

Ashgrove Primary School

Monitoring & Evaluating Policy

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Version 1:3

Monitoring & Evaluating Policy

Rationale

For many years Ashgrove Primary School has provided high standards of care, teaching and learning. In order to maintain such a reputation in a changing and competitive world it is important that the school's development is guided by a manageable cycle of planning, implementation, monitoring and evaluation. Monitoring alone does not lead to school improvement. It is through an evaluation of the information gathered, the identification of needs and the application of strategies to address those needs that school improvement can be effected.

Accountability is one element of the professional practice of the principal, the vice-principal and the teachers but with staff relationships based on trust and co-operation, the main function of the cycle is to promote progression and the raising of standards.

A commitment to Assessment for Learning (AfL) endorses the school's participation in the Northern Ireland Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-school contexts of school and staff development.

This policy should be read in conjunction with our Teaching and Learning Guidelines; and our policies for Target Setting and Benchmarking, for Assessment and for Marking.

Aims

The aims of our policy on monitoring and evaluating are to ensure:

- a safe and stimulating learning environment;
- the best possible standards of teaching and learning appropriate to individual children;
- that school policies are observed and followed; and
- required changes are made in a measured, transparent and practical manner.

Principles of Monitoring and Evaluation in Ashgrove

In order to ensure consistency and fairness our policy and practices in relation to monitoring and evaluating must adhere to the following principles:

- the quality of learning and the standards of achievement are the responsibility of each and every member of staff;
- the quality of teaching is the responsibility of the individual teacher and of the principal and vice-principal;
- members of staff will be consulted about monitoring and evaluating activities that relate to their practice;
- monitoring and evaluating should always be carried out against agreed criteria and/or policies;
- procedures should be supportive and developmental;
- the role of a co-ordinator is to have an overview of the quality of learning and the standards achieved in their curriculum area; and

- strengths and weaknesses that are identified through the monitoring process may be shared anonymously with all staff.

Areas of Focus

Monitoring will focus on seven areas:

1. the school ethos;
2. the management and leadership of the school;
3. the behaviour and general discipline of the children;
4. the learning environment;
5. the effective implementation of our teaching and learning guidelines;
6. standards of work and progress; and
7. assessment and record keeping.

Criteria for Evaluating Each Area of Focus:

1. Ethos

- There is general evidence of progress towards the school aims.
- Most children are observed or reported to be safe, happy and productive (with any exceptions being temporary and dealt with to the satisfaction of all parties).

2. Management and Leadership

- There is specific evidence of progress within our school development plan.
- Members of staff contribute to the ongoing development of the school.
- Members of staff provide feedback that is mostly positive in relation to the school leadership.

3. Behaviour

- Relationships are based on respect, patience and co-operation.
- The children display an interest in their learning.
- The children stay on task for periods of time appropriate to their age.
- The children are able to work both co-operatively and independently.
- The children walk quietly about the school and behave appropriately during assembly.
- The children are polite and well behaved on school trips and when representing the school at outside events.
- There is evidence of self-discipline.

4. The Learning Environment

- Displays are fresh and imaginative and reflect the best work of all children.
- Displays are varied and include text, mathematical representations, artwork, etc from several areas of the curriculum.
- Displays include 3-dimensional objects.
- Displays include stimuli and reference material or teaching points.
- The classrooms are tidy and children have an established routine of keeping their own desks and areas tidy.
- The grounds and premises are clean and used as a resource for learning.

5. Teaching and Learning

- The statutory requirements of the Northern Ireland Curriculum are reflected in planning.
- There is evidence of the effective implementation of our teaching and learning guidelines.
- Planning is realistic and effective, showing:
 - desired learning outcomes;
 - teaching strategies and classroom management;
 - resources;
 - cross-curricular links; and
 - success criteria.
- Planning reflects differentiation and high expectations.
- The teaching strategies that are used are appropriate to individual children and to the learning objectives.
- Children and staff use ICT regularly and appropriately.
- Teaching motivates the children's interest and learning.
- Teachers demonstrate a sound knowledge of the subjects taught.
- Children are given opportunities to develop independence in their learning.

6. Standards of Work

- Presentation of work is of a high standard and reflects the school's policy on presentation and marking.
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs.
- Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning.
- End of key stage results reflect rising standards across the school at a level compared favourably with DENI benchmarking data.

