



MONITORING POLICY

Statement on Monitoring and Improvement Planning

The school's main aim is to raise the attainment of all pupils. Monitoring teaching and learning is an important way of helping ensure that standards are raised. Monitoring information is used to ensure that the School Development Plan (SDP) is focused on the strengths and weaknesses of pupils' attainment and progress. The school is committed to improving the quality of teaching. The appraisal policy and CPD policy are centred around the findings of regular monitoring of teaching and learning.

What is monitored

Pupils' attainment and progress (see also the school's assessment policy)

The school has a comprehensive set of formal assessments that are outlined in the school's assessment policy and timetable. Assessment information is analysed to identify whole-school strengths and weaknesses and development needs. It is also used to set targets for the average levels for each year group in mathematics and English throughout the school. These year group targets support expectations of progress for the pupils within the school and contribute towards performance management objectives for individual teachers. The school also, each year, uses the Nottinghamshire Performance Handbooks for KS1, KS2 and Y1 Phonics Screening, Fischer Family Trust target setting and RaiseOnLine to compare pupils with national averages and pupils' attainment in similar schools nationally and locally.

The School Development Plan (SDP) begins with a summary of the schools' strengths and weaknesses in pupils' attainment and this provides the context for the priorities and subsequent actions within the plan.

Work Scrutiny

The head teacher, senior leaders and subject coordinators undertake work analysis to a timetabled programme. An annual scrutiny of a sample of work in English and mathematics is undertaken. The particular focus for these scrutinies is included in the SDP. Following work analysis a Monitoring Summary Report is completed outlining the findings of the work. These are shared and discussed at a staff meeting and actions are agreed. MSR's are available on FRONTER. All monitoring summary reports are reported to the next meeting of the governors' standards and strategic development committee to ensure that governors remain clear about the school's strengths and weaknesses. Monitoring summary reports and supporting evidence are forwarded to the head teacher and stored in the school's evidence files kept in the heads office. These are used by the Senior Leadership Team (SLT) to inform medium and long term planning via the next SDP. Work scrutiny can be performed by a range of school partners, planning teams, SLT, whole staff, HT and a governors working party.

The quality of teaching

The quality of teaching is the most significant aspect of the school's provision that influences pupils' attainment and progress. An annual programme for monitoring comprises of two elements:

- A general summative observation of all teachers is undertaken by the head teacher, at least annually. The purpose of this is to ascertain the overall quality of teaching in the school and to identify particular strengths in teaching in the school as a whole or areas that require attention. Observation findings are recorded on Notes of General Observation (see Appendix 3). After observation a copy of the notes is given to the teacher and a feedback discussion takes place. These notes remain confidential to the head teacher and the individual teacher concerned. At the end of the cycle of observations the head teacher will complete a Monitoring Summary Report which will be shared with staff and governors in the normal way.

- **Focused observations** are undertaken by subject coordinators and performance management team leaders using a focused prompt that has been agreed with staff. These observations are recorded on Notes of Focused Observation (see Appendix 4). A copy of the notes is given to the teacher and feedback discussion takes place in line with the procedures described above for General Observation. Focused observation is always preceded by staff development activities. These normally comprise agreeing a draft prompt prepared by a coordinator and agreeing effective practice within the area of focus. Teachers will have the opportunity to use the focused prompt as a self-evaluation checklist for a few weeks preceding the observation. Although monitoring findings on individual teachers are confidential to the teacher, the observer and the head teacher, each coordinator or PM team leader will, at the end of a cycle of focused observation, complete a monitoring summary report which will be used in the normal way to inform improvement activities.

Curriculum planning and implementation

The Curriculum Leader is responsible monitoring and leading improvement for long and medium-term planning. This includes managing subject leaders to develop action plans and implement CPD to ensure continued evolution of the relevant subject areas. The Core Curriculum Leader ensures that Literacy, Numeracy and ICT coordinators have clear action plans which include monitoring activities (during work scrutiny and observation of teaching) that will drive teaching forwards. The head teacher also ensures, during monitoring, that teaching in all classes is in line with agreed school policies.

Short-term planning

Short-term planning is evaluated as part of the head teacher's general observation of teaching.

Who monitors what? The Governing Body monitors:

Pupils' Attainment and Progress through:

Having access to RaiseOnLine and its related monitoring summary report;

- Receiving a summary analysis of important parts of LA performance handbook as a monitoring summary report;
- Receiving monitoring summary reports for all formal tests;
- Considering recommendations concerning statutory and other targets for pupils' attainment;

Policy development and implementation::

All policies are considered by the governing body or a committee. Each year the governing body receives a report, prepared by the subject coordinator on English and maths. Reports on other subjects are received in line with the priorities in the SDP.

