



Parkend Primary School

Monitoring, Evaluation and Review Policy

Policy Status

Non - Statutory

Introduction

Monitoring, evaluation and review are central to the working of any school if it is to develop and progress. As far as is possible, it should be conducted in an atmosphere of professional support and respect, with the aim of spreading good and outstanding practice. It should:

- ✓ Enable the school to understand its practice and what to improve next, when and how
- ✓ Empower middle leaders to ensure all staff develop professionally, have a clear focus and keep standards high
- ✓ Identify progress and success thereby keeping Parkend's morale and motivation high
- ✓ Provide the SLT (Senior Leadership Team) with evidence-based information for Governors, parents and the LA, giving a robust overview of progress, standards, strengths and areas for development - all of which should be reflected in the school evaluation form (SEF)
- ✓ Establish a set pattern of monitoring which is practical, useful and realistic
- ✓ Inform the target-setting process, performance management and Parkend's School Development Plan

Organisation

Monitoring, evaluation and review is carried out by:

- Headteacher / SLT
- Subject leader
- Class teacher
- Governors
- Pupils
- Parents

(See appendix 1 - Monitoring overview
appendix 2 - Monitoring and self-evaluation schedule).

Evaluation

Information gathered is discussed and appropriate reports are written.

(See appendix 3 for Governor template)

Feedback should be prompt, honest and build on the positive, as well as agreeing next steps. It may be possible to identify appropriate INSET or 'model' lessons and joint planning sessions. In rare cases the Headteacher may need to meet with an individual teacher to discuss performance, and this should result in support and clear target-setting for improvement within a reasonable time frame.

Consultation

Staff and Governors were consulted during the writing of this policy

Links with other policies

This policy should be read in conjunction with the following policies:

Assessment
Attendance
Behaviour, Rewards and Sanctions / Home School Agreement
Capability of Staff
Complaints
Disability and Equality
EYFS
Educational Visits
Exclusions
Homework
Looked after Children
Marking and Feedback
Special Educational Needs

Policy Evaluation and Review

Compiled by: All staff

Agreed by Governors: Dec 2022

Date for review: Dec 2024

Parkend School MONITORING OVERVIEW (provision boxes are shaded, outcomes non shaded) Appendix 1

Our Pupils...

- ✓ Check their work and any targets set for them including behaviour, numeracy, literacy, etc., to make own assessments of their progress

So...

- ✓ Children have a good idea of what and how they can improve
- ✓ Reach their potential and make as much progress as they can be expected to

Our Parents

- ✓ Support School Attendance
- ✓ Attend parent/teacher consultation evenings
- ✓ Receive assessments/test results and be involved in targets
- ✓ Read their child's Annual Report and comment on it
- ✓ Attend any curriculum workshops/meetings
- ✓ Attend class assemblies

So ...

- ✓ They are aware of children's attainment and progress
- ✓ They are aware of targets set for children and support
- ✓ They are informed of best ways to help children and participate actively

Our Class Teachers

- ✓ Check individual, group and whole class activities
- ✓ Record attainment, attitude levels of co-operation by marking
- ✓ Observe (assessing progress towards targets and test results)
- ✓ Scrutinise work in their class and with school colleagues in year groups

So...

- ✓ Activities are matched to children's ability
- ✓ Teachers can set further targets
- ✓ High quality of marking exists and differences between parallel classes are noted and acted on
- ✓ Findings are reported to whole staff at staff meetings and to SLT

Our Subject Leaders...

- ✓ Check teachers' medium & long term planning for continuity, balance, progression and assessment opportunities
- ✓ Match work/book scrutinies with planning
- ✓ Analyse assessments by class, year group, gender, ethnicity and ability to advise on any changes to teaching programmes
- ✓ Set targets with SLT
- ✓ In partnership with the Headteacher, carry out appropriate teaching observation programmes
- ✓ Meet with governors and report/lead meetings

So...

