



LONDON FIELDS
PRIMARY SCHOOL



Monitoring and Evaluation Policy

Date Approved: September 2017
Review date: September 2020

Introduction

At London Fields Primary School we plan learning and teaching with a view to enabling every 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 our school.

Monitoring is the means by which we gather information. Within our school we do this systematically across the curriculum, through a range of activities.

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 success and make progress;
- 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.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

Monitoring and Evaluation framework

Monitoring and Evaluation at London Fields are part of a thoroughly planned process and involve a range of different stakeholders over the course of an academic year. We follow a planned cycle of school self-evaluation outlined in the Key Action Plan (KAP). This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.

The KAP provides timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation process. We also aware that support to staff is most effective when given at the time of need and so additional observations, team teaching and feedback maybe given outside of the designated times on the KAP. Where possible, the observee and observer will meet before the observation to discuss the session and talk through the planning. They will agree the focus of the observation. Then the observation will be filmed so that the teacher/teaching assistant can self-assess their own performance and have a more informed and fruitful feedback session with the observer. These films will be stored confidentially and only shared with relevant members of staff – not a general audience without consent.

Our main vehicles for monitoring teacher performance happen during year group focus monitoring weeks (see Appendix 1).

Roles and Responsibilities

Senior Leadership Team

It is the job of the Senior Leadership Team to ensure all staff, Governors and stakeholders understand that the purpose of monitoring and evaluation is to enable London Fields Primary School to develop and improve. To ensure this, it is the SLT's responsibility;

- 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. Appraisal, 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.

Subject Leaders

Subject leaders at London Fields ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development; and they carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

The Governing Body at London Fields agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated. It is also their responsibility to:

- 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.

Teacher Monitoring Schedule Term	Subject Learning Walk <i>(Learning walk across school/key phase: pitch and progression)</i> Staff Update	Year group Monitoring Review – see KAP <i>(Learning walk across year group: teaching and learning)</i> On-line form	Coaching observation <i>(Individualised support according to coaching plan/discussion)</i> On-line forms/Coaching plan	Lesson Study <i>(Peer coaching support)</i> Lesson study forms	Formal observation On-line form	Book look <i>(Informal check across school /key phase: pitch and progression and coverage)</i> Email record if needed	Work scrutiny <i>(Formal scrutiny across school: pitch, progression, feedback and coverage)</i> On-line form
Autumn 1	Literacy Maths	Year 4 Year 3	According to coaching plan		NQTs or MPS Dependant on coaching plan	Literacy Maths	
Autumn 2	Literacy Maths Science Topic Handwriting PE Music Computing Spanish P4C	EYFS Year 1 Year 2 Year 5 Year 6			NQTs or MPS Dependant on coaching plan		Literacy Maths Science Topic Handwriting
Spring 1	Literacy Maths			As per SDP focus	NQTs or MPS Dependant on coaching plan	Literacy Maths	
Spring 2	Literacy Maths Science Topic Handwriting PE Music Computing Spanish P4C	Year 4 Year 3 Year 6 Year 5		As per SDP focus	NQTs or MPS Dependant on coaching plan		Literacy Maths Science Topic Handwriting
Summer 1	Literacy Maths	EYFS Year 1 Year 2			NQTs or MPS Dependant on coaching plan	Literacy Maths	
Summer 2	Literacy Maths Science Topic Handwriting PE Music Computing Spanish P4C				NQTs or MPS Dependant on coaching plan		Literacy Maths Science Topic Handwriting

NB: For core subjects, subject leads will be providing weekly coaching support as needed (e.g. team teaching, modelling, learning walks, informal observations). These will inform individual coaching plans. Subjects such as Art, DT and RE will be observed during their focus weeks.

Developing Teachers' Performance

Related policies: Appraisal Policy, monitoring Policy

Teachers' performance is monitored and supported through a range of methods.

1. Informal on-going support and input from senior leadership team and subjects leads. In the form of:

- supported lesson planning
- modelling and team teaching
- coaching observations and learning walks
- team marking
- observing peers and colleagues
- book looks

The purpose of this monitoring is to support teachers and guide them. It is intended to identify and share good practice across the school and identify areas for support at an early stage and so help staff to progress.

2. Formal observations for NQTs or teachers requiring additional support. For NQTs this is a statutory obligation and for MPS staff it will form part of a bespoke coaching and support plan to enable them to make progress in their practice.
3. Lesson study groups. This highly regarded method of peer coaching is intended to build collaborative relationships across the school and help to develop a cohesive and consistent teaching approach at London Fields. Staff work in small groups to refine and develop their practice – learning from each other and reflecting on their own performance. This will be supported by SLT.
4. Formal Monitoring Review. This happens twice a year as timetabled on the KAP. During this focus week lessons in literacy, maths and other curriculum areas will be observed, books and the classroom environment will be reviewed along with other areas of the Teaching Standards. Teachers will receive detailed and individualised feedback on their performance with clear guidance on their next steps. The purpose of this monitoring is to give feedback in a comprehensive and streamlined way so that strengths and next steps are clear for the teacher and the school.
5. Subject learning walks and work scrutinies for Foundation Subjects. These will happen twice a year when blocks are being taught/in Autumn and late Spring Term. Feedback will be in the form of individualised forms which will feed into the overall feedback from the Formal Monitoring Review.

Monitoring Review Report

Name:		Year Group:		Date:	
	Teaching Standards – Part 1 Teaching	Evidence and strengths		Next steps	
1 Set high expectations which inspire, motivate and challenge pupils					
1.1a	Establish a safe and stimulating environment for pupils rooted in mutual respect				
1.1b	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions				
1.1c	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils				
1.2 Promote good progress and outcomes by pupils					
1.2a	Be accountable for pupils' attainment, progress and outcomes				
1.2b	Plan teaching to build on pupils' capabilities and prior knowledge				
1.2c	Guide pupils to reflect on the progress they have made and their emerging needs				
1.2d	Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching				

1.2e	Encourage pupils to take a responsible and conscientious attitude to their own work and safety		
1.3 Demonstrate good subject and curriculum knowledge		Evidence and strengths	Next steps
1.3a	Have a secure knowledge of the relevant subjects(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings		
1.3b	Demonstrate a critical understanding of the developments in subject and curriculum areas, and promote the value of scholarship		
1.3c	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject		
1.3d	If teaching early reading, demonstrate a clear understanding systematic synthetic phonics		
1.3e	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		
1.4 Plan and teach well structured lessons		Evidence and strengths	Next steps
1.4a	Impart knowledge and develop understanding through effective use of lesson time		
1.4b	Promote a love of learning and children's intellectual curiosity		
1.4c	Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired where appropriate		

1.4d	Reflect systematically on the effectiveness of lessons and approaches to teaching		
1.4e	Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)		
1.5 Adapt teaching to respond to the strengths and needs of all pupils		Evidence and strengths	Next steps
1.5a	Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
1.5b	Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these		
1.5c	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development		
1.5d	Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them		
1.6 Make accurate and productive use of assessment		Evidence and strengths	Next steps
1.6a	Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements		
1.6b	Make use of formative and summative assessment to secure pupils' progress		

1.6c	Use relevant data to monitor progress, set targets, and plan subsequent lessons		
1.6d	Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback		
1.7 Manage behaviour effectively to ensure a good and safe learning environment		Evidence and strengths	Next steps
1.7a	Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy		
1.7b	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		
1.7c	Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them		
1.7d	Maintain good relationship with pupils, exercise appropriate authority and act decisively where necessary		
1.8 Fulfil wider professional responsibilities		Evidence and strengths	Next steps
1.8a	Make a positive contribution to the wider life and ethos of the school		
1.8b	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		
1.8c	Deploy support staff effectively		
1.8d	Take responsibility for improving teaching through		

	appropriate professional development, responding to advice and feedback from colleagues		
1.8e	Communicate effectively with parents with regard to pupils' achievements and well-being		
Teaching Standards - Part 2: Personal and professional conduct			
	Standard	Evidence	Next Steps
1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:			
1.a	Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position		
1.b	Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions		
1.c	Showing tolerance of and respect for the rights of others		
1.d	Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs		
1.e	Ensuring that pupils' beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law		
2	Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality		
3	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		