



FOREST OF DEAN COMMUNITY SCHOOLS FEDERATION

PARKEND PRIMARY & YORKLEY PRIMARY

MONITORING AND EVALUATION POLICY

2025 - 2027

Ratified: January 2025

Signed by:

Executive
Headteacher
Chair of
Governors

Statement of Intent

At the Forest Of Dean Community Schools Federation, we recognise that regular monitoring and evaluation puts us in a position to make judgements about the performance of our establishments, staff and pupils. This allows us to make strategic plans for improvement and development in all aspects of school life.

By implementing this policy, we aim to:

- Include all staff members in the monitoring and evaluation process to ensure its procedures are implemented by everyone.
- Continue to raise standards by setting high expectations and pursuing improvement in curriculum planning and the quality of teaching.
- Ensure procedures for monitoring and evaluation are effective, measurable, manageable and realistic.
- Apply well-informed improvement strategies as a result of the monitoring, evaluation and review processes across all areas of the school.
- Ensure the governing body, staff, parents and pupils have an avenue to feed back their opinions about the school's performance.
- Ensure there is transparency within the community about how the school is performing and what its aims for improvement are.

For the purpose of this policy, we have used the following definitions:

- **Monitoring** - the means by which we gather information, e.g. lesson observations.
- **Evaluation** - the judgement about the effectiveness of performance and processes.
- **Review** - the act of deciding which actions we need to take.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) 'Maintain School Governance guide'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Equality Act 2010

Roles and Responsibilities

The governing body is responsible for:

- Maintaining strategic oversight of whole-school self-evaluation.
- Ensuring school leaders develop robust plans and set suitable targets which enable all pupils to reach their potential.
- Ensuring that plans and goals are attainable and reflect the priorities outlined in the SDP.
- Monitoring the impact of the pupil premium and other additional funding and holding school leaders to account for how the school uses this funding.
- Reviewing policies and procedures to ensure their continued suitability and effectiveness.

- Reviewing assessment data and considering the implications of this for overall school improvement.
- Setting targets for the Executive Headteacher's annual performance review.

The Executive Headteacher is responsible for:

- Evaluating the overall quality of teaching, marking, feedback and assessments and the impact these have on pupils' learning.
- Identifying areas within school performance that require monitoring and evaluation.
- Ensuring that the data and observations taken from monitoring and evaluation are collated, analysed and are used in the review process.
- Ensuring that overall targets for staff and pupil performance are set and used to inform future planning for improvement.
- Monitoring the effectiveness and efficiency of systems that support pupils' wellbeing, e.g. pastoral care.
- Monitoring the quality of staff development.
- Undertaking direct observations of teaching staff to ensure teaching practices are in line with the school's curriculum, ethos and policies.
- Reporting to the governing body, staff and parents the findings of the monitoring process and how the information will be used to improve the school's overall performance.
- Consulting with the governing body, staff, parents and any external agencies to review and agree on strategies for school improvement.
- Reporting to the governing body regarding the effectiveness and implementation of action plans through the termly Headteachers report.

The SLT is responsible for:

- Reporting the results of self-evaluation to the Executive Headteacher.
- Reporting to the Executive Headteacher about the effectiveness and implementation of action plans on a termly basis.
- Advising and supporting staff, as necessary, and acting on their feedback about the monitoring and evaluation process.
- Assisting the Executive Headteacher with their monitoring and evaluation duties, where delegated, e.g. book looks, learning walks, data trawls.
- Collaborating with the relevant subject leaders to analyse the outcomes of pupil assessments and advise on future planning for improvement.
- Reviewing pupil-tracking data to identify pupils who require additional support and pupils who are excelling in school.
- Ensuring staff are aware of CPD opportunities.

The SENCO is responsible for:

- Reviewing the effectiveness and implementation of pupils' EHC plans.
- Participating in specific monitoring and evaluation duties to support pupils with SEND, e.g. book looks, learning walks, data trawls.
- Collating reports on pupils with SEND and ensuring these are made available to the Executive Headteacher and relevant professionals.

