



MONITORING AND EVALUATION POLICY

Date of last review July 2024

Date of next review July 2026

Policy type Statutory

Review period Two Years

Committee School Improvement

1. Vision and Rationale

1.1 Our School Vision

We are inspired to be a vibrant, joyful community in which we know and love one another, leading together and growing together by:

- Appreciating everyone and everything around us
- Making one another feel safe
- Sharing, so no one feels left out
- Living well together in love
- Moving forward together in hope

Our vision is that our school will be a vibrant, joyful community in which we all know and love one another, and in which all members of the community, including pupils, can share in leadership and experience growth. This vision is focused through five aims and six values, and expressed in every policy we agree. Inspired by our vision and living out our values, we hope to build positive attitudes towards our school community and towards learning in general. Our vision is dynamic and open-ended: we do not believe that our community will ever be perfect or that we will ever have nothing more to learn. Our vision then leads us to evaluate the effectiveness of our policies, and in particular to monitor the impact these policies have on the wellbeing, growth, and achievement of the pupils.

Bayford C of E Primary School is committed by our vision to the purpose of providing a system of teaching and learning of the highest possible standard. A programme of rigorous self-evaluation through regular monitoring of the key elements of the school is essential to the achievement of school self-improvement.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.

In order to provide the best possible learning environment for the children in our care, all staff and governors should be aware of the nature and scope of monitoring activities undertaken in the school and the implication for them and their work. To be successful the school monitoring programme must be planned, systematic and followed up.

Bayford C of E Primary School follows a Self-Evaluation Monitoring Cycle. This cycle will be reviewed annually. Much of the cycle uses the structure of the Hertfordshire Framework for School Self Evaluation:

- How successful is the school?
- What should the school do to improve?

- The school's results and pupil's achievements.
- Pupil's attitudes, values and personal development.
- Teaching and learning.
- The extent to which the curriculum meets the pupil's needs.
- The school's care, support and guidance for its pupils.
- The school's work in partnership with parents, other schools and community.
- Leadership and management.

2. Roles and Responsibilities

2.1 Governors

The Governors are responsible for the overview of the school's work. They approve the school's policies and review them on an agreed schedule. The Governors regularly visit the school when a focus is agreed. Feedback is given to the Headteacher and relevant staff. They receive reports of the school's work and progress and are expected to comment or question these reports. These reports include:

- Head teacher's termly report
- Report from SIP's annual review visits
- Regular account statements produced by the school financial secretary
- Reports from sub-committees at governor's meetings
- Information about pupil performance in the end of Key Stage Results
- Reports of school visits by nominated school governor of an agreed monitoring focus
- Ofsted reports on School Inspection
- Regular newsletters containing information about the school's activities
- SIAMS inspection reports

2.2 Headteacher

The Headteacher has the overall responsibility for monitoring the work of the school and reporting to the Governors. Although some monitoring work will be delegated in line with school monitoring programmes and annual School Improvement Plan objectives, the Headteacher will take sole responsibility for the monitoring of teaching quality, using data supplied by subject leaders as auxiliary data where appropriate. The Headteacher monitors the class teachers' use of teaching assistants but will liaise with other senior leaders who may have responsibility for managing the teaching assistants.

2.3 Subject Leaders

Subject Leaders are responsible for monitoring the planning and resources of their designated curriculum areas. They may be asked to consult with the Senior Leadership Team or other members of staff about improving pupil performance in their subject area. If the subject leader's area is identified as a development priority for that year's School Development Plan, the subject leader will be asked to monitor and report on the progress of the programme for that subject.

2.4 School Secretary

The School Secretary is responsible for the day-to-day monitoring of attendance, punctuality and finance, following the Schedule of Financial Delegation. The School Secretary, supported by the County Finance Advisor will provide written reports to the DFE, Governors, Head teachers and parents, as appropriate.

3. Monitoring and Evaluation Activities

3.1 The quality of teaching

The Headteacher or member of the Senior Leadership Team observes all teachers working with classes at least once a term. The Criteria that we use have been agreed by all teachers and are part of our Teaching and Learning Policy. Teachers negotiate the observation date and the focus reflects an agreed whole school focus that is linked to the School Development Plan. The teacher and observer follow the observation with written and oral feedback. The observer notes the strengths and areas for development and gives a copy of this information to the teachers. The Headteacher builds the development points into the school's continuing professional development programme.

3.2 The Quality of children's learning

In the course of their lesson observations, the Head teacher, Senior Leadership Team and Subject Leaders 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 Head teacher, Senior Leadership Team and Subject Leaders gather evidence about the standards that the children are attaining in lessons. All Subject Leaders undertake, where appropriate, a scrutiny of children's written work. This involves the sampling of children's work from range of abilities within each year group. Subject Leaders use the evidence of this to inform their annual subject action plans. These form part of the School Improvement Plan.

3.4 The quality of teacher's planning

Teachers give their medium-term planning to the appropriate Subject Leader at an appropriate point in the term. The Subject Leader records any common issues and passes on information about these to the Headteacher. Teachers receive verbal feedback from the Subject Leader.

3.5 Methods of monitoring

The methods of monitoring will vary with the nature of the area of study. These will include:

- Lesson observations
- Work sampling
- Other observation
- Questionnaires
- Interviews
- Analysis of documentation

3.6 Evaluation

The analysis of the monitoring data is essential to the formation of judgements about the school's strengths, weaknesses and the effectiveness of school initiatives.

The format and the audience of the evaluation report or findings will vary with the area monitored. The evaluation will include:

- Evidence from monitoring
- Views of staff (including support staff where relevant)
- A clear view of what it wanted to achieve
- Views on the extent of achieving the objective(s)
- Recommendations for future changes to the curriculum or circumstances
- Suggestions for any necessary action/support
- Recommendations for use/storage, dissemination of information gathered

3.7 Monitoring and Evaluation — Key Tasks

In the Autumn Term we ask ourselves two key questions:

- How are we doing?
- How do we compare with similar schools?

We analyse the trends in our school performance by:

- Examining national summary results;
- Examining national value added information;
- Making comparisons with similar schools

We also discuss what more we should aim to achieve when we:

- Determine individual and end-of-key-stage targets;
- Determine whole school end-of-key-stage targets;
- Analyse targets with the Governing Body and the LEA

We discuss what we must do to improve our school performance and set a date to: -

- Review our curriculum plan to support agreed targets;
- Review the school improvement plan to support agreed targets

We review progress by:

- Monitoring and evaluating the progress of individual children;
- Monitoring and evaluating the progress of cohorts of children