

MONITORING AND EVALUATION POLICY

Updated July 2022

AIM: to promote a culture of self-evaluation, critical reflection and continual improvement lies at the heart of this process.

- The focus of this programme must tie in to Curriculum Development Plans and be clearly linked to the Whole School Strategic Development Plan.
- This evaluation should tie in with the school policies for Teaching and Learning, More Able, Differentiation and Feedback, for example and reflect the school objectives.

The following aspects will be part of the monitoring and evaluation systems in the Junior School with the purpose of supporting teachers to achieve excellence. A flexible schedule of which is published at the beginning of the academic year alongside the assessment and reporting schedule.

- Assessment of pupil performance; including data tracking and monitoring of Assess Plan Do Review documentation.
- An analysis of performance indicators; BASE (CEM) data in Reception, CAT testing (Year 3), GL assessments (PTM and PTE) and use of GDST Inform, alongside in-house data tracking documentation.
- Lesson observations in order to monitor and evaluate the quality of teaching and learning. JLT and line managers will observe the teaching of all Junior School teachers on annual basis, in addition to the performance management programme (GDST Develop). Feedback should be given as soon as possible after the lesson. Colleagues may also wish to observe each other teaching if this aids development of new initiatives, teaching strategies and classroom management. An open-door policy allowing staff to drop in and out of lessons is also encouraged.
- Scrutiny of work; JLT will regularly sample the work of pupils throughout the year to build up a picture of the levels of attainment and progression over time, range and volume of work and its organisation and presentation – this should be in line with the Feedback, Assessment and Marking policy. It should be noted whether marking policy is being followed and that all pupils are aware of this and understand it. The frequency and depth of marking and use of Formative Assessment for Learning should be commented upon. Evidence from scrutiny of mark books could also be included. Pupils will also be surveyed to gather their thoughts on the marking of their work annually.
- Discussion with pupils; questions used will be similar to those used in ISI inspection.
- Review of planning documentation and teacher records

Monitoring and evaluation may well go on in conjunction with the annual review system if convenient.

