



MONITORING and EVALUATION POLICY

Introduction

In our Federation schools we plan learning and teaching 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 the schools.

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

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the schools;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the schools;
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

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

Monitoring and Evaluation framework

2.1 Monitoring and Evaluation in our schools are part of a planned process and involve a range of different people over the course of the school year.

2.2 We follow a planned cycle of school self-evaluation. This ensures that all aspects of the Schools' performance are systematically and regularly reviewed as part of an annual cycle.

2.3 A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation.

Roles and Responsibilities

Senior Management Team (SMT)

- To ensure that the SMT, all staff and Governors understand that the purpose of monitoring and evaluation is to enable the Federation schools to develop and improve;
- To identify areas that need to be monitored;
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the SMT (e.g. Performance Management, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject Leaders

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.



Administration

Alongside and under the direction of the Headteacher, the school's Offices have the responsibility for the day-to-day monitoring of attendance, punctuality and finance involved in school meals and other aspects of managing the administration systems.

The Governing Body

- Agree, in consultation with the Headteacher, the areas which need to be monitored and evaluated;
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable our schools to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of some the monitoring and evaluation data to inform parents about the our schools' progress and performance;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all children, regardless of gender, disability, ethnicity, social, cultural or religious background. All children have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

APPENDIX I



Monitoring & Evaluation Schedule

Term	Monitoring	Person(s) Responsible	
AUTUMN			
1	Whole School Curriculum Map	HT / Subject Leader	
	Timetables	HT	
	Medium / Short Term Planning	HT / SMT / Subject Leaders	
	Book scrutiny	HT/ SMT / Subject Leaders	
	Lesson Observations	HT/ SMT / Subject Leaders	
	Performance Management	HT / SMT	
	RAISEonline data analysis	HT/ SMT / Subject Leaders / SENCO / Govs	
	Set Pupil Targets	Class Teachers	
	H&S	HT/ Caretaker / School Council	
	CP Annual Audit	HT / Govs	
	Subject Leader Action Plans	HT	
	SEN Register	SENCO	
	Meet MSA	Assistant Heads (AH)	
	Parent Consultation	HT / Staff	
	2	Standards Visit	HT / Advisor
		Attendance / Punctuality	HT / Govs
Anti bullying Questionnaires		HT	
Pupil Progress Meetings		HT / AH	
SDP		HT/SMT	
SEF		HT	
IEP's & Reviews		SENCO	
Set / Review Pupil Targets		Class Teachers	
HT Report to Governors		HT	
Pupil Tracking / Data Analysis		HT / SMT / Class Teachers	
Behaviour Monitoring / Incidents Analysis e.g. racist / bullying incidents		HT / AH / Govs.	
Pupil Rewards		HT	
SPRING			
3	Medium / Short Term Planning	HT / SLT	
	Timetables	HT	
	Book scrutiny	HT/ SMT / Subject Leaders	
	Lesson Observations	HT / Advisor	
	TA Observations	HT/ SMT	
	Parent Pupil Questionnaires	HT / Govs	
	Set / Review Pupil Targets	Class Teachers	
	SEN Register	SENCO	
	Meet MSA	AH	
	Parent Consultation	HT / Staff	
4	Performance Management Review	HT/ SMT	
	Attendance / Punctuality	HT / Govs	
	Pupil Tracking / Data Analysis	HT / SLT / Class Teachers	
	Pupil Progress Meetings	HT / AH	
	SDP & Staff Budget Input	HT/SMT/Class Teachers	
	SEF	HT	
	IEP's & Reviews	SENCO	
	Set / Review Pupil Targets	Class Teachers	



	HT Report to Governors	HT
	Behaviour Monitoring / Incidents Analysis e.g. racist / bullying incidents	HT / AH / Govs
	Pupil Rewards	HT
SUMMER		
5	Medium / Short Term Planning	HT / SMT
	Timetables	HT
	Book scrutiny	HT/ SMT / Subject Leaders
	Lesson Observations	HT / SMT
	Set / Review Pupil Targets	Class Teachers
	SEN Register	SENCO
	Meets MSA	AH
	Review School Organisation	HT / Govs
	Governors Newsletter for website	Govs
6	Attendance / Punctuality	HT / Govs
	Pupil Tracking / Data Analysis	HT / SMT / Class Teachers
	Pupil Progress Meetings	HT / AH
	SDP	HT/ SMT / Staff / Govs
	SEF	HT
	IEP's & Reviews	SENCO
	Data Analysis	HT / SMT / Subject Leaders / SENCO /Govs
	Progress Review Meeting	HT/ SIP / SMT / Subject Leaders
	Set / Review Pupil Targets	Class Teachers
	HT Report to Governors	HT
	Behaviour Monitoring / Incidents Analysis e.g. racist / bullying incidents	HT / AH / Govs
	Pupil Rewards	HT
	Annual Reports to Parents	Class Teachers/HT

In order for monitoring to impact on learning and teaching, written feedback should be incorporated and where appropriate, targets set. Any actions and targets need to be reviewed to ensure appropriate progress. **This is evidence for SEF as well as Performance Management and information for the Governors' report.**