Monitoring and Evaluation Policy

Rationale

Alexandra Primary School is fully committed to monitoring and evaluating the performance of the school with the aim of identifying and taking specific action to continuously raise standards of achievement.

At Alexandra Primary School we plan learning and teaching with a view to enable every child to seek the highest level of personal achievement. 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. School uses assessment information, both formative and summative, to assess our position in relation to national standards. Monitoring activities provide internal data which can be verified by external moderation. This gives us information on which we can base future decisions about the development of our school.

The Process

Monitoring is the means by which we gather reliable information about the performance of a school. The purpose of the process is to improve standards of teaching and learning. Throughout the process there will be a focus on standards, progress, teaching and curriculum provision. A range of people will be involved in the process. Their roles and responsibilities will be made clear. Agreed criteria will be used to gather evidence and make judgements. Appropriate training and guidance will be provided to ensure effectiveness and consistency. Within our school we do this systematically across the curriculum, through a range of activities across every term: planning, book look, learning walks and lesson observations. It involves all members of staff in school and with staff in the C8. All subject areas will be monitored through a rolling programme. The emphasis will be on the subjects identified within the school's own self-evaluation, School Development Plan and key issues from any OFSTED inspection.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning. The analysis is used to judge effectiveness and identify areas for improvement.

Monitoring and evaluation as part of the Performance Management Cycle provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the School Development Plan for each teacher and each class on an annual basis.

Moderation provides the means for externally assessing school standards against local and national standards.

We believe that effective monitoring:

• Promotes excellent learning and teaching throughout the school;

• Ensures excellent planning and broad coverage in the delivery of the curriculum;

• Identifies the strengths and needs for professional development;

• Offers an opportunity to celebrate success and make progress;

• Provides information to support self-evaluation;

• Ensures consistency throughout the school;

• Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

Monitoring Cycle

At Alexandra Primary School, we have a very robust cycle of monitoring and evaluation activities. Every term the Senior Leadership Team and Middle Leaders carry out a range of actions. The termly cycle of monitoring and evaluation is as follows:

- Termly Assessment periods

- Pupil Progress Meetings (PPMs) - the teachers and year leaders from each year group meet with the Head, Deputy Heads and SENDCO. At this meeting, assessment data is used to identify any individual children who are not making the progress that they should. Barriers to learning and actions to address these issues are discussed and agreed and are then impact assessed at subsequent pupil progress meetings

- Regular Parent Teacher evenings

- External reviews

- Regular in school phase meetings and external C8 moderation activities

- Learning walks involving visits to class to assess the quality of the learning environment created by each teacher in the school. All teachers receive a written summary of the findings with identified key areas for improvement highlighted.

- Internal and External peer challenge monitoring, which enables us to review and refine procedures in school. It informs staff of what is working well and where we can move forward in the future.

- Book looks – this ensures the following:
  - that the school marking and feedback policy is being followed and is leading to improved pupil outcomes
  - that all children are being presented with an achievable challenge in their work
  - that the quality of presentation is high
  - that teachers' expectations of all pupils are high and standards are appropriate.

SLT and staff gather evidence about standards and where appropriate carry out scrutiny of the children's work. This involves the sampling of children's work including those below age related expectations, in line with age related expectations and above age-related expectations within each class. This sampling of work will also include examples from children in a variety of identified vulnerable groups e.g. pupil premium, gender, ethnicity. Staff will use the evidence of this to inform teaching and learning and future planning. Subject leaders and SLT meet with pupils to gauge their attitudes and experiences and listen to pupil voice where improvements need to be made. Outcomes from standards monitoring are used by SLT to set priorities for school improvement and target interventions.

Lesson visits

The Head Teacher and the Senior Leadership Team observe teaching and learning across the school at least once during the year as part of performance management. Teachers agree the observation date

and the focus. This focus is linked to the school improvement plan, performance management/teacher appraisal of the teacher or an agreed whole school issue. The teacher and the observer discuss the lesson plan the previous day and identify the key learning points and activities through a coaching model.

During the observation, the observer notes the strengths and areas for development, and gives a copy of this information to the teacher after the lesson along with a discussion. The Senior Leadership Team builds common development points into the school's continuing professional development programme and School Development Plan where appropriate to develop teaching and learning, consistency and raise standards.

Peer challenge observations also take place in the Spring term where year group leaders and / or subject leaders are able to monitor the teaching and learning across the school and identify what is being achieved and what could be improved. Following this, teachers work collaboratively to address any areas of development by team teaching, team planning and seeking other professional development opportunities.

Quality of planning

Planning is monitored by the team leaders, year group leaders and SLT. The HT/SLT members record any common issues and pass on information about these to the teachers and adjustments are made as appropriate. Long term planning is reviewed on an on-going basis to ensure curriculum coverage and a broad and engaging curriculum. Alexandra Primary School's curriculum also reflects the needs and interests of the pupils. Judgements from monitoring of planning will be used to inform the school improvement process. Planning requirements include key questions, differentiation and key teaching points. Quality flipcharts are created alongside this in order to teach lessons effectively. These are saved on the network and can be accessed by all and monitored by SLT, Year group leaders and Subject leaders.

Monitoring the Curriculum in subjects other than Maths and English

The SLT and subject leaders monitor subject areas through lesson observations, pupil feedback, scrutiny of work and standards. Subject Leaders carry out a subject audit annually and make a judgement about outcomes in their subject areas. The SLT will use this evidence to identify areas for improvement in the SDP.

Target setting for children

All children have learning targets for reading, writing and maths and end of year targets set in these subjects. The teacher reviews the children's progress towards their age-related expectations regularly. The wider SLT and the class teachers review these targets and the progress the children make, identify areas for development and include these areas in the school improvement plan. These are also shared through termly pupil progress meetings.

Target setting for the School Improvement Plan

The Head Teacher provides the Governing Board with a termly report in which progress towards the SDP targets is identified. The planning cycle involves the Governing Body in evaluating the progress of the current school improvement plan. Governors have a clear view of the school's strengths and areas of development.

The school may engage external support from time to time and as part of the Hounslow Peer Challenge to validate teaching and learning judgements. These visits support the school's ability to identify whole school strengths and areas to develop and this forms part of the School Development Plan. Monitoring activities for support staff are agreed according to identified need or areas for development. This is part of their appraisal and as part of the school improvement process.

Monitoring Timetable

	Autumn 1	Spring 1	Summer 1
Teachers	✓ Baseline assessments – outcomes tracked on Scholar Pack ✓ Next steps from baseline assessments to inform SEF and SDP ✓ Curriculum / Welcome meeting for parents with information leaflets distributed ✓ Performance Management Meetings with all staff to set objectives ✓ Formative Assessment INSET ✓ SEN provision maps updated ✓ Parents Evening ✓ Data on Scholar Pack ✓ C8 Writing moderation	✓ Performance Management Meetings with all staff to set objectives. ✓ Monitoring of planning, marking and feedback ✓ Formative assessment INSET ✓ Mini Performance management review ✓ Pupil progress meetings ✓ Error analysis of assessments to inform planning from PiXL	✓ Monitoring of planning, marking and feedback (focus on pupil response) ✓ Formative assessment INSET ✓ Pupil progress meetings ✓ Error analysis of assessments to inform planning from PiXL ✓ Performance Management reviews
Middle Leaders	✓ Monitoring of planning and marking ✓ Formative Assessment INSET ✓ PPA: Book looks across all subjects, writing moderation, Maths, Foundation subjects - on rotation ✓ Phase writing scrutiny and moderation ✓ C8 Writing moderation	✓ Performance Management Meetings with all staff to set objectives ✓ Monitoring of planning, marking and feedback	✓ Monitoring of planning, marking and feedback (focus on pupil response) ✓ Formative assessment INSET ✓ Pupil progress meetings ✓ Performance Management reviews
Senior Leadership Team	✓ Next steps from baseline assessments to inform SEF and SDP ✓ Self-evaluation and SDP discussed with Governors. ✓ Performance Management Meetings with all staff to set objectives ✓ Monitoring of planning and marking ✓ Formative Assessment INSET ✓ SEN provision maps monitored ✓ Phase writing scrutiny and moderation ✓ PiXL analysis to inform successes and implications for learning for the year ahead.	✓ Performance Management Meetings with all staff to set objectives ✓ Review SDP and update ✓ Self-evaluation and SDP discussed with Governors. ✓ Moderation of work in SLT ✓ Monitoring of planning, marking and feedback ✓ Formative assessment INSET ✓ Pupil progress meetings	✓ Monitoring of planning, marking and feedback (focus on pupil response) ✓ Formative assessment INSET ✓ Pupil progress meetings

Monitoring Timetable

	Autumn 2	Spring 2	Summer 2
Teachers	✓ Update Scholar Pack for the end of the Autumn Term ✓ Formative assessment ✓ Pupil progress meetings ✓ Lesson observations and learning walks for HLP visit ✓ Autumn reports to parents	✓ Pupil progress meetings ✓ Parents evening ✓ SEN provision maps reviewed ✓ Review children's targets ✓ Writing moderation – external ✓ Lesson observations for Performance management ✓ Spring reports to parents	✓ LA writing moderation – Year 2&6 ✓ Optional Summer parents meeting ✓ Book looks within year groups ✓ SEN provision maps updated ✓ Review children's targets ✓ End of year assessments and error analysis ✓ Annual reports to parents
Middle Leaders	✓ Pupil progress meetings ✓ Phase writing scrutiny and moderation ✓ Lesson observations and learning walks for HLP visit ✓ Autumn reports to parents	✓ Coordinator subject audits ✓ Year group / Subject Leadership Peer challenge ✓ Pupil progress meetings ✓ Subject leader audit, report, action plan and standards report ✓ SEN provision maps reviewed ✓ Phase moderation – wider subjects and Maths ✓ Borough Writing moderation – external ✓ Lesson observations for Performance management ✓ Spring reports to parents	✓ Moderation across subjects ✓ LA writing moderation – Year 2&6 ✓ Book looks within year groups ✓ SEN provision maps updated ✓ End of year assessments and error analysis – YGL's and subject leaders ✓ Annual reports to parents
Senior Leadership Team	✓ Pupil progress meetings ✓ Lesson observations and learning walks for HLP visit	✓ Pupil progress meetings ✓ SEN provision maps reviewed ✓ Phase moderation – wider subjects and Maths ✓ Lesson observations for Performance management	✓ Learning walks HLP visit ✓ Moderation across subjects ✓ LA writing moderation – Year 2&6 ✓ Book looks within year groups ✓ SEN provision maps updated ✓ End of year assessments (PiXL) and error analysis to inform targets for next year ✓ SEF and SDP review