



Monitoring and Evaluation Policy

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MISSION

Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

AIMS

- To promote high moral standards through clear and relevant Christian teaching.
- To provide a wide breadth of experiences and opportunities for all our pupils to discover and develop their individual talents.
- To support our pupils in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our pupils to learn and develop.
- To ensure that our pupils receive excellent pastoral care.

POLICY STATEMENT

At Eversfield Preparatory School we are committed to the provision of high quality education that provides opportunities for all pupils to succeed and achieve. Monitoring and Evaluation are activities to ensure that processes and procedures are followed and that they lead to successful strategies and practice in ensuring the highest quality of provision possible. This policy provides a framework for the School to follow to allow it to determine how well it is fulfilling its aims and objectives.

We believe that monitoring and evaluation should be meaningful, purposeful and manageable. It should allow the governance of the School to be well informed with quality data both objective and subjective in order to make sound judgements and decisions.

This policy has been drawn up by the Headmaster and Leadership Team.

AIMS OF THE POLICY

As a school we know that in order to achieve the school's Mission, the purpose of monitoring and evaluation is to:

- Identify, celebrate and disseminate good practice in the Teaching, Learning & Feedback Policy.
- Identify how well pupils are learning in a particular subject across the school.
- Identify and support individual and whole school CPD needs, to have a positive impact on teaching and learning.
- Reflect critically on present practice and set teaching and learning targets to improve pupil progress and raise standards of achievement.
- Identify priorities and implement strategies and action plans.
- Provide evidence on the effectiveness of leadership and management.
- Provide focused evidence of the quality of teaching and learning to the Headmaster and Board of Governors.
- Ensure the school is an improving school, where the following questions are continually asked:
 - How good are we?
 - How do we know and what evidence do we have?
 - How good can we be?
 - How can we improve?
 - How can this be actioned?

PRINCIPLES

We plan teaching and learning to enable each child to seek the highest level of personal achievement without setting a limit or cap. We recognise that pupils tend to make most progress within an environment in which their strengths are recognised, valued and nourished and in which they feel confident, happy and secure.

To ensure that this happens, we regularly monitor the actions we have taken, so that we are able to make a judgement about how effective these actions have been. This gives us information on which to base future decisions about the development of our school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of pupils's learning.

Monitoring and evaluation in our school are part of a planned and continuous process and involve a range of different people over the course of a school year. The school self-evaluation process is systematic and rigorous, where resulting actions feed into the School Improvement Plan (SIP); areas of strength are monitored to ensure standards do not decline; where areas of weakness are identified, action is prioritised and development occurs.

A copy of the school's self-evaluation model can be found in **Appendix A**.

RESPONSIBILITIES AND ROLES

The Headmaster

The Headmaster's role is crucial to the effectiveness of the school's monitoring, evaluation and target setting.

The Headmaster should:

- Understand and articulate the cyclical nature of the process of raising standards through the creation, implementation, monitoring and evaluation of the SIP.
- Ensure the effective running of the school as a business.
- Work with others to implement an agreed understanding of how the monitoring and evaluation process will be undertaken (what, when, who and how).
- Take an active role in monitoring the standards of education.
- Report regularly to staff, governors and parents on progress towards reaching whole school and individual pupil teaching and learning targets.
- The Headmaster should establish systems which allow the following to be monitored:
 - The quality of teaching and learning
 - Coverage of agreed programmes of study in the different curriculum areas
 - Delivery of school policies, both academic and non-academic
 - Pupils' progress and standards of attainment in lessons, across each year group, within each subject and across the Key Stage
 - Professional performance of staff

The Headmaster should establish systems for setting targets for improving progress and achievement which are challenging, yet attainable.

The Headmaster is responsible for establishing a school culture and ethos for improvement.

The Leadership Team

The role of the Leadership Team is to support the Headmaster in ensuring the effectiveness of the school's self-evaluation process.

