**Pear Tree Primary School**

**Incorporating PiPs Before and After School Club**



**Monitoring and Evaluation Policy**

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| **Date agreed** | **November 2024** |
| **Date for Review** | **September 2025** |
| **Acting Headteacher** | **Mr M Greasby** |
| **Chair of Governors** | **Dr J Hillman** |
| **Signed on behalf of the Governors’ Board by:**  **Name:** | **Signature:**  **Date:** |
| **Signed on behalf of the school by:**  **Matthew Greasby**  **Acting Headteacher** | **Signature:**  **Date:** |

**Introduction**

At Pear Tree Primary School we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. Our school development is informed by our School Development Plan (SDP). 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**

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

We believe that effective monitoring should:

* Promote excellent learning and teaching throughout the school;
* Ensure excellent planning and delivery of the curriculum;
* Identify the strengths and needs for professional development;
* Offer an opportunity to celebrate success and make progress;
* Provide information to support self-evaluation;
* Ensure consistency throughout the school;
* Ensure that every child is making good progress and is appropriately challenged to reach their full potential.

**Evaluation**

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 thoroughly planned process that involves a range of stakeholders over the course of an academic year.

At Pear Tree Primary we follow a planned cycle of school self-evaluation. This ensures that all aspects of the school’s performance are systematically and regularly reviewed as part of an annual cycle.

A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation process.

**Monitoring & Evaluation 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 Pear Tree 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. Teacher 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 Board, 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 Pear Tree Primary 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 Board

The Governing Board at Pear Tree Primary agree, in consultation with the Exec Head & Acting 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.

The Governing Board have their own Governing Board monitoring policy which details how and when Governors work alongside SLT to monitor the quality of standards and provision here at Pear Tree Primary.

The Quality of Teaching

The Exec Head, Acting Headteacher and Senior Leadership Team observe all teachers working with classes at least twice per year. Teachers agree the observation date and the focus. This focus is linked to the school development plan, performance management/teacher appraisal 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 Senior Leadership Team (SLT) builds the development points into the school’s continuing professional development programme and School Improvement Plan. Other teachers also take part in classroom observations as part of their continuing professional development. This is always agreed with the teacher being observed.

The SIP (School Improvement Partner) meets with the Exec Head and Acting Head Teacher (DHT) to monitor the quality of teaching and learning as appropriate, but at least annually. These visits support schools’ ability to identify whole school strengths and weaknesses and this forms part of the School Improvement Plan. Monitoring activities for support staff are agreed according to identified need or areas for development. This is part of their performance management structure and/or as part of the school improvement process.

The Quality of Children’s Learning

Staff gather evidence about the children’s attitudes to work and the standards which they are attaining in lessons. SLT, Governors and subject leaders will find out the pupils’ attitude towards learning through ‘pupil voice’ interviews with the children. 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 and staff gather evidence about standards and where appropriate carry out scrutiny of the whole curriculum (all books).. This involves the sampling of children’s work including those below age related expectations, in line with age related expectations and above age related expectations within each class, this sampling of work will also include examples from children in a variety of identified vulnerable groups e.g. pupil premium, gender, ethnicity. Staff will use the evidence of this to inform teaching and learning and future planning. Outcomes from standards monitoring will be used by SLT to set priorities for school improvement.

The Quality of Teachers Planning

Planning is monitored by the SLT at least once per term (if needed). The Exec Head / Acting HT/SLT members record any common issues and pass on information about these to the teachers and adjustments are made as appropriate. Planning of curriculum areas will also be undertaken by middle leaders / subject leads. Long term planning is reviewed on an on-going basis to ensure curriculum coverage and according to the interests and needs of the pupils. Judgements from the monitoring of planning will be used to inform the school improvement process. Medium-term plans are monitored half termly by either the DHT or SLT. The Exec Head / HT/SLT members record any common issues and pass on information about these to the teachers and adjustments are made as appropriate.

The Targets Set for Children’s Learning

The teacher reviews the children’s progress towards their age-related expectations at the end of each term/assessment period, with a target for Reading, Writing and Maths each being 75% of children at Age Related Expectations. The SLT and the class teachers review these the progress which the children make, identify areas for development and include these areas in the school improvement plan or on class data tracking sheets. These are also shared through termly pupil progress meetings. The Exec Head, Acting Head Teacher and Governing Board review the progress which the school is making towards its National Curriculum targets.

The Targets Set in our School Improvement Summary (SES).

The Exec Head and Acting Head Teacher give the Governors a termly report in which they identify progress against the targets within the Self Evaluation Form. They also supply the Governors with termly budget updates. This allows the Governing Board to monitor and evaluate spending patterns against the priorities for improvement identified in the School Improvement Summary. The planning cycle involves the Governing Board in evaluating the progress of the current school improvement plan. Governors have a clear view of the school’s strengths and weaknesses.

Foundation Subject/Curriculum Monitoring

The SLT and subject leaders monitor subject areas through lesson observations, pupil voice conferencing, scrutiny of work and standards. Subject leaders carry out a subject audit annually and make a judgement about attainment in their subject areas. There is a target for each curriculum area of 75% of children working at the age-related expectation. The SLT will use this evidence to identify areas for improvement in the SIP. Each subject leader also keeps an up to date folder containing information regarding their subject area.

Monitoring and Evaluation as Part of the Teacher Appraisal Cycle

The Teacher Appraisal Cycle led by the Exec Head, Acting Head Teacher and SLT 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.

Ofsted School Self Evaluation Form (SEF) / SES

The SEF / SES form will be updated by the Head Teacher at least three a year, they use all the monitoring and evaluation evidence available to them to complete the SEF/SES as accurately as possible. The School Improvement Partner (SIP) and Governing Board monitor the SEF/SES with the Exec Head / ActingHead Teacher termly.