



Greenfields School

Monitoring and evaluation Policy

2025-2026

Implemented June 2025	By Whom R.Hill	Last Review March 2026	By Whom R. Redman and C.Singh	Next Review March 2027
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Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
03/10/25	2	Creslyn Singh	Review and update
12/03/26	3	Creslyn Singh	Reviewed

This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024

This policy sets out how Greenfields School (Newport) monitors the quality of teaching, learning, wellbeing, ALN provision, leadership, safeguarding, and curriculum delivery in accordance with the Independent School Standards (ISSR, Part 8).

Mission Statement

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

Monitoring and evaluation at Greenfields School ensure that teaching, learning, curriculum delivery, assessment, and leadership are effective and lead to improved outcomes. It is essential that practice is continually reviewed and that evidence gathered informs improvement planning.

Internal Moderation

Internal moderation ensures that assessment decisions are consistent, fair, and accurate across all subjects and qualification routes. Moderation includes the sampling of learner work, standardisation of assessor decisions, and providing structured feedback to improve practice.

Moderation systems apply to all qualifications delivered, including WJEC, ASDAN, Entry Pathways, Functional Skills and any other internally assessed qualifications.

Purpose of Monitoring & Evaluation

Monitoring is the process of gathering information about practice, performance, and outcomes across the school. Evaluation is the process of analysing this information to identify strengths, areas for development, and next steps.

The monitoring and evaluation process includes the review of teaching, learner progress, wellbeing, safeguarding, curriculum implementation, leadership effectiveness, and operational procedures.

Aims

- To ensure that teaching, learning and wellbeing are regularly and systematically monitored across the whole school, using learning walks, book/work scrutiny, lesson observations, learner voice, and data analysis.
- To maintain an annual whole-school cycle for monitoring and evaluation, aligned with the School Development Plan (SDP), Estyn inspection areas, the Curriculum for Wales and ISSR Part 8 expectations.
- To implement a clear and consistent framework for evaluating performance, including:
 - progression and assessment
 - target setting

- curriculum planning
 - ALN provision and IDP processes
 - reviewing impact and monitoring improvement over time.
- To identify, celebrate and share good practice across the school to ensure high levels of consistency, quality and professional growth.
 - To ensure fairness, consistency and accuracy in assessment and internal moderation across all qualifications delivered at Greenfields, including WJEC, ASDAN, Entry Pathways and Functional Skills.
 - To maintain robust arrangements for planning and carrying out internal moderation, including sampling learner work, standardising assessor decisions, and recording moderation outcomes.
 - To keep secure and auditable records of standardisation and internal moderation, in line with awarding body expectations and school quality assurance procedures.
 - To ensure all staff receive the necessary guidance, support and professional learning to participate fully in monitoring, evaluation, assessment and moderation processes.

This policy relates to the following legislation and guidance:

- Education Act 2011
- *Curriculum for Wales (2022)*
- *Additional Learning Needs and Education Tribunal (Wales) Act 2018*
- *Social Services and Well-being (Wales) Act 2014*
- *Wales Safeguarding Procedures (2019)*
- *Keeping Learners Safe (Welsh Government, 2022)*
- *Independent School Standards Regulations (ISSR), Part 8 – Quality of Leadership and Management*

Whole-School Monitoring Model

Lesson Observations

- Conducted termly and include formal, informal, and targeted observations.
- Focus on pedagogy, relationships, differentiation, ALN provision, and the Curriculum for Wales.
- Feedback is given within 48 hours and informs professional development.

Learning Walks

- Weekly and termly learning walks are conducted by the Senior Leadership Team (SLT).
- Focus on climate for learning, routines, safeguarding culture, and wellbeing.

Book / Work Scrutiny

- Half-termly book looks evaluate learner progress, presentation, curriculum coverage, and progression steps.
- Includes triangulation with planning, observations, and learner voice.

Learner Voice

- Learner voice activities include interviews, surveys, group feedback and participation in School Council.
- Learner voice informs planning, wellbeing strategies, curriculum development, and safeguarding.

Parent / Carer Voice

- Collected through parental surveys, discussions, review meetings, and informal engagement events.

Data Analysis

- Tracking of attendance, behaviour, progress, wellbeing and safeguarding concerns conducted weekly.
- Data trends inform interventions, ALN adjustments, curriculum planning and SDP updates.

Safeguarding Audits

- Conducted termly to ensure compliance with Keeping Learners Safe (2022).
- Includes file audits, training compliance checks, and reviews of reporting systems.

Professional Learning

- Includes whole-school training on lesson planning, Curriculum for Wales design, trauma-informed practice, safeguarding, ALN and behaviour support.
- Impact measured through monitoring outcomes and learner progress.

Performance Management

- Annual cycle aligned with the School Development Plan (SDP).
- Includes professional discussions, observation evidence, and individual targets.

Roles and Responsibilities

Proprietor

The Proprietor has overarching responsibility for the quality of education provided at Greenfields School and holds leaders accountable for securing high standards.

