



Intake Farm Primary School Monitoring Policy

Why do we conduct monitoring exercises?

Through monitoring our performance, we seek to:

- ensure that the pupils progress and attain the best possible standards;
- ensure the best possible standards of learning and teaching;
- establish how well the school is performing against national expectations;
- identify the strengths and weaknesses of the school, and to ensure that weakness is eradicated;
- celebrate and share the school's strengths;
- ensure that the pupils have a positive attitude to their work;
- inform the cycle of school development planning.

Who is responsible for leading the school's work on monitoring?

It is the responsibility of the headteacher and the SLT to ensure that the school's monitoring is regular, rigorous and thorough. (Staff and governors are involved in the process. Within the School Development Plan, accountability is identified.)

All monitoring leads to action which is then checked. Everyone will understand their role in this process.

How does the school monitor and evaluate performance?

We analyse data.

The school gathers data from a variety of sources. The data provides a range of information:

- how we perform compared to all schools nationally;
- how different groups of pupils perform (gender, ethnicity, EAL, PP, SEND, FSM);
- the value added by our school compared to other schools.

We observe learning and teaching.

There is a rigorous programme of lesson observations. These observations:

- draw from priorities in the School Development Plan;
- focus upon points for development identified in the last cycle of observations.

We conduct learning environment audits.

The learning environment is an important part of learning and teaching, so this is monitored on a regular basis.

Criteria:

- working walls (which are added to as work progresses) are evident in the learning environment (e.g. WAGOLs, teacher-scribed work, previous learning on flip chart paper, work from shared writing sessions);

- pupils' work is celebrated (individual progress is acknowledged with children's work on the walls);
- learning environments support learning, are well-organised and uncluttered;
- permanent, everyday aids to learning (e.g. multiplication tables, non-negotiables, targets, lists of conjunctions, synonyms for "said", times tables, word banks).

We scrutinise pupils' work through workbook audits and we conduct pupil interviews.

Pupils' work will be examined regularly. Written feedback from these scrutinies will be given to staff in staff meetings and individually. Staff will be given a time scale (e.g. 4 weeks) to **action** any necessary points for development. This will then be **checked**.

Pupil interviews can take the form of talking to children about their learning during lesson observations.

Criteria:

- the standard of work in books indicates progress from starting points alongside age-related expectations;
- there is quality and quantity of work;
- the presentation of work is good following the presentation policy;
- marking is done regularly and adheres to the marking policy;
- pupils are aware of how to make progress and how they learn best;
- children have a right to expect feedback on their work, otherwise there is no point in them doing the work. This is done through **marking and responding to marking** to show improvement.

We scrutinise test papers and formal assessments

Results will be analysed in terms of areas of strength and areas for development. There are regular, ongoing assessments of the Early Years Profile. These are then analysed.

We scrutinise planning

Teachers' planning is scrutinised in line with the planning policy. Written feedback is given to staff in order to share and celebrate good practice and work on areas of development. This is then checked.

Criteria:

- clear learning objectives;
- work is clearly differentiated and matched to the abilities of the pupils;
- learning resources (e.g. IWB, flip chart, mini-whiteboards, teacher-scribed WAGOLL) are identified;
- lessons are evaluated (the learning of pupils and groups of pupils is evaluated. This informs the next stage in planning- Assessment for Learning);
- planning follows the National Curriculum or Early Years Curriculum;
- planning follows the planning policy.

We also collect information through a range of other means:

- parent questionnaires;
- pupil questionnaires;
- school council meetings;
- evaluation sheets for meetings

What is the role of the governing body?

The governing body has to satisfy itself that the school has rigorous monitoring in place. It has to see evidence from time to time. This could come from:

- a termly headteacher's report focussing on priorities in the school development plan;
- regular reports (to appropriate committees) on progress in implementing action in the school development plan;
- participation in monitoring activities.

How do we ensure that monitoring is rigorous?

It is the responsibility of the headteacher and the SLT to ensure that our monitoring exercises are rigorous by ensuring that the programme is thorough, and by providing training and support for staff. Areas for improvement and development are fed back to staff.

A clear timeline is given and appropriate support is provided in order to ensure that staff have the opportunity to improve and develop specific areas of practice.

A termly timetable is in place to prioritise areas for monitoring in line with the school development plan. The timetable is included with this policy.

Teacher Improvement Plans (TIP)

After a scheduled observation, any teacher who has been judged to have (a) significant weakness(es) will begin a Teacher Improvement Plan (TIP) for a period of six weeks. The TIP is part of our informal process of support and is not part of formal competency procedures.

Teachers subject to a TIP have the opportunity to collaborate with colleagues across the school and across the collaboration in their development. The purpose of a TIP is to assist teachers to work to their fullest potential. The plan will identify specific improvement areas as well as a timeline and plan for assessing improvement.

To develop a TIP that supports a teacher's growth, the SLT will:

communicate: a teacher subject to a TIP will know that the SLT will listen, learn, and engage in a professional conversation through the TIP 6-week process;

collaborate: in the first TIP meeting, the SLT member and teacher will discuss and identify the action steps to achieve improvement, the resources needed and support for those steps, the timeline, and how progress will be measured and assessed. In subsequent TIP meetings, we will discuss progress observed and next steps for the TIP improvement areas;

check in frequently: dates for review of the TIP will be set at regular intervals.

Resources will be identified and support systems specified.

The TIP will:

- identify specific, realistic, achievable area(s) to improve practice;
- identify a timeline for achieving the action steps/activities;
- identify specific resources and support systems available to assist the teacher to improve performance (e.g., lesson study, professional development meetings, colleague observations, subject specialist meetings);
- specify next steps to be taken if the teacher is successful, partially successful, or unsuccessful in efforts to improve performance.

At the end of the 6-week period:

- if the area(s) on the TIP have been addressed and practice has been improved, then the teacher will revert to being subject to usual monitoring procedures;

or

- if it is deemed that the area(s) have not been addressed adequately, then a 2nd stage TIP would be prepared with further professional support for the teacher. If area(s) are still not addressed by the end of this TIP, formal capability procedures would be triggered.