



POLICY : Monitoring and Evaluation

Author: Head Teacher
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School Standards Board**

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BROADSTONE FIRST SCHOOL
Monitoring and Evaluation Policy

1 Introduction – the purpose

1.1 Our Aim:

“At Broadstone First School we want our Curriculum to be a rehearsal for life and nurture the skills that are explicit in our core values of respect, independence and creativity. We want our curriculum to develop individual talents and unknown potential and to challenge all learners to be better tomorrow than they were today.”

1.2 In our school we plan teaching and learning with a view to enabling each child to achieve the very best they possibly can. 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.

1.3 Monitoring is the means by which we gather information. We (Governors, Head Teacher, SLT, Class teachers) do this systematically across a range of activities within our school.

1.4 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 (see Appendix 1)

Monitoring enables us to;

- i. identify where professional support/advice is required
- ii. ensure continuity and progression in teaching and learning
- iii. ensure breadth and balance is maintained in the curriculum
- iv. ensure differentiation is effective and appropriate
- v. gather information and evidence to support accountability for standards
- vi. ensure effective and efficient use of resources
- vii. CELEBRATE success

2 Monitoring and evaluation framework

2.1 In order to prioritise the focus of any improvements we seek to make, we ask the following questions to provide a framework for evaluating performance, setting targets, planning, taking action and monitoring progress. The questions 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.

3 Monitoring and evaluation activities – what, when, whom?

3.1 This evidence allows us to evaluate the impact of our actions and progress towards our targets.

This evidence is gathered in a variety of ways which include, but are not exhaustive lesson observations, planning scrutiny, work scrutiny, questionnaire analysis, feedback from learners, feedback from families, progress discussions, benchmarking, external agency monitoring and data analysis.

3.2 The quality of teaching

The Head Teacher observes all teachers working with their class at least once a year. The criteria that we use are agreed by all teachers before the observation, and are based on the priorities identified in the School Innovation Plan (See Appendix 2 – Observation Proforma). Following the observation, the teacher and teaching assistant are given time to reflect on the progress made in the lesson, completing a 'Reflection Log' (See Appendix 3 – Reflection Log). This forms the basis of the coaching conversation that follows with the teacher to identify best practice and specific improvement steps. This forms the basis for the next observation. The Head Teacher builds the development points into the school's continuing professional development programme.

Whilst Classroom observations must be robust and focus on high quality outcomes for all learners, all observations must adhere to the following principles:

The purpose of colleague observation is

- to identify good practice
- evaluate the effectiveness of new initiatives
- to learn from each other
- to build self esteem of colleagues
- to support areas for development and training opportunities

In order to prepare for the observation, observers

- will inform colleagues of the focus, date, time of the observation
- will obtain lesson information eg. Lesson plan
- seek out further information about learners that may impact on lesson judgements eg. Learners requiring additional support such as TA, parent helper, SEN

During the observation, the observer will

- use the school pro forma sheet
- speak to each other, put him/her at ease
- talk to the children
- be sensitive
- get involved if appropriate

After the observation, the observer will

- acknowledge the colleague before they leave
- ensure reflection discussion takes place as soon as possible

- plan an appropriate time and venue for coaching conversation
- discuss the lesson, to include areas for celebration and development led by the observed
- give the colleague an opportunity to review, and if appropriate, revise the write up
- ensure the written report is given to the colleague

In order to prepare for the observation, the colleague being observed will

- ensure they acknowledge the date and time of the observation
- agree/understand the focus of the observation

During the observation, the colleague being observed will

- ensure there is somewhere for the observer to sit
- provide a copy of the lesson plan (format to be decided by the staff member being observed)
- identify children with specific needs
- provide information regarding the role of other adults

After the observation, the colleague being observed will

- reflect on their lesson completing the reflection log
- meet with the observer at the agreed time
- engage in the discussion to identify areas of strength and development
- read the observation notes and report carefully, informing the observer of any inaccuracies within a week.
- Return the reflection log with the reviewed statement within a week of it being completed

3.3 The quality of children's learning

In the course of their lesson observations, the SLT and other staff gather evidence about the children's attitudes to work and the standards that they are attaining in lessons. We may do this by talking to children about their learning and/or scrutinising books where the learner's achievement and attainment may be illustrated. This enables us to make evaluations about the impact of the school innovation plan.

