



Monitoring, Evaluation and Review Policy

Date agreed by Governors: March 2019

Date of Policy Review: March 2020

Purpose and Aims

To effect continuous improvement resulting in measurable raising of standards.

Standards

Arrangements for Monitoring, Evaluation and Review are:

- focussed on school improvement,
- clearly communicated to staff, pupils, governors, parents and other stakeholders, as and when appropriate,
- supported by an annual calendared programme.

Monitoring, Evaluation and Review

The following definitions apply:

- Monitoring - the gathering of information (is it happening?).
- Evaluation - the measurement of information against policy or targets or other documented quality standards (is it working?).
- Review- the re-evaluation of policy plans and practices in the light of progress made.

"The quality of teaching is the major factor of school provision that makes a difference to pupils' achievements. It is only by holding teaching and learning up to review that schools identify the actual strengths and weaknesses that set the agenda for improvement"

We need to be confident that the work we do with our pupils is effective and that pupils make progress. Quality assurance will require monitoring and evaluation at five complementary levels:

- By the subject teacher
- By the subject leader
- By the head of faculty
- By the senior leadership team (SLT)
- By outside agencies – OFSTED, LA

By the teacher

It is expected that teachers will be self-reflective practitioners who constantly ask themselves the question 'What can I do to be a better classroom teacher?' This should form the basis of the Performance Appraisal process. MER evidence could be used by staff as evidence in their Performance Appraisal cycle and vice versa.

Teachers should work with line managers/mentors/coaches/other staff and drive their own continual professional development to evaluate and improve their own teaching and learning.

By the Head of Faculty, working with their team

By the end of September Heads of Faculties and Subject Leaders will produce:

- A review of the exam results from the previous academic year using the guidance provided.
- A review of their department development plan from the previous academic year using the pro-forma provided (Appendix A).
- A department development plan for the new academic year using the pro-forma provided (Appendix B). This should use the evidence above and be written in discussion with the rest of the faculty. This document will be used in Line Management meetings with SLT to monitor faculty progress.

In addition, once a year HoFs and SLs complete a homework review to feedback to SLT (Appendix C) and a department progress report which is presented to SLT (Appendix D).

HoFs are also expected to monitor the quality of practice in their faculties. This can include:

- lesson observations,
- book scrutinies,
- learning walks,
- homework checks,
- interviews with pupils.

HoFs further expected to work with their teams to:

- use faculty meeting time to share and evaluate good practice and discuss pedagogic issues. This could include lesson planning, teaching and learning, marking and assessment,
- embed whole school initiatives such as literacy, numeracy, SEND,
- review data throughout the year, including an analysis of attainment and progress for the different subgroups and use the information to inform practice in the department,
- analyse exam results and use this analysis to inform planning and practice,
- and ensure subject content is covered and that pupils know the structure and content of their KS4 courses, as outlined in the School Development Plan.

HoFs and SLs also take part in wider analysis of school effectiveness through the MER calendar. This can include completing book scrutinies, learning walks or reviews. This is to develop middle leaders' skills and share ideas and good practice across the school.

By the Senior Leadership Team through half-termly reviews

SLT meets with HoFs and SLs for calendared exam review meetings in September. HoFs present the data for the previous academic year, review their Department Development Plan and look at the plan for the next academic year. While exam review is important, the emphasis of these meetings is to plan effectively for the coming academic year.

Each half term HoFs will meet with their SLT line manager to review progress, including looking at KS4 data and evaluating student progress towards their targets. Pro-forma (Appendix E) can be used as a guide. This review should also include a learning walk, using the pro-forma (Appendix F).

By the Senior Leadership Team through whole school reviews

Each half term the following scrutinies will take place:

- A book scrutiny for each faculty. HoFs will ensure a range of books are available from each member of the faculty, and covering all the sub-groups– eg, PPI, SEN, L,M,U, etc. The scrutiny is carried out by middle leaders, and fed back to SLT and the HoF using the pro-forma provided (Appendix G). This helps spread good practice.
- A pupil pursuit for one year group to be carried out by a member of SLT. This to be reported back to SLT at the next meeting. A report to be sent out to all staff within a week of the pursuit. Any concerns to be reported to HoFs.
- Taking The Temperature learning walks. This to take one lesson and to be conducted by a member of SLT with another member of staff using the pro-forma provided (Appendix H). Results to be reported to SLT at the next meeting and a summary forwarded to all staff. Any concerns to be forwarded to HoFs.
- A homework scrutiny of selected departments to be carried out by the HoF or SL in conjunction with their line manager using the pro-forma provided (Appendix C).

The results and feedback from all MER activities are shared weekly at SLT meetings with a discussion about any actions that need to be taken and the impact of any actions that have been taken. This is to ensure the REVIEW part of MER takes place and has impact.

Other Evidence

- lesson observations,
- schemes of work,
- interview with pupils, including barometer groups,
- parental feedback,
- feedback from external observers and visitors.

Feedback

Feedback on MER activities to be delivered at SLT meetings, or through the line manager to the relevant faculty lead.

Feedback on lesson observations should take place with individual teachers within 24 hours. A copy of the lesson observation sheet will be available for staff who wish to use it as part of Performance Development. Teaching staff are able to request an alternative observation of their choice as part of the Performance development process.

By Outside Agencies e.g. OFSTED, HMI, LA teams, External Consultants

Pittville School is always keen to invite external agencies in to provide quality assurance for our internal MER procedures or provide evaluation of particular areas of practice that we want to concentrate on.

Feedback will be made to whole school, department or teachers as appropriate as soon as reports are received.

In the case of OFSTED or HMI, judgements made are set against national criteria. Formal reports are made after such visits and after an OFSTED Inspection; parents receive a summary of the report.

