Curriculum Monitoring and Evaluation Policy

Approved by the Headteacher and Governing Body on 21.09.26
Reviewed: 09.26
To be reviewed: 09.28

Aim

The aim of this policy is to establish a rigorous and systematic framework for the monitoring and evaluation of the school's curriculum. It seeks to ensure that the curriculum remains coherent, relevant, and responsive to the needs of all learners, while upholding the highest standards of teaching and learning. Through regular and evidence-based review processes, the school aims to secure continuous improvement in curriculum design, implementation, and impact on pupil outcomes.

Objectives

The objectives of this policy are to:

1. Ensure systematic monitoring and evaluation of all curriculum areas to maintain high standards of teaching, learning, and pupil achievement.
2. Promote curriculum coherence and progression by reviewing the alignment of content, pedagogy, and assessment across key stages and subject areas.
3. Use evidence-based evaluation to inform decision-making, curriculum planning, and resource allocation.
4. Identify strengths and areas for development through regular analysis of qualitative and quantitative data, including pupil performance and stakeholder feedback.
5. Support professional development by providing staff with constructive feedback and opportunities for reflection and improvement in curriculum delivery.

6. Ensure statutory compliance with national curriculum requirements and uphold the school's educational vision and values.
7. Foster accountability and transparency by maintaining clear documentation and reporting of curriculum monitoring and evaluation processes.
8. Drive continuous improvement to enhance pupil engagement, progress, and achievement across all areas of learning.

What is monitored?

All aspects of the school curriculum including-

- Subjects
- Assessment procedures
- External accreditation
- Partnership Working
- Extended curricular provision

Implementation

The implementation of this policy will be the shared responsibility of senior leaders, subject leaders, and teaching staff. The process will be underpinned by a structured cycle of planning, monitoring, evaluation, and review to ensure that curriculum provision remains of the highest quality and meets the needs of all learners.

This is done by:

1. **Leadership and Accountability**

- The Headteacher will have overall responsibility for ensuring effective implementation of the policy and for reporting outcomes to the Governing Body.
- Senior Leaders will coordinate the monitoring schedule, oversee evaluation processes, and ensure consistency across departments.
- Subject Leaders will monitor and evaluate curriculum delivery within their areas, maintaining up-to-date documentation and leading subject reviews.

- Class Teachers will contribute to the monitoring process through lesson evaluations, assessment data, and feedback on curriculum effectiveness.

2. **Monitoring Methods**

- Curriculum monitoring will include a combination of lesson observations, learning walks, work scrutiny, pupil voice, assessment analysis, and planning reviews.
- Monitoring activities will be scheduled through the school's annual quality assurance calendar to ensure consistency and coverage across subjects and key stages.
- Analysis of Data - Subject teachers will consider assessment data from examination results and school internal assessments to evaluate progress and to set individual pupil and curriculum targets. The SLT will set whole school targets to ensure that the school is focused on raising standards.
- Monitoring Evening - In the Summer Term there will be a parents evening, at which parents will have the opportunity to discuss their child's progress – as shown through pupil work and 'iTrack' data - with relevant subject and form staff.
- Inclusion - Programmes of inclusion with mainstream and outside agencies are assessed, monitored and evaluated for appropriateness of provision. All projects and courses are identified and recorded on pupils' individual timetables. College links and transition programmes are part of this inclusive monitoring.
- Lesson Observations - Observations are recorded using Ofsted criteria on the quality of teaching and in keeping with the school's Appraisal Policy. Verbal feedback is given as soon after the lesson as practicable. The feedback will emphasise strengths and any areas for development/improvement; areas for additional training may also be identified in this process if required. A written observation record copy is given to the teacher within 5 days, and a copy is kept within the performance management folder. As part of the appraisal cycle scheduled learning walks will be carried out, focusing on a particular aspect of the lesson – to be identified by the Headteacher and notified to staff in advance. Whilst the timing of these learning walks within the school year will be identified to staff, staff will not be given prior notice of the specific lesson to be observed.
- Literacy and Numeracy - Baselines are identified for all pupils when starting at the school and progress will be measured and reported upon from these starting points.

Those individuals and groups identified as needing additional help will be supported through additional curriculum input and intervention strategies. Subject teachers need to show how their subject supports basic skills in their monitoring process.

- Portfolio of work - Teachers will maintain their own tracking of progress. Monitoring and evaluation of progress is recorded through annual reviews, subject assessments and through the school's monitoring and tracking system (iTrack). Pupils are encouraged to monitor their own performance in lessons, pen portraits and through their involvement in the annual review process.

