



HOLTON LE CLAY SCHOOLS FEDERATION

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Monitoring and Self-Review Policy

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Approved by	Full Governing Body
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Principle of monitoring leading to school self-review

Teaching and learning is the core activity of our schools. The staff and Governing Body believe that only through a rigorous system of self review, can we maintain our high standards and secure future improvement. The Headteacher with the Governing Body is responsible for the whole school and its performance. This accountability relies on a thorough and rigorous process of school self-review. Monitoring supports and informs the school self-review which leads to school improvement.

Definition of monitoring

Monitoring is the collection and evaluation of information needed to assess, sustain and improve the provision for pupils learning. It includes:-

- ❖ Analysis of data
- ❖ Involvement of external agencies (Ofsted)
- ❖ Work scrutiny
- ❖ Lesson observations
- ❖ Drop ins
- ❖ Discussions with staff
- ❖ Discussions with pupils
- ❖ Discussions with parents
- ❖ Head teacher's Performance Management
- ❖ Teacher's Performance Management

Aims

1. To secure school improvement by raising standards of provision and achievements of pupils.
2. To use the outcomes of monitoring and self-review to celebrate strengths and high achievement, to identify issues which require further attention and to inform school improvement planning.
3. To develop a culture of openness, of sharing strengths and weaknesses so that school partners can share good practice and target support.
4. To support the professional development of staff and governors by fostering a commitment to continuous learning and development.
5. To secure and develop effective teaching and learning.
6. To secure and develop effective leadership, management and governance of the school – engaging in professional dialogue with all stakeholders when judgements about the school are being made.
7. To clarify roles, responsibilities and procedures for monitoring, evaluation and review to ensure that everybody is clear about who is doing what, when and why.

Strategies for Monitoring

The Executive Head teacher will identify dates and the focus for monitoring dates each term and provide feedback to staff and governors following any monitoring. These reports/conclusions will then be used to inform strategic decision making and may form identified priorities within the School Development Plan for our federation of the two schools.

Pupil Progress Meetings (PPMs)

PPMs are timetabled half termly and are based around teacher assessments, at that point in time. Progress made to date will be analysed, slow progress will be investigated by the school and actions will be established to improve rates.

Lesson observations and drop ins

Each term teachers will participate in a formal lesson observation and discussion will centre up on strengths and areas for development. Drop ins will occur weekly and for shorter periods – the emphasis will again be to enhance pupil learning.

Work Scrutiny

The Headteacher will regularly select a focus for completing a work scrutiny e.g.: marking, writing, problem solving. A cross section of pupils work will be collected on a random basis but representing the levels of assessment within the class/year group. Pupils identified as pupil premium, SEN and gifted and talented may also be included.

Discussions with pupils

Alongside lesson observation and work scrutiny this dialogue will be planned with key questions identified to have clear objectives. The opinion of our pupils is highly valued and forms a key component of our monitoring policy.

Subject audits

Subject leaders will conduct audits (work scrutiny, observations, planning audit, discussions with pupils/staff). This is to identify the standards achieved by the range of pupils within that subject in each year group. Strengths and areas for development will be identified and presented to Head, other staff and governors.

Data Analysis

Assessment co-ordinator and core subject leaders will analyse the results of all formal and informal assessments in order to identify trends and any areas within subjects that need to be strengthened. Analysis will include the attainment and achievement of identified groups – gender, pupil premium, SEN, gifted and talented. Both internal and external data and reports will be shared with staff and governors as needed.

Individual pupils' and cohorts' progress will be tracked and action taken to rectify progress that falls below expected rate. Strengths and weaknesses within each year group will be identified and will influence the provision for that year group.

Parent/Pupil Responses

Throughout the school year the opinions of pupils and parents will be sought – formally through questionnaires, meetings, school councils, - and also informally. These responses will be analysed and used in school self-review.

Moderation

There are different forms of moderation to ensure our teacher assessments are accurate and robust

- Formal moderations – working with the LA and Ofsted
- Cluster moderations – working with colleagues across local schools at all levels

Conclusion

The purpose of this monitoring and school self review policy is to develop a commitment from governors and staff to appraise critically the work taking place in our schools so that we can identify appropriate priorities for development and improvement.