

Sandy Lane Nursery and Forest School  
"Nurturing curiosity and inspiring imagination"



## 2025-26 Monitoring and Evaluation Policy

### DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	1	13.11.14	Approved by school's Curriculum Committee
	2	21.03.16	Approved by school's Curriculum Committee
	3	08.11.21	Approved by the school's Teaching and Learning Committee
	4	04.11.24	Approved by school's Teaching and Learning Committee
	5	10.11.25	Approved by Teaching and Learning Committee

## Legislation

Early Years Foundation Stage (EYFS) Framework, September 2025

## Approval

Governing body free to determine how to implement

## Review Frequency

Governing body free to determine (ideally every three years)

## Amendments

### **v3**

- Highlighted in yellow, references to:
  - SIP lead and link governor meetings to review progress, p4
  - Parent-friendly SIP placed on school's website, p4
  - Learning walks, p5 and p8
  - Data analysis, p5
  - Observation protocol, p6
  - Scrutiny, pp7-8
  - Year planner, p9

### **v4**

- Removal of reference to Bsquared
- Updated reference to EYFS 2024

### **v5**

- Removal of terms 'satisfactory' and 'inadequate' (p7) regarding individual support plans
- Updated reference to EYFS 2025

## Monitoring and Evaluation

Sandy Lane Nursery and Forest School wants to provide the best education possible for every child and therefore engenders high standards and expectations throughout the school. Clarity, consistency and continuous progress are fostered throughout the school.

Equality of opportunity and anti-discriminatory practice are provided for, ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

Through monitoring and evaluating performance the school seeks to:

- Establish how well it is performing
- Identify its strengths and weaknesses
- Ensure that its future actions are targeted to address any weaknesses and improve the quality of teaching and learning
- Identify INSET needs
- Inform the cycle of school development planning
- Ensure maximum impact on outcomes for children and families

It is the responsibility of the headteacher to ensure that our monitoring and evaluation exercises are rigorous and thorough.

### Standards of Education

The standards of education at Sandy Lane Nursery and Forest School are monitored rigorously in a variety of ways:

- 1) School data analysis
- 2) Tracking of individual progress using formal assessment: Record of Attainment overview, intervention trackers and PPs (Personal Plans)
- 3) ePortfolio scrutiny
- 4) Planning scrutiny
- 5) Lesson observations
- 6) Learning walks
- 7) Parental and staff questionnaires

### Responsibility of Monitoring

Area	Responsibility
<ul style="list-style-type: none"><li>• School Improvement Plan</li><li>• Post OFSTED plan</li><li>• SEF (Self-Evaluation Form)</li></ul>	Governors SLT (Senior Leadership Team)

<b>Area</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>• Data Analysis</li> </ul>	Headteacher Deputy Headteacher/SENDCo
<ul style="list-style-type: none"> <li>• Lesson Observations</li> </ul>	Headteacher SLT
<ul style="list-style-type: none"> <li>• Planning scrutiny</li> </ul>	Headteacher SLT
<ul style="list-style-type: none"> <li>• Tracking overviews</li> </ul>	Class Teachers
<ul style="list-style-type: none"> <li>• Tapestry e-Portfolio Scrutiny</li> </ul>	Class Teachers Headteacher SLT
<ul style="list-style-type: none"> <li>• Learning Walks</li> </ul>	Headteacher SLT
<ul style="list-style-type: none"> <li>• Parental and staff questionnaires</li> </ul>	Headteacher Deputy Headteacher

### **School Improvement Plan (SIP)**

The SIP is drawn up by the SLT, staff and governors on an annual basis. Each objective has detailed actions which are monitored by the SLT. The SIP is regularly reviewed and reported to the governing body through the headteacher's termly report, in addition to SIP lead and link governor meetings to review progress. A parent friendly version of the SIP is also posted on the school website.

### **Self-Evaluation Form (SEF)**

Self-evaluation is carried out on an annual basis to ensure that the school is aware of its strengths and areas for development. The SEF is completed by the headteacher and the SLT; consultation is carried out with staff teams. The school SEF is reported to the governors on a regular basis.

