



Monitoring and Evaluating Policy

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Date of next policy review	2020
Name of person responsible for this policy	Christopher Fulton
Issued to	Staff, governors, parents
Date of issue	February 2018

Rationale

The staff and Governors of Victoria Primary are continually committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is having effective procedures for MONITORING AND EVALUATION that involves all members of the school community.

Monitoring alone does not lead to school improvement. It is through an evaluation of the information gathered, the identification of needs and the application of strategies to address those needs that school improvement can be effected.

Accountability is one element of the professional practice of the principal, the vice-principal and the teachers but with staff relationships based on trust and co-operation, the main function of the cycle is to promote progression, bring about improvement and the raising of standards.

A commitment to Assessment for Learning (AfL) endorses the school's participation in the Northern Ireland Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-school contexts of school and staff development.

This policy should be read in conjunction with our Teaching and Learning Policy; and our policies for Assessment and for Marking.

Aims

The main purpose of monitoring, evaluation and review is to ensure that all members of the school community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements.

Monitoring and evaluation help to ensure that:

- the school provides a healthy, safe, positive and happy learning environment
- there is an ethos of high expectation and success
- the best possible standards of teaching, learning and care appropriate to individual children exists
- all members of the community contribute, learn and develop to the best of their ability
- all children are given equal opportunity to reach their potential
- there is progression and continuity across the curriculum for all children
- all children have a positive attitude towards their work and that their behaviour is positive
- pupils progress and develop at an age appropriate level
- comparisons can be made regarding the rate of progress made by all children.
- quality school improvement planning is in place
- the School Development Plan is being implemented
- school policies are followed
- everyone knows how our school is currently performing, compared with previous achievements and with the achievements of other schools
- targets are being met
- action can be taken so that standards are raised
- good practice is recognised and valued
- required changes are made in a measured, transparent and practical manner

Definitions

Monitoring is the process of gathering evidence to answer questions about the effectiveness of our school

Evaluation is the weighing up of evidence against criteria and reporting the findings

Review is deciding what action, if any, needs to be taken

The Principles of Effective Monitoring and Evaluation

There are many effective principles and strategies that we endeavour to follow to ensure the effective monitoring and evaluation within the life of our school. These are listed as follows -

- All aspects of the work of the school should be monitored, evaluated and reviewed
- Everyone should be involved in monitoring and evaluation activities and should understand their role in the monitoring and evaluation process
- All monitoring, whether of work, elements of teaching or children's learning, should have a focus. There should be a shared understanding of the focus between the person monitoring and those to be monitored
- The opinions of pupils and parents should be sought
- Monitoring should identify priorities that lead to school improvement and promote high standards
- Monitoring should create a climate which enables all staff to develop and maintain positive attitudes towards their work
- Monitoring should track progress on plans and targets for development and should use evaluation, analysis and discussion to guide further improvement
- The intention is to monitor policy and practice, not people, and to foster a spirit of 'development' rather than 'criticism'
- The process should celebrate success, recognise strengths and identify areas for improvement
- Staff should regularly reflect on their own work through discussions with subject leaders, teaching colleagues and classroom assistants
- An effective process should lead to action and inform school improvement
- The system should be manageable
- Everyone should work to agreed criteria

Areas of Focus

WHAT WE WILL MONITOR AND EVALUATE?

In order to be effective, monitoring and evaluation should have a mutually agreed and definite format. Monitoring and evaluation should cover all aspects of school life and not just that which takes place within the classroom. It is not possible, however, to cover all aspects at once and, therefore, an annual format needs to be implemented, being based upon School Development Plan priorities.

Areas which will be monitored and evaluated -

1. The school ethos and pastoral care provision
2. The management and leadership of the school
3. Teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy
4. Standards of work and progress
5. The learning environment
6. The attitudes, behaviour and general discipline of the children
7. The curriculum, assessment and record keeping

Criteria for each area –

Ethos

- A positive, child-centred ethos exists within the school
- An open door policy exists and everyone feels welcome and valued
- Children feel safe, happy and enjoy learning
- Positive relationships exist with all members of the school community
- The school values, aims and vision are promoted and implemented in daily school life

Management and Leadership

- There is specific evidence of progress within our school development plan
- All members of staff contribute to the ongoing development of the school
- Target Setting is well established and a shared desire to raise standards is in place
- Members of staff provide feedback that is positive in relation to the school leadership

The Quality of Teaching and Learning

- Effective schemes of work are in place
- The statutory requirements of the Northern Ireland Curriculum are reflected in planning
- There is evidence of the effective implementation of our Teaching and Learning Policy
- Planning will be realistic and effective, showing clear learning objectives, differentiation, cross curricular links and high expectations
- The teaching will reflect these clear learning objectives, differentiation will be appropriate to individual children's learning styles, interests and abilities, there will be evidence of links with previous learning, there will be high expectations and lessons will be well paced
- A variety of teaching strategies and resources will be used which are appropriate to the learning objectives, including the use of ICT
- A balance of curriculum is covered
- Learning Intentions and Success criteria will be identified and shared within the lesson
- The teaching will stimulate the children
- Teachers will demonstrate a sound knowledge of the subject
- Children will be given opportunities to develop independence in their learning
- Children will be involved in setting their own targets for learning and improvement and this will be displayed on class target wall in each classroom.
- Children will acquire new knowledge or skills in their work, develop ideas and increase their understanding
- Children will show engagement, application and concentration and work productively
- Children will develop and/or illustrate the capacity to work independently and collaboratively
- An effective transition between key stages exists

Standards of Work and Progress

- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs
- Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning
- Standards are monitored between year groups and key stages

- End of key stage results reflect rising standards across the school at a level compared favourably with DENI benchmarking data

The Learning Environment

- The learning environment should be reflective of needs of children within each class – less stimulating, visual aids/ timetables etc
- WALT and WILF will be clearly visible, including ‘planning boards’ where appropriate
- Displays will be fresh and imaginative and reflect the best work of all children
- Displays will be varied and should consist of literacy, numeracy, ICT, PDMU & World Around Us.
- Displays may include working displays that will provide a stimulus or reference or contain teaching points
- Targets will be on display within each classroom
- The classroom will be organised/ tidy and children will have an established routine of keeping their classroom tidy e.g. desks, after play time etc
- Resources will provide additional interest and be appropriate to the lesson objectives
- Values, school & classroom rules will be visible
- The grounds and premises are clean and used as a resource for learning

The Attitudes, Behaviour and Discipline of the Children

- The children should display an enthusiastic attitude to learning
- The children should demonstrate the ability to stay on task for periods of time appropriate to their age
- The children should demonstrate the ability to work co-operatively and independently
- The children should be polite and well behaved when on school trips and when representing the school in events away from school e.g. sports fixtures, concerts etc.
- The children should demonstrate the school values and rules manifested in our school’s Positive Behaviour Policy
- Children should follow classroom rules and routines and signals for listening, looking etc
- Relationships are based on respect, patience and co-operation
- There is evidence of self-discipline, independence and responsibility fostered within each classroom

The Curriculum, Assessment and Record Keeping

- Planning will be effective and show clear learning objectives, differentiation and high expectation
- Planning will show that the statutory requirements of the Northern Ireland Curriculum are being met
- Planning will indicate that the Literacy Strategy and the Numeracy Strategy are being delivered effectively
- Marking of children’s work will be thorough, meaningful and assist in future planning in accordance with school policy
- Formal assessment indicates the progress of individual children and informs planning (AfL) by identifying areas that require support or suggest opportunity
- Assessment and record keeping inform the teaching of children with special educational needs
- Pupil reports are written and records kept in accordance with assessment policy

Monitoring and Curriculum Planning

Long term planning is monitored by the Principal and Vice-Principal to ensure the delivery of the Northern Ireland Curriculum; progression within and balance across subjects; and appropriate time allocations and cross- curricular links.

