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Statement of intent

At Norton CEVC Primary School, we recognise that regular monitoring and evaluation puts us in a position to make judgements about the performance of our establishment, staff and pupils. This allows us to make strategic plans for improvement and development in all aspects of school life.

By implementing this policy, we aim to:

- Include all staff members in the monitoring and evaluation process to ensure its procedures are implemented by everyone.
- Continue to raise standards by setting high expectations and pursuing improvement in curriculum planning and the quality of teaching.
- Ensure procedures for monitoring and evaluation are effective, measurable, manageable and realistic.
- Apply well-informed improvement strategies as a result of the monitoring, evaluation and review processes across all areas of the school.
- Ensure the governing body, staff, parents and pupils have an avenue to feed back their opinions about the school's performance.
- Ensure there is transparency within the community about how the school is performing and what its aims for improvement are.

For the purpose of this policy, we have used the following definitions:

- **Monitoring** – the means by which we gather information, e.g. lesson observations.
- **Evaluation** – the judgement about the effectiveness of performance and processes.
- **Review** – the act of deciding which actions we need to take.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE 'Governance handbook'
- DfE 'Behaviour and discipline in schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- Equality Act 2010

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Behaviour Policy
- Staff Code of Conduct
- Disciplinary Policy and Procedure
- Special Educational Needs and Disabilities (SEND) Policy
- Appraisal and Capability Policy
- Suspension and Exclusion Policy

Roles and responsibilities

The governing body is responsible for:

- Maintaining strategic oversight of whole-school self-evaluation.
- Ensuring school leaders develop robust plans and set suitable targets which enable all pupils to reach their potential.
- Ensuring that plans and goals are attainable and reflect the priorities outlined in the SDP.
- Monitoring the impact of the pupil premium and other additional funding and holding school leaders to account for how the school uses this funding.
- Reviewing policies and procedures to ensure their continued suitability and effectiveness.
- Reviewing assessment data and considering the implications of this for overall school improvement.
- Setting targets for the headteacher's annual performance review.
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- Setting targets for the headteacher's annual performance review.

The headteacher is responsible for:

- Evaluating the overall quality of teaching, marking, feedback and assessments and the impact these have on pupils' learning.
- Identifying areas within school performance that require monitoring and evaluation.
- Ensuring that the governing body and staff understand the purpose of monitoring and evaluation and its influence on raising school standards.
- Ensuring that the data and observations taken from monitoring and evaluation are collated, analysed and are used in the review process.
- Ensuring that staff and pupil achievement is recognised.
- Ensuring that overall targets for staff and pupil performance are set and used to inform future planning for improvement.
- Monitoring the effectiveness and efficiency of systems that support pupils' wellbeing, e.g. pastoral care.
- Monitoring the quality of staff development.
- Undertaking direct observations of teaching staff to ensure teaching practices are in line with the school's curriculum, ethos and policies.
- Reporting to the governing body, staff and parents the findings of the monitoring process and how the information will be used to improve the school's overall performance.
- Consulting with the governing body, staff, parents and any external agencies to review and agree on strategies for school improvement.
- Reviewing the effectiveness and implementation of action plans with subject leaders throughout the school year.
- Reporting to the governing body regarding the effectiveness and implementation of action plans on a termly basis.

The SLT is responsible for:

- Reporting the results of self-evaluation.
- Reporting about the effectiveness and implementation of action plans on a termly basis.
- Advising and supporting staff, as necessary, and acting on their feedback about the monitoring and evaluation process.
- Monitoring and evaluation duties, where delegated, e.g. book looks, learning walks.
- Collaborating with the relevant subject leaders to analyse the outcomes of pupil assessments and advise on future planning for improvement.
- Reviewing pupil tracking data to identify pupils who require additional support and pupils who are excelling in school.
- Ensuring staff are aware of CPD opportunities.