The Leadership Team should:

- Meet with Subject Leaders on a bi-annual basis to monitor progress towards achieving targets supporting the SIP (Director of T&L).
- Analyse data provided by the Subject Leaders, highlighting current classroom practice in subject areas (Director of T&L, Director of AR&R).
- Assist the Headmaster in assessing, implementing and monitoring the professional development and training needs of the teaching staff and assistants (Deputy Head/ Director of T&L).
- Support the Headmaster in identifying whole school priorities for the SIP.
- Support the Headmaster in evaluating the effectiveness of the whole school implementation of key academic policies, including Teaching, Learning & Feedback, Curriculum, Assessment, Reporting and Recording.

The Subject Leader

The Subject Leader constantly needs to reflect on standards within the subject for which s/he has responsibility and aim to improve on present practice.

The Subject Leader should:

- Identify priorities for improving standards of achievement and quality of teaching and learning and monitor and evaluate the school's progress towards these.
- Produce and review an annual Action Plan as part of the SIP.
- Monitor and evaluate the quality of planning within the department.
- Monitor and evaluate pupils' progress and standards of attainment within the curriculum and across each key stage through:
 - Carrying out planning checks (where other teachers teach the subject)
 - Book / work reviews / moderations – working with staff to give feedback
 - Carrying out pupil interviews
 - Evaluating classroom displays
 - Observation and where appropriate, team teaching
 - Carrying out assessment checks and checking against expected progress
 - Reading and evaluating pupil reports sent to parents.

Core Subject Leaders will additionally:

- Analyse all external assessments
- Analyse data included on the school's tracking system.

All Subject Leaders are expected to identify good practice and share this with staff in their department.

Appendix B provides an overview of the Subject Leader's roles within school self-evaluation. This model is cyclical and complements the whole school evaluation cycle.

The Class Teacher and Teaching and Learning Support Assistant

The quality of teaching and learning directly affects the rate of pupil progress and standards achieved across the school.

The Class Teachers and Teaching and Learning Support Assistants should:

- Ensure they constantly reflect on their classroom practice, so a range of different teaching styles are used appropriately.
- Understand their role in achieving whole school target within the SIP.

Class Teachers will additionally:

- Record results of relevant assessment to inform targeting and reporting to parents.

Class teachers need to monitor and evaluate the effectiveness of their planning, to match tasks closely to a range of abilities and ensure appropriate coverage of agreed programmes of study and schemes of work. They have a duty to monitor and evaluate pupils' progress and when necessary, know where to seek support to ensure standards and attainment can be raised further.

- Teachers should ensure that they adhere to the guidance in the Teaching, Learning and Feedback Policy.

The Governing Body

The Governors' role is to oversee the monitoring and evaluation of teaching and learning across the school and make key decisions about the commercial and financial running of the school and ensure compliance with health and safety law. The information in the SIP, termly Headmaster's Report and termly sub-committee and full Governors' meetings enable Governors to stay informed about progress within the school and key areas for development.

Monitoring of teaching and learning takes place through the information provided by the Headmaster at termly Educational and Personnel Committee meetings, the minutes of which are passed to the full Governing Body. This includes verbal report, assessment data and further governor scrutiny. All Governors are encouraged to visit school on a working day to view activities and teaching.

Monitoring of the financial and business capabilities of the school occur through financial reports presented by the Finance Manager and Headmaster at termly Commercial Committee meetings, the minutes of which are passed to the full Governing Body.

In response to the monitoring and evaluation process of Eversfield Preparatory School, the Governors should be able to make informed judgements about:

- The financial position of the school.
- The standard of education across the school.
- The school's strengths and weaknesses and key issues to inform the SIP.
- School improvement.
- The implementation and progress made with the SIP to improve and raise the effective running of the school and standard of education.

