

Woodlands Primary School

Monitoring and Evaluation Policy



Written by	Mary Priestley
Ratified by Governors	Autumn 2016
Date for Review	Autumn 2019
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Mary Priestley in order to ensure that it does not have an adverse effect on race, gender or disability equality

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.

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 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. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.

A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation.

Roles and Responsibilities

1. Senior leadership team

- Reviews timeline each academic year.
- Identifies areas that need to be monitored.
- Delegates monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved.
- Carries out monitoring and evaluation activities.
- Ensures that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Reports to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensures that pupil performance data is collected, analysed and used to inform target setting.

2. Year group leads and subject leaders

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

3. 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 agreed times and in the agreed format in order to review the information and consider its implications.
- Use a summary of some 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.