Quality of Teaching & Learning - Monitoring & Evaluation Policy

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Approved By:	**Trust Executive Team**
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Review Date:	**June 2023**
Person Responsible:	**Deputy Chief Executive Officer**

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
N/a	N/a	Policy reviewed and updated to reflect current processes and language used in DNEAT	February 2019
3		Trust Christian Ethos and Values and Roles and Accountabilities section added	May 2023
4		Table of Contents added	May 2023
5	Policy Statement	OFSTED Evaluation Schedule headings updated. Statement about impact of monitoring and evaluation added.	May 2023
5	Aims	Aims updated	May 2023
5-6	Roles and Responsibilities	Roles and Responsibilities for Headteacher/Principal, Staff with Leadership Responsibility and DNEAT updated	May 2023
6	Framework for Monitoring and Evaluation	Examples of Monitoring and Evaluation Activities included	May 2023
7	Links to Appraisal Policy and Capability Policy	Section updated	May 2023
8	Appendix 1	Various updates in line with Trust protocol	May 2023

Our Christian Ethos and Values
All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.
We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles
The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Trust.
All employees of the Trust are subject to the Trust's policies.

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Policy Statement

At Whitefriars Church of England Primary Academy (hereafter referred to as "the Academy") we plan learning and teaching with a view to enabling each child to achieve their full potential and seek the highest level of personal achievement. To ensure that this happens, we regularly monitor and evaluate the impact of our provision, so that we are in a position to make a judgment about how effective we are in securing the best outcomes for pupils.

Monitoring is the means by which we gather information systematically across a range of activities within our academy.

Evaluation is the process of making judgments about the effectiveness of the actions we have taken, based on their impact on the quality of the children's learning.

We use the OFSTED Evaluation Schedule to guide our evaluation judgments under the headings of:

- the quality of education
- behaviour and attitudes
- personal development
- leadership and management (including the effectiveness of safeguarding)

This also informs the academy's progress against the requirements of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) which evaluates the distinctiveness and effectiveness of the school ***as a church school.***

The summary outcomes of monitoring and evaluation inform updates to the school's self-evaluation document. This is written and agreed with support from staff and moderated by governors and trust officers. In this way monitoring and evaluation gives us the information from which we can identify future academy improvement priorities. It is the baseline against which we can measure the impact of further actions taken.

Aims

Through effective monitoring and evaluation of teaching and learning we seek to:

- establish how well we are performing and improving;
- identify our strengths and weaknesses;
- identify the professional development needs (JPDP) for **all staff**;
- celebrate our strengths;
- ensure that our future actions are targeted to address any weaknesses;
- inform the cycle of school development planning;
- allocate resources in the most effective way.

Roles and Responsibilities

It is the responsibility of the Headteacher / Principal to ensure that monitoring and evaluation processes are rigorous and thorough and embedded in the working practices of the academy in line with DNEAT's Christian ethos and values.

The Headteacher / Principal must ensure that all members of staff and governors understand the importance of participating in realistic, open and honest monitoring and evaluation as a key element of the process to identify areas to improve.

The Headteacher / Principal will ensure that there is a calendar of monitoring and evaluation published as part of an 'Operational Overview'. This must state the purpose of each monitoring activity, who will be

involved and how findings will be evaluated and reported back. All staff should be aware of their role and should be prepared to play an active part in reflective practice.

Staff with leadership responsibility will have specific subjects or areas of academy performance where they will gather information, including data, in a structured way to evaluate effectiveness and identify actions to secure further improvement. Their role descriptions will clearly identify their areas of responsibility and they must be given time and authority to carry out these activities within the planned calendar of activities. Staff who are asked to lead in monitoring activities should receive training and guidance from an experienced colleague or senior leader.

The Local Governing Body should have their own annual calendar for the monitoring and evaluation of teaching and learning linked to the Single Change Plan. This must also be published as part of the 'Operational Overview'. The governors should agree arrangements with the Headteacher in advance of each visit so that she/he can inform members of staff.

Governors can fulfil important aspects of their monitoring role through scrutiny of information reported at meetings, but it is also essential that they observe evidence at first hand through visits and discussions with staff, parents and pupils.

The governing body should have a good understanding of the 'School Self Evaluation' document and ensure that it links directly to academy improvement priorities.

DNEAT has a duty to monitor the performance of each academy within the multi-academy trust. This is achieved through different accountability forums. At Full Board meetings, Trustees scrutinise standards and inspection outcomes at a MAT level. At the 'Standards and Strategic Development Committee' Trustees determine how well key groups of pupils across the trust are performing, whether there is variability between regions and how schools of concern may be better supported. At Academy Review Meetings Trustees work directly with officers, the headteacher and Chair of the Local Governing Body to seek evidence of the impact of actions taken to secure rapid improvement against milestones and success criteria within the Single Change Plan.

DNEAT will also gather information from other sources such as minutes of governors' meetings, academy documentation, OFSTED/SIAMS/ and other external reports and support services reports. This helps officers and trustees to risk-rate the effectiveness of its academies and to target its resource for improvement according to need.

Framework for Monitoring and Evaluation

The academy's published calendar for monitoring and evaluation (Operational Overview) will be clearly linked to the Single Change Plan, the Ofsted framework and DNEAT's quality standards.

The exact nature and focus of each activity should be shaped by a key question or line of enquiry agreed by the Headteacher / Principal and SLT. Activities might include:

1. Lesson observation and lesson drop-ins (See appendix 1)
2. Learning walks covering all areas of the school site at different times
3. Scrutiny of assessment data.
4. Scrutiny of pupils' work and discussion with pupils
5. Structured discussions and interviews with pupils, parents, staff, governors
6. Questionnaires and surveys
7. Summary of performance management outcomes
8. The impact of the JPD programme
9. Other data sources such as attendance, behaviour and safeguarding data, participation rates in clubs and visits.

As well as formal monitoring we encourage developmental monitoring activities to give staff the opportunity to coach and mentor each other as well as implement new and creative ideas.

Links to Appraisal Policy and Capability Policy

The Headteacher / Principal will clarify where monitoring activities are planned to be used as part of the on-going appraisal process and where they are for evaluation of practice generally.

If concerns about the performance of an individual are identified through monitoring the Headteacher / Principal will ensure that the member of staff is informed, as early as possible, specifically what aspect of their practice needs to be improved and what support will be offered. Normally this will be included as part of the annual appraisal cycle but if the performance of the staff member continues to cause concern or urgent action is needed then the Headteacher / Principal will consider further intervention. This may involve implementing the Capability Policy.

Equality statement

The Trust, governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background and including all protected characteristics (see Equalities Policy). All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Our monitoring and evaluation processes will include consideration of any groups or individuals who may be vulnerable to discrimination or underperformance.

We will ensure that monitoring activities are managed fairly and openly and that they do not become burdensome on any group of staff or individuals.

Monitoring & Review

The implementation and impact of the policy will be monitored and the policy reviewed every three years or in line with national and legislative changes.

Links to Other Policies and Documents

- Staff Appraisal Policy
- Staff Capability Policy
- Governor Visits Policy
- Teaching & Learning Policy
- DNEAT Academy Improvement Strategy
- Equality and Diversity Policy
- Behaviour Policy
- Attendance Policy

APPENDIX 1: Protocols and guidance for lesson observation and lesson drop-ins.

Lesson observations and lesson drop-ins provide information which forms an essential part of the evidence base for accurate evaluation of the effectiveness of practice across the academy as well as being an important element in teacher appraisal. In either case, visits to lessons should focus on the quality of education and the progress pupils make through the curriculum. As with all aspects of monitoring and evaluation, findings should be used to identify good practice and to target support where it is needed.

In line with the Ofsted framework, we will not judge the quality of teaching for any one individual or from a single lesson observation. Instead, a corporate judgement on the quality of education will be based on a combination of evidence gathered from across the academy.

Protocols for lesson observation are:

- Lesson observations will only be carried out by staff who are qualified teachers and who have had appropriate training.
- Lesson observations will be planned and teachers should have a minimum of three days notice.
- The teacher should be aware of the focus of the observation and the purpose of the observation
- After the observation the teacher will have an opportunity to discuss their experience with the observer. This should be as soon as is practicable, ideally within 24 hours of the observation.
- Feedback must include recognition of strengths as well as clarifying any areas for development.
- A written record of the observation will be made available within 5 working days.
- Where appropriate, part of the feedback discussion will be to identify how best practice can be shared or how and what support the teacher can access to develop further.

Lesson drop-ins are a regular feature of monitoring and evaluation. They should never be used in isolation to form a judgement about the effectiveness of a teacher, or the quality of education provided.

Summary findings from a series of focused drop-ins should be shared with staff. This will reflect a whole school view based on the collective findings.

Often the Headteacher / Principal will make informal visits to lessons to maintain contact with pupils and staff, to get a sense of well-being and to gauge the atmosphere across the academy. Such visits are part of their daily routine and will not be formally reported on. If the Headteacher / Principal is concerned by anything seen this will be raised with the member of staff at an appropriate time later in the day.