

Wicklewood Primary School and Nursery



Monitoring and Evaluation Policy

Responsible Person

The person for the updating of this policy is: The Headteacher

Review and Monitoring

This policy will be reviewed annually by the raising standards committee.

Reviewed:

Signed: Peter Meacock (Chair of committee)

Date: 1.11.17

Signed: Julia Brooks (Headteacher)

Date: 1.11.17

Next Review due: Autumn 2018

'The starting point for working out how a school can do better is to know how well it is performing now.' Ted Wragg

At Wicklewood Primary School and Nursery monitoring takes place at several levels, to give us useful information about how well we are achieving our aims, and what we need to do next to improve further. Monitoring, of itself, does not produce improvement unless it leads to evaluation and further planned action in the light of findings. This is the recognised cycle of school improvement and it is our model of school improvement at Wicklewood Primary School and Nursery.

All staff are involved in school improvement planning, through staff meetings and through the monitoring and evaluation of their own subject areas. We constantly consider how we are performing and we prioritise those areas which are to become targets in the School Improvement and Development Plan. Each target in the plan is monitored and evaluated against success criteria. Areas that are not priority development issues for the year will be monitored through an annual subject review.

To help us identify target areas we use a wide range of information, including:

- National Curriculum Assessments and QCA results (and Testbase)
- Internal school assessments
- Attendance and Exclusions
- Admissions
- ASP (Analyse School Performance), FFT Aspire and Key Data
- IP (Improvement Professional)
- Stakeholder surveys
- Ofsted reports
- Moderation files

We look at:

- Behaviour and Attitudes
- Staff Morale and Commitment
- Staff appraisal (both for teachers and support staff)
- Parent forums and feedback from such events as curriculum days
- OFSTED guidance

We consider a range of questions:

- Are some parts of the school more effective than others?
- How do we know?
- Why is it so?
- How does achievement compare with achievement in the past?
- Is there change over time?
- Is there consistency?

We also consider how the school's performance compares with other schools locally, nationally and with similar catchment areas.

The aspects of school that are monitored and evaluated include:

- Standards of progress and attainment
- Quality of learning and teaching
- Behaviour and attendance

- Curriculum development, including resources and training
- Assessment and reporting
- Special needs and equal opportunities
- Leadership and management at all levels

Internal monitoring is undertaken by the governors, head teacher, deputy head teacher, subject leaders and support staff as appropriate.

Through monitoring and evaluation, we aim to build on past achievements and ensure the best provision for all our pupils. There are regular cross-year-group planning and progress meetings. There is termly moderation of data. The process is integral to improvement planning and cannot be separated from it.

Senior Staff

It is the responsibility of the Headteacher, Deputy Headteacher and senior teachers to have an overview of all aspects of the school and of the whole curriculum. Issues or areas to be focused on are decided at staff meetings and/or, in particular, at the SLT School Improvement and Development Planning meetings. Governors are invited to contribute to the process through Learning Walks and through their normal role in monitoring the efficiency and development of the school.

Subject Leaders

Curriculum monitoring is planned and undertaken by curriculum leaders. All teachers (with the exception of NQTs) are subject leaders who monitor and evaluate their curriculum areas. It is their responsibility to set targets and priorities, and to monitor these against success criteria. This may be done through the examination of planning; observation of teaching; work scrutiny; talking to children; test result analysis; examining assessment procedures; questionnaires and timetables;

All Staff

All staff have responsibility to ensure that we are fulfilling our school aims. Any areas for discussion are brought to the Senior Leadership Team or to meetings. All staff are expected to have an overview of progress and attainment through regular whole staff scrutiny of data.

The Governors

The Governing body provides overall direction and constructive criticism.

We recognise that we are accountable to the DFE, Norfolk LA and, most importantly, to parents and pupils. We report our progress to:

- Governors at full governing body meetings, through the head teacher's report, at subcommittees and when they visit

Parents

Through letters, reports, meetings, the web site and other published information

Monitoring progress and evaluating outcomes helps us to prioritise areas for development in order to help us further raise standards and provide value for money.