

# Highfield Community Primary School

## Monitoring and Evaluation Policy



Academic Year  
2021 – 2022

## Monitoring and evaluation form the cornerstone of school self-evaluation and school improvement. It is integral in the journey of learning; it is given high priority at Highfield.

We believe effective monitoring and evaluation:

- leads to learning that lands and lasts for a lifetime for our children;
- challenges our thinking and helps us to ask 'how can we do it even better?';
- demonstrates strong leadership and informed governance;
- identifies areas of professional development for staff;
- demonstrates and celebrates embedded changes;
- allows progress to be shared with the community;
- involves the teaching staff, governors, parents and pupils;
- supports consistency and high standards throughout the school;
- supports a common language of learning that is understood by everyone;
- ensures that every child is making at least good progress and is appropriately challenged to reach their full potential.

Monitoring is the means by which we gather evidence. We do this systematically across a range of activities within our school. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

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

We used the revised OFSTED Evaluation Schedule and subsidiary guidance to guide our evaluation judgements under the headings of:

- Overall Effectiveness
- The Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Quality of early years education

All monitoring and evaluation is accompanied by a programme of staff professional development to ensure no member of staff is asked to raise their practice without high quality training and the necessary resources.

'What we say, is what we actually do.'

## Monitoring and Evaluation Programmes will be influenced by:

- The [previous cycle](#) of monitoring and evaluation (pupil and parent voice, lesson observations, learning walks, book scrutiny)
- The outcomes of ongoing [academic assessments](#) and national testing/benchmarking
- The [School Development Plan / Post Ofsted Action Plan](#)
- The [Appraisal Cycle](#) for Teaching Staff

[‘I am not afraid of storms, for I am learning how to sail my own ship.’](#)  
[Louisa May Alcott](#)

## Gathering Evidence:

In order to [triangulate evidence](#) and ensure that Highfield School [continues to improve](#) the delivery of its learning, monitoring takes several forms.

Evidence is gathered in the following ways:

- [Learning walks](#) – visiting many areas of the school looking at a particular pre-agreed focus
- [Pupil Voice Surveys](#) – gathering evidence from small identified groups of children as well as whole school surveys carried out in classes and then collated
- [Parent Workshops and Surveys](#) – parents giving oral and written feedback in small focus groups, whole school workshops, paper based surveys
- [Formal Lesson Observations](#) – gathering evidence by observing with an agreed focus (this may also include evidence for Teaching Appraisal Meetings)
- [Book Scrutiny](#) – benchmarking books based on National standards and agreed progress measures.
- [Peer Observations](#) – Teachers and Teaching Assistants coaching, observing and evaluating to an agreed criteria
- [School Cluster Moderation](#) – working alongside similar schools to benchmark standards through books, planning and assessment outcomes
- [School Improvement Partner Observations](#) – Highfield also involves independent senior leaders and advisors to observe practice, scrutinise books, planning and data
- [Data Scrutiny](#) – Each term the SENCO and Senior Leaders analyse data to highlight impact of the terms interventions and identify key areas of focus for the following term. The is also benchmarked against National Standards annually where data exists.
- [Policy and Curriculum Planning](#) – reviewing and amending school policies and curriculum plans to evidence a broad, balanced and challenging curriculum for learning.

At all times the [purpose](#) of the monitoring process is made [explicit](#).

[‘Hold yourself responsible for a higher standard than anyone else expects of you.](#)  
[Never excuse yourself.’](#)

[Henry Ward Beecher](#)

## **Roles and Responsibilities:**

Monitoring at Highfield is not viewed solely as the responsibility of the Headteacher or Senior Leadership Team. In order to **implement effective, purposeful change**, we believe that all members of the **school community** need to contribute and **be involved** in the process.

### **Headteacher and the Senior Leadership Team**

- To ensure that the Leadership Team, all staff and Governors understand that the purpose of monitoring and evaluation is to enable Highfield School to continue to develop and improve;
- To identify priority areas that need to be monitored in line with our school improvement plan;
- To delegate monitoring and evaluation activities to the appropriate staff or governors, with clarity of expectations and outcomes to be achieved made explicit;
- 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 Champions**

#### **Within their subject:**

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- Ensure that standards of teaching and learning are high;
- Ensure that all staff are consistently following school policies for teaching, learning and assessment;
- Monitor rates of progress and standards children are making, 'Do children know more, understand more and can they do more?'
- Monitor cross curricular links and the application of basic skills (reading, writing and maths);
- Monitor the effective use of teaching and learning materials and resources;
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

### **The Governing Body**

- Agree, in consultation with the Head Teacher and SLT, 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 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.

- Gather evidence on behalf of the Governing Body through pupil and parent interviews, attending school events and observing learning and teaching alongside staff members.

### **Record Keeping**

The outcome of any monitoring and evaluation process is **recorded and kept centrally** by the headteacher. These records are used to inform future school development planning and are also reported on to the school community, School Improvement Advisors and Consultants and HMI/Ofsted.

### **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**. This policy has been written to uphold these values.

**‘There is nothing noble about being superior to some other man. The true nobility is in being superior to your previous self.’**  
Hindu Proverb