### **Policy Documents**

Policies are reviewed on a rolling programme throughout the year and are presented to the governing body for approval. Staff are involved in the creation of relevant policies to ensure that policy into practice is robust. Implementation of policies is monitored during the observation of teaching and learning and other monitoring activities.

## **Quality of Teaching and Learning**

The headteacher has the overall responsibility for the organisation of the monitoring and evaluation of teaching and learning and for the analysis of outcomes. The headteacher will provide a summary of the quality of teaching and learning at each governing body meeting. Feedback on termly data analysis and a range of scrutiny outcomes will also be presented to governors.

Teaching is monitored against the Teaching and Learning Policy through lesson observations and scrutiny of Tapestry ePortfolios and planning documentation. Regular formal lesson observations are carried out by the headteacher and the SLT. In addition, at least termly learning walks take place as well as informal headteacher 'drop-ins'. Judgements on the quality of teaching and learning are made using the Early Years Teaching Standards which are shared with all staff. All staff receive written and verbal feedback on formal lesson observations and the outcome of any scrutinise with clear actions for improvement.

## **Data Analysis**

The headteacher undertakes data analysis termly of the mainstream nursery: Attainment on Entry (September), Interim (December/March) and Attainment on Exit (July). Analysis includes the full cohort, specific groups and the impact of school-initiated interventions. The analysis is discussed at termly Pupil Progress meetings with the class teachers and 'targets' set and actions planned to determine 'good' or 'better' progress for most children. Any teaching 'gaps' revealed by the data are acted upon the following term. The Interim analysis identifies 'at risk' children who will require closer monitoring and/or a personal plan.

The SENDCo undertakes data analysis termly for the Specialist Provision: Attainment on Entry (October), Interim (December/March) and Attainment on Exit (July) and reports back to the headteacher. The analysis is discussed at termly Pupil Progress meetings with the class teachers and specific 'targets' are determined and included on the children's PPs. Any teaching 'gaps' revealed by the data are acted upon the following term.

## **Teaching Staff – Observation Protocol**

The governing body is committed to ensuring that observation for all staff, including support staff, is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly; and
- Respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not normally exceed three hours per cycle, having regard to the individual circumstances of the teacher or the school. Observations during an Ofsted inspection will be in addition to those already planned.

The arrangements for classroom observation will be included in the management planner, whole school calendar and individual emails will be sent by the headteacher to the member of staff concerned.

Where evidence emerges about teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle, subject to a revision meeting being held in accordance with the Regulations. A programme of coaching support will be planned alongside agreed targets for improvement, ensuring teachers feel confident in addressing the development points identified by the observer. If practice does not improve, a more detailed plan of support will be implemented and closer monitoring supporting the teacher in making the improvements needed. If an individual teacher is unable to deliver teaching that is good or better, they will then be managed under the school's procedures for capability – see *Teachers Experiencing Difficulties* section in *Managing Employee Performance (Capability Procedure)* policy.

Classroom observations will only be undertaken by persons with QTS (Qualified Teacher Status). In addition, classroom observations will only be undertaken by those who have had adequate preparation and have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable private environment.

Written feedback will be provided within five working days of the observation. If issues emerged from an observation that were not part of the focus of the observation, as recorded in the planning and review statement, these should also be covered in the written feedback. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Headteachers have a right to drop in to inform their monitoring of the quality of learning. Drop-ins will only be undertaken by the headteacher and deputy headteacher.

In the event of a difference of opinion relating to the organisation or conduct of an observation, or to the judgment of the lesson observed, the Headteacher should be consulted. If the situation cannot be resolved, the headteacher will conduct a second observation and all records pertaining to the original observation will be destroyed.

Employees can refer to the Grievance Procedure should opinions still differ and wish to pursue further.

## Individual Support Plans

For staff whose practice is considered to fall below the standard required, they will be given a second opportunity for observation with clear feedback/actions for improvement. If there is no improvement from the follow up observation, an Individual Support Plan (ISP) will be drawn up with the headteacher and the member of staff. The ISPs will detail the support provided and targets which will be time limited with review dates. Progress for this staff member will be regularly monitored. In the event that required progress within the agreed timescales is not made, the headteacher will seek advice from human resources and move to providing support through the school's formal capability procedures.

## Scrutiny of planning

The dates when all planning is scrutinised is recorded on the management planner and whole school calendar. All planning must be available to the headteacher/deputy headteacher who ensures that planning is scrutinised. The following elements of planning are assessed and expected to be in a well organised planning file:

### 1. Long Term Planning

- Identification of the learning challenge or direction of learning for each half term
- Seasonal events and planned events
- Sequential learning evident across the year
- Covers all areas of learning
- Identification of songs/rhymes, parent involvement and

#### Long Term Planning, Continuous Provision (on walls)

- Learning objectives
- Vocabulary bank
- Resources
- Adult support suggestions

### 2. Medium Term Planning

- Forward planning of half termly seasonal and planned events
- Planned enhancements to provision

### 3. Short Term Planning, Adult Directed Activities

- Differentiation for ability groups
- Links between the activity and learning objective
- Planning has a strong focus on C&L (Communication and Language)
- Identification of intervention groups
- Evaluation and 'Next Steps'

### 4. Short Term Planning, Retrospective Planning

- Observations of individuals and their interests
- How the adult has progressed learning (the immediate next step)
- The teaching/learning outcome

## **Scrutiny of Tapestry e-Portfolios**

The quality of the children's e-portfolios is judged on the following criteria:

- Formal (full) observations are linked to the EYFS stage of development, COEL (characteristics of effective learning) and WBI (well-being and involvement)
- Formal observations follow the whole school agreed format, include the adult's role in moving learning forward and a summary of learning observed
- There are a range of informal, short observations across each term
- Each child receives a series of observations termly and parents are encouraged to contribute to this by posting home learning and other experiences.
- At the end of each term parents receive a short report identifying whether their child is 'on track' or otherwise. This post also includes next steps with linked home learning
- Overall presentation is of a high standard, grammatically correct and written to the child

## **Scrutiny of Key Person Records of Attainment and Overviews by Teachers**

Key person assessments are monitored on a regular basis by the room leader before being approved on Tapestry. This is to ensure they are of good quality and follow the school agreed format. In the unlikely event that this is not the case the room leader will follow up with the key person involved and inform the headteacher as additional support may be required. Room leaders will also ensure:

- Tracking overviews have been updated on a regular basis by cross referencing evidence from observations, planning evaluations, focused activities and teacher judgement
- Monitoring of judgements of all tracking overviews when preparing data for headteacher analysis

## **Learning Walks**

The headteacher and members of SLT conduct at least termly learning walks. The dates of all learning walks are recorded on the management planner and whole school calendar. Learning walks may have a specific focus e.g. communication and early reading or may have a more general focus as noted below. All staff will have sight of the learning walk agenda at least one week before the event takes place.

The following will be considered and reported on:

- The environment is well organised, free of clutter, makes sense to the children, is stimulating with easily accessible resources to encourage independence
- Resources are clean and of high quality
- Labelling is clear and clean
- Children are on-task and well-behaved
- Adults are engaged in quality adult-child interactions
- Displays are well presented, intact, relevant, interesting, stimulate learning, make learning visible and may include practitioner reflection
- Evidence of any specific focus e.g. early reading, mathematics

## **Year Planner**

Every academic year, the SLT produces a termly year planner that records all the monitoring, scrutiny and evaluation dates. The year planner is shared with all staff at the beginning of the year to ensure that they are aware of all the deadlines that they must meet. If the year planner is revisited, it is brought to the attention of staff. The year planner is monitored by the headteacher and SLT. A copy of the planner is displayed in the staff room and key dates are available on the whole school calendar. In addition, the headteacher sends an email reminder to staff members concerned one week prior to any observation and/or scrutiny event.

To ensure the best education for pupils at Sandy Lane Nursery and Forest School and to maintain high standards, all deadlines must be met by staff. It is the headteacher's responsibility to ensure that staff are provided with the appropriate support, information and resources to meet the high expectations at this school. If deadlines are not met and this is not negotiated with the headteacher prior to the deadline, a management instruction will be issued with a clear description of the actions that the member of staff must do following the non-compliance. If non-compliance or the standard of work remains an issue then the headteacher will implement the performance capability or school's disciplinary procedure.