



## **WESTFIELD PRIMARY SCHOOL AND NURSERY**

### **MONITORING AND EVALUATION POLICY**

**Date ratified: February 2021**

**Ratified by: Full Governors**

**Date to be reviewed: January 2024**

## **RATIONALE**

We are continuously assessing the quality of learning and teaching at Westfield Primary School and every element of the school's operation that impacts upon the children. This policy needs to be read in conjunction with the Staff Pay and Performance Appraisal Policy.

## **PRINCIPLES OF MONITORING**

### **Three key principles of monitoring:**

**1. It must be explicit.**

Everyone must know what monitoring activities are being carried out and who gets the information that is gathered.

**2. The information gathered is used.**

We will look at our strengths and areas of development. The purpose is to raise standards and improve quality of teaching and learning.

**3. The system must be manageable.**

We need to plan our system very carefully so that it is as simple and straightforward as possible, yet comprehensive.

These principles have been agreed by governors and all teaching and support staff at Westfield. They demonstrate our commitment to provide the best for every child.

## **Quality of Teaching and Learning**

The Headteacher and the Senior Leadership Team will formally monitor the quality of teaching and learning each term through gathering evidence in a variety of forms; including learning walks, lesson observations, pupil voice, work scrutiny and half-termly pupil progress meetings. The Senior Leadership Team will analyse the outcomes of this monitoring and use it to decide 'next steps' in school improvement.

### **Lesson observation**

Observing learning will take place as part of a learning walk. This will involve the observers popping in and out of learning to ensure a full picture of the teaching and learning experience of the children is captured. This approach also reduces pressure on the teacher from being 'watched' and enables them to continue with their normal routine which is best for the children and for the observers in capturing a true reflection of the provision in class. It is important that the information gathered from these visits includes, but is not limited to, comments on the learning environment, pitch, pace, use and action of additional adults, support and challenge, engagement and how the children are responding.

### **Work Scrutiny**

A work scrutiny proforma is available to assist with feedback which will be filled in from monitoring a range of children's work including displays, books, photos, assemblies, class books, home learning etc

## **Pupil Voice**

Westfield Primary School values the feedback and views from our children about their learning. This is captured in a variety of ways from talking to the children, 'What went well' post-it feedback and self-assessing. Through this feedback we are able to identify what the children feel they have done well, what they can do to improve or further ways the teacher can support them.

## **Triangulation**

It is incredibly important that a learning walk includes observing learning, looking at books and talking to children as this enables SLT to triangulate what they see and ensure the evidence collected is consistent. Triangulation sheets are used after each learning walk to pull together the strengths, areas of development and any specific actions moving forward.

## **Frequency**

All teachers will have a learning walk once a term (3 times a year). This is with the exception of an NQT who will have one each half term (6 formal learning walks a year) and anyone who may be under a support plan, informal or formal capabilities.

Further pupil voice, environment looks and book looks will occur through the year by subject leads to ensure coverage, progression and standards in their subjects.

Any monitoring process being under taken will be communicated with staff to ensure they know in advance of it happening.

## **Feedback**

Any monitoring should provide teachers with verbal and/or written feedback. This feedback should be received by the teachers it concerns as quickly and effectively. In some cases, especially with feedback from subject leaders, it could be that whole school feedback is given if the strengths and areas of development identified are consistent across the school.

## **Evaluating**

All of the areas identified in our monitoring process are evaluated. The frequency of the evaluation and the form it takes will depend on the specific area being focused on.

The Headteacher and Senior Leadership Team are responsible for the final analysis and evaluation of monitoring information, with support of the Governors. They will recommend a variety of actions and reviews. This could include:

- Mentoring , support and training delivered by the Senior Leadership Team
- Setting up a programme of training, either INSET or external courses
- Reviewing and/or purchasing new resources
- Reviewing practice or policies, leading to recommendations for amendment of existing procedures or the implementation of new ones

- Incorporation of an issue as a specific priority in the School Development Plan
- Discussion and agreement of performance during the review process of Performance Management

### **Policy Review**

This policy will be reviewed as part of the school's policy cycle or following an agreed change to practice. This will be done by the Headteacher in consultation with Staff and Governors.