

Monitoring and Evaluation policy

TUDOR PRIMARY SCHOOL

V3

Summer 2021

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To be reviewed Summer 2023

Monitoring and Evaluation policy

Rationale

To ensure that Tudor Primary School provides the best possible learning experience for all the children, we need to know that the work we do has a positive impact. To do this effectively we need to analyse carefully a range of data and take swift action to make improvements happen.

Monitoring and evaluation schedule

If monitoring and evaluation is going to work effectively it has to be managed efficiently. To this end, an annual schedule has been produced that identifies the timing of all the key monitoring & evaluation activities (see calendar of activities on staff drive).

Quality assurance and accountability

As an outcome of our monitoring & evaluation processes, we are able to accurately assess the quality of the education we provide. This assessment of quality is totally evidence based using both quantitative and qualitative data. This quality assurance also drives professional discussions where individuals are held to account regarding their impact upon pupil outcomes.

‘Holding to account’ can sometimes have negative connotations but it should not be seen in this light in our school. These discussions are focused upon each individual’s core role within the workforce and the impact of their work upon pupil progress and attainment. In most cases, these professional discussions occur during Pupil Progress Meetings (PPMs) each term. The key purpose of these discussions is to identify what is working well (and why) and where things could be ‘even better if’. The desired outcome therefore is that actions are put in place that lead to demonstrable improvements.

Monitoring activities

Before we can evaluate our effectiveness, we need to gather a range of information. This is obtained from the following sources:

- progress and attainment data from formative and summative assessments
- direct observation of teaching and learning in classrooms and other places
- reviews of children's produced work
- the quality of presentation of children's work in their books and on displays around the school
- discussions with children
- feedback from parents and carers
- learning walks around the school
- the behaviour and demeanour of the children in their daily school life
- assessment of the quality of the learning environment created both in classrooms and in the school as a whole
- assessment of the quality of relationships between the workforce and the children
- assessment of the quality of professional conduct and relationships

Evaluation activities

The purpose of evaluation is to highlight where there has been impact and identify the key priorities for improvement. The main activities that form the core of evaluation are:

- analysis of the range of data outlined earlier
- professional discussions to identify the underlying issues to emerge from analysis
- assessment of the level of consistency across the school
- assessment of the quality of children's progress
- assessment of the quality of all pupil outcomes
- assessment of the quality of the school as a professional organisation
- assessment of the impact of school improvement activities upon pupil outcomes

A direct outcome of the evaluation work conducted in the school is the ability of the school to prioritise its actions that lead to improvement. Therefore, if this cycle of monitoring and evaluation is effective, an embedded culture of continuous improvement, as part of our schools continuing evolution, will be evident.

The cycle of monitoring and evaluation leading to improvement planning

On a continuing basis the cycle for monitoring, evaluation and planning is thus:



To enable the school to continually improve, identifying priorities is key. These must be few as they are true priorities. This then leads to a sharply focused improvement plan that turns ideas into planned specific actions with clear timescales and sharp success criteria.

Links from the cycle of monitoring and evaluation to other key work

As this is the core of our work at Tudor it will drive the following activities:

- assessment and tracking of progress
- governance
- reporting to parents
- policy development
- performance management

Summary of self evaluation

When the school is inspected by Ofsted, Inspectors will expect to see a succinct summary of self evaluation. To save duplication of work and to embed this into our continuing development, a summary document will be produced and updated termly (by the Head teacher) to match the Ofsted areas of inspection:

- Quality of Education
INTENT
IMPLEMENTATION
IMPACT
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Early Years

This is a working document for the Leadership of the school as it summarises our key areas for improvement and the impact of our actions. It is not descriptive but is truly evaluative i.e.

- how we identified the priority
- the actions taken
- evidence of impact

This document also supports how we present information to the Governing Body as it provides a tool by which they can effectively hold both the Head teacher & SLT to account in their 'critical friend' role.

Updated Summer 2021- Rob Weightman