



Monitoring, Review and Evaluation Policy *2016-2017*

Monitoring, Review and Evaluation

A Policy Statement

Aims:

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

- establish how well we are performing;
- identify our strengths and weaknesses
- identify the professional development needs (CPD) 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.

MRE: includes Monitoring, Review and Evaluation

Roles and Responsibilities

It is the responsibility of the Principal/Vice Principal to ensure that monitoring and evaluation processes are rigorous and thorough, and embedded in the working practices of the academy in line with the Academy Trust's ethos, policies and values.

The Principal/Vice 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 Principal/Vice Principal will ensure that there is a clear outline of all monitoring and evaluation activities which clearly states the purpose of the monitoring activity, who will be involved and how findings will be evaluated and reported back. All staff should be aware of their role in these activities and should be prepared to play an active part in reflective practice.

Staff with leadership responsibility will have specific areas of academy performance where they will gather data in a structured way, evaluate effectiveness and make suggestions for actions to secure improvement. Their role descriptions should clearly identify their areas of responsibility and they should 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 Education Advisory Board have their own annual plan for the monitoring and evaluation of teaching and learning activity linked to the Academy Development Plan/POAP. EAB members 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 EAB should have a good understanding of the Self Evaluation Summary and ensure that it links directly to academy improvement priorities.

Framework for monitoring and evaluation

The academy's calendar for monitoring and evaluation will be clearly linked to the Academy Development Plan/POAP, the Ofsted framework and Performance management/appraisal of staff

The exact nature and focus of each activity should be shaped by a key question or line of enquiry agreed by the Principal/Vice Principal and SLT. Activities might include: Evaluation of curriculum delivery, planning and teaching and learning will take place in a variety of ways:

- Lesson observation and lesson drop-ins (*Appendix 2 and 3*)
- Scrutiny of assessment data - nationally produced such as RAISE online and 'live' data from SISRA. The most significant areas for consideration will be:
 - how we perform compared to all schools;
 - how we perform compared to similar schools;
 - how different groups of pupils perform, (the characteristics of these groups include pupil premium, SEND, gender, ethnicity, social background and EAL)
 - the value added by our school compared to other schools.
- Scrutiny of pupils' work and discussion with students (*Appendix 5*)
- Curriculum reviews
- Analysis of student progress and attainment data
- Structured discussions and interviews with pupils, parents, staff, governors
- Questionnaires and surveys
- Summary of performance management outcomes and CPD programme
- Other data sources such as attendance 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 and monitor their impact on learning

A central record will be kept of all monitoring activities by the Assistant Principal for Teaching, Learning and Assessment (Deep Learning).

As per the new Ofsted Framework, teachers will not be graded in all monitoring activities, however, it is crucial to identify strengths and areas for development. Teachers will be given feedback in line with academy pathways of development required, challenge and aspire (See appendix 2B). An honest appraisal of a teacher's performance and progress must be maintained in order to inform typicality judgements.

Links to Appraisal and Capability Policy

If concerns about the performance of an individual are identified through monitoring the Principal/Vice Principal or another member of SLT 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 Principal/Vice Principal or another member of SLT will consider implementing the Capability Policy.

Should the performance and progress of a teacher become a cause for concern an informal support plan (*Appendix 1*) will be implemented in advance of capability procedures being invoked. However, focused development on specific areas of concern could be needed without this indicating a route to formal capability procedures. It is also possible that support may be necessary for teachers in the early years of their profession.

Should it be likely that formal capability procedures will be the result, it will be the role of the Principal or Vice Principal to meet to explain this to the appropriate staff member and a formal meeting will be arranged as outlined in the Capability Policy. A six week support plan will be agreed to include mentoring and any identified support needs. This will be recorded and shared with the member of staff. Any subsequent observations/monitoring will not be undertaken by the mentor but may be undertaken by an external adviser and will be paired. If support includes training, the request for this must be submitted to the Assistant Principal in charge of CPD.

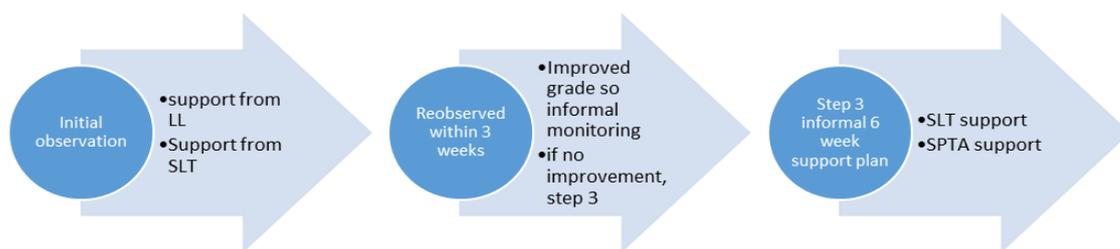
All support staff who work directly with students will also be monitored.

Learning Facilitators will all be observed formally twice during the year by the SENCO, Assistant SENCO, Faculty/Learning Leader or a member of SLT.

