

MONITORING AND EVALUATION POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Governors' Standing Committee
	Approved by:	Full Governing Body
	Date approved:	22 nd May, 2019
	Next review due by:	End of 2021/22 academic year

AIM/PURPOSE

The purpose of the policy is to ensure that the school has rigorous and effective systems for quality control. The aim is not to check on teachers, but to make sure that education is delivered in the best possible way; that teaching and learning is excellent, that the opportunities of all our students are maximised and that staff are given appropriate guidance and training to deliver their professional responsibilities to the highest standards.

GENERAL PRINCIPLES

Throughout the school year, we need to ensure that individuals and teams are working to best effect; that areas of strength are highlighted, that good practice is shared and that professional support is provided to colleagues in order to improve effectiveness. Monitoring and evaluating is intended to achieve these outcomes. The systems outlined will enable the middle and senior managers to better understand the strengths and weaknesses of their teams and to become involved in the necessary support, advice and guidance to bring about continued school improvement.

MONITORING AND EVALUATION POLICY AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

1. The annual SEF and 'Analyse School Performance' (ASP) will be evaluated by the Leadership Team, Subject Leaders and Governors. This will allow all parties to appreciate the school's context and to be aware of school performance and trends. Such meetings will also consider data produced by the Local Authority, and progress towards agreed targets. The School Evaluation Form (SEF) will be updated annually by the Head during the October half term.
2. During the final ten days of the first half term of each of our three terms, each Subject Leader (SL) will monitor teachers within their department. Each teacher will receive a feedback sheet and a hard copy will be kept in the SL's monitoring file. The SL will be expected to make the file available to the Deputy Head (Academic Standards) on request. It is not expected that the process should be unnecessarily onerous and it is anticipated that it can be carried out within the normal course of SL's visiting lessons within their department.

Monitoring may take place during a lesson and through individual conversations as appropriate. Although the method of monitoring can be flexible and tailored to meet the needs of individual members of staff and different departments, there should be rigour and accountability in the process. Any comments and/or points for action will be recorded on the monitoring sheet.

The areas for monitoring will be lesson planning, classwork and homework. Lesson planning will be monitored in a lesson and by looking at teachers' planners. The SL will look for evidence that department schemes of work are followed, that there are clear

learning objectives, that the lesson is well structured and that tasks are in line with students levels or target grades. Classwork can be monitored in a lesson but a SL may prefer to take in a sample of pupils' work. Evidence that work has recently been marked and that the mark scheme is being followed will be sought. Homework should be monitored within the lesson by looking at students' planners and their work. The SL should look for evidence that homework is being set on a regular basis in line with the school homework timetable. This will be followed up by January and April/May reports written in a common format covering the following issues: quality of teaching and learning, successful events, issues affecting progress and main priorities. To conclude the process, the HoD will complete a "Department Monitoring Summary" form for each member of the department. One copy will be retained by school and the other given to the member of staff. The information on this form is not part of the performance management process.

3. Performance Management lesson observations will take place during the second term, January to April. Each teacher will arrange two observations with his/her line manager, ideally in different Key Stages. Confidential feedback, in writing and received within 24 hours, will identify areas of strength as well as areas for development. At the beginning of the academic year in September, a Performance Management Review will take place. At the meeting, a minimum of three targets will be agreed for the current school year. One will be linked, where possible, to student progress at KS4.
4. Each subject will have a formal curriculum link with a member of the Leadership Team. The purpose of the "link" is:
 - To assess the typical lesson by lesson experiences of the students, not lessons and classes chosen in advance by teachers.
 - To identify good or outstanding practise, to promote such practises within the department and across the school, thereby improving learning and encouraging professional development.
 - To use the observation time to scrutinise between 3-5 examples of students' work. The presentation of students' work will also be commented on (see Marking and Feedback Policy).
 - To identify how the department has developed since the previous years monitoring and is responding to whole school issues.

Between October and December, the LT colleague will spend time monitoring the Department as follows:

- (a) A pre-monitoring meeting of the Department to 'set the scene', discuss and answer questions. Any whole school emphasis will be made known in advance, e.g. AfL, literacy.
- (b) An assessment with the Subject Leader of whether recommendations from the previous year's monitoring have been acted on and to confirm that priorities identified in the Department's current Development Plan are being addressed.
- (c) Within a defined 2 day period during the period of monitoring, two observations of each teacher, each a minimum of 30 minutes duration. Ideally, written or verbal feedback will be provided to the teacher within 48 hours. Lessons/teachers graded as "requiring improvement" will receive appropriate support and be re-observed by the same observer as part of "quality control".
- (d) During the observations, a scrutiny of students' books to be undertaken and recorded. (See point 4 above).
- (e) Observation to focus on the following whole school priorities identified in the previous years leadership team monitoring:
i.e. marking and, in particular, assessment for learning
- (f) At the end of the process, a report for the department will be produced summarising the monitoring outcomes and identifying priorities for the

forthcoming year. The report will be based purely on the observation of lessons and scrutiny of work. The report will be circulated and discussed at a post-monitoring department meeting.

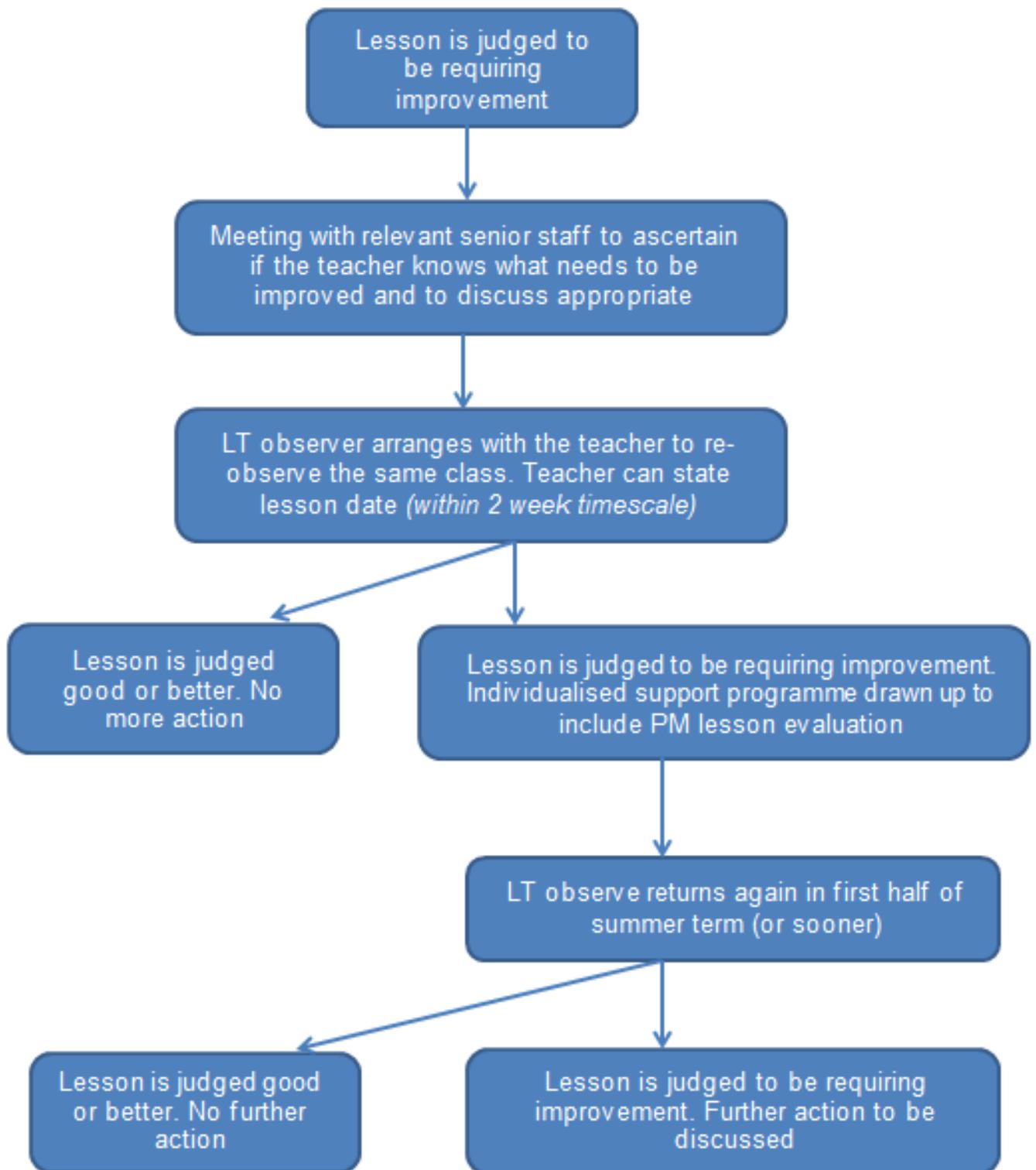
- (g) The subject leader will meet with the relevant member of the Leadership Team for a six month review of progress.
- 5. Senior Tutors are to complete an interim report by the end of the first term and full report by the start of the third term. The reports will cover student behaviour, attitude, academic progress, attendance and punctuality. A follow up meeting between the Senior Tutor, Head of School and Deputy Head (Student Standards) will be arranged between January and mid February and before the end of the school year to discuss the reports. The reports will be used to identify students who require additional intervention and provide documentary support where staffing changes are implemented. The Deputy Head (Student Standards) will provide a common template for each of these reports.
- 6. At appropriate times of the year, parents and students will be invited to complete questionnaires on key aspects of school life; for example, homework, extra-curricular, etc. Half-termly meetings with the Student Council by the Deputy Head (Student Standards) will also be arranged. The Student Council will, in turn, report back to other students through their form Tutorial Groups.
- 7. Observations of the progress of year groups will be carried out by members of the Leadership Team at particular times of the year. For example, Y11: following the mock examinations, Y7: the Sept to Oct 'settling in' period, Y10: second part of the first term. This is in addition to the daily P3 and P5 monitoring of lessons by the Leadership Team.
- 8. External examination results will be discussed by the Head and Deputy Head (Academic Standards) and reported on at the autumn meeting of the Full Governing Body.

MONITORING AND EVALUATION

The policy will be discussed by the Leadership Team in conjunction with staff, recommendations considered by the Standing Committee and changes ratified by the Full Governing Body.

Action Following A Lesson Observation Judgement 'Requiring Improvement'

Flow Chart



Leadership Team Monitoring
Lesson Observation Form

Teacher: _____ Subject _____ Class: _____ Date: _____

	<u>Teachers Standards</u>	<u>MET</u>	<u>Comment (if appropriate)</u>
1	High Expectations		
2	Progress of Pupils [including literacy and numeracy]		
3	Subject & Curriculum Knowledge		
4	Lesson Structure		
5	Responds To The Needs of All Pupils [including use of TA's]		
6	Assessment and AFL		
7	Behaviour Management		

OVERALL EVALUATION

Strengths:

Areas for Development:

Good or Better		Requiring Improvement	
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<u>SIGNED</u>	Reviewer _____	Date _____
	Teacher _____	Date _____

LEADERSHIP TEAM SCRUTINY OF STUDENTS' WORK

The purpose of scrutinising students' work is to:

1. Identify Student Progression

- How far students have progressed.
- The ways in which students are making progress.

2. Identify Effective Teaching and Learning

- Whether students are engaged in focused and challenging activities.
- Whether students' work reflects a variety of learning opportunities.

3. Identify Assessment for Learning

- Whether students are involved in the assessment for learning process through self-review, peer review and raising standards.
- Whether there is evidence of diagnostic marking / target setting using the work scrutiny pro forma.

4. Identify Summative Assessment

- Whether students' marks / levels are in line with the appropriate assessment criteria.
- To what extent particular teaching and learning strategies are impacted upon student progress.

SCRUTINY OF STUDENTS' WORK

Department: _____ **Date:** _____

Teacher: _____ **Class:** _____

Pupils' Names	Presentation	Work Marked in the Last Two Weeks	Evidence of Assessment for Learning

✓ Satisfactory	X Concern	NA Not Applicable
Overall Comment	Action Needed (if any)	

Signature

SUBJECT LEADERS' DEPARTMENT MONITORING

Teacher's Name: _____ Subject: _____

CLASSWORK	Always	Sometimes	Rarely	Never
Work marked				
Target comments made				
Well presented work				
Marking Policy followed				
Comments/Action				

HOMEWORK	Always	Sometimes	Rarely	Never
Set in accordance with homework timetable				
Comments/Action				

LESSON PLANNING	Always	Sometimes	Rarely	Never
Dept Schemes of Work are followed well				
Learning objectives clear				
Lesson well structured				
Appropriate tasks for levels/target grades				
Comments/Action				

Signature: _____

Date: _____

Subject Leaders' Department Monitoring Summary

Name of Teacher: _____ Subject: _____

Period of Monitoring Autumn / Spring / Summer

Urgently needs addressing	A priority for improvement	Meeting expectations
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Teaching

R	A	G
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- Evidence of high expectations with teaching that helps students to progress.
- Evidence of appropriate subject knowledge to facilitate students' understanding.
- Students are engaged in their learning.
- Evidence of differentiated activities.
- Evidence of schemes of work being followed.
- Assessment of progress is systematic and effective.

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Behaviour

R	A	G
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- Teacher greets students at the door and circulates during lesson.
- All classes have a seating plan.
- Classes are managed pro-actively, reinforcing the school's ethos.
- Disruption to learning is challenged with appropriate action.
- Follow up systems, e.g. phone calls, letters home, are used effectively.
- Incidents are logged electronically so that all relevant parties are informed.
- Teacher ensures an orderly dismissal at the end of the lesson.

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Classroom Environment

- Classroom is welcoming and tidy with books stored appropriately.

R	A	G
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- Displays are relevant, stimulating and contain up to date students' work.

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- The teacher's desk is uncluttered and any confidential information regarding students is put away.

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- Any damage to the classroom fabric or furniture is reported to the Site Team for action.

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Presentation of Students' Work



- Students write in pen, draw in pencil and use a ruler for straight lines.

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- Each piece of work has a date and title, underlined.

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- Work is neat, tidy and well presented. Poor presentation is challenged.

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Marking and Feedback



- Feedback to students identifies strengths, areas for development or follow up questions.

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- Students are expected to respond to teachers' comments through their next piece of work.

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- Issues of literacy and numeracy are dealt with appropriately.

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Homework



- The homework timetable is followed.

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- Tasks are explained and are intended to consolidate or extend learning.

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- Activities may be differentiated according to students' needs.

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Comments

Subject Leader's Signature _____ **Date** _____

Leadership Team Subject Links for Monitoring and Evaluation: 2019-20

Art	S Brooks
Careers	S Brooks
Drama	A Baxendale
Engineering and Food	M Johnson
English	D Butt
I.T / Business / Computing	J Buck
Geography	O Tattum
Health and Social Care	E Kirkham
History	D Westmoreland
Mathematics	J Nicholls
Modern Languages	D Westmoreland
Music	O Tattum
Physical Education	M Scott
Religious Education	M Scott
Science	A Flatman
Social Sciences	E Kirkham
Special Educational Needs	A Baxendale

MONITORING AND EVALUATION: CALENDAR OF ACTIVITIES

September	Performance Management reviews and target setting Evaluation of external examination results meetings
October	External exam results review meetings Updating of the school's SEF incorporating new data, particularly from RAISE On-line.
01 October up to mid December	Leadership Team monitoring of Departments
January	Lesson evaluation for Performance Management Subject Leaders' written progress reports to HT and relevant DH completed in common format
March	Senior Tutors' written progress report to HT and relevant DH completed in common format
June	Subject Leaders' end of year written reports to HT and relevant DH, followed by meetings Senior Tutors' end of year written reports to HT and relevant DH, followed by meetings