accordance with the assessment policy
- Monitoring and evaluation of assessment and recording procedures
- Annual reviews of pupils with an Educational Health Care Plan
- Monitoring and evaluation of targets set in IEPs and through the IEP review process
- Attendance and Punctuality
- Health, well-being and safety of all members of the school community

Staff Development

- INSET, staff meeting schedule and CPD plan
- Staff needs are identified through the Performance Management and Appraisal process

Budget :

- Headteacher and School Business Manager prepare audit of annual budget for consideration by the Governor's Finance Committee
- Curriculum Subject leaders monitor the budgets attached to their subject area.
- CPD co-ordinator monitors budget in term of any allocation to subject areas.
- Headteacher, Governors and School Business Manager monitor the management of the school budget to ensure 'best value'. (see Best Value Statement)
- Regular audit and identification of future needs of all resources undertaken by curriculum coordinators and team leaders

HIGH QUALITY AND CONSISTENT MONITORING AND EVALUATION WILL LEAD TO:-

- high quality education for all children in the school .
- all children achieving to the best of their abilities ·
- maintenance and development of good practice ·
- the use of a wide range of expertise ·
- the professional development of those involved ·
- a sense of common purpose ·
- an ethos of self evaluation and self development.
- A safe and secure environment

Health and Safety

- Termly health and safety audits are undertaken by the members of the premises committee.
- Results of the Health and Safety Audit are reported to the premises committee and to whole governing body termly .
- Governing Body monitors fire drill procedures and this is reported termly to the Governing Body.
- Governors monitor through premise committee that all health and safety issues are discussed and resolved.
- Ensure the health and safety of all members of the school community and of all visitors to the school.
- Ensure the suitability and condition of the school premises and take appropriate action as necessary
- Annual Health and Safety Audit by LBS

Date: September 2015 Review date September 2018

R.P. Sutton
Headteacher