



MONITORING & EVALUATION POLICY

In Redland Primary School we plan learning and teaching with a view to enabling each 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. This gives us information on which we can base future decisions about the development of the school.

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 Continued 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 reach their full potential.

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

Monitoring and Evaluation framework

- Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school year
- We follow a planned cycle of school self-evaluation (see attached Monitoring & Evaluation Timetable). This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle

Roles and Responsibilities:

- It is the responsibility of the Headteacher and Senior Management Team to ensure that our monitoring and evaluation exercises are rigorous and thorough
- Subject Leaders are responsible for monitoring and evaluating the progress in their subject areas
- Class teachers are responsible for reviewing planning as a result of on-going assessments, monitoring the progress of the children in their class and setting and reviewing learning targets for identified children

What is the role of the Governing Body?

In order to fulfil its dual role of making strategic decisions and acting as a critical friend the governing body requires information at an appropriate level of detail. This is achieved in the following ways:

- a written report to the full governing body once a term from the Headteacher
- the presentation once a year to the Curriculum Committee of the LA School Profile data analysis
- participation in actual monitoring activities
- the opportunity to meet three times a year with DHT to discuss progress on M and E timetable.

What are the roles of the LA and Ofsted?

The LA has a duty to monitor the school's performance. This is achieved in two main ways:

- through its own analysis of data;
- through visits from our School Improvement Partner.

The LA then produces an annual report about the school's development and performance.

The school is part of Ofsted's programme of regular inspections of schools. Ofsted suggest that schools complete their SEF (self-evaluation form) to assist in the process of inspection and review. We revise the SEF periodically throughout the year. Since the SEF has been discontinued we are trialling our own SEF version based on Ofsted guidance.

How do we monitor and evaluate our performance?

- Analysing pupils' progress & attainment data
 - Teacher Assessments (x3 per year) leading to Pupil Progress Meetings (x3 per year)
 - End of Key Stage data (Y2 & Y6)
 - RAISE online data
 - Fischer Family Trust targets
 - Learning targets for all children
 - EYFS data
- Scrutinising pupils' work
- Monitoring planning
- Lesson Observations
- Performance Management Cycles
- Periodically collecting information through a range of other means, eg:
 - structured discussions and interviews with pupils, parents, staff and governors
 - questionnaires & surveys
 - learning walk

