



Monitoring Policy

January 2019

Introduction

Clearly defined policies and schemes of work are in place at Wanborough Primary School to ensure the statutory delivery of the national curriculum. The long-term plan, under the leadership of the Headteacher and Senior Leadership Team (SLT) is reviewed annually and continues as a developing document.

There are many factors contributing to the overall raising of standards, pupil progress and effective teaching in our school. The following means are used to gain information:

- Data collection
- Internal and external moderation
- Monitoring of planning, medium and short term
- Subject audits
- Learning walks
- Pupil Progress Meetings
- Lesson observations
- Scrutiny of progress/children's books/reading diaries/homework
- Governor's visits to the classroom

The Role of the Subject Co-ordinator

Subject coordinators monitor their subject primarily through the maintenance of their coordinator file and subject audit. This contains:

- Book scrutinies
- Learning walks
- Planning scrutinies
- Pupil conferencing.

The principal purpose is to monitor coverage and progression of the subject and the quality of teaching.

Target Setting for Core Subjects

The process begins with target setting. Each year previously achieved levels are entered on a software program (Target Tracker). New targets are set taking account of previous attainment, our progress continuum and appropriate challenge. The new targets are approved by the Headteacher and Assistant Heads in consultation with the class teacher.

Class and year group percentages are calculated by Target Tracker. Where significant differences exist between these and national expectations there might be additional discussion to look at challenge for individuals. Teacher assessment becomes the key indicator at this stage.

Monitoring Progress for Core Subjects

Progress toward the achievement of targets is recorded by the class teacher on to Target Tracker and class tracking sheets. At the end of Terms 2, 4 and 6 data is collected and analysed by the SLT. In Pupil Progress meetings with the SLT and class teacher, individual and group progress is discussed and plans are devised for children or groups not on track to meet their targets. These children are marked as 'focus pupils' and intervention strategies are implemented to accelerate their learning. Children who are making expected progress or who are progressing further than expected are also discussed to ensure they are continually being stretched in their learning. Individual children who have not achieved their targets at the end of the year are highlighted for immediate intervention by the next class teacher.

The Role of the Headteacher

The Headteacher makes regular observations of all teaching staff. Observations are made to ensure quality control and with other members of staff for training purposes. A book scrutiny is conducted each term by the School Leadership Team looking at different aspects of teaching and learning each time such as marking, presentation or differentiation.

Lesson Observations

Lesson observations are a powerful tool in the monitoring process. We aim to be fair and balanced in the frequency of observations so that no one teacher is observed more than others. A record is kept to monitor this. The following observations may be made during the course of the year:

- Senior Leadership Team Purpose - quality of teaching and learning.
- Subject Coordinator Purpose - as above and coverage and progression.
- NQT Mentor Purpose - NQT monitoring
- Performance Management Purpose - professional development

Where appropriate an observation may cover two purposes in order to minimise the frequency of visits to one teacher.

The aims of the monitoring procedures are to provide evidence on which the performance of the pupils, staff and the school as a whole may be judged. The development of an open culture towards monitoring helps to identify and state the vision for the school, its aims and policies and promote a whole school emphasis on raising standards and continued school improvement. Each member of staff must feel a part of the process and share in the continued progress of the pupils we teach, their own professional development and the raising of standards across the school as a whole.

Feedback

Following monitoring, the Senior Leadership Team decide how feedback will take place. On occasions it may be appropriate to give general feedback to all staff; however on other occasions individual verbal and written feedback may be used.

Lesson observation feedback is to be given verbally as soon as possible and in writing within 48 hours. Copies are kept in the Head teacher's office and are available only to members of the Senior Leadership Team. Monitoring under the Performance Management system is confidential to the teacher, line manager and Head teacher.

Approved: January 2019 (Curriculum)

Next Review: January 2021