



PensMeadowSchool

Living, Growing, Learning

Monitoring and Evaluation Policy

SEPTEMBER 2023

NEXT REVIEW DATE: SEPTEMBER 2025

Staff Responsible: Tania Timmins

Disclaimer

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At Pens Meadow school we are committed to continuously raising standards and improving outcomes for our pupils. We do this through establishing high expectations, monitoring effective teaching and learning and challenging assumptions about practice so that we can continue to improve.

Through evaluation of school monitoring with a focus on impact and next steps, leading to the identification of needs and application of strategies, we aim to develop the quality of education, standards and progress and the effectiveness of teaching and learning.

Monitoring and evaluation at Pens Meadow is a planned, systematic process which complements and informs school improvement planning cycles and the setting of targets for improvement. This helps school to maintain its strengths, identify areas for development and measure the success of new initiatives. It is informed by external inspections, reviews and perspectives and involves the whole school community.

Definitions

Monitoring is the process of gathering evidence to answer questions about the effectiveness of our school.

Evaluation is the weighing up of evidence against criteria and reporting the findings.

Review is deciding what action, if any, needs to be taken.

Effective Curriculum Monitoring and Evaluation

- Everyone should be involved in monitoring and evaluation activities and should understand their role in the monitoring and evaluation process.
- All monitoring, whether of work, elements of teaching or children's learning, should have a focus. There should be a shared understanding of the focus between the person monitoring and those to be monitored.
- Whenever appropriate, pupil voice and parent's views should be sought.

- Monitoring should effectively identify priorities that lead to school improvement and promote high standards.
- Monitoring should create a climate which enables all staff to develop, maintain positive attitudes towards their work and to foster a spirit of 'development' rather than 'criticism'.
- Monitoring should track progress on plans and targets for development and should use evaluation, analysis and discussion to guide further improvement.
- The process should celebrate success, recognise strengths and identify areas for improvement.
- Staff should regularly reflect on their own work through discussions with extended SLT, other Leaders of Learning and the whole school team.

Key Areas

In order to be effective, monitoring and evaluation should have a mutually agreed and definite format. It should cover all aspects of school life and not just that which takes place within the classroom.

It is not possible, however, to cover all aspects at once and, therefore, an annual format needs to be implemented, being based upon School Development Plan priorities.

Areas which will be monitored:

- School values and ethos
- Management and leadership
- Effectiveness of teaching and Learning
- Provision
- Standards of work and progress
- The learning environment
- Attitudes and behaviour of pupils
- Curriculum, assessment and record keeping.

Ethos

- A positive, child-centred ethos exists within the school.
- An open-door policy exists and everyone feels welcome and valued
- Children feel safe, happy and enjoy learning.
- Positive relationships exist with all members of the school community.
- The school values, aims and vision are promoted and implemented in daily school life.

Management and Leadership

- Evidence of progress towards agreed areas of improvement on school development plan and accompanying action plans.
- All members of staff contribute to the ongoing development of the school.
- All staff promote high expectations of all pupils to achieve to their full potential.
- Members of staff provide feedback that is positive in relation to the school leadership.

Quality of Teaching and Learning

- Staff are using the Pens Meadow curriculum effectively across the pathways appropriate for the individual pupils they teach.
- Planning meets individual pupil's development levels and is effective, showing clear learning objectives, differentiation, high expectations and opportunities for challenge.
- The teaching reflects clear, specific learning questions, differentiation is appropriate to individual pupil's development levels using the progress maps and pupil's learning styles, interests and abilities have been taken into account. There is evidence of links with previous learning, high expectations and are well paced.
- A variety of teaching strategies and resources is used which is appropriate to the learning questions, including the use of ICT.
- A balance of curriculum is covered and teachers are following the agreed timetable with adherence to timings.
- Learning questions are in Inprint and on the wall in the classroom. Learning questions and success criteria is identified and shared within the lesson.
- Teaching is interesting and stimulating for the pupils and promotes independence and collaboration.
- Leaders of Learning demonstrate a sound knowledge of the subject they are teaching.
- Pupils working above Band 6 have set their own pupil led targets for the term and staff refer to these and support them to achieve them through their learning.
- There is clear evidence of pupils acquiring new knowledge and/or skills, developing their ideas and increasing their understanding.
- As appropriate to their development levels, pupils will show engagement, concentration and work productively to complete a task in an agreed time.

Standard of Work and Progress

- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking
- The standard of each pupil's work in books, folders, Evidence for Learning and displays demonstrates continuing progress that is appropriate to ability, personality, strengths and needs.
- Pupil's work reflects the teachers' high expectations and knowledge of individual pupils, including that gained through assessment for learning.

The Learning Environment

- The learning environment is reflective of needs of pupils with visual timetables and resources to support individual provision and learning
- Learning questions in InPrint will be visible during the lesson.
- Displays should be in line with the display policy and support pupils with their learning.
- The classroom will be organised and tidy and pupil's will be developing responsibility for keeping classrooms and the wider environment clean and tidy.
- Resources will provide additional interest and be appropriate to the lesson objectives.
- The grounds and premises are clean and used as a resource for learning.

Attitudes and Behaviour

- Pupils display an enthusiastic approach to learning.
- Pupils demonstrate the ability to stay on task for periods of time appropriate to their IEP targets and development levels.
- Pupils are being supported to work co-operatively and encouraged to work independently.
- Pupils demonstrate our school values and an awareness of the value of the month.
- The school code of conduct is shared and pupils are encouraged to follow this in line with their developmental awareness.
- Relationships are based on respect, patience, care and support.

