

WINGROVE PRIMARY SCHOOL



Policy Statement for

Monitoring and Evaluating Delivery and Impact of the Curriculum

Date formulated: January 2003

Date for Review: July 2017

Rationale

The monitoring and subsequent evaluation of the work at Wingrove forms an essential part of the cycle of school improvement. We need to continually monitor the impact of:

- The curriculum: its content and design
 - Our policies and strategies for teaching and learning; marking and feedback; assessment, recording and reporting; classroom and behaviour management
 - Our professional development: collectively and individually
- in order to provide effectively for the diverse needs of our school population.

Aims

The purpose of monitoring and the evaluation of its outcome is to provide us with evidence concerning:

- The extent we are meeting our whole school aims and targets
- The recognition of individual contributions and the development of strengths
- The identification of weakness
- The management of staff performance and their further professional development
- The development of the school improvement plan

Methods

Monitoring at Wingrove takes place on a variety of levels.

Headteacher

Formal monitoring is focussed on

- Coverage of the curriculum through the scrutiny of teachers' planning, assessments and evaluations
- Quality of teaching and individual performance through classroom observation
- Standards of achievement through analysis of assessment results against targets, teacher assessment, discussion with pupils, hearing children read and scrutiny of work
- Consistency through reviewing work across classes in year group teams
- Continuity and progression through the tracking of a curriculum strand between year groups
- Meeting the needs of all individuals and groups through the review of differentiated work provided for pupils with specific needs

The Headteacher also conducts monitoring on a less formal basis to see work in progress, talk with children and staff. All classrooms are visited on this basis each week. The Headteacher also visits assemblies other than her own, the playground during break times, and the dining hall at lunchtimes.

Records are kept and feedback is given to individual staff. Relevant information is shared with the team leader / subject leader where appropriate. Follow up visits may take place and specialist input may be sought. Overall outcomes are reported to governors.

Senior management team and subject leaders

Monitoring of teaching and learning is undertaken every 2/4 weeks by SLT. Feedback is provided to the team, and progress and development measured in subsequent monitoring sessions.

Monitoring is undertaken by staff members of this group according to their role within the school. Each has monitoring duties detailed within his / her individual job description, together with a core amount of support and development time in which to carry out specific tasks.

Records are kept and feedback given to both individual staff and the Headteacher. For SLT with regular release time, a separate record is kept. Issues are raised, discussed and follow up decided at SMT meetings or at separate meetings with the Head if required.

Staff colleagues as 'critical friends'/peer to peer coaching

Team meetings are held in different classrooms by rotation. The focus for the first parts of meetings is agreed by the team with the aim of giving recognition / advice in a supportive and friendly atmosphere. Subjects for this informal review are:

- Room layout and organisation
- Learning environment and display
- Application of policies
- Presentation of children's work
- Consistency of challenge and expectation across the team
- Individual / group progress within the team

If deemed appropriate by the team leader, support or input from appropriate colleagues or HT will be requested.

Governors

Monitoring in school is carried out by governors with link subject responsibility who meet termly with the subject leader / area manager. Where possible link governors visit classrooms to see the teaching and learning in their link subject.

The chair of governors tours the school regularly, visiting classrooms to see work in progress and to obtain an overview of the whole school as a learning environment.

Governors report back to the subject leader and Head, and provide a written summary for governor colleagues. The governing body also receives regular reports on all aspects of monitoring from the Headteacher.

External agencies

Specialist consultants are, from time to time, asked by us to monitor a particular aspect of our work, particularly with regard to the impact of a specific initiative or training. Feedback is given to staff and a report provided for the Head. LA advisers regularly liaise with the Head in order to carry out focussed monitoring and provide feedback to staff and Headteacher. The school is subject to external inspection and receives evaluative feedback upon which to act following each visit.

Outcomes

The outcome of all analyses, monitoring and feedback is evaluated in the context of the school's aims and targets. The results inform the school improvement plan, subject action plans and individual performance management plans.

Equal Opportunities

At Wingrove we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils and staff. We aim to take into account cultural background, gender and any special need in the teaching attitudes we adopt, the published materials we use with our pupils, and in the recognition, advice and support we provide for each other.