Teaching:

Although the governing body does not formally monitor teaching, some governors may observe lessons and see at first hand the teaching and learning of the school. This is particularly the case where subject link governors gain an oversight of their area of interest by observing lessons. Governors do not write lesson observation reports. Their role in monitoring teaching is to ensure that the school's policies for monitoring teaching are carried out effectively. They do this by receiving reports of monitoring activities. The strategic development committee receives all summary reports that are prepared following the completion of a cycle of monitoring teaching. These describe overall strengths and areas for improvement in teaching as a whole and do not refer to individual teachers.

The Head Teacher:

- arranges the overall programme and timetable of monitoring and evaluation each year;
- provides resources to enable monitoring to take place;
- evaluates the implementation of the monitoring programme;
- participates in monitoring attainment and progress through work analysis;
- ensures planning is effectively monitored;
- undertakes general observation of teaching during autumn term;
- undertakes focused observation of teaching as PM team leader;
- holds formal and informal discussions with teachers, pupils, parents and governors.
- Hold pupil progress meetings with members of SLT.

Senior Leadership Team

- attainment and progress,
- works with the Curriculum Leader and Core curriculum leader to analyse standards, progress and set targets;
- planning and implementation of the subject by supporting subject co-ordinators in monitoring and developing their subjects;
- teaching, within an agreed focus. This takes place annually for literacy and numeracy and in line with the SDP for other subjects.
- Chair pupil progress meetings with teachers.

Individual teachers

- monitor attainment and progress in each subject through work analysis and on-going assessment and marking;
- hold discussions with teachers, pupils, parents and governors concerning teaching and learning in the class;
- mark and analyse NFER, QCA and other test outcomes;
- consistently focus closely on pupils' work as a normal part of their teaching. Throughout the school pupils are taught to look closely at their work and to be aware of exactly how to make improvements in important areas.
- Ensure the principles of Assessment for Learning are utilised to track and monitor progress of groups and individuals within the class.

What happens after a monitoring activity?

The purpose of monitoring is to contribute to the continual evaluation and development of attainment, teaching and learning in the school. All monitoring information is analysed with a view to ascertaining key messages that are then used to inform the school's development planning and/or staff development activities. Each monitoring event leads to the production of monitoring summary report (MSR see Appendix 2). This records the key strengths identified, the key aspects that require attention and a note of any recommended action.

Monitoring summary reports are always shared and discussed at a staff meeting and then placed on FRONTER and retained in the school's evidence files so that these can be used to inform the preparation of the next year's improvement plan.

Monitoring summary reports are shared with governors to enable them to keep an up-to-date view of the school's strengths and weaknesses.

All governing body committees complete a list of aspects they would like to see included in next year's improvement plan during the summer term. These are given to the head to be filed alongside all the monitoring and subject leaders' reports.

Identifying focus for the School Development Plan

At the end of the spring term the SLT considers all monitoring summary reports, all subject leaders' summary reports and all governing body committee lists of aspects for the development plan. The SLT identifies from all monitoring information the most important areas that require attention and then identifies the four or five key priorities to bring about the necessary improvement. Priorities are linked to raising pupils' attainment in a particular aspect of learning and personal, emotional and social development. All Staff are presented with the priorities and the actions and timelines necessary in order to ensure progress within each priority. The SDP is then drafted ready for further consultation in the summer term and for implementation from the following September. The SDP is discussed and approved by the Standards and Strategic committee on behalf of the governing body.

They are also shared with parents in a newsletter and on display in the staffroom.

Mornington Primary School General Lesson Observation

Teacher : _____ Time: _____

Lesson : _____

	Statement	Teaching	Learning
Expectations	Consistently high expectations of class as a group and of individuals.		
Expertise	Excellent subject knowledge, astute planning. Tasks are challenging based on accurate assessment of prior skills, knowledge and understanding.		
Strategies	Use of imaginative teaching strategies and varying types of support to match need. Pupils learn exceptionally well.		
Basic Skills	Every opportunity is taken to successfully develop key skills and attributes.		
Motivation	High levels of enthusiasm are generated resulting in good participation and commitment to learning.		

Empowerment	High levels of resilience, confidence and independence are evident when tackling challenging activities.		
Assessment	Pupils understanding is systematically checked throughout the lessons. Good anticipation is used to intervene with notable impact on the quality of learning. Pace and timing is used to good effect.		
Feedback	Constructive feedback is frequent from varied sources and is of high quality. Pupils understand how to. Improve their work. There are high levels of engagement and interest.		
Overall Impact	Much of the observation is good or better. Almost all pupils are making rapid and sustained progress over time including vulnerable groups.		

Strengths

Areas for development

Overall judgement

Teacher Comments

Signed : _____
Teacher

Date: _____

Signed : _____
Observer

Date : _____

Notes of Focused Lesson Observation Mornington Primary School

Teacher _____
 Date _____ Year/s _____ Subject _____ Approximate duration _____
 Focus Provision for HA pupils (writing)
 Context:

Teaching	Impact on Pupils' Learning, Attitudes and Behaviour

Classroom and its impact on learning

Looking at **Pupils' Work**

Strengths	Areas for Development

Advise focus attention on:

Any comments of observee