- Ensuring that the correct level of support is given to pupils with SEND in line with their needs.
- Organising annual reviews for pupils with EHC Plans and termly PEP meetings for Children in Care.
- Working with the relevant teaching staff to monitor and evaluate the progression and performance of pupils with SEND.
- Keeping up-to-date with the latest updates in the sector relating to SEND.

Subject Leaders are responsible for:

- Ensuring the coverage of their subject meets the requirements of the curriculum.
- Analysing and utilising the monitoring and evaluation data relevant to their subject area and using this to assist the SLT with future planning.
- Assisting the Executive Headteacher with creating action plans for their subject areas in line with the SDP.
- Analysing data on Insight where relevant to feed into their actions plan.
- Reviewing policies linked to areas of the curriculum on an annual basis.
- Reporting to the governing body on an annual basis regarding the progress made in their subject area - action plans or a request to present to the Governing Body.
- Assisting the Executive Headteacher with their monitoring and evaluation duties as necessary, e.g. book looks, learning walks, and participating in reporting their findings to the governing body.
- Monitoring, evaluating and reviewing the targets set for pupils as a group and as individuals.
- Monitoring staff awareness of CPD, within their remit.

Teaching Staff are responsible for:

- Contributing to developing an accurate, evidence-based overview of the standards and quality of teaching and the learning environment.
- Using findings from monitoring and evaluation to take appropriate action to address their teaching performance.
- Ensuring data is uploaded three times a year to insight, for reading, writing and maths enabling subject leaders to monitor effectively.
- Summarising each pupils' progress on an annual basis and collating a report which is made available to the pupil's parents.
- Setting targets for individual pupils, for groups of pupils and the class as a whole.
- Monitoring, evaluating and reviewing pupils' targets and where they have a My Plan, My Plan + or EHC Plan, ensuring these are in line with their needs. Liaise with the SENCO, where required. Discussing progress with pupils and ensuring they are aware of the importance of continual improvement.
- Monitoring and evaluating the performance of early career teachers and teacher trainees.
- Undertaking pupil assessment activities as timetabled.

Parents are responsible for:

- Actively assisting the school in raising their child's standards and achievements.
- Attending parents' evenings, SEND review meetings, information meetings and other school events, e.g. PTA events.
- Reviewing their child's annual report and helping them understand the importance of continued improvement.

Pupils are responsible for:

- Participating in discussions with their peers, parents and teachers about their individual progress and how they can improve.
- Understanding the importance of feedback and using this to improve their performance and behaviour.

School Development Plan

The agreed standards of performance and any amendments will be communicated to staff on a termly basis, where necessary.

The data and observations collected from monitoring and evaluation processes will be used by the Governing Body, Executive Headteacher and SLT to identify trends in the following:

- Pupil achievement
- The quality of teaching
- The effectiveness of the learning environment
- Staff and pupil attendance and punctuality
- Parental engagement
- Behaviour
- Staff and Pupils wellbeing
- Financial planning and expenditure
- The effectiveness of policies.

The school will use data collected from monitoring and evaluation to make informed decisions about priorities within the SDP and the timescales involved.

Progress against the SDP will be reviewed by the Executive Headteacher, SLT and Governing Body on a termly basis.

Whole-school objectives will be reviewed on an annual basis and new objectives will be set where necessary.

Curriculum Planning and Delivery

Subject leaders and teaching staff will be given time to monitor aspects of their subject area and to carry out their monitoring and evaluation duties as necessary, e.g. classroom observations.

Staff are provided with sufficient PPA time to ensure the curriculum is implemented in line with the school's curriculum intent.

Staff will be provided with feedback following any monitoring visit which will be used to recognise achievements and improve future performance. (This can be verbal).

The actions taken to improve lesson planning and delivery will be discussed with staff on a termly basis.

The provision and support for pupils with additional needs will be monitored and evaluated on a termly basis by the relevant personnel, e.g. SENCO.

The consistency in teaching quality and the delivery of age-appropriate learning material will be monitored and evaluated by subject leaders and the SLT.

Classroom ratios and the availability of staff will be monitored on a termly basis by the Executive Headteacher and SLT.

Assessments

The school will promote and encourage a positive culture of target setting, self-evaluation and self-improvement for staff and pupils.

Pupil assessment data will be used to inform strategic plans for improvement and set performance targets within the SDP.

Lesson observation outcomes are used by the SLT and the Executive Headteacher, alongside a range of evidence, to arrive at a fair judgement on the quality of education.

Pupil Performance

The school will set high standards for all pupils with regards to behaviour and attitude to work and will set achievable academic goals that are designed to challenge pupils.

The school will monitor and celebrate all pupils' achievements.

Marking and feedback will be used to form part of setting high expectations of pupils and to communicate how well they are meeting the aims of the curriculum.

Pupils' performance will be monitored using the following methods:

- Scrutiny of pupils' work
- Pupil tracking
- Presentations and displays of their work
- Lesson observation
- Attendance tracking
- Discussions with pupils
- Behaviour analysis

Pastoral care will be monitored by the Executive Headteacher and SLT to ensure all pupils receive high quality personal, spiritual, cultural and social support.

The findings of monitoring and evaluation procedures for pastoral care will be reported to the Governing Body.

Pupils' behaviour will be recorded and monitored in line with the Behaviour, Rewards and Sanctions Policy and records of behaviour will be made available to the Executive Headteacher and the Governing Body.

The school will collect data on:

- Behaviour incidents, e.g. White slips
- Attendance, suspensions and exclusions.
- The use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of school behaviour culture, e.g. through surveys of staff, pupils and governors.

This data will be analysed to evaluate the effectiveness of behaviour systems and support offered.

Exclusions and Suspensions data will be monitored by the Governing Body to ensure that all are in line with the Suspensions and Exclusions Policy.

Staff Performance

The SLT will communicate to staff the importance of undertaking CPD.

Staff will attend a performance review on an annual basis.

Staff will be encouraged to complete self-evaluation surveys to critically assess their own performance as part of their performance review.

Performance information collected from a member of staff's appraisal and self-evaluation survey will be used as part of their ongoing individual performance targets.

Overall staff performance will be monitored and evaluated by the Executive Headteacher and the Governing Body and will be collected using the following methods:

- Lesson and workplace observations / drop-ins
- Performance management
- Surveys
- Self-evaluation
- Attendance tracking
- Discussions with staff

Staff conduct will be recorded and monitored in line with the Staff Code of Conduct and records of conduct will be made available to the Executive Headteacher and Governing Body.

Disciplinary processes will be monitored by the Governing Body to ensure they are in line with the Staff Discipline, Conduct and Grievance Policy.

Funding

The EHT / SBM will take overall responsibility for the monitoring of the school's budget and expenditure and report back to the Governing Body termly.

The EHT / SBM will ensure that sufficient resources are allocated so that monitoring and evaluating processes run effectively.

The EHT / SBM will ensure that expenditure is in line with the priorities set out in the SDP.

The Governing Body will have general oversight of the school's financial performance, and will monitor how funding is being spent, how spending complements the SDP, and the impact that spending is having on pupil outcomes and experiences.

Monitoring and Review

This policy will be reviewed every two years by the governing body and any changes made to the policy will be communicated to all staff.

This Policy operates in conjunction with the following school policies:

- Behaviour, Rewards and Sanctions Policy.
- Special Educational Needs and Disabilities (SEND) Policy.
- Schools Pay Policy
- Capability Policy
- Suspensions and Exclusions Policy.
- Flexible Working.
- Safeguarding.
- Staff subject leader handbook

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 Executive Headteacher...

- ✓ Oversees monitoring process
- Constructs and co-ordinates planned programmes
- ✓ Leads analysis of test results
- ✓ Reports to Governing Body
- ✓ Sets targets with governors
- Advises 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 / Yorkley Primary Schools Monitoring & Self-Evaluation Schedule (Appendix 2)

	Executive Headteacher/SLT	Subject Leader	Class Teacher	Governors
Autumn Term 1	Performance Management targets set for Teachers / EHT ☐	SENCO – Monitor SEN provision, report to EHT ☐	<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 ☐
	Overview of SEN/PP provision. Ensure website is up to date. ☐	Data / Understand year group trends e.g. PP/Non PP ☐		Review relevant SDP areas ☐
	Census ☐	Subject action plans updated and shared with all leaders ☐	Evaluate class context /respond to SDP/class priorities. ☐	EHT Performance Management ☐
	Data checking Exercise ☐			SEN Governor meet with SENCO write annual report ☐
	Understand class trends / context ☐	Subject leaders to monitor subject. Areas Linked to SDP meet with link governor:	SEN ‘My Plans’ reviewed / Annotated (end of term 1) ☐	Overview of PP / Sports provision. Ensure website is up to date & compliant ☐
	Review and update SEF ☐	English ☐	Parent Consultations ☐	
	Review / update relevant SDP areas ☐	Maths ☐	Parents Evenings ☐	Link Governors reports for Safeguarding ☐
	Monitor Attendance ☐	Other (SDP linked) ☐	Baseline EYFS data ☐	Governors H&S walk ☐
	Monitor vulnerable children and safeguarding arrangements ☐			
	Monitor environments / maintaining high expectations ☐			
	Safeguarding Audit review update at least one section. ☐			

	Executive Headteacher/SLT	Subject Leader as per schedule	Class Teacher	Governors
Autumn Term 2	Monitor Sencos / FSW Roles and responsibilities ☐	SENCO – Monitor SEN provision map. (Collate all info from staff) ☐	Evaluate pupils' learning /respond to SDP/class priorities. ☐	Curriculum and Standards Committee
	Annual evaluation of standards/updating SEF – linked to published data (IDSR) ☐	Subject leaders to monitor subject and meet link Governor:	SEN 'My Plans' reviewed / Annotated (end of term 2) ☐	Resources / including recommendations for Staff ☐
	Analyse internal data (Insight) ☐	EYFS ☐		Performance Pay ☐
	Update SDP to include middle leaders action plans ☐	Other (SDP linked) ☐		FGB Meeting (Link Governor Reports & EHT report) ☐
	Book look / Pupil voice ☐		Puma. Pira baselines to be completed (by half term) ☐	Input into SDP implementation ☐
	Monitor Attendance ☐	Maths ☐		Link Governors reports for:
	Monitor Behaviour ☐	English ☐	Insight updated (end of term) ☐	EYFS ☐
	Monitor vulnerable children and safeguarding arrangements ☐	Curriculum area ☐		English ☐
	Safeguarding Audit review update at least one section. ☐			Maths ☐
				Other (SDP Linked) ☐
				Safeguarding GSCP Audit with EHT, Safeguarding Gov – reported back to Governing Body. ☐

	Executive Headteacher/SLT	Subject Leader as per schedule	Class Teacher	Governors
Spring Term 1	Census (January) ☐ Mid Year PM meetings (Feb/March mid-review/Perf. ☐ Informal staff personal consultation if required ☐ Pupil Progress meetings with HT/SLT/Subject leader Year group – % at ARE ☐ Monitor Attendance ☐ Monitor vulnerable children and safeguarding arrangements ☐ Safeguarding Audit review update at least one section. ☐	SENCO – Monitor SEN provision. Ensure info ready for Census. Report to EHT ☐ Subject leaders to monitor subject and meet with link governor: ☐ Science ☐ Other (SDP linked) ☐ Maths/English (Pupil Conferencing meetings) ☐ PP/SEND (Pupil Conferencing meetings) ☐	Evaluate pupils' learning /respond to SDP/class priorities. ☐ SEN 'My Plans' reviewed / Annotated (end of term 3) ☐	FGM Meeting / Monitor SDP implementation. ☐ Curriculum and Standards Committee ☐ Link Governors reports for: Science ☐ Other (SDP linked) ☐ Governors H&S walk ☐

