Maesyrhandir

C.P. School

Monitoring, Evaluation and Review Policy

Adopted: December 2019

Review: December 2022

Signed……………………………………..Headteacher

**Signed………………….………….Chair of Governors**

**MONITORING, EVALUATION AND REVIEW POLICY**

Monitoring is the process of gathering evidence to answer questions about the effectiveness of our school.

Evaluation is the weighing up of evidence against criteria and reporting the findings.

Review is deciding what action if any, need to be taken.

Teaching assistants and governors as well as teachers.

**Principle**

* All aspects of the work of the school should be monitored, evaluated and reviewed.
* All teachers, teaching assistants and governors should be involved in monitoring and evaluation activities and should understand their role in the process.
* All monitoring should have a focus which is understood by all involved in the process.
* All monitoring should identify priorities that lead to school improvement and promote high standards.
* Monitoring should create a climate which enables all staff to develop and maintain positive attitudes towards their work.
* Monitoring should track progress on plans and targets for development and should use evaluation, analysis and discussion to guide further improvement.
* The intention is to monitor policy and practice, and not people and to foster a spirit of development rather than criticism.
* The process should celebrate success, recognise strengths and identify areas for improvement.
* An effective process should lead to action and inform school development and improvement.
* The system should be manageable.
* Everyone should work to agreed criteria.

**Areas of focus**

In order to be effective, monitoring and evaluation should have a mutually agreed and definite format.

It is not possible to cover all aspects of school life at once and therefore an annual format needs to be implemented, being based upon School Development Plan priorities.

**Areas which will be monitored and evaluated**

* Standards of work and progress – in Foundation Phase and Key Stage 2
* Specific groups - boys/girls

- EAL pupils

- ALN pupils

- MAT pupils

- Pupils in receipt of free school meals

- skills - speaking and listening

- reading and writing

- numeracy

- ICT

- thinking

- creative

- physical

* Well being and attitudes to learning – attitudes for life long learning

- behaviour

- attendance

* Teaching and learning experiences – quality of teaching

- breadth, balance and appropriateness of the curriculum

- provision for skills

* Care, support and guidance - tracking, monitoring and provision for learning support
* personal development – spiritual

- moral

- social

- cultural

* safeguarding
* Leadership and management - effectiveness of leaders including governing body
* self evaluation process and improvement planning
* professional learning
* use of resources

Criteria for each area:-

**Standards of work and progress**

* presentation of work will be of a high standard.
* the standard of each child’s work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and need.
* Standards are monitored between year groups and key stages.
* End of key stage assessments reflect rising standards (this will incorporate the use of disaggregated data due to high percentage of ALN pupils in the school).

**Wellbeing and attitudes to learning**

* The children should display an enthusiastic attitude to learning.
* The children should demonstrate the ability to stay on task for periods of time appropriate to their stage of development.
* The children should demonstrate the ability to work co-operatively and independently.
* The children should demonstrate an increasing awareness of how to improve their work.
* The children should demonstrate high standards of behaviour when on school visits/representing the school.
* The children should demonstrate the school rules ‘Ready, respectful and safe’.
* All relationships throughout the school are based on respect.
* There is evidence of self discipline, independence and responsibility fostered within each classroom.
* The children should strive to have the best attendance that they can.
* Children feel safe, happy and enjoy learning.
* Positive relationships exist with all members of the school community.
* A positive child-centred ethos exists within the school where everyone is valued.

**Teaching and Learning Experiences**

*Learning environment*

* The learning environment should be reflective of the needs of the children within each class; may need to be less stimulating.
* Learning objectives and success criteria should be clearly communicated to the children.
* Displays in class should include VCOP, school rules, learning pit, growth mindset, WAGOLL/WABOLL, KiVa (at KS2), complex speed sounds, maths vocabulary, fire action notice.
* Displays outside the classrooms should be varied and include numeracy, literacy, ICT (skills across the curriculum) and reflect the best work of the children.
* Children should know where their individual targets are recorded.
* Resources will provide additional interest and be appropriate to lesson objectives.

*Quality of teaching and learning*

* Effective schemes of work are in place.
* There is evidence of the effective implementation of the school’s Teaching and Learning Policy.
* Statutory requirements of the Curriculum for Wales are reflected in planning.
* Planning will be realistic and effective, showing clear learning objectives, differentiation, cross curricular links and high expectations.
* Teaching will reflect clear learning objectives, differentiation will be appropriate to individual needs, there will be links to previous learning, high expectations and lessons will be well paced.
* A variety of teaching strategies will be used appropriately to the learning objectives.
* Learning objectives and success criteria will be identified and shared within the lesson.
* The teaching will stimulate the children.
* Children will be given opportunities to develop independence in their learning.
* Children will be involved in setting their own targets for learning and improvement.
* Children will acquire new knowledge or skills in their work, develop ideas and increase their understanding.
* Children will show engagement application and concentration and work productively.
* Children will develop the capacity to work independently and collaboratively.
* Feedback will be meaningful, manageable and focused on a two way conversation between adult and child.

*Care, support and guidance*

* Children who are not making expected progress will access learning support – interventions, in-class support.
* Progress of all pupils will be tracked comprehensively and termly monitoring will lead to review actions where necessary – informing planning.
* Children will be provided with opportunities and experiences which promote their spiritual, moral, social and cultural development.
* All safeguarding procedures will be in line with All Wales Child Protection procedures and will follow policy so that the safeguarding needs of all children are met at all times.

*Leadership and Management*

* There is specific evidence of progress within our School Development Plan.
* All members of staff contribute to the ongoing development of the school.
* Target setting is well-established and there is a shared desire to raise standards in place.
* Monitoring, evaluation and review is a well structured and effective process involving teachers, staff, governors, pupils and parents.
* All staff have their professional development needs addressed through the performance management process.
* Governors take up training opportunities.
* The school provides value for money.

**Monitoring in Practise**

*Planning*

Planning is monitored by subject leaders and is based upon AOLe’s in readiness for the new curriculum.

One AOLe is the focus for each term and during that term the subject leaders work on a review of policy, following monitoring of planning.

Appendix A details subject leaders, timetable of review and process to follow.

*Pupil progress*

The headteacher carries out an overview of pupil progress across the school on a termly basis using information from formal assessments and INCERTS data. These are recorded on the pupil trackers and graded with RAG rating. At the start of each term a pupil review meeting is held with the class teacher where any further requirements are identified. Appendix B provides the form for the monitoring meeting.

The ALENCo monitors progress of all pupils on the ALN register and identifies where interventions may need to be adjusted. The ALENCo and class teachers meet to review IEPs/IDPs at the start of each term.

*Standards*

Teachers, teaching assistants and governors monitor standards on a half termly basis through work scrutiny/wall trawl/listening to learners. These monitoring sessions have a clear focus and are linked to the School Development Plan.

Appendix C set out the annual timetable and appropriate recording formats for each element.

Feedback from this process is used to move forward in development.

At the end of each year End of Key Stage assessments are analysed linking to targets set and a full review is carried out which feeds into the School Development Plan.

Whole school moderation takes place from spring term for Year 2 and Year 6, and for KS2 there is a further cluster moderation exercise. This is fed back to the governing body.

*Teaching*

The monitoring of teaching is primarily completed through lesson observations as part of the performance management process and these are carried out by the headteacher. However if this is a development area related to teaching then a further two lesson observations can be used within the year to support this. Only if there is a capability issue or an ESTYN inspection would the number of lesson objectives exceed three in a year.

Teachers are also part of Triads working on research and development projects. Colleague lesson observations take place as part of this but these are for personal development only and there is no formal record.

*Attitudes to learning/well-being*

Monitoring of this area has four main parts:

* Thrive assessment of pupils which is a cyclic monitoring and review process carried out by Thrive practitioners working with groups and individuals.
* Questionnaires – based on the ESTYN questionnaires which are circulated to all stakeholders in February.
* Listening to learners – once per term carried out by a teacher/learning support assistant and a governor, with a clear focus directed in the standards monitoring timetable.
* Learning walk focusing on behaviour carried out termly by headteacher, deputy and chair of governors.

