

HAZELDENE SCHOOL



MONITORING AND EVALUATION POLICY REVISED OCTOBER 2017

SIGNED DATE.....
HEADTEACHER

SIGNED DATE

CHAIR OF GOVERNORS

TO BE REVIEWED NOVEMBER 2019

Hazeldene School

MONITORING AND EVALUATION POLICY

We believe every child is entitled to a good education. At Hazeldene School we want to provide the best education possible for every child and therefore we need to have high standards and expectations throughout the school. We want to ensure clarity, consistency and continuous progress throughout the school.

The main aim of this policy is to raise the standards and the quality of education in Hazeldene School

We want to develop a programme of continuous improvement to meet our school aims

Objectives:

- To identify strengths and areas for development.
- To share information gathered and to use this to improve the quality of teaching and learning.
- To help staff evaluate their own effectiveness.
- To identify support needs.
- To identify INSET needs, at whole school and individual level.
- To assist in future planning and school development.
- To raise co-ordinators' awareness of what is happening in the school in their curriculum area.
- To build confidence in the Monitoring and Evaluation process as a valuable tool in improving school performance.

Standards of Education

The standards of Education at Hazeldene School are monitored rigorously in a variety of ways.

The standards are monitored against:

- a) School statistical data from year to year
- b) Tracking individual progress using formal assessment
- c) Bench marking against similar school across the country
- d) Work displayed and book scrutiny completed by the Senior Leadership Team (SLT) with individual and whole school recommendations for improvement
- e) Lesson observations by the HT/SLT, SIPs
- e) Talking to children, staff, parents and governors.

Areas of Monitoring

AREA	RESPONSIBILITY
School Development Plan/Post OFSTED Action plan / School Evaluation Form (SEF)	Governors/Leadership Team (SLT)
Curriculum	Governors/SLT/Curriculum Leaders
Quality of teaching and learning	SLT/Curriculum Leaders/SIA
Quality of assessment, recording and reporting	SLT/Assessment Leader
Attendance and punctuality	HT/EWO
Behaviour	SLT/All staff
Staff Development	SLT/Subject Leaders/Performance Management
Budget	Governors/HT/Subject Leaders/Admin/School Business Manager
Resources	SLT/Subject Leaders
Health & Safety	HT/Governors/Health & Safety Rep/Site Agent/All Staff
School Buildings and Grounds	Site Agent/Health and Safety Team/Head teacher

1. School Development Plan

- The School Development Plan is drawn up by the Head teacher, staff and governors annually. All areas of development have action plans which are continually referred to and monitored by the Head Teacher.
- The action plans are drawn up after reviewing the previous year's plans.
- The School Development Plan is regularly reviewed and reported to the appropriate Governors' Committee.

2. Post Ofsted Action Plan

- This Action Plan is drawn up after an Ofsted Inspection based on the recommendations.
- This plan is monitored by the Head teacher and governors

3. School Evaluation Form (SEF)

- The School Evaluation Form is carried out by the Head teacher, staff and SIP to monitor progress of the School Development Plan and school progress against national and family standards.
- This review is presented to the governors annually.

4. Curriculum

Planning

- Planning is monitored half termly against the following criteria:
by the subject leaders, year leaders and the curriculum leader who will report back to SLT/ Head Teacher.

- 1) Continuity and progression across the year groups
- 2) Differentiation for all abilities
- 3) Appropriate level and standard of activity

- Planning is monitored half termly by the Head teacher/SLT and Subject Leaders against the following criteria:

- 1) continuity and progression of ability groups and individuals
- 2) differentiation
- 3) clear specific learning outcomes

- Monitoring of individual Education plans is carried out half termly by class teacher and SENDCo.
- The curriculum is monitored termly through the Governors Development committee using evidence from reports, school observational visits and discussion.

Policies/Schemes

- Policies are reviewed on a rolling programme linked to the priorities set out on the School Development Plan.
- Subject Leaders review their curriculum area annually and form an action plan as part of the SDP.

5. Quality of Teaching and Learning

- Teaching is monitored against the teaching and learning policy through observation, discussion, auditing and levelling examples of children's work and talking to children by a variety of personnel depending on the focus e.g. Year leaders, HT and SIA (when requested).
- Regular monitoring of teaching are based on the OFSTED criteria which is shared with all staff by HT, Subject Leaders.
- Procedures are in place for feedback to individual teachers/ensuring confidentiality and the inclusion of a least one negotiated target area for improvement.
- Regular reports by HT to Governors are given termly relating to the quality of teaching and learning across the school.
- Performance Management is used to monitor the quality of teaching and learning.
- Regular review and analysis of pupil outcomes as indicated in the Assessment Policy is carried out.

6. Class Management/Organisation

- Class management and organisation are monitored termly through staff meetings, "walkabouts", observations, year meetings and Inset.

7. Resources

- All resources are audited by subject leaders and class teachers to identify the impact on the standards of education.
- The HT will consider the implications of the audit and requests will be prioritised against the SDP.

