



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

MONITORING AND EVALUATION POLICY

Rationale

The staff leadership team are continually committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is having effective procedures for **MONITORING AND EVALUATION** that involves all members of the provision.

We are committed to not only raising educational standards but to ensuring and promoting the welfare and emotional wellbeing of all of its staff. The monitoring and evaluation process is based around an ethos and culture of mutual respect, support, mentoring and development.

Monitoring alone does not lead to centre improvement. A cumulative process of information evaluation, identification of needs and application of strategies to address those needs is where improvement is fostered and implemented.

Monitoring will take place on an ongoing basis where possible due to Covid restrictions through a variety of means including direct/indirect observations, discussion with teacher/tutor, discussion with staff, discussion with child, book look, planning and target setting. The process will be as unobtrusive as possible and will foster development of staff to enable progress both for the teacher/tutor and the child.

Accountability is one element of the professional practice of the leadership team and staff but with staff relationships based on trust and co-operation, the main function of the cycle is to promote progression, bring about improvement and the raising of standards.

This policy should be read in conjunction with our Teaching and Learning Policy; and our policies for Assessment and for Marking.

Aims

The main purpose of monitoring, evaluation and review is to ensure that all members of the centre community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements.

Monitoring and evaluation help to ensure that:

- the centre provides a healthy, safe, positive and happy learning environment
- there is an ethos of high expectation and success
- the best possible standards of teaching, learning and care appropriate to individual children exists
- all members of the community contribute, learn and develop to the best of their ability
- all children are given equal opportunity to reach their potential
- there is progression and continuity across the subjects taught for all children
- all children are encouraged to foster a positive attitude towards their work and their behaviour is positive

- pupils progress and develop at a level appropriate to them in terms of age, stage of academic achievement when they start at the centre and their social and emotional needs
- quality centre improvement planning is in place
- the Centre Development Plan is being implemented
- centre policies are followed
- everyone knows how our centre is currently performing, compared with previous achievements and with the achievements of other centres
- targets are being set and monitored
- action can be taken so that standards are raised
- good practice is recognised and valued
- required changes are made in a measured, transparent and practical manner

Definitions

Monitoring is the process of gathering evidence to answer questions about the effectiveness of the centre

Evaluation is the weighing up of evidence against criteria and reporting the findings

Review is deciding what action, if any, needs to be taken

The Principles of Effective Monitoring and Evaluation

There are many effective principles and strategies that we endeavour to follow to ensure the effective monitoring and evaluation within the life of our centre. These are listed as follows -

- All aspects of the work of the centre should be monitored, evaluated and reviewed
- Everyone should be involved in monitoring and evaluation activities and should understand their role in the monitoring and evaluation process
- All monitoring, whether of work, elements of teaching or children's learning, should have a focus. There should be a shared understanding of the focus between the person monitoring and those to be monitored
- The opinions of pupils and parents should be sought
- Monitoring should identify priorities that lead to centre improvement and promote high standards
- Monitoring should create a climate which enables all staff to develop and maintain positive attitudes towards their work
- Monitoring should track progress on plans and targets for development and should use evaluation, analysis and discussion to guide further improvement
- The intention is to monitor policy and practice, not people, and to foster a spirit of 'development' rather than 'criticism'
- The process should celebrate success, recognise strengths and identify areas for improvement
- Staff should regularly reflect on their own work through discussions with staff mentors, colleagues and senior leadership. The centre promotes open and honest conversations. An effective process should lead to action and inform centre improvement
- The system should be manageable
- Everyone should work to agreed criteria

Areas of Focus

WHAT WE WILL MONITOR AND EVALUATE?

In order to be effective, monitoring and evaluation should have a mutually agreed and definite format. Monitoring and evaluation should cover all aspects of centre life and not just that which takes place within the classroom. It is not possible, however, to cover all aspects at once and, therefore, an annual format needs to be implemented, being based upon Centre Development Plan priorities.

Areas which will be monitored and evaluated -

1. The centre ethos and pastoral care provision
2. The management and leadership of the centre
3. Teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy
4. Standards of work and progress
5. The learning environment
6. The attitudes, behaviour and general discipline of the children
7. The curriculum, assessment and record keeping

Criteria for each area –

Ethos

- A positive, child-centred ethos exists within the centre
- An open door policy exists and everyone feels welcome and valued
- Children feel safe, happy and enjoy learning
- Positive relationships exist with all members of the centre community
- The centre values, aims and vision are promoted and implemented in daily centre life

Management and Leadership

- There is specific evidence of progress within the centre development plan
- All members of staff contribute to the ongoing development of the centre
- Target Setting is well established and a shared desire to raise standards is in place however, due to Covid restrictions, target setting has been provided verbally to children and parents.
- Members of staff provide feedback that is positive in relation to the centre leadership

The Quality of Teaching and Learning

- Effective schemes of work are in place
- There is evidence of the effective implementation of our Teaching and Learning Policy Planning will be realistic and effective and kept to a minimum.
- A variety of teaching strategies and resources will be used which are appropriate to the learning objectives, including the use of ICT
- Learning Intentions and Success criteria will be identified and shared within the lesson
- Teachers and tutors will demonstrate a sound knowledge of the subject
- Children will be given opportunities to develop independence in their learning
- Children will be involved in setting their own targets for learning and improvement
- Children will acquire new knowledge or skills in their work, develop ideas and increase their understanding
- Children will show engagement, application and concentration and work productively

- Children will develop and/or illustrate the capacity to work independently and collaboratively

Standards of Work and Progress

- Presentation of work will be of a high standard and reflect the centre's policy on presentation and marking
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs
- Children's work reflects the teachers' high expectations and knowledge of individual children

