



FARINGTON MOSS ST. PAUL'S CE PRIMARY SCHOOL

MONITORING & EVALUATION POLICY – October 2016

INTRODUCTION

In our school we plan teaching and learning 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 our school.

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

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

Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.

AIMS OF MONITORING & EVALUATION

We use monitoring and evaluation to find out:-

- How well we are doing
- How we compare with similar schools
- What more should we aim to achieve
- How we can further raise attainment and what actions are needed to achieve this

MONITORING & EVALUATION ACTIVITIES

This framework allows us to systematically gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

The Quality of Teaching

The Headteacher or the Deputy Headteacher or Senior teacher observe all teachers working with classes at least once a term. Teachers negotiate the observation date and the focus reflects an agreed whole-school focus that is linked to the school improvement plan. Feedback is given to the teacher as soon as possible after the lesson observation and the outcomes discussed with a view to improving teaching.

These outcomes may well then inform the school development and improvement plan and Appraisal targets.

MONITORING & EVALUATION ACTIVITIES

We systematically gather evidence across a range of activities which include:-

- Lesson observations
- Learning environment walks
- Weekly classroom reviews at staff meetings
- Assessments (see assessment policy)
- Book scrutiny/work sampling
- Data analysis
- Annual co-ordinator reports
- Half-termly planning

MONITORING & EVALUATION PROCESS

Monitoring and evaluation is carried out on the following levels:-

- The Headteacher and the Senior team carry out lesson observations and scrutiny of planning
- Performance management team leaders carry out observations within their key stage
- Co-ordinators scrutinise work samples, collect examples of work and monitor subject planning
- Whole school staff meetings carry out monitoring and evaluation related to priorities in the School Development Plan and Improvement Plan
- Reports are written for governors by teachers presented in the Head teacher's report each term
- Assessment co-ordinator analyses results and with the Head teacher and Deputy Head teacher sets challenging targets for the coming year. Intervention groups are identified
- Assessment co-ordinator and the Head teacher make annual presentation to governors on standards in schools

LESSON OBSERVATION PLAN

WHAT TO LOOK FOR

Context

Nature of the observation

Lesson; brief summary of content, activities, organization, role of support staff

Discussion and/or scrutinies of work; details of sample involved

Other subject/activities: e.g. library, C.A., volunteer helper etc.

Teaching - Secure knowledge and understanding:

Explanation; exposition; open questioning; posing questions; marking and responding;
Drawing on range of contexts; and of resources.

High Expectations:

Differentiation, not too low, not too high – intervention; children moving forward; knowledge of the children. Contexts for: learning skills; application; accuracy; good presentation; critical thinking; creativity; and imaginative work.

Planning:

Clear objectives; activities described; resourcing identified; differentiation at both ends – use of support staff; and National Curriculum programmes of study covered.

Appropriate teaching methods:

Explanation; practical activities; problem-solving; investigative work; and use of support staff.

Good organization:

Clear learning objectives for pupils; pace; time-on-task; and high standards of discipline.

Teacher's intervention and marking:

Are used to help pupils make progress e.g. effective use of mini plenaries to address misconceptions in lessons, focused marking with next steps and use homework effectively.

Response

Attitude – self

Good behaviour; positive ethos; interest and concentration; enjoyment; desire to improve; perseverance; appropriate use of resources; pride in their work; generating ideas; and capacity for personal study.

Respect for other pupils:

Positive relationships; inter-dependence; inter-personal skills; mutual respect and appreciation;
Collaborative learning; mutual support; listening and expanding views

Attainment

Describe and evaluate what pupils know, understand and can do in relation to national standards, e.g. observation and information-seeking, looking for patterns and deeper understanding, communicating information and ideas in different ways; posing questions and solving problems; applying what has been learned to unfamiliar situations; evaluating work done.

A pupil is achieving the 'national standard' if he/she is on course to:

Reach targets set by the National Curriculum for typical pupil by end of key stage.

Key stage 2 Expected standard

Highlight significant variations by pupils of different gender, ethnicity or background.

Knowledge:

New, established, consolidated in relation to National Curriculum programmes of study

Understanding:

Ownership of learning, application of understood concepts – long/short term

Skills:

Subject-specific, developed or held back, generic, e.g. study, references, co-operation and higher order learning skills etc.

Progress:

Describe and evaluate progress in lessons based on pupils at work; evidence of new learning; movement and gains in knowledge, understanding and skills; consolidation of previous knowledge, understanding and skills; and application of previous knowledge understanding and skills.

A pupil is reaching expected progress if acquiring and consolidating knowledge, skills and understanding at a rate which is typical of pupils working at his/her current level of attainment. The text should also indicate any particular group or groups of pupils for whom progress is better or below others.

Including for example: competence in (applying) skills of reading, writing speaking and listening and numeracy; assessing the effectiveness of both the work of any support teachers and other staff/adults; aspects of curricular planning, resourcing or accommodation that have a significant impact on standards and quality; the use of IT to support learning; SEN.

FARINGTON MOSS ST. PAUL'S C.E. PRIMARY SCHOOL

OBSERVATION OF TEACHING & LEARNING

TEACHER: CLASS: DATE: FOCUS:

CONTEXT		
Group/s to be observed: Organization of remainder of children: Role of support staff:	Number of children involved:	
TEACHING		
Planning		
Learning objectives	clear/unclear	
Activities (focus group)	clear/unclear	PoS covered
Activities (remainder of children)	clear/unclear	PoS covered
Resources identified	yes/no	
Differentiation:	yes/no	relevant/not relevant
Use of support staff:	clear/unclear	
Assessment opportunities:	identified/not identified	
LESSON CONTENT		
Introduction		
Recap on previous input:	yes/no	
Clear explanation of learning		
Objective	yes/no	
Resources used to augment above: (e.g. use of white board, posters, IT other resources etc.)		
Pace to retain interest	yes/no	
Questions:	yes/no	open-ended/closed
Tasks/Activities set		
Do these provide opportunities for the children to: (one or more of the following may be ticked).		
Improve their skills		
Apply knowledge gained from input		
Demonstrate accuracy		
Show pride in presentation of their work		
Think critically/collaboratively		
Be creative		
Be imaginative		
Differentiation:	opportunities for more able/less able	
Teacher intervention:		
Gives further input to individual	yes/no	
Gives further input to group(s)	yes/no	
Responds to children's questions	yes/no	
Responds to children's individual needs	yes/no	
Responds to group(s) needs	yes/no	
Use of praise/encouragement offered	yes/no	
Questions indicating a knowledge of children	yes/no	
Shows awareness of children not on task	yes/no	
Uses strategies to keep children on task	yes/no	
Retains a high standard of discipline	yes/no	
Evidence of opportunity to assess children's understand: e.g. posing questions, marking, note taking tick boxes		

Use of support staff how used
(e.g. with individual child, bilingual children, small group etc.)

Close of lesson

Learning objectives:	revisited/not revisited
Evaluation of understanding:	yes/no
Reference made to next step/lesson:	yes/no
Evidence of opportunity to evaluate success of lesson e.g. collecting of children's work, reporting back from groups of children, posing questions etc.	yes/no

Response of Children

Children are:

Interested:	yes/no
Motivated:	yes/no
Well disciplined	yes/no
Work co-operatively	yes/no
Keen to talk about their work	yes/no
Understanding what they are learning:	yes/no
Take pride in their work:	yes/no

Support Staff

Use made of specific skills e.g. Mother Tongue	yes/no
Interested:	yes/no
Motivated:	yes/no
Keen to discuss their work	yes/no
Understand what is expected of them	yes/no

General Comments

FARINGTON MOSS ST. PAUL'S C.E. SCHOOL
MONITORING & EVALUATION PRO-FORMA

CO-ORDINATOR _____ DATE _____

SUBJECT _____

PARTICULAR FOCUS

MAIN FINDINGS

ACTION NEEDED

DATE OF FEEDBACK TO STAFF