Shawlands Primary School Policy

Monitoring and Evaluation of Learning Policy
REVIEWED ANNUALLY

Reviewed September 2023

Approved by the Governing Body on:

Signed…………………………………

At Shawlands we want all our pupils to thrive academically, creatively and socially by providing a broad, balanced curriculum, engaging lessons and stimulating experiences in a safe, welcoming environment.

Aims:

- to ensure continued school improvement through a cycle of plan, action, implement, review
- to review progress of school improvement priorities as identified on the School Development Plan
- to support all school stakeholders to improve, and ultimately, reach their potential
- to develop and sustain a culture driven by improvement
- to provide information to continually update the Self-Evaluation Form and School Development Plan
- to ensure that school policy and practice is implemented consistently
- to share good practice between members of staff and offer support where it is needed
- to ensure accountability as identified in job descriptions and staffing structures
- to support and inform performance management objectives

THE MONITORING AND EVALUATION CYCLE

We believe that an effective school has an open and transparent approach to monitoring. We are proud of the work that we do and are keen to improve our practice and outcomes wherever possible.

An academic calendar of monitoring actions is devised in preparation for each new term and shared with all school staff, being displayed in the staff room and in the Senior Leadership Team (SLT) room. Evaluation from the previous half term will inform the next cycle of Continuous Professional Development (CPD). Phase leaders take ownership of planned CPD opportunities and expected outcomes for their team.

The annual evaluation cycle will always include a wide range of evidence, including:

- External Data analysis (including national and Local Authority reports)
- Internal data analysis
- Governor monitoring including the standards committee and through Governor visits
- Informal monitoring; learning walks and leader enquiries
- Formal lesson observations and structured development feedback
- Professional development meetings (including all support staff)
- Book scrutiny (and feedback to staff)
- Pupil progress meetings with class teachers
- SLT, staff and phase strategic meetings
- Discussions with pupils, staff and parents
- Regular stakeholder questionnaires and pupil meetings
- SDP and self-evaluation reviews and updates
- LA and other external monitoring and moderation

Subject leaders may choose to carry out activities drawn from the following list to supplement the monitoring activities of senior leaders:

- work trawls and informal observations
- peer observations and paired observations
- reviews of whole-school coverage

- pupil interviews
- pupil work scrutiny
- moderation of data
- action plan reviews
- policy reviews
- subject audit report

We believe that a school community must work together to help every child to reach his/her potential. We believe in a 'no excuses' culture where we work hard and use our resources to their maximum benefit for all pupils and staff. Improvement actions must be recorded and measured for impact (clear objectives will help us to demonstrate this progress by being specific and measurable) so that we, as leaders, can demonstrate the progress achieved by pupils, groups, cohorts and phases of school.

Following monitoring, a summary of strengths and areas to develop will be captured and the recommendations will be followed up firstly through detailed discussion at SLT meetings, and, then as appropriate, staff briefings, team CPD and whole school staff meetings and training. More personal feedback will be shared with the appropriate staff members and plans for improvement drawn up if required.

Shawlands Primary School
September 2023

APPENDIX A:
A range of the monitoring forms used in school.

Shawlands Primary School
Self-Evaluation Framework.