7. Assessment and Record Keeping

- The marking of children's work is in accordance with school policy.
- Formal assessment indicates the progress of individual children and informs planning (AfL) by identifying areas that require support or suggest opportunity.
- Assessment and record keeping inform the teaching of children with special educational needs.
- Pupil reports are written and records kept in accordance with assessment policy.

Monitoring and Curriculum Planning

Long term planning is monitored by the management team to ensure the delivery of the Northern Ireland Curriculum; progression within and balance across subjects; and appropriate time allocations and cross-curricular links.

Medium term planning is monitored by the principal and co-ordinators to ensure specific learning objectives; resource requirements, cross-curricular links; appropriate pupil tasks and activities; suggested teaching strategies and pupil groupings; and assessment opportunities.

Short term planning is monitored by year partners to ensure consistency across year groups; a balance of activities across a week; differentiation; appropriate pace and expectation; constructive feedback for children; teacher assessment; links and consistency with medium term planning.

All teachers contribute to the work of teams that have been established to monitor, evaluate and develop aspects of school life, including the curriculum. These teams are led by co-ordinators.

Forms of Monitoring

The degree of formality is determined by the information sought through any monitoring activity. In Ashgrove the range includes:

- a passing awareness of school life;
- a focused discussion of an aspect of the school;
- a survey of the school's policy and practice in relation to one or more issues;
- annual whole-school review by all teams;
- a comparison of children's work across classes and year groups;
- the formal observation of teaching by colleagues; and
- the inspection process.

Performance Review and Staff Development (PRSD)

The implementation of this initiative is based on training provided by Regional Training Unit and NEELB. Its requirements are met through the annual review cycle. The aim of formal classroom observation is to provide encouragement and support to teachers within a programme that is designed to raise standards. Using a common format for recording and feedback, the emphasis is on the positive aspects of a teacher's practice, with some suggestions for consideration. The principal, vice-principal and permanent teachers are observed formally within the terms of PRSD.

Review

This policy will be reviewed annually.

Monitoring Arrangements

Area of Focus	Monitor	How & When
Ethos	Principal Management Team	<ul style="list-style-type: none"> regular item on meetings agenda
	Pastoral Care Team Teachers	<ul style="list-style-type: none"> meetings to discuss pastoral care and progress within the school development plan (June)
Management & Leadership	Principal Teachers	<ul style="list-style-type: none"> meeting to discuss progress within school development plan and to review priorities (June)
	Management Team	<ul style="list-style-type: none"> meeting to update the school development plan (August)
	Board of Governors	<ul style="list-style-type: none"> meeting to discuss progress within school development plan and to review priorities for coming year (September)
	All Staff	<ul style="list-style-type: none"> opportunity for formal feedback on the principal's performance through questionnaire (every three years)
Behaviour	Board of Governors	<ul style="list-style-type: none"> meeting to discuss the performance of the principal and vice-principal (September)
	Principal Vice-Principal	<ul style="list-style-type: none"> informal observation of classes, corridors, assembly, dining hall, playground, visits, etc. (ongoing)
The Learning Environment	Principal Vice-Principal	<ul style="list-style-type: none"> formal lesson observation of each permanent teacher (twice per year*)
	Principal Vice-Principal	<ul style="list-style-type: none"> informal observation of corridors, classrooms, etc. - condition, resources, displays (ongoing) formal lesson observation of each permanent teacher (twice per year*)
	Board of Governors	<ul style="list-style-type: none"> governors' inspection of premises and grounds (June)
Teaching & Learning	Teachers	<ul style="list-style-type: none"> self-evaluation and annotation of planners (by Post-It) to inform improvement (ongoing)
	Principal Vice-Principal	<ul style="list-style-type: none"> informal observation (ongoing) formal lesson observation of each permanent teacher (twice per year*)
	Principal Co-ordinators	<ul style="list-style-type: none"> monitoring of planners (five times per year)
Standards of Work	Teachers	<ul style="list-style-type: none"> meetings to look at three samples of work from each class (top, middle, bottom) in an area of the curriculum being developed; discussion of standards and progression; display of samples (once per term)
	Principal	<ul style="list-style-type: none"> sampling of children's work by the principal - presentation (November) sampling of children's work by the principal - marking (March)
	Co-ordinators	<ul style="list-style-type: none"> sampling of children's work (ongoing) whole-class sampling in one subject area (as necessary) review of policy and practice in subjects itemised within school development plan; report to management team (June)
	Development Teams	<ul style="list-style-type: none"> general discussion of progress and related issues (May)
Assessment & Record Keeping	Principal Vice-Principal	<ul style="list-style-type: none"> analysis against benchmarking data of formal assessments; end of key stage results; results of standardised tests in English and mathematics (May); school placements following transfer to post-primary sampling pupil records (as necessary for the above)

