



MONITORING AND EVALUATION POLICY

Our Monitoring and Evaluation Policy supports this vision for the school:

Checkendon Primary School is a dynamic Church of England school in which our Anglican Christian values of respect, courage, integrity, compassion and hope are at the heart of everything we do. We give every pupil the opportunity to develop their particular capabilities in our stimulating and caring environment where creative teaching and an inspiring curriculum lead to high-quality learning and outstanding achievement. We work in partnership with parents and the wider community to help every pupil make excellent progress, develop a lifelong love of learning and broaden their sense of citizenship, as they grow in mind, body and spirit.

Checkendon School aims to enable each child to seek the highest level of personal achievement. To ensure that this happens, actions taken are regularly monitored and evaluated. These evaluations are used to inform decisions about the future of the school.

Monitoring is the means by which the school gathers information. It is done systematically across a range of activities within the school.

Effective monitoring:

- promotes excellent learning and teaching throughout the school
- ensures excellent planning and delivery of the curriculum
- identifies the strengths and needs for development, including 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 progress and is sufficiently challenged

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

Monitoring and Evaluation Framework

Monitoring and evaluation are part of a planned process and involve different people over the course of the year. The school's performance is regularly reviewed as part of an annual cycle. A timeline for monitoring and evaluation is reviewed annually, as part of the School Development Plan (SDP).

Roles and Responsibilities

1. The roles and responsibilities of the Governing Body are to:

- agree, in consultation with the headteacher, the areas which need to be monitored and evaluated
- understand the role of governors in monitoring and evaluation to enable the school to develop, recognise achievement and sustain continuous progress
- interrogate monitoring and evaluation data at agreed times and in an agreed format in order to review the information and consider its implications
- use a summary of some of the monitoring and evaluation data to inform parents about the school's progress and performance
- ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development

The **Governing Body** monitors and evaluates the impact of the policies and the progress of the School Development Plan through:

- termly reports from the head teacher, to include impact of policies and updates on monitoring and evaluation of the SDP
- monitoring visits and discussions with staff, parents and pupils
- review of policies in Governor Meetings

2. The roles and responsibilities of the head teacher are:

- to ensure that all staff and governors understand the purpose of monitoring and evaluation is to enable the school to develop and improve
- to identify areas that need to be monitored
- to delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved
- to carry out monitoring activities which cannot be delegated and which are the responsibility of the headteacher
- to ensure that the data generated from monitoring and evaluation is collated, analysed and used to inform future planning
- report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage
- ensure that pupil performance data is collected, analysed and used to inform target setting

The **head teacher** monitors the impact of policies and the progress of the SDP through:

- discussions with staff, pupils and parents; observation of pupils learning and at play
- observation of staff and scrutiny of their planning and pupils' learning and their books
- engaging with staff in planning activities
- analysis of performance data
- review of reports from the School Council and analysis of pupil and parent questionnaires

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 reasons for them are reported to the Governing Body each term.

3. The roles and responsibilities of the Early Years Foundation Stage (EYFS), aspect and Special Educational Needs (SEN) leaders are to:

- ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about development and recognition of achievement
- carry out those monitoring and evaluating activities which are delegated to them as part of their roles and responsibilities, and as an outcome of Performance Management

These **leaders** monitor and evaluate the impact of specific policies and areas of the SDP through:

- discussions with staff, pupils and parents
- observation of lessons, scrutiny of planning and pupils' work
- engaging with staff in planning activities
- analysis of performance data

4. Class 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.

5. Other members of staff working with pupils monitor their behaviour and learning in relation to the school policies and practice; they review regularly with class teachers, the need for changes in practice.

6. Pupils monitor their own progress through reflection on achievements in all aspects of their development. Their views are sought on practices emanating from school policies that affect the way in which they learn and develop as citizens.

Date adopted: September 2017

Next review: September 2018

Headteacher:

Chair of Governors: