



Policy Document Title: Curriculum Monitoring and Evaluation Policy

To be read in conjunction with: Annual Review Policy

Performance Management Policy

School Development Plan

Last reviewed: 09/20

To be reviewed: 09/21

**This policy is available on the school intranet and website www.stvin.com*

Aim

To secure a whole school system, which will allow monitoring and evaluation of pupil progress and therefore the effectiveness of teaching and learning in order to raise standards and plan future development.

Objectives

- To promote pupils' individual attainment.
- To monitor and evaluate pupils' educational, personal, emotional and social development.
- To improve curriculum continuity and progression.
- To improve curriculum planning to differentiate for individual pupil needs.
- To improve record keeping and assessment techniques.
- To be able to analyse data in order to inform future development.
- To ensure continued and planned development of the curriculum.
- To evaluate teaching and learning to promote effectiveness.
- To enable challenging and achievable school targets to be determined.
- To ensure effective resource management and deployment.
- To inform staff development and training needs for continuous professional development.

What is monitored?

All aspects of the school curriculum including-

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

This is done by:

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.

Annual 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 Principal 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.

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 Classroom Monitor 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 Principal 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 (Assessments)

Teachers will maintain their own records of progress. Monitoring and evaluation of progress is recorded through annual reviews, subject assessments and through the school's monitoring and recording system (Classroom Monitor). 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 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 development plans, policy, scheme of work, curriculum plans and contribute to a subject report to governors in keeping with the role of the subject teacher.
- The SLT 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 SLT will monitor subject folders, monitor subject development plans, carry out lesson observations and report to the Principal.
- 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 development 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.
 14. Impact of curriculum co-ordination.

Appendix 1

Role of Subject Teacher

Subject Teachers:

- Identify intentions for the immediate and future development of the subject, to inform the school evaluation document.
- Audit the existing provision in terms of human and material resources, on an annual basis. (Due on the last Friday in May)
- 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 in order 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 children's 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 Classroom Monitor
- Identify cross-curricular links
- Develop the use of ICT within their subject(s).
- Ensure that NC requirements are met.