POLICY

For

Monitoring and Evaluation

September 2019	September 2022	September 2025
September 2020	September 2023	
September 2021	September 2024	

Striving for excellence, caring for all
Within a loving and caring Christian environment.

Introduction

The staff, Trustees, and Governors in our Trust are committed to raising standards across all areas of the school, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is the involvement of all members of the school community in the process of monitoring and evaluating the work of the school. This policy drives the identification of areas for improvement, the maintenance of those areas which are effective, and assists the professional development of staff in the school. Moreover, it ensures that every member of our school community can flourish by creating an environment where continuous growth and shared accountability are prioritised. The insights gained through monitoring and evaluation contribute to the statements made about the effectiveness of our school in the School Evaluation Form (SEF) and the Statutory Inspection of Anglican and Methodist Schools form (SIAMS).

What is Monitoring and Evaluation?

Monitoring is the systematic process by which staff, Trustees and Governors gather information to answer questions about the effectiveness of our school.

Evaluation is the judgment made on the effectiveness of actions taken, based on their impact on the quality of children's learning and on the targets set by the school.

Aims of Monitoring and Evaluation

Through monitoring and evaluating our performance we seek to:

- establish how well we are performing
- identify our strengths and areas for development
- celebrate our strengths
- ensure actions are targeted to address any weaknesses at the earliest stage
- inform the cycle of school development planning
- allocate and use resources in the most effective way
- develop a whole school systematic approach to collecting information, reviewing and evaluating the quality of educational provision

Principles of Monitoring and Evaluating

There is an annual schedule for monitoring different aspects of the school by the CEO/Executive Headteacher/Headteacher/Heads of School, Senior Leadership Team, subject teams and Trustees/Governors. This takes into account the current school priorities in the Academy Improvement Plan (AIP).

The monitoring and evaluation process is rigorous and thorough and:

- gives a whole school focus on maintaining high standards and raising them further including the key priorities as set out in the Academy Improvement Plan
- involves the CEO/Executive Headteacher, Headteacher, Heads of School, staff, Trustees, Governors, pupils, their parents and the whole community
- provides information on the performance of different groups of children e.g. PP, SEND, able and talented, gender, inclusion, attendance
- enables self- reflection and improves professional development
- is planned, systematic, realistic and achievable
- covers all aspects of school life
- helps us to learn from the past and move forward with confidence
- supports and extends the work of the school

- ensures we all work to agreed criteria
- ensures that the work of the school is encapsulated in its policies and practice
- ensures that comparative information is used to place the school's performance in a wider context
- contributes to school effectiveness through the setting of appropriate and achievable targets
- is mindful of staff workload and work life balance

Strategies for Monitoring and Evaluation

We use the following process to monitor all areas of the work of the school. This provides a framework for evaluating performance, setting targets, planning, taking action and monitoring progress. The components are:

1. How well are we doing?

2. How does it compare with other schools/groups?

3. What would happen if we didn't do this?

4. How does this support us in achieving our vision?

5. What are the areas that could be developed?

6. How can they be improved?

7. What must we do to make it happen?

8. The Action Plan: what do we need to change?
   - what do we need to do?
   - how are we going to do this?
   - who will take responsibility for doing it?
   - how will we know when we have achieved it?
   - who is going to check it is done?
   - what can we compare this with?
   - when will we check progress?

