



Policy Name: GSP37 Monitoring & Evaluation Policy
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Date written	Review Date	Coordinator	Proprietors Nominated Person
23 rd June 2016 23 rd June 2017 23 rd June 2023 23 rd June 2024 26 th August 2024	Nov 25	Rebecca Hill	Tonia Lewis

Mission Statement:

We aspire to prepare young people for the future by providing a sustainable outstanding educational experience where all students realise, pursue and achieve their full potential, enabling them to thrive as adults.

Internal moderation ensures that the decisions of all assessors are consistent and fair to all learners. This is particularly important for ALL qualifications, which are internally assessed and externally moderated. Internal moderation procedures include the sampling and checking of candidate work, the standardisation and recording of assessors' decisions, and the mechanism for the internal moderator to feed back to assessors in order to improve practice (this includes both internal and external moderation feedback).

We believe it is essential that the quality of teaching and its impact on children's learning is both regularly monitored and evaluated throughout the school.

We believe monitoring is best defined as the process of gathering information about actual practice and performance and making sure what is planned is actually taking place. Whereas, the main purpose of evaluation is to make improvements based on the judgements made from monitoring.

We have in place an effective process of monitoring and evaluation undertaken by the head teacher, senior leadership team, subject coordinators, parents, students, the local authority and the local community.

The monitoring and evaluation process will look at standards and achievement, the quality of teaching, the quality of learning, the quality and range of the curriculum, assessment, recording and reporting, students with SEND, Academically More Able, Gifted and Talented Children, the efficiency of the school, student attendance, spiritual, moral, social and cultural development, links with parents, students, management and administration, staff development, health and safety, and links with family of schools.

We wish to identify our strengths and address our weaknesses. We aim to be judged at least good in all school inspections by ensuring that standards for all students are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that both teaching and learning are regularly monitored throughout the school.
- To have in place an annual system for monitoring and evaluating.
- To have in place a common framework for evaluating performance, target setting, planning, taking action and monitoring progress.
- To share good practice within the school.
- The purpose of the policy is to promote fairness and consistency and to meet Awarding Organisation requirements.
- The arrangements for planning and carrying out Internal Moderation
- Keeping records of standardisation and internal moderation
- Support and training of relevant staff

This policy relates to the following legislation:

- Education (Schools Act) 1992
- Education Act 1996
- School Inspections Act 1996
- Education Act 1997
- Education (School Inspection) Regulations 1997
- Standards and Framework Act 1998
- Education Act 2002
- Education Act 2005
- Education Act 2011

Responsibility for the Policy and Procedure

Role of the Proprietor

The Proprietor has:

- overall responsibility for the quality of education provided by this school;
- appointed a member of staff to be responsible for Monitoring and Evaluation;
- delegated powers and responsibilities to the Head teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- agreed with the Head teacher the areas that need to be monitored;
- critically analyse all data given to them;
- agreed the times when monitoring and evaluation data will be presented to the proprietor;
- agreed the times when parents will be presented with a summary of school data outlining the school's progress and performance;
- agreed realistic targets for school improvement;
- responsibility for ensuring that the school complies with all equalities legislation;
- The proprietor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;

- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head teacher

The Head teacher will:

- ensure all school personnel, students and parents are aware of and comply with this policy;
- organise a monitoring and evaluation model such as:
 - analysis of data from teacher assessments and internal tests
 - monitoring and evaluating schemes of work and planning
 - scrutinising students work
 - listening to learners
 - undertaking learning walks
 - classroom observations of teaching and learning
 - classroom observations of focused target groups
 - assessing the views of all stakeholders
- work closely with proprietor/named person to analyse data and set realistic targets;
- monitor the quality of teaching by agreeing set criteria such as:
 - timetable for observing teaching
 - an agreed format for recording the observation
 - an agreed format for giving feedback on the observation
 - the focus of the observation
- set targets, in conjunction with class teachers, for each student in English and mathematics;
- review the school's targets in mathematics and English every year in and set new targets for the following year;
- ensure the school self-evaluation statement is current;
- ensure the school improvement plan is up to date and the proprietor and named person (Tonia Lewis) school personnel;
- monitor the effectiveness of this policy by ensuring the:
 - Proprietor are aware of the strengths and weaknesses of school performance as highlighted in the self-evaluation statement
 - self-evaluation statement is up to date and accurate
 - school improvement plan reflects the strengths and weaknesses as highlighted in the self-evaluation statement
- annually report to the proprietor on the success and development of this policy

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor teaching and learning;
- monitor the performance of students by analysing data, by discussion with class teachers in order to inform target setting;
- report the analysis of data to the Head teacher and staff;
- ensure assessment data is used to inform future planning;
- assist in writing and keeping up to date the school self-evaluation statement;
- assist in writing the school improvement plan;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of the Coordinators

The coordinators will:

- lead the development of this policy throughout the school;
- gather student data for uploading into the student tracking system;
- assist in the moderation and levelling of students work;
- assist in the organisation and administration of tests;
- order assessment materials;
- be involved in the setting of annual targets;
- be involved in the review of targets;
- work closely with the Head teacher;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

Role of the Proprietor and nominated person

The Proprietor and nominated person (Andrew Sutherland) will:

- work closely with the Head teacher and the coordinators.
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Proprietor on the success and development of this policy

Subject Coordinators

Subject coordinators will:

- monitor and evaluate their subject areas;
- provide feedback to staff;
- gather evidence during lesson observations of student's attitudes to work;
- evaluate standards by looking at samples of student's work from a range of abilities;
- check medium term planning;
- provide feedback to staff;
- analyse student data;
- complete the annual subject audit;
- complete an annual subject self-evaluation statement;
- lead the development of this policy throughout the school;
- work closely with the Head teacher, the coordinator and the proprietor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- review and monitor;
- annually report to the Proprietor on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy
- undertake appropriate training;
- produce high quality lessons;
- self-evaluate their lessons;
- produce quality planning;
- analyse student data;
- complete tracking sheets;
- discuss and set targets with each child in their class;
- meet with parents three times a year to discuss student progress;

- discuss with and keep each child informed of their progress throughout the year;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of the ALNCo

The ALNCo will:

- comply with all aspects of this policy
- undertake appropriate training;
- analyse data of all SEND students;
- monitor the differentiation of students work by looking at schemes of work and planning, scrutinising students work, observing and by listening to learners;
- assist in setting targets;

Role of Students

Students will:

- be aware of and comply with this policy;
- understand their targets in literacy and numeracy;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Head teacher and the proprietors;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all students;
- reviewing the effectiveness of this policy with the Head teacher and Proprietors

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- attend parent-teacher consultations three times a year to discuss their child's progress;
- be asked to take part periodic surveys conducted by the school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such as an annual report to parents and Head teacher reports to the Proprietor/Nominated person
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - scrutiny of students work
 - listening to learners
 - learning walks
 - classroom observations
 - data analysis
 - target setting
 - student tracking
 - moderation
 - self-evaluation statement
 - school improvement planning
 - sharing good practice
 - role of the coordinator
 - performance management
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head teacher and the proprietor.

Head teacher:	Sarah Hale	Date:	26 th August 2024
Quality Lead	Tonia Lewis	Date:	