



Monitoring and Evaluating Policy

Policy written – March 2021

To be reviewed – March 2024

Monitoring and Evaluation Policy

Introduction

At The Acorn Federation, we plan learning and teaching with a view to enabling each 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 the school.

Monitoring

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

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 progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged.

Evaluation

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 in our school are part of a planned process and involve a range of different people over the course of the school year. We follow school self-evaluation to ensure that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle. Subject leaders also take part in monitoring and evaluation and this is used to inform our whole school monitoring and evaluation.

Roles and Responsibilities

Headteacher / Senior Leadership Team

- To ensure that the all staff and Governors understand that the purpose of monitoring and evaluation is to enable The Acorn Federation to develop and improve;
- 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 SLT (e.g. performance management, 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

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising and disseminating good practice so that provision across the Federation is of an equally high standard;
- 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, 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 the 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.

COVID-19 Pandemic

At the time of writing this policy school procedures are affected by the COVID-19 pandemic. In order to protect both school communities, only essential staff are moving between school sites and Governors are also only carrying out essential visits to school sites. This, along with staff absence, has affected our ability to carry out monitoring during the autumn term 2020 in the way we usually would. The decision was taken that staff wellbeing should come first so as to continue providing a face-to-face education for our children.

Monitoring and Review

This policy has been approved by the Governing Body and will be regularly reviewed and updated.

Overview of Monitoring & Evaluation

	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Staff	<ul style="list-style-type: none"> - Performance Management – teaching staff and HT - CPD conversations – all support staff 	<ul style="list-style-type: none"> - Review progress for Performance Management – teaching staff and HT - Review progress for CPD conversations – all support staff 	<ul style="list-style-type: none"> - Additional support for staff where required 	<ul style="list-style-type: none"> - Performance Management – teaching staff and HT - CPD conversations – all support staff 	<ul style="list-style-type: none"> - Review progress for Performance Management – teaching staff and HT - Review progress for CPD conversations – all support staff 	<ul style="list-style-type: none"> - Additional support for staff where required
Observations	<ul style="list-style-type: none"> - Teaching staff - Support staff 	<ul style="list-style-type: none"> - Teaching staff - Support staff 	<ul style="list-style-type: none"> - Teaching staff - Support staff 	<ul style="list-style-type: none"> - Teaching staff - Support staff 	<ul style="list-style-type: none"> - Teaching staff - Support staff 	<ul style="list-style-type: none"> - Teaching staff - Support staff
Data	<ul style="list-style-type: none"> - Analyse published data - Analyse end of term data - Monitor interventions - Target setting - Analyse outcomes 	<ul style="list-style-type: none"> - Analyse end of term data - Monitor interventions - Analyse outcomes 	<ul style="list-style-type: none"> - Analyse end of term data - Monitor interventions - Analyse outcomes - Initial target setting 	<ul style="list-style-type: none"> - Analyse published data - Analyse end of term data - Monitor interventions - Target setting - Analyse outcomes 	<ul style="list-style-type: none"> - Analyse end of term data - Monitor interventions - Analyse outcomes 	<ul style="list-style-type: none"> - Analyse end of term data - Monitor interventions - Analyse outcomes - Initial target setting
Questionnaires / Discussions	<ul style="list-style-type: none"> - Parent - Pupil - Staff 	<ul style="list-style-type: none"> - Pupil 	<ul style="list-style-type: none"> - Pupil 	<ul style="list-style-type: none"> - Parent - Pupil - Staff 	<ul style="list-style-type: none"> - Pupil 	<ul style="list-style-type: none"> - Pupil
Learning Walks	Linked to SIP & monitoring of curriculum subjects					
Governors	Linked to SIP and roles					
With other schools	Arranged during the year – moderation of teacher judgements for – English, Mathematics, Science, EYFS					
SIP	<ul style="list-style-type: none"> - Formalise SIP (September) - Review SIP at end of term 	<ul style="list-style-type: none"> - Review SIP at end of term 	<ul style="list-style-type: none"> - Review SIP at end of term - Prepare SIP for next academic year 	<ul style="list-style-type: none"> - Formalise SIP (September) - Review SIP at end of term 	<ul style="list-style-type: none"> - Review SIP at end of term 	<ul style="list-style-type: none"> - Review SIP at end of term - Prepare SIP for next academic year
SEF	<ul style="list-style-type: none"> - Review at half term 	<ul style="list-style-type: none"> - Review at half term 	<ul style="list-style-type: none"> - Review at half term 	<ul style="list-style-type: none"> - Review at half term 	<ul style="list-style-type: none"> - Review at half term 	<ul style="list-style-type: none"> - Review at half term
Headteacher's Report	<ul style="list-style-type: none"> - Write report for governors at beginning of the term 	<ul style="list-style-type: none"> - Write report for governors at beginning of the term 	<ul style="list-style-type: none"> - Write report for governors at beginning of the term 	<ul style="list-style-type: none"> - Write report for governors at beginning of the term 	<ul style="list-style-type: none"> - Write report for governors at beginning of the term 	<ul style="list-style-type: none"> - Write report for governors at beginning of the term

Overview of Monitoring and Evaluation for Subject Leaders

	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Monitoring Updating Deep Dive information Reviewing action plan	- English - Mathematics - EYFS - RE - Science - Computing - MFL - PE	- English - Mathematics - Art & Design - Design & Technology - Geography - History - Music - PSHE - SEND	- English - Mathematics - EYFS - RE - Science - Computing - MFL - PE	- English - Mathematics - Art & Design - Design & Technology - Geography - History - Music - PSHE - SEND	- English - Mathematics - EYFS - RE - Science - Computing - MFL - PE	- English - Mathematics - Art & Design - Design & Technology - Geography - History - Music - PSHE - SEND
Subject report for governors	- English - Mathematics - PE - SEND	- EYFS - RE - Music	- Science - Computing - Art & Design - Design & Technology	- English - Mathematics - PE - SEND	- EYFS - RE - MFL - PSHE	- Science - Geography - History