- ✓ Specific groups of children are targeted to raise standards
- ✓ Future targets for core subjects are set
- ✓ Subject leaders have a clear picture of standards being achieved throughout school
- ✓ Subject leaders know progress being made and can justify changes, i.e. purchase of resources
- ✓ Stakeholders have a clear understanding of impact from teaching and learning across the school.

The Headteacher...

- ✓ Oversees monitoring process
- Constructs and co-ordinates planned programmes
- ✓ Leads analysis of test results
- ✓ Reports to Governing Body
- ✓ Sets targets with governors
- Advise teachers and governors on national developments with potential to further raise standards

So

- ✓ Monitoring process is established as an integral part of school life
- ✓ Subject leaders monitor work confidently, objectively and constructively
- ✓ Results of tests and reports are shared effectively with members of Governing Body, who are well informed as to progress school is making towards its set targets

Our Governors.

- ✓ Receive reports from headteacher and subject leaders, on literacy, numeracy, SEND, Pupil Premium and cross curricular links.
- ✓ Governors question progress and impact on learning.
- ✓ Compare school with progress in previous years, LA targets and similar schools (ASP). Monitor through visits to school
- ✓ Attend training session to improve skills and knowledge

So ...

- ✓ All governors aware of monitoring process taking place in school
- ✓ They understand how it works
- ✓ They have a good understanding of standards being achieved
- ✓ They challenge effectively
- ✓ They make informed judgements on progress being made by the school based on evidence presented to them

Parkend Primary School Monitoring & Self-Evaluation Schedule (Appendix 2)

	Headteacher/SLT	Subject Leader as per schedule	Class Teacher	Governors
Autumn Term 1	Drop ins/book look ☐	SENCO – Monitor SEN provision, report to HT ☐	<i>*Hand over meetings and 3 days of transition took place in July ensuring judgements were robust and agreed by the new teacher.</i>	FGB Meeting – assign link governors ☐
	Performance Management targets set ☐	Data / Understand year group trends e.g. PP/Non PP (NFER / SATs analysis) ☐		Review relevant SDP areas ☐
	Overview of SEN/PP provision. Ensure website is up to date. ☐	Subject action plans updated and shared with all leaders ☐		Monitor/Discuss SEF ☐
	Census ☐		Evaluate pupils' learning /respond to SDP/class priorities. ☐	HT Performance Management ☐
	Data / Understand year group trends. (English / Maths) – NFER / SATS ☐	Subject leaders to monitor subject. Areas Linked to SDP meet with link governor:	SEN 'My Plans' reviewed (end of term 1) ☐	SEN Governor meet with SENCO write annual report ☐
	Review and update SEF ☐	English ☐	Parent consultations reception parents ☐	Overview of PP provision. Ensure website is up to date. ☐
	Review relevant SDP areas ☐	Maths ☐		Sports Premium document completed ☐
	Polices ☐	Other (SDP linked) ☐	Baseline EYFS data ☐	Governors H&S walk ☐
	Monitor Attendance ☐			Safeguarding checks / training ☐
	Monitor vulnerable children and safeguarding arrangements ☐	Update Website ☐		
	Monitor environments / maintaining high expectations ☐	Check polices in date and review ready for HT / Governors – ☐		
	Update Website new staffing / expectations in class ☐	September meeting ☐		

	Headteacher/SLT	Subject Leader as per schedule	Class Teacher	Governors
Autumn Term 2	Drop ins ☐	SENCO – Monitor SEN provision map. (Collate all info from staff) – ☐	Evaluate pupils' learning /respond to SDP/class priorities. ☐	Performance & Standards Committee ☐
	Monitor SENCo Actions ☐	Attend SLT meeting to update ☐	SEN 'My Plans' set new targets. Update Provision maps. ☐	Sub committees including recommendations for Staff Performance Pay ☐
	Annual evaluation of standards/updating SEF – linked to published data (ASP) ☐	Analyse EYFS baseline ☐	Parents Evening ☐	FGB Meeting (Link Governor Reports & HT report & polices. ☐
	Update SDP to include middle leaders action plans ☐	Subject leaders to monitor subject and meet link Governor: ☐	Annual 175 Safeguarding Audit / declaration ☐	Link Governors reports for: ☐
	Book share (with teachers) ☐	EYFS ☐	Book share (With SLT) ☐	EYFS ☐
	Monitor Attendance ☐	Other (SDP linked) ☐	PM benchmark to be completed (by half term) ☐	 ☐
	Monitor vulnerable children and safeguarding arrangements ☐		NFER or PIRA completed (Years 2-6) ☐	 ☐
		 ☐	Insight updated (end of term) All core areas ☐	Annual 175 Safeguarding Audit / declaration with HT, Safeguarding Gov – reported back to Governing Body. ☐
		 ☐		

