

## CARLTON COLVILLE PRIMARY SCHOOL

### MONITORING AND EVALUATION POLICY

(Also see "Teaching and Learning", "Assessment" and "Marking and Feedback" Policies)

As a school we are committed to ongoing self-evaluation in order to raise standards of achievement. We aim to provide an atmosphere of trust where there is commitment among staff to appraise their own work critically, and that of others. Each term a Leadership Plan for monitoring, evaluation and whole school CPD is established and shared with staff.

Monitoring and evaluation are seen as essential to enable us to:-

- Identify the school's strengths and areas of development.
- Continue an upward trend of achievement, attainment and progress.
- Set school priorities and respond to change.
- Identify what action needs to be taken for improvement.
- Meet the Continuing Professional Development of all staff in order to have opportunities to develop their knowledge, understanding and skills.
- Narrow the gap in achievement where it occurs with a particular focus on vulnerable pupils.

#### What is Monitored and Evaluated

Monitoring and evaluation of teaching and learning may be carried out by the Senior Leadership Team, Subject Leaders and external stakeholders. N.B. Governors are involved in collecting evidence, (monitoring) but not in making judgements about the quality of teaching and learning (evaluation).

Monitoring includes:

- Data analysis
- Regular and robust Progress meetings
- Action Plans
- Termly Self Evaluation Meetings
- Scrutiny of planning
- External review
- Pupil Perceptions
- Scrutiny of documentation
- A range of Assessment using DOL resources
- Learning Journeys (EYFS)
- Work scrutiny (marking and feedback)

- Intervention/ catch up groups [support staff]
- Lesson observations/ Drop-in monitoring
- External statutory and/or non-statutory moderation [EYFS/KS1/KS2]
- Pupil and parent questionnaires/feedback
- Learning Walks
- Subject Leaders' portfolios.
- Achievements Assemblies (eg. "Superstars")
- Agreement trials (standardisation and moderation)
- Pupils' self and peer evaluation against differentiated success criteria
- Performance Management
- Teacher records and reports
- Case studies/"pen portraits"
- One page profiles

### Performance Indicators

- School based data: Assessment Records, End of Year Transfer, Evaluation of end of Year achievement, Pupil Progress Tracking, Tracking identified pupil cohorts eg Pupil Premium; reading scores; spelling scores; Attainment on Entry Child Profile, EYFS Profile; End of KS1 Teacher Assessments; IEPs; Reports; termly assessments; SEN Monitoring Sheet; teacher records; benchmarking and intervention exit data.
- RAISE online
- End of Key Stage 2 National Tests/ Teacher assessment
- OFSTED Inspection/Report
- Year 1 Phonics screening
- Suffolk Assessment Data (SSIS - Suffolk School Improvement Summary)
- Half termly assessment data return to the LA
- External reviews

### Monitoring Cycle (see termly Leadership Plan for Monitoring and Evaluation)

The school maintains the OFSTED self-evaluation form (SEF) and updates as necessary. Targets for the improvement of the quality of teaching and learning are identified on the School Development Plan and provision for monitoring these targets are detailed. Time is allocated for the

monitoring of the core subjects as appropriate. The foundation subjects are monitored as part of the flexible curriculum. The Leadership Plan is seen as a working document intending to be flexible and changing in response to OFSTED reports, the school's priorities, National and County initiatives.

#### Agreed Formal Lesson Observation Protocol

- To plan when lesson observations are to be undertaken
- To make judgements in line with current "Teachers Standards"
- To establish an agreed criteria/focus, eg Learning Summary format.
- To be objective and robust when making judgements.
- To identify areas for development using specific evidence collected in the lesson.
- To give feedback as soon as possible and for it to provide the opportunity for the teacher to comment.

Senior Leaders may undertake short evaluation visits ['Drop-in Monitoring] as deemed necessary. Following monitoring, the evaluation may be used to maintain and promote good practice or to plan provision for the improvement of teaching and learning. Where necessary, intervention strategies are put in place with tracked pupils and additional teaching support provided.

#### Recording Monitoring and Evaluation

A range of recording formats will be used determined by the focus of the monitoring (see Leadership and Monitoring file). Feedback/Action plans are also included in the file.

Reviewed : Spring 2016

Next Review Date: Spring 2018