The Learning Environment

- The learning environment should be reflective of needs of children within each class – less stimulating, visual aids/ timetables
- Displays will be varied and will provide an 'aide' to allow children to learn and develop
- The teaching area should be organised/ tidy and children will have an established routine of keeping their classroom tidy e.g. desks, after play time etc
- Resources will provide additional interest and be appropriate to the lesson objectives
- Values, centre & classroom rules will be visible
- The premises are clean and used as a resource for learning

The Attitudes, Behaviour and Discipline of the Children

- The children should display an enthusiastic attitude to learning and staff will provide encouragement where appropriate.
- The children should demonstrate the ability to stay on task for periods of time appropriate to their age
- The children should demonstrate the ability to work collaboratively and independently
- The children should be polite and well behaved when on centre trips and when representing the centre in events away from centre e.g. sports fixtures, concerts etc.
- The children should demonstrate the centre values and rules manifested in our centre's Positive Behaviour Policy
- Relationships are based on respect, patience, empathy, understanding and co-operation
- There is evidence of self-discipline, independence and responsibility fostered within each classroom

The Curriculum, Assessment and Record Keeping

- Planning will be effective and show clear learning objectives
- Assessment and record keeping inform the teaching of children with special educational needs
- Pupil reports are written and records kept in accordance with assessment policy

Monitoring and Curriculum Planning

- Monitoring and Evaluating will be informal and will, where possible, follow an agreed process: - agreed purpose - establishment of criteria - data collection - evidence - action plan

Approaches to Monitoring and Evaluating

- Teaching Observation
- Self-Evaluation with individual teacher
- Book Looks
- Team Teaching Notes kept by teachers/ classroom
- Questionnaires – staff, parents, children
- Learning Walks. Whole-centre self-evaluation

- Review of actions plans, Centre Development Plan, policies and procedures

Performance Review and Staff Development (PRSD)

The aim of teaching observation is to provide encouragement and support to teachers within a programme that is, not only, designed to raise standards but to raise staff self esteem, social and emotional wellbeing. The emphasis is on the positive aspects of a teacher's practice, with some suggestions for consideration. The Senior Leadership team will also be observed.

Roles and Responsibilities for Monitoring and Evaluating

We believe that the greatest success is achieved when there is open dialogue between staff, children and parents about all aspects of our work. We encourage an 'open door' policy that enables informal monitoring to take place alongside the more formal structures that exist.

The staffing structure, with clear roles and responsibilities, supports the implementation of this policy. Staff expertise and experience are utilised and the advice of outside agencies is sought when necessary.

The main considerations in the monitoring, evaluation and review process are:

- How well are we doing?
- What are our strengths and areas for improvement?
- What more should we aim to achieve?
- What must we do to improve?
- Do we have the experience and expertise to bring about the improvement?
- Is practice consistent and does it reflect agreed policies?

Our main overview for evaluation comes through the School and Alternative Provision Development Plan. This is a comprehensive document covering all aspects of centre life and it provides a summary of the centre's development.

Responsibilities for monitoring and strategies used are as follows:

The Executive Headteacher:

- Has overall responsibility for evaluating the quality of teaching, including assessment, and how effective it is in promoting children's learning
- Will identify the core and additional areas which need to be monitored and evaluated through all available avenues
- Will ensure that the staff understand the purpose of monitoring and evaluation, and its influence in raising standards
- Will ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement, to set targets and to inform future planning
- Will monitor the effectiveness and efficiency of roles and systems which support pupils' learning including pastoral care issues and the work and overall deployment of all staff
- Will monitor the quality of staff development processes and activities
- Will carry out direct observations of teachers where necessary
- Will carry out learning walks to ensure a stimulating learning environment is evident in accordance with centre policy

- Will delegate monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be
- Will carry out regular book looks or delegate staff to do so
- assess how recorded work relates to teachers' planning for individual needs
- Will conduct surveys with relevant members of centre community and ensure that data gathered from monitoring is used to identify overall strengths and weaknesses and that this information is used to promote professional discussion with staff and inform centre improvement planning
- Will carry out self-evaluation at whole centre level to identify areas for priority on Centre Development Plan
- Will report to the appropriate audience, including parents and other relevant parties on what the monitoring is showing and how the information can be used to best advantage
- Will liaise with staff members and outside agencies to obtain support, advice and agree and review strategies for centre improvement
- Will consult with and inform parents of relevant updates in centre development as the need arises
- Will carry out review meetings with staff and pupils
- Will review all action plans and coordinate review of Centre Development Plan progress throughout the year with subject leaders

The SENCO

- Has responsibility for monitoring provision for children with special educational needs
- Will review IEPs and SEN folders in order to ensure that records are kept in line with centre policy and that these records are used to promote pupil's learning
- Will undertake a book look of SEN children's written work
- Will support and advise as necessary
- Will ensure that all notes and data relating to the monitoring and evaluation of SEN pupils are monitored
- Will ensure that all documentation relating to SEN pupils is made available to other professionals, such as psychologists, and that the correct level of support is given, including the organisation of annual reviews

Teachers / Tutors

- Will contribute to developing an accurate and evidence based overview of standards and quality
- Will use findings from monitoring and evaluation and take appropriate action to address development points in teaching and learning
- Will seek support from the SENCO, subject leader or principal if required
- Will provide a weekly summary to parents and/or local authority
- Will regularly monitor, evaluate and review pupil targets
- Will discuss progress and review of targets with pupils
- Will support staff to create ISP
- Will maintain records/ notes in the pupil's overview file
- Will discuss progress with parents when/if necessary

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