

## St. James' RC Primary School

### Monitoring and Evaluation Policy

At St James' R.C. Primary School we:

- **Actively demonstrate the Christian values that are shared by all;**
- **Maintain a safe, welcoming environment which fosters independence and resilience;**
- **Promote positive relationships and respect for self and others regardless of faith or culture;**
- **Inspire children to be excited by learning;**
- **Enable everyone to reach their full potential and embrace the future.**

### **WE BELIEVE IN YOU, AND YOUR ABILITY TO SUCCEED**

#### **What is monitoring and evaluation?**

At St James' we plan learning and teaching with a view to enabling each child to achieve their full potential and seek the highest level of personal achievement. To ensure that this happens, we regularly monitor and evaluate the impact of our provision, so that we are in a position to make a judgment about how effective we are in securing the best outcomes for pupils.

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

**Evaluation** is the process of making judgments about the effectiveness of the actions we have taken, based on their impact on the quality of the children's learning.

#### **Aims of Monitoring and Evaluation**

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;
- 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.

#### **Strategies for Monitoring and Evaluation**

We use the following process to monitor all areas of the work of the school. This provides a framework for evaluating performance, setting targets, planning, taking action and monitoring progress. The components are:

- How well are we doing?
- How does it compare with other schools/groups?

- What are the areas that could be developed?
- How can they improve?

**Our strategies for monitoring include:**

- Planning and work scrutinies;
- Teachers make daily formative assessments;
- Learning walks;
- Pupil interviews;
- Parent meetings;
- Feedback from outside agencies and secondary schools;
- Observations;
- Analysis of school information;
- Questionnaires.

Each term staff meet with the Head Teacher to discuss the progress of different groups of children. This meeting informs further actions to be taken.

**The questions we ask in order to make it happen:**

- What are our objectives?
- What are our actions?
- Who will take responsibility for it?
- How will we know when we have achieved our objective?
- Who is going to monitor the impact?
- How is the impact being monitored?
- What milestones will we use to check progress?

**Roles and Responsibilities**

It is the responsibility of the HeadTeacher to ensure that monitoring and evaluation processes are rigorous, thorough and embedded in the working practices of the school in line with our Christian ethos and values.

**The HeadTeacher** ensures that all members of staff and governors understand the importance of participating in realistic, open and honest monitoring and evaluation as a key element of the process in identifying areas to improve. The HeadTeacher ensures that there is a published calendar of monitoring and evaluation activities which clearly states the purpose of the monitoring activity, who is involved and how findings are evaluated and reported back.

**All staff** are aware of their roles in these activities and are prepared to play an active part in reflective practice. Staff with leadership responsibility have specific areas of performance where they gather data in a structured way, evaluate effectiveness and make suggestions for actions to secure improvement. Their role descriptions clearly identify their areas of responsibility and they are given time and authority to carry out these activities. Staff who are asked to lead in monitoring activities receive training and guidance from an experienced senior leader.

**Governors** fulfil important aspects of their monitoring role through scrutiny of information reported at meetings and they observe evidence at first hand through visits and discussions with staff, parents and pupils. The governing body have a good understanding of the SDIP and ensure that it links

directly to the school's priorities. The governors have a policy for visits to the school which has been shared with staff.

#### **Links to Other Policies and Documents**

- Staff Appraisal Policy
- Capability Policy
- Governor Visits Policy
- Teaching & Learning Policy
- SDIP
- Equality Policy
- Behaviour Policy
- Attendance Policy
- Roles and Responsibilities document
- SEND Policy
- Safeguarding Policy

This policy was formulated in discussions with staff and agreed by Governors in the Summer Term 2017; it will be reviewed in Summer 2020 unless there are any changes.