The annual programme of Governor Committee meetings is:

Michaelmas term

- Educational & Personnel Committee meeting

Lent term

- Educational & Personnel Committee meeting

Summer term

- Educational & Personnel Committee meeting



- Commercial Committee meeting
- Full Governors' meeting
- SIP Review Committee meeting
- Commercial Committee meeting
- Full Governors' meeting inc Budget meeting
- Commercial Committee meeting
- Full Governors' meeting
- SIP Review Committee meeting

THE SCHOOL IMPROVEMENT PLAN

The SIP is broken down into key areas linked with the education, management, human resources, buildings etc. of the school. The SIP is written by the Headmaster, with support from the Leadership Team, subject leaders and governors, along with input from other employees in the school.

The SIP includes:

Long Term Strategic Aims

Whole school Priorities

A breakdown of key priorities for the year in which the SIP is written.

Leadership (Directors) Action Plans

A set of Subject Leader Action Plans for each curriculum area

Subject Leaders write their own Subject Action Plan which forms the final part of the SIP. Each Subject Leader is expected to identify key priority areas for the forthcoming academic year.

The meetings of the SIP Review Committee takes place in the Summer Term which includes a full evaluation of the whole SIP and in the Michaelmas Term to discuss new Action Plans.

LEARNING SUPPORT INCLUDING SPECIAL EDUCATIONAL NEEDS

The school has a Learning Support (Special Educational Needs and Disabilities) Policy which outlines in greater detail, the monitoring, evaluation and review processes that are in place within the school for learning support. This includes pupils who are on the SEND register.

The Learning Support Co-ordinator is classed as a Subject Leader and is therefore expected to work in line with the guidelines listed in Section 3 of this policy. The Co-ordinator (SENCo) is also a member of the Leadership Team.

FORMS OF MONITORING

Judgements about the quality of teaching and learning and the effective management of the school will be gathered from several sources through a variety of evaluations. The following information is intended to be useful to those who monitor, those who are/whose work is monitored and the protocol that has been agreed when monitoring is carried out.

LESSON OBSERVATIONS

Introduction

Lesson observations provide valuable insight on standards of teaching and learning within the classroom. They form part of an ongoing process to support staff and should be used to help teachers move forward in their own professional development.

A series of lesson observations take place throughout the year. The formal observation schedule is given to staff in advance, however an informal schedule is also in place. This is not given to staff as we have established a culture in which lesson observations can happen at any time. Where there are concerns about the teaching



practice of a member of staff, additional lesson observations may be scheduled, together with a development programme to support the member of staff experiencing difficulties.

When lesson observations take place, the observer will aim to give feedback as soon as possible after or during the observation. All staff are expected to be involved in the setting of objectives for their observation and its evaluation.

Areas of focus for lesson observations

During a lesson observation, the observer will usually negotiate the focus with the member of staff in order to support and encourage development. They may look at any aspect of the following areas:

- Classroom Management and organisation
- Learning and Behaviour
- Content/Context of Lesson
- Planning and teaching
- Assessment and attainment
- Progress
- EDI

BOOK REVIEW

Introduction

The sampling of pupils' work is a means by which information regarding the teaching, learning and standards across the school can be monitored.

This is best done with more than one person and with the teacher whose pupils the books are.

Subject Leaders are expected to discuss their monitoring during Subject Leader meetings and agree methods that they will use throughout the year.

Leadership team members may review books, work and displays at any time to support their monitoring.

Book reviews should be supportive and aim to help the teacher evaluate progress, not used as an 'inspection' tool. Best practise is to arrange a comparative review across a whole Key Stage or School, with the teachers present. Feedback and support is therefore, instant. There may be occasions when individual teacher books are required to monitor specific identified issues.

Areas of focus for book review

During a book review, the monitor may look at any of the following:

- Links with Scheme of work
- Differentiation
- Subject knowledge
- Variety of learning activities and teaching styles
- Progression and attainment
- Marking
- Presentation of pupils' work
- Organisation of work by teacher

PLANNING REVIEW

Analysis of staff planning is a further means by which information regarding the teaching, learning and standards across the school can be monitored.

