

SPRINGSIDE PRIMARY SCHOOL

MONITORING AND EVALUATION POLICY

PURPOSES:

- To ensure the best possible standards of teaching and learning.
- To ensure that pupils progress and develop.
- To ensure the best possible standards of pupil performance.
- To ensure that the school provides a positive and pleasant learning environment.
- To ensure that school policies are observed and followed.
- To ensure that children have a positive attitude towards their work and that their behaviour is good.

PRINCIPLES:

- It would involve the head teacher, staff and governors.
- It would lead to action.
- Everyone would be clear about his or her role in the process.
- Everyone would understand the process.
- The system would be manageable.
- We would work to agreed criteria.

AREAS OF FOCUS – WHAT WE WILL MONITOR:

1. Teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy.
2. Standards of work and progress.
3. The learning environment.
4. The attitudes, behaviour and general discipline of the children.
5. The aims of the school and how we are achieving them.
6. The curriculum, assessment and record keeping.

CRITERIA FOR EACH AREA:

For 1 above:

- Planning will be effective and show clear learning objectives, differentiation and high expectation.
- The teaching will reflect these clear learning objectives, differentiation and high expectations and be well paced.
- A variety of teaching strategies will be used which are appropriate to the learning objectives including the use of ICT.
- The teaching will stimulate the children.
- Teachers will demonstrate a sound knowledge of the subject.
- Children will be given opportunities to develop independence in their learning.

For 2 above:

- The standard of work in children's books, displays etc will indicate that progress is being made.
- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking.
- The work will reflect the teacher's high expectations.

For 3 above:

- Displays will be fresh and imaginative and reflect the very best of the work of the children.
- Displays will be varied and, over time, consist of pictures and paintings, the written word and mathematical representations and may reflect all areas of the curriculum.
- Displays will sometimes be 3D.
- Displays may include working displays that will provide a stimulus or reference or contain teaching points.
- The classroom will be tidy and children will have an established routine of keeping their own desks and areas tidy.

For 4 above:

- The children should display an enthusiastic attitude to learning.
- The children should demonstrate the ability to stay on task for periods of time appropriate to their age.
- The children should demonstrate the ability to work co-operatively and independently.
- The children should be polite and well behaved when on school trips and when representing the school in events away from school e.g. sports fixtures, concerts etc.
- The children should enter and leave the hall quietly prior to and after assembly and behave appropriately during assembly.

For 5 above:

- There will be evidence that a significant number of the points identified in the 'School Aims – How To Achieve Them' are being utilised.

For 6 above:

- Planning will show that the statutory requirements of the National Curriculum and the early learning goals are being met.
- Planning will indicate that the National Literacy Strategy and the National Numeracy Strategy are being delivered effectively.
- Marking of children's work will be in accordance with the school's policy – it will be thorough, meaningful and assist in future planning.
- Formal assessments will indicate areas and rates of progress and also areas of weakness that will assist in future planning.
- A scrutiny of pupils' work will a) reflect the teachers' planning, b) show evidence of individual progress and c) show that school policies on marking and presentation together with the individual subject policies, schemes of work and guidelines are being followed.

- That pupils' records are kept in accordance with school procedures and that these are effective in indicating achievement.

JMW, July 1999.

OVERVIEW OF MONITORING ARRANGEMENTS:

WHAT	WHO	WHEN/HOW/CRITERIA	FEEDS INTO
Teaching and Learning	Head Teacher Co-ordinators	<p>a) Lesson Observations (Head Teacher) Carry out one formal, announced lesson observation each term for each teacher. Carry out one informal, unannounced lesson observation each term for each teacher. Agree the focus of the observation, e.g.:</p> <ul style="list-style-type: none"> • Clarity of learning objectives • Differentiation • Good subject knowledge <p>b) Monitoring planning (Co-ordinators) Look at long term planning to ensure coverage of the curriculum. Medium term planning for clarity of learning outcomes and differentiation. Be specific about the aspects of planning being monitored. Co-ordinators to report to the head teacher at termly meeting.</p>	<p>Individual teachers as feedback Issues that arise are fed into the following year's School Development Plan</p> <p>Head teacher SMT</p>
Standards of work and progress	Head Teacher Co-ordinators Self-evaluation by pupils	<p>Sampling children's work (Co-ordinators) Six samples from each class representing the three ability bands. Autumn term to look at standards of presentation. Spring term to check that marking policy is being followed. Summer term to check for progress throughout the year. Occasional whole-class sampling in one subject area. Co-ordinators to report to head teacher at termly meeting.</p>	Head Teacher Co-ordinators
Learning Environment	Head Teacher Co-ordinators Governor i/c premises	<p>Examination of classroom environment during formal and informal lesson observations. Governor and head teacher to walk the site in Spring term to examine the condition of buildings and decoration. Report findings at Governors Meeting in Spring Term.</p>	SMT Governors Individual teachers
Attitude to Learning and Behaviour	Head Teacher SMT	<p>Observed during formal and informal lesson observations. Observed in how the children respond in assemblies and how they enter and leave the hall. Observed in the way children respond and behave in out-of-school activities (see criteria)</p>	SMT
Attitude to Learning			

and Behaviour (cont.)			
The School's Aims	Whole staff Governing Body	In relation to the agreed criteria for achieving the school aims: Summer term – an annual debate with whole staff about the success and effectiveness of achieving the school aims with the findings and conclusions of the meeting reported to the summer term governors' meeting. Meetings with individual staff to discuss how they feel they are meeting the aims of the school.	Governors Whole and individual staff
Curriculum, assessment and record-keeping	Head teacher Co-ordinators	Through issues 1 and 2 above and also: Lesson observations carried out by co-ordinators in relation to the National Literacy Strategy and National Numeracy Strategy. Analysis of formal assessments (SMT). Sampling pupil records in core subjects (co-ordinators).	SMT Governors

	AUTUMN	SPRING	SUMMER
Head Teacher	<p>One formal, announced lesson observation per teacher. One informal, unannounced lesson observation per teacher.</p> <p>End of term meeting with co-ordinators.</p>	<p>One formal, announced lesson observation per teacher. One informal, unannounced lesson observation per teacher.</p> <p>End of term meeting with co-ordinators.</p> <p>Walk site with governor to examine condition of buildings, decoration etc and report to Governors' Meeting.</p>	<p>One formal, announced lesson observation per teacher. One informal, unannounced lesson observation per teacher.</p> <p>End of term meeting with co-ordinators.</p> <p>With whole staff a debate about the success and effectiveness of achieving school aims. Report at Governing Meeting.</p>
Co-ordinators	<p>Monitor long term planning to ensure coverage of curriculum.</p> <p>Monitor medium term planning for clarity of learning objectives and differentiation.</p> <p>Sample children's work for presentation.</p> <p>End of term meeting with head teacher.</p>	<p>Monitor medium term planning for clarity of learning objectives and differentiation.</p> <p>Sample children's work for compliance with marking policy.</p> <p>End of term meeting with head teacher.</p>	<p>Monitor medium term planning for clarity of learning objectives and differentiation.</p> <p>Sample children's work for progress through the year.</p> <p>End of term meeting with head teacher.</p>

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