	Headteacher/SLT	Subject Leader as per schedule	Class Teacher	Governors
Spring Term 1	Census (January) ☐ Drop ins (SLT) ☐ (Feb/March mid-review/Perf. Man link)/ staff consultation to monitor SDP ☐ Informal staff personal consultation if required ☐ Pupil Progress meetings with HT/SLT/Subject leader ☐ Monitor Attendance ☐ Monitor vulnerable children and safeguarding arrangements ☐ Booster booked in, where needed ☐	SENCO – Monitor SEN provision. Ensure info ready for Census. Report to HT ☐ Subject leaders to monitor subject and meet with link governor: ☐ Science ☐ ☐ Maths/English (Pupil Conferencing meetings) ☐ PP/SEND (Pupil Conferencing meetings) ☐ Booster discussed and planned, if needed ☐	Evaluate pupils' learning /respond to SDP/class priorities. ☐ SEN 'My Plans' review / set new targets. ☐ EYFS parent consultations ☐	FGM Meeting /polices ☐ Performance and Standards Committee Resources Commitee ☐ Link Governors reports for: Science ☐ (SDP linked) ☐ Governors H&S walk ☐ Safeguarding ☐

	Headteacher/SLT	Subject Leader as per schedule	Class Teacher	Governors
Spring Term 2	SEN Provision review ☐	SENCO – Monitor SEN provision, report to HT ☐	SEN ‘My Plans’ review / set new targets. ☐	FGB Meeting (Link Governor reports & Head Teachers report / polices ☐
	Review SDP ☐	Subject leaders to monitor subject	Sept – Feb Interim Reports ☐	Governors SFVS to be submitted ☐
	Pupil voice for SDP priorities ☐	Annotate action plan and pass onto SLT ☐	Parent drop-ins (All years) ☐	Attend parents evening and evaluate parent questionnaire responses (March)
	Monitor Attendance ☐		PM benchmark to be completed (by half term) ☐	Link Governors reports for:
	Monitor vulnerable children and safeguarding arrangements ☐	 ☐	Insight updated (end of term) ☐	 ☐
	Monitor whole school monitoring process ☐	 ☐		 ☐
				SEN/PP Governor meet with SENCO / PP Lead ☐

	Headteacher/SLT	Subject Leader as per schedule	Class Teacher	Governors
Summer Term 1	Census (May) ☐	SENCO – Monitor SEN provision and report to HT ☐	SAT's Week – Year 6's ☐	FGM Meeting / polices ☐
	Meetings with HT/SENDCo / FSW ☐	Moderate EYFS – cluster And LA ☐ ☐	SAT's Weeks – Year 2's ☐	Performance and Standards meeting – data and predictions / National updates ☐
	Pupil voice for SDP priorities ☐	Subject leaders to monitor subject and meet with link governor: ☐	Time Tables Test Year 4 ☐	Link Governors reports for :
	Monitor Attendance ☐	EYFS ☐	Book share (with SLT) ☐	EYFS ☐
	Monitor vulnerable children and safeguarding arrangements ☐	 ☐		 ☐
	Book share with Teachers ☐			Governors H&S walk ☐
				Review/check Website ☐

