Monitoring Policy

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Last Review Date : November 2016
Next Review Date : November 2019

Signed : ........................................ Date : ..................................
Headteacher
Monitoring policy

What is Monitoring and Evaluation?

Monitoring is the systematic process by which staff and governors gather information to answer questions about the effectiveness of our school.

Evaluation is the judgment made on the effectiveness of actions taken, based on their impact on the quality of children’s learning and on the targets set by the school.

Aims of Monitoring and Evaluation

Through monitoring and evaluating our performance we seek to:

- establish how well we are performing
- identify our strengths and areas for development
- celebrate our strengths
- ensure actions are targeted to address any weaknesses at the earliest stage
- allocate and use resources in the most effective way
- Develop a whole school systematic approach to collecting information, reviewing and evaluating the quality of educational provision.
- Ensuring the school is meeting its priorities as set out in the school improvement plan (SIP)

Principles of Monitoring and Evaluating

The annual schedule for monitoring different aspects of the school is led by the Head teacher, Senior Leadership Team, subject leaders and Governors.

We monitor the work we are doing because it:

- gives a whole school focus on the key priorities as set out in the School Improvement Plan
- involves the Head teacher, staff, governors, children and the whole community
- provides information on the performance of different groups of children e.g. SEN, disadvantaged pupils in receipt of the PPG, gifted and talented, boys and girls.
- enables self-reflection and improves professional development
- covers all aspects of school life
- helps us to learn from the past and move forward with confidence
- supports and extends the work of the school
- ensures we all work to agreed criteria, so that there is consistency across the school
- ensures that the work of the school is encapsulated in its policies and practice
• ensures that comparative information is used to place the school’s performance in a wider context
• Contributes to school effectiveness through the setting of appropriate and achievable targets.

Strategies for Monitoring and Evaluation

The framework for evaluating performance, setting targets, planning, taking action and monitoring progress is done through the process of seeking the answers to the following questions:

1. How well are we doing? (Data check)
2. How do we compare with other schools/groups? (LA & National comparisons)
3. What are the areas that need be developed? (Analysis)
4. How can they be improved? (reflection & discussion)
5. What do we want to achieve? (targets)
6. What must we do to make it happen? (The Action Plan)
7. What do we need to do? (objectives);
8. How are we going to do this? (actions)
9. Who will take responsibility for doing it? (lead person);
10. How will we know when we have achieved it? (success criteria);
11. Who is going to check it is done? (monitored by)
12. What can we compare this with? (evaluated through)
13. When will we check progress? (time scale).

Areas of focus

• Teaching and learning in the school,
• Standards of work, attainment and progress, including analysis of our results against local and national data
• The implementation of the School Improvement Plan and priorities for improvement
• The learning environment
• The attitudes, behaviour and general discipline of the children,
• Attendance & punctuality
• Inclusion and equality across all areas of the school
• The aims of the school and how we are achieving them
• The curriculum, including areas of learning in the Foundation Stage
• Planning and assessment
• The impact of staff training and performance management
• The implementation and effectiveness of statutory and non-statutory school policies
• The purchase, deployment and effective use of resources, including major spending decisions
• Special Educational Needs (SEN) support
• Health and safety issues,
• Financial management and administration processes
We do this through:

- observations of children at work and play
- scrutiny of children’s work
- Monitoring of planning
- learning walks
- analysing school assessment data and standardised assessments including Standard Assessment Tests (SATs) results
- pupil and staff interviews
- parent consultation
- evaluation sheets and questionnaires to the wider community
- external inspection reports e.g. School Improvement Partner (SIP) reports, Ofsted etc.
- audit of resources and organisation of resources
- benchmarking data to compare results against similar schools in Wandsworth and nationally.

Review and evaluation of the School Improvement Plan and other monitoring feeds into the SEF and is focused on identifying the impact this has on practice and standards.

Roles and Responsibilities within a professional learning community, everyone must take responsibility for reflecting on their own contribution to school improvement and identifying opportunities for personal, professional and academic development.

The Head teacher is responsible for providing a culture in which monitoring and evaluating all aspects of the school is approached with trust and mutual respect to improve children’s achievements and the success of the school. The Head teacher draws up the annual monitoring schedule to reflect current improvement or strategic priorities alongside the agreed focus for each term. The Head teacher ensures the governors have the appropriate access to information to allow them to carry out their monitoring and evaluation responsibilities.

The Senior Leadership Team is responsible for the implementation of the SIP and the tracking of school achievement and different aspects of the curriculum and policies. They meet termly with each class teacher to review progress of children. Their work provides the data and evidence for updating the SEF. As line managers they are accountable for the work of other members of staff through the performance management process.

Subject leaders are responsible for the effective teaching of their subject and for evaluating the quality of learning and the achievement of groups of children. They analyse and interpret data on children’s performance against school and individual targets and other comparative data. They ensure curriculum coverage, continuity and provision of suitable resources.

Class teachers are responsible for inputting assessment data for their class at agreed times during the year; monitoring and evaluating the performance of the children in their class to inform their practice and future planning. They evaluate the regular assessments to ensure appropriate progress of the children and meet with the SLT each term to review progress.
Teaching Assistants are responsible for supporting learning and behaviour in the classroom. They may review the impact of intervention programmes as well as plan and review children's learning with the class teacher.

Children are expected to reflect on their work and achievements and to find ways to improve their performance. Their views are sought on school policies and classroom practices as individuals and through school committees such as the School Council.

Governors are responsible for making strategic decisions and acting as a critical friend to the SLT. They monitor the SIP, the progress/achievement in school against school targets, national and local data. They analyse trends and monitor school policies. Governors have regard to best value and good practice when evaluating resources and processes. They do this through observations in school, analysing the Head teacher and SIP reports and through the governor committees.

Criteria for monitoring and evaluation.

1. Teaching and learning

- Termly lesson observations with a focus are judged against Ofsted criteria.
- Planning is effective and shows clear learning objectives, differentiation and high expectations.
- Teaching reflects these clear learning objectives, with differentiation, high expectations and lessons that are well paced.
- A range of Assessment for Learning strategies is used.
- A variety of teaching strategies are used which are appropriate to the learning objectives, including computing.
- Teaching engages and stimulates children and develops creative thinking.
- Teachers demonstrate a sound knowledge of the subject.
- Children are given opportunities to develop independence in their learning.
- Teaching challenges and stretches pupils and cultivates pupils’ talents, enjoyment and enthusiasm.
- Teaching encourages resilience and perseverance.
- Well planned and enjoyable lessons encourages good behaviour and attitudes to learning.
- Teaching encourages children to work independently and organise themselves.

2. Standards of work and progress

- The standard of work in children’s books, displays, etc. indicates that progress is being made.
- Children’s work is marked in accordance with our Marking and Feedback policy.
- Children’s achievements are broadly in line with or above national levels.
- Appropriate support is in place for children with special needs and challenge is provided for more able children.
- Presentation of work is of a high standard and reflects the school’s policy on handwriting.
- Children’s work reflects the teacher’s high expectations.

3. The School Improvement Plan (SIP)
• Monitoring the SIP depends on the actions in the plan. The Head teacher reports each term to the full Governing Body on the progress being made. The Curriculum Committee has the immediate responsibility to monitor specific areas of the plan.

4. The learning environment

• Displays are up-to-date, imaginative and reflect the best work of individual children.
• Displays are varied and over time, consist of: art work; the written word; mathematical representations; science work; as well as work from other areas of the curriculum including computing.
• There are interactive displays that provide a stimulus, reference or teaching points.
• The classroom is tidy and children have an established routine of keeping their own workspace tidy.
• There is an atmosphere conducive to learning.
• There is safe access to classroom equipment.
• There are established procedures for using ICT equipment.

5. Attitudes, behaviour and general discipline

Children are expected to:

• sign and adhere to the Home-School Agreement
• work towards taking responsibility for their learning and their homework
• contribute to the working atmosphere in class
• demonstrate the ability to stay on task for periods of time appropriate to their age
• demonstrate the ability to work cooperatively and independently
• obey the school’s golden rules
• respect school and personal property
• be polite to each other and to adults in school
• be polite and well-behaved on school trips and when representing the school in events away from school, e.g. sports fixtures, concerts
• move around the school safely; line up quietly and sensibly; enter and leave the hall quietly; behave appropriately during assemblies.

6. Aims of the school

We aim to ensure that:

• there is a strong partnership between home and school
• the work of the school is underpinned by the core values agreed with the whole school community
• the school provides education of quality and variety which enables every child to succeed
• children make choices and develop personal responsibility for their actions
• children respect and are polite to staff, visitors and each other
• children are self-confident and self-disciplined
• the environment is clean, tidy and inspirational
• staff have high expectations of children’s work and behaviour.
7. Curriculum, assessment and record keeping

- Planning shows that statutory requirements of the National and Foundation Curriculums are being met and are being delivered effectively.
- Schemes of work which support progression in learning are in place for all subjects.
- Assessment informs target setting and teachers’ planning.
- Marking of children’s work is in accordance with the school’s policy.
- Children’s assessment records are kept in accordance with school procedures and these are effective in indicating achievement.

8. School policies

- Policies reflect the mission and ethos of the school.
- Staff and children are familiar with appropriate school policies.
- Procedures in policies are followed.
- Policies are reviewed in a timely fashion and updated in accordance with local and national legislation.

Planning monitoring

- Subject leaders are expected to meet with teachers at the end of each term to see if they have completed units of work.
- SLT and subject leaders are to conduct lesson observations and book scrutinies to see how closely teachers are following their medium-term planning.
- Pupils should be asked how topics are covered. Do pupils have a secure understanding of topics?
- Teachers should be able to explain how their short-term and medium-term lesson plans fit in with the whole school long-term plan.
- Short term plans should include clear and specific learning intentions, assessment and success criteria.
- Short term plans should be explicit in showing how the lesson is building on children’s prior knowledge and learning.
- Planning should take into account a range of learning styles.
- Planning should show a variety of teaching strategies used to enthuse and engage pupils.

(See appendix 3 for planning monitoring template)

Classroom observation

There will be three formal classroom observations during the year, which feed into the performance management process. The focus of these observations will be agreed with the observer and class teacher.

Any lesson observed that is found to be either in need of improvement or inadequate will automatically trigger a follow up observation within 2 weeks. A programme of coaching
support will be planned alongside agreed targets for improvements; ensuring staff feel confident in addressing the development points identified by the observer. If practice does not improve, a more detailed plan of support will be implemented to help the teacher make the improvements needed to move on. If an individual teacher is unable to deliver teaching that is good or better, they will then be managed under the school’s procedures for capability.

**Informal observations** will happen in the form of lesson drop-ins and learning walks with a clear focus. Teachers will be given feedback with a WGW (What’s going well) statement and an EBi (Even better if) statement.

Governors will observe learning during their link Governor visits. These will be part of their ‘critical friend role’ and not an evaluation of an individual teacher’s performance.

There will also be planned opportunities for colleagues to observe each other’s practice ‘peer observations’ outside of the monitoring cycle. Individuals are able to choose the person they would like to observe, as the selected person is usually chosen because they have an area of strength and a certain aspect of their practice that is of most interest to the observer.

**Protocols for formal observations**
Before visits take place the following should be understood an agreed by all:

- The date and time of the visit
- The focus of the observation
- The time allocated for feedback
- A lesson planning sheet should be given to the observer by the start of the lesson.
- Verbal feedback will be given, followed by written feedback

**Protocols for lesson drop-ins or learning walks**

- Upon the observers entering the classroom, teachers are not expected to stop the lesson, unless they want to point out something of relevance or demonstrate learning point to the observer. A brief acknowledgement such as a hello or smile is enough.
- Observations should be no longer than 20 mins, unless a health and safety or safeguarding issue arises during the lesson.
- Observers should not interrupt the learning by talking over the teacher or stopping the lesson.
- Observers may speak to individual children and should be given access to work books.
Reporting back protocols

Observers should:

- be positive and constructive
- be sensitive, professional and not personal
- invite the teacher to reflect and share their own thoughts about what was observed
- follow the agreed criteria and evidence collected at the time
- ensure written feedback is given within 7 days of the observation taking place
- ensure the teacher is made aware of any plans for future actions
- not grade the lesson, but give areas for development
- report any concerns immediately to the HT or DHT.

*If a teacher is not happy with the feedback given, please speak to the observer first. If the teacher is still not satisfied, then they should speak to a senior leader.*

**Observation monitoring**

(Please note this is not the full observation criteria)

**Structure of the lesson**

Does the lesson start on time?

Is a good pace maintained?

Are there suitable and sufficient resources for the lesson?

Is there an engaging start to the lesson?

How well are other adults used in the classroom?

Are checks made on children's learning?

Is the learning objective clear?

Does the teacher and children have good working relationships?

Does the lesson meet the needs of pupils differing abilities?

**Behaviour & attitudes to learning**

Do tasks motivate and interest the children and hold their attention.

Is there a good standard of behaviour and discipline in the classroom?

Do the children show positive attitudes to learning/are they keen, interested and willing to learn?
Are children polite, courteous and helpful?
Are pupils able to work independently?
Do pupils ask questions readily?
Do pupils organise themselves?
Do pupils persevere when tasks get difficult?
Is low level disruption dealt with swiftly and is the school behaviour policy applied consistently?

**Pupils work**

What are they learning?
Do they find the work too easy/too difficult?
Is the presentation in books good?
Are the children making gains with their work?
Are books marked in line with the policy?
Is the handwriting policy followed?
Do children take pride in their work?
Are children making progress?
<table>
<thead>
<tr>
<th>Month</th>
<th>Teaching &amp; Learning</th>
<th>SLT</th>
<th>Assessment</th>
<th>Governors/LA</th>
<th>Children &amp; Families</th>
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</thead>
<tbody>
<tr>
<td>September</td>
<td>Cross Year group book monitoring – Year leaders</td>
<td>Link inspector visit</td>
<td>Baseline Assessment</td>
<td>Curriculum &amp; Standards – data review</td>
<td>Elect school council</td>
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<td></td>
<td>Presentation check – subject leaders</td>
<td>DATA analysis – REU website</td>
<td>Year 6 Wandsworth test</td>
<td>Governors planning meeting</td>
<td>Senior students</td>
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<td></td>
<td>Planning scrutiny – key stage &amp; phase leaders</td>
<td>SIP &amp; SEF update</td>
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<td>Peer mediators</td>
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<td>Action plans update</td>
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<td>Home/school agreement</td>
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<td>SLT book check</td>
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<td>Year group parent meetings</td>
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<td>October</td>
<td>T&amp;L observations</td>
<td>Link inspector visit</td>
<td>EYFS baseline – Early Excellence</td>
<td>Strategy meeting</td>
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<td></td>
<td>Teacher performance management meetings</td>
<td>– observations</td>
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<td>Parent consultations</td>
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<td>Progress meetings</td>
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<td>Update SEF</td>
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<td>Update policies</td>
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<td>LA Target setting</td>
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<td>November</td>
<td>Cross Year group book monitoring – Year leaders</td>
<td>SLT book check</td>
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<td>FGB meeting - school profile</td>
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<td></td>
<td>Subject monitoring</td>
<td>ROL analysis</td>
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<td></td>
<td>Cross Year group</td>
<td>SIP monitoring</td>
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<td></td>
<td></td>
<td>Subject monitoring</td>
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<td>HT performance</td>
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<tr>
<td>Month</td>
<td>Task</td>
<td>Task</td>
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<td>December</td>
<td>End of term Assessment SLT book check</td>
<td>Pupil Progress meetings Subject leader reports SIP &amp; Action plan update</td>
<td>End of term Assessment</td>
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<td>January</td>
<td>T&amp; L observations Standardisation &amp; moderation Link inspector visit Year 2, 6 &amp; EYFS review SLT book check</td>
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<td>February</td>
<td>T &amp; L observations</td>
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<td>March</td>
<td>Teacher PM review End of term Assessment</td>
<td>Pupil Progress meetings Subject leader reports</td>
<td>Strategy meeting Parent consultations Parent Questionnaire</td>
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<td>April</td>
<td>Standardisation &amp; moderation SIP &amp; Action plan update</td>
<td>End of term Assessments</td>
<td>Staff questionnaire</td>
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<td>May</td>
<td>Year 6 SATs tests</td>
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<td>June</td>
<td>Tear 2 STATs tests Year 1 phonics screening Subject Leader reports</td>
<td></td>
<td>Pupil voice questionnaire</td>
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<td>July</td>
<td>SIP review SEF review</td>
<td>End of term Assessments</td>
<td>Pupil reports Parent drop in meetings</td>
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## Lesson Observation

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Observer(s)</th>
<th>Date and time:</th>
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<table>
<thead>
<tr>
<th>Year group:</th>
<th>Time in lesson:</th>
<th>Number of pupils:</th>
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<tr>
<th>Support staff:</th>
<th>Subject/Focus:</th>
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<tr>
<th>WALT</th>
<th>Areas to improve – Previous observation:</th>
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<table>
<thead>
<tr>
<th><strong>Teaching strengths:</strong> (timings, challenge, environment, pupil groups, SMSC etc)</th>
<th><strong>Impact on learning:</strong> (engagement, progress, behaviour etc)</th>
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<tr>
<th>Areas to improve</th>
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<tr>
<th>Cause for concern: No/Yes</th>
<th>Further requirements (CPD/Appraisal)</th>
<th>Follow up observation date:</th>
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</thead>
</table>

Signed .......................................................... ..........................................................

Teacher .................................................... Observer .............................................
Appendix 2

Lesson Drop in

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Observer:</th>
<th>Lesson:</th>
<th>Date:</th>
</tr>
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</table>

WGW (What is going well)...

EBi (Even better if)...

15
Lesson Drop in

<table>
<thead>
<tr>
<th>Teaching Assistant:</th>
<th>Observer:</th>
<th>Lesson:</th>
<th>Date:</th>
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</thead>
</table>

WGW (What is going well)...

EBi (Even better if)...

16
Short term planning monitoring sheet

Teacher ............................................. Class.......................... Year .................

<table>
<thead>
<tr>
<th>Short term Planning.</th>
<th>Evidence seen</th>
<th>No major concerns</th>
<th>Concerns &amp; Action required</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Does planning ...</td>
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<tr>
<td>Show specific learning intentions?</td>
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<td>Show success criteria?</td>
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<tr>
<td>Demonstrate how children will be assessed?</td>
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<td>Show how the lesson is building on children’s prior knowledge and learning?</td>
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<td>Take into account a range of learning styles?</td>
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<td>Show a variety of teaching strategies used to enthuse and engage pupils?</td>
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<td>Match the work in books?</td>
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<td>Show how TAs are supporting learning?</td>
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</table>

Observer ............................................. Date .................................