(* A total of two full lessons observed formally)

Monitoring and Evaluating Tasks of Principal and/or Vice-principal

	Autumn	Spring	Summer
Principal and/or Vice-Principal	<ul style="list-style-type: none"> • formal meeting of management team for whole school review (August) • meeting with management team to update school development plan (August) • meeting with the co-ordinator of an area to be developed (August) • monitoring of planners (September) • meeting with governors to review progress and priorities for the coming year (September) • review of job description and previous year's performance with each teacher (September) • review of principal's and vice-principal's job description (September) • one formally observed lesson per teacher as part of PRSD (October) • sampling of children's work by principal – looking at presentation (November) • monitoring of planners (November) • informal observation of corridors and classrooms - condition, resources, displays, etc. (ongoing) • sampling of children's work to inform overview (whenever necessary) 	<ul style="list-style-type: none"> • monitoring of planners (January) • sampling of children's work by principal – looking at marking (February) • one formally observed lesson per teacher as part of PRSD (March) • monitoring of planners (March) • informal observation of corridors and classrooms - condition, resources, displays, etc. (ongoing) • sampling of children's work to inform overview (whenever necessary) 	<ul style="list-style-type: none"> • monitoring of planners (May) • informal observation of corridors and classrooms - condition, resources, displays, etc. (ongoing) • grounds and premises inspection with governors to examine condition of buildings, decoration etc. (June) • meeting to hear co-ordinator's review of policy and practice in subject prioritised within the school development plan (June) • team meetings to discuss progress and priorities (May) • analysis against benchmarking data of formal assessments (post-primary school placements), end of key stage results, standardised tests in English and mathematics (May) • sampling of children's work to inform overview (whenever necessary)

Monitoring and Evaluating Tasks of Co-ordinators

<p>Co-ordinator</p>	<ul style="list-style-type: none"> • planning for the development of the subject area during the coming year • sampling/monitoring of planners (September) • leading a staff meeting to discuss samples of work across the ability range and to consider progression (where an aspect of the subject has been prioritised within the school dev. plan) (October) • sampling/monitoring of planners (November) • sampling/monitoring of children's work to inform overview (whenever necessary) 	<ul style="list-style-type: none"> • sampling/monitoring of planners (January) • leading a staff meeting to discuss samples of work across the ability range and to consider progression (where an aspect of the subject has been prioritised within the school dev. plan) (February) • sampling/monitoring of planners (March) • sampling/monitoring of children's work to inform overview (whenever necessary) 	<ul style="list-style-type: none"> • leading a staff meeting to discuss samples of work across the ability range and to consider progression (where an aspect of the subject has been prioritised within the school dev. plan) (April) • sampling/monitoring of planners (May) • leading the subject team in general discussion of progress and related issues as part of the whole school review (May) • (where an aspect of a subject has been prioritised within the school dev. plan) reviewing of policy and practice in their subject; report to management team (June) • Sampling/monitoring of children's work to inform overview (May) • reviewing of subject prioritised within the school development plan (August): <ul style="list-style-type: none"> ○ strengths and issues for development ○ changes in advice and requirements from DENI, NEELB, etc; ○ implications for short/long term planning and for INSET ○ discussion with the principal and/or management team
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Principal Evaluation Sheet

It is some time since I last gave you an opportunity to provide me with formal feedback. **Please think about my professional performance and the ways in which I can or do help you to meet the vision, aims and needs of our school** then fill in as many of the spaces below as you wish and return the form to me. I am very happy to accept anonymous comments. You are under no obligation to respond. Many thanks.

Name:	Review Date:
Name of Reviewer:	

List three things that you would like me to keep doing:

- 1.
- 2.
- 3.

Name one thing that you would like me to do differently:

- 4.

Suggest one thing that you would like me to stop doing:

- 5.

Name one thing that you would like me to start doing:

- 6.