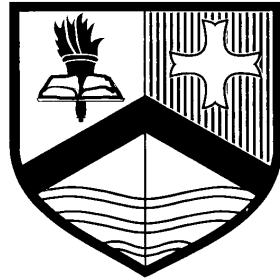


Scraptoft Valley Primary School



Raising Standards Teaching & Learning Appendix T Monitoring and Evaluation

Mission Statement

**Working together to give every child an excellent education
in a caring environment**

PURPOSES:

- To ensure the best possible standards of teaching and learning.
- To ensure that pupils progress and develop.
- To ensure the best possible standards of pupil performance.
- To ensure the school provides a positive and stimulating learning environment.
- To ensure that school policies are observed and followed.
- To ensure that children have a positive, productive attitude towards their work and that their behaviour is good.

PRINCIPLES:

- It will involve the Headteacher, Deputy, Monitoring and Evaluation Co-ordinator, staff and Governors.
- It will lead to action.
- Everyone will be clear about his or her role in the process.
- Everyone will understand the process.
- The system will be manageable.
- Everyone will work to an agreed criteria.

AREAS OF FOCUS – WHAT WE WILL MONITOR:

- 1) Teaching and Learning – how effective we are in meeting the requirements of the Teaching and Learning Policy.
- 2) Standards of work and progress.
- 3) The learning environment.
- 4) The attitudes, behaviour and general discipline of the children.
- 5) The curriculum, assessment and record keeping.

CRITERIA FOR EACH AREA:

- 1) Teaching and Learning
 - Planning will be effective and show clear learning objectives, differentiation and high expectation.
 - Teachers will have good knowledge of the subject and the teaching will be well paced and carefully matched to pupils' needs and abilities.
 - A variety of teaching strategies will be used which are appropriate to the learning objectives including the use of ICT.
 - The teaching will stimulate and engage the children building on previous learning.
 - Children will be given opportunities to develop independence in their learning.

- 2) Standards of Work and Progress

- The standard of work in children's books, displays etc will indicate that progress is being made.
- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking.
- The work will reflect the teacher's high expectations.

3) The Learning Environment

- Displays will be fresh and imaginative and reflect the very best work of the children.
- Displays will be varied and over time, consist of pictures and paintings, writing and mathematical representations and may reflect all areas of the curriculum.
- Displays will sometimes be 3D and interactive.
- Displays may include working displays (or 'working walls') that will provide a stimulus, a reference or contain teaching points. These displays may be added to by the teacher or children and evolve over time.
- Classrooms will be tidy and the children will have established routines of keeping their own belongings as well as class areas tidy.

4) Attitudes, Behaviour and Discipline

- The children should display an enthusiastic attitude to learning.
- The children should demonstrate the ability to stay on task for periods of time appropriate to their age.
- The children should demonstrate the ability to work co-operatively and independently. (Skills to be taught explicitly during PSHE and R-Time.)
- The children should know the school mission statement and the four school rules.
- The children should understand and follow the school behaviour policy and work towards receiving 3 good behaviour stamps on a regular basis.
- The children should be polite and well behaved in school as well as when attending school trips and when representing the school e.g. sports fixtures, concerts etc.
- The children should enter and leave the hall quietly prior to and after assembly and behave appropriately during assembly.

Good role models will be rewarded with:

- praise
- certificates
- 'Behaviour Booklet' rewards such as badges, pencils, notebooks etc.
- timetabled 'Golden Behaviour Time'
- 'Star of the Week' Award
- jobs of responsibility

5) The Curriculum, Assessment and Record Keeping

- * Planning will show that the statutory requirements of the National Curriculum and the Early Learning Goals are being met. Teachers will plan in Year teams and experienced colleagues will work alongside NQTs sharing expertise. Subject co-ordinators will monitor planning regularly and provide guidance and support where necessary.
- * Planning will indicate that the National Literacy Strategy and the National Numeracy Strategy are being delivered effectively. Medium term plans will show year teams have considered which objectives are most important and time allocation will be considered accordingly. Teachers will evaluate their Literacy and Numeracy lessons on a weekly basis and this will inform future planning.
- Marking of children's work will be in accordance with the school's policy - it will be thorough, meaningful and show evidence of children acting on teachers' comments and meeting next step targets. Children will be encouraged to self-mark and peer-mark in order that they take responsibility for evaluating progress in their own learning.
- Formal assessments will indicate areas and rates of progress and also areas of weakness that will assist in future planning.
- A scrutiny of pupil's work will:
 - reflect the teacher's planning.
 - show evidence of pupil progress.
 - show that school policies on marking and presentation together with the individual policies, schemes of work and guidelines are being followed.

Year teams will carry out informal work scrutinies to compare children's progress and to assist when levelling work. Subject co-ordinator's will carry out formal work scrutinies and provide feedback and guidance.
- Pupil's records will be kept in accordance with school procedures and will be effective in indicating achievement. The Assessment co-ordinator will monitor records are kept up-to-date.

OVERVIEW OF MONITORING ARRANGEMENTS:

WHAT	WHO	WHEN/HOW/CRITERIA
Teaching and Learning	<p>Headteacher</p> <p>Deputy</p> <p>Key Stage Co-ordinators</p> <p>Subject Co-ordinators</p> <p>Experienced Teachers</p>	<p><u>Lesson Observations</u></p> <p>-The Headteacher will carry out at least one formal, announced lesson observation per year for each teacher as part of their Performance Management cycle (in line with LEA guidelines.) The focus of the lesson will be agreed. It will relate either to the SIP or the individual teacher's targets identified in their P.M. Interview.</p> <p>-The Headteacher or Deputy will carry out several informal visits to classrooms during the course of the year to observe small parts of lessons.</p> <p>- In order for Key Stage Co-ordinators to be aware of progress in teaching and learning within their departments (and to provide help and support where necessary) they will work alongside teachers where appropriate.</p> <p>- NQTS/, less experienced teachers or staff wishing to develop aspects of their teaching will be able to observe Subject Co-ordinators and year team colleagues for good practice.</p> <p>-Teachers will be given opportunities to watch OFSTED training videos in order to identify what constitutes a satisfactory, good, excellent lesson.</p> <p><u>Monitoring Planning</u></p> <p>-Subject Co-ordinators will look at long term planning every year to ensure coverage of the</p>

		<p>curriculum, curriculum links, resources are available.</p> <p>-Year teams will highlight and update medium term plans in Literacy and Numeracy to identify key/crucial objectives to be taught and allocate time accordingly.</p> <p>-Subject Co-ordinators (in focus subject areas in SIP) will monitor planning for clarity of learning objectives, stimulating activities, differentiation, ICT links. Feedback provided.</p>
Standards of work and progress	<p>Subject Co-ordinators</p> <p>Literacy, Numeracy, PSHE Co-ordinator</p>	<p><u>Sampling Children's work</u></p> <p>-Subject Co-ordinators in focus subjects will scrutinise six samples of work from each class representing the 3 ability strands. Co-ordinators will look at presentation, marking, differentiation and most crucially progression – Spring term. Co-ordinators to provide individual feedback using Monitoring and Evaluation forms and general feedback which raises whole school issues in a staff meeting.</p> <p><u>Pupil Interviews</u></p> <p>- In Literacy, Numeracy and PSHE (in focus years only) Subject Co-ordinators will carry out pupil interviews. In Numeracy 2 middle ability pupils per class will be interviewed on their knowledge of basic calculations outlined in our Written Calculations Policy. In Literacy 2 middle ability pupils per class will be interviewed to assess impact of new writing initiatives (e.g. using appropriate level punctuation from triangle, using connectives.) In PSHE & C a random sample of children will be interviewed on key issues such as friendship, bullying, school rules, impact of R-Time etc.</p>
Learning Environment	Headteacher	<p><u>Classroom environment</u></p> <p>-Headteacher, Deputy, Key Stage Co-ordinators will carry out an examination of classroom</p>

	Deputy Class teachers Art Co-ordinator	<p>environment during formal and informal lesson observations. Evidence of WALT/WILF, group targets, eye-catching informative displays, a range of children's work (writing, art, ICT etc), a tidy, organised classroom where children have jobs of responsibility or are aware of tidying routines.</p> <p><u>School environment</u></p> <ul style="list-style-type: none"> - Headteacher and Health and Safety Governors will walk around the site in the Autumn and Spring Term to examine the condition of the building and decoration (carrying out Health and Safety issues and risk assessments.) - Art Co-ordinator will check displays around school reflect high quality work, show progression and reflect the broad balanced curriculum that we provide.
Raising Standards/ Benchmarking	Outside Advisors Governors	<p><u>Raising Standards/Benchmarking</u></p> <ul style="list-style-type: none"> - Outside Advisors and Governors (in consultation with the Headteacher) will have the opportunity to observe lessons, sample work and carry out pupil interviews working on priorities identified in SIP or national or local issues. - Two Governors will visit the school every month on a rota to monitor and evaluate their specific subject area. They will complete M & E forms on their findings and report back at Governors meetings.
Attitude to Learning and Behaviour	Headteacher Deputy BIP mentor Class Teachers	<p><u>Attitude to Learning and Behaviour</u></p> <ul style="list-style-type: none"> - Headteacher, Deputy, Co-ordinators to observe during formal and informal lesson observations. - Headteacher, Deputy, class teachers to observe how children respond in assemblies and how they enter and leave hall. - Headteacher and Deputy will monitor the impact of BIP mentor on behaviour of children with EBD as well as general playground behaviour. - Class teachers to observe the way children respond to visitors in school as well as out-of-school activities. - All teachers will recognise and reward model pupils who follow School Behaviour Policy

		using praise, behaviour stamps, planned & timetabled Golden Behaviour Time, Star of the Week.
Curriculum, assessment and record-keeping	Assessment Co-ordinator	Through issues 1 and 2. Assessment Co-ordinator will carry out analysis of formal assessments. Assessment Co-ordinator will provide class teachers with Fisher Family Trust Data. Class teachers will analyse the data available (FFT, tracking, N.C records) to inform future teaching, setting of target groups etc.
Parent's Views	All staff	-Parents will be asked to complete an annual questionnaire on their views relating to their child's education. Responses will be analysed, data collected and new initiatives put in place to address any concerns. (See SEF.) -Parents will be invited to attend Parent/Teacher Evenings twice a year to discuss their child's progress. (Informal, more frequent visits are encouraged where appropriate.)