



# Shakespeare Primary School

## Monitoring Policy



### Aims

In order to develop and improve our curriculum and the children’s entitlement we aim to:

- review the progress of school improvement priorities
- Analyse results to support improvement in standards
- Provide information to help guide the formulation of a new school improvement plan
- Ensure that school policy and practice is implemented consistently
- Share good practice between members of staff
- Enable the school community generally to support children at Shakespeare Primary School in their preparation for adult life

### Objectives

More specifically,

- monitor and evaluate pupil progress and attainment as described in our assessment policy
- set meaningful school and year targets on the basis of teacher assessment supported by contextual and statistical data
- involve children in the target-setting process in order to give clear direction for future efforts and emphasis
- compare results with similar schools using both SEN banding and FSM information
- evaluate on an annual basis using the results from: - parent evaluations, teacher evaluation, Governor evaluations and children evaluations
- use the performance management cycle as a productive method for supporting and developing individual members of staff
- support subject leaders in the monitoring of their subject areas through work scrutinies and observations and support team meetings
- involve the Governing body – enabling them to fulfil their role

### Headteacher

Planning	Sampling of plans
Subject observations	Visiting classrooms with an agreed area of focus in line with areas of priority development
Performance management observations and review	To include deputy Headteacher, assistant Headteachers, classroom support manager, school business manager and learning mentor

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meetings	
Curriculum leader meetings	Discussion with subject leaders as to progress of subject – review of documentation as well focus on particular areas of development
Work scrutinies discussions	Involvement in work scrutinies for all subject areas
Assessment/ closing the gaps	Termly Pupil Progress meetings to discussions groups and individual children and update provision as necessary
Data analysis	Preparation for target-setting through collection of assessment information
Assessment files	assessment files on a termly basis to provide assessment information and feedback from class teachers
Children - consultation	Discussion with children whilst scrutinising books during classroom observation sessions

### **Subject leaders**

Subject leader lesson observations/ learning walks	To support coordinator in understanding of standards in subject across each year group
Support team meetings	Discussion, planning, auditing, and feedback in relation to practice across year groups
Assessment feed forward	Completed assessments copied to subject leader to enable them to keep an overview of standards and monitor progress
Evaluations of medium-term plans	Monitored online through network
Work scrutinies	Core subjects – termly Foundation subjects to fit in with teaching cycle in each year group.
Core subject leaders' discussion of SATs	Annual discussion/ analysis of SATs results with head teacher
Children - consultation	Discussion with groups of children in different year groups

### **Deputy and Assistant Headteachers**

Performance management	Observation of team, review meetings and objective setting meetings
Target-setting discussions	Moderation of work to ensure consistency across the year groups and monitor progress towards targets
Consultation - children	Discussion with children in the phase about lessons and subjects and phase administration (curriculum phase leader)
Monitoring of implementation of this policy	Checking that work trawl information has been supplied and assessment information handed in – (curriculum phase leader)
Lesson observations	According to agreed focus

### **Assessment co-ordinator**

Marking trawl	Termly
Target-setting trawl	Termly

## Induction tutors

Observations of NQTs	Termly
Meetings with NQTs	Half termly

## Class teachers

Teaching Assistants	Weekly discussions re planning/interventions etc.
Supply of information	To provide work trawl samples and assessment information as requested To keep record book as required
Support team membership	To provide links between year teams and subject leader
Professional development in conjunction with subject leaders	Take part in observations, consult with subject leaders as appropriate
Assessment/ closing the gaps	Termly Pupil Progress meetings to discussions groups and individual children and update provision as necessary. Termly provision maps completed to address need

## SENCO in conjunction with class teacher and TAs

School action and action plus children	IEP review meetings and preparation of IEPs
Statemented children	Statement review meeting

## Governors

Sub-committee review of subjects	Discussion with Deputy Headteacher and Headteacher on planning, progress, and standards
overview of teaching and learning	Year group governors to visit classes
Performance management of Headteacher	Regular meetings to review performance according to the objectives set

## LEA

Lesson observations and paired observations with headteacher	Part of year programme of support
Support	Audit and evaluation of curriculum through discussion and observations

## Observation guidance

At Shakespeare our observations are intended to assist the process of school improvement and professional development. They are conducted in a positive

manner which seeks to acknowledge good practice, whilst identifying areas for development and support.

There are four types of observations which form part of our annual cycle:

1. observations as part of performance management involving team leaders observing members of their team. The focus for these relates to the objectives highlighted during the objective-setting meetings. Copies of this are kept by the team leader and reviewee.
2. observations by subject leaders. These are used to increase awareness of the progress and delivery of their subject across the school and specifically the standards which children are achieving. They have an agreed focus which is linked to either whole- school or year targets and/ or school development plan priorities. Copies of observations are kept by the class teacher, subject leader and Headteacher
3. classroom visits by the Headteacher. These provide 'snapshots' of specific priorities. They are designed to assist the Headteacher keep informed about the implementation of policy and 'what's going on' in school generally. A report is provided for staff individually and when appropriate at staff meetings.
4. observations of NQTs. This forms part of their induction programme and is carried out by the induction tutors. Copies of recording sheets are kept by the NQT and induction tutor
5. classroom visits by governors to gain an awareness of teaching and learning across school.
6. Observations/learning walks by the LEA. On occasions, paired observations will take place conducted by an LEA adviser in conjunction with the headteacher.

There are differences between the different types of observation and recording, storing, and sharing information. However, there are some common principles:

- we embrace the opportunity to share good practice and support one another in our development
- observations should be carefully planned and prepared for
- both observer and observee should be clear about any focus and purpose of the observation
- feedback should be given as promptly as possible
- opportunity should be given for a professional discussion to take place following feedback that includes the views of the observee
- any written information should be kept confidential within the groups to whom it is relevant.
- Suggestions for development should be accompanied by the identification of resources and support, where necessary

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