9. Ensure understanding by those involved and carry out the action plan

10. Review progress at appropriate intervals. (Key Milestones)

Staff, Trustees and Governors agree the most appropriate monitoring strategy, according to the area of focus and monitor the following areas:

- teaching and learning in the school, in particular, how effective we are in meeting the requirements of the Teaching, Learning and Curriculum Policy?
- standards of work and progress, including analysis of our results against local and national data
- the implementation of the Academy Improvement Plan which includes annual priorities for improvement
- the learning environment
- the attitudes, behaviour and general discipline of the pupils, attendance and inclusion

- equality across all areas of the school
- the aims of the school and how we are achieving them
- the curriculum, including areas of learning in the Early Years Foundation Stage (EYFS)
- planning, assessment and record keeping
- the impact of staff training and appraisal
- the implementation and effectiveness of school policies, including statutory policies
- the purchase, deployment and effective use of resources, including major spending decisions
- Special Educational Needs (SEND) support
- health and safety issues, financial management and administration processes

We do this through:

- observations of pupils at work and play
- scrutiny of pupil's work
- reviewing planning
- learning walks
- analysing school assessment data and standardised assessments including Standard Assessment Tests (SATs) results
- pupil and staff interviews
- parent consultation
- evaluation sheets and questionnaires to the wider community
- external inspection reports e.g. Education Adviser (EA), Auditors, Ofsted, SIAMS
- analysis of resources and organisation
- benchmarking data to compare results against similar schools in Lincolnshire and nationally.
- review and evaluation of the Academy Improvement Plan and other monitoring feeds into the SEF and is focused on identifying the impact this has on practice and standards.

Roles and Responsibilities

Within a professional learning community, everyone must take responsibility for reflecting on their own contribution to school improvement and identifying opportunities for personal, professional and academic development.

The CEO/Executive Headteacher and leadership team is responsible for providing a culture in which monitoring and evaluating all aspects of the school is approached with trust, rigour and mutual respect to improve pupil's achievements and the success of the school. The CEO/Executive Headteacher draws up in consultation with SLT, the annual monitoring schedule to reflect current improvement or strategic priorities alongside the agreed foci for each term. The CEO/Executive Headteacher ensures the Trustees/Governors have the appropriate access to information to allow them to carry out their monitoring and evaluation responsibilities. As line manager the CEO/Executive Headteacher is accountable for the work of the SLT through the appraisal process.

The Senior Leadership are responsible for the implementation of the AIP and the tracking of school achievement and different aspects of the curriculum and policies. They meet at least termly with leaders and staff to review progress of children. Their work provides the data and evidence for updating the SEF. As line managers they are accountable for the work of other members of the teaching staff through the appraisal process.

Subject teams are responsible for the effective teaching of their subject and for evaluating the quality of learning and the achievement of groups of pupils. They analyse and interpret data on pupil's performance against school and individual targets and other comparative data. They ensure curriculum coverage, continuity, progress and provision of suitable resources.

Year Group Leaders/Deputy Headteachers/ Assistant Headteachers/SENCOs are responsible for inputting assessment data for their year groups at agreed times during the year and **with class teachers** for monitoring and evaluating the performance of the pupils in year groups, classes and groupings to inform their provision mapping, practice and future planning. They evaluate the regular assessments to ensure appropriate progress of the pupils and meet with the SLT each term to review progress.
As line managers, they are accountable for the work of TAs and HLTAs through the appraisal process.

Pupils are expected to reflect on their work and achievements and to find ways to improve their performance. Their views are sought on school policies and classroom practices as individuals and through school committees such as the Student Council.

Trustees/Governors act as a critical friend to the CEO/Executive Headteacher and SLT. They monitor the AIP, the progress/achievement/attainment in school against school targets, national and local data. They analyse trends and monitor school policies. Trustees/Governors have regard to best value and good practice when evaluating resources and processes. They do this through observations in school, analysing the Executive Headteacher and EA's reports and through the Trustee and Local Governing Board meetings.

The criteria for monitoring and evaluation

1. Teaching and learning

- Two lesson observations a year with a focus
- Teaching is adaptive, inclusive and responsive to pupils' needs.
- Planning is clear, sequenced, and aligned to curriculum goals, with high expectations and appropriate scaffolding.
- Lessons are well-paced, purposeful, and revisit prior learning to support long-term understanding.
- Teachers regularly check for understanding and respond to misconceptions.
- Feedback is timely, specific, and used to move learning forward.
- A range of teaching strategies, including modelling, questioning, and effective use of technology, is used to support engagement and progress.
- Teachers have strong subject knowledge and promote oracy, vocabulary and independent learning skills.

2. Standards of work and progress

- The standard of work in pupil's books, displays, etc. indicates that good and better progress is being made
- Feedback is provided to pupils in the most appropriate format to enable them to make good progress
- Pupil's achievements are at least in line with but mainly above or well above national levels
- Individual pupils are working towards, at and beyond their targeted level

- Appropriate support is in place for all vulnerable groups of pupils
- Presentation of work is of a high standard and reflects the school's policy on presentation
- The learning/work reflects the teachers' high expectations

3. The Academy Improvement Plan (AIP)

Monitoring the AIP depends on the actions in the plan and might include criteria from any of those listed in this policy. The CEO/Executive Headteacher reports each term to the Board of Trustees and Local Governing Body on the progress being made.

4. The learning environment

- Displays are fresh, imaginative and reflect the best work of individual pupils
- Displays in classrooms and around the school are varied and, over time, consist of: art work; the written word; mathematical representations; science work; as well as work from other areas of the curriculum and those that reflect and reinforce aspects of church ethos, behaviour/discipline/rewards and safety
- There are interactive displays that provide a stimulus, reference or teaching points
- The classrooms and cloakrooms are tidy and pupils have an established routine of keeping their own workspace and cloakrooms tidy
- There is an atmosphere conducive to learning
- There is safe access to classroom equipment
- There are established procedures for using IT equipment

5. Attitudes, behaviour, and general discipline

Pupils are expected to:

- adhere to the Home-School Agreement
- work towards taking responsibility for their learning and their homework
- contribute to the working atmosphere in class (Rights Respecting School)
- demonstrate the ability to stay on task for periods of time appropriate to their age
- demonstrate the ability to work cooperatively and independently
- live out daily our Christian Values and the 3Rs
- respect school and personal property
- be polite to each other and to adults in school
- be polite and well-behaved on school visits and when representing the school in events away from school, e.g. sports fixtures, concerts, class visits, residential visits
- move around the school safely; enter and leave the hall quietly; behave appropriately during Collective Worship

6. Aims of the school

We aim to ensure that:

- there is a strong partnership between home and school
- the work of the school is underpinned by Christian values
- the school provides education of quality and variety which enables every pupil to succeed
- pupils are continually encouraged and supported to 'Be the best they can' (UNICEF Article 29) putting education for character at the forefront of our work in school
- there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other.

- pupils make choices and develop personal responsibility for their actions
- pupils respect and are polite to staff, visitors and each other
- pupils are self-confident and self-disciplined
- the environment is conducive to learning
- staff have high expectations of children's work and behaviour
- Leaders ensure consideration of staff work-life balance and well-being and provide opportunities to canvas staff views

7. Curriculum, assessment and record keeping

- Planning shows that statutory requirements of the National and Foundation Stage Curriculums are being met
- Documentation which supports progression in learning is in place for all subjects
- Assessment informs target setting and teachers' planning
- Feedback given about pupil's work is in accordance with the school's policy
- Pupil's assessment records are kept in accordance with school procedures and these are effective in indicating achievement
- It is important that assessment does not unduly add to teacher workload; that the assessments and record keeping that we undertake provide us with a valuable picture of the whole child which in turn impacts positively on their future next steps.
- Our Assessment Points take place no more than three times a year and are closely linked to the Trust's monitoring schedule, work and planning scrutiny and lesson observation

8. School policies

- Policies reflect the mission, vision and ethos of the school
- Staff and pupils are familiar with appropriate school policies
- Procedures in policies are followed

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

- Article 28: Every child has the right to an education.
- Article 29: Every child has the right to be the best they can.
- Article 3 The best interests of the child must be as top priority in all actions concerning children.