



Monitoring and Evaluating  
Delivery and Impact of the Curriculum

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### **Intent**

The monitoring and subsequent evaluation of the work at Wingrove forms an essential part of the cycle of school improvement. We use our School Improvement Priorities to ensure there is a strategic approach to this.

We continually monitor the impact of:

- the curriculum: its content, coverage and design;
- our policies and strategies for teaching and learning; marking and feedback; assessment, recording and reporting; classroom and behaviour management;
- quality of teaching and learning;
- accuracy of assessment;
- professional development: collectively and individually.

### **Implementation**

Monitoring and Evaluation takes place in the following ways:

#### **Evaluation of children's work**

There will always be a specific focus depending on school priorities. A triangulated approach i.e. looking at work, talking to pupils and the teaching team helps us acquire a full picture of the quality of teaching and learning across school.

SLT, subject leaders and whole staff regularly look at the work produced in books, on-line e.g. Seesaw and classroom displays and speak to pupils.

#### **Peer to Peer Coaching**

Peer observation of teaching for development purposes is a collaborative and reciprocal process whereby peers observe another's teaching and provides supportive and constructive feedback. The underlying rationale is to encourage continued professional development in teaching and learning through critical reflection, by both observer and observe.

The staff are organised into triads The cycle of observations, identifying strengths and areas for development, planning and post observations takes place at various times throughout the year.

#### **Pupil Progress Meetings**

These are held three times a year. Here, we discuss those children who are not on track to either make age related expectations or are not making good or better progress.

We ask the questions;

- Who is not on track?
- Why are these children not on track?

- What do we need to put in place to ensure these children make progress?
- consistency through reviewing work across classes in year group teams
- continuity and progression through the tracking of a curriculum strand across year groups
- meeting the needs of all individuals and groups through the review of differentiated work provided for pupils with specific needs

### **Governors**

Monitoring in school is carried out by governors with subject responsibility who meet on a regular basis with the subject leader. They follow the triangulation approach where they look at children's work, speak to pupils and visit classrooms.

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 Monitoring**

Specialist consultants are bought in to monitor a particular aspect of our work, linked to the School Improvement Plan. We are currently working with ***Palladio Education***.

LA advisers e.g. SEND team, 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.

West trust conduct peer to peer monitoring each year.

Assessments of reading, writing and maths are monitored by external groups such as teaching team from across the authority.

Outside agencies such as Educational Psychologists and SALT (speech and language therapists), working with our SEND children constantly monitor the bespoke learning we have put in place for those children on the SEND register.

Whenever monitoring and evaluation is carried out written (and sometimes verbal) feedback is given immediately to the appropriate parties.

### **Impact**

The impact of monitoring and the evaluation is that all the school's stakeholders are provided with evidence concerning the:

- extent we are meeting our whole school priorities;
- recognition of individual contributions;
- development of strengths;
- identification of areas for development;
- management of staff performance and their professional development;
- development of the school improvement plan.
- knowledge our monitoring and evaluations are accurate as they have been moderated by a variety of external agencies

#### **Peer to Peer Coaching**

- increased reflectivity and clarity of thinking;
- improved wellbeing and confidence;
- better problem-solving skills (including decision-making);
- gains in practitioner knowledge and skills;
- improved sharing of practice i.e. collaborative culture;
- better communication and relationships;
- more positive attitudes towards professional and career development;
- self-management and self-learning skills;

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.