

St Vincent's School for Blind and Partially Sighted Children

Policy Document Title:	Curriculum Monitoring and Evaluation Policy
To be read in conjunction with:	Annual Review Policy Performance Management Policy School Development Plan
Updated:	07/09 JA/AMcM
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St Vincent's School Mission Statement:

Inspired by the example of St Vincent, we work together in a safe and caring atmosphere, where a high standard of education and care are provided.

We encourage a sense of achievement, self worth, moral responsibility and mutual respect, honouring all faith traditions and beliefs. Each one of us in our community is special and unique. Gifts and talents are valued and nurtured through all our work.

We are outward looking in our approach to the wider educational and social community and we encourage all our young people to become independent and to integrate fully into society.

Aim

To secure a whole school system, which will allow us to monitor and evaluate pupils' progress and therefore the effectiveness of teaching and learning in order to raise standards and plan future development.

Objectives

- ❖ Promote pupils individual attainment.
- ❖ Monitor and evaluate pupils' educational, personal, emotional and social development.
- ❖ Improve curriculum continuity and progression.
- ❖ Improve curriculum planning to differentiate for individual pupil needs.
- ❖ Improve record keeping and assessment techniques.
- ❖ Analyse data to inform future development.
- ❖ Plan the development of the curriculum.
- ❖ Evaluate teaching and learning to promote their effectiveness.

- ❖ Enable challenging, achievable school targets to be determined.
- ❖ Ensure effective resource management and deployment.
- ❖ Inform school of staff development and training needs for continuous professional development.

What is monitored?

All aspects of the school curriculum including-

- ❖ Each subject
- ❖ Assessment procedures
- ❖ Partnership Working
- ❖ Extended curricular provision

This is done by examination of the following areas as appropriate:

Analysis of Data

Subject teachers will consider assessment data from examination results and school's internal assessments to evaluate progress and to set individual pupil and curriculum targets. The SLG will set whole school targets to ensure that the school is focused on raising standards.

Annual Reviews

The annual review is written to concur with statutory regulations and to meet the needs and expectations of pupils and their parents. The SLG monitor the process and evaluate the reviews ensuring that they meet school policy aims. A check list of targets agreed at the review together with Key Skills, IEP and subject targets have to inform planning and monitoring. All stakeholders have the opportunity to give feedback to the school.

Annual Reports

Teachers submit annual reports for parents. The Principal and SLG will evaluate reports to verify that they indicate what pupils know, understand and can do. The SLG will

monitor that progress is maintained across subjects. Parents will have the opportunity to give feedback to the school.

Monitoring Card

A mid-year monitoring card will be given to parents to inform them of their child's progress in every subject. The monitoring card will be given at a parents open evening so that parents have the opportunity to meet with school staff and discuss their child's progress. Pupils will also be involved in this process. The monitoring card also informs staff of progress for an individual across subjects at NC and school attainment levels.

Inclusion

The programmes of inclusion with mainstream and outside agencies are assessed, monitored and evaluated for appropriateness of provision. All projects and courses are recorded for the pupils within their assessment/progress file folders. College links and transition programmes are part of this inclusive monitoring. In addition the inclusiveness of the curriculum within our school is examined and monitored.

Lesson Observations

Observations are recorded using OFSTED criteria on the quality of teaching and in keeping with the school's Performance Management Policy. Verbal feedback is given as soon after the lesson as practicable. The feedback will emphasise strengths and any areas where improvements may be made. A written observation record copy is given to the teacher within 5 days and a copy is kept within the performance management folder. The LM will also make informal observation visits to lessons, giving notice as applicable.

Literacy and Numeracy

Baseline assessments are completed for all pupils. From the assessments, progress will be measured and reported upon. Individuals and groups identified as needing additional help will be supported through the additional curriculum input. Subject teachers need to show how their subject supports basic skills in their monitoring process.

Portfolio of Work (Assessments)

Teachers will maintain their own records of progress. Monitoring and evaluation of progress is recorded on the school data system. Pupils are encouraged to monitor their own performance by using end of unit reviews, and through their involvement in the annual review process.

Progress Files

Pupil progress files will include 2 samples of work per year. Pupil involvements in additional and extended curriculum activities are also recorded within progress files.

Subjects

Every subject maintains a subject folder that has the following content-

- ❖ Policy
- ❖ A subject audit
- ❖ Subject development plan
- ❖ Scheme of work /Programme of study
- ❖ Assessment information
- ❖ Monitoring procedures/information
- ❖ Samples of work to show levelling.

When monitoring a subject the emphasis is upon:

- ❖ Ensuring that planning conforms to the National Curriculum documents for suggested programmes of study, curriculum policy guidelines, and new initiatives.
- ❖ Ensuring that planning shows progression
- ❖ Ensuring that assessments are used to inform planning
- ❖ Monitoring the standards of achievement and quality of learning of the pupils.

When will Monitoring take place?

An annual cycle of monitoring and review through the School Development Planning programme as detailed in the Role of the Subject Teacher (Appendix 1).

"The Annual Process"

- ❖ Teachers to review & update their subject development plans, policy, scheme of work, year plans and contribute to a subject report to governors in keeping with the role of the subject teacher.
- ❖ The SLG will review planning, as outlined in the School Development Plan Common Planning Objective 1, sample pupils' work, undertake lesson observations and give written feedback as appropriate.
- ❖ The SLG will monitor subject folders, monitor subject development plans, carry out lesson observations and report to Principal.
- ❖ The Learning Manager will audit progress files.

Who will monitor?

An effective system of Monitoring and Evaluation will ensure school improvement continually has a high profile. For such a system to operate successfully, all people with a vested interest in the school must have a role to play in the process. Parents, governors, school staff and pupils should all contribute.

Resources

The centralising of information and a workroom dedicated to monitoring and evaluating the progress of pupils will support the time management of staff to ensure a successful process. The monitoring process will be given directed time allowance from within the recommended contact hours framework

Overview of Monitoring Techniques

Monitoring is carried out by all staff across the school. Monitoring is overt, supportive and developmental in character.

1. Observation of classroom practice, practical activities and additional curricular activities.
2. Audits
 - ❖ Within key stage
 - ❖ Across key stage
 - ❖ Of inclusive practice
 - ❖ Of curricular time
 - ❖ Development of subject, individual & whole school development plan
3. Team teaching.
4. Planning - Contribution of overview of subject plans/group planning.
5. Development of schemes of work
6. Input to policy statements, schemes of work and effect on practice.
7. Systematic review of pupils' work
8. Sampling of pupils' records
9. Discussion/interviews/reviews with staff and pupils
10. Testing/results
11. External Agencies/stakeholders
 - ❖ Informal/formal collection of parental views
 - ❖ Governors planned visits with feedback
 - ❖ LEA input, observations
 - ❖ External services
 - ❖ Care Standards/Ofsted/Annual Statement Review evidence
12. Regular staff audit including impact of professional development
13. Monitoring the use and appropriateness of resources including budgetary considerations.
14. Impact of curriculum co-ordination.

Role of Subject Teacher

Subject Teachers:

- Identify intentions for the immediate and future development of the subject, to inform the school development plan.
- By auditing the existing provision in terms of human and material resources, on an annual basis. (Due on the last Friday in January).
- The monitoring and evaluation of the quality of teaching and learning, together with an assessment of areas for support and development.
- Writing and updating of the subject policy documentation and schemes of work.
- Ensuring the scheme of work acts as a support to teachers, where appropriate, in their planning and formative assessment, to afford continuity, coherence and progression.
- Assessing, with the support of Examinations Officer, how the pupils standard of achievement compare to national norms and collating evidence of this in line with the assessment policy.
- Assessing the quality of children's work and whether it represents consistent progress.
- Establishing clear assessment procedures for the subject in line with the school's assessment policy.
- Monitoring and evaluating progress in the subject across the described Key Stages.
- Identification of cross-curricular links across the curriculum e.g. citizenship.
- Development of ICT within each subject.
- Ensuring that NC requirements are met.