



Monitoring and Evaluation

Date	Review Date	Coordinator	Nominated Governor
January 2016	January 2019	Executive Head	Chair of Standards

We believe this policy relates to the following legislation:

- Education (Schools Act) 1992
- Education Act 1996
- School Inspections Act 1996
- Education Act 1997
- Education (School Inspection) Regulations 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2002
- Education Act 2005
- Education Act 2011

We believe it is essential that the quality of teaching and its impact on children's learning is both regularly monitored and evaluated throughout the school.

We believe monitoring is best defined as the process of gathering information about actual practice and performance and making sure what is planned is actually taking place. Whereas, the main purpose of evaluation is to make improvements based on the judgements made from monitoring.

We have in place an effective process of monitoring and evaluation undertaken by the leadership team, teachers, governors, pupils, parents and the school improvement partner.

The monitoring and evaluation process will look at standards and achievement, the quality of teaching, the quality of learning, the quality and range of the curriculum, assessment, recording and reporting, pupils with SEND, Academically More Able, Gifted and Talented Children, the efficiency of the school, pupil attendance, spiritual, moral, social and cultural development, links with parents, pupils, management and administration, staff development, health and safety, and links with family of schools.

We wish to identify our strengths and address our weaknesses. We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

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We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that both teaching and learning are regularly monitored throughout the school.
- To have in place an annual system for monitoring and evaluating.
- To have in place a common framework for evaluating performance, target setting, planning, taking action and monitoring progress.
- To share good practice within the school.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- overall responsibility for the quality of education provided by this school;
- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- agreed with the Executive Headteacher the areas that need to be monitored;
- critically analyse all data given to them;
- agreed the times when monitoring and evaluation data will be presented to the Governing Body;
- agreed the times when parents will be presented with a summary of school data outlining the school's progress and performance;
- agreed realistic targets for school improvement;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Executive Headteacher

The Executive Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- organise a monitoring and evaluation model such as:
 - analysis of RAISEonline and Family Fischer Trust data
 - analysis of data from teacher assessments and internal tests
 - monitoring and evaluating schemes of work and planning
 - scrutinising pupils work
 - listening to learners
 - undertaking learning walks
 - classroom observations of teaching and learning

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- classroom observations of focused target groups
- assessing the views of all stakeholders
- work closely with the Governing Body and the coordinator to analyse data and set realistic targets;
- monitor the quality of teaching by agreeing set criteria such as:
 - timetable for observing teaching
 - an agreed format for recording the observation
 - an agreed format for giving feedback on the observation
 - the focus of the observation
- set targets, in conjunction with class teachers, for each pupil in English and mathematics;
- review the school's targets in mathematics and English every year in conjunction with the LA and set new targets for the following year;
- ensure the school self-evaluation statement is current;
- ensure the school improvement plan is up to date and shared with governors and school personnel;
- monitor the effectiveness of this policy by ensuring the:
 - Governing Body are aware of the strengths and weaknesses of school performance as highlighted in the self-evaluation statement
 - school improvement plan reflects the strengths and weaknesses as highlighted in the self-evaluation statement

Role of the Leadership Team

The Leadership Team will:

- monitor teaching and learning;
- monitor the performance of pupils by analysing data, by discussion with class teachers in order to inform target setting;
- gather pupil data for uploading into the pupil tracking system;
- report the analysis of data to the staff and governors;
- ensure assessment data is used to inform future planning;
- assist in writing and keeping up to date the school self-evaluation statement;
- assist in writing the school improvement plan;
- assist in the organisation and administration of tests;
- monitor and evaluate their subject areas;
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Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Leadership team;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- complete the annual subject audit;

Role of Teachers

Teachers will:

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- comply with all aspects of this policy
- undertake appropriate training;
- produce high quality lessons;
- self-evaluate their lessons;
- produce quality planning;
- analyse pupil data;
- complete tracking sheets;
- meet with parents three times a year to discuss pupil progress;
- discuss with and keep each child informed of their progress throughout the year;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;

Role of the SENCO

The SENCO will:

- comply with all aspects of this policy
- undertake appropriate training;
- analyse data of all SEND pupils;
- support staff in identifying individual needs;
- assist in setting individual targets linked to any Education and Health Care plans;

Role of Pupils

Pupils will:

- understand their targets in English and Maths;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;

Role of Parents/Carers

Parents/carers will:

- attend parent-teacher consultations three times a year to discuss their child's progress;
- be asked to take part periodic surveys conducted by the school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - scrutiny of pupils work
 - listening to learners
 - learning walks
 - classroom drop-ins
 - data analysis
 - target setting
 - pupil tracking
 - moderation
 - self-evaluation statement
 - school improvement planning
 - sharing good practice
 - performance management
- receive periodic training so that they are kept up to date with new information

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Assessment	▪ Curriculum
▪ Teaching and Learning	▪ Performance Management

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Monitoring and Evaluation	To ensure that both teaching and learning are regularly monitored throughout the school.			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓			

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date