

Stanbridge Primary School

MONITORING AND EVALUATION POLICY



Signed (Chair):	Name: Mrs M Todd	Date: 18/05/15
Signed (Headteacher):	Name: Miss F Bertham	Date: 18/05/15
Ratified: by Full Governing Body	Next Review: Term 5 (16/17)	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Monitoring and Evaluation Policy	Date:	18/05/15
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

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Monitoring and Evaluation Policy

Introduction

In our school we plan learning and teaching to enable each child to reach the highest level of personal achievement. 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

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

Principles

1. All aspects of the work of the school described in its policies and practices should be monitored.
2. All members of the school community should be involved in appropriate monitoring and evaluation activities.
3. The outcomes of the monitoring and evaluation process should be used to promote high standards of achievement.

Procedures

1. The **Governing Body** monitors the impact of the policies through:
 - (a) a report (3 times a year) from the Head Teacher about the impact of policy implementation
 - (b) focused visits to observe aspects of the work of the school
 - (c) discussions with stakeholders

In meetings, the Governing Body regularly reviews the impact of policy and practice.

2. The **Head Teacher and the Senior Leadership Team** monitor the impact of the policies through:

- (a) discussions with staff and pupils
- (b) observation of staff at work
- (c) engaging with staff in planning activities
- (d) scrutiny of pupils' work
- (e) observation of pupils at work and at play
- (f) discussions with parents

The Head Teacher regularly reviews, with staff, the work of the school and from the evidence evaluates and changes the way in which policies are implemented. Major changes and the reasons for them are reported to the Governing Body on a termly basis.

3. **Curriculum Teams, the Special Needs Co-ordinator, the Gifted and Talented Co-ordinator and the Assessment Leader** monitor the impact of specific policies through

- (a) discussions with staff and pupils
- (b) observation of staff at work
- (c) engaging with staff in planning activities
- (d) scrutiny of pupils' work
- (e) observation of pupils at work and at play
- (f) discussions with parents

They review practice in their areas of responsibility and make changes in consultation with colleagues. These changes are reported in staff meetings.

4. **Classroom teachers** monitor the work of the pupils and evaluate their responses to teaching methods, resources and assessment information.

They review and evaluate their practice daily and record the methods and outcomes in their daily planning and assessments.

5. **All staff** working with pupils outside the classroom monitor their behaviour and responses to activities in relation to school policies and practices. They review regularly, with the Head Teacher, the need for changes in practice.

6. **Pupils** monitor their own progress through reflection on achievements in all aspects of their development. Their views are sought on school and classroom practices emanating from school policies that affect the way in which they learn and develop as citizens. Pupils, with teachers' support, evaluate and review practice and make changes as appropriate.

7. **External monitoring and evaluation** are carried out by the **Local Authority**, in partnership with the Head Teacher, through analysis of data, classroom observations and meetings with

staff and pupils. The school is also part of **Ofsted's** programme of regular inspection of schools.