



Monitoring Policy

January 2017

Our Vision

- We value every child's individuality
- We value the development of the whole child-academically, physically, emotionally, socially and spiritually.
- We value a broad and rich experience, alongside academic success.
- We value a happy, caring, sustainable, and safe environment.
- We value the contribution we make to, and receive from, parents and the wider community.
We value the development of all staff to achieve their full potential.
- We value dynamic leadership and management.

Introduction

Clearly defined policies and schemes of work are in place at Wanborough Primary School to ensure the statutory delivery of the national curriculum. The long-term School Improvement Plan, under the leadership of the Headteacher and Senior Leadership Team (SLT) is reviewed annually and continues as a developing document.

There are many factors contributing to the overall raising of standards, pupil progress and effective teaching in our school. The following means are used to gain information:

- Monitoring of planning, medium and short term
- Subject audits
- Lesson observations
- Scrutiny of progress/target sheets/children's books/reading diaries/homework
- Governor's visits to the classroom - see separate policy
- Learning walks

The Role of the Subject Co-ordinator

Subject coordinators monitor their subject primarily through the maintenance of their coordinator file and subject audit. This contains:

- A sample of leveled work, collected regularly on a timetable throughout the year.
- Copies of lesson observations. Observations are carried out according to the status of the subject on the School Improvement Plan.
- Coordinators are also given opportunities to swap classes with a colleague to deliver a lesson in their subject in order to give them a view of the standards attained by the children in that class.
- Pupil conferencing.

Their purpose is to monitor coverage and progression of the subject and the quality of teaching and learning.

Target Setting

The process begins with target setting. Each year previously achieved levels are entered on a software program (Target Tracker). New targets are set taking account of previous attainment, our progress continuum and appropriate challenge. These are set by the teacher, with consultation where possible with the previous teacher. The new targets are approved by the Headteacher and Deputy Head in discussion with the receiving teacher.

Class and year group percentages are calculated by the Headteacher. Where significant differences exist between these and national expectations there might be additional discussion to look at challenge for individuals. Teacher assessment becomes the key indicator at this stage.

Progress toward the achievement of targets is recorded by the class teacher on to Target Tracker and class tracking sheets. At an ISP meeting (where teachers meet with the SLT to discuss pupils achievement) at the end of each new term steps are calculated to check that children are on track to achieve. In ISP meetings with the assessment coordinator, action plans are devised to outline how their class are progressing and what action will be taken to facilitate progress for all. Children not on track to meet targets are marked as 'focus pupils' and intervention strategies are implemented to help them address their issues.

Children felt able to progress further than the considered norm are also termed 'focus pupils' and helped to achieve their new more challenging targets. Individual children who have not achieved their target are highlighted for focus by the next teacher.

The Role of the Headteacher

The Headteacher makes regular observations of all teaching staff. Observations are made to ensure quality control and with other members of staff for training purposes. A book scrutiny is conducted each term by the School Leadership Team looking at different aspects each time such as marking, presentation or differentiation.

Lesson Observations

Lesson observations are a powerful tool in the monitoring process. We aim to be fair and balanced in the frequency of observations so that no one teacher is observed more than others. A chart is kept to monitor this. The following observations may be made during the course of the year:

- Senior Leadership Team Purpose - quality of teaching and learning.
- Subject Coordinator Purpose - as above plus coverage and progression.
- NQT Mentor Purpose - NQT monitoring
- Performance Management Purpose - professional development

Where appropriate an observation may cover two purposes in order to minimise the frequency of visits to one teacher.

The aims of the monitoring procedures are to provide evidence on which the performance of the pupils, staff and the school as a whole may be judged. The development of an open culture towards monitoring helps to identify and state the vision for the school, its aims and policies and promote a whole school emphasis on raising standards and continued school improvement. Each member of staff must feel a part of the process and share in the continued progress of the pupils we teach, their own professional development and the raising of standards across the school as a whole.

Feedback

Following monitoring such as tray sampling the Senior Leadership Team decide how feedback will take place. On occasions it might be appropriate to give general feedback to all staff, however on other occasion it might be appropriate to give individual verbal and written feedback to individual teacher in order that they can develop their practise.

Lesson observation feedback is to be given verbally on the day of observation and in writing within 48 hours. Copies are kept in the Head teacher's office and are available only to members of the Senior Leadership Team. Monitoring under the Performance management system are confidential to the teacher, line manager and Head teacher.

Approved: January 2017 (Curriculum)

Next Review: January 2019