

# BARNS GREEN PRIMARY SCHOOL

# Monitoring Policy

## OUR SCHOOL VISION

We will help our pupils  
We will  
We will allow them to  
We will help them

Learn  
Inspire them,  
Flourish and  
Excel

These are the building blocks for a successful **LIFE**.

*We are a child-centred school. Every decision we make is in the child's interest.*

We encourage pupils to become confident learners.

We are all members of a Learning Family and we speak and listen to each other honestly.

We listen especially carefully to our pupils.

We recognise the value of individuality.

We make sure every child can achieve excellence.

We celebrate everyone's success and learn from our mistakes.

Ours is a safe, caring and happy school.

2014

Issue no  
1

Date  
Autumn  
Term 2016

Responsible Governors  
Teaching & Learning

Review in  
Autumn Term 2017

# BARNES GREEN PRIMARY SCHOOL

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In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure 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 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 on the effectiveness of actions taken, based on their impact on the quality of children's learning.

Monitoring and evaluation in our school is part of a planned process and involves a range of different people over the course of a school year.

## **The quality of teaching**

The Head Teacher/SLT observe all teachers working with classes at least twice per year. Teachers agree the observation date and the focus. The focus is linked to the school improvement plan, performance management of the teacher or an agreed whole school issue. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The SLT builds the development points into the school's continuing professional development programme and School Development Plan. Other teachers may make classroom observations as part of their continuing professional development. This is always agreed with the teacher being observed.

The Headteacher will also make unannounced observations to gather evidence for specific foci.

The school employs a School Improvement Adviser who makes a minimum of 3 visits per academic year. Quality of teaching is a focus in the Autumn term (where Data is reviewed) and the Spring term (where quality of provision is reviewed).

Support staff receive feedback at least annually by the Head Teacher/SENCO or class teacher. Monitoring activities for support staff are agreed according to identified need/areas for development. This is part of their performance review structure.

## **The quality of children's learning**

Staff will gather evidence about the children's attitudes to work and the standards which they are attaining in lessons. SLT will find out the pupils attitude towards learning through questionnaires and pupil interviews. This evidence will be discussed at whole school and individual progress meetings. It will help us to make evaluations about the impact of the school improvement plan and continually develop the school improvement process.

## **The standards attained by children**

SLT/staff will gather evidence about standards and where appropriate carry out scrutiny of children's work. This involves the sampling of children's work including children below expectation, in line with expectation and above expectation within each class. Staff will use the evidence of this to inform teaching and learning and future planning. Outcomes from standards monitoring will be used by the Senior Leadership Team to set priorities for school improvement.

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## **The quality of teachers' planning**

Planning is monitored by the SLT at least once per term. The HT/SLT record any common issues and pass on information about these to the teachers and adjustments are made as appropriate. Long term planning is reviewed on an on-going basis to ensure curriculum coverage and according to the interests of the pupils. Judgements from the monitoring of planning will be used to inform the school improvement process.

## **The targets set for children's learning**

Whole school curriculum targets are set half-termly/termly as required for reading, writing and maths. All children receive feedback on their written work using the 'Tickled Pink/Green for Growth' system. These form short term 'targets' for the children. The teacher reviews the children's National Curriculum attainment at the end of each term or assessment period and sets the targets for the end of each assessment period (February, May). The SLT and the class teacher review these targets and the progress which the children make, identify areas for development and include these areas in the school development plan.

The Head Teacher and Governing Body, in consultation with an independent SIA, review the progress which the school is making towards its National Curriculum targets in English and mathematics in November of each year.

## **The targets set in our school development plan**

The Head Teacher gives the Governors a termly report in which he identifies progress against the targets within the school improvement plan. The Head Teacher supplies the governors with termly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school improvement plan. The planning cycle involves the Governing Body in evaluating the progress of the current school improvement plan.

Governors have a clear view of the school's strengths and weaknesses.

## **Monitoring the curriculum other than Literacy and Numeracy**

The SLT and lead teachers will monitor subject areas through lesson observations, scrutiny of work and standards. Lead teachers will carry out a subject audit annually and make a judgement about attainment in their subject areas. The SLT will use this evidence to identify areas for improvement in the SIP.

## **Monitoring and evaluation as part of performance management**

The Performance Management Cycle led by the HT and Senior Teacher provides a framework for implementing the processes of objective setting, planning, monitoring and evaluation from the School Improvement Cycle for all teachers and support staff on an annual basis.

## **Self evaluation form**

The school's Self-Evaluation will be recorded termly and judgements validated by an independent SIA. The Self-Evaluation Cycle is

Autumn Term – Data Review

Spring Term – Quality of Provision Review

Summer Term – Leadership & Management Review.

SLT will use all the monitoring and evaluation evidence available to them to complete the self-evaluation as accurately as possible. The Governors will receive a termly report from the SIA. The Headteacher will provide Governors an annual summary of the previous year's self-evaluation at the start of each academic year.

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