



Baslow St-Anne's Church of England **Monitoring and Evaluation** **Policy**



Growing healthy minds and hearts together

“Life in all its fullness”

Respect...Kindness...Diversity



Version/ Issue	Date	Author	Minute No.	Reason for Change
5	October 2021	Reviewed by MC	04/C&S/10/21	Values and vision added
6	October 2025	Reviewed by MC		No changes

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together, embedding our core values: respect, kindness and diversity in all that we do. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

1. Introduction

At Baslow St Anne's we plan all our teaching and learning with a view to enabling each 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 the impact of these actions. This gives us information on which we can base future decisions about the development and improvement of the school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of a relevant curriculum
- Identifies our strengths and opportunities for professional development
- Offers an opportunity to celebrate progress and success
- Provides vital information to support self-evaluation and development planning
- Ensures consistency throughout the school
- Ensures that every child is making good progress and is appropriately challenged or supported
- Ensures resources are allocated in the most effective way
- Ensures optimum progress and attainment are achieved

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning, progress and outcomes.

V6 Baslow St. Anne's C of E Primary Monitoring and Evaluation Policy

2. Monitoring and Evaluation Framework

Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school year and follow a set calendar. (See Appendix 1 for the calendar)

The Monitoring and Evaluation Framework contains the following elements:

2.1 Data analysis

The school is provided with a rich variety of data throughout the year; school uses its own internal data system to collate, analyse and inform. Data is also provided by OFSTED and through the local authority databooks. Using this data, we compare our performance at significant stages with national data, local authority data and benchmark against statistically similar schools. We use the data to monitor the progress of different groups eg: Pupil Premium, boys compared to girls, looked after children, SEND, gifted and talented, summer births etc. in school we compare the value added by our school with other schools nationally.

2.2 Observation of teaching and learning

Throughout the year observations of lessons are carried out to ensure teaching and learning reflect the school policy and enable children to make at least expected progress.

English and maths are observed at least once annually with other subjects monitored on a rolling programme as determined by the School Improvement Plan identified by school self evaluation.

At least one lesson observation, with an agreed focus, forms part of a teacher's performance management review which is completed by the end of October.

Lessons may be observed by the Headteacher, Deputy Headteacher and /or subject leader. The new Ofsted framework forms the basis for the criteria of judgements and feedback; a lesson grade is no longer given by Ofsted. The local authority School Improvement Partner will also be involved in at least one observation or learning walk.

The Headteacher makes informal observations throughout the term to monitor children's learning, the learning environment and the impact of actions put into place derived from the School Improvement Plan. Points noted are raised and discussed at staff meetings where 'Teaching and Learning' is consistently an agenda item.

Governors also take an active part in the monitoring of teaching and learning through their role as Key Role Governors and learning walks. An overview from

these visits is shared at the FGB. It is not the role of a Key Role Governor to make any judgement on the teaching they observe.

2.3 Reviewing teacher's planning

Teachers provide a copy of their long and medium term planning for the Headteacher at the start of each term. The Headteacher will review the planning and provide verbal feedback. Subject leaders also monitor medium term plans to evaluate continuity and progression.

Weekly plans are devised personally by the class teacher and maybe presented in different forms. A lesson will be planned to ensure appropriate differentiation for groups, TLA deployment and the use of AFL to guide learning, evaluating at the end of the lesson.

2.4 Subject monitoring

All staff are subject leaders and are responsible for monitoring and evaluating standards and outcomes in their subject in conjunction with the Headteacher. In order to do this, they work alongside the teachers to gather evidence and collaborate with staff to gather the information that is required. Time is allocated for this aspect of monitoring as part of the staff meeting agenda.

2.5 Work scrutiny

The Headteacher reviews examples of work in core subjects (mainly) from a selected range of pupils in each class and across the year groups to monitor standards of teaching and learning, assess progress and ensure consistency. Additional information is gained through pupil interviews and discussions. Cluster moderation also takes place across the year to moderate between schools to quality assure judgements that are made.

2.6 Test analysis and assessment

Pupils take formal tests at the end of each key stage against the new national curriculum criteria. Assessment for Learning is an ongoing process across every year group where judgements can be made through teacher assessments, backed up with a good range of evidence and some summative testing. Teachers update the school's internal assessment system. Results of all assessments (summative and formative) are carefully analysed by teachers and discussed through a 'Monitoring Meeting' with the Headteacher half termly. The school tracking system is continuously updated by the teachers who ensure that is fully updated by the 'Monitoring Meeting' deadline. The use of the school's assessment systems enables evaluation of data to take place to ensure pupil progress is at least in line with targets set and inform priorities for further improvement of provision needed.

2.7 Other methods of monitoring

- parent and pupil questionnaires
- pupil interviews and voice
- surveys

- school council meetings
- informal discussions
- **Governors - learning walks, Key Role Governors, meeting with Subject Leads, Sub Committees, overview of Collective Worship**
- SIP (LA)
- Cluster moderation and joint monitoring
- Staff meeting

3. Roles and Responsibilities

3.1 The Headteacher is responsible for ensuring the monitoring and evaluation framework is carried out thoroughly and is effective in determining and driving forward school improvements.