Subject Leaders and members of Leadership team are expected to take samples of planning from across the school regularly. Analysis of planning may be both formal and informal.

FOCUSED PUPIL DISCUSSION

Talking with pupils is a useful process in which pupils' knowledge and understanding can be evaluated, their attitudes to the subject can be assessed and the interviewer can gauge whether pupils find work too/sufficiently demanding. It can also be a useful opportunity to support other areas of monitoring eg: weaknesses identified in a lesson observation or book review.

SUBJECT LEADER MEETINGS

Subject Leader meetings take place at least bi-annually. They take place with the Director of Teaching & Learning.

The purpose of the first meeting in the academic year is to monitor progress of:

- The subject Action Plan priorities
- The Subject Leader's monitoring and evaluation programme
- Assessment strategies for the subject

During the Summer Term, the purpose of the meeting is to:

- Discuss the evaluation of the Action Plan for the year end
- Discuss the draft Action Plan and targets for the forthcoming year

The Subject Leader is expected to produce a final copy of the Subject Evaluation and Subject Action Plan, incorporating areas for development that were discussed at the Summer Term Subject Leader meeting.

All meetings allow Subject Leaders the opportunity to discuss areas linked with evaluation and development within their curriculum area.

PERFORMANCE REVIEW

Teacher performance review is an ongoing process. Through observations, reports and discussions the Headmaster will intervene where performance is potentially below acceptable levels. In this instance a support package will be put in place and progress will be closely monitored.

PROFESSIONAL DEVELOPMENT MANAGEMENT

The professional development of staff will follow the guidelines in the Professional Development Management Policy. All staff will be given opportunities to enhance their professional abilities through training, research and targeted support. This will be co-ordinated by the Headmaster, Deputy Head, Director of Teaching & Learning and Subject Leaders.

ACADEMIC AND NON-ACADEMIC POLICIES

The School has a number of policies relating to Teaching and Learning, Pupil Welfare and other statutory and non-statutory requirements. Policies are available to all employees on the School's network.



Policies are reviewed and updated in line with a schedule that has been agreed by the Governors. Each policy is carefully monitored to ensure its effectiveness in line with the aims of this Policy.

ANALYSIS OF ASSESSMENT ACTIVITIES AND OTHER FORMS OF MONITORING AND EVALUATION

As part of the ongoing process of monitoring and evaluation within the school, the Leadership Team may engage in a number of further activities including:

- Analysis of the school's Continuous assessment grids (CAGs).
- Analysis of pupil progress in core subjects using other school tracking systems.
- Analysis of pupil assessment tools, including InCAS, GL Progress Series Tests, BASE, CAT4 and 11+ entrance examination results.
- Assessing the quality of teachers' Report writing.
- Engaging in 'walkabout/drop-in' lesson observations without notice.
- Providing opportunities for staff to discuss pupil issues in staff meetings.
- Pupil feedback through surveys and pupil forums, school council, PSHE.
- Parental feedback:
 - Through availability to discuss issues with parents both formally and informally
 - Through the issue of occasional parent questionnaire and analysis of feedback
 - Through parents response to reporting
 - Through parent/teacher consultations

