



## **Greenwood House Assessment Centre Monitoring and Evaluation Policy**

*“At Greenwood House, we provide a safe, nurturing and stimulating educational environment, where each child will establish a secure foundation in terms of learning and wellbeing, thus developing the skills and capabilities to reach his/her full potential.”*

Date Policy Written	October 2024
Date Policy to be Reviewed	October 2025
Date Presented to Governors	
Signed (Headteacher)	
Signed (Chair of Governors)	

## **Introduction**

At Greenwood House, the staff and Board of Governors are committed to raising standards, establishing realistically high expectations, and ensuring effective learning and teaching. The aim of the Northern Ireland curriculum is to assist all pupils to achieve their full potential and to take their place in society. In Greenwood House, half termly planners and pupil IEPs should reflect the Northern Ireland curriculum content. In turn, weekly planning should be drawn from the half termly planners and IEPs.

## **What is Monitoring and Evaluation?**

**Monitoring** is the systematic process by which staff 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.

## **The purpose of the monitoring and evaluating policy at Greenwood House is to:**

- Ensure that every child is making good progress and is appropriately challenged in accordance to their ability and level of development;
- Ensure that the requirements of the Northern Ireland Curriculum are being implemented in the school;
- Promote a high standard of learning and teaching throughout the school;
- Ensure planning is appropriate to the needs of our pupils;
- Ensure that targets set on IEPs are realistic and specific;
- Ensure that self-evaluation improves future planning;
- Ensure consistency throughout the school;
- Provide an opportunity to celebrate progress and success;
- Identify the strengths and needs for professional development and
- Ensure that classroom assistants are effectively deployed to assist in pupils' learning.

## **Roles and Responsibilities**

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

### **Senior Leadership Team (SLT)**

- To provide a culture in which monitoring and evaluating all aspects of the school is approached with trust and mutual respect to improve children's achievements and the success of the school.
- To ensure that all staff and Governors understand the purpose of monitoring and evaluation.
- To identify areas that need to be monitored
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team.

### **Curriculum Leaders**

- To carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.
- To discuss findings and outcomes with the SLT.

### **Class teachers**

- To submit assessment data for their class at agreed times during the year.
- To monitor and evaluate the performance of the children in their class, to ensure progress and inform future planning.

### **Board of Governors**

To monitor the School Development Plan.

To monitor school policies and Curriculum Leader Action Plans.

## **Strategies for Monitoring and Evaluating**

The Senior Leadership Team (SLT) will:

- Liaise with Curriculum Leaders in the monitoring of half termly planning from each teacher to ensure it reflects the requirements of the Northern Ireland Curriculum at a level appropriate to each child's ability.
- Liaise with the Learning Support Co-Ordinator to monitor IEPs from each teacher to ensure that strategies are appropriate and targets are measurable, specific and will assist pupil progress.
- Visit classrooms to evaluate the quality of learning and teaching, the learning environment, the engagement of pupils, staff/pupil interactions and pupil progress.
- Analyse school assessment data.
- Collect pupils' files and evidence.
- Review and evaluate the School Development Plan and yearly Action Plans.
- Gather appropriate information from other sources, e.g. parents, Allied Health Professionals and Educational Psychologists

Curriculum Leaders will monitor their curriculum area in a variety of ways including observations, collection of samples of work, monitoring of wall displays and monitoring of half termly planners.

The SLT will provide feedback for teachers shortly after a monitoring and evaluating exercise/activity has taken place. Points for discussion may be discussed at this time if necessary.

The Performance Review and Staff Development scheme will be used to monitor and evaluate specific targets that have been agreed by the teacher and SLT at the beginning of the year.