



Signed:

Date:

March 2018

Review:

March 2020

## **Woodford Valley CE Primary Academy Monitoring and Evaluation Policy**

*Woodford Valley CE Primary Academy is committed to creating the ethos in which children can grow towards Christian life, learning and love. Within our monitoring and evaluating systems we judge the extent to which these principles influence teaching and learning.*

### **Introduction**

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our school.

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 which involves a range of different people over the course of a school year.

### **Monitoring and evaluation framework**

We use a variety of resources to provide a framework for evaluating performance, setting targets, planning, taking action and monitoring progress. The components are:

- how well are we doing?
- how do we compare with similar schools?
- what more should we aim to achieve?
- what must we do to make it happen?
- taking action and reviewing progress.

### **Monitoring and evaluation activities**

This framework allows us to systematically gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

**The quality of teaching**  
The Headteacher, Deputy Headteacher and Senior Teachers (TLRs) observe teachers working with classes at least three times a year. The criteria that we use have been agreed by all teachers, and are part of our Whole School Learning Policy. Teachers negotiate the observation date and the focus reflects an agreed whole-school focus that is linked to the school improvement plan. The teacher and the observer may follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Headteacher builds the development points into the school's continuing professional development programme.

Where a subject has been identified in the school improvement plan as a priority area, the subject coordinators observe all relevant teachers once a year as they teach the subject in question. Subject coordinators monitor the quality of teaching in their subject and select a specific focus for the observation. This gives feedback about the progress of specific actions in the school improvement plan. A copy of the observation is given to the teacher observed and to the Headteacher.

**The quality of children's learning**  
In the course of their lesson observations, all staff 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 improvement plan.

#### **The standards attained by children**

In the course of their lesson observations, all staff gather evidence about the standards that the children are attaining in lessons. Subject leaders may undertake, where appropriate, scrutiny of children's written work. This involves the sampling of children's work from a range of abilities within each class. They may also talk to a sample of children about their work. Subject leaders use the evidence of this to inform their annual subject action plans. These form part of the school improvement plan.

**The quality of teachers' planning**  
Teachers share their medium-term planning with the Headteacher throughout the term/half term. At the end of the term each teacher submits a planning file with evaluations and evidence of any other class-based monitoring. Teachers receive written feedback.

#### **The targets set for children's learning**

All children have personal learning targets for Literacy and Numeracy. The teacher reviews these when appropriate, depending on the age of the child. The teacher reviews the children's achievement against National Curriculum expectations throughout the year. At the end of each school year the teacher and pupil set new targets for the end of the next school year. The class teacher reviews these targets and the progress that the children are making in line with our Assessment Policy.

The Headteacher, Deputy Headteacher, Senior Teachers and the governing body review the progress that the school is making towards its National Curriculum targets in English and Mathematics.

#### **The targets set in our school improvement plan**

The Headteacher gives reports to the governors regularly about progress towards the school improvement plan. Governors make regular visits to the school as part of a planned programme of monitoring. The Headteacher supplies the governors with monthly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school improvement plan.

### **Monitoring and evaluation – key tasks**

We analyse the trends in our school performance using Wiltshire Tracker, ASP( Analyse School Performance) and FFT. We:

- examine national summary results;
- examine national value-added information;
- make comparisons with similar schools.

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

- determine individual end-of-key-stage targets;
- determine whole-school end-of-key-stage targets;
- agree statutory targets with the governing body.

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.

### **Monitoring and evaluation as part of performance management**

The Performance Management Cycle provides a framework for implementing the processes of target-setting, planning, monitoring and evaluation from the School Improvement Cycle for each teacher and each class on an annual basis.