	Headteacher/SLT	Subject Leader as per schedule	Class Teacher	Governors
Summer Term 2	SEN Provision Map for Sept entry (SENCO) / liaise with SEN Governor ☐ Check coverage of Statutory requirements - all subjects ☐ Monitor impact of SDP implementation / Plan next years ☐ Monitor Assessment arrangements – robust across the school when formal tests taking part ☐ Verify end of year results Sign HT declarations ☐	SENCO – Monitor SEN provision / liaise with Gov / HT ☐ Check coverage of Statutory requirements - subject leaders ☐ Subject evaluation to inform new action plan ☐ Audit resources / order ☐ Moderate across year groups ☐ Internal / External moderation maths / English Subject leaders to monitor subject and meet with link governor: All subjects ☐	Written reports to parents ☐ SEN ‘My Plans’ review / set new targets. ☐ Audit and order resources ☐ Phonics assessments – Year 1/2 ☐ Moderate results ☐ Class handover / data ☐ PM benchmarking ☐ KS1 / KS2 data / EYFS to be submitted to LA ☐ Update Insight by end of year ☐	FGB Meeting (Head Teachers Report) – Think about link Governor roles for September ☐ Governors review SDP ready for new priorities ☐ Link Governors reports for: Sports Premium ☐ Pupil Premium ☐ Other ☐



Governor Monitoring Visit Template

This template below has been designed to help governors undertake monitoring visits to record their visit and demonstrate the impact of effective governance. The template is set out in key sections:

- Focus of the Visit
- Key Questions and Answers
- Evidence
- School Values
- English and Maths
- Learning Outcomes
- Next steps

Monitoring visits will be more effective and secure better outcomes if governors undertake some preparation in advance. This may include requesting and reading the subject area development plan, reading a relevant policy, refreshing themselves with the outcomes of the previous monitoring visit and making sure they are aware of any link to the school development plan and its intended outcomes.

A monitoring visit should be planned to balance support and challenge and should be strategic in its focus.

Focus of Visit

To ensure that monitoring remains strategic, relevant and purposeful, the focus of the visit should always be linked with the school Monitoring Plan. Record in this section the key purpose of the visit; for example, to discuss data, visit a lesson, discuss safeguarding or pupil premium information.

Key questions to ask

Part of the preparation for the visit should be to identify questions to ask during the visit. Questions should be designed to elicit the information required to meet the visit outcomes and can be shared with the staff member ahead of the visit to enable them to prepare, know what to expect and gather the information required. The responses and evidence provided can then be discussed and recorded in the next section of the form.

Answers/information shared

Noting down the answer received to questions asked during the visit, or from conversations with staff or pupils, is important monitoring evidence. This section can also be used to record any independent evidence identified as part of the visit used to validate information provided, for example, the outcomes of a governors' / parent survey or the school's Ofsted report.

Evidence provided to support answers / information shared

One of the key features of robust governance and measuring impact is the triangulation of evidence: reviewing all types of information received and ensuring that each supports the other. Governors should expect and request documented evidence to corroborate verbal information shared by staff; this may include data summaries, subject development plans, pupils' work, survey results or reports.

School Drivers / Values

How are the school's core drivers / values in evidence?

(It is not necessary to evidence all drivers / values for every monitoring visit.)

English and Maths

It is key that each subject area embeds key skills in English and Maths throughout its teaching and learning. Identify any evidence that shows how these core areas are embedded in this curriculum area.

Learning Outcomes

It is useful to take the opportunity to consider any lessons learnt or identify any development for individual governors or the governing board - this section can be used to record this information. This section can be completed at the meeting where the report is presented to governors for discussion.

Next Steps

A monitoring visit should never take place in isolation. This section should be used to record what should happen next as an outcome of the visit or monitoring activity; this may include finding out additional information, visiting another area of school, pupil conferencing or arranging a follow up monitoring visit.



Record of Governor Monitoring Visit

Name of Governor:	Date of Visit:
Staff Visited:	Subject Area Monitored:

Focus of visit (e.g., School Development Plan / RAP priority area)
Key Questions and Answers
Evidence provided to support answers / information shared
Next steps / additional questions

Staff Comments: