

Monitoring and Evaluation Policy



Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

Rationale

In our 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 on a weekly basis.

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 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.

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

Objectives

Through monitoring and evaluating our performance we seek to:

- establish how well we are performing;
- identify our strengths and weaknesses;
- celebrate our strengths;
- ensure that our future actions are targeted to address any weaknesses;
- inform the cycle of school development planning;
- allocate resources in the most effective way.

How do we monitor and evaluate our performance?

1. We analyse data.

The school is provided with a rich variety of data throughout the school year, but particularly in the autumn term. Most of this data is provided by Ofsted and DfE, mainly through the annual Data dashboard analysis, and by the Local Authority (LA) in more detailed analysis.

The data provides a range of information. The most significant information is:

- how we perform compared to all schools;
- how we perform compared to similar schools;
- how different groups of pupils perform, (the characteristics of these groups include gender, ethnicity, social background and English fluency);
- the value added by our school compared to other schools.

2. We conduct lesson observations.

There is a programme of lesson observations which involves regular learning walks by the Headteacher and senior staff and termly lesson observations. These involve the Headteacher, senior staff, coordinators, the Achievement Partner and governors.

3. We scrutinise pupils' work and talk to pupils.

This is carried out termly and feedback is given.

4. We monitor targets

We set numerical targets for children based on their prior learning and include a level of challenge. Their performance is measured against these. Key Stage Two children are given targets based on their Key Stage One results.

5. We conduct other observations.

From time to time we may conduct other observations, such as looking at the behaviour of pupils in the playground.

6. We also collect information through a range of other means.

There is a range of other means of collecting information, such as:

- structured discussions and interviews with pupils, parents, staff and governors;
- questionnaires;
- interviews;
- informal conversations;
- surveys;
- progress reviews (SEN and Pupil Progress Meetings)

Roles and Responsibilities

Senior Leadership Team

- To ensure that the Leadership Team, all staff and governors understand that the purpose of monitoring and evaluation is to enable Bridgewater Primary 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 and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (eg performance management, budget monitoring).

- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning.
- To 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.
- To ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject Leaders/Team Leaders

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about development and recognising achievement.
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

- Agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated.
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress.
- Receive monitoring and evaluation data at the agreed times and in the 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.

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.
- Termly reports to the full governing body of the data and progress by the Achievement Partner.
- Regular reports on progress in implementing all of the actions in the school development plan to the appropriate committees of the governing body, unless these have already been reported to the full governing body.
- Participation in actual monitoring activities.

Monitoring

This policy is reviewed regularly in school as part of the annual review cycle.

Review Date: Spring 2020

Next review: Spring 2022