MONITORING AND EVALUATION PROCESS: PREP SCHOOL

Person(s) responsible for this policy		Head of Prep/ Deputy Head of Prep	
Last review by	**H Loach**	**Review date**	**July 2023 (needs further review alongside ALT)**
Date of next review		**September 2024**	

MONITORING AND EVALUATION FRAMEWORK

1. RATIONALE

In the Prep we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of the school.

Monitoring

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

We believe that effective monitoring:
- Promotes excellent learning and teaching throughout the school
- Ensures excellent planning and delivery of the curriculum
- Identifies the strengths and needs for professional development
- Offers an opportunity to celebrate progress and success
- Provides information to support self-evaluation
- Ensures consistency throughout the school
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

2. FRAMEWORK FOR SELF REVIEW

Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school year. We follow a planned cycle of school self-evaluation to provide a framework for evaluating performance, setting targets, planning, taking action and monitoring progress and includes asking ourselves the following questions:
- How well are we doing?

- How do we compare with other schools?
- What more should we aim to achieve?
- What must we do to make it happen?
- Take action & review progress.

This cycle of school self-evaluation ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle and allows us to evaluate the impact of our actions and progress towards our targets.

3. ROLES AND RESPONSIBILITIES

Senior Leadership Team (SLT)

The Prep Head has the overall responsibility for monitoring and evaluating the work of the school and reporting to the Head and GDST. However certain aspects of the Head's monitoring responsibilities are delegated to the Deputy Head, Leadership Team and Subject/ Curriculum team leaders.

It is the responsibility of the SLT to:
- Ensure that all staff understand that the purpose of monitoring and evaluation is to enable the Prep to develop and improve
- Identify areas that need to be monitored
- Delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved
- Carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Performance Management, budget monitoring)
- Ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning
- Report to the appropriate audience on what the data is showing and how the information can be used to best advantage
- Ensure that pupil performance data is collected, analysed and used to inform target setting

Phase Leaders / Subject Coordinators
- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities
- Support those inexperienced or new to their role

Administration

Alongside and under the direction of the Head of Prep, the School Office has the responsibility for the day-to-day monitoring of attendance, punctuality and other aspects of managing the administration systems.

4. THE EVALUATION PROCESS

It is vital to have information about the practice and performance of the school. However, it is our ability to process and use this information that will ultimately determine how effective we are at making recommendations and implementing strategies that will benefit the whole school community and lead to positive and worthwhile improvements in policy and practice.

All of the areas identified in our monitoring process are evaluated. The frequency of the evaluation and the form it takes will depend on the specific area being focused on. Where there are obvious and simple strategies that can be put in place to address an issue, these will be implemented immediately. In other cases, it may be necessary to incorporate an issue into the School Development Plan, so that an agreed programme of actions, appropriately financed, can be carried out.

The Head Teacher and Leadership Team are responsible for the final analysis and evaluation of monitoring information. They will recommend a variety of actions and reviews. This could include:
- Setting up a programme of training, either Inset or external courses
- Reviewing and/or purchasing new resources
- Reviewing practice or policies, leading to recommendations for amendment of existing procedures or the implementation of new ones
- Incorporation of an issue as a specific priority in the SDP
- Discussion and agreement of performance during the review process of Performance

STREATHAM AND CLAPHAM Prep

The Monitoring and Evaluation Process

THE STRUCTURE OF THE EVALUATION PROCESS

During the yearly cycle each month will be dedicated to reviewing structures and scrutinising standards that contribute to school development.

The cycle will consist of 5 **review strands**.

Strand 1: Standards of a specific year group – *Standards and Pupil Progress*

This process will evaluate the standards of teaching and learning and the progress and attainment of all pupils. Pupil Progress Meetings in year groups will take place on a termly basis within the context of staff meetings to ensure all staff across the curriculum areas are involved and able to contribute. Weekly, timetabled academic team meetings with Phase Leaders and the SLN Coordinator will focus on assessment and monitoring, curriculum and provision, SLN, Able Child and ensure academic opportunities help pupils flourish and make accelerated progress (G and T lead attends on a rotating basis along with any additional staff who are inputting on particular aspects of school development).

Strand 2: Subject reviews

Subject reviews, the quality of the curriculum and the role of subject coordinators in raising standards. Provides foundation of SIP Academic targets

Strand 3: Learning walks

Learning walks with a clear focus on an aspect of improving teaching and learning.

Strand 4: Management structures

Management Structures. The process of checking the way the Prep is led and managed.

Strand 5: Review of policies and systems

Review of Policies and Systems (in line with whole school review process).

Strand 1
Standards and Pupil Progress

The Standards and Pupil Progress Review is at the centre of the process. Priorities drawn from the review system will form the basis of the priorities in the School Development Plan.

Every year, three meetings are designated as core planning and target setting sessions in phases.

Termly system

Three planning phases – within context of staff meeting to ensure ALL staff across curriculum areas are involved, but led by phase leaders.

PHASE	YEARS	Phase Stage Leader
Upper School	3, 4,5 and 6	Miss Lucy Baker
Lower School	1 and 2	Miss Sophie Dowler
Foundation	Nursery and Reception	Miss Sophie Dowler

Phase Leaders set agenda, lead meetings and produce bullet points of meetings which are given to the DH and HT.

TERM 1
Set targets and support strategies in Reading, Writing, Spelling and Maths. Choose learning focus based on phase needs.

TERM 2
Review progress towards targets set in Term 1 and revise support accordingly. Choose learning focus based on phase needs.

TERM 3
Review targets and revise support accordingly. Choose learning focus based on phase needs.

This system will enable good planning practice to be shared and a collective vision of how to achieve high targets through shared strategies will become a support system.

Pupil Progress Meetings

Each year group will attend a termly Pupil Progress meetings with the DH, SLN Coordinator, Phase Leader and wider staff body to discuss assessment data, academic progress and interventions. The focus of the meetings is to ensure all pupils are making good to outstanding progress and identify those who are not and plan for intervention accordingly. The phase leaders, in partnership with the SLN Coordinator and DH will produce a detailed pupil progress information sheet that is shared with all staff and kept on the system. This will be updated after each meeting so yearly progression is always at the forefront.

Senior leaders review the targets for the year group. They will look at the evidence gathered through the process of monitoring and make judgements based on 4 main questions:

Are pupils in this year group learning as much as they are capable of? (Evaluation)
Senior leaders will take an objective look at pupils' achievements and together with teachers in the phase pinpoint areas of under-achievement. Behaviour, punctuality and attendance are also scrutinised. Special needs/able and gifted are checked. Specific trends/issues relating to cohort are identified.

What can we do to find out? (Standards Focus)
Senior leaders will employ a range of strategies to support judgements: lesson observation, discussion with staff and pupils, scrutiny of teachers' planning and record keeping, scrutiny of pupils' work and analysis of test data.

When we answer the question how do we know we are right? (Evidence)
Check against performance indicators, historic data etc.

What do I do about it when I have the answer? (Action Planning)
Action plans and development planning.

Lesson Observations

- Lesson observations will take on a regular basis and form part of the process.
- The observation subject will be based on the year subject focus. This observation will be used to support the School Performance Review process.
- The school subject focus for observation will be determined by the analysis of the assessment data. Where a teacher wishes, an additional observation for the purpose of specific Performance Management target this can be arranged.

Feedback

At a mutually convenient time, class teacher and observer share findings of lesson. All targets that are identified will influence the School Improvement Plan.

Opportunities to meet as Phase / Whole school

The main focus of these meetings is raising standards through sharing good practice through planning, evaluating and monitoring work at a specific level. Where there is a Phase issues, phase leaders will address this in phase meetings.

Strand 2

CURRICULUM REVIEWS

The quality of the curriculum and the role of subject leaders in raising standards

Standards are clearly influenced by the quality of the curriculum provided.

A **subject review focus** ensures that subject coordinators are provided with a clear structure within which they can review, monitor, evaluate and develop their subject responsibility.

The Subject Standards programme supports the 2-year review cycle and is supported by a subject coordinator release programme. Each year of the cycle, core subject/s identified by target setting becomes the main review focus for that year.

Subject coordinators must review their subject action plans at the end of each term.

In addition, subject coordinators must ensure that they complete an annual review of their area. The outcomes will contribute to the **School Development Plan**. The plan needs to include specific targets to raise standards, costing, success criteria, monitoring strategies and organisation. Core subjects (Maths, English, Science and Computing) will receive a subject release day each term to complete their subject review, one in the Autumn term and one in the Spring/Summer term.

Each subject will receive a timetabled session each week to monitor, evaluate and support their subject's development. Subject coordinators must be proactive and organised in order to best utilise this time for subject needs rather than classroom tasks.

SUBJECT DEVELOPMENT PLANS – foundation of SIP
(Outcome of release days)

Plans should cover a 2-year period.

Subject coordinators should develop a challenging review plan to ensure a rich, broad, balanced curriculum and high standards of pupil achievement. This will feed into their yearly action plan.

