

Policy: Monitoring and Evaluation Policy
SACC approval: November 2023
Ratified FGB: November 2023
Review: November 2026

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Monitoring and Evaluation Policy

SCHOOL VISION

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

Our vision is to be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to safeguard all children

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Ecclesiastes 3:12

Introduction

At Holy Trinity CE Primary School we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. Our school development is informed by our School Development Plan (SDP). To ensure this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about the impact and how effective these actions have been. This gives us information on which we can base future decisions about the development of our school.

Monitoring

Monitoring is the means by which we gather evidence. We do this systematically across a range of activities within our school and this evidence allows us to evaluate the impact of our actions and progress towards our targets. We believe that effective monitoring should:

- Promote excellent learning and teaching throughout the school
- Ensure excellent planning and delivery of the curriculum
- Identify the strengths and needs for professional development
- Offer an opportunity to celebrate success and make progress
- Provide information to support self-evaluation
- Ensure consistency throughout the school
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential

Evaluation

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 thoroughly planned process that involves a range of stakeholders over the course of an academic year.

At Holy Trinity CE Primary School, we follow a planned cycle of school self-evaluation for learning and teaching and data (Appendix 1 & 2). This ensures that all aspects of the school's performance are systematically and regularly reviewed using a range of methods which creates part of the annual cycle. The SDP includes milestones and timescales which helps focus on outcomes, pace, progress and success which many stakeholders monitor and evaluate.

Monitoring & Evaluation Roles and Responsibilities

The Heads Team

It is the job of the Heads Team to;

- ensure all staff, governors and stakeholders understand that the purpose of monitoring and evaluation is to enable Holy Trinity CE Primary School to develop and improve in all areas
- identify areas that needs to be monitored and create outcomes and milestones for the SDP
- delegate monitoring and evaluation activities to the appropriate level within in the team with clarity of expectations and outcomes to be achieved (appendix 1 staff & governor structure)
- carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Heads Team (e.g. Teacher Appraisal, budget monitoring)
- 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 Board, on what the data is showing and how the information can be used to best advantage school improvement and pupil outcomes
- ensure that pupil performance data is collected, analysed and used to inform target setting
- work with the local schools to monitor and evaluate progress and evaluate performance for improvement

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The Governing Board

The Governing Board at Holy Trinity CE Primary School agree, in consultation with the Headteacher, the areas which need to be monitored and evaluated. It is also their responsibility to;

- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress
- Receive monitoring and evaluation data at agreed times and in order to review the information and consider its implications
- Provide a summary of the data to inform parents about the school's progress and performance
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development
- Set strategic targets for continuous whole school improvement
- Meet with Headteacher and subject leaders to monitor progress and challenge within their area and provide written feedback to Headteacher, staff member and Governors (see governor visits policy)

The Governing Board make their arrangements to work alongside staff members to monitor the quality of standards and provision here at Holy Trinity CE Primary School.

The Quality of Teaching

The Heads Team observe all teachers working with classes at least twice per year. They agree the observation date and the focus. This focus is linked to the school development plan, performance 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 Headteacher builds the development points into the school's continuing professional development programme and SDP.

A Local Authority Advisor or member of the Oxford Diocese meets with the Headteacher to monitor the quality of teaching and learning as appropriate, at least annually. These visits support schools ability to identify whole school strengths and weaknesses and this forms part of the continued SDP.

Support staff are observed at least annually by the Heads Team which includes the SENCo. Monitoring activities for support staff are agreed according to identified need or areas for development. This is part of their performance management structure and/or as part of the school improvement process.

The Quality of Children's Learning

Staff gather evidence about the children's attitudes to work and the standards which they are attaining in lessons. The Heads Team and Governors will find out the pupils attitude towards learning through the school survey and 'pupil voice' interviews with the children. This evidence will be discussed at whole school and individual Pupil Progress Meetings.

It will help staff to make evaluations about the impact of the School Development Plan and continually develop the school improvement process.

The Standards Attained by Children

The Heads Team and subject leaders gather evidence about standards and where appropriate carry out scrutiny of the children's work. This involves the sampling of children's work including those below age related expectations, in line with age related expectations and above age related expectations within each class. This sampling of work will also include examples from children in a variety of identified vulnerable groups e.g. pupil premium, gender, ethnicity.

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Staff will use the evidence of this to inform teaching and learning and future planning. Outcomes from standards monitoring is used by the Heads Team to set priorities for school improvement.

The Quality of Teachers Planning

Planning is monitored by the Heads Team and subject leaders at least once per term (3 times per year). Identified areas for improvement are collated and shared with the teachers and adjustments are made as appropriate. Long term planning is reviewed by the Heads Team and subject leaders as on-going to ensure curriculum coverage and according to the interests of the pupils.

Judgements from the monitoring of planning are used to inform the school improvement process.

Pupil Targets Setting

The Heads Team set each class core curriculum targets in September each year. This is based on previous class performance and individual pupil attainment and progress.

All teachers set the pupils personal learning targets for reading, writing and maths. The teacher reviews the children's progress towards their age related expectations at the end of each term/assessment period and sets the targets for the end of the next assessment period.

The Heads Team and the class teachers review these targets and the progress which the children make, identify areas for development and include these areas in the SDP. These are also shared through termly Pupil Progress Meetings.

The Headteacher and Governing Board, in consultation with the Local Authority, review the progress which the school is making towards its National Curriculum targets.

Targets Set in our SDP

The Headteacher provides Governors with a termly report which identifies progress against the targets within the SDP. The Headteacher also supplies the Governors with termly budget updates. This allows the Governing Board to monitor and evaluate spending patterns against the priorities for improvement identified in the SDP.

The planning cycle involves the Governing Board in evaluating the progress of the current SDP. Governors have a clear view of the school's strengths and weaknesses.

Monitoring Religious Education and Foundation Subjects

Subject Leaders monitor subject areas through lesson observations, learning walks, pupil voice conferencing, scrutiny of work and standards. They carry out a subject audit annually and make a judgement about attainment in their subject areas. The Heads Team will use this evidence to identify areas for improvement in the SDP and support raising standards in the subjects.

Teachers will make end of year judgements in all core and foundation subjects including RE against the age related expectations (ARE).

Monitoring and Evaluation as Part of the Appraisal Cycle

The Teacher Appraisal Cycle led by the Headteacher 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. Phase Team Leaders will lead TAs through this process.

It is the responsibility of the Chair of the Governing Board to lead the Headteacher Appraisal cycle. An external professional will join at least 2 members of the governing board to agree targets with the Headteacher, then monitor and evaluate against the targets at the end of the annual cycle.

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Headteacher's report/Self Evaluation Form (SEF)

The Headteacher's report is updated each whole term.

The Headteacher provides a SEF in autumn term and updates it as necessary to reflect progress.

The SDP is updated each whole term using all the monitoring and evaluation evidence generated by the staff, governors and external moderators such as LA and Diocese.

This in turn, is used to update every term the SEF/Headteacher's report to governors (Autumn, Spring & Summer).

The Governors will monitor and evaluate the SEF/Headteacher's report, challenge the Headteacher and hold the Headteacher to account before making a judgement on the school's overall progress and performance.

The LA and Diocese link advisors will monitor the SEF/Headteacher's report with the Headteacher at least annually.

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum Committee and ratified by the Full Governing Board.

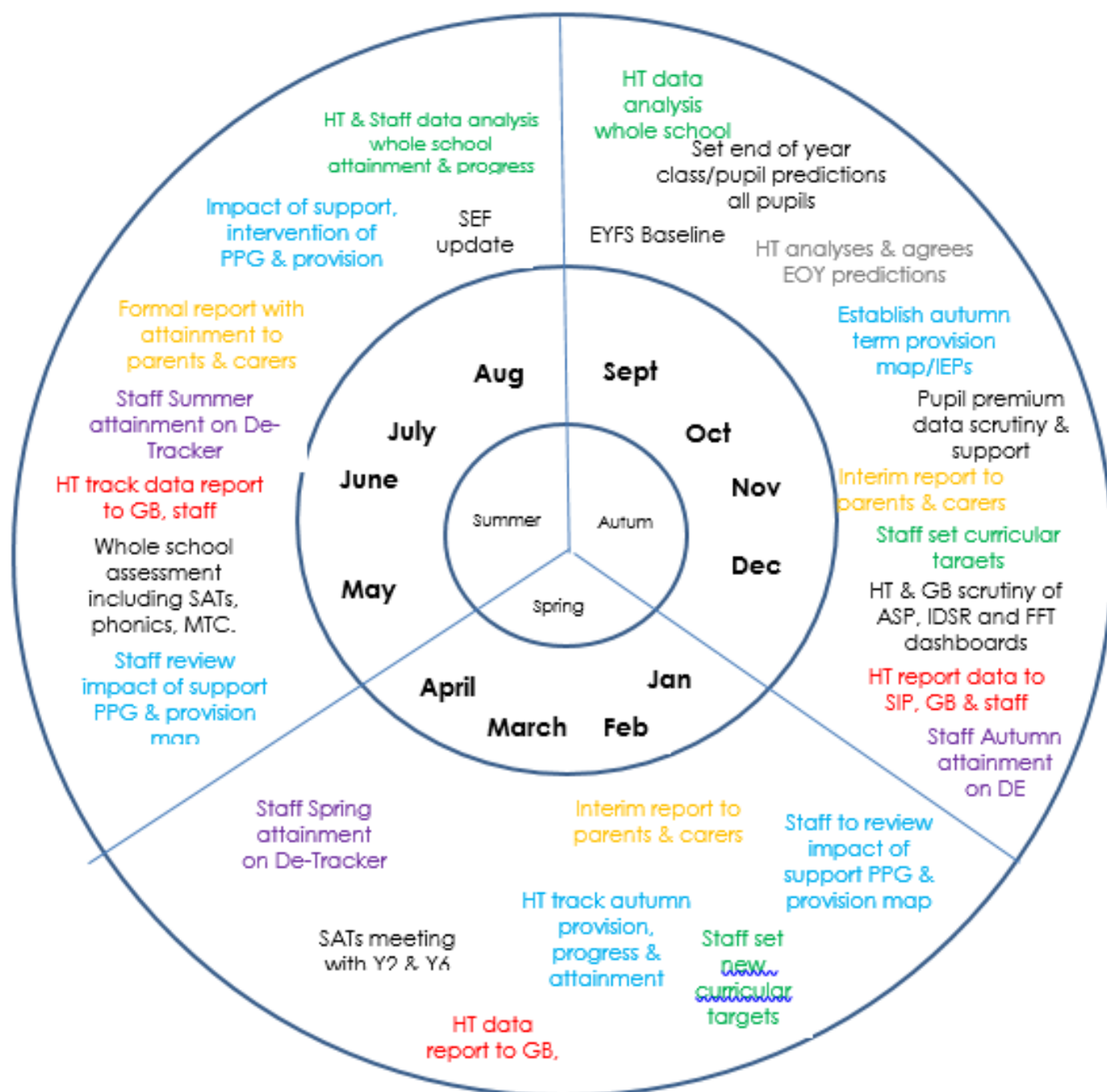
Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

Holy Trinity CE Primary School

Annual Data Cycle



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Learning and Teaching Monitoring Cycle



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