This includes making judgements about the assessments of learning made during the lesson and how well AfL principles are embedded in daily practice.

3.4 The standards attained by children

In the course of their lesson observations, the SLT and other staff, gather evidence about the standards that the children are attaining in lessons. This may involve the sampling of children's work from a range of abilities within each class and talking to the learners about their progress. Teachers and SLT use the evidence of this to inform the School Innovation Plan.

3.5 The quality of teachers' planning

Teachers give their planning to the SLT before each topic. Any issues identified by staff with regard to the teaching of the topic, organisational issues or issues arising from the evaluations are noted and used to improve provision when the topic is next visited.

Topics are also scrutinised in progress conferences where barriers and enablers to learning are identified.

3.6 The targets set for children's learning

The teacher reviews the children's achievement against National Curriculum objectives half termly. The Head Teacher/Deputy Head Teacher and the class teacher review these targets and the progress that the children are making during "Pit Stops", as part of the Performance Management process. They are also reviewed by staff half termly as part of their progress analysis of all children, including those considered to be in a "vulnerable group". Progress conferences also follow up this review.

The Head Teacher, in consultation with an external advisor, review the progress that the school is making towards its National Curriculum targets in English, Mathematics and Science in July of each year. This may also be discussed with LA Advisors, dependent on their rating of the school. The Head Teacher then reports to the progress of the learners to the School Standards Board regularly.

3.7 The targets set in our school innovation plan

The Head Teacher gives the governor's committees a termly report in which s/he identifies progress against the targets within the school development plan. *Governors make regular visits to the school as part of a planned programme of monitoring.* The governors and Head Teacher agree the focus of these visits when formulating the school innovation plan. Governors focus on one particular year group or aspect of the school. The administration officer supplies the governors with monthly budget updates. This allows the School Standards Board to monitor and evaluate spending patterns against the priorities for improvement identified in the school innovation plan. The planning cycle involves the whole school in evaluating the progress of the current school innovation plan as part of the development of the next plan. An INSED day in the Autumn term is utilised for this process. This gives governors a clear view of the school's strengths and weaknesses and enables them to listen first hand to staff's successes and issues effecting the development of the school. The school aims are reviewed annually on this day.

4 Monitoring and evaluation – key tasks (reference monitoring timetable)

4.1 In the autumn term we ask ourselves two key questions:

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

4.2 We analyse the trends in our school performance using RAISE Online data or equivalent. We:

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

4.3 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 School Standards Board.

4.4 We discuss what we must do to improve our school performance and utilise an INSED day in Autumn term to:

- review our curriculum plan to support agreed targets;
- review the school innovation plan to support agreed targets.

4.5 We review progress by:

- monitoring and evaluating the progress of individual children;
- monitoring and evaluating the progress of cohorts of children.
- Staff assess progress half termly. They use this information to identify barriers and enablers to learning and ensure sustained progress, initiating “catch up” strategies where needed. These are reported to the Progress and Assessment Leader and Inclusion Leader who shares this data with SLT. This information can also form the basis for an observation focus.

5 Monitoring and evaluation as part of performance management

5.1 The Performance Management cycle provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the cycle of school improvement for each teacher and each class on an annual basis.

This process runs from early autumn term to end of July. Reception staff start in November once profile information is available, Year 1 – 4 start the process in September and October. The Head Teacher and Deputy and Assistant reviews also take place in the early autumn term.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school’s Equality Policy.

