

St Thomas Becket Catholic Primary School

Date	Review Date	Drawn up by	Committee Approving
Spring 21	Spring 2023	Noel Campbell	Curriculum

Learning and Teaching Monitoring and Evaluation Policy

St. Thomas Becket School is a multi-cultural catholic primary school that strives to be a positive force in the life of the church. We aim to create a community which is underpinned by the Gospel values of Christ; where all children have the opportunity to develop spiritually, creatively, physically, socially and academically; where the talents and abilities of all members are valued and where compassion, tolerance and forgiveness are guiding principles.

Mission Statement

Introduction

At St Thomas Becket Catholic Primary School we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the impact on children's learning in relation to the quality of teaching and curriculum provision on offer. This gives us information on which we can base future decisions about school improvement.

Monitoring is the means by which we gather information on actual practice, not assumed practice. We do this systematically across a range of activities within our school.

Through effective monitoring we aim to:

- Develop a whole school approach towards school self-evaluation, reflection and improvement;
- Provide equality of opportunity, progression and continuity throughout the school; identifying and sharing good practice through observation and discussion;
- Ensure school policies, procedures and planning are being successfully carried out;
- Clarify judgements on children's levels of progress and attainment across the school;
- Promote excellent learning and teaching throughout the school;

- Identify the strengths and needs for staff professional development;
- Ensure consistency throughout the school;
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.
- Celebrate progress and success.

Monitoring and Evaluation Framework

Monitoring and Evaluation in our school are part of a planned process and involve members of the SLT, subject leaders, class teachers and governors over the course of the school year.

We follow a planned cycle of school monitoring and self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.

A **monitoring timetable** for subject leaders outlining monitoring and evaluation is in place.

Procedures

1. Lesson Observations.

The head teacher, deputy head and assistant head teacher carry out an annual planned programme of lesson observations which include all teaching staff. The observer will decide the focus of the observation, in consultation with the teacher being observed. This may be the areas for development identified in the previous lesson observation or a completely new focus. **All teachers will be observed teaching Maths, English and one other foundation subject over the year.**

Key Phase Leaders and Subject Leaders carry out lesson observations according to needs identified through their monitoring programme.

The SLT carry out planned lesson observations as part of the school's Performance Management cycle, following performance management reviews and objective setting.

All lesson observations are carried out in accordance with the school's **classroom observation protocol** (Teacher Appraisal Policy).

A lesson focus and date/time is agreed between observer and teacher being observed beforehand.

Where lesson observations are undertaken, verbal and written feedback is given to the staff member involved as per the guidelines set out in the schools **Teacher Appraisal Policy**. Written feedback on all lessons observed will be recorded on the school's **lesson observation proforma (Appendix 3)**.

All lessons observed will be graded* using the Ofsted criteria and these grades shared with the teachers observed.

Observers should triangulate evidence, when deciding on an overall grade, in terms of teaching observed, work scrutiny, children's progress and pupil voice to gauge **learning over time**.

***NQT Lesson observation**

These will be followed and completed in accordance with the DFES guidelines on NQT induction. At St Thomas Becket Catholic Primary School, NQT lessons observed in the first 2 terms of the probation year will not be graded but focus on achievement of the core teaching standards (see NQT policy).

Lesson observations should also take account of the learning environment:

- The way the classroom is organised; are resources accessible and labelled?
- Quality of displays including; labels and content (pupil & teacher work), variety of curriculum areas and working walls
- Standard of general tidiness
- Visibility of school ethos
- Behaviour of children and staff

2. Planning scrutiny

Planning is collected by subject leaders on a regular basis; how often depending on the subject/class priority. Long and medium term planning is assessed for coverage of the National Curriculum.

When assessing the quality of short term planning the following aspects are taken into account:

- Differentiation; including taking account of individual children's provision maps and IEPs
- Activities; varied for learning styles
- Learning Objectives (WALT); matching the levels of the children and pitched appropriately, providing suitable challenge.
- Use of additional adults; Support staff are well managed and used.

Teachers will also use their professionalism to evaluate the effectiveness of their planning on children's learning, on a daily basis.

- Assessment for learning should be indicated on plans and changes highlighted accordingly.

3. Work Scrutiny

The SLT and/or subject leaders scrutinise children's books from each class on a regular basis; how often depending on the subject/class priority. Whole school work scrutiny of English and Maths will take place at least twice per year. Where concerns exist with regards to a particular class/year group, work scrutiny may be more frequent.

Aspects assessed will be;

- Coverage of the planned curriculum
- Use of feedback and marking to identify Next Steps and support improvement (see **marking and feedback policy**)
- Continuity and progression across year groups and the school
 - Progress of individual children
- Presentation of work

Feedback to teachers will be given using the **Pupil Work Monitoring Feedback Sheet** (appendix 1)

4. Other Evidence

Evidence of the quality of learning and teaching will also be gathered through:

- Informal Interviews with children
- Children's questionnaires
- Learning walks
- Informal drop-ins during lessons (head teacher or delegated member of SLT)

Findings from all monitoring activities are shared with the head teacher and relevant subject leaders. This information will be also be available for Key Stage Leaders to track standards in their phase areas. General feedback is given in staff meetings and individual feedback with areas for development and/or strengths given orally and in written form using the agreed format. An overview of teacher performance will be maintained for each teacher using the **Ofsted Summary Sheet (Teacher on a Page)** Appendix 2.

Tracking Progress and Attainment

Daily

Tracking of progress is a continuous staff responsibility. As well as taking account of summative data (pupil tracking), teachers and support staff make informal judgements during each taught session and use this to inform future planning.

Planning should indicate groups in order to support differentiation and these should reflect movement in response to day to day assessment.