EQUAL OPPORTUNITIES

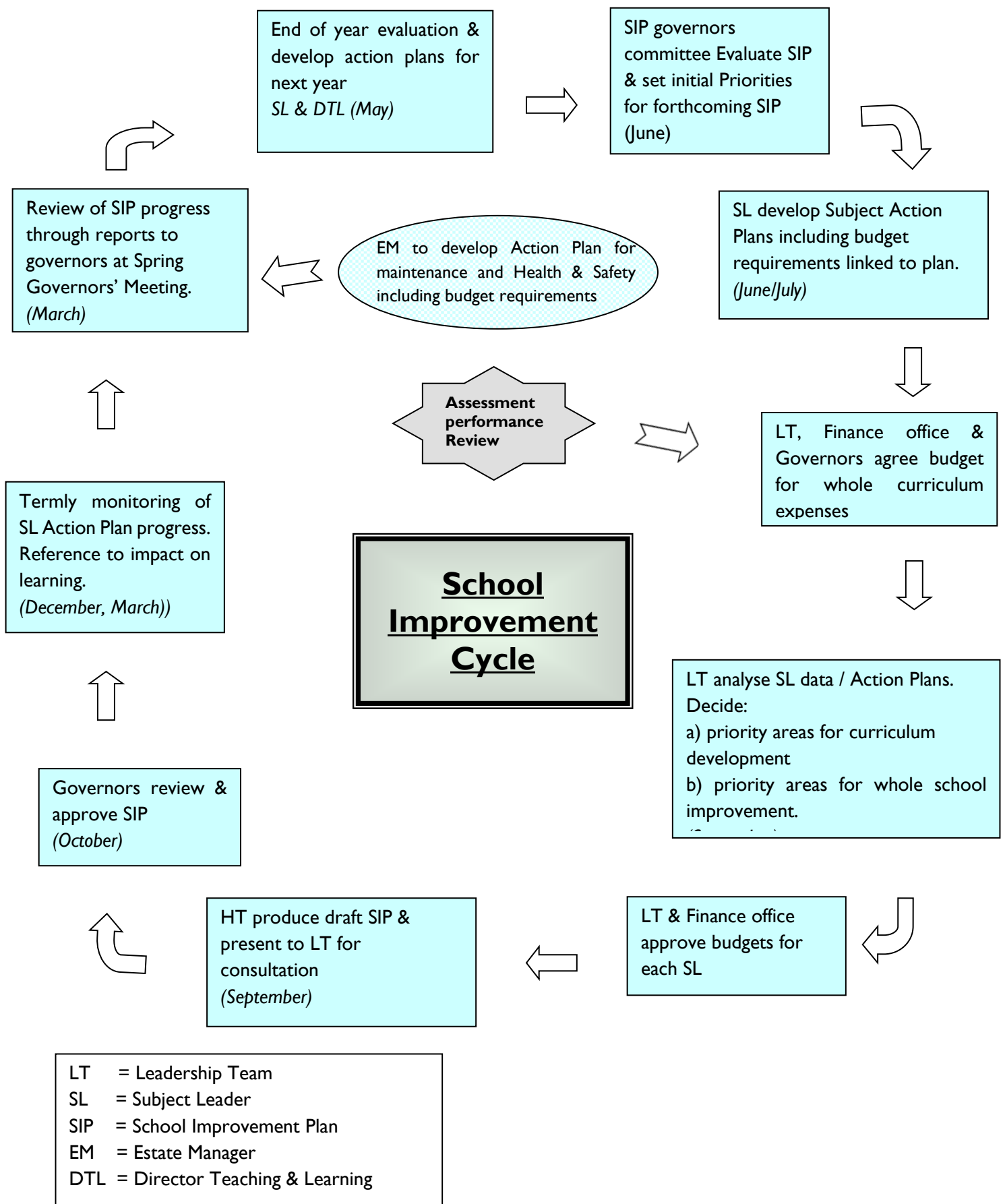
We are committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasize equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

