

WOOD END FIRST SCHOOL



Monitoring and Evaluation  
Policy

# **MONITORING & EVALUATION POLICY**

## **AIMS OF WOOD END FIRST SCHOOL**

### **1. MISSION STATEMENT**

'Nurturing little acorns into sturdy oaks.'

### **VISION**

- We create an ethos of respect, care and responsibility in a family atmosphere.
- We are a school where children participate, excel and take pride in their achievements.
- We are at the heart of our community, providing a range of services for everyone.

### **AIMS OF WOOD END FIRST SCHOOL**

Wood End School aims to provide a happy, secure and fun learning environment which, in partnership with parents and the wider community:

- Provides a stimulating, challenging and relevant curriculum;
- Develops pupils' intellectual, social and life skills;
- Harnesses innate enthusiasm for life-long learning and develops lively enquiring minds;
- Develops children's confidence and belief in themselves and their abilities;
- Gives children the skills to express their own opinions, and to listen to and respect the views of others;
- Celebrates differences and avoids stereotyping;
- Develops a love and respect for the beauty in our immediate environment and the world beyond;
- Allows spontaneity to shine through by providing creative opportunities;
- Develops independence in thought, action and deed.

## 2. PURPOSE

The purpose of our Monitoring and Evaluation Policy is to establish formal procedures to review our success in achieving the Aims set out above. These will include regular monitoring and analysis of all aspects of teaching and learning, management and other developments with appropriate challenging, but achievable targets set.

This will help us to answer the question "How well is our school doing?", and therefore:

- to maintain and improve the education of all pupils
- to raise standards of achievement
- to enhance the quality of what the school offers to pupils
- to increase efficiency
- to promote the ethos of the school more successfully
- to identify appropriate staff development needs
- to plan and manage the budget
- to provide up to date information for the Governing Body and the LA
- to establish priorities for our School Improvement Plan
- to share our successes with governors, pupils and parents.

## 3. PERSONNEL & RESPONSIBILITIES

Jacqueline Baron Head teacher is responsible for all aspects of Monitoring and Evaluation supported by the Deputy Head teacher and Senco. All teachers share in the responsibilities of performance management for non-teaching staff.

School development at Wood End also relies on other factors.

- INSET
- Liaison groups and Milton Keynes groups
- Annual Budget
- Standards Fund Budget
- Government and LA Priorities

We also use the expertise of Milton Keynes Local Authority. Whilst acknowledging that there are specific challenges, a dedicated small school team has advantages in ensuring a "whole school policy" is effective for all of the pupils.

#### 4. KEY PERSONNEL

Person	Monitoring Role
Teachers	Prime responsibility for monitoring quality and standards within the classroom.
Subject Co-ordinators	Monitoring quality of teaching & learning and standards achieved by children in each subject. Core subjects using SATs and other assessment. Setting targets and identifying steps to achieve them. Resources for curriculum area.
SEN Co-ordinator	Co-ordinating and monitoring of SEN provision and practice.
Headteacher and Deputy Head Teacher	<p>Establishing assessment procedures and monitoring progress, attainment, targets and trends.</p> <p>Overall responsibility for monitoring standards and for target setting.</p> <p>Monitoring planning and implementation of the work in accordance with curriculum policies.</p> <p>Monitoring the effectiveness of wider curriculum (visits community links, extra curricular activities).</p> <p>Monitoring behaviour.</p> <p>Co-ordination of staff development and training.</p> <p>Overall monitoring of teaching and learning.</p> <p>Communication with governing body.</p> <p>Liaison with LA and consultants.</p> <p>Monitoring Attendance and lateness.</p> <p>School improvement plan.</p> <p>Monitoring Finances</p> <p>Management of the school.</p> <p>Resources.</p> <p>Equal opportunities.</p> <p>Liaison &amp; partnerships with parents.</p> <p>Performance Management organisation (apart from own)</p>
Governors	<p>Strategic view and critical friend to school</p> <p>Monitoring and reviewing school aims.</p> <p>School improvement plan - ongoing review of progress of plan.</p> <p>Heads performance Management</p> <p>Monitoring finances.</p> <p>Buildings and repairs and grounds.</p> <p>Health and Safety.</p>

	Staffing, advertising and appointments. Security. Performance management implementation Achievement and progress of pupils Parental involvement and communication with parents. Curriculum policies and schemes of work. Community and partnerships. Attendance
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## 5. FOCUS

The monitoring & evaluation of many aspects of our provision is continuous. However, the focus for the formal process and the frequency with which we consider these are as follows. The most informative documents to find many aspects of the schools monitoring and evaluation is in staff meeting minutes, headteachers' termly report to Governors, classroom observations, etc.

<u>Focus</u>	<u>Element</u>	<u>Frequency</u>
Performance of the school	As defined below	
School improvement plan	Action plans	Yearly school improvement plan. Monitoring arrangements will be defined within them. Governors monitor particular areas and plan visits and produce reports.
Budget	Monitoring statements. Report to Full Governing Body	Monthly/Office Manager & Head Each Governors meeting at least termly
Staff Professional Development	Performance management Job description. Professional development discussion & setting	Review July

	targets. Review of course evaluation	Every course attended.
Attendance	Absence and lateness	School administrator and head. Daily reports
Behaviour	Staff briefings Staff meetings TA Meetings Midday Supervisor meeting Class behaviour charts	Weekly Weekly $\frac{1}{2}$ Termly $\frac{1}{2}$ Termly Weekly
Staff Issues	Staff meeting Teaching Assistants meeting Midday Supervisors meeting	Weekly $\frac{1}{2}$ termly $\frac{1}{2}$ Termly
<u>Curriculum</u> Core subjects	SAT's results Other standardised tests Analysis of progress towards targets Planning (coverage, differentiation, etc.)  Quality of teaching and learning  Attainment and progress	Annually As appropriate Termly and reported to Governors  Termly SLT  As per SIP  Termly PP meetings and report to Governors
Other subjects	Planning (Coverage, differentiation etc.)  Quality of teaching, and learning	As necessary by co- ordinators.  SLT as per SIP

SEN provision	Pupils' attainment and progress	Weekly $\frac{1}{2}$ termly intervention review
Visits	Risk assessment Evaluations	After each visit
Extra-curricular activities/events	Feedback	After each activity
<u>Community</u> Links with Parents Links with the community	Structured conversations Parents focus group Questions / Surveys End of year reports	Autumn and spring term Termly Yearly July
<u>Premises</u> Health & Safety  Maintenance & Development	Various tests and checks Health & Safety walk (Head & rep) Governors  Governors	Caretaker weekly Termly  Yearly (H & S Statement & risk Assessment) Termly

## 6. STRATEGIES FOR MONITORING

The school will use a range of strategies with fitness for purpose in mind. Strategies will be chosen depending on the task and aspect of the school under review.

Strategies employed will include:

### For the Curriculum:

- Monitoring of curriculum planning by the Curriculum co-ordinators and Head.
- Regular sampling of pupils' work in staff meetings or in meetings with teachers with evaluation against agreed criteria and feedback to teachers.
- Observation in the classrooms by the Head, curriculum co-ordinators and advisers, to focus on teaching, pupil progress and learning outcomes, pupil

attainment and how effectively the planned curriculum is taught.

- Teachers' own evaluation of the planning and delivery of the curriculum
- Observations of each other for our own personal development
- Professional development for targeted areas linked to the SIP
- Review of policies as necessary
- Action plans for the SIP
- Professional development and training
- Employment of consultants and other advisors

#### **For Special Educational Needs:**

- Review of SAT results and other standardised scores for those children on register
- Review of pupils' work
- Discussion with pupils and parents
- Review of deployment of SEN resources
- Monitoring by SEN Governor
- Annual reviews for children on EHC plans

#### **For the School Improvement Plan**

- Through Action plan review
- Monitoring by Governors and reports to the Governing body.

#### **Through Assessment**

- Assessment of pupils' progress through the analysis of teacher assessment, national assessment data, records and work samples.
- The use of the Development matter and Foundation Stage profile and standardised test and National Curriculum outcomes to support work on pupil attainment, progress and the 'value added' by the school
- The monitoring, analysis and evaluation of year on year SAT results and the setting of targets and termly monitoring of those targets.
- Discussions with pupils about their work, across classes and ability levels
- Reference to and comparison with National and Local Data
- End of year reports
- Reading and phonic assessments during guided reading and Read Write Inc sessions.



### **Through Liaison**

- Liaison with pre-schools that the children attend before entering school
- Liaison with Stanton Junior school and other schools children move to.
- Work with other collaborative groups:
  - Stantonbury liaison group
  - MK headteachers group
  - Aspire Group

### **For the Budget**

- Through preparation and discussion of monthly monitoring statements
- Through monitoring of pupil numbers
- Through reports to *Governors*

### **For Attendance (See Attendance policy)**

- Daily report to Head
- Analysis of attendance by Head
- Recording and analysis of lateness
- Analysing attendance rate and comparison with benchmarking tables

### **For behaviour**

- Regular whole staff discussions (weekly)
- Regular meetings with lunchtime supervisors teaching assistants and breakfast club staff (half termly)
- Analysis of weekly behaviour records.

### **For Visits, Activities, Links**

- Discussion with pupils
- Evaluation of visits/visitors' input by staff
- Head's termly report to *Governors*

## **7. OUTCOMES**

The outcomes of monitoring and evaluation will inform change and future Development Plans, leading to clear targets for improvement.

## **8. THE ROLE OF THE GOVERNORS**

The *Governors* have ultimate responsibility for ensuring that monitoring and evaluation takes place.

This will be fulfilled through:

- Termly Heads reports and discussions at *Governors* meetings
- Focused visits to the school
- Reporting on school visits to the full *Governing Body*.

## **9. REVIEW OF POLICY**

This policy will be reviewed by the headteacher as necessary

Jacqueline A Baron  
Autumn 2016