



FULMER INFANT SCHOOL

MONITORING AND EVALUATION POLICY

Introduction

The quality of school improvement planning is influenced by the school's commitment and capacity for effective monitoring and evaluation.

The school needs to have established procedures for monitoring the factors critical for success. Regular monitoring provides the means to check whether school and subject targets are being met and whether priorities identified through School Improvement Plans are being actioned and delivered. It should promote pupil achievement and help to create an ethos of high expectation, challenge and success.

Evaluation is the next stage in the process and involves finding out how successful the implementation of school priorities has been. This will impact on future targets and priorities.

The evidence gained should be specific and should inform decision making and school planning.

The aim is to create a good, self-managing school with effective procedures for self- evaluation.

Principles

Systems and procedures for monitoring and evaluation should:

- Promote and develop pupil achievement
- Identify priorities that lead to school improvement
- Foster a spirit of 'development' rather than 'criticism'
- Encourage openness and inclusivity
- Celebrate success

Process

The responsibility for monitoring and evaluation is shared by a number of external bodies as well as all sections of the school community. It must be recognised that the process occurring within school cannot be totally separated from external factors driving the school agenda. Major stakeholders include:

- DfES
- OFSTED
- LEA
- School Governors
- Headteacher
- Subject leaders
- Classroom teachers

The process being described takes into consideration the school's accountability to external bodies and the evidence base required to satisfy reporting requirements.

As the school develops a process of self-review, there are a number of strands that can be identified:

- Headteacher
- Subject self-review
- SATs and progress review
- Effective leadership

Headteacher monitoring

In order to gain reliable data, rather than a 'best show' scenario, this is an aspect of monitoring that targets specific elements of classroom practice. The Headteacher allocates time to make classroom visits. All observation sheets will record evidence from which a more holistic judgement can be made. Teaching staff will be aware of the focus for review at any one time and the evidence being sought. Information will inform future planning and to do work scrutiny.

Subject self-review

There is an annual process of self-review. The main components of this review include:

- Benchmarking attainment against similar schools
- Classroom observation
- Procedures for subject monitoring and evaluation
- Review of SATs/pupil progress outcomes

Benchmarking of attainment with other schools that are similar allows the school to reflect on its strengths and identify targets that should inform the subject development plan.

Classroom observation will focus on pupil learning and achievement.

The school outlines an agreed process to include aspects such as assessment, work sampling, behaviour management, homework and classroom observation.

SAT's/progress review

Each teacher is required to account for the SA's/progress outcomes of pupils for whom they have responsibility. Reports and analyses will be generated from which future targets can be set. National and local data will be used to assess the school's effectiveness in promoting pupil achievement. Termly pupil progress meetings will identify focus pupils for further support.

Effective leadership

School monitoring and evaluation should not simply focus on classroom or subject practice but should occur within a forum where management and leadership are subjected to similar scrutiny.

Management of outcomes

Effective monitoring and evaluation provides an evidence base that will inform future planning.

The data generated will be considered carefully by all subject leaders to report on strengths and areas for improvement. This will facilitate the target setting process and ensure that appropriate actions are taken as a result of the data collected.

All teachers will be encouraged to operate in a monitoring capacity across all curriculum areas. This will aid their own professional development as well as generating a 'whole school team' ethos.

Monitoring and Evaluating Cycle