3.2 Teaching staff are involved in the process and carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities

3.3 The Governing body are made aware of the outcomes of the cycle of monitoring and evaluation through the Headteacher's report to governors and committee reports. They act as critical friends to the Headteacher in determining and approving the SIP. They may participate directly in monitoring activities within their role as Key Role Governors. They may also summarise the data and monitoring information to inform parents about the school's progress and performance.

The governing body undertake monitoring and evaluation of school finance, health and safety and staffing through the committee structure.

3.4 The LA and Ofsted

The local authority has a duty to monitor the school's performance and carries this out through analysis of data submitted and SIRR/QDD (School Improvement, Record and Review/Quality Development Dialogue) visits. The Headteacher provides the information required by the LA to ensure the school gives an accurate account of itself.

Ofsted require the school to undertake self-evaluation by completing and submitting a school 'Self Evaluation Summary' (SES) form. They inspect and grade the school as part of the national inspection of school's programme. The SES is reviewed and updated throughout the year and submitted as required by Ofsted.

4. Monitoring and Evaluation as part of Performance Management

The annual Performance Management /Appraisal policy and process provide a framework for monitoring and evaluating teacher's individual performance with regard to target setting, pupil progress, professional development and personal development. This is linked tightly with the SIP.

The Headteacher's performance is monitored and evaluated by the school's 'pay and Performance Committee' of the governing body and the local authority following strict national guidelines.

. To be read in conjunction with other related policies-

- Teaching and Learning Policy
- Performance Management / Appraisal Policy

Policy written: JPC May 2003
Policy reviewed and revised: January 2010

Policy reviewed and adapted: October 2015
Policy review date: October 2018

Policy Reviewed: October 2021
Policy Reviewed: October 2025
Marie Clark - Headteacher

Assessment & Monitoring Calendar 2021 -2022

Ongoing input into school's assessment system

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Provision Map in place from July Interventions etc. in place AFL continuum and Tracker updated	Internal system continually inputted Assessment Week Data in deadline- Monitoring Data analysed (All/PP/SEN / G&T/B/G/S B) Monitoring mtgs		Assessment Week Data in deadline- Monitoring mtgs Data analysed (All/PP/SEN G&T/B/G/	MC monitor data)	Assessment Week Data in deadline- Monitoring mtgs		Assessment Week Data in deadline- Monitoring mtgs Data analysed (All/PP/SEN/	Y2 & Y6 SATs MC monitor data)	Assessment Week Data in - Monitoring mtgs	Data analysed (All/PP/SEN / G&T/B/G/S B) Provision Map ready for Sept. Transition annual assessment and data INSET dialogue
	(MC monitor data)		SB) Provision Map adjusted				G&T/B/G/SB) Provision Map adjusted			
		In school and Cluster moderation (KS1)				In school and Cluster moderation (KS2)			In school and Cluster moderation (EYFS)	
Pupil Premium Action Plan written and actioned Children's targets set - ongoing review and	End of Year targets set	PP children data analysed & actioned Curriculum Sub. Govs monitor		Children's targets set	PP children data analysed & actioned Curriculum Sub. Govs monitor		Children's targets set		PP children data analysed & actioned Curriculum Sub. Govs monitor	Move up day Data info swap TAs and intervention s organised

adjustment										
IEPs written through a 'Person Centred Approach' (Parents and child involved - copy to MC and home)	(Ongoing review and impact of IEPs) →		IEPs reviewed - new targets set with parents and child - copy to MC and home)			IEPs reviewed (before Easter) - new targets set with parents and child →				IEPs reviewed shared with children and parents
SIP completed	Learning walk with Govs and teacher & QDD Advisor	Observation 1 Feedback and actions Work scrutiny Pupil interviews	Planning monitoring Homework monitoring SIP review →	SIP review feedback to Govs	Observation 2 Feedback and actions Work scrutiny Pupil interviews	Learning walk with Govs and teacher → SIP review and feedback to Govs			Planning monitoring Homework monitoring	SIP writing commences
	Web site check		Parent specific questionnaire	Web site check	Pupil questionnaire related to key aspect eg: anti-bullying	Web site check		Web site check		Web site check Parent/Pupil / Staff questionnaire
Safeguarding audit - send to County Central record checked and signed by MC & Govs Single Central record checked and signed by MC & Govs	External online & Data Book analysed & actioned (SIP adjusted if necessary) SIRR with Steve Ford →	Shared at Curriculum Sub	Single Central record checked and signed by MC & Govs			Single Central record checked and signed by MC & Govs			Single Central record checked and signed by MC & Govs Statutory	Summer Review with Steve Ford

									data to be sent	
				SFVS and New Financial Regulations	→	SFVS in	Annex 1 & 5 signed off by Govs	Annex 1 & 5 completed		
	Appraisal Performance Management review of previous targets & new targets set teachers and TAs		Headteacher's Performance Mangement/ Appraisal				Mid-Year Performance Management review teachers and TAs			Quality Assurance Report for Performance Management / Appraisal
	Parents Evenings		Open Evening		Open Evening	Parents Evenings			Open Evening Report deadline to MC	Reports out to parents
Review of SIAMS requirements - MG/KRG+ Govs to monitor	→						Review of SIAMS requirements - MG/KRG + Govs to monitor		→	