The SENCO is responsible for:

- Reviewing the effectiveness and implementation of pupils' EHC plans.
- Participating in specific monitoring and evaluation duties to support pupils with SEND, e.g. book looks, learning walks.
- Collating reports on pupils with SEND and ensuring these are made available to the headteacher and relevant professionals.
- Ensuring that the correct level of support is given to pupils with SEND in line with their EHC plan.
- Organising annual reviews for pupils with SEND, including the reports made available to the parents of pupils with SEND.
- Working with the relevant teaching staff to monitor and evaluate the progression and performance of pupils with SEND.
- Keeping up-to-date with the latest updates in the sector relating to SEND.

Subject leaders are responsible for:

- Ensuring the coverage of their subject meets the requirements of the curriculum.
- Analysing and utilising the monitoring and evaluation data relevant to their subject area and using this to assist the SLT with future planning.
- Assisting the headteacher with creating action plans for their subject areas in line with the SDP.
- Reviewing their subject area's relevant policies on an annual basis.
- Reporting to the governing body on an annual basis regarding the progress made in their subject area.
- Assisting the headteacher with their monitoring and evaluation duties as necessary, e.g. book looks, learning walks, and participating in reporting their findings to the governing body.
- Monitoring, evaluating and reviewing the targets set for pupils as a group and as individuals.
- Monitoring staff awareness of CPD, within their remit.

Teachers are responsible for:

- Contributing to developing an accurate, evidence-based overview of the standards and quality of teaching and the learning environment.
- Using findings from monitoring and evaluation to take appropriate action to address their teaching performance.

- Summarising each pupils' progress on an annual basis and collating a report which is made available to the pupil's parents.
- Setting targets for individual pupils, for groups of pupils and the class as a whole.
- Monitoring, evaluating and reviewing pupils' targets and ensuring these are in line with the pupil's EHC plan and liaise with the SENCO, where required.
- Discussing progress and targets with pupils and ensuring they are aware of the importance of continual improvement.
- Monitoring and evaluating the performance of ECTs and teacher trainees.
- Undertaking pupil assessment activities as timetabled
- Maintaining class notes about pupils' performance and targets in a class overview file and making this available to subject leaders and the headteacher.

Parents are responsible for:

- Actively assisting the school in raising their child's standards and achievements.
- Attending parents' evenings, SEND review meetings, information meetings and other school events.
- Reviewing their child's annual report and helping them understand the importance of continued improvement.

Pupils are responsible for:

- Working towards their targets in school and creating their own goals with their teacher.
- Participating in discussions with their peers, parents and teachers about their individual progress and how they can improve.
- Understanding the importance of feedback and using this to improve their performance and behaviour, where required.

School development plan (SDP)

The agreed standards of performance and any amendments will be communicated to staff on a termly basis.

The data and observations collected from monitoring and evaluation processes will be used by the governing body, headteacher and SLT to identify trends in the following:

- Pupil achievement
- The quality of teaching
- The effectiveness of the learning environment
- Staff and pupil attendance and punctuality
- Parental engagement
- Behaviour

- Financial planning and expenditure
- The effectiveness of policies.

The school will use data collected from monitoring and evaluation to make informed decisions about priorities within the SDP and the timescales involved.

Progress against the SDP will be reviewed by the headteacher, SLT and governing body on a termly basis.

Whole-school objectives will be reviewed on an annual basis and new objectives will be set where necessary.

Curriculum planning and delivery

Subject leaders and teaching staff will be given time to monitor aspects of their subject area and to carry out their monitoring and evaluation duties as necessary, e.g. classroom observations.

Staff are provided with sufficient PPA time to ensure the curriculum is implemented in line with the school's curriculum intent.

Teachers will be observed each term as part of the performance management process and will be given a week's advance notice of monitoring taking place in their classroom.

Staff will be provided with feedback following the monitoring visit which will be used to recognise achievements and improve future performance.

The actions taken to improve lesson planning and delivery will be discussed with staff on a termly basis.

The provision and support for pupils with additional needs will be monitored and evaluated on a termly basis by the relevant personnel, e.g. SENCO.

The consistency in teaching quality and the delivery of age-appropriate learning material will be monitored and evaluated by subject leaders and the SLT.

Classroom ratios and the availability of staff will be monitored on a termly basis by the headteacher and SLT.

