



Inmans Primary School

Monitoring and Evaluation Policy

Date	Written By	Approved by	Review Date	Approved by Governors
March 2020	S Fellows	SLT	March 2022	D North

Introduction

At Inmans Primary School we plan learning and teaching with a view to enabling every 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 priorities for improvement. Monitoring of teaching and learning also ensures that teachers receive valuable feedback which can support and enhance their professional development. SLT, Governors and curriculum coordinators all take an active role in monitoring outcomes and practice throughout the school. Opportunity for peer assessment and evaluation amongst teaching and non-teaching staff is also a powerful tool allowing opportunities for self-reflection and the sharing of good practice.

Monitoring is the means by which we gather information. Within our school we do this systematically across the curriculum, through a range of activities.

We believe that effective monitoring:

- Promotes high level learning and teaching throughout the school;
- Ensures rigorous planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate success and make progress;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

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 at Inmans are part of a thoroughly planned process and involve a range of different stakeholders over the course of an academic year.
- At Inmans we follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.
- Monitoring is completed by leaders across the school, including subject leaders and leaders of different teams.

Roles and Responsibilities

Headteacher and Senior Leadership Team

It is the job of the Senior Leadership Team to ensure all staff, Governors and stakeholders understand that the purpose of monitoring and evaluation is to enable Inmans Primary School to develop and improve. To ensure this it is the LT's responsibility:

- Manage performance management of staff – phase leaders manage the performance of their team. The Headteacher leads the performance management of the phase leaders;
- Be aware that the school policy is not automatic progression through the pay scale, staff are required to not only meet targets but confidently demonstrate how this has impacted on the school;
- 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 Leadership Team (e.g. Performance Management, budget monitoring);
- To monitor teaching and learning in designated pods and provide critical feedback which elicits improvement in performance and helps ensure consistency across the phase and school;
- To ensure judgements are accurately made by engaging joint observations with SIPs and members of LTs from cluster schools;
- To involve governors in the monitoring process where this is practical and no direct judgements about individual members of staff are being made.
- 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.

Finally where monitoring shows that support is required for members of staff, or actions need to be completed, then the Senior Leadership Team will build in a program of actions with further monitoring detailed.

Subject Leaders

Subject leaders at Inmans ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development; and they carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities. They ensure that their curriculum area is high quality and in line with the whole Inmans offer.

The Governing Body

The Governing Body at Inmans agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated. It is also their responsibility to;

- Participate directly in Headteacher performance management and to support the Leadership Team with the performance management of other members of staff;
- Be aware that progression through the pay scale is not automatic. Staff will provide evidence of how they have met targets;
- 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 agreed times and in the agreed format in order to review the information and consider its implications;
- Are included in Enquiry walks to monitor provision and effectiveness of policy throughout the school;
- Regularly receive direct feedback from subject coordinators through reports and face to face presentations;
- 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.

Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.