

St Michael's Catholic Primary School

Monitoring and Evaluation Policy

Introduction

At St Michael's we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure 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 evidence. We do this systematically across a range of activities within our school. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

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 is part of a planned process and involves a range of different people over the course of a school year.

The quality of teaching

The Head Teacher/SLT observe all teachers working with classes at least twice per year. Teachers agree the observation date and the focus. The focus is linked to the school improvement plan, the appraisal of the teacher or an agreed whole school issue. The teacher and the observer 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 SLT builds the development points into the school's continuing professional development programme and School Improvement Plan. Other teachers may make classroom observations as part of their continuing professional development. This is always agreed with the teacher being observed.

Support staff are observed at least annually by the Head Teacher/SENCO or class teacher. Monitoring activities for support staff are agreed according to identified need/areas for development. This is part of the appraisal structure and/or as part of the school improvement process.

The quality of children's learning

Staff will gather evidence about the children's attitudes to work and the standards which they are attaining in lessons. SLT will find out the pupils attitude towards learning through questionnaires and pupil interviews. This evidence will be discussed at whole school and individual progress meetings. It will help us to make evaluations about the impact of the school improvement plan and continually develop the school improvement process.

The standards attained by children

SLT/staff will gather evidence about standards and where appropriate carry out scrutiny of children's work. This involves the sampling of children's work including children below expectation, in line with expectation and above expectation within each class.

Staff will use the evidence of this to inform teaching and learning and future planning. Outcomes from standards monitored will be used by the Senior Leadership Team to set priorities for school improvement.

The quality of teachers' planning

Planning is monitored by subject leaders termly. Teachers will give hard copies of the "flip charts" on request but usually on a weekly basis so that she can monitor what areas of the curriculum have been taught. The HT/SLT record any common issues and pass on information about these to the teachers and adjustments are made as appropriate. Long term planning is reviewed on an on-going basis to ensure curriculum coverage and according to the interests of the pupils. Judgements from the monitoring of planning will be used to inform the school improvement process.

The targets set for children's learning

Whole school curriculum targets are set half-termly/termly as required for reading, writing and maths. All children have personal learning targets for Reading, writing and maths. The teacher reviews the children's attainment at the end of each term or assessment period and sets the targets for the end of the next assessment period (September, December, February, April, June/July). The SLT and the class teacher review these targets and the progress which the children make, identify areas for development and include these areas in the school improvement plan.

The Head Teacher and Governing Body, in consultation with the LA, review the progress which the school is making towards its targets in its annual RAMP meeting (Raising Attainment in Medway Partnership).

The targets set in our School Improvement Plan

The Head Teacher gives the Governors a termly report in which she identifies progress against the targets within the school improvement plan. The Head Teacher supplies the governors with termly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school improvement plan. The planning cycle involves the Governing Body in evaluating the progress of the current school improvement plan. Governors have a clear view of the school's strengths and weaknesses.

Monitoring the curriculum other than Literacy and Numeracy

The SLT and lead teachers will monitor subject areas through lesson observations, scrutiny of work and standards. Lead teachers will carry out a subject audit annually

and make a judgement about attainment in their subject areas. The SLT will use this evidence to identify areas for improvement in the SIP.

The Appraisal Cycle

The Appraisal Cycle led by the HT and DHT provides a framework for implementing the processes of objective setting, planning, monitoring and evaluation from the School Improvement Cycle for all teachers and support staff on an annual basis.

Ofsted School self evaluation form

Depending on the timing of the next Ofsted Sect 5 inspection; (the school was last inspected in February 2016), the SEF will be up dated by the SLT. The SLT will use all the monitoring and evaluation evidence available to them to complete the SEF as accurately as possible.

September 2016