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, examining board specifications (if applicable) and new initiatives
- ensuring that planning shows sequencing and progression
- ensuring that assessments are used to inform planning and target setting
- monitoring the standards of achievement and quality of learning of the pupils.

3. **Evaluation and Review**

- Findings from monitoring activities will be collated and analysed to evaluate curriculum impact and inform development priorities.
- Subject leaders will produce termly or annual evaluation reports summarising outcomes, strengths, and areas for improvement.
- The Senior Leadership Team will review outcomes and incorporate recommendations into the School Improvement Plan.
- Annual EHCP Reviews - The annual review is written to comply with statutory regulations and to meet the needs and expectations of pupils and their parents. The SLT monitor the process and evaluate the reviews ensuring that they meet school policy aims. Planning and monitoring is informed by

- Targets agreed at annual review
- Targets identified on pupil pen portraits
- Subject targets
- ICPs
- Annual Reports - Teachers submit annual reports to parents. The Headteacher and SLT will evaluate reports to verify that they report what pupils know, understand and can do. The SLT will monitor that progress is maintained across all subject areas. Parents will have the opportunity to give feedback to the school.

4. **Feedback and Action Planning**

- Feedback from monitoring activities will be shared with staff promptly and constructively.
- Action plans will be developed where improvement is required, with clear timescales, success criteria, and lines of accountability.

5. **Reporting and Governance**

- Regular reports on curriculum monitoring and evaluation will be presented to the Governing Body to support strategic oversight and accountability.
- Governors may participate in curriculum reviews and receive training to support their role in evaluating curriculum quality.

Monitoring

When monitoring a subject, the emphasis is upon

- ensuring that planning conforms to the National Curriculum documents for aligned programmes of study, curriculum policy guidelines, examining board specifications (if applicable) and new initiatives
- ensuring that planning shows sequencing and progression
- ensuring that assessments are used to inform planning and target setting
- monitoring the standards of achievement and quality of learning of the pupils.

When will Monitoring take place?

Within the 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 review & update their subject policy, schemes of work and curriculum plans.
- The SLT will review planning, as outlined in the SEF; sample pupils' work, undertake lesson observations and give written feedback as appropriate.
- The SLT will monitor subject folders, carry out lesson observations and report to the Headteacher.
- The Curriculum and Assessment Manager will monitor progress.

Who will monitor?

An effective system of Monitoring and Evaluation will ensure that 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 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 improvement plan

3. Team teaching (where and when applicable/practicable)
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
    - LA input, observations
    - External services
    - Care Standards/Ofsted/Annual Review evidence
12. Regular staff audit including impact of professional development
13. Monitoring the use and appropriateness of resources including budgetary considerations.

Review

1. **Policy Oversight**

- The Senior Leadership Team (SLT) will oversee the ongoing implementation of this policy and ensure that all monitoring and evaluation activities are carried out in accordance with its provisions.
- The Curriculum Committee or Governing Body will receive regular reports on curriculum monitoring outcomes and review progress towards identified improvement priorities.

2. Frequency of Review

- This policy will be formally reviewed annually by the Senior Leadership Team and approved by the Governing Body.
- Interim reviews may be conducted where significant changes occur in curriculum requirements, statutory guidance, or school priorities.

3. Evaluation of Effectiveness

- The effectiveness of this policy will be evaluated through evidence from internal and external monitoring, inspection feedback, and stakeholder consultation.
- Key performance indicators, including pupil progress, attainment, and engagement data, will be used to assess the impact of curriculum monitoring and evaluation practices.

4. Continuous Improvement

- Recommendations arising from the review process will inform revisions to this policy and contribute to the school's cycle of self-evaluation and improvement planning.
- Updates will be communicated to all staff, and relevant training will be provided to support consistent and effective application of the policy.

Appendix 1

Role of Subject Teacher

Subject Teachers:

- Identify intentions for the immediate and future development of the subject, to inform the school self-evaluation form (SEF).
- Monitor and evaluate the quality of teaching and learning, together with assessment of areas for support and development.
- Write and update subject policy documentation and schemes of work annually.
- Ensure the scheme of work acts as to support teachers in their planning and formative assessment to ensure continuity, coherence and progression.
- Compare pupils' standard of achievement to national norms and collate evidence of this in line with the assessment policy.
- Assess the quality of pupils' work and whether it represents consistent progress.
- Establish clear assessment procedures for the subject in line with the school's assessment policy.
- Monitor and evaluate progress in their subject areas across the described Key Stages.
- Maintain regular input of progress into Educater.
- Maintain regular input into the SMSC grid.
- Identify cross-curricular links.
- Develop the use of ICT within their subject(s).
- Ensure that NC requirements are met.