



Monitoring and Evaluation Policy

RATIONALE

At Hawkesbury CE VC Primary School we plan learning and teaching to enable each child to achieve their highest possible level of achievement; our motto is 'enjoy, achieve, believe'. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of the school.

The governing body is responsible for monitoring and evaluating the overall standards of the school and its progress against agreed targets. This is performed in partnership with the staff. In particular the Headteacher gives the governing body the necessary information to meet these objectives. It is not the role of governors to become involved with the daily management of the school; this remains the responsibility of the Headteacher. The aim of all Governors is to improve the quality of the children's education by:

- providing a strategic view and direction
- acting as a critical friend
- ensuring accountability

PURPOSE

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged
- To understand why groups of children may be performing differently to others
- To understand and compare the school's performance against others
- To encourage discussion between the school and the governing body in order to maintain progress
- To identify priorities and long term goals
- To ensure agreed plans are implemented
- To support the Headteacher in areas where further development is necessary

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

Principles

1. All aspects of the work of the school encapsulated in its policies and practices should be monitored.
2. All members of the school community should be involved in appropriate monitoring and evaluation activities.
3. The outcomes of the monitoring and evaluation process should be used to promote high standards of achievement.

Governors monitor and evaluate the school's performance through:

- the Headteacher's written report (3 times per year) at full governing body meetings and verbally at each committee meeting covering items such as attendance, the activities of the school, progress against the School Development Plan, reviewing and discussing additional reports presented by the Headteacher on the work and progress of the school;
- studying and comparing test results including foundation stage profile (reception), KS1 SATs (year 2) , KS2 SATs (year 6) and the general attainment and progress of all year groups;
- contributing to the development of the School Development Plan through discussion at FGB and STL meetings;
- focussed visits to observe and discuss aspects of the work of the school;
- discussions with stakeholders.
- In meetings, the Governing Body regularly reviews policy and practice.
- curriculum subject leaders delivering curriculum briefings to STL committee meetings;
- supporting self-evaluation within the school and working to identify outcomes and develop feedback;
- examining budget reports at the finance committee and informing the full governing body of issues to ensure appropriate resource management;
- participating in staff INSET development days;
- obtaining feedback from parent evenings;
- obtaining feedback from staff and parent questionnaires;
- focusing monitoring visits on specific areas of the curriculum with details of the visit and areas of interest reported back at the next governing body meeting;
- attending school events.

The **Head Teacher and the Senior Leadership Team** monitor the impact of the policies through:

- (a) Discussions with staff and pupils;
- (b) Observation of staff at work;
- (c) Engaging with staff in planning activities;
- (d) Scrutiny of pupils' work;
- (e) Observation of pupils at work and at play;
- (f) Discussions with parents.

The Head Teacher regularly reviews, with staff, the work of the school and from the evidence evaluates and changes the way in which policies are implemented. Major changes and the reasons for them are reported to the Governing Body on a termly basis.

Subject leaders and SENCOs monitor the impact of specific policies through

- (a) Discussions with staff and pupils;
- (b) Observation of staff at work;
- (c) Engaging with staff in planning activities;
- (d) Scrutiny of pupils' work;
- (e) Observation of pupils at work and at play;
- (f) Discussions with parents.

They review practice in their areas of responsibility and make changes in consultation with colleagues. These changes are discussed and reported in staff meetings.

Classroom teachers monitor the work of the pupils and evaluate their responses to teaching methods, resources and assessment information. They review and evaluate their practice on a daily basis and record the methods and outcomes in their daily planning and assessments.

All staff working with pupils outside the classroom monitor their behaviour and responses to activities in relation to school policies and practices. They review with the Head Teacher the need for changes in practice on a regular basis.

Pupils monitor their own progress through reflection on achievements in all aspects of their development. Their views are sought on school and classroom practices emanating from school policies that affect the way in which they learn and develop as citizens. Pupils, with teachers' support, evaluate and review practice and make changes as appropriate.

External monitoring and evaluation is carried out by the **Local Authority** in partnership with the Head Teacher, through analysis of data, classroom observations and meetings with staff and pupils. The school is also part of **Ofsted's** programme of regular inspection of schools.

Agreed at the Standards, Teaching & Learning Committee meeting on 19th November 2015, agenda item 6.

Signed: Chair of Standards, Teaching & Learning Committee

Review Date: Autumn 2018

Equalities Impact Assessment: Completed