



REDLAND SCHOOL MONITORING AND EVALUATION
POLICY

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Redland Primary School Monitoring and Evaluation Policy

At Redland Primary School we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of the 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 the children's learning.

Monitoring and Evaluation framework

- Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school year
- We follow a planned cycle of school self-evaluation (see attached Monitoring & Evaluation Timetable). This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle

Roles and Responsibilities:

- It is the responsibility of the Headteacher and Senior Leadership Team to ensure that our monitoring and evaluation exercises are rigorous and thorough
- Subject Leaders are responsible for monitoring and evaluating the progress in their subject areas
- Class teachers are responsible for reviewing planning as a result of on-going assessments, monitoring the progress of the children in their class and setting and reviewing learning targets for identified children

What is the role of the Governing Body?

In order to fulfil its dual role of making strategic decisions and acting as a critical friend the governing body requires information at an appropriate level of detail. This is achieved in the following ways:

- a written report to the full governing body once a term from the Headteacher
- the presentation once a year to the Curriculum Committee of the LA School Profile data analysis
- participation in actual monitoring activities

What are the roles of the LA and Ofsted?

The LA has a duty to monitor the school's performance. This is achieved in two main ways:

- through its own analysis of data;
- through visits from our School Improvement Advisor.

The LA then produces an annual report about the school's development and performance.

The school is part of Ofsted's programme of regular inspections of schools. Ofsted suggest that schools complete their SEF (self-evaluation form) to assist in the process of inspection and review. We revise the SEF periodically throughout the year.

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How do we monitor and evaluate our performance?

- Analysing pupils' progress & attainment data
 - Teacher Assessments (x3 per year) leading to Pupil Progress Meetings (x3 per year)
 - End of Key Stage data (Y2 & Y6)
 - Analyse School Performance (ASP) data
 - Fischer Family Trust (FFT Aspire)
 - EYFS data
- Scrutinising pupils' work
- Monitoring planning
- Lesson Observations
- Professional Development Reviews
- Periodically collecting information through a range of other means, e.g.:
 - structured discussions and interviews with pupils, parents, staff and governors
 - questionnaires & surveys
 - learning walk

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Redland Monitoring and Evaluation Timetable

Term	Action	Responsibility
1	Baseline assessment for EYFS	FS2 teachers
	TA and support staff PDR initial meeting	Class teachers
	Subject leader actions plans	All Subject leaders
	Sport Premium report completed and on website	PE lead
	Update Pupil Premium list	PP lead
	Pupil Premium report completed and on website	PP lead
	Update SEN register, medical needs register and care plans	SENCo
	School provision map	SENCo
	End of Key Stage official data analysis key messages	Assessment lead
	SIA visit	Headteacher
	Finalise SDP and share with staff and governors	SLT
	Teacher PDR initial meeting	Headteacher and assistant headteachers
	Pupil voice - questionnaire	SLT
	Safeguarding review	Headteacher and SENCo
Single Central Record check	Headteacher and SBM	

Term	Action	Responsibility
2	Whole school data drop	Class teachers
	Review OPP (one-page profiles)	Class teachers
	Intervention reviews	Class teachers
	In house moderation – not FS2 (allocated teacher meeting time)	Class teachers
	Pupil progress meetings	SLT & Class teachers
	Data analysis	Assessment lead
	Attendance letters	Headteacher and SENCo
	SEN register review	SENCo
	Vulnerable learner’s data analysis (SEN and DL)	SENCo and PP lead
	IDSr released	SLT
	Pupil voice – questionnaire feedback	SLT
	SLT to review TA and support staff PDR	SLT
	Book look (focus: feedback and marking)	SLT
	Safeguarding audit	Headteacher, SENCo & Safeguarding Governor
Single Central Record check	Headteacher and SBM	

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Term	Action	Responsibility
3	TA and support staff PDR mid-point meeting	Class teachers
	In house moderation (allocated teacher meeting time)	Class teachers
	Foundation subject leaders to monitor and review assessments (quizzes linked to knowledge organisers)	Foundation subject leaders
	Update SEN report	SENCo
	Attendance letters and follow up	Headteacher and SENCo
	SEN register review	SENCo
	SEN book look	Headteacher and SENCo
	Headteacher drop ins	Headteacher
	SDP review	SLT and governors
	Book look (focus: year group objectives and coverage)	SLT
	SEN learning walk	Headteacher and SENCo
	Safeguarding review	Headteacher and SENCo
Single Central Record check	Headteacher, SBM and chair of governors	

Term	Action	Responsibility
4	Whole school data drop	Class teachers
	Data analysis	Assessment lead
	Intervention reviews	SENCo
	SEN register review	SENCo
	Vulnerable learner's data analysis (SEN and DL)	SENCo and DLL
	Pupil progress meetings	SLT & Class teachers
	Teacher PDR Mid-point review	Headteacher and assistant headteacher
	SIA visit	SLT
	Update SEF	SLT
	Book look (focus: variety of learning tasks)	SLT
	Parent voice - questionnaire	SLT
	Write staff questionnaire	SLT & governors
	Safeguarding review	Headteacher, SENCo and link governor
Single Central Record check	Headteacher and SBM	

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Term	Action	Responsibility
5	In house moderation including FS2	Class teachers
	Governor subject reports	All subject leaders
	SEN register review	SENCo
	Attendance letters and meetings	SENCo
	Monitoring planning, referring to subject leaders' findings	SLT
	SDP review	SLT
	Whole school behaviour review (inform class lists and TA distribution)	SLT
	Safeguarding review	Headteacher and SENCo
	Pupil voice - questionnaire	SLT
	Staff voice - questionnaire	Governors
	Single Central Record check	Headteacher and SBM

Term	Action	Responsibility
6	Assessment analysis for EYFS	FS2 teachers
	TA and support staff PDR final meeting	Class teachers
	Whole school data drop	Class teachers
	Topic cycle review for 2023/2024	Class teachers
	Foundation subject leaders to monitor and review assessments	Foundation subject leaders
	Data analysis	Assessment lead
	End of Key Stage in house data analysis key messages	Assessment lead
	Intervention reviews	SENCo
	SEN register review	SENCo
	SEN and LAC report to governors	SENCo
	Vulnerable learner's data analysis (SEN and DL)	SENCo and DLL
	Pupil progress meetings	SLT & Class teachers
	SLT to review TA and support staff PDR	SLT
	Safeguarding review	Headteacher and SENCo
Single Central Record check	Headteacher and SBM	

Each subject leader will complete the following annually as part of their role:

Subject leader book looks

Subject leader MTP/LTP check

Subject leader pupil conferencing