



PRIORY WOODS SCHOOL

Monitoring, Evaluation and Review Policy

Rationale:

"The gathering of information about the effectiveness of teaching and learning, and the system that is used to support this process, should be at the heart of all schools. Teachers who have invested considerable time and effort in developing curriculum materials and teaching programmes have an entitlement to know how successful their use may be, and a responsibility to make any necessary amendments." (Rose and Parson)

At Priory Woods there is a commitment to monitoring and reviewing teaching and learning as it is the mechanism through which pupil progress is assessed, " quality " assured and decisions related to future action based.

The purpose of this policy is to provide a framework in which:

- the efficacy of the school's ethos, aims and objectives are reflected upon
- the curriculum is monitored in a way that ensures it is broad, balanced, relevant and complies with statutory requirements
- the quality of teaching is judged
- the effectiveness of planning for quality of teaching and learning is judged
- breadth of teaching styles adopted and relevance to their purpose is ensured
- good practice can be identified and disseminated
- the effectiveness of assessment, recording, reporting and reviewing of pupil attainment and achievement can be considered
- pupil behaviour within the context of learning is deliberated upon
- the suitability of accommodation is monitored and the sufficiency and effective use of resources is judged
- the deployment and development of staff is considered

- the effectiveness and the quality of relationships within the school and community is estimated.

The achievement of these aims will contribute to our intention of assuring the quality of the provision we make for pupils.

How will we monitor, evaluate and review our work?

The Governing Body

The Governing Body should review all aspects of school life through

- regular observation of school practice
- discussion with pupils, parents, staff, members of the community and LA
- attendance at meetings and committee meetings
- analysis of reports and school data.

The Governing Body should particularly review policy and / or practice in respect of;

- ✓ the frequency of their full meetings and their committee structure
- ✓ the provision of information to parents
- ✓ the provision of information to the LA
- ✓ the school's aims and objectives
- ✓ the school's curriculum statement
- ✓ the provision of sex education
- ✓ arrangements for RE and collective worship
- ✓ any complaints in respect of the curriculum and related matters
- ✓ the special needs of individual pupils and how these needs are met
- ✓ the use of school premises
- ✓ its charging policy
- ✓ the staffing establishment, staff selection and staff discipline
- ✓ the allocation and accounting of resources
- ✓ inclusion and equal opportunities

Head Teacher

The head teacher should review practice and performance against the schools aims and policies, those of Middlesbrough LA and statutory requirements through:

- regular and systematic observation of practice
- debate at a range of staff meetings
- discussions with individual colleagues, pupils, parents, governors and members of the local community,
- the audit, monitoring, evaluation and review of planning
- the compilation and analysis of data and scrutiny of pupils' work

The head teacher should regularly review school policy and/or practice re:

- ✓ the means by which pupil needs are identified, met, reported upon and reviewed
- ✓ the suitability of school accommodation for the purpose to which it is put, ensuring staff and pupil safety and its opportunities for regular cleaning, maintenance and security
- ✓ school finances
- ✓ the size, suitability, deployment and commitment of staff, the relationships between staff groups and guidance and information for staff
- ✓ the school staffing structure including management, ensuring its suitability for its size and circumstance, and effectiveness at all levels

Deputy Head Teacher

The deputy head teacher should regularly review school policy and practices through:

- observation of practice
- debate at staff meetings
- discussion with colleagues, governors, pupils and parents
- the audit, monitoring, evaluation and review of planning
- the compilation and analysis of data and scrutiny of pupils' work

The deputy head teacher should particularly review policy and practice in respect of:

- ✓ assessment, recording and reporting of pupils' progress and attainment through the compilation and analysis of data
- ✓ pupil personal development, behaviour and the school's Behaviour Policy and Practice statement
- ✓ the school brochure, handbooks and policies
- ✓ staff induction, supervision and development
- ✓ continuous professional development

The deputy head teacher should also ensure that the monitoring and evaluation of the curriculum in general and educational practices in particular is used as a basis either for further monitoring and evaluation or for change to practice. Specific attention should be paid to :

- ✓ pupil achievement and the quality of learning
- ✓ the quality of teaching and range of teaching styles employed and
- ✓ teacher assessment of pupil work

Assistant Head Teacher

The assistant head teacher should regularly review school policy and practices through:

- observation of practice
- debate at staff meetings
- discussion with colleagues, governors, pupils and parents
- the audit, monitoring, evaluation and review of planning
- the compilation and analysis of data and scrutiny of pupils' work

The assistant head teacher should particularly review policy and practice in respect of:

- ✓ the whole school curriculum the breadth, balance, relevance of the curriculum and its fulfilment of statutory requirements
- ✓ extended schools and outdoor education
- ✓ relationships with parents, other professionals and agencies and the local community
- ✓ timetabling arrangements

The assistant head teacher should also ensure that the monitoring and evaluation of the curriculum in general and educational practices in particular is used as a basis either for further monitoring and evaluation or for change to practice. Specific attention should be paid to :

- ✓ pupil achievement and the quality of learning
- ✓ the quality of teaching and range of teaching styles employed and
- ✓ teacher assessment of pupil work

TLR - Team Leader

There are four Team Leaders who are each responsible for one of the following areas;

Post 16

Upper School

Lower School

The Arts specialism

Team leaders should by debate at team meetings, discussion with individual colleagues, systematic sampling of lesson planning and timetables, occasional lesson observation, talking to and observing pupils, monitor and evaluate: -

- the clarity and realism of the planned pupil learning outcomes across the key stages
- the extent to which tasks are designed to ensure that all pupils experience challenge and a measure of success
- the degree to which the class teachers' selection of methods and activities promotes positive behaviour and active, independent learning

See TLR job profile

TLR - Curriculum Co-ordinator

There are four Curriculum co-ordinators who are each responsible for one of the following areas;

- The Scientific World - Maths, science
- Communication in a Global world - English & communication, ICT, MFL, history and geography
- Creative - art & design, music, dance, drama
- Personal, Social & Economic Wellbeing - PE, PSE, SRE, RE enterprise and citizenship

There is also an additional TLR for

- Health & Wellbeing and this post sits within the PSHE curriculum group and has shared responsibility to promote THRIVE practice within school

The Curriculum Co-ordinator should convene curriculum meetings, debate with colleagues, systematically sample planning and talk to and observe pupils.

The TLR curriculum co-ordinator's monitoring and evaluation role includes;

- Writing, implementing and reviewing a subject action plan
- reviewing curriculum policies and ensuring coverage of curriculum areas
- ensuring learning programmes are implemented in line with school policy

See TLR Curriculum co-ordinator's job profile

Class Teacher

The class teacher contributes to monitoring and evaluation through attendance and debate at Key Stage and whole school staff meetings. Teachers are also members of one or more curriculum teams.

The class teachers' monitoring role includes;

- formative and summative assessment of pupils to inform targets, learning journeys, lesson plans and reports
- analysis of data to monitor & compare pupil progress
- moderation of assessment results and pupils work

See Teachers job profiles

Review Cycle

Monitoring and evaluation is linked to school self evaluation and enables us to make quality judgements about areas within our school. Judgements about areas are then used to inform the School Improvement Plan and Review and Development Plan.