Termly

Pupil levels of attainment in Reading, Writing and Maths are assessed by teachers using the agreed tracking materials (see subject policies) each term and testing (QCA optional tests) in the autumn and summer terms for Years 3-5 (used to support teacher assessment). Statutory SATs tasks and tests are administered to Year 2 and Year 6 in the summer term. This data is analysed and used by SLT and subject leaders to monitor attainment and progress of individuals, classes and groups.

Pupil Progress meetings are held once a term to highlight pupils who are under-achieving and/or under-attaining. Where pupils do not make expected progress or are working below age-related, provision is identified to support their individual needs and enable accelerated progress or catch-up.

Annually

Foundation Stage, phonics screening and end of KS1 and KS2 data is submitted annually to the Local Authority and DFE. This data is analysed by the SLT and results used to inform the School Development Plan. The school uses this analysis as well as Raise online, Fischer family Trust and the Croydon Data Packs to identify trends, areas for development and areas of strength across the school.

The most significant information is:

- how we perform compared to all schools;
- how we perform compared to similar schools;
- how different groups of pupils perform, (the characteristics of these groups includes gender, ethnicity, SEN, FSM and EAL).
- the value added achieved by our school compared to other schools.

Annual end of key stage targets are also agreed by governors annually in the autumn term.

Moderation

Samples of Writing, RE and Maths are moderated in staff meetings termly. Subject leaders collect annotated and levelled samples of work from these moderation activities which contribute to portfolios of work in these subjects. Teachers are expected to moderate standards across their year group as part

of the on-going planning and assessment process. Work samples are collected for other subject areas across the year and these contribute to portfolios of work. Subject leaders quality assure these judgements to ensure the moderation process is robust and judgements reliable.

The SLT moderates teacher assessment in Reception, Year 2 and Year 6 . The school is also subject to moderation by the LA on a cyclical basis.

The SLT and/or subject leaders scrutinise teacher assessment from each class at least once a year; how often depending on the subject/class priority. Where concerns exist with regards to a particular class/year group, moderation may be more frequent.

Concerns

In order to impact on school improvement, where concerns about the quality of learning and teaching in a particular class/subject emerge through monitoring then targets are set and a review monitoring date agreed. If concerns persist then these will be discussed with the head teacher/deputy head and where appropriate will be dealt with through the capability process. The capability procedures will be conducted in accordance with the school's **Teacher Capability Policy**.

Roles and Responsibilities

Senior Leadership Team

- To ensure that the Leadership Team, all staff and Governors understand that the purpose of monitoring and evaluation is to develop and improve learning and teaching at St Thomas Becket Catholic Primary School;
- To identify areas that need to be monitored;
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform targets and future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to support school improvement;

- Ensure that pupil performance data is collected, analysed and used to inform target Setting.
- To demonstrate the effectiveness of the school’s support for vulnerable groups; to produce case studies which track the progress and support provided for specific groups of children or individuals.

Subject Leaders

Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and identifying areas for development;

Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

In order to fulfil its dual role of making strategic decisions and acting as a critical friend the governing body requires information at an appropriate level of detail. To this end governors receive monitoring and evaluation data at agreed times in order to review the information and consider its implications;

- Pupil performance data (end of Key Stage results)- Autumn Term
- Pupil performance data (all year groups)- Termly
- Head’s Report- Termly
- Teacher Appraisal Summary- Autumn Term
- Reports from Link Governors (following governor visits)
- Subject Leader annual reports
- Updates on implementation of School Development Plan- Termly

Equality Statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a supportive and effective learning environment.

Date of approval by Governing Body:

Signature of Chair Governors

Signature of Head teacher.....

Date Due for review: Spring 2023

Appendix 1

St Thomas Becket Catholic Primary School Work Scrutiny Monitoring Sheet	Subject:	Subject Leader:	Date:
Attainment (<i>Overall standards of current work, linked to national standards and pupil ability</i>)			
Differentiation			
Progress (<i>Progress since the beginning of the school year</i>)			
Attitudes (<i>Any indications of pupils' attitudes and response to their work</i>)			
Teaching (<i>Quality of marking; cross-curricular skills; match to pupil's levels of attainment; link between assessment and planning</i>)			
Strengths			
Areas for development			
Meeting requirements (Yes / No)			

SUMMARY AND ACTIONS

WHAT NEEDS TO BE DONE NEXT?

What do I need to do? (advice, training, further monitoring, resources)	When will I do it?	What do teachers need to do?	When will teachers complete the tasks?

Signed (person monitoring)

Signed (Teacher)

Date

Appendix 2

Name: _____

:

OBSERVATIONS			
	Strengths	Areas for Development	
Autumn			
Spring			
Summer			
CPD			
Date	Training	Impact	
WORK SCRUTINY			
	Strengths	Areas for Development	
Autumn			
Spring			
Summer			
PUPIL PROGRESS			
	Reading	Writing	Maths
Autumn			
Spring			
Summer			

Appendix 3

**St Thomas Becket Catholic Primary School
Observation Record**

Date		Teacher		Observer			
Class/Group		No. of pupils		No. of adults			
Subject		Focus of observation					
Other contextual information e.g. No. of SEN, EAL, G&T pupils							
Observation		Work analysis		Discussion		Other	

Evaluation

Evidence of SMSC (social, moral, spiritual. Cultural)

Grades (best fit based on all elements of observation)

Achievement of pupils		Quality of teaching		Behaviour and safety of pupils		Overall grade	
------------------------------	--	----------------------------	--	---------------------------------------	--	----------------------	--

Overall strengths:

Impact Noted

Areas for development (3 maximum):

Signed (Teacher):

Signed (Observer):

Date: