


MONITORING AND EVALUATION POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	18.3.19
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	18.3.19
Details and dates of minor amendments:	18.3.19 reviewed without amends
Date next full review is due:	Spring 2022

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors, parents and visitors to share this commitment.



1 Introduction

In our school we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, 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 to reach their full potential.

Key Purpose of Monitoring

Through monitoring, we strive to triangulate our evidence, i.e. school-based assessment information, lesson observations and pupil work/discussions to validate our measure of pupils working at or above Age Related Expectation, and pupils who are working below.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning. 'Catch-up' intervention and SEND support are regularly reviewed to ensure maximum impact on pupil outcomes.

2 Monitoring and Evaluation framework

2.1 Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school year.

2.2 We follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.

2.3 A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation.

3 Roles and Responsibilities

3.1 Senior Leadership Team



- To ensure that the Leadership Team, all staff and Governors understand that the purpose of monitoring and evaluation is to enable Kelvin Grove Primary School to develop and improve;
- To identify areas that need to be monitored;
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Performance Management, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

3.2 Subject Leaders

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

3.3 The Governing Body

- Agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated;
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of some the monitoring and evaluation data to inform parents about the school's progress and performance;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.



APPENDIX I

Monitoring Timetable 2018-19

Term	Monitoring	Person(s) Responsible	Date /Frequency	Link Governor
Autumn	TMVs (ten/twenty minute visits)	Not timetabled	TMVs (ten/twenty minute visits)	
	Medium Term Planning	HT & SLT	Half termly	
	Weekly Planning	HT, SLT, Subject Leaders	Half termly SL Release	
	Pupil Progress Reviews	HT & DHT		
	Pupil Book Scrutiny	HT & SLT Subject Leaders	Half termly SL Release	
	SEND & Gifted, Able and Talented Children. Discussion, work sampling, tracking of Reading, Writing and Mathematics	SENDCO	Termly	
	Pupil Premium Children. Discussion, work sampling, tracking of Reading, Writing and Mathematics	Core Subject SLT	Termly	
	Observations of Literacy (to include work sampling, planning, discussion with pupils)	SLT (To feed into appraisal)	Timetabled throughout Autumn Term	
	Pupil Questionnaire	HT/ Family Support Worker		
Spring	TMVs (ten/twenty minute visits)	Not timetabled	TMVs (ten/twenty minute visits)	
	Medium Term Planning	HT & SLT	Half termly	
	Weekly Planning	HT, SLT, Subject Leaders	Half termly SL Release	
	Pupil Progress Reviews	HT & DHT		
	Pupil Book Scrutiny	HT & SLT Subject Leaders	Half termly SL Release	
	SEND & Gifted, Able and Talented Children. Discussion, work sampling, tracking of Reading, Writing and Mathematics	SENDCO	Termly	

	Pupil Premium Children. Discussion, work sampling, tracking of Reading, Writing and Mathematics	SLT	Termly	
	Observations of core subject (to include work sampling, planning, discussion with pupils)	SLT (To feed into appraisal)	Timetabled throughout Spring Term	
	Monitoring the classroom environment	HT	Spring Term	
Summer	TMVs (ten/twenty minute visits)	Not timetabled	TMVs (ten/twenty minute visits)	
	Medium Term Planning	HT & SLT	Half termly	
	Weekly Planning	HT, SLT, Subject Leaders	Half termly SL Release	
	Pupil Progress Reviews	HT & DHT		
	Pupil Book Scrutiny	HT & SLT Subject Leaders	Half termly SL Release	
	SEND & Gifted, Able and Talented Children. Discussion, work sampling, tracking of Reading, Writing and Mathematics	SENDCO	Termly	
	Pupil Premium Children. Discussion, work sampling, tracking of Reading, Writing and Mathematics	SLT	Termly	
	Observations of core subject (to include work sampling, planning, discussion with pupils)	SLT (To feed into appraisal)	Timetabled throughout Summer Term	

Subject Leaders to ensure that they are following their own monitoring timetable. In order for monitoring to impact on learning and teaching, written feedback should be incorporated and where appropriate, targets set. Any actions and targets need to be reviewed to ensure appropriate progress. This is evidence for our self-evaluation as well as Performance Management and information for the Governors' Report.