

## **CRICK PRIMARY SCHOOL**

### **Policy for Monitoring, Reviewing and Evaluating**

The school is committed in its aims to work to improve on the previous best in both the quality of the learning it provides as well as its teaching. The school wants to move forward. In order for this to be achieved, the school acknowledges its responsibility in formally reviewing, monitoring and evaluating the quality and standards of the curriculum and teaching within the establishment and ensuring continued development. This policy applies to the school's internal processes; these are supplemented by the LA programme of evaluation and requests for validation from outside agencies on the work of the school.

#### **Aims**

- To continually improve on the previous best standards of learning and teaching.
- To continually improve the quality of individual learning and to allow each child to fulfill their potential
- To enhance the quality of teaching.
- To ensure that value is added to the child's learning through our teaching.
- To ensure the curriculum is differentiated to meet the needs of all children.
- To ensure that the curriculum is within the requirements of the National Curriculum 2000.
- To ensure that there is consistency and progression within different curriculum areas.
- To enhance the professional development of staff.
- To ensure internal mechanisms within the school fit 'best practice'.

#### **Roles and Procedures**

The Senior Management Team (SMT) uses a number of procedures in order to monitor and evaluate the quality of teaching and learning within the school.

- General overview of the ethos and atmosphere in school on a day to day basis by moving around the school.
- Working in classrooms on a regular basis.
- Formal assessments: Foundation Stage Profile is a continuous assessment, Optional Year 3, 4, 5 QCA Tests, Year 2 and 6 SATS are administered annually. . Formal assessments of Literacy, Numeracy and Science in October and February are used in each year group. Results of these assessments are recorded for each child. General information and trends are fed back to all staff through focused meetings. Pupil Progress Review meetings are held between class teachers and SMT following assessment periods, i.e. in November, February and June. Assessment data is now available on itrack. Itrack allows teachers to input results,

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set yearly and termly targets, analyse strengths and weaknesses for individuals, for the year group and for each subject.

- Developing a programme of monitoring and evaluation in advance linked with School Development Plan.
- Concerns about individual children are discussed with Headteacher, Class teacher and Special Needs Co-ordinator (SENCO).
- Assessing pupil progress by looking at three pupils representing the range of abilities in each cohort for the core subjects to create subject portfolios and to help improve teachers' assessment and predictions for the next term and the end of year.
- Subject leaders, look at a sample of weekly planning, this outlines learning objectives, activities, groupings and resources in Autumn 2, Spring 2 and Summer 2 terms.
- The Headteacher reads and writes a comment on all children's reports at the end of the school year, and reads and signs the interim progress reports.
- The Headteacher reads parents' responses to reports and actions any pertinent points.

### **Subject Leaders**

To support the rest of the staff in their curriculum subject by:

- Having a policy and action plan in place, agreed by all staff and governors.
- Having resources to implement the subject.
- Ensuring planning for subjects are up to date in curriculum folders.
- Support given either by working alongside or through observational work when subject is of priority during the year.
- Helping staff with medium term planning where required.
- Subject Leaders look for evidence of progression, differentiation, range of activities.
- Annually reviewing their role as subject leader (Performance Management).
- Governors liaise with subject leaders to arrange governor visits in order to monitor school performance.

### **The Governing Body**

- To support and reinforce the view that the purpose of monitoring and evaluation is school development, recognising progress and achievement and continuous improvement.
- To receive monitoring and evaluation data at the agreed times and the agreed format in order to review the information and consider its implications.

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- To use the data from monitoring and evaluation to underpin the school review and planning process
- To use a summary of some of the monitoring and evaluation data to inform parents about the school's progress and performance.
- To ensure that monitoring and evaluation are used to establish realistic, yet challenging, targets for continuous improvement and school development.
- Curriculum Sub-Committee has an overview of the school curriculum.

### **Parents**

- Opportunities are sought at regular intervals to seek feedback from parents and children; this is done through meetings, informal discussion and questionnaires.
- Curriculum evenings are provided for parents as a means of explaining new initiatives or how we teach certain skills in specific subjects.

### **Improvement Partner (Local Authority)**

The LA arranges for an Improvement Partner (IP) to monitor, review and evaluate our school performance. The IP meets with the Headteacher and governors and challenges the school about its pupil achievement. The IP produces a report in December, March and July, which is discussed with the Headteacher and circulated to the governing body.

<b>Reviewed:</b>	<b>January 2011</b>
<b>Agreed:</b>	<b>January 2011</b>
<b>Review Date:</b>	<b>January 2014</b>