Next Steps Guidance (additional guidance to go alongside the SPTA policy)

Next steps guidance for staff graded development required

Lesson observations are a tool for assessment of the quality of teaching. But the observation alone should not be the sole basis for judgement. Within the lessons, the observer should look at work over time and interview students to see what learning is like day to day. If, after this has been done, the teaching *at that moment in time* is seen to require improvement, or is inadequate, then support will be given.



The 6 week support plan is set up with the expectation that the learning will improve and that the teacher will no longer require support. When this happens, the support plan is kept on record for 12 months in line with SPTA policy.

NOTE: If the staff member's performance deteriorates within that time, they will move straight to formal capability.

If the 6 week support plan does not allow the teacher to improve performance, they will move to formal capability

Reviewing Performance:

Protocols and guidance for lesson observation and lesson drop-ins.

Lesson observation 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 outcomes for pupils and how classroom practice promotes learning. As with all aspects of monitoring and evaluation, findings should be used to identify good practice and to target support where it is needed – observation is not an end in itself. This academy believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform academy improvement more generally. All observation will be carried out in a supportive fashion.

In line with the Ofsted framework we will not judge the quality of teaching from a single lesson observation. Instead, a judgement will be based on a combination of evidence gathered by observing the pupils' learning in lessons, in their books, through discussion and through a scrutiny of performance data. In this academy teachers' performance will be regularly observed in line with SPTA policy but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the academy.

Protocol for lesson observation is:

- Lesson observations will only be carried out by staff who are qualified teachers and who have had appropriate training.
- Lesson observations will be planned in advance and teachers should have a minimum of 48 hours notice.
- The teacher should be aware of the focus of the observation and the purpose of the observation (i.e. as part of whole school or aspect monitoring or as part of the appraisal process)
- After the observation the teacher will have an opportunity to discuss with the observer. This should be as soon as is practicable, ideally within 24 hours of the observation. There will be a focus on the progress in students' learning in the lesson and the ways in which teaching impacted on learning rather than on checking for specific teacher actions or behaviours.
- Feedback should include recognition of strengths as well as clarifying any areas for development.
- A written record of the observation will be made available to the teacher within 5 working days and the teacher will have an opportunity to add a comment to the written record.
- Where appropriate, part of the feedback discussion will be to identify support or training which the teacher can access.

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. Lesson drop-ins are most effective when there is a clear focus such as an aspect of learning behaviour, impact of resources, range of activities across the school, etc. The length and frequency of "drop in" observations will vary depending on specific circumstances

Summary findings from a series of focused drop-ins should be shared with staff.

Often the Principal/Vice Principal and other members of SLT or wider leadership team will make informal visits to lessons to maintain contact with students and staff, to get a sense of well-being and to gauge the atmosphere across the academy. Such visits are part of the daily routine and will not be reported on. If the Principal/Vice Principal and other members of SLT or wider leadership team are concerned by anything seen this will be raised with the member of staff at an appropriate time later in the day.

Teachers (including the Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Protocol for lesson 'drop-ins' is:

- A programme of 'drop-ins' will be carried out across the academy as part of the SSE cycle to monitor progress against the DDP, POAP and ADP targets.
- However, such visits should not take place excessively.

- 'drop-ins' will be conducted with minimum disruption to teachers and pupils.
- 'drop-ins' will be undertaken in a supportive and professional manner.
- A maximum of two colleagues will be involved in 'drop-ins' at any time.
- Students will not be asked for their views of an individual teacher during 'drop-ins'.
- Those teachers whose classes are visited will be given the opportunity to see any written records which have been made during the 'drop-ins'.
- There shall be no evaluation of an individual teacher during a 'drop-ins'.
- Regular reviews of the operation of 'drop-ins' will be held with all staff.
- This academy insists there is a clear distinction between observation done for the purpose of appraisal and that done to develop and share teaching and learning strategies. Ultimately, the former is concerned with judgements that will influence career and pay progression; the latter with non-judgemental support between colleagues.
- This academy strongly supports a concept of new professionalism in which teachers can readily access development opportunities, which gives them a sense of ownership. We believe mutually agreed observation of colleagues' classrooms, along with the associated peer mentoring and coaching, to be a powerful and effective CPD tool
- Any concerns about the implementation of this protocol should be raised initially with the Principal/Vice Principal either by the individual teacher concerned or with the support of a representative.

Line Management Meetings

SLT line managers will meet with Learning/Faculty Leaders for MRE purposes. The agenda will focus on monitoring, progress and raising achievement (see Leadership and Management planner). Minutes to be recorded on the pro-forma (*Appendix 4*) and forwarded to the principal.

Each term SLT will meet with LL/FL to go over progress against the DDP and review the SSE findings. These meetings will allow SLT to give ongoing support aid further development of departments. If there is a concern over how a department is performing, it may be necessary for it to undergo a department review (appendix 8).

To ensure consistency with line management, there will be some shadowing of line management within the SLT and the Principal/Vice Principal will attend some meetings to monitor consistency in approach.

Learning/Faculty Leaders will have the opportunity to report on progress to the EAB either directly at a full meeting of the EAB or through a meeting with the EAB Standards Board. There will also be the opportunity to discuss progress/improvement priorities with a member of the Academy Improvement Committee as part of the faculty review.

