



BRETHERTON ENDOWED CE PRIMARY SCHOOL

Monitoring and Evaluation Policy

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

This document should be read in conjunction with our statement of Aims & Values and our Teaching and Learning Policy.

To ensure:

- The best possible standards of teaching and learning
- The best possible standards of pupil performance
- That the children have a positive attitude towards their work and behave well
- That the school provides a positive and purposeful learning environment
- That school policies and procedures are followed

Introduction

At Bretherton Endowed CE Primary School we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. Our school development is informed by our School Development Plan (SDP). To ensure this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our school.

Monitoring

Monitoring is the means by which we gather evidence. We do this systematically across a range of activities within our school and this evidence allows us to evaluate the impact of our actions and progress towards our targets.

We believe that effective monitoring should:

- Promote excellent learning and teaching throughout the school;
- Ensure excellent planning and delivery of the curriculum;
- Identify the strengths and needs for professional development;
- Offer an opportunity to celebrate success and make progress;
- Offer opportunities for coaching for success for all staff
- Provide information to support self-evaluation;
- Ensure consistency throughout the school;
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning. Monitoring and evaluation in our school is part of a thoroughly planned process that involves a range of stakeholders over the course of an academic year.

At Bretherton we follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle. A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation process.

Monitoring & Evaluation Roles and Responsibilities

Senior Leadership Team

It is the job of the Senior Management Team to ensure all staff, Governors and stakeholders understand that the purpose of monitoring and evaluation is to enable Bretherton Endowed Primary School to develop and improve.

To ensure this, it is the Senior Leadership Team's responsibility:

- 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 carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Teacher Appraisal, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform 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 best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject Leaders

Subject leaders at Bretherton ensure that colleagues understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development; and they carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities. They will uphold the professional development opportunities that monitoring can lead to and ensure that it is a positive, constructive and coaching opportunity.

The Governing Body

The Governing Body at Bretherton Endowed agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated.

It is also their responsibility to;

- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of the monitoring and evaluation data to inform parents about the school's progress and performance;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

The Quality of Teaching

As a small school, teaching and learning is observed continually from walk through in lessons and observations. The Head Teacher (HT) and Senior Leadership Team may observe teachers working with classes as part of a monitoring suite of activities. Any monitoring opportunities are linked to the school development plan, performance management/appraisal of the teacher or an agreed whole

school issue. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The discussion after are based in the coaching model where through self reflection, staff represent the strengths and potential developments for future monitoring activities. The Senior Leadership Team (SLT) builds the development points into the school's continuing professional development programme and School Development Plan.

Other teachers, in particular subject leaders may observe teaching and learning in their subject, team teach, share planning and conduct staff/work scrutinies as part of their continuing professional development and subject leader responsibility to assess standards in their subject. This is always agreed and planned as a positive experience for all concerned.

A Local Authority Advisor meets with the Head to monitor the quality of teaching and learning as appropriate. These visits support the school's ability to identify whole school strengths and weaknesses and this forms part of the School Development Plan. Support staff are observed at least annually by the Senior Leadership team or Head during planned walk through or observations and feedback provided. Monitoring activities for support staff are agreed according to identified need or areas for development. This is part of their performance management structure and/or as part of the school improvement process.

The Quality of Children's Learning

Staff gather evidence about the children's attitudes to work and the standards which they are attaining in lessons. SLT, Subject leaders and teachers will find out the pupils attitude towards learning through Pupil Progress Meetings, surveys and 'pupil voice' interviews with the children. This evidence will be discussed at whole school and parent meetings. It will help us to make evaluations about the impact of the School Development Plan and continually develop the school improvement process. Children will be asked about their learning, their enjoyment, knowledge and skills in a supportive way and encouraged to share their views. Linked to EEF research, we will be looking at how children are linking their learning and what they can remember and apply over time.

The Standards Attained by Children

SLT and staff gather evidence about standards and where appropriate carry out scrutiny of the children's work. This involves the sampling of children's work including those below age related expectations, in line with age related expectations and above age related expectations within each class, this sampling of work will also include examples from children in a variety of identified vulnerable groups e.g. pupil premium, gender, ethnicity. Staff will use the evidence of this to inform teaching and learning and future planning. Outcomes from standards monitoring will be used by SLT to set priorities for school improvement. Subjects are assessed in a variety of ways to enable accurate assessment and attainment records to be kept for each subject. We will build an record of exemplar learning for future subject development and for future moderation.

The Quality of Teachers' Planning

Planning may be monitored by the SLT, subject leaders as and when required in conjunction with outcomes of work. Long term planning is reviewed on an on-going basis to ensure curriculum coverage and according to the interests of the pupils. Judgements from the monitoring of planning will be used to inform the school improvement process. At Bretherton, we do not have a standard template for short term planning, however we have a consistent approach to long term planning.

The Next Steps in Children's Learning

Teachers use knowledge of what the children can already do to inform their next steps. These next steps are ongoing for children for reading, writing and maths. The teacher reviews the children's

progress towards their age related expectations at the end of each assessment period. These are also shared with parents at parents' evening meetings in spring and summer reports. The Head Teacher and Governing Body, in consultation with the Local Authority, review the progress which the school is making towards its National Curriculum targets.

The Targets Set in our School Development Plan

The Head Teacher gives the Governors a termly report in which she identifies progress against the targets within the School Development Plan. The Head Teacher also supplies the Governors with termly budget updates. This allows the Governing Body to monitor and evaluate spending patterns against the priorities for improvement identified in the School Development Plan. Governors have a clear view of the school's strengths and weaknesses.

Monitoring the Curriculum in Subjects Other Than Maths and English

The SLT and subject leaders monitor subject areas through lesson observations, learning walks, scrutiny of work and planning and know the standards in their subject through class teacher assessment judgements.

Monitoring and Evaluation as Part of the Teacher Appraisal Cycle

The Teacher Appraisal Cycle led by the Head Teacher and SMT provides a framework for implementing the processes of objective setting, planning, monitoring and evaluation for all teachers and support staff on an annual basis.

School Self Evaluation Form (SEF)

The SEF form will be up reviewed at least termly through our Head teachers Report to Governors. The SLT will use all the monitoring and evaluation evidence available to them to complete the SEF as accurately as possible. The school development advisor will monitor the SEF with the Head Teacher at least annually. The Governors will monitor the SEF form at least annually.

Adopted : Sept 2025

To be reviewed by the end of 2027

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.



Headteacher : Mrs Alison Moxham

Chair of Governors : Mrs P Aspden

www.brethertonschool.org.uk