**Review**

This policy will be reviewed every three years or sooner if required.

Next review date will be December 2022.

*Appendix A*

**Subject leaders and planning monitoring timetable**

|  |  |  |
| --- | --- | --- |
| AOLe | Component subject areas | Subject leaders |
| Expressive arts | Art  Drama  Music | Rhoanne Clark  Beth Williams  Teresa Burrows |
| Humanities | RE  History  Geography | Alison Ellis  Lynne Hughes  Beth Williams |
| Science and Technology | Science  Design and Technology  ICT | Trudy Morris  Charlotte Whitley  Rhoanne Clark |
| Health and Well-being | Food technology  PSE  PE | Caroline Bufton  Lynne Hughes  Trudy Morris |
| Maths and Numeracy | Maths | Caroline Bufton  Trudy Morris  Rhoanne Clark |
| Language, Literacy and Communication | English  Welsh | Lynne Hughes  Beth Williams  Charlotte Whitley |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **2019 – 2020** |  | Maths and Numeracy  -maths  -numeracy across the curriculum | Health and Well-being  -PSE  -PE  -food technology |
| **2020 – 2021** | Science & Technology  -Science  -Design and technology  -ICT (including skills across curriculum) | Language, Literacy and Communication  -English  -Welsh | Expressive Arts  -Art  -Drama  -Music |
| **2021 - 2022** | Humanities  -RE  -History  -Geography | Maths and Numeracy  -maths  -numeracy across the curriculum | Health & Well-being  -PSE  -PE  -food technology |

**Process for planning monitoring**

1. Start of term – allocate subject leaders in pairs to lead on each component subject area and finalise dates with head for supply cover funded by EIG.
2. Listen to learners’ views on the subject.
3. Examine Scheme of Work / planning for each class assessing against criteria for planning referring to work and any monitoring in place.
4. Review strengths and areas for development.
5. Review policy for subject area and update in line with teaching and learning policy.
6. Feedback - to staff

* to individual teachers where necessary
* to governors

**Planning Monitoring Ysgol Maesyrhandir School**

Subject: Subject leaders:

Date: Cover staff:

Costs:

|  |  |
| --- | --- |
| Strengths | Areas for development |
|  |  |

|  |  |
| --- | --- |
| Feedback | Date and initial completion |
| To staff meeting |  |
| Individual teachers |  |
| Governing body |  |

**Criteria check list**

|  |  |
| --- | --- |
| Effective SoW in place |  |
| Planning is realistic and effective, identifies clear learning objective |  |
| Differentiation |  |
| Cross curricular links |  |
| High expectations |  |
| Comments made by learners, pupils and year group | |

**Policy format**

* School vision
* Overview of subject
* Aims of subject – what matters / National Curriculum
* Links to four core purposes
* Organisation KS
* Planning
* Links to other areas
* Skills across curriculum – Literacy/Numeracy/ICT/Welsh
* Inclusion / ALN/Equal opportunities
* Feedback
* Assessment
* Health and safety
* Resources
* Monitoring and review

*Appendix B*

**Pupil Progress Meeting - English**

|  |  |  |
| --- | --- | --- |
| **Year :**  **Group :** | **Teacher:** | **Term** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Class Characteristics** | Boys | Girls | Total |
| Gender |  |  |  |
| Very Early English |  |  |  |
| EAL |  |  |  |
| SEN – School Action |  |  |  |
| SEN – School Action Plus |  |  |  |
| SEN - Statemented |  |  |  |
| Free School Meals |  |  |  |
| New Joiners since Sep ‘19’ |  |  |  |
| Summer Born – June to Aug |  |  |  |

|  |  |
| --- | --- |
| **Reading** | |
| **Which children have you targeted since last progress meeting?** |  |
| **Describe the impact of your targeted support.** |  |

**Additional Comments:**

|  |  |
| --- | --- |
| **Writing** | |
| **Which children have you targeted since last progress meeting?** |  |
| **Describe the impact of your targeted support.** |  |

**Additional Comments:**

|  |  |
| --- | --- |
| **Oracy** | |
| **Which children have you targeted since last progress meeting?** |  |
| **Describe the impact of your targeted support.** |  |

**Additional Comments:**

**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Teacher) Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (HT) (DHT)**

**Pupil Progress Meeting - Maths**

|  |  |  |
| --- | --- | --- |
| **Year :**  **Group :** | **Teacher:** | **Term** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Class Characteristics** | Boys | Girls | Total |
| Gender |  |  |  |
| Very Early English |  |  |  |
| EAL |  |  |  |
| SEN – School Action |  |  |  |
| SEN – School Action Plus |  |  |  |
| SEN - Statemented |  |  |  |
| Free School Meals |  |  |  |
| New Joiners since Sep ‘19’ |  |  |  |
| Summer Born – June to Aug |  |  |  |

|  |  |
| --- | --- |
| **Maths** | |
| **Which children have you targeted since last progress meeting?** |  |
| **Describe the impact of your targeted support.** |  |

**Additional Comments:**

**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Teacher) Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (HT) (DHT)**

*Appendix C*  **Standards Monitoring 2019 - 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus | Environment –  Criteria  Wall trawl – Skills  Work Scrutiny  KS2 writing  FP handwriting  MAT maths  MAT English  MAT Science  Feedback  Learning Walk  Behaviour -  SH,AE,CW | Environment –  Criteria  Wall trawl – Skills  Work Scrutiny  KS2 writing  FP handwriting  MAT maths  MAT English  MAT Science  Feedback  Listening to learners  Four core purposes –  BW,AH,BH | Environment –  Criteria  Wall trawl – Skills  Work Scrutiny  KS2 writing  FP handwriting  MAT maths  MAT English  MAT Science  Feedback  Learning Walk  Behaviour -  SH,AE,CW | Environment –  Criteria  Wall trawl – Skills  Work Scrutiny  KS2 writing  FP handwriting  MAT maths  MAT English  MAT Science  Feedback  Listening to learners  Four core purposes –  BW,AH,BH | Environment –  Criteria  Wall trawl – Skills  Work Scrutiny  KS2 writing  FP handwriting  MAT maths  MAT English  MAT Science  Feedback  Learning Walk  Behaviour -  SH,AE,CW | Review assessments, SEF  Listening to learners  Four core purposes –  BW,AH,BH |
| Staff involved |  |  |  |  |  |  |

*Appendix D*  **Calendar for Monitoring, Evaluation and Review 2019 – 2020**

|  |  |  |  |
| --- | --- | --- | --- |
| September 20 | October 20 | November 20 | December 19 |
| Pupil review meeting  ALENCo IEP meeting  Start Science and Technology evaluation 2021 | Wall trawl  Work scrutiny  Salford / H&S reading  CATs  Pira/puma  Vernon | Complete Science and Technology evaluation | Wall trawl  Work scrutiny  Review pupil progress |
| January 20 | February 20 | March 20 | April 20 |
| Start maths and numeracy evaluation  Pupil review meeting  Listening to learners  Four core purposes  ALENCo IEP reviews | Questionnaires for parents, pupils, governors, staff  Wall trawl / work scrutiny  Salford / H&S reading  Pira/puma  Vernon | Complete maths and numeracy evaluation  Behaviour learning walk | Start health and well-being evaluation  Pupil review meeting  Wall trawl / work scrutiny  ALENCo IEP reviews  Review pupil progress |
| May 20 | June 20 | July 20 | August 20 |
| National test window  Pira/Puma  Vernon  Listening to learners  Four core purposes | Wall trawl / work scrutiny | Complete health and well-being evaluation  Review end of key stage assessments  Review pupil progress | Finalisation of new School Development Plan |