

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

MONITORING, EVALUATION and REVIEW POLICY (MER)

The staff and Governing Body of Creigiau Primary are committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is having effective procedures for self-evaluation that involve all members of the school community.

Definitions

Monitoring is the process of gathering evidence to answer questions about the effectiveness of our school.

Evaluation is the weighing up of evidence against criteria and reporting the findings

Review is deciding what action, if any, needs to be taken.

1. Purposes

The main purpose of monitoring, evaluation and review is to ensure that all members of the school community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements.

Monitoring and evaluation help to ensure:

- high standards of teaching, learning and care
- all members of the community contribute, learn and develop to the best of their ability
- high achievement and standards of attainment
- there is an ethos of high expectation and success
- that school policies are followed
- that staff carry out their responsibilities
- equal opportunities for staff, children and parents
- that the school environment is healthy, safe and secure
- quality school improvement planning
- targets are being met
- that the subject, aspect and whole school self reviews are being undertaken
- that there is a connection between the self reviews and the School Improvement Plan
- that the School Improvement Plan is being implemented

2. Principles

- All aspects of the work of the school should be monitored, evaluated and reviewed.
- Everyone should be involved in monitoring and evaluation activities and should understand their role in the monitoring process
- The voice of pupils and parents should be genuinely listened to
- Monitoring should identify priorities that lead to school improvement and promote high standards

- Monitoring should create a climate which enables all staff to develop and maintain positive attitudes towards their work
- Monitoring should track progress on plans and targets for improvement and should use evaluation, analysis and discussion to guide further improvement
- The intention is to monitor policy and practice, not people, and to foster a spirit of 'development' rather than 'criticism'.
- The process should celebrate success, recognise strengths and identify areas for improvement.
- Staff regularly reflect on their own work through discussions with coordinators, heads of their respective section, colleagues and trainees.

3. Practice

At Creigiau we believe that the greatest success is achieved when there is open dialogue between staff, governors and parents about all aspects of our work. We therefore encourage an "open door" policy that enables informal monitoring to take place alongside the more formal structures that exist. The information available on the school's website is an example of the openness and clarity we wish to promote.

The staffing structure with clear roles and responsibilities supports the implementation of this policy. The heads of the English and Welsh sections are well placed to monitor all aspects of teaching and learning within their phase. Curriculum co-ordinators have particular responsibility for their area and liaise with heads of section to raise standards. Staff expertise and experience are utilised and the advice of outside agencies (e.g., County, DCELLS, Estyn, WAG) is sought when necessary.

The main considerations in the monitoring, evaluation and review process are:

- How well are we doing?
- How do we compare with others?
- What are our strengths and areas for improvement?
- What more should we aim to achieve?
- What must we do to improve?
- Do we have the experience and expertise to bring about the improvement?
- Is practice consistent and does it reflect agreed policies?

Our main overview for evaluation comes through the Whole School Review and the School Improvement Plan. These are comprehensive and interrelated documents covering all aspects of school life and they provide a summary of the school's development and the actions required to improve.

Responsibilities for monitoring and strategies used are indicated below;

The Head teacher / Deputy Head teacher are responsible for Monitoring, Evaluation and Review (MER) of:

- Progress and attainment – class, year group performance, whole school
- Curriculum planning and delivery
- Quality of teaching and learning
- Resources/finances
- Inclusion
- Leadership and management

- The welfare of staff and pupils
- Attendance and punctuality
- Behaviour
- Ethos
- Learning environment
- Administration
- Communication with e.g. staff, pupils, parents, governors, Local Authority, external agencies etc.
- Site management
- Health and Safety
- Parent satisfaction

Strategies used include:

- Drop in observations e.g. the head teacher visits every class at least once a week
- Staff Meetings with minutes taken
- Senior Management Team Meetings with minutes taken
- Whole School Review involving the whole school community
- School Improvement Plan based largely on the findings of The Whole School Review and the annual self review by the coordinators for their subject/aspect
- Performance management cycle
- Observations of teaching and learning
- Reading and signing all end of year pupil reports to ensure that they have been completed correctly (Headteacher`s responsibility)
- Scrutiny of pupils` work
- Taking class lessons (timetabled)
- Scrutiny of Displays
- Drawing up the draft advertisements for new posts after establishing the skills required
- Assisting governors with the process of short listing candidates to posts within the school
- Job Descriptions for all members of staff
- Taking Assemblies
- Supervision of pupils during the lunch hour and break times (timetabled)
- Organising relevant CPD courses for teaching and non teaching staff (Deputy Head`s responsibility)
- Discussions with pupils
- Discussions / meetings with parents e.g. Transition meetings
- Headteacher`s Half Termly report to governors placed on the school`s website
- Annual Questionnaire to Parents
- Analysis of performance data e.g. End of Key Stage Teacher Assessment, DEWi. FFT, County Tests (The Assessment and Data Analysis coordinator will take the lead role in this)

The Two Heads of Section (Welsh Section and English Section) are responsible for MER of:

Quality of teaching and learning including;

- Adherence to school policies
- Delivery of agreed curriculum
- Quality of planning
- Progress and attainment
- Inclusion
- Use of support staff
- Assessment of and for learning
- Use of time
- Classroom environment
- Progress of under-achieving pupils
- Marking
- Individual target setting
- Standards across the section
- CPD needs
- Consistency across the section
- NQTs progress towards their objectives
- Entitlement to and use of PPA time

Strategies used include:

- Read and comment on the short and mid term planning of all the staff in their section
- Performance Management team leaders
- Agreeing and reviewing objectives with staff as part of Performance Management
- Twinned with the chair and vice chair of governors (Chair for the English section and Vice chair for the Welsh Section)
- Part of the Senior Management Team (SMT)
- Working closely together to ensure a consistency of approach
- Working closely with the subject and aspect coordinators
- The allocation of classes to students on Teaching Practice and to monitor their performance
- Drop-in observations and feedback
- Giving a talk in July to the parents of pupils starting in the reception classes the following Sept.
- Take responsibility for audits of resources within their respective section
- Leading by example
- Taking Assemblies (timetabled)
- Supervision of pupils during break times and the lunch hour (timetabled)
- Responsible for some of the timetabling e.g Preparation, Planning and Assessment time (PPA) and Volunteer Adult Helpers within their respective sections
- Acting as Transition Coordinators at meetings in Ysgol Gyfun Plasmawr (Welsh Section) and Radyr Comprehensive (English Section)
- Work scrutiny – standards, presentation
- Reading a sample of the end of year pupil reports

- Lead staff meetings for their respective sections e.g. organising the appointments for the termly Parents` Evenings.
- Observe short listed candidates to teaching posts delivering a lesson
- Act as an advisor to the governors during interviews for teaching posts
- Informal discussions with staff

Co-ordinators are responsible for MER of:

- Standards in subject or aspects of the curriculum
- Teachers` subject knowledge or aspect knowledge
- Identifying good practice
- Curriculum planning
- Curriculum coverage
- Availability and effective use of resources
- Pupil progress
- Teachers` assessment of pupils
- Pupil targets
- Enjoyment and Achievement

Strategies used include:

- Work scrutiny to include marking and differentiation
- Examine mid term planning for their subject / aspect
- Monitoring of subjects / aspects including lesson observations as part of the annual cycle within the SIP
- Reporting the findings of monitoring to individual staff
- A written report of general findings and suggestion for improvement given at a staff meeting
- Analysis of results – school tracking system
- Discussion with staff
- Supervise pupils during break times
- The Foundation Phase coordinator is responsible for the Performance Management of Classroom Teaching Assistants and their timetabling
- Review policies and schemes of work
- Working closely with the Advisers and/or the Advisory Teachers with responsibility for the subject or aspect that they coordinate
- Attending relevant courses from the annual CPD programme
- Reporting to staff on developments in their area of responsibility (Usually during staff meetings)
- School Improvement Plan
- Complete the annual self review forms for subjects/aspects and provide a copy to the SMT.

