MONITORING AND EVALUATION POLICY

Introduction
- This document is a statement of rationale, aims and strategies for Monitoring and Evaluation at The Pochin School.
- It was revised during the Spring Term 2015 through a process of consultation with the teaching staff and approved by the Governing Body on 17 March 2015.
- It is the responsibility of all members of staff to implement this policy.

Why do we monitor and evaluate?
The Pochin School has a philosophy of self-improvement. Without this as one of its core principles it cannot be an effective and improving school for it has little way of knowing how good it is and how it can improve itself.

What is monitoring and evaluation?
Monitoring: is gathering information about actual practice not what we think or hope might be happening.
Evaluation: is placing some value on that information, i.e. what is it saying about quality and standards? – is it worthwhile? – is it adding value to the learner's experience?

We all monitor and evaluate at different times but much of this is implicit, sometimes sub-conscious and therefore not always systematic.

Whilst this is valuable, monitoring and evaluation must be:
- focused on the learner
- based on appropriate strategies;
- systematic;
- manageable;
- purposeful;
- participative;
- valid;
- used to maintain/develop good practice;
- fed into the School Development Plan;

if it is to be successfully linked to school effectiveness.

What are the principles supporting effective monitoring and evaluation?
- Monitoring and evaluation is purposeful and not undertaken for its own sake.
- It focuses on the quality of education, standards and progress and the effectiveness of teaching and learning.
- It therefore complements and informs school development planning cycles and the setting of targets for improvements.
- Monitoring and evaluation is used to help The Pochin School to maintain what is working well as well as to identify and gauge the success of new developments.
- It should not be Ofsted driven but could be informed by inspection processes and criteria.

To be effective, this is based on a climate of trust, openness, support, collaboration and clearly defined purpose. There is an abundance of research that indicates that real and lasting improvement can only come from within individuals and organisations. It therefore follows school improvement needs to be

predicated on supported self review and evaluation which is complemented by external perspectives and perhaps wider collaboration.

What strategies are used at The Pochin School to self-monitor and evaluate?

What	How Often	Who
School Council Meetings	Weekly	HT
Analysing attendance	Termly	HT, T, TAs
Foundation Subjects Assessments	Termly	T
Classroom observations of curriculum	Termly	Curr coor
Focused Governor Visits	Termly	Govs
Reviews of IEPs and SEND Statements	Twice a year	Senco
Analysis of assessment data, including Foundation Stage Profile, Raiseonline, SATs (statutory and optional),school testing, teacher assessment.	Annually	T, TAs, Govs
Classroom observations of Teaching and Learning	Annually	HT
Parental questionnaires	Annually	HT, T, Govs
Pupil Questionnaires	Annually	HT, T, Govs
Pupil tracking	Annually	T, Govs
Monitoring resources and accommodation	Annually	HT, T, TAs, Govs
Health and Safety Risk assessments	Annually	HT, Govs
Annual Review of Job Descriptions	Annually	HT, All Staff
Focused Observations (eg. plenary, individual children)	As required	HT, T, TAs
Monitoring through work samples	As required	HT, T

Rolling Programme of Monitoring and Evaluation

- Classroom observations of Teaching and Learning will be in the Spring Term of each year and will be related to Performance Management targets for teachers.
- Classroom observations of curriculum by subject co-ordinators

Summer 2015	PE
Autumn 2015	Geography
Spring 2016	Design Technology
Summer 2016	PSHCE
Autumn 2016	French
Spring 2017	Maths
Summer 2017	Art
Autumn 2017	English
Spring 2018	History
Summer 2017	Science
Autumn 2018	Computing