Assessments

The school will promote and encourage a positive culture of self-evaluation and self-improvement for staff and pupils.

Pupil assessment data will be used to inform strategic plans for improvement and provided the foundations for discussion during Progress Meeting with teachers.

Lesson observation outcomes are used by the SLT and the headteacher, alongside a range of evidence, to arrive at a fair judgement on the quality of education.

The school will implement pupil assessments in accordance with the Assessment Policy.

Pupil performance

The school will set high standards for all pupils with regards to behaviour and attitude to work and will set achievable academic targets that are designed to challenge pupils.

The school will monitor and celebrate all pupils' achievements.

Marking and feedback will be used to form part of setting high expectations of pupils and to communicate how well they are meeting their targets.

Pupils' performance will be monitored using the following methods:

- Scrutiny of pupils' work
- Pupil tracking
- Presentations and displays of their work
- Lesson observation
- Attendance tracking
- Discussions with pupils

Pastoral care will be monitored by the headteacher and SLT to ensure all pupils receive high quality personal, spiritual, cultural and social support.

The findings of monitoring and evaluation procedures for pastoral care will be reported to the governing body.

Pupils' behaviour will be recorded and monitored in line with the Behaviour Policy and records of behaviour will be made available to the headteacher and the governing body.

The school will collect data on:

- Behaviour incidents, including data on pupils' removal from the classroom.
- Attendance, suspensions and exclusions.
- The use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of school behaviour culture, e.g. through surveys of staff, pupils and governors.

This data will be analysed to evaluate the effectiveness of behaviour systems and support offered. The SLT monitor disciplinary procedures to ensure they are in line with the Behaviour Policy.

Exclusions data will be monitored by the governing body to ensure all exclusions are in line with the Suspension and Exclusion Policy.

Staff performance

The SLT will communicate to staff the importance of undertaking CPD.

Staff will attend a performance review on an annual basis.

Staff will be encouraged to complete self-evaluation surveys to critically assess their own performance as part of their performance review.

Performance information collected from a member of staff's appraisal and self-evaluation survey will be used as part of their ongoing individual performance targets.

Overall staff performance will be monitored and evaluated by the headteacher and the governing body and will be collected using the following methods:

- Lesson/workplace observations
- Performance management
- Self-evaluation
- Attendance tracking
- Discussions with staff

The performance of the Early Career Teacher is different and follows a specific approach. The ECT will have half termly reviews and assessment points during their first two years of teaching. The ECT has a mentor and an Induction Tutor to support them during the start of their teaching career.

Staff conduct will be recorded and monitored in line with the Staff Code of Conduct and records of conduct will be made available to the headteacher and governing body.

Disciplinary processes will be monitored by the governing body to ensure they are in line with the Disciplinary Policy and Procedure.

Policies and procedures

The school will ensure its policies and procedures are reviewed according to the relevant policy tracking schedule by the appointed personnel outlined in the schedule.

Where required, the school will ensure it consults with the relevant parties, e.g. parents, when proposing amendments to its policies and procedures.

The governing body will monitor and review the effectiveness of the school's policies and procedures on a regular basis. The governing body will also review the school's risk assessments and will challenge the SLT to ensure that appropriate corrective action is taken to mitigate risks.

The governing body will complete the register of business interests form on an annual basis and will declare and monitor new interests in line with the Business and Pecuniary Interests Policy.

Funding

The Office Manager and headteacher will take overall responsibility for the monitoring of the school's budget and expenditure and report back to the governing body termly.

The Office Manager will ensure that sufficient resources are allocated so that monitoring and evaluating processes run effectively.

The Office Manager and headteacher will ensure that expenditure is in line with the priorities set out in the SDP.

The governing body will have general oversight of the school's financial performance, and will monitor how funding is being spent, how spending complements the SDP, and the impact that spending is having on pupil outcomes and experiences.

Monitoring and review

This policy will be reviewed annually by the governing body and any changes made to the policy will be communicated to all staff and parents.

The next scheduled review of this policy is October 2026

Document Control

Date	Amended by	Section Updated	Summary of changes
October 25	Lisa Sparkes	No Change	No Change