Curriculum, Assessment and Record Keeping

- Planning is effective and shows clear learning objectives, differentiation and high expectations.
- Planning will follow the Pens meadow curriculum long term planning and medium-term sequencing.
- Planning will indicate that English and Maths are being delivered effectively both in lessons and across the curriculum.
- Marking of children's work is 'in the moment', meaningful, addresses misconceptions and informs future planning.
- Progress trackers are up to date in books and folders for English and maths and staff can identify and talk about next steps for pupils in their learning groups.
- Summative and diagnostic assessment completed during assessment weeks are used to identify gaps in learning, next steps.

Monitoring Strategies

These suggested monitoring strategies are used selectively and matched carefully to the nature of the focus.

- Pupil progress meetings
- EHCP annual reviews
- Monitoring of teachers' planning.
- Book looks and monitoring samples of pupils' work.
- Learning walks including ones by SIP, Governors and colleagues from other settings.
- Classroom observations with an agreed focus
- Focused reviews e.g. Peer to Peer, with LA advisors.
- Pupil tracking
- using checklists for example checking policy compliance.
- Analysing displays
- Pupil interviews
- Parental, staff and governor questionnaires and surveys
- Audits
- Moderation both in school and in partnership moderation clusters.
- Analysis of data
- Whole-school self-evaluation
- Review of actions plans, School Development Plan, policies and procedures.
- Performance management meetings

These strategies can be categorised into the following main tools for observation:

Work sampling	Checking a range of pupil's work against a set criteria. This needs to include pupils identified as premium pupils.
Lesson observation	Using the Pens Meadow outstanding teaching observational schedule with annotated criteria for the agreed focus e.g. writing, addressing the quality of the learning and teaching
Other observations	Collecting and recording data from observations made in areas other than the classroom (for example, analysis of BfL incident forms)
Questionnaires	Used during surveys of views and opinions of a large group for example parent, governors, where discussions with individuals may not present a whole picture
Interviews	Survey's opinion: often supplementing or extending data gathered through questionnaires or when data required is of a more individual nature
Records	including children's records, registers and records of lateness, incident forms, records of professional development plan for staff;
documentation analysis	Including curriculum plans, School Development Plan and associated action plans.

Having collected information through monitoring, this will then be interpreted and analysed carefully to inform improvement priorities.

Monitoring Schedule Autumn 2023

	Progress and Data	Lesson Observations	Learning Walks	Book looks
4- 11 th September	Baselines completed by 15/9/23			
18 th September	Progress meetings		Display compliance	Baseline compliance/ computing
25 th September			Phonics	Engagement model
2 nd October				Maths
9 th October			Maths	English
16 th October	Moderation of Engagement model Pupil progress meeting EYFS Baseline data		English	Forest school/ horticulture
23 rd October	Assessment week RHS and P14		Environment	RE
Half term				
6 th November	Pupil progress meetings including phonics RHS and P14			Geography/ History
13 th November	Special School moderation - Engagement model		Foundation curriculum	Maths
20 th November		Writing Lesson Observations		English, Engagement model
27 th November			Foundation curriculum	Work related learning
4 th December	Moderation sensory/ semi-formal 5.12.23 RIDGE HILL		Environment	PSED/ PSHE/RSE
11 th December	Moderation of Engagement model Data input deadline RIDGE HILL 15.12.23 Assessment week RIDGE HILL AND P14 Moderation sensory/ semi-formal 12.12.23 P14			Art and design
18 th December	Pupil progress meetings including phonics RIDGE HILL and P14. Data input deadline P14 19.12.23			Catering

Monitoring Schedule Spring 2023

	Progress and Data	Lesson Observations	Learning Walks	Book looks
8 th January			Reading	Science
15 th January	Moderation of Engagement model		Maths	English
22 nd January			Environment and display	Engagement model
29 th January				Maths
5 th February	Assessment week RIDGE HILL and P14 Data input deadline RIDGE HILL and P14 9.2.23		Behaviour and attitudes to learning	Computing
Half term				
19 th February	Pupil progress meetings including phonics RIDGE HILL and P14		Reading culture	Science
26 th February		TBD	Music	PSED/ PSHE/RSE
4 th March	Moderation sensory/ semi-formal 5.3.23 RIDGE HILL	TBD	Environment and display	Maths
11 th March	Moderation of Engagement model Moderation sensory/ semi-formal 12.3.23 P14			English
18 th March	Assessment week P14 Data deadline P14 22.5.23		Maths	Engagement model

Monitoring Schedule Summer 2023

	Progress and Data	Lesson Observations	Learning Walks	Book looks
8 th April	Pupil progress meetings P14 Assessment week RIDGE HILL Data input deadline RIDGE HILL 12.4.23			Engagement model
15 th April	Pupil progress meetings including phonics RIDGE HILL		Environment and display	RE
22 nd April	Moderation of Engagement model		Maths	English
29 th April				Science
6 th May			Reading	Geography/ history
13 th May		Maths	Music	Maths
20 th May	Assessment week RIDGE HILL and P14 Data input deadline RIDGE HILL and P14 24.5.23	Maths	Behaviour and attitudes to learning	
Half term				
3 rd June	Pupil progress meetings including phonics RHS and P14		Environment and display	Engagement model
10 th June				English
17 th June				Science
24 th June	Moderation of Engagement model Moderation sensory/ semi-formal 5.3.23 POST 14		Maths	Maths
1 st July	Moderation sensory/ semi-formal 5.3.23 RIDGE HILL		Reading culture	
8 th July	Assessment week RIDGE HILL and P14 Data input deadline RIDGE HILL			
15 th July	Pupil progress meetings including phonics RIDGE HILL and P14			