Reference to other policies

- Teaching and Learning
- Performance Appraisal
- Curriculum

APPENDIX A

	Pittville School Department Development Plan Review Subject:			
Pupil Achievement				
Objectives:	Actions	What has been done?	Impact	Next steps?
Quality of Teaching and Learning				
Objectives:	Actions	What has been done?	Impact	Next steps?
Department Development				
Objectives:	Actions	What has been done?	Impact	Next steps?

APPENDIX B

	Pittville School Department Development Plan Subject:			
Pupil Achievement				
Objectives:	Actions	Impact	Who responsible?	By when?
Quality of Teaching and Learning				
Objectives:	Actions	Impact	Who responsible?	By when?
Department Development				
Objectives:	Actions	Impact	Who responsible?	By when?

APPENDIX C - DEPARTMENT HOMEWORK CHECKS

Department:	Line Manager:	Date:		
Homework policy:				
KS3:				
KS4:				
Criteria	1. Definitely	2. Generally	3. Not sure	4. No
Setting Homework				
Homework is set according to the policy				
Homework is set using ShowMyHomework				
Quality of Homework				
Homework tasks are relevant				
Homework tasks are challenging				
Homework tasks are accessible				
Homework tasks are differentiated				
Marking & Feedback				
Homework is marked and returned promptly				
Marking ensures pupils know what they have done well				
Marking ensures pupils know how to improve				
Pupil Premium				
PP students' homework shows challenge				
There is no difference between PP and non-PP homework expectations and outcomes.				
Other comments				
Areas of strength:				
Areas for improvement:				
Targets:				

APPENDIX D – DEPARTMENT PROGRESS REPORT

Faculty:		Date:
Department:		HOF/SL:
Teaching and Learning <i>Who is teaching well – is there good practice we can share across school? Is anyone causing concern with some/all classes?</i>	Best practice:	
	Concerns:	
Pupil Progress <i>Where is progress going well? Are any pupils/classes causing concern?</i>	Best practice:	
	Concerns:	
Effort and behaviour <i>Which pupils stand out for praise? Who is causing concern?</i>	Working well:	
	Concerns:	
Marking <i>Who is marking well? Is there good practice that can be shared? Are there any causes for concern?</i>	Best practice:	
	Concerns:	
Data and reporting	Best practice:	
	Concerns:	
Pupil Premium <i>Do teachers know who their PP students are? Do lessons challenge these students? Do teachers have high expectations of their achievements?</i>	Best practice:	
	Concerns:	
Other Issues <i>Anything else you need to report?</i>	Staff development:	
	Resources:	
	Accommodation:	
	Health & Safety:	
Next steps <i>What steps have you taken are you taking to deal with any concerns raised on the previous page?</i>		
Progress towards Department Development Plan <i>What progress have you made so far?</i>		

APPENDIX E - LINE MANAGEMENT MEETING

Line Manager:	Date:	Faculty:
Feedback from last meeting		
Issues raised		
Actions to be taken		
Review Faculty Development Plan		
DDP to be presented at SLT next week.		

APPENDIX F: DEPARTMENT LEARNING WALK

Observer:	Date/time:	Department:		
Criteria	1. Definitely	2. Generally	3. Not sure	4. No
Behaviour and Safety				
Good standards of behaviour, including not talking over the teacher				
Clear sense of engagement and behaviour for learning				
Quality of Teaching				
Lessons are well planned – teacher AND pupil activities				
Appropriate use of questioning techniques, including higher order questions				
Lesson pitched to challenge objectives with differentiation to support				
TRICX / METACOGNITION				
Department focus (optional)				
Marking & Feedback				
Marking is regular and pupils know what they are doing well and how to improve				
Pupils are using green pen response				
Achievement				
Evidence of progress made in this lesson so far				
	1	2	3	4
Most likely OFSTED grading for this episode (optional)				
Other comments / action points?				

APPENDIX G: BOOK SCRUTINY PRO-FORMA

Faculty:

	Is marking regular & up to date?			
Tick (✓)	<i>Never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Mostly</i>
Comments				
	Do pupils understand what they have done well?			
Tick (✓)	<i>Never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Mostly</i>
Comments				
	Do pupils understand how to progress?			
Tick (✓)	<i>Never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Mostly</i>
Comments				
	Do pupils respond and improve work?			
Tick (✓)	<i>Never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Mostly</i>
Comments				

	Are books marked for literacy? (as appropriate)			
Tick (✓)	<i>Never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Mostly</i>
Comments				
	Are books marked for numeracy? (as appropriate)			
Tick (✓)	<i>Never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Mostly</i>
Comments				
	Is marking subject specific?			
Tick (✓)	<i>Never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Mostly</i>
Comments				
	Are expectations for PP students consistently high? There is no gap between the achievements of PP and non-PP students			
	<i>Never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Mostly</i>
Comments				

APPENDIX H: TAKING THE TEMPERATURE

Observer:	Date/time:	Department:		
Criteria	1. Definitely	2. Generally	3. Not sure	4. No
Behaviour and Safety				
Good standards of behaviour, where learning is not disrupted.				
Clear sense of engagement and behaviour for learning				
Quality of Teaching				
Lessons are well planned – teacher AND pupil activities				
Appropriate use of questioning techniques, including higher order questions				
Lesson pitched to challenge objectives with differentiation to support				
TRICX / METACOGNITION				
Department focus (optional)				
Marking & Feedback				
Marking is regular and pupils know what they are doing well and how to improve				
Pupils are using green pen response				
Achievement				
Evidence of progress made in this lesson so far				
	1	2	3	4
Most likely OFSTED grading for this episode (optional)				
Other comments / action points?				

