

# Cotgrave Church of England Primary School



## MONITORING AND EVALUATION POLICY

Reviewed	Spring 2011	Spring 2019		
	Autumn 2012	Spring 2021		
	Spring 2015	<b>Spring 2023</b>		
	Spring 2017	Autumn 2024		
	Spring 2018			

# Cotgrave Church of England Primary School

## Monitoring and Evaluation Policy

### Roles and responsibilities of the Governing Body

What is the role of the governing body?

In order to fulfil its dual role of making strategic decisions and acting as a critical friend the Governing Body requires information at an appropriate level of detail. This is achieved in the following ways:

- a written report to the full governing body once a term from the Head Teacher;
- presentation to the Accountability Panels and to the full Local Governing Body of school data analysis;
- regular reports on progress in implementing all the actions of the School Improvement Plan to the Accountability Panels and thereafter to the full Governing Body;
- the termly GKIT meeting with the School Improvement Director of the Multi Academy Trust;
- participation in actual monitoring activities.

At Cotgrave Church of England Primary School we believe in the concept of 'learning for life' and the idea that both adults and children learn new things every day. We wholeheartedly believe that learning should be a rewarding and enjoyable experience for everyone, with every learning opportunity seized. Through our teaching and the resultant and associated learning we equip children with the skills, knowledge, understanding and values necessary to be able to make informed choices about the important things in their lives, striving to combine excellence in teaching with enjoyment of learning. At the same time, we want to build a culture of ambition within the school, where every learner strives to be the best that they can be. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives ('Life in all its fullness'), nurturing profound personal development.

As a school we work to take care of our staff, enabling them to grow within the school community by encouraging them to seize opportunities and strive, too, to be all that they can be - building our team of staff as a quality and professional force, exemplary in conduct and commitment, up-to-date in skills and knowledge - key role models in attitude and behaviour.

Our mission is to help develop happy, confident, independent, caring young people who are enthusiastic about their achievements, excited about their future and who excel to reach their full potential, within an atmosphere of Christian love which encourages respect for others and a positive attitude to the world around.

### 1. Why do we conduct monitoring and evaluation exercises?

Through monitoring and evaluating our performance we seek to:

- establish how well we are performing, compared with previous performance and the performance of others - striving to be all that we can be;
- identify our strengths and weaknesses;
- celebrate our strengths;
- ensure that our future actions are targeted to address any weaknesses - building a culture of ambition;
- inform the cycle of school improvement planning;
- allocate resources in the most effective way, providing a range of quality experiences to the children - seizing every opportunity.

## 2. Who is responsible for leading the school's work on monitoring and evaluation?

It is the responsibility of the school's Senior Leadership Team to ensure that our monitoring and evaluation exercises are rigorous and thorough. This is supported by the School Improvement Director of our Trust.

## 3. How do we monitor and evaluate our performance?

a. We analyse data: The school generates and is provided with a rich variety of data throughout the school year. Some of this data is provided by Ofsted and DfE, including through the annual Analyse School Performance (ASP) analysis, through the Inspection Dashboard and by the Local Authority (LA). Internal data monitors progress and attainment on a term by term basis, identifying individual, cohort and group information,

The data provides a range of information. The most significant information is:

- how we perform compared with age-related expectations;
- how we perform compared to all schools;
- how we perform compared to similar schools;
- how different groups of pupils perform (including boys, girls, ethnic minority groups, children in receipt of free schools meals and Pupil Premium funding, those with Special Educational Needs and Disabilities (SEND) and those with English as an Additional Language (EAL)).
- the 'value added' by our school compared to other schools.

b. We conduct Quality Assurance: There is a programme of Quality Assurance activities running across the whole school year, this involves 'learning walks', 'pupil voice', 'lesson visits', 'book looks' etc. This also involves regular monitoring of pupils' books and other work, most often by looking at identified improvement foci as set out in the school improvement plan.

c. We monitor targets: We set targets for each child in Reading, Writing, Mathematics and spelling which are monitored in progress review meetings each term and steps put in place, where necessary, to ensure children reach their targets. We evaluate the number of pupils that have reached their targets at the end of the year and plan any further action required. We also set individual pupil targets with each child, which are regularly updated and shared with parents.

d. We scrutinise test papers and assessments: There is an annual programme of tests and assessments, some of which are national statutory assessments.

e. We also collect information through a range of other means:

- structured discussions and interviews with pupils, parents, staff and governors;
- questionnaires;
- interviews;
- informal conversations;
- surveys;
- termly progress reviews with Class Teachers and class-based Teaching Assistants.

## 4. What are the roles of the school partners and Ofsted?

The school works within several partnerships (specifically within the Multi-Academy Trust, but also with schools in the Rainbow Fellowship) to support monitoring and evaluation, including external analysis of school data. Through this the Governing Body is provided an externally verified view of the school's development and performance.

The school is part of Ofsted's programme of regular inspections of schools. To support this we complete a SEF (self-evaluation form) to assist in the process of inspection and review. We revise this self-evaluation on an on-going basis and report on it to the Governing Body.

5. How do we ensure that monitoring and evaluation is rigorous?

It is the responsibility of the school's Senior Leadership Team to ensure that monitoring and evaluation exercises are rigorous by ensuring that the annual cycle of Quality Assurance is fully implemented.

Review

All policies are subject to periodic evaluation and update.

Reviewed Autumn Term 2024

## Classroom Observation Protocol

### **Introduction**

This governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how classroom observations are to be carried out;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

### **Planning and preparing for observation**

In keeping with the school governing body's commitment to supportive and developmental classroom observation the head teacher will:

- consult teachers on the pattern of classroom observation which they can expect annually and seek agreement with teachers and union representatives on these arrangements;
- ensure that those being observed for all purposes will be notified at least five working days in advance;
- arrange, as far as possible, for all observations to take place at a time agreed between the teacher and the observer;
- ensure that there is a reasonable amount of time between classroom observations, irrespective of the purpose of those observations;
- ensure that classroom observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

In order that classroom observation is kept to a minimum, and to support efforts to deliver the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers, the information gathered will be used for multiple purposes, including informing school self-evaluation and school improvement strategies. This will enable the head teacher to discharge her/his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Before any classroom observation is conducted, there will be an opportunity for the reviewer and teacher to meet within directed time in order that the context of the lesson to be observed can be discussed.

### **Feedback and records**

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Time for preparation and feedback for classroom observation will be made available, in addition to PPA time. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback and teacher's comments will be kept. The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation. Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided.

### **Classroom observation and formal capability procedures**

For teachers on a formal capability procedure an important part of the support offered to the teacher will be a clearly defined amount of classroom observation with structured oral and written feedback. The amount of classroom observation will be discussed with the teacher and their union representative who is supporting and advising them in the formal process.