	Executive 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’ reviewed / Annotated (end of term 4) ☐	FGB Meeting (Link Governor reports & Executive Head Teachers report) ☐
	Update SDP ☐	Subject leaders to monitor subject	2 nd Parent Evenings ☐	Governors SFVS to be submitted ☐
	Pupil voice for SDP priorities ☐			
	Monitor Attendance ☐	Maths ☐	Pira / Puma to be completed (by half term) ☐	Attend parents evening and evaluate parent questionnaire responses (March) ☐
	Monitor vulnerable children and safeguarding arrangements ☐	English ☐		
	Monitor whole school monitoring process ☐	Review Action plans and give to EHT. ☐	Insight updated (end of term) ☐	Link Governors reports for:
	Safeguarding Audit review update at least one section. ☐			English ☐ Maths ☐ SDP focus ☐ SEN/PP Governor meet with SENCO / PP Lead ☐

	Executive 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 / Monitor SDP implementation. ☐
	PP meetings with HT/SENDCo /Subject leader ☐	Moderate EYFS – cluster And LA ☐	Optional SATS – other year groups ☐	C&S meeting – data and predictions / National updates ☐
	Year group – % at ARE ☐			Link Governors reports for :
	Pupil voice for SDP priorities ☐	Subject leaders to monitor subject and meet with link governor: ☐	SEN 'My Plans' reviewed / Annotated (end of term 5) ☐	EYFS ☐
	Monitor Attendance ☐	EYFS ☐		Other (linked to SDP) ☐
	Monitor vulnerable children and safeguarding arrangements ☐	Other (linked to SDP) ☐		Governors H&S walk ☐
	Safeguarding Audit review update at least one section. ☐			

	Headteacher/SLT	Subject Leader as per schedule	Class Teacher	Governors
Summer Term 2	SEN Provision Map for Sept entry (SENCO) / liaise with SEN Governor ☐	SENCO – Monitor SEN provision / liaise with Gov / EHT ☐	Written reports to parents ☐	FGB Meeting (Executive Head Teachers Report) ☐
	Check coverage of Statutory requirements - all subjects ☐	Check coverage of Statutory requirements - subject leaders ☐	Evaluate pupils' learning and respond to SDP/class priorities. ☐	Think about link Governor roles for September ☐
	Monitor impact of SDP implementation / Plan next years ☐	Subject evaluation to inform new action plan ☐	SEN 'My Plans' reviewed / Annotated (end of term 6) ☐	Governors review SDP ready for new priorities ☐
	Pupil/Parent Voice (Year 6 Exit interview) ☐	Audit resources / order ☐	Audit and order resources ☐	SEN Gov to complete end of year report. ☐
	Monitor Assessment arrangements – robust across the school when formal tests taking part ☐	Moderate across year groups ☐	Phonics assessments – Year 1/2 ☐	Link Governors reports for: ☐
	Verify end of year results / Appeals ☐	Internal / External moderation maths / English ☐	MTC tests ☐	Other (linked to SDP) ☐
		Subject leaders to monitor subject and meet with link governor: ☐	Class handover / data ☐	
			KS2 data / EYFS to be submitted to LA ☐	
			Update Insight by end of year ☐	



Monitoring Report – Governors

Name of Governor:	Date of Visit:
Staff Visited:	Subject Area Monitored: Does it link to SDP?

Focus of visit:

Preparation:

Safeguarding checks / questioning while on visit:

Evidence provided / shared

Things to consider / possible focus for future visits:

(Please always share with the staff visited and EHT before presenting to the FGB.)

Governor Monitoring Visit Template

This template above 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
- Preparation
- Safeguarding checks
- Evidence
- Next steps / Things to consider

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 action 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 needs of the school and SDP where possible. Record in this section the key purpose of the visit; for example, to discuss data, look at the curriculum, 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 actions plans, pupils' work, survey results or reports.

School Drivers / Values

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

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.