Medium term planning is monitored by the principal and subject leaders to ensure specific learning objectives; resource requirements, cross-curricular links; appropriate pupil tasks and activities; suggested teaching strategies and pupil groupings; and assessment opportunities.

Short term planning is monitored by the Principal to ensure consistency across year groups; a balance of activities; differentiation; appropriate pace and expectation; constructive feedback for children; teacher assessment; links and consistency with medium term planning.

All teachers contribute to the work of subject leaders who monitor, evaluate and develop aspects of school life, including the curriculum.

Monitoring and Evaluating can be formal or informal but should always follow an agreed process:

- agreed purpose
- establishment of criteria
- data collection
- evidence
- action plan

Approaches to Monitoring and Evaluating

The degree of formality is determined by the information sought through any monitoring activity.

In Victoria Primary School the range of approaches includes:

- Classroom Observation
- Self-Evaluation with individual teachers/ key stages
- Moderation Exercises/ Internal Standardisation - a comparison of children's work across classes and year groups
- Standardised Tests
- Statutory Assessment Results
- Book Looks
- Team Teaching
- Class Overview files/ Observation files
- Notes kept by teachers/ classroom assistants
- Questionnaires/ Surveys/ Audits
- PRSD
- Youth Governors
- Learning Walks
- Whole-school self-evaluation
- Review of actions plans, School Development Plan, policies and procedures
- Review meetings with staff and pupils
- The inspection process

Performance Review and Staff Development (PRSD)

The implementation of this initiative is based on training provided by Regional Training Unit and NEELB. Its requirements are met through the annual review cycle. The aim of classroom observation is to provide encouragement and support to teachers within a programme that is designed to raise standards. Using a common format for recording and feedback, the emphasis is on the positive aspects of a teacher's practice, with some suggestions for consideration. The principal and teachers are observed within the terms of PRSD.

Roles and Responsibilities for Monitoring and Evaluating

In Victoria Primary, we believe that the greatest success is achieved when there is open dialogue between staff, governors and parents about all aspects of our work. We therefore encourage an 'open door' policy that enables informal monitoring to take place alongside the more formal structures that exist.

The staffing structure, with clear roles and responsibilities, supports the implementation of this policy. Subject leaders have particular responsibility for their area and liaise with Principal and Vice-Principal to raise standards. Staff expertise and experience are utilised and the advice of outside agencies is sought when necessary.

The main considerations in the monitoring, evaluation and review process are:

- How well are we doing?
- How do we compare with others?
- What are our strengths and areas for improvement?
- What more should we aim to achieve?
- What must we do to improve?
- Do we have the experience and expertise to bring about the improvement?
- Is practice consistent and does it reflect agreed policies?

Our main overview for evaluation comes through the School Development Plan. This is a comprehensive document covering all aspects of school life and it provides a summary of the school's development.

Responsibilities for monitoring and strategies used in Victoria Primary School are indicated overleaf -

The Principal

- Has overall responsibility for evaluating the quality of teaching, including assessment, and how effective it is in promoting children's learning
- Will identify the core and additional areas which need to be monitored and evaluated through all available avenues, including Post holder Reviews, Benchmarking, PRSD and other classroom observations
- Will ensure that the staff and the governors all understand the purpose of monitoring and evaluation, and its influence in raising standards
- Will ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement, to set targets and to inform future planning
- Will monitor the effectiveness and efficiency of roles and systems which support pupils' learning including pastoral care issues and the work and overall deployment of all staff including the building supervisor, administrators, classroom assistants and lunch time supervisors
- Will monitor the quality of staff development processes and activities - PRSD
- Will carry out direct observations of teachers in accordance with the PRSD policy and the general role of a Head teacher

- Will carry out learning walks to ensure a stimulating learning environment is evident in accordance with school policy
- Will delegate monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be achieved
- Will review teachers' planners and evaluations in order to
 - assess consistency and appropriateness of planning
 - assess balance, continuity and progression across the curriculum
 - ensure that differentiation is taking place
- Will carry out regular book looks for each class in order to
 - ensure full implementation of the agreed curriculum/ schemes of work
 - assess how recorded work relates to teachers' planning for individual needs
- Will conduct surveys with relevant members of school community and ensure that data gathered from monitoring is used to identify overall strengths and weaknesses and that this information is used to promote professional discussion with staff and inform school improvement planning
- Will carry out self-evaluation at whole school level to identify areas for priority on School Development Plan
- Will report to the appropriate audience, including parents and the governing body, on what the monitoring is showing and how the information can be used to best advantage
- Will liaise with staff members and outside agencies to obtain support, advice and agree and review strategies for school improvement
- Will consult with and inform parents of relevant updates in school development as the need arises
- Will carry out review meetings with staff and pupils
- Will review all action plans and coordinate review of School Development Plan progress throughout the year with subject leaders

The Assessment Leader

- Will report to the Principal in monitoring and evaluating the quality of teaching, including assessment, and how effective it is in promoting children's learning
- Will ensure that records are kept in line with school policy and ensure that these records are reviewed to promote pupil learning and progress
- Will advise and support staff in quality issues as necessary, including the use of UICT to enhance the Monitoring and Evaluation process
- Will assist the Principal in monitoring the quality of staff development processes and activities
- Will assist the Principal in monitoring the roles and systems which support pupils' learning
- Will ensure that all notes and data relating to monitoring and evaluation are stored electronically and made available to the SENCO and Principal upon request
- Will assist the Principal with Internal Standardisation/ Moderation process and ensure levels are agreed throughout the school
- Will create Key Stage Targets with the relevant staff and advise on the action plans required to fulfill the necessary requirements
- Will collaborate with relevant subject leaders and analyse the Standardised Test Scores/ End of Key Stage results and advise on consequent future planning
- Will meet with the SENCO to analyse data and provide the necessary support for all relevant children
- Will ensure all staff are confident in use of Assessment Manager
- Will ensure that the class overview files and class charts are completed and all data is up-to-date and inserted into Assessment Manager
- Will review the assessment pupil tracking data to identify pupils requiring support and advise on low achieving/ underachieving/ gifted and talented pupils
- Will review pupils' work via 'book scoop' sampling
- Will review the climate for learning throughout the school via a termly 'learning walk'.
- Will review staff awareness and professional development through the PRSD process

The SENCO

- Has responsibility for monitoring provision for children with special educational needs
- Will review IEPs and SEN folders in order to ensure that records are kept in line with school policy and that these records are used to promote pupil's learning
- Will undertake a book look of SEN children's written work as timetabled
- Will support and advise SEN classroom assistants as necessary
- Will ensure that all notes and data relating to the monitoring and evaluation of SEN pupils are monitored weekly and made available to the Principal
- Will ensure that the SEN overview for the year is up-to-date and circulated to staff
- Will meet with the Assessment Leader to analyse data and provide the necessary support for all relevant children.
- Will liaise with the Assessment Leader to ensure that the school's 'tracking system' is used to keep the SEN register up to date and available for all staff to inform future planning
- Will ensure that all documentation relating to SEN pupils is made available to other professionals, such as psychologists, and that the correct level of support is given, including the organisation of annual reviews

Subject Leaders

- Will have responsibility for ensuring that the coverage of their subject meets the requirements of the Northern Ireland Curriculum
- Will analyse and utilise all information relating to their subject (including standardised test scores, Key Stage Assessments and informal school assessments if relevant) to advise future planning
- Will bid for and manage resources/budget for their subject development and evaluate cost-effectiveness
- Will create an action plan for their subject area in line with the School Development Plan and in consultation with the Principal, will review the progress and outcome of the action plan
- Will review their subject policy annually/ biannually and inform staff of any curriculum developments as appropriate
- Will report to Governors annually the progress made in their subject area
- Will review year group half termly planners and evaluations in order to –
 1. Assess consistency and appropriateness of planning
 2. Assess balance, continuity and progression across the subject
 3. Ensure that differentiation is taking place
- Will carry out book looks and sampling as timetabled in order to ensure –
 1. Full implementation of the agreed curriculum for their subject
 2. How recorded work relates to teachers' planning
 3. That the curriculum is progressive and continuous
 4. That levels of achievement are appropriate and sufficiently high
 5. The range of activities being monitored
 6. Findings are fed into whole school development
 7. Work is marked appropriately
- Will use data gathered from monitoring to identify overall strengths and weaknesses in their subject and report these findings to the Principal for consideration in future School Development Planning
- Will regularly monitor, evaluate and review pupil targets – Target Children results
- Will review staff awareness and professional development through classroom visits as per timetable and using the PRSD process as appropriate to their subject to ensure and observe:
 1. Teachers' subject knowledge
 2. To identify necessary support programmes for colleagues

3. Curriculum coverage
4. Availability and effective use of resources
5. Identifying good practice
6. Teachers' assessment of pupils
7. Pupil targets
8. Enjoyment and Achievement
9. Moderation of levels achieved in work
10. Pupils' responses, attitudes and standards
11. Assessment, recording and reporting
12. Use of support staff
13. Individual pupil targets (if subject appropriate)
14. Children to determine their responses to specific curricular areas

Subject leaders will be given management time in which to monitor aspects of their subject as well as carry out classroom observations or book looks.

Teachers will be given advance notice of the monitoring focus taking place. There will be feedback provided, both at an individual and whole staff level where appropriate, which will inform future developments.

There will be an agreed criteria shared with staff by which it will be possible to make judgements relating to the agreed focus.

Class Teachers

- Will contribute to developing an accurate and evidence based overview of standards and quality
- Will use findings from monitoring and evaluation and take appropriate action to address development points in teaching and learning
- Will seek support from the SENCO, subject leader or principal if required
- Will annually summarise and report to the parents on the progress made by each child in their class using data where appropriate
- Will regularly reflect on and evaluate teaching and learning in their own classroom through their planner evaluations to be sent to the Principal
- Will use data to set targets for individuals in own class, for groups or class as a whole – low achievement, underachievement, gifted and talented, particular subject area pertaining to the whole class e.g. spelling
- Will regularly monitor, evaluate and review pupil targets – IEPs, Target Children
- Will discuss progress and review of targets with pupils
- Will monitor and evaluate the effectiveness of additional adult support if appropriate
- Will monitor and evaluate the progress and standards of substitute or trainee teachers
- Will complete Assessment activities as listed in the assessment timetable
- Will review IEP targets with SENCO and liase with parents
- Will maintain class records/ notes in the class overview file
- Will discuss progress with parents at interviews in October and February and upon request by any parent as appropriate
- Will provide support for parents to aid child's learning at home where necessary
- Will participate in transition meetings with other staff members as appropriate
- Will participate Internal Moderation of Communication, Using Mathematics, UICT

Classroom Assistants

- Will liaise with the class teacher and SENCO (where appropriate) in target setting
- Will assist class teacher in regular monitoring, evaluating and reviewing of pupil targets – IEPs, Target Children
- Will maintain notes on SEN children
- Will communicate effectively with class teacher and parents on children's progress, particularly if working with an SEN child
- Will assist in completion of assessment activities as listed in the assessment timetable
- Will participate in transition meetings with other staff members as appropriate

The Governing Body

- Will support and reinforce the view that the purpose of monitoring and evaluation is school development, recognising progress, achievement and continuous improvement
- Will underpin the school review and planning processes
- Will take an active and strategic role in whole school self-evaluation
- Has responsibility for ensuring that the school fulfills its statutory duties
- Will have responsibility to review the overall standards and achievement of all aspects of the school's work
- Will regularly review policies and procedures and their effectiveness
- Will review assessment data and consider its implications via the Assessment Leader's report
- Will use data to set realistic targets for Principal's Performance Management
- Will monitor continued development of the school through discussion, questioning and participation in relevant training
- Will monitor and evaluate school expenditure and analyse value for money

Parents

- Are responsible for their own child's health, welfare and well-being
- Should actively assist the school in raising their own child's standards and achievement
- Should provide opportunities for extended educational provision
- Should seek clarification of any point by appointment with the class teacher
- Should attend parents' evenings, SEN review meetings, information meetings and any other school events e.g. PTA events
- Should study their child's Annual Report and ask for clarification on any matter if necessary
- Should talk regularly to their child about school
- Should observe school displays as appropriate

Pupils

- Are responsible for their own progress towards meeting their own targets and goals
- Should play a role in the target setting and success criteria for every classroom task
- Should create their own targets and achievements for behaviour (age appropriate)
- Should be involved in discussions with their peers, class teacher, parents and other adults regarding their progress
- Are jointly responsible for their own development (social, emotional, physical, intellectual)
- Are responsible for their own achievements out of school

Area of Focus	Monitor	How
Ethos/ Pastoral Care	Principal	<ul style="list-style-type: none"> • Regular item on meetings agenda • Review of Pastoral Care and Positive Behaviour policies • Audit of pastoral provision with parents, pupils, staff
	All Teachers	<ul style="list-style-type: none"> • Meetings to discuss pastoral care and progress within the school development plan
Management & Leadership	Principal Teachers	<ul style="list-style-type: none"> • Meeting to discuss progress within school development plan and to review priorities
	Principal Vice-Principal/ Senior Teacher	<ul style="list-style-type: none"> • Meeting to update the school development plan • Whole school self-evaluation • PRSD • Pupil Attendance • Review of roles and responsibilities • Staff development and training • Principal meetings with staff and pupils
	Board of Governors	<ul style="list-style-type: none"> • Meeting to discuss progress within School Development Plan and to review priorities
	All Staff	<ul style="list-style-type: none"> • Opportunity for feedback on the principal's performance through questionnaire
	Board of Governors	<ul style="list-style-type: none"> • Meeting to discuss PRSD of the principal
Behaviour	Principal Vice-Principal/ Senior Teacher	<ul style="list-style-type: none"> • Informal observation of classes, corridors, assembly, dining hall, playground, visits, etc. (ongoing) • Review Positive Behaviour Policy and reward systems in place • Classroom ethos survey
	Principal Vice-Principal/ Senior Teacher	<ul style="list-style-type: none"> • Lesson observation of each teacher
The Learning Environment	Principal Vice-Principal/ Senior Teacher	<ul style="list-style-type: none"> • Informal observation of corridors, classrooms, etc. - condition, resources, displays • Lesson observation of each teacher • Learning walks
	Board of Governors	<ul style="list-style-type: none"> • Governors' inspection of premises and grounds
Teaching & Learning	Teachers	<ul style="list-style-type: none"> • Self-evaluation and annotation of planners to inform improvement
	Principal Vice-Principal/ Senior Teacher	<ul style="list-style-type: none"> • Informal observation • Lesson observation of each teacher • Audits/ Surveys
	Principal Subject Leaders	<ul style="list-style-type: none"> • Monitoring of planners • Book Looks • Team Teaching • Review curriculum policies, action plans, procedures and practice
	Teachers	<ul style="list-style-type: none"> • School and class council • Internal Moderation of Communication, Using Mathematics, UICT
	Classroom Assistants	<ul style="list-style-type: none"> • Keeping appropriate records/ notes on children
Standards of Work	Teachers	<ul style="list-style-type: none"> • Internal Standardisation - samples of work from each class (top, middle, bottom) in an area of the curriculum being developed; discussion of

		<p>standards and progression; display of samples</p> <ul style="list-style-type: none"> • Class overview file/ portfolios • Regular monitoring of classroom data and targets set • Assessment overview
	Classroom Assistants	<ul style="list-style-type: none"> • Monitoring records/ notes on children and advising on target setting
	Principal	<ul style="list-style-type: none"> • Sampling of children's work by the principal – book look (agreed focus)
	Subject Leaders	<ul style="list-style-type: none"> • Sampling of children's work - book looks • Whole-class sampling in one subject area (as necessary) • Review of policy and practice in subjects itemised within school development plan • Report to Governors
	Board of Governors	<ul style="list-style-type: none"> • Regular reports on progress of action plans and School Development Plan at meetings • Report from subject leaders on results and progress made in subject areas - annually
Assessment & Record Keeping	Principal Vice-Principal/ Senior Teacher	<ul style="list-style-type: none"> • Analysis against benchmarking data of formal assessments; end of key stage results; results of standardised tests in English and Mathematics • Sampling pupil records (as necessary for the above)

	Autumn	Spring	Summer
Principal and/or Vice-Principal/Senior Teacher	<ul style="list-style-type: none"> Meeting for whole school review (August) 	<ul style="list-style-type: none"> Monitoring of planners 	<ul style="list-style-type: none"> Monitoring of planners
Subject Leaders	<ul style="list-style-type: none"> Meeting with staff and subject leaders to update school development plan and write new action plans (August) 	<ul style="list-style-type: none"> Sampling of children's work by principal – looking at marking 	<ul style="list-style-type: none"> Informal observation of corridors and classrooms - condition, resources, displays, etc.
All Staff	<ul style="list-style-type: none"> Observed lesson per teacher as part of PRSD Meeting with the subject leaders of areas to be developed (August) Meeting with staff and pupils Monitoring of planners Surveys/ Questionnaires Meeting with governors to review progress and priorities for the coming year Review of roles and responsibilities Meeting to discuss PRSD targets Whole School Self-Evaluation Sampling of children's work – book looks Informal observation of corridors and classrooms - condition, resources, displays, etc. Review of data, targets set for individuals and groups – low/under achievers/ gifted and talented Youth Governors Overview files/ observation files up to date Pupil Progress Meeting Internal Moderation 	<ul style="list-style-type: none"> Informal observation of corridors and classrooms - condition, resources, displays, etc. Sampling of children's work – book looks Review of data and targets set for individuals, groups and class Analysis of new data Review of progress on action plans and SDP Youth Governors Overview files/ observation files up to date Pupil Progress Meeting Internal Moderation 	<ul style="list-style-type: none"> Grounds and premises inspection with governors to examine condition of buildings, decoration etc. Meeting to hear co-coordinator's review of policy and practice in subject prioritised within the school development plan Action plans reviewed Meetings with subject leaders to discuss progress and priorities Analysis against benchmarking data of formal assessments (post-primary school placements), end of key stage results, standardised tests in English and Mathematics – data entered into Assessment Manager Audits/ Questionnaires Youth Governors Overview files/ observation files up to date Pupil Progress Meeting Internal Moderation

Subject Leader	<ul style="list-style-type: none"> ● Planning for the development of the subject area during the coming year ● Sampling/Monitoring of planners ● Organise and lead where necessary, staff training ● Leading staff meetings to discuss samples of work across the ability range and to consider progression (where an aspect of the subject has been prioritised within the school dev. plan) ● Sampling/Monitoring of children's work – book looks ● Questionnaires distributed and analysed ● Analysis of data – standardised tests 	<ul style="list-style-type: none"> ● Sampling/Monitoring of planners ● Leading staff meetings to discuss samples of work across the ability range and to consider progression (where an aspect of the subject has been prioritised within the school dev. plan) ● Sampling/Monitoring of children's work – book look 	<ul style="list-style-type: none"> ● Leading staff meetings to discuss samples of work across the ability range and to consider progression (where an aspect of the subject has been prioritised within the school dev. plan) ● Sampling/ Monitoring of planners ● Leading the staff in general discussion of progress and related issues as part of the whole school review ● (Where an aspect of a subject has been prioritized within the school dev. plan) reviewing of policy and practice in their subject; report to Principal and Governors ● Sampling/Monitoring of children's work to inform overview ● Reviewing of subject prioritised within the school development plan : <ul style="list-style-type: none"> ○ strengths and issues for development ○ changes in advice and requirements from DENI, NEELB, etc; ○ implications for short/ long term planning and for INSET ○ discussion with the principal and/ or management team ● Analysis against benchmarking data of formal assessments (post-primary school placements), end of key stage results, standardised tests in English and Mathematics – data entered into Assessment Manager
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Further information on the Monitoring and Evaluating tasks is detailed overleaf in the Schedule for the year.

Victoria Primary School

Monitoring and Evaluation Schedule

	Learning Walks Principal Subject Leaders	Planners/ Evaluations (with agreed focus) Subject Leaders Principal	Lesson Observation (with agreed focus) Principal	Book Looks Samples of Children's work/ Marking Subject Leaders Principal Vice-Principal	Internal Moderation/ Portfolios Class Teachers Principal	Data Class Teachers Principal/ Vice-Principal Subject Leaders	Target Groups Class Teachers	SDP/ Action Plans Audits/ Self-Evaluation Principal Vice-Principal Subject Leaders Governors	Policies Programmes Practice Resources Subject Leaders	Review Meetings with Staff/ Pupils Principal
August						All class, pupil and school data		Self-Evaluation Audits– new priorities, staff training New Action Plans		
Sept		Lit/ Num/ WAU					Set targets for IEPs/ Target Setting for class			
Oct	PDMU/Pastoral - displays, routines established, behaviour and climate			Literacy samples of work – writing	Internal Standardisation and levelled tasks for portfolio					
Nov		Lit/ Num/ WAU PDMU & WAU in planning	PRSD							
Dec				SEN samples of work - IEP children with planning from class teacher and learning support teacher		Overview files and observation files up-to-date				
Jan	Target walls	Literacy & Numeracy – general feedback		Numeracy samples of work - problem solving and financial cap				Review progress on SDP and Action Plans		Staff

Feb	Lit/ Num Displays			WAU samples of work – skills, TS, science & tech, topic books, outdoor learning	Internal Standardisation		IEPS Target Children reviewed	TTI – High Qual T & L, Hay McBer Audit		
Mar	ICT displays	ICT in planning	Play/ Outdoor	ICT samples		Overview files and observation files up-to-date		ICT Audit WAU Audit		
Apr	WAU displays	Lit/ Num/ WAU PLAY - planning	PRSD	PDMU – children’s work	PRSD					
May	PDMU/Pastoral - displays, routines established, behaviour and climate				Internal Standardisation	PTE/PTM, CAT4, SWST, End of KS, SEN		Parent/ Pupil survey for curricular areas or other	v	Pupil/ School Council Talk to children – pastoral/ PDMU Staff Audits
June						Overview files and observation files up-to-date	IEPS Target Children reviewed	Review progress on SDP and Action Plans evaluated	Coordinator Report for Governors	

- All feedback will be provided using an agreed proforma (lesson observation, book looks, planner feedback, learning walks) and will be individual or whole staff as appropriate
- All methods of monitoring and evaluating taking place are ultimately to raise standards by identifying areas that need improvement

Other examples of monitoring and evaluating – minutes of staff meetings (weekly), summary of training days (coordinator's files), course feedback (coordinator files), personal reflections (coordinator files), test results (data pack)

M&E of Learning

Book looks and samples of children's work:

1. Work matches planning
2. Work meets needs of children
3. Standards of work
4. Marking
5. Range of activities
6. Differentiation
7. Presentation of work
8. Learning Walks

Classroom Observation:

See photocopied material attached

M&E of Teaching

Teaching and Learning Approaches:

1. Peer observation
2. Share good practice at staff meetings
3. Analysis of teaching plans
4. Staff audits on subject knowledge and training
5. Samples of children's work

Planners & Evaluations:

1. Breadth and balance e.g. forms of writing
2. Relevance of teachers' planned work to learning intentions
3. Meets requirements of curriculum and matches schemes of work
4. Progression of skills in subject area
5. Continuity and progression between year groups
6. Links with other areas of learning
7. Content suitability balanced with teaching strategies and learning experiences
8. Use of resources