8. Assessment, recording and reporting

- The progress of the children is continually assessed. Formal assessments follow the School Assessment framework. Children are assessed daily and progress is recorded on planning/evaluation sheets, individual records and in children's work books. (Please see the Assessment Policy for further details).
- Each term teachers, children and parents discuss the children's progress. An agreed proforma is followed; minutes are taken and copied to all parties including individual targets for children.
- Each year a written report of individual children's progress is discussed with the child and the parents and copied for the subsequent teachers.
- SEND Annual Reviews are carried out to monitor individual progress according to the procedures in the SEND Policy.

9. Absence

- All staff absences are monitored by the Office and logged in an Absence book stating the reason and length of time of absence.

10. Pupil Attendance and punctuality

- Pupil attendance and punctuality is monitored by the class teacher, Head teacher and Education Welfare Officer on a regular basis.
- Any concerns are noted and if continued, brought to the attention of the parents and relevant agencies.
- Statistical comparison is made with national and local figures.

11. Behaviour

- Behaviour is monitored through observations, assemblies; drop ins from SLT against school policy and procedure.
- It is monitored through the school behaviour policy and procedures.
- An analysis of the policy and procedures identifies any areas for development e.g. class, group or individual. Unacceptable behaviour is recorded by the class teacher.

12. Parental consultation

- We have an open door policy and the Head Teacher tries always to make herself available. Appointments can be made through the office to see her
- Questionnaires are regularly sent to parents to monitor their views and ask for suggestions to improve the school. These are analysed and plans for improvement put in place. A summary of response is kept in the Head teacher's office.

13. Staff Development

- Whole school staff development is monitored through staff meetings, training days, questionnaires and training as stated in terms of reference.
- Individual staff development is monitored through performance management as well as individual conferences with the Head teacher.

- Notes are taken and kept confidential.

14. Budget

- The budget is monitored by the *Governors Management Committee* termly, by the Head teacher on a monthly or need to know basis and by the Business Manager daily.
- Head teacher and Bursar prepare an audit for consideration by *Governors Finance Committee*.
- The budget relating to SDP priorities is monitored through general monitoring of all areas of SDP.
- The Subject Leaders monitor budget in terms of any allocation to subject areas.

15. Health & Safety

- The health and safety of the children and staff are monitored through regular risk assessments. Risks are prioritised and action taken as appropriate.
- Termly health & safety audits are undertaken by the Health & Safety Rep and reported to the *Governors' Management Committee*.
- The Site Agent/Health and Safety Rep monitors staff application of agreed school procedures for recording accidents, damage, need for repairs.
- The *Governors* monitor the regularity of fire drills.
- The *Governors* monitor through the Management committee that all health and safety issues are discussed and resolved.

(Please see Health & Safety Policy)

16. School Buildings and Grounds

- The school buildings and grounds are checked daily by the site agent to ensure the safety of the children and staff. Any concerns are immediately reported to the Site Agent via the online system and action taken appropriately.
- The *Governors' Management Committee* monitored regularly the condition of the school buildings and grounds through risk assessments and reports from the site manager.
- All faults or concerns are logged by the Head teacher and site agent which are monitored for progress and repair.

Procedures for Monitoring and Evaluation

- All monitoring must be logged on an appropriate sheet and copies given to the persons involved.
- All monitoring should have a specific focus.
- All personnel involved should be briefed and debriefed about the process.
- Targets for improvements will be set as a result of the monitoring which will feed into School Development Plan.
- Monitoring in the class i.e. observation of teaching should happen no more than once a half term.
- Reports from monitoring and evaluation will be discussed at Governor's Development meetings and reported back to the whole governing body at an appropriate time.
- The head teacher will advise the governing body of any further action required and where their support is needed.

The Head Teacher Support Programme

This programme is designed to support any teacher who, through monitoring, is defined as failing consistently to perform his/her duties to an acceptable standard. The criteria for being placed on a head teacher support programme are:

- Quality of teaching judged to be less than satisfactory
- Evidence of problems with the teacher's ability to achieve job expectations i.e.
- Inability to meet agreed targets within agreed timescales
- Poor attendance and punctuality
- Poor team working
- Poor communication with pupils, colleagues, parents
- Poor record keeping
- Support to ensure a worklife balance
- Poor preparation and work organisation
- Inability to be flexible

Support will be offered through:

- Initial meeting with head teacher who outlines concerns and evidence to support these concerns and explains the support programme. One week's notice of this will be given to allow the teacher to have the support of a union representative or colleague

- Targets will be set to bring about improvement within an agreed timescale. This will usually be for eight weeks, this may be extended by a further four weeks if there is evidence of improvement but performance has not yet reached satisfactory
- A programme of support will be set up which will be tailored to the individual's needs. This might include: support with planning or assessment; opportunities to observe other teachers within school and elsewhere and in-service training.
- Regular meetings to discuss progress will be scheduled.
- Further classroom observations will be undertaken by HT/SLT.
- At the end of the timescale there will be another meeting with the Head teacher. If there is evidence of satisfactory performance the support programme will end, if performance is still judged to be unsatisfactory the Head teacher will move to Formal Capability Procedures as set out in the Bedford Borough Capability Procedures.

Helen Ward
October 2017