



The Meadow Community
Primary School and Pre-School

Monitoring and Evaluation Policy

Introduction

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that 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 information. We do this systematically across a range of activities within our school.

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 are part of a planned process and involve a range of different people over the course of a school year.

Monitoring and evaluation framework

The self-evaluation process provides a framework for evaluating performance, setting targets, planning, taking action and monitoring progress. The components are:

- how well are we doing?
- how do we compare with similar schools in our locality?
- how do we compare with similar schools in Symphony Learning Trust?
- what more should we aim to achieve? what must we do to make it happen?
- taking action and reviewing progress.

Monitoring and evaluation activities

This framework allows us to systematically gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

The quality of teaching

The Leadership team observes all teachers working with classes, with additional observations through subject leader monitoring. The aim of all observations is to have an open and honest dialogue about daily practice, what is working well and can be shared with other staff as well as areas to develop and how these can be achieved.

Teachers negotiate the observation date and the focus reflects an agreed whole-school focus that is linked to the school priorities.

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 Head Teacher builds the development points into the school's continuing professional development programme.

Where a subject has been identified in the School Plan as a priority area, the subject leader observes a sample of teachers once a year teach the subject in question. This gives feedback about the progress of specific actions in the Strategic School Development Plan.

The quality of children’s learning

In the course of their lesson observations, where appropriate, the Leadership team and curriculum leaders gather evidence about the children’s attitudes to work, progress they are making and the standards that they are attaining in lessons. This enables us to make evaluations about the impact of school improvements.

The standards attained by children

In the course of their lesson observations, the Leadership team and other leaders gather evidence about the standards that the children are attaining in lessons. All curriculum leaders undertake, where appropriate, a termly scrutiny of children’s written work. This involves the sampling of children’s work from a range of abilities within each class. Curriculum leaders use the evidence of this to inform their annual subject action plans which form part of the School Improvement Plan.

The quality of planning and the curriculum

The curriculum is an ongoing process and is monitored regularly to ensure a full curriculum is being developed as well as children retaining knowledge previously taught.

The targets set for children’s learning

The Symphony Learning Framework is used throughout KS1 and KS2. Symphony on Track is used alongside this also.

The targets set in our Strategic School Improvement Plan

The Leadership team give Local Governors a termly report in which they identify progress against the targets within the Strategic School Development Plan.

The Leadership team / SBM supply the Local Governors with budget updates. This allows the Local Governing Body to monitor and evaluate spending patterns against the priorities for improvement identified in the Strategic School Improvement Plan. The planning cycle involves the Governing Body in evaluating the progress of the current Strategic School Improvement Plan as part of the development of the next plan. This gives Local Governors a clear view of the school’s strengths and weaknesses.

Monitoring and evaluation – key tasks

The Strategic School Development Plan will be annually updated and will be monitored by the Leadership Team and Local Governors throughout the year. Some Local Governors will have specific areas within the Improvement Plan which they will be responsible for monitoring. Local Governors will be updated on aspects of the SSIP at each full Local Governors’ meeting.

Example of a Monitoring Programme

<u>Term</u>	<u>Monitoring Activities</u>	<u>Staff members involved</u>
Autumn Term	Mock SATs	Year 6 staff Headteachers
	Data and Assessment	Charlie Smith
	Reading	Zoe Rudd Jill Hoy
	Performance management	Charlie Smith and Louise Allen – all staff
	Life / Work Balance	Louise Allen
	Health and Safety	Daniel Wagg / Eric Barker Headteachers
Spring Term	Performance Management review	Charlie Smith and Louise Allen – all staff
	Annual Safeguarding Visit	Louise Allen
	Annual Pupil Premium visit	Sally Boulstridge
	Annual SEN visit	Deb Cook
	SATs	Year 6 Headteachers Governors
	Mental Health and Wellbeing	Louise Allen
	PE visit – Sports Grant	Ryan Barnes
Summer Term	Curriculum	Charlie Smith and Zoe Rudd
	Annual H&S Inspection	Daniel Wagg / Eric Barker Headteachers
	Annual SEND review	Deb Cook

Agreed by Charlie Smith on: 03/04/2023

Signed: *C. Smith*

Agreed by Louise Allen on: 28/04/2023

Signed: *Louise Allen*

Agreed by the Local Governing Body on: 15/09/2023

Signed: *Matthew*