The Assistant Principals Deep Support and Deep Experience will meet with the Progress Leaders for MRE purposes. The agenda will focus on monitoring, progress and raising achievement.

SUBJECT REVIEWS

Overview and Rationale:

In line with our key priority which is to raise levels of attainment and progress, it is essential that the quality of the work of a curriculum area is continually evaluated to identify strengths, share good practice and develop areas of weakness.

Learning/Faculty leaders play a vital role in this self-evaluation process and they are expected to conduct their own departmental monitoring and evaluation over the course of the academic year. This will involve a series of actions including monitoring and the quality of teaching of all staff in their area, work scrutiny, sampling student voice and analysis and interpretation of progress and performance data. The extent to which the curriculum area is achieving the objectives outlined in the whole academy and department development plans will also be evaluated and compared with the judgements made in the departmental/faculty SSE

The process for a Curriculum Area Review is as follows:

- 1) General Organisation
 - Members of the Senior Leadership Team and the Learning/Faculty Leader (with input where appropriate from the SPTA Core Improvement Team) will conduct the review, which will last for one/two days (depending on the size of the curriculum area).
 - The review is designed primarily to check the accuracy of the judgements made, and the progress towards targets set, in the Subject Evaluation and Improvement Plan.
 - Within 10 working days of the review a written report will be produced and circulated to all staff within that curriculum area. In the report, judgements will be made and areas for improvement will be identified on the following aspects of the curriculum area :
 1. Achievement and Standards
 2. The quality of provision: teaching and learning
 3. The quality of provision : curriculum
 4. Leadership and management
 5. Behaviour and Safety
 6. Areas for improvement
 7. Overall effectiveness
- 2) Prior to the Curriculum Area Review
 - The line manager will act as the key link person for the review. He/she will meet with the Learning/Faculty Leader of the area to be monitored one working week in advance of the review in the usual scheduled line management meeting. This will provide an opportunity to outline the process, discuss the schedule for the two days and agree meeting times and confirm the overall programme.
 - One week prior to the actual review, key subject documentation will be asked for (see appendix 5 for the list of information required). This will be needed a minimum of one working day prior to the review.
- 3) During the Curriculum Area Review
 - Members of the Senior Leadership Team will meet with the Learning/Faculty Leader (and possibly other members of the department who hold responsibility posts) to discuss key aspects of the Subject Evaluation and Improvement Plan (e.g. achievement and standards, quality of teaching, overall effectiveness etc.) and other documentation supplied, including work scrutiny.
 - There will be a meeting with students to carry out a 'Student Voice' exercise. This will involve discussions with students relating to their perceptions of the subject and their learning experiences.
 - Lesson observations will be undertaken as an integral part of the review.
- 4) Lesson Observations
 - Observations will be carried out in line with the academy monitoring policy. All staff who teach in the subject being reviewed will be observed during the two days.

The lesson observations will include one joint observation with the Learning Leader and all will be paired.
 - Staff who are to be observed teaching will be told which day they will be observed, but not the specific lesson being observed during the review.
 - Lesson plans will be expected.
 - Verbal feedback will be provided on the day and written feedback within 5 working days between the observer and the teacher observed.
- 5) After the Subject Review
 - At the end of the second day, the Vice Principal will provide a verbal feedback to the Learning Leader.

- Within ten working days of the monitoring process, the Vice Principal will produce a written report that will be circulated to all members of the Curriculum Area.
- Staff will be given the opportunity to provide feedback on the monitoring process of their subject area once the report has been published.
- The Learning/Faculty Leader will be asked to meet with their line manager and the Vice Principal and present a plan of action in response to any areas identified.

DOCUMENTATION REQUIRED FOR REVIEW OF SUBJECT:

The following departmental documentation should be passed on to the line manager by the Learning/Faculty Leader at least 1 day prior to the review. This will form part of the discussions with the Learning/Faculty Leader and other members of the department who hold specific responsibility posts.

The documentation needed is as follows:

- Complete Schemes of Learning for KS3 and KS4
- Department Exam review Analysis showing the three-year trend in results
- Most recent SSE
- Summaries of monitoring and evaluation activities (e.g. learning walks, student voice records, work scrutiny records, line management meeting records)
- Curriculum area policies (if additional to any whole academy policies)

QA Calendar – See QA/EAB activities on Academy Calendar

This policy should be read in conjunction with the following policies and documents:

- Appraisal for Teachers Policy
- Capability Policy
- Pay Policy
- Teaching, Learning & Assessment Policy
- SEND Policy
- Academy Development Plan
- Marking, Feedback and Assessment policy
- Behaviour Policy - Consequences
- Teacher Standards
- Pupil premium/SEND/Catch-up Plan
- Teacher Individual Support Plan proformas
- Lesson Observation Pro Forma
- Drop- in CPD Focus Walk Pro-forma (amended September 2016)
- Line Management Minutes Pro-forma
- Work Scrutiny Pro-forma
- Student Voice Learning Leaders
- Student Planner Monitoring
- Staff Professional Standards
- Teaching and Learning Strategic Plan
- Teaching and Learning Academy Expectations
- MPR and UPR Expectations