Inclusion: SENCO and More Able & Talented (MAT) co-ordinators are responsible for MER of:

- Provision for SEN pupils
- Progress of SEN pupils
- Provision for the More Able and Talented pupils

- Progress of the More Able and Talented pupils
- Effective use of resources, including SEN Teaching Assistants
- EAL progress and provision

Strategies used include:

- Analysis of results – schools tracking system
- SEN review meetings, including IEPs
- The SENCo is responsible for the Performance Management of the SEN Teaching Assistants and their timetabling
- Planned activities for the More Able and Talented
- Working closely with the Language Support Teacher and the Dyslexia Action Teacher
- Discussion with staff
- Observation of pupils
- Discussion with parents
- Discussion with other professionals e.g. Educational Psychologists, Specialist Teachers, Therapists, Inclusion arm of the relevant L.E.A. etc
- Discussions with the named governor for SEN
- Reporting to the SEN sub committee of the Governing Body

Class teachers and the Language Support Teacher are responsible for MER of

- Health, welfare and well-being of the pupils in their care
- Progress of pupils towards individual targets and learning objectives
- Effectiveness of additional adult support
- Progress and standards of teaching of trainees

Strategies used include:

- Assessment for learning strategies
- Writing the short and mid term planning for the class and passing them on to the head teacher by the required date
- Regularly monitor, evaluate and review pupil targets
- Assessment activities as listed in assessment timetable
- Review of IEP targets with SENCo and the Language Support Teacher
- Maintain class records
- Discussion with parents e.g. during the termly parents` evenings
- Supervision of pupils during break times
- Working closely with other members of staff e.g. sharing good practice
- Discussions with the SMT and coordinators
- Choosing CPD courses to attend as a result Performance Management and/or discussions with the SMT

Governing Body is responsible for MER of

- Overall standards and achievement of all aspects of the school's work
- Policies and procedures
- Overall school effectiveness
- The school's role in the community

Strategies used include:

- Half Termly meetings of the full governing body (Minutes posted on the school website)
- Half Termly written report from the headteacher (Also posted on the school website)
- Regular meetings of the governing body sub-committees e.g. Property and Finance, PSE, SEN
- Meetings with curriculum and other co-coordinators e.g. SENCo, Foundation Phase, PSE, AGT, Child Protection, Health and Safety.(Governors are twinned with a coordinator)
- Performance Management (PM) committee to deal with the headteacher`s annual performance cycle
- The termly headteacher`s log which outlines the progress made to achieving the P.M, targets
- School Improvement Plan and the headteacher`s half termly report which includes a section on the progress towards achieving the agreed targets contained in the SIP
- Inviting guests from the LA or other external agencies to speak to the full or a sub-committee of the governing body e.g Finance Officer, Human Resources Officer, SEN Partnership coordinator, Health Adviser from WAG , Link Adviser etc.
- Visits to the school e.g. new governors go into the classrooms to meet staff and pupils
- Health and Safety governor walks around the school to monitor H&S
- Attending some of the meetings of the School Council
- Attending Courses for Governors organized by the Local Authority.
- Informal discussions with staff, pupils and parents

Parents are responsible for MER of:

- Own child`s health, welfare and well-being
- Own child`s standards and achievement
- Whole school standards and achievement
- Wider opportunities offered e.g. extra curricular activities

Strategies used include;

- Informal conversations with staff
- Attending the termly parents` evenings and SEN review meetings
- End of year progress report comments
- Talking with their child
- Attending concerts, sports competitions etc.
- Looking at their children`s work during parents` evenings and at the end of the year when all work is sent home
- Observe displays during parent evenings
- Looking at the school website
- Estyn Inspection Reports

Pupils are responsible for MER of:

- their own standards of achievement and attainment
- progress towards meeting their own targets and goals
- their own achievements e.g. behaviour
- their own development (social, emotional, physical, intellectual)
- their own achievements out of school

Strategies used include:

- Self-assessment, including involvement in target setting process
- Involvement in assessment process
- Discussions with class teacher, parents and other adults

Local Authority is responsible for MER of

- Overall school effectiveness

Strategies used include:

- Estyn report
- Termly visits to the school by the Link Adviser
- Visits to the school by Advisers and Advisory Teachers
- Target setting procedures
- Central data collection and analysis e.g. PLASC, Fischer Family Trust, DEWi, County Tests, Baseline Assessment.
- Governing Body minutes
- Headteacher`s half termly report to governors
- Audits

Peter Evans (27.03.10)