



MONITORING AND EVALUATION POLICY

Adopted by the Governing Body of Dunkirk Primary School:

Approval:	Head Teacher
Review:	JUNE 2018
To be reviewed by:	Steve Parry & Kristabel Beeley
Committee responsible:	P&PC

Monitoring and Evaluation is a vital tool in ensuring efficient and effective teaching and learning leading to high standards and facilitating the future development of school as a community. Following outcomes from appraisal meetings, lesson observations/dialogue and general feedback from staff and leadership, the current system for monitoring as part of the appraisal process is not improving the quality of teaching and learning effectively or rapidly enough.

Following evaluation, the system has been reviewed and renewed.

The new system is now built upon the principles of working together and effective learning dialogue, based on developing a research and learning culture in school.

Introduction

At Dunkirk Primary School there is a commitment to self-monitoring and evaluation. All monitoring and evaluation is linked to the maintenance and development of good practice within the school. Monitoring and evaluation is to be closely associated to meeting the overall aims and objectives of the school as laid down in the School Development Plan.

Statement of Definition

1. Monitoring is about analysing actual practice not assumed practice.
2. Evaluation is about checking the effectiveness and impact of a process, task or outcome.
3. The process of whole school Self Evaluation is an essential tool which enables staff and pupils to improve the quality of teaching and learning.
4. It must be remembered that we all monitor and evaluate at different times but much of this is an implicit process. Sometimes it is done sub-consciously and not always systematically.

The Aims of Monitoring and Evaluating

Monitoring must be:-

1. built into plans
2. focused
3. systematic



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4. manageable
5. purposeful
6. participative
7. valid
8. measured against success criteria
9. used to maintain and develop good practice.

In all these ways our monitoring and evaluation should be linked to school effectiveness and reliably inform development planning and target setting.

We need to monitor and evaluate in order to gather evidence of good practice, pupils achievement, continued progress and as part of appraisal.

Involvement in Monitoring and Evaluation

Governors:-

1. termly meetings
2. committee meetings
3. ASP (Analysing School Progress) /school data analysis
4. attendance at parents evenings, theme weeks, formal events, outings etc.
5. formal meetings with subject leaders
6. subject leader reports to governors

Formal Visits

1. focus on curriculum areas
2. ensuring policy is put into practice
3. observation of progression and differentiation involving termly work

Scrutiny

1. year group links
2. role of 'critical friend'
3. layman's eye view of school

Head Teacher

The role of the Head Teacher is to strategically plan the development of the quality of teaching and learning by:

- Using data to identify areas of weakness across school
- Discussing with and enabling staff to research and develop new methodologies to accelerate children's progress
- Reviewing outcomes of teaching and learning to identify what can be developed and embedded across the whole school



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- Enabling budget to facilitate classroom based support

Deputy Head Teachers

The role of the Deputy Head Teachers is to improve the quality of teaching and learning. They will now be working alongside staff every morning. This will involve supporting planning, delivery and evaluation of learning, both during and after sessions. They are in class to develop teaching and learning in a more hands on and immediate strategy. This will be achieved through a range of mechanisms:

- Shared planning of modelling and differentiation
- Team teaching
- Modelling
- Supporting guided groups to accelerate progress
- 1:1 work alongside children to help support identification of misconceptions

The 2 Deputy Head Teachers will work across both campuses-

1. DHTs will work in classes to ensure children and staff are familiar with their presence
2. DHTs will visit classes on a regular basis to work alongside staff, reviewing impact of teaching and evaluating children's learning
3. Learning dialogue will happen both during and following sessions, identifying where learning has been effective and discussing together how learning can be developed. Feedback to staff will be verbal.
4. DHTs will make regular but brief notes as a record.
5. Any concerns raised by the DHTs will be given as a written record to staff and staff will be supported by the DHTs to develop their practice with clear timelines
6. Further concerns about the quality of teaching through the Triangulation process (data/teaching/books) will implement an 'Improving Teaching Plan' and support e.g. facilitated through the TLR Teaching Coach
7. Following this support plan capability procedures would be considered and implemented as part of the appraisal process (see appraisal policy and capability policy)

The benefits of this new approach will lead to:-

- greater awareness of current position to support identification of next steps
- maintenance and development of good practice based on secure foundations
- the use of a wide range of expertise
- the professional development of those involved
- a sense of common purpose
- an ethos of self-evaluation and self-development.



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Whole school Review

Each term leadership will carry out a triangulation review, which will include: quality of teaching/data outcomes/progress of learning evidence in books. This is to ensure all information has been considered and evidence is collated towards appraisal targets. It also allows leadership to address any year group or key stage patterns or concerns about the quality of teaching of an individual teacher.

Teaching and learning responsibility (TLR)

The role of the TLR is specifically linked to an area of responsibility. All are focused on accelerating progress within that area. TLRs produce termly reports to SLT and governors in relation to progress within their areas:

KS2 Coach Dani Barrett-coaching targeted staff and monitoring in relation to quality of teaching

EYFS Nicky Turner- monitoring progress of Early Years teachers quality of provision and pupil progress outcomes

Phase leader KS1 Rachael Jurkiw- monitoring progress of Y1-3 teachers quality of provision and pupil progress outcomes

Phase leader KS2 Sarah Stray - monitoring progress of Y4-6 teachers quality of provision and pupil progress outcomes

SENCo

Jane Mitchell is the SENCo over both campuses, with responsibility for ensuring appropriate progress of children with additional needs

- monitoring and evaluation of all children on SEN register
- updating and maintenance of SEN register
- preparation for formal assessment
- practical advice and support for all colleagues
- dispenser of informed knowledge
- leading classroom support assistants
- HLN/EHCP bids



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Subject Leaders

- INSET provision and impact reviews
- annual scrutiny against action plan (other subjects)
- policy documents review and renewal
- resources review and purchasing
- samples of work /website overview
- planning review (across year groups)
- medium term plans review re: knowledge and skills coverage

Class Teachers

- individual child's progress (i-track)
- use of above to inform medium term planning
- verbal and written feedback with children to inform next steps
- on-going assessments (AfL) to inform short term planning and gap teaching
- plus other formal and informal M&E strategies
- setting targets
- informing parents via consultation evenings and end of year reports

Support Staff

(under guidance and direction of class teacher)

- monitor and evaluate progress of individual children and use outcomes to inform next steps
- evaluate outcomes from gap teaching and feedback to teacher

Parents

- initial parent consultation with teachers about their child
- staff reporting progress of child to parent
- spellings, reading and homework books
- visiting school
- accompanying pupils on trips
- helping in the classroom e.g. reading volunteers
- questionnaires / feedback forms / dialogue with governors
- supporting Friends of Dunkirk functions.

Pupils

- self evaluation (verbal feedback/pink and blue review system)
- peer evaluation (verbal feedback/pink and blue review system)
- feedback from adults
- targets
- questionnaires
- School Council / Playground buddy feedback



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Wider Community

- judged by behaviour on external visits
- community Open Evenings
- information in newsletters and newspapers

The monitoring policy and appraisal policy will be updated and circulated to staff and governors.