The plan should include:
- A baseline position statement – where are we now / where do we want to be in two or three years' time?
- Action to be taken – be specific
- Strategies to raise pupil achievement
- Target setting data
- Personnel responsible
- Date set for review / achievable timetable completion of each action
- Budgetary implications (where applicable)
- Success criteria – benchmark / accreditation (quality mark)
- Monitoring strategy
- Communication – how will you keep SLT, other phases informed of the development planned and the progress towards goals?
- Which agencies will need to be involved?

MEDIUM TERM PLANNING
All subject coordinators will check planning during the monitoring of their subjects. This will give the subject coordinators greater overall insight of their subject area. They will have the opportunity to check standards of planning, whole-school progression, etc. MTP will also be evaluated by the SLT during group monitoring.

SHORT TERM PLANNING
STP will be on the appropriate agreed school form and should include:
- Tasks set / resources (if applicable)
- Objectives and clear differentiation in a format relevant to the teaching phase
- Focus of how the lesson will be taught
- Use of classroom support

- SLN / G + T support
- Evaluation of lesson
- Assessment opportunities

Colleagues should be willing to share good practice within and across phase.

Strand 3
LEARNING WALKS

What is a learning walkthrough?

Learning walks are used to gather evidence for on-going phase self-review and to inform school self-evaluation and school improvement strategies.

Learning walks will be completed to gather evidence of the quality of practice in specific areas, e.g. assessment for learning. Members of SLT will carry out learning walks as part of the schools on-going self-evaluation in addition to those carried out by Subject Coordinators as part of their QA schedule. Learning walks are an informal exercise, observing all teaching staff but maintaining anonymity of individual teachers.

Why do we have learning walkthroughs?
- Unlike a classroom observation which provides just one view, a walkthrough can create a school wide picture made up of many small snapshots.
- They allow the school to gather information to supplement other data about school and pupil performance.
- Specific foci can be addressed e.g. classroom environment, pupil engagement, expectations being taught and/or teaching strategies used.
- Lots of information is collected in a short time.
- Deepens understanding and practices related to continuous improvement.

SLT, along with the academic team, will set the focus for the learning walks based on the School Development Plan and identified pupil/school needs.

Strand 4
MANAGEMENT STRUCTURES
The process of checking the way our school is led and managed.

The success of the Self Evaluation Policy is critically linked to the quality of leadership and the management of the change process system and how it will feed back into practice and influence action. By making raising standards the heart of the policy the focus is directed on individual pupils in the classroom. The Standards and Pupil Progress cycle will have a direct effect on practice. It will lead to discussion about the teaching and learning process. This in turn will facilitate a climate in which management supports effective teaching and learning.

The range of strategies used in a phase meetings put the emphasis on learning and how children learn; professional discussion, work sampling, data analysis, lesson observations, pupil interviews and surveys.

In the development of this self-evaluation ethos, the management needs to develop skills in guiding change in an atmosphere of mutual respect and professional support. As in the other strands the focus on management development will use the ISI criteria to challenge and develop practice.

The link between the policy and the School Development Plan is crucial to the success of the process as the means of affecting change.

School recognises the importance of effective communications systems to insure stakeholders are clear about how the process works and the outcomes.

The Management Review will involve a number of elements.

Management elements
- An annual system for scrutinising data
- An annual leadership team year review
- An annual best value review of practice of the school improvement plan
- Individual targets (performance management)

Strand 5

POLICIES AND SYSTEMS
The wider issues which affect the quality of education in school

The process of self-review is concerned with providing an accurate appraisal of the quality and standards of the school at any given time and having structures in place to act on outcomes to improve provision.

School self-evaluation involves a **broad review** of performance across the whole organisation and a close look at specific areas on a planned basis. All aspects of school life can have an impact on standards.

This strand is concerned with the review of the following areas:

- Assessment procedures
- Curriculum policies
- Handbook reviews
- Health and safety
- School inset plans
- Subject action plans

The following will come under a whole school review:
- Financial management
- Building and furniture
- Community projects
- GDST and school development plan
- Inspection development plan
- System policies

The elements defined in the 2-year planning cycle form the outline for the **School Development Plan**.

Policies and procedures to be included for annual Prep review

- Curriculum policies
- Behaviour policy
- Health and safety policy

- Child protection policy
- Equal opportunities and racial equality policies
- Accessibility plan
- Sex education/ drug education policies
- G & T policy
- SEN policy
- Homework policy
- Links with Senior School
- The role of the subject leader
- Risk assessments
- Handbooks
- Packs / induction
- Extra-curricular activities
- Emergency plan
- Supervision of Pupils policy
- Mobile Phone Policy
- Lost Child Policy