BETTER TOGETHER

Developing	Effective	Highly Effective
Learning Objectives and Success Criteria.		
LO visible but not in child-speak; poorly explained or no meaningful context.	LO visible throughout, well explained an in meaningful context.	LO contextualised with reference to prior and future learning. Tch refers to LO throughout lesson.
Steps to Success visible but not understood or used by all learners.	Steps to Success visible throughout lesson, well explain and used by all learners.	Children involved in process of writing Steps to Success and use them effectively to self-evaluate.
Children understand the task and are generally focussed.	Children fully understand the task and are enthusiastic to complete it.	Children work on tasks enthusiastically and independently, and support one another.
Teaching Style.		
Some interactive strategies, children generally attentive and participating.	Teaching is stimulating; children are engaged and enthusiastic.	Teaching is exciting; children responding enthusiastically.
Limited use of voice variation.	Interactive strategies and voice used effectively.	Imaginative T&L strategies used. Voice used effectively.
Pace limited in places and children's attention and engagement may dip.	Good pace to the lesson ensures children remain engaged and active throughout.	Teaching sharp and pacey ensures children sustain good levels of engagement.
Role of Teacher and other adults.		
The teacher works with a group but does not monitor the progress of other groups.	The teacher extends and support learning through focused and stimulating teaching, whilst monitoring progress of other groups.	High level teaching complements independent group activities.
		Teacher adjusts group activities as a result of quick accurate assessments.
Modelling by the teacher is limited focused more on the outcomes than on the process.	Effective modelling clearly articulates thought processes, methods and pitfalls. Pupils have a clear model to follow.	Pupils are confident using the teacher's modelled approach and can model effectively for the class and each other.
Planned involvement of other adults with some impact on learning but it is not as effective as it could be.	Additional adults are actively involved in lessons with clearly defined tasks and outcomes.	Additional adults have a striking impact on the learning and progress of children; teacher has planned for and resourced the adults effectively.
Resources.		
Some use of limited resources including ICT.	All groups have scaffolding materials and resources to support independent learning. ICT used effectively to support learning.	A variety of different scaffolding materials and resources including ICT used to enrich learning and meet the needs of all pupils.
		Pupils select own materials effectively.
Pitch and Differentiation.		
Activities match the LO and are accurately pitched for most learners. Pupils show an interest in the activity.	Activities match the LO and full engage the children. Activities provide the right level of challenge for all learners.	All learners are interested and engaged, supported and extended. Learners have input into the context to ensure it meet s their interests.
There is some provision for SEN, G&T and EAL pupils.	Groups identified and provision shows a clear understanding of their learning needs.	T&L activities allow all children to access the lesson and extend their learning.
Progress is at least expected, and for some learners may be good.	Progress is at least good for most learners, and for some is execptional.	Progress is rapid and sustained for almost all learners.
Teaching is accurate and suitably challenging, and is based on secure subject knowledge.	Challenge is realistic and pupils are productive; teacher demonstrates wide and secure subject knowledge.	Teaching consistently challenges and interests pupils stemming from excellent subject knowledge.
Questioning.		
Differentiated questioning, some open-ended.	Teacher encourages full responses, getting children to justify their thoughts.	Range of differentiated questioned used to check understanding.
		Pupils encouraged to ask probing questions to further own learning.
Behaviour and Classroom Management.		
Clear strategies and systems used to create a calm working environment with smooth transitions.	Consistent effective use of praise, criticism and other strategies result in a calm purposeful working environment.	Excellent use of praise, constructive criticism and behaviour strategies lead to seamless classroom management; expectations are clear and followed by all.
The majority of children are focussed in all the lesson.	Systems and expectations are well embedded.	
Children work with some independence, and with support apply their learning. Some children take responsibility for their own learning.	Children work independently, and are beginning to apply their learning. Most children take responsibility for their own learning.	Children work independently, and can confidently apply their learning. All groups of children take responsibility for their own learning.
Plenary.		
Minimal plenary. Plenary used as distinct teaching session. No reference to future learning.	Full plenary used to recap and extend objectives or address misconceptions.	Plenary used for children to assess own learning. Self-evaluation against LO and S2S.
	Links made to future learning.	Explicit links to next lesson made.
Assessment, Marking and Feedback.		
Teacher makes rough assessment of learning; some AfL strategies used including good oral feedback.	A range of AfL techniques are used to clarify understanding, and tasks are modified throughout the lesson.	Teacher has enabled children to assess own learning, and tracks each groups' understanding during the lesson.
	Oral feedback happens between teacher-pupil and pupil-pupil.	Feedback has a striking impact on progress because of its focus.

360° Review Feedback Record.

'How effective is the teaching of Writing in school?'

Teacher:	Class:	Observer:	Date:

Context of lesson:

Teacher's Comments:

Strengths of the lesson:

Strengths of books:

Notes on the Learning Environment:	Notes on the Pupil Voice:

Areas for development:

...ly Effective	Effective	Highly Effective
...ess is at least as expected ...r some learners may be ...iour is appropriate, learning ...s not wasted.	Progress is at least good for most learners and for some is exceptional. Behaviour makes a strong contribution to good learning.	Progress is rapid and sustained for almost all learners. Behaviour is an outstanding factor in successful learning.
		Date:
		Date:

SHAWLANDS PRIMARY SCHOOL | BETTER TOGETHER

Monitoring Record

Date:	Staff Members:

Focus of Monitoring:

Main Focus:

Outcome of Monitoring:

Strengths:

Areas for development, CPD, future monitoring:

Pupil Progress Meeting: Autumn 2023

Y* Teacher

	Cohort	Boys	Girls	Dis	Other	SEN(EHCP)	EAL
Number							
% in class							

Autumn	Spring	Summer

	Reading		Writing		Maths		Combined	
	All	PP	All	PP	All	PP	All	PP
FFT50 Target								
Agreed Target								
Y5 Baseline								
Aut								
Spr								
Sum								

Which pupils have you identified as being your **Writing** Recovery Group children for the year? Why have you identified them?			
What early support are you planning on putting in for these children?			
Are there any children not working at the level expected / causing concern?			
What support is planned for these children?			
PP and SEND discussion			
Discussion around FFT Targets / Estimates.			
Is there any additional support in terms of continuing professional development (CPD) needed?	•		
Agreed actions:	•		