



MONITORING AND EVALUATION POLICY

Context

The core purpose of effective school monitoring and evaluation is to identify, sustain, celebrate and share good practice and to identify areas for development based on accurate information. School monitoring and evaluation is only effective if it is based on openness, honesty and trust - balancing the need to highlight any barriers in terms of securing quality provision, with the need to challenge appropriately and ensure that the highest standards of academic progress, and of care support and guidance, are met.

Monitoring and evaluation processes should be fully integrated with

- School and Team improvement planning
- Continuing Professional Development and Appraisal

SCHOOL AND DEPARTMENTAL MONITORING AND EVALUATION ACTIVITIES

Lesson and form time observations

Every subject teacher should be observed annually by the member of staff conducting their appraisal (*see appraisal policy*), and once annually by their head of department or relevant subject leader. Formal observations for appraisal purposes should be recorded using the agreed learning observation proforma in line with the appraisal policy (appraisal documents can be found on the HUB/School Documents/Appraisal). If the head of department/subject leader wishes to monitor the consistent implementation of a whole school or departmental policy during lesson observations however, they may wish to use an alternative recording method.

The head of department/subject leader should also drop in to each subject teacher's lessons twice annually as a minimum. Heads of house will drop in to every tutor group once per half term. These informal observations may be recorded using an agreed departmental/house method if required. In addition, HOH may request support from SLT to focus on form tutor observations for a maximum of one week annually.

It is strongly recommended that departments and houses operate a peer observation system to allow staff to identify, share, celebrate and spread good practice. Staff are also advised to use informal arrangements, possibly supported via the use of IRIS technology, to allow them access to see teaching and learning in other subjects and contexts. It is also strongly recommended that all subject teachers are given the opportunity to observe their head of department or other subject leader teach once annually if requested.

SLT link members and Heads of Department drop in to subject lessons in their areas fortnightly - though they will not see all teaching groups or teachers across the fortnight, they will see a sample. There is a specific focus for these drop ins e.g. Literacy provision, or the progress of students with low prior attainment for example, which will be shared via the staff bulletin or in staff briefings. Brief feedback from the drop in will be provided for staff via email and will be in the WWW/EBI format if/where appropriate.

Team reviews, Interim team reviews and Departmental Requests

Team reviews will normally be calendared to occur once every three years as a minimum, dependent upon departmental performance and outcomes. The review will be led by the Assistant Headteacher (Quality Assurance) and will involve the head of department, subject leaders, SLT, External partners (LA) and the link governor. The review will follow 3 stages:

Stage 1 - The Assistant Headteacher will spend a maximum of two days in the department. This will take place approximately 2 weeks before stage 2 of the process. These time will include no formal lesson observations or grading but will involve;

- Discussions with the Head of Department and teachers who hold responsibility either at departmental and/or whole school level.
- Dropping in and out of lessons, sampling work, looking at current practice and talking to students across all key stages.
- Interviewing a sample of students from teaching groups if required.
- Analysis of departmental results across all key stages in line with the most recent examinations and/or progress check.
- Review of key departmental documentation

Stage 2 - The Assistant Headteacher will identify a schedule of observations based on stage 1 of the review and the schedule will be shared allowing 5 working days' notice for staff prior to the observation. There will be a maximum of two observations, per member of staff and the format will be as follows;

- Staff will be expected to share their learning plan and a seating plan indicating any vulnerable/disadvantaged students as per school policy. Learning plan proformas are available via the HUB.
- Paired observations will be used to standardise and assist with quality assurance and moderation of judgements
- Feedback will be given at an agreed time, with verbal feedback being provided by the end of the working day following the observation, and written feedback being provided within 5 working days.
- Prior to the feedback the member of staff who has been observed should complete their self-evaluation of the lesson

Stage 3 - After the review

- The Assistant Headteacher will produce a report of any agreed strategies that are required to improve and sustain improvements if appropriate.
- The Assistant Headteacher will meet with the HOD at the earliest opportunity to discuss and refine the report as necessary, and to share learning observations collected during the review process. This will allow the HOD to be more informed about specific strengths to share within/across the team, and to be more informed about specific training needs or additional support which may require addressing within/across the team.
- The report and agreed strategies will be shared with the departmental team and other stakeholders
- Members of the team will be invited to meet with the Headteacher/Associate Headteacher to share their views and experiences of the process.
- The Head of department will then be invited to an SLT meeting to give feedback on the report and an update on progress with regard to implementing agreed strategies
- If necessary the team improvement plan (TIP) will be updated immediately to include amendments in view of the outcomes of the review and any subsequent action plans.
- The Head of department and SLT link will prioritise and agree times and dates to discuss and quality assure any next steps.
- Interim meeting – The Head of Department will be invited back to meet with SLT to discuss progress against action plans from the review at least each term.
- The Associate Headteacher will co-ordinate any identified CPD needs that have been highlighted as part of the review. These could be linked to individual and/or team priorities.

Interim reviews - An interim review will be instigated where it is necessary to gather more information. For example, if students have performed particularly well in examinations in a specific subject area, or if a staff team have been particularly successful with an identified cohort of students. Similarly if there is underperformance in a department or subject within a department, or among specific groups of students (vulnerable, AGT, boys or identified groups in the SIP) or if data from progress checks are causing concern. Interim reviews may also include a thematic approach for example a focus on a particular year group or key stage. As such, some or all of the teaching groups within a subject area may be observed as part of the process.

Departmental Request - A department can request support, advice and/or guidance outside the identified schedule where the Assistant Headteacher will work with the department to monitor, evaluate and prioritise an area of concern and/or weakness that has been identified by the team.

A copy of the most recent team review and interim review action points should be included in the departmental handbook

Work Scrutiny

Heads of department should have a standard methodology for sampling work across all key stages and all staff. Departmental sampling may have a specific focus as per the SIP e.g. consideration of the work of boys, those with low prior attainment or disadvantaged students for example, or as identified in the TSEF/TIP. HODs can if they wish use a rolling programme for the collection of work/books/folders/assessments or they may use departmental meeting time. Whatever method is used for work scrutiny the work scrutiny monitoring sheet (tracked against Teacher Standards) must be used by all (**See appendix 2**). Quality assurance checks will be carried out termly involving the Head of Department, SLT and Assistant Headteacher. In order to support the quality assurance process, the Head of Department should ensure that a work scrutiny monitoring sheet is submitted to the Assistant Headteacher summarising their monitoring activities and outcomes each term.

The departmental method agreed for sampling and scrutinising student work, including the frequency/timing of sampling, must be outlined in the departmental handbook

Student Voice

Student Voice feedback is collected once annually for all students (Y7-13), using the PASS survey. The PASS data is used to inform the work of the House and form tutor team, and is made available for classroom teachers to inform and support classroom provision. The collection, collation and sharing of the PASS survey data is coordinated by the Associate SLT member responsible for Behaviour Support.

The PASS data is subsequently used to inform further departmental and house specific student voice activity, led by the Associate Headteacher and calendared on a termly basis, covering one key stage per term. These outcomes are shared with the relevant Head of Department/House as appropriate.

Staff Voice

Staff voice activities are intended to develop a culture of co-operation, listening, trust and mutual respect within the school and to promote effective communication. Staff voice meetings are calendared half termly, and facilitated by SLT with a specific focus. Attendance at the meetings is voluntary.

SCHOOL SELF EVALUATION FORM AND TEAM SELF EVALUATION FORMS

The school SEF and team SEFs provide a useful summary of whole school and team evaluation and monitoring activities including those outlined above, and are instrumental in informing

subsequent school and team planning. The school and team SEFs are organised along the four OFSTED key areas: effectiveness of leadership and management, quality of teaching, learning and assessment, personal development behaviour and welfare, and outcomes for pupils. (needs changing on Team SEFS) The School SEF is completed by the Headteacher and team SEFs by Heads of department and Heads of house, with copies of team SEFs collected centrally at the end of the academic year.

A copy of the most recent team SEF must be included in departmental/house handbooks

APPENDIX 1

Roles

GOVERNORS

The full governing body and sub-committees (Curriculum, Personnel and Buildings and Finance) are linked to areas of school improvement as identified in the SIP. This is a crucial role in supporting the work of the school in monitoring, evaluating and identifying key areas of improvement.

STRATEGIC LEADERSHIP TEAM

The Strategic Leadership Team will participate in regular cycles of monitoring and evaluating the work of key areas within the school. This will be identified in the monitoring and evaluation calendar and updated annually taking into consideration the SIP for the forthcoming year.

The outcomes of all monitoring and evaluation activities will result in feedback to key personnel and through the minutes of meetings. This process will be monitored by the Headteacher via regular half termly SLT meetings, through minutes of meetings and through copies of relevant documentation.

The Headteacher and members of the SLT will give regular feedback on monitoring and evaluation activities to the Governing Body via the relevant committee meetings.

HEADS OF DEPARTMENT AND TLR POST HOLDERS

Heads of Department have responsibility for monitoring and evaluating the quality of teaching and learning in their department (including provision for specific groups of students as identified in the SIP), and in line with departmental and school systems.

HEAD OF HOUSE AND TLR POST HOLDERS

Heads of House have responsibility for monitoring and evaluating the academic and behavioural progress in their houses (including provision for specific groups of students as identified in the SIP), and in line with House and school systems.

TEACHER / FORM TUTOR

Teachers and form tutors have a responsibility for monitoring and evaluating the academic and behavioural progress of their students in line with departmental and school systems.