September	October	November	December
<ul style="list-style-type: none"> Meet the teacher evening Target Setting process – PaAL in conjunction with class teachers including end of Key Stage for current Y1 Set PM targets NQT Observation/professional review Meet with YR and Y1 teachers to set end of key stage targets for cohort (After Profile) 	<ul style="list-style-type: none"> Access RaiseOnline report and analyse Share RaiseOnline report with staff Annual PM report to Governors Book Look Foundation to report targets for profile SEND parent discussions complete 	<ul style="list-style-type: none"> Class teachers progress conferences Phase Leader Review SLT/PL Data Analysis Discussion/Book Look Performance Management observations by SLT NQT professional review and observations Heads report to FGB 	<ul style="list-style-type: none"> Phase Leader Book Look Progress Help Desk Pupil Safety Questionnaire NQT Assessment form 1
January	February	March	April
<ul style="list-style-type: none"> PaAL to meet with Y1 teachers to reassess targets set for end of Y2 WB 11/1/16 SLT/PL Interim Progress Analysis at ELT - Autumn 2 data Phonics progress check NQT observation and professional review Parent consultations/Parent feedback questionnaire 	<ul style="list-style-type: none"> Phase Leader Review SLT/PL Data Analysis Discussion/Book Look Midpoint Gap Analysis Y2 SEND parent discussions complete Class teachers progress conferences 	<ul style="list-style-type: none"> Set up reports Staff update report templates PM pitstop Heads report to FGB KS1 moderation across LA SLT to meet with YR teachers to review end of year targets SENDCo Book Look NQT observation and professional review NQT Assessment form 2 	<ul style="list-style-type: none"> Progress Help Desk Parent consultations/Parent Ofsted questionnaire Phonics progress check
May	June	July	August
<ul style="list-style-type: none"> SLT/PL Interim Progress Analysis at ELT - Spring 2 data NQT observation and professional review EYFS moderation 	<ul style="list-style-type: none"> Reports to Head Teacher Class teachers progress conferences Phase Leader Review SLT/PL Data analysis discussion/Book Look SEND parent discussions complete Pupil learning questionnaire Phonic Screening Check School Innovation Plan Evaluation Deadline NQT observation and professional review 	<ul style="list-style-type: none"> Target setting staff meeting Progress Help Desk PAL to check target setting and discuss any concerns with CT and Inclusion Leader Reports out to parents Review PM targets – Teachers/SLT Set and Review PM targets - TAs Heads report to FGB H and S/ Safeguarding reports to Governors SEND/Pupil Premium impact reports to Governors NQT observation and professional review NQT Assessment form 3 SLT End of year progress analysis - Summer 2 	



Teacher:		Date:		Lesson Focus:			
Observer:		Year Gp:		No. of pupil discussions:		No. of books reviewed:	

What went well?	Focus	Further detail
	1.	
	2.	
	3.	

Even Better When	Focus	Further detail
	1.	
	2.	
	3.	

What will help? (CPD opportunities)	
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Commitment to next steps (when, how?)	
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Broadstone First School

~ Respect, Independence, Creativity ~

Competent Facilitator
Deep Knowledge of the subject

Effective questioning to challenge/clarify

Addresses misconceptions

Knows starting points and moves learning on

Learning Conducive Environment
Fosters behaviours for learning

Class used as a learning space

Appropriate resources available to ensure progress

Consistency of expectation and standards from adults

Learning Process
Clarity of constructs and SC

Fosters independent learning

Process enables barriers to be removed

Flexibility in structure, pace and rigor ensures progress for all learners

Confident learner
Learners ask questions

Learners share ideas

Problem solvers in their approach

Appendix 3 – Reflection Logs Teacher

Considerations	My Observations
Which 5 minutes (or so) of the lesson had the greatest impact on improving the pupil's learning?	
Which 5 minutes (or so) had the least impact on improving the pupil's learning?	
Which group of learners made significantly more/less progress than evident and why?	
Which of our school's values were most evident during the lesson and why?	
What was my specific professional learning as a result of this lesson?	
Which of my professional skills and behaviours had the most significant impact during the lesson?	
Which three questions would I like to ask the observer?	

Appendix 3 – Reflection Logs TA

Considerations	My Observations
Considering the learners you worked with, which 5 minutes (or so) of the lesson had the greatest impact on improving the pupil's learning?	
Considering the learners you worked with, which 5 minutes (or so) had the least impact on improving the pupil's learning?	
Which learner made significantly more/less progress than evident and why?	
Which of our school's values were most evident during the lesson and why?	
What was my specific professional learning as a result of this lesson?	
Which of my professional skills and behaviours had the most significant impact during the lesson?	
Which three questions would I like to ask the observer?	