

## **Monitoring, Review and Evaluation Policy**

### **Aims**

The aims of monitoring, review and evaluation at The Raleigh School are to:

- promote high standards for all children
- identify areas for improvement
- maintain and improve standards
- continue the professional development of those working in the school.

This policy aims to ensure a whole school systematic approach to collecting information and evaluating the quality of educational provision. It will:

- celebrate existing successful practice
- inform future development
- ensure agreed policies are implemented consistently and effectively
- ensure continuity and progression in the planned curriculum
- promote and develop the process of self reflection.

### **Objectives**

Monitoring, review and evaluation will:

- give a whole school focus on key priorities
- enable self-reflection and professional development
- help to maintain improvement
- be undertaken in a climate of mutual trust and respect
- cover all aspects of school life
- at times may involve all members of the school community
- learn from the past in order to move forward positively
- support and extend the work of the school
- ensure that comparative information is used to place the school's performance in a wider context
- be planned, systematic, realistic and achievable
- contribute to school effectiveness through the setting of appropriate targets.

### **Observing the work of the school**

The Headteacher and other members of the LT monitors, evaluates and reviews lessons through regular observations and follow up discussions. As well as formal observations by members of the LT there are Headteacher drop-ins and walkabouts. In addition, OfSTED carries out its statutory responsibilities. Wherever possible, observations will be multi-functional to address SDP actions and the observed teacher's appraisal targets. Triangulation takes place; that is observing in class, talking to pupils and looking at their work, as well as judging progress over time through analysis of assessment data and

visible progress in books. These judgements, alongside progress data, the subject leader action plan and appraisal plan, all inform the annual appraisal review meeting to determine any pay award. Observations may be undertaken by more than one person up to a maximum of 3 observers.

Subject leaders monitor their subject area set targets and review with the linked governor. Action plans are included in the School Development Plan (SDP).

Governors are given a subject responsibility and are encouraged to meet with the subject leader to gain information about their subject responsibility and discuss the monitoring of targets in the action plan. This may include some lesson observations to see how the subject is being delivered. Governors do not judge teaching and learning. Governors report back in writing to the Children & Learning Committee.

### **Leadership team members and subject leaders:**

- observe teaching & learning of subject responsibility in classrooms
- scrutinise planning
- analyse test results
- sample work
- speak with children
- set and review targets with colleagues
- audit resources
- report to staff and governor meetings.

### **Governors:**

- oversee an area of the curriculum
- consider reports from Headteacher, subject leaders etc
- meet with subject leaders
- analyse key stage assessments.

### **Recording strategies**

The SDP is a complete record of future monitoring. All subject leaders keep files with a list of what their file contains. Monitoring is a whole school process and will include evidence from some or all of the following:

- Governors
- Headteacher
- Leadership Team
- School Direct and NQT mentors
- Subject Leaders
- Support Staff
- Teaching Assistants
- External perspectives e.g. consultants, psychologists.