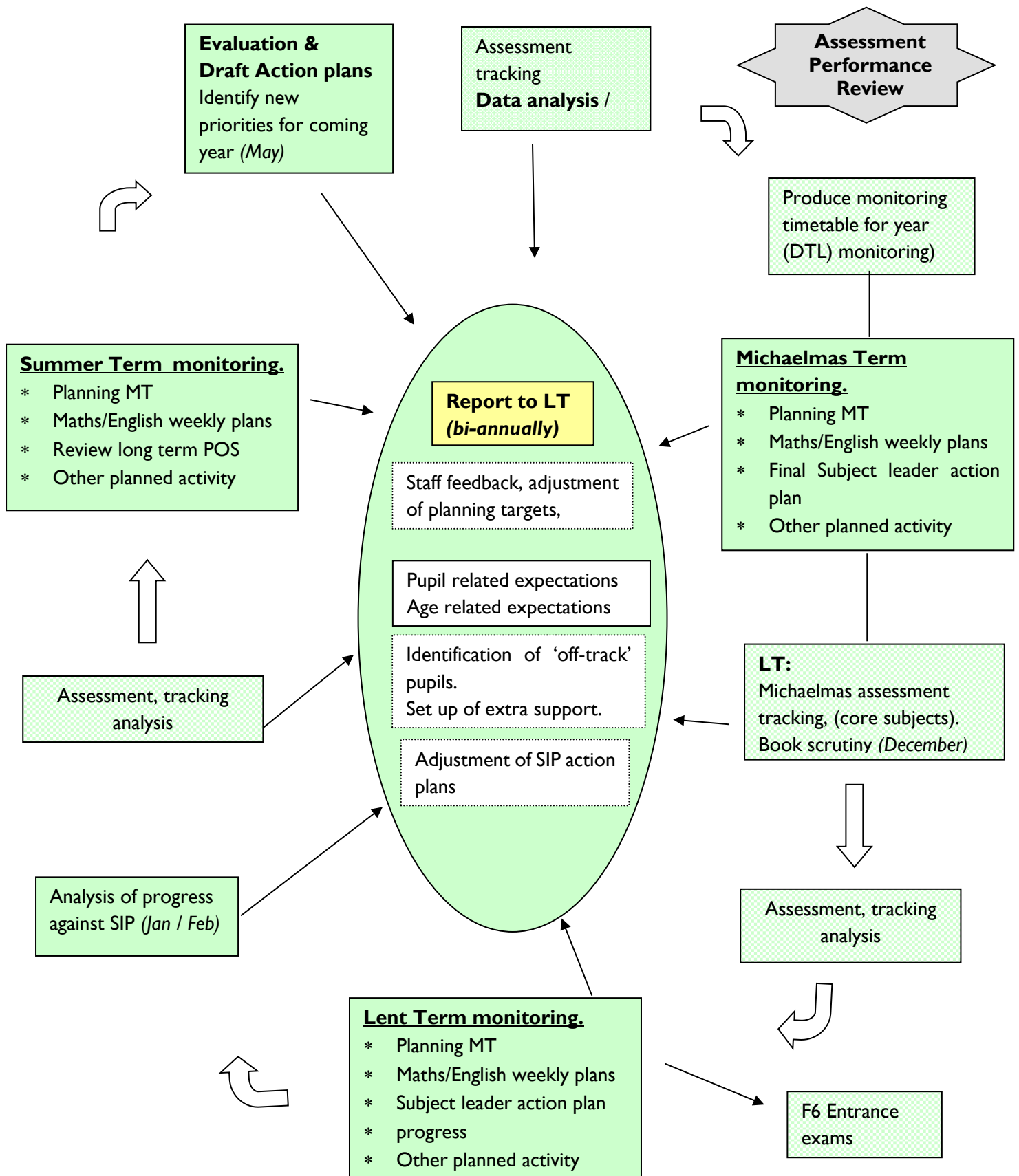
This policy is a working document and therefore is open to change and restructuring as and when the need arises and will be reviewed on a two yearly cycle.

R A Yates, Headmaster, November 2024

APPENDIX A – SCHOOL IMPROVEMENT CYCLE



APPENDIX B – SUBJECT LEADER MONITORING CYCLE





APPENDIX C – MONITORING & EVALUATION RECORDING SHEET

School: Eversfield Preparatory	Date:
Name:	Year Group: No. in class:
Focus & Purpose of Activity:	
Process: Lesson obs. <input type="checkbox"/> Pupil work sample <input type="checkbox"/> Planning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Other <input type="checkbox"/>	
Context of lesson/work/discussion:	Subject: <input type="text"/>
Key Points: <ul style="list-style-type: none">•	
Areas for development:	
Learning:	AfL:
Undertaken by:	Copies to: