

Falcons Primary School



FALCONS
PRIMARY SCHOOL

Monitoring and Evaluation Policy

Approved by GB Date: December 2024

Review Date: December 2026

School Vision and Ethos Statement

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in making the school as good as it can be, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- * successful learners
- * responsible citizens
- * creative thinkers and
- * reflective individuals.

SIKH ETHOS

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of faith, gender or colour. Falcon School will embrace a universal, inclusive approach to spirituality.

AIMS

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Monitoring and Evaluation Policy

Aims

- To ensure children receive the best possible provision
- To systematically develop good practice
- To identify our own strengths and areas for improvement to inform the writing of the Strategic Development Plan

Objectives

- to monitor and evaluate pupil progress and attainment
- to set meaningful school and year targets on the basis of teacher assessment supported by contextual and statistical data
- to enable teachers to track progress towards these targets
- to identify children through tracking who need additional intervention, following this up with appropriate methods of support
- to involve children and parents in the target-setting process in order to give clear direction for future efforts and emphasis
- to compare results with similar schools and to analyse the progress of individuals and groups accordingly
- to evaluate on an annual basis using the results from: teacher evaluations, Governor evaluations and from children
- to support subject improvement through work scrutiny and observations, support team meetings and collection of progress data
- to report to the Governing Body the findings

Monitoring Structure

The Governors

The governors have overall responsibility for ensuring that the monitoring and evaluation is implemented. In addition to this they will:

- Begin the performance management process each year by providing targets for the Headteacher
- Ensure through the curriculum and standards subcommittee that curriculum provision and children's progress is sound
- Individual governors will visit the school at least once each term to observe and engage with key stakeholders

The Headteacher

The Headteacher is responsible for overseeing and implementing a systematic monitoring and evaluation process throughout the school. The Headteacher will:

- Ensure that the monitoring and evaluation policy is updated and shared with all staff.
- Timetable classroom observations.
- Establish a whole school monitoring foci timetable.
- Analyse and evaluate the effectiveness of the monitoring and evaluation process by using Reception, KS1 and KS2 data.
- Ensure that adequate staff meeting time is allocated to the monitoring and evaluation process.
- Ensure performance management targets are set for all teaching staff, target for Early Career Teachers are set in consultation with their mentors.
- Aim to set performance management targets for non-teaching staff in consultation with class teachers.
- Ensure that staff receive up to date professional development and or information to support their roles.

Senior Leaders

Senior Leaders/subject leaders will timetable classroom observations, and provide documentation to feed back to the Headteacher. This includes:

- Subject coverage
- Progression and continuity
- Achievement and attainment
- Strengths and areas for development
- Planning – teaching and learning styles, differentiation

Class teachers

Class teachers will monitor the progress of the children in their class by:

- Target setting and updating
- Writing and implementing individual or group learning plans
- Reporting to parents
- Following school assessment procedures
- Working towards the whole school and pupil progress targets of the school's performance management cycle
- Class teachers will also set targets for their own professional development based on individual needs and the School Improvement Plan.

Support staff

Support staff will aid in the monitoring of children's progress by

- Keeping records of named children's progress and feeding this back to the class teacher.
- Conduct observations of individual children as requested by the class teacher/senior leaders.
- Input into the target setting process for individual pupils by offering insights gained through their contact with the children.

Parents

Parents can contribute to the monitoring and evaluation process by:

- Contributing to the target setting process for their child at parent / teacher consultation meetings.

Pupils

The extent to which children will be able to engage in evaluating their own and others learning will depend on age, maturity and cognitive ability. However, there is an expectation that as children grow older, they can become increasingly involved in the evaluation of their own work and that of others and become more aware of their individual targets and what steps they need to take to achieve them. Teachers are encouraged to provide regular opportunities for self and peer assessment.

Review

This policy will be reviewed every two years or earlier if necessary.