



Reaching our Potential Together in Christ

Monitoring and Evaluation Policy

ST MARY MAGDALEN'S CHURCH OF ENGLAND PRIMARY SCHOOL'S
VISION STATEMENT

'To live and live splendidly' John 10:10
By reaching our potential together in Christ.

We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' John 10:10**

'By reaching our potential together in Christ.' We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23. It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. John 13:34.***

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Statement of intent

At St. Mary Magdalen's, we recognise that regular monitoring and evaluation puts us in a position to make judgements about the performance of our establishment, 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 board, 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, learning walks and pupil voice.
- **Evaluation** – the judgement about the effectiveness of performance and processes.
- **Review** – the act of deciding which actions we need to take.

1 Legal framework

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

-  DfE (2020) 'Governance handbook'
-  DfE (2022) 'Behaviour in Schools'
-  DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
-  Equality Act 2010

This policy operates in conjunction with the following school policies:

-  St. Mary Magdalen's Assessment Policy
-  Behaviour Policy
-  Staff Code of Conduct
-  Disciplinary Policy and Procedure
-  Special Educational Needs and Disabilities (SEND) Policy
-  Teacher Appraisal Policy
-  Teacher Capability Policy
-  Support Staff Performance Management Policy
-  Conflicts of Interests Policy
-  Suspension and Exclusion Policy

2 Roles and responsibilities

The governing board 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 headteacher's annual performance review.

The 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 board, 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 board, staff, parents and any external agencies to review and agree on strategies for school improvement.
-  Reporting to the governing board regarding the effectiveness and implementation of action plans on a termly basis.

The SLT is responsible for:

-  Reporting the results of self-evaluation to the headteacher.
-  Reporting to the 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 headteacher with their monitoring and evaluation duties, where delegated, e.g. book looks, learning walks.
-  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 professional learning 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.
-  Collating reports on pupils with SEND and ensuring these are made available to the headteacher and relevant professionals.
-  Ensuring that the correct level of support is given to pupils with SEND in line with their EHC plan.
-  Organising annual reviews for pupils with SEND, including the reports made available to the parents of pupils with SEND.
-  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 headteacher with creating action plans for their subject areas in line with the SDP.
-  Reviewing their subject area's relevant policies on an annual basis.
-  Reporting to the governing board on an annual basis regarding the progress made in their subject area. Along with attending governing body meetings to report in their subject area when asked by the Headteacher.
-  Assisting the headteacher with their monitoring and evaluation duties as necessary, e.g. book looks, learning walks, and participating in reporting their findings to the governing board.
-  Monitoring, evaluating and reviewing the targets set for children as a group and as individuals.
-  Monitoring staff awareness of Personal Development, 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.
-  Summarising each child's progress on an annual basis and collating a report which is made available to the pupil's parents.
-  Setting targets for individual children or for groups of children and the class as a whole.
-  Monitoring, evaluating and reviewing children's targets and ensuring these are in line with the child's EHC plan and liaise with the SENCO, where required.
-  Discussing progress and targets with children and ensuring they are aware of the importance of continual improvement.
-  Monitoring and evaluating the performance of early career teachers and teacher trainees.

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:

-  Working towards their targets in school and creating their own goals with their teacher.
-  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, where required.

3 SDP

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

The data and observations collected from monitoring and evaluation processes will be used by the governing board, 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
-  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 headteacher and governing board on a termly basis.

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

4 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, learning walks or pupil voice.

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

A formal observation will be undertaken in Maths, English and one other subject. Learning walks will also take place throughout the year by subject leaders.

Staff will be provided with feedback following the monitoring visit which will be used to recognise achievements and improve future performance.

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 headteacher and SLT.

5 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 observations, learning walks, book looks, and pupil voice outcomes are used by the SLT and the headteacher, alongside a range of evidence, to arrive at a fair judgement on the quality of education.

The school will collect the opinions of parents, staff and pupils via surveys about the effective use of assessments.

The findings from assessment surveys will be reported to the governing board.

The school will implement and evaluate pupil assessments in accordance with the Assessment Policy.

6 Pupil performance

The school will set high standards for all pupils with regards to behaviour and attitude to work and will set achievable academic targets 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 their targets.

Pupils' performance will be monitored using the following methods:

 Book looks

-  Pupil tracking
-  Pupil voice
-  Lesson observation
-  Attendance tracking
-  Learning walks

Pastoral care will be monitored by the 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 board.

Pupils' behaviour will be recorded and monitored in line with the Behaviour Policy and records of behaviour will be made available to the headteacher and the governing board.

The school will collect data on:

-  Behaviour incidents, including data on pupils' removal from the classroom.
-  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. The SLT monitor disciplinary procedures to ensure they are in line with the Behaviour Policy.

Exclusions data will be monitored by the governing board to ensure all exclusions are in line with the Suspension and Exclusion Policy.

7 Staff performance

The SLT will communicate to staff the importance of undertaking professional learning.

Staff will attend a performance review on an annual basis. This will then be concluded of two interim meetings which will support staff in evaluating how they are working towards their targets. Interim reviews can also be held at any point during the year for staff absence, supporting staff with workload or maternity leave.

Staff will be encouraged to complete their interim review paperwork prior to the interim meeting to critically assess their own performance towards their targets alongside identifying any support they may need to achieve their targets.

Overall staff performance will be monitored and evaluated by the headteacher and the governing board and will be collected using the following methods:

-  Lesson observations
-  Learning walks
-  Performance management
-  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 headteacher and governing board.

The performance and pay of teaching staff will be evaluated in line with the Teacher Appraisal Policy and the Teacher Capability Policy.

Disciplinary processes will be monitored by the governing board to ensure they are in line with the Disciplinary Policy and Procedure.

8 Policies and procedures

The school will ensure its policies and procedures are reviewed according to the relevant policy tracking schedule by the appointed personnel outlined in the schedule.

Where required, the school will ensure it consults with the relevant parties, e.g. parents, when proposing amendments to its policies and procedures.

The governing board will monitor and review the effectiveness of the school's policies and procedures on a regular basis. The governing board will also review the school's risk assessments and will challenge the SLT to ensure that appropriate corrective action is taken to mitigate risks.

The governing board will complete the register of business interests form on an annual basis and will declare and monitor new interests in line with the Business and Pecuniary Interests Policy and Conflicts of Interest Policy.

9 Funding

The SBM will take overall responsibility for the monitoring of the school's budget and expenditure and report back to the governing board termly.

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

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

The governing board 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.

10 Monitoring and review

This policy will be reviewed annually by the governing board and any changes made to the policy will be communicated to all staff.

The next scheduled review of this policy is October 2027.