The Proprietor will:

- Ensure the school complies fully with the Independent School Standards Regulations (ISSR), Part 8 on leadership and management.
- Agree with the Headteacher the strategic priorities for monitoring and evaluation, including the areas to be evaluated each term.
- Receive and scrutinise monitoring reports, including:
 - teaching and learning outcomes
 - learner progress data
 - safeguarding audit reports
 - behaviour and wellbeing trends
 - ALN provision and IDP evaluations
- Challenge leaders effectively, ensuring improvement actions are timely, evidence-based and effective.
- Ensure that appropriate funding, staffing and training are in place to support the Monitoring & Evaluation cycle.
- Ensure that monitoring outcomes are reflected in the School Development Plan (SDP).
- Ensure all policies, including this one, are up-to-date, implemented fully, and available to parents.
- Meet termly with the Headteacher to review data, targets, and school performance.
- Support the involvement of the School Council in expressing learner views about teaching, learning and school life.
- Ensure equality duties are met and that monitoring evidence reflects this.

Headteacher (Creslyn Singh)

The Headteacher leads the full Monitoring & Evaluation cycle and ensures that all staff engage meaningfully in the process.

The Headteacher will:

- Oversee all monitoring and evaluation activities, ensuring they meet Estyn, ISSR and Welsh Government expectations.
- Ensure all staff understand their responsibilities and comply with this policy.
- Lead the planning and implementation of:
 - lesson observations
 - learning walks
 - book/work scrutiny
 - data reviews
 - safeguarding audits
 - curriculum monitoring
 - ALN/IDP evaluations

- Maintain and update the Self-Evaluation Report (SER) and ensure it reflects accurate evidence.
- Ensure the School Development Plan (SDP) directly links to monitoring outcomes.
- Agree performance targets with staff and ensure performance management reflects school priorities.
- Set high expectations for teaching, planning, assessment, and professional learning.
- Lead whole-school training on key priority areas (e.g., Curriculum for Wales, lesson planning, trauma-informed practice).
- Provide termly reports to the Proprietor / RI summarising monitoring outcomes and next steps.

Senior Leadership Team (SLT)

The SLT plays a key operational role in ensuring that the Monitoring & Evaluation framework is fully enacted.

The SLT will:

- Conduct lesson observations, learning walks, planning scrutiny and book/work scrutiny.
- Analyse performance data for:
 - academic progress
 - behaviour patterns
 - attendance
 - safeguarding themes
 - ALN trends
- Support teachers through feedback, modelling, mentoring and coaching.
- Draft sections of the Self-Evaluation (SEF) and assist in updating the School Development Plan (SDP).
- Lead or coordinate whole-school training linked to identified improvement areas.
- Ensure that assessment and progression systems are implemented consistently across all subjects.
- Monitor the delivery of the Curriculum for Wales in all learning areas.

Subject / Curriculum Coordinators

Curriculum and subject leaders ensure high standards within their learning areas.

Subject Coordinators will:

- Monitor their curriculum area through book looks, learning walks, lesson visits, and planning reviews.
- Analyse learner progress data across all ability levels and identify trends or concerns.
- Evaluate standards by reviewing a broad sample of learners' work.
- Check medium- and long-term planning for curriculum coverage, progression and sequencing.
- Complete an annual Subject Audit and Subject Self-Evaluation Form (SEF).
- Contribute to cross-school moderation and standardisation activities.
- Provide guidance, resources and subject-specific training for staff.

- Report annually to the Headteacher and Proprietor on the strengths and areas for development within their subject.

Teachers

Teachers are central to effective monitoring and the delivery of high-quality learning.

Teachers will:

- Engage fully in monitoring processes including observations, book scrutiny, learning walks and planning reviews.
- Produce high-quality, well-planned lessons underpinned by the Curriculum for Wales principles and progression steps.
- Maintain proactive assessment, tracking and target-setting for learners.
- Analyse learner progress and adapt planning to respond to need.
- Participate in performance management and professional learning linked to monitoring outcomes.
- Work collaboratively with colleagues to moderate and standardise work.
- Uphold the school's equalities principles and report concerns where needed.

ALNCo

The ALNCo ensures compliance with the ALNET Act (2018) and the effective provision for learners with additional learning needs.

The ALNCo will:

- Monitor IDPs for accuracy, impact and statutory compliance.
- Ensure that teaching is appropriately differentiated and inclusive.
- Scrutinise planning and learners' work to evaluate ALN provision.
- Analyse progress data for ALN learners and identify any trends or concerns.
- Provide guidance and training to staff in supporting ALN learners.
- Participate in whole-school monitoring activities to evaluate the impact of interventions and support plans.

Learners

Learner voice is central to Estyn's expectations and Greenfields' ethos.

Learners will:

- Engage in learner voice surveys, discussions and School Council activities.
- Reflect on their progress, participate in target-setting and contribute to learning conversations.
- Follow classroom expectations and take pride in their learning and work.
- Provide honest and constructive feedback about teaching and learning.

Parents / Carers

Parents and carers are valued partners in the monitoring and evaluation process.

Parents / Carers will:

- Provide feedback through surveys, discussions and meetings.
- Attend parent-teacher consultations and contribute to progress discussions.

- Support learning at home and engage with next steps.
- Work in partnership with the school to support progress, wellbeing and attendance.

School Council

The School Council provides a formal mechanism for learner participation.

The School Council will:

- Take part in evaluating aspects of school life (e.g., wellbeing, teaching, environment).
- Gather and represent the views of peers.
- Contribute to policy development and review where appropriate.
- Work with leaders to identify school improvement opportunities.

Annual Monitoring Schedule

Area	Frequency	Lead	Method
Teaching Quality	Termly	Deputy Headteacher	Observations
Curriculum Implementation	Termly	SLT	Planning scrutiny
Progression Step Moderation	Half-termly	SLT	Book Looks
Safeguarding	Termly	DSP	Audits
Behaviour & Wellbeing	Weekly	SLT	Data analysis
IDP/ PEP Reviews	Termly	ALNCo	Review, PEP, home meetings
Learner Voice	Half-termly	SLT	Surveys & interviews
Parent Voice	Termly	SLT	Surveys
Staff Training Impact	Ongoing	SLT	Monitoring & feedback

Monitoring the Effectiveness of this Policy

This policy will be reviewed annually by the Headteacher, the Proprietor, and the Senior Leadership Team. A full evaluation report will be shared with the Proprietor and used to update the School Development Plan (SDP).

Raising Awareness of This Policy (Updated & Expanded Version)

Greenfields School is committed to ensuring that all members of the school community understand the purpose and processes of Monitoring and Evaluation. We will raise awareness of this policy through a wide, accessible range of communication methods so that learners, staff, parents, proprietors and stakeholders are fully informed.

- Awareness of this policy will be promoted through:

Greenfields, Forge Road, Bassaleg, Newport, South Wales, NP10 8AT
,The Cambian Group

V3.0, Reviewed September 2025 (Next Review September 2026)

- Meetings with parents and carers, including:
 - introductory meetings
 - transition meetings
 - ALN review meetings (IDP cycles)
- School events, where monitoring processes and school improvements are shared with families and the wider community.
- Staff meetings, briefings and professional learning sessions, where monitoring outcomes, expectations and improvement priorities are communicated.
- Communication with home, through:
 - newsletters
 - targeted updates for specific subject areas or whole-school initiatives
- Annual reporting, including:
 - Headteacher reports to the Proprietor
 - the School Development Plan (SDP) impact report
 - curriculum and subject area updates
 - safeguarding annual reports
 - Information displays showcasing learner voice, curriculum displays, and whole-school improvement priorities.
 - The school website, where relevant elements of the policy and monitoring outcomes may be shared, in line with confidentiality and data protection requirements.

Training (Updated and Strengthened)

Greenfields School ensures that all school personnel have the knowledge, skills and confidence required to participate effectively in monitoring and evaluation processes.

All staff will:

Have equal access to training, development and career progression opportunities.

Receive mandatory induction training on Monitoring & Evaluation systems, including:

- how to scrutinise learner work
- how to listen to learner voice
- how learning walks are conducted
- lesson observation protocols and expectations
- data analysis cycles (attendance, behaviour, progress)
- target setting and tracking
- assessment for learning and progression steps
- internal moderation procedures
- completing the School Self-Evaluation Report (SER)
- contributing to the School Development Plan (SDP)
- identifying and sharing good practice
- the role of the subject coordinator
- performance management expectations

- Receive periodic refresher training to ensure all staff remain up to date with new information, Estyn guidance, Curriculum for Wales updates, ALN reforms and safeguarding requirements.
- Receive equal opportunities training on induction and periodically, ensuring compliance with the Equality Act 2010.
- Be supported through coaching, mentoring, peer observations and professional dialogue, aligned with monitoring findings.

Equality Impact Assessment

In line with the Equality Act 2010, Greenfields School is committed to ensuring that Monitoring & Evaluation practices do not discriminate against learners or staff on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief, or sexual orientation. Evidence gathered through monitoring will be analysed to ensure that no group is disadvantaged and that equality is actively promoted.

Monitoring the Effectiveness of This Policy

The effectiveness of this Monitoring & Evaluation Policy will be reviewed:

Annually, or sooner if required.

By the Headteacher, Senior Leadership Team, and the Proprietor / Responsible Individual.

Using evidence collected from:

- lesson observations
- book/work scrutiny
- learning walks
- data analysis
- subject audits
- ALN monitoring and IDP reviews
- safeguarding audits
- learner and parent voice

Findings from the review will inform updates to the School Development Plan (SDP), staff professional learning, and overall school improvement strategy.

Headteacher:	Creslyn Singh	Date:	22 nd October 2025
Proprietor:	Rob McConomy	Date:	22 nd October 2025