



# Glen Hills Primary School Monitoring and Evaluation Policy

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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.

## **Introduction**

At Glen Hills 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 closely associated with meeting the overall aims and objectives of the school as laid down in the school's Statement of Aims.

## **Statement of Definition**

- Monitoring is about analysing actual practice, not assumed practice.
- Evaluation is about checking the effectiveness and impact of a process, task or outcome.
- The process of whole school Self Evaluation is an essential tool which enables staff and pupils to improve the quality of teaching and learning.
- 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 at Glen Hills.***

Monitoring must be:-

- built into plans
- focused
- systematic
- manageable
- purposeful
- participative
- valid
- measured against success criteria
- cost effective
- 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 Performance Management.

## **Involvement in Monitoring and Evaluation**

### **1. Governors:-**

- termly meetings

- sub-committee meetings
- attendance at parents' evenings, theme weeks, formal events, outings etc.
- formal meetings with subject co-ordinators
- informal 'governors' open day' visits.

Formal Visits may include: -

- focus on curriculum areas
- ensuring policy is put into practice
- observation of progression and differentiation involving termly work scrutiny
- year group links
- role of 'critical friend'
- layman's eye view of school.

## **2. Executive Head Teacher / Head of School**

- random sampling (informal) of lessons
- formal sampling of lessons through observation and feedback
- performance management
- overview to set achievable targets and to ensure they are met
- encouraging strengths and supporting weaknesses of all staff
- attendance registers
- work scrutinies
- discipline
- analysis of school data: -
  - Baseline and on-entry data
  - Phonics Screening
  - Key Stage One and Two SATs
  - OTrack 'Symphony On Track' termly data
  - Standardised tests
  - Inclusion – tracking specific groups of children.

## **3. Assistant Head**

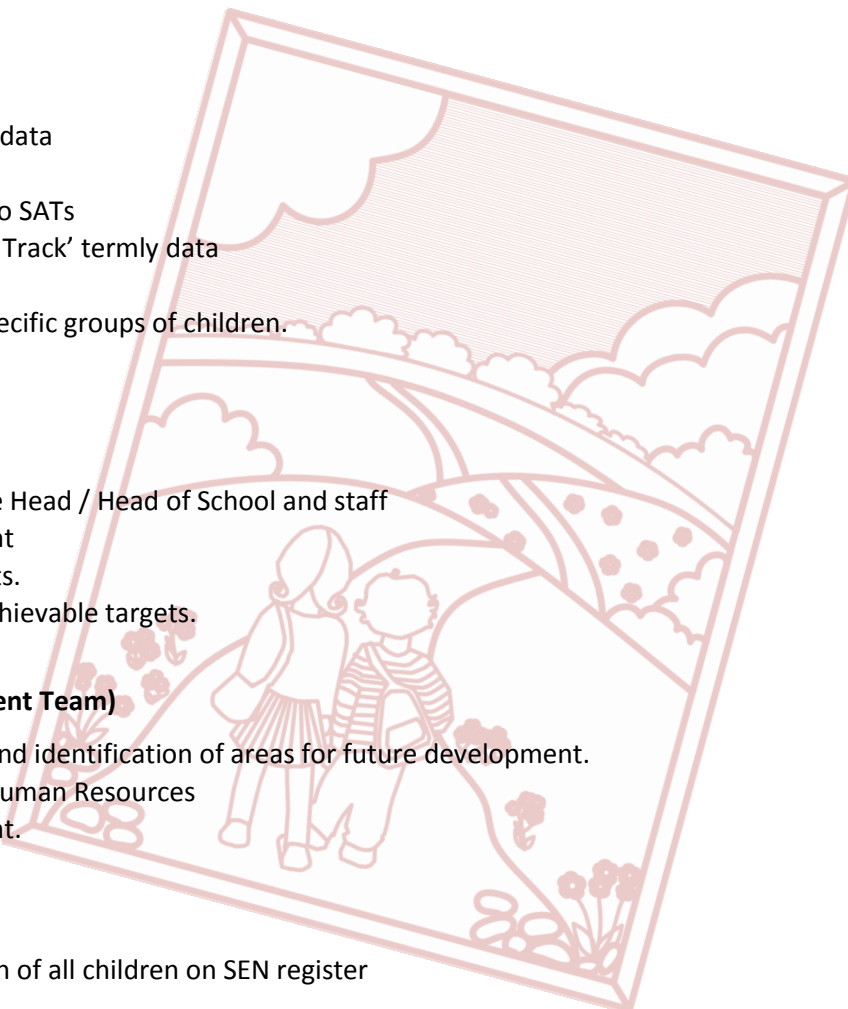
- discipline
- liaison between Executive Head / Head of School and staff
- performance management
- mentoring NQTs/ Students.
- setting challenging but achievable targets.

## **4. SMT (Strategic Management Team)**

- discussion and dialogue and identification of areas for future development.
- efficient deployment of Human Resources
- performance management.

## **5. SENCo**

- 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
- advice on writing IEPs.

## 6. Subject Leaders

- INSET
- termly scrutiny (core subjects), annual scrutiny (other subjects)
- policy documents
- portfolio
- resources
- samples of work
- planning (across year groups)
- review of medium term plans.

## 7. Class Teachers

- individual child's (social & academic) progress
- Symphony On Track Assessment System
- use of above to inform planning
- other formal and informal M&E strategies
- setting targets.

## 8. Nursery Nurses

- similar to class teacher but reporting back any relevant information (ultimate responsibility is with class teacher).

## 9. Support Staff

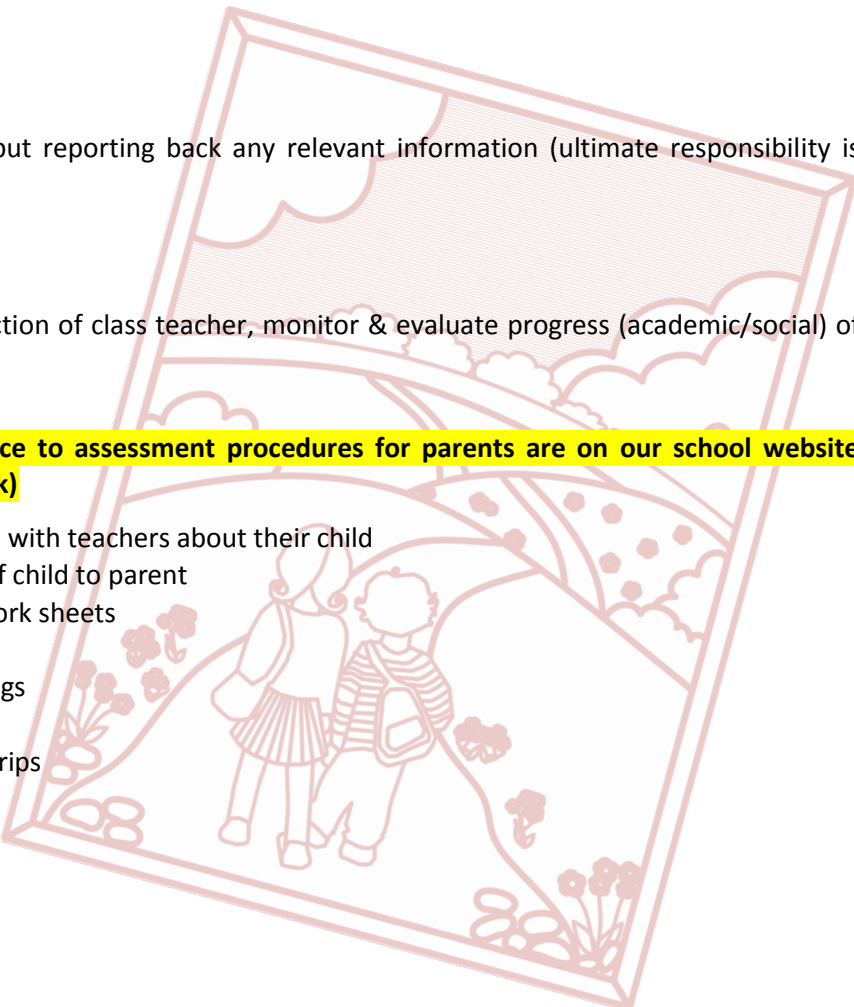
- under guidance and direction of class teacher, monitor & evaluate progress (academic/social) of individual children.

## 10. Parents (further guidance to assessment procedures for parents are on our school website ([www.glenhillsprimary.co.uk](http://www.glenhillsprimary.co.uk)))

- initial parent consultation with teachers about their child
- staff reporting progress of child to parent
- spelling, reading, homework sheets
- discussion
- attending parents' evenings
- visiting school
- accompanying pupils on trips
- helping in the classroom
- supporting PSA functions.

## 11. Pupils

- self evaluation



- peer evaluation
- feedback from adults
- targets.

### 12. Symphony Learning Trust

- Moderation of work and standards across Symphony schools (undertaken by subject and school leaders)

### 13. Wider Community

- judged by behaviour on external visits
- community Open Evenings
- information in newsletters and newspapers
- carol singing
- visit to local library
- links with senior citizens
- links with playgroups.

*The benefits of Monitoring and Evaluation will lead to:-*

- maintenance and development of good practice based on secure foundations and moderation between schools
- 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.



Policy	<i>Monitoring and Evaluation</i>
Reviewing Committee	<i>Curriculum Committee</i>
Last Reviewed	<i>Sept 2018</i>