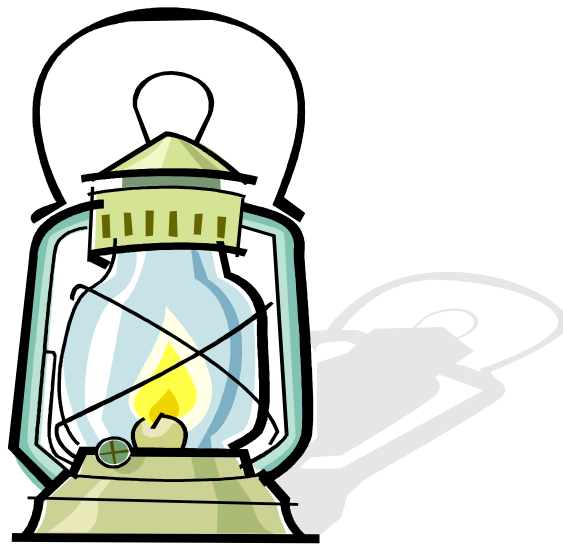




MONITORING & EVALUATION POLICY



Autumn 2014



"Shine like a lantern in the presence of the Lord."

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INTRODUCTION

St. Bede's is primarily an educational establishment where the inspiration and challenge for all we attempt to do is based on our Gospel values; the belief that God is at the heart of our enterprise; that all human beings are uniquely created and loved by God and are worthy of respect.

We believe that school evaluation and improvement must take place in order for the school to move forward. The process should be an on-going part of the daily life of professionals involved in their own improvement efforts.

Aims of Monitoring and Evaluation

- To develop and improve the quality of teaching and learning
- To ensure excellence and enjoyment
- To ensure that all pupils are receiving and being provided with a quality education
- To give constructive feedback to staff and provide support and CPD where it is required
- To ensure there is a match between planning and delivery of the curriculum
- To identify needs within the school and make plans for CPD to address them
- To enable staff to identify improvements and celebrate achievements with all the staff
- To enable staff to report with confidence evidence on the standards of achievement within classes and throughout the school to governors via the Headteacher
- To ensure that all staff are adhering to the school policy and that there is a common approach to teaching and learning throughout the school
- To ensure progression as pupils move from class to class
- To give all staff a picture of the strengths and needs of the school and reinforce the importance of everyone taking their full share of responsibility for the standards of achievement in the school
- To be in line with the School Plan and inform future developments

How will we monitor?

All teachers are encouraged to reflect daily upon the quality and effectiveness of their own teaching.

This will be done by:

- evaluating pupils' work each day through Assessment for Learning;
- referring frequently to policy documents/Schemes of Work;
- seeking advice from other members of staff;

As a result of the communication, opportunities to address 'the needs' should be investigated. It may take the following forms:

- collaborative teaching experiences;
- observation/discussion of teaching strategies;
- advice about subject content;
- whole staff INSET;
- discussion with pupils.

Leadership Role

The Leadership Team need to be knowledgeable about the quality of teaching and learning in their phase and core subject.

To do this they need to:

- Analyse medium term planning and its evaluation every term;
- Analyse weekly plans termly
- Talk to pupils about their work annually;
- Learning Walks;
- Talk to teachers;
- Observe teaching and learning;
- Share good practise;
- Look at the pupils' work on display and resources available in the classroom;
- Sample pupils' books;
- Analyse data where appropriate.

Positive observation will ensure that a teacher's strengths are identified and praised and needs are recognised and addressed.

Governors' Role

A visiting Governor's role is to monitor how teaching and learning is carried out in the school, not to evaluate or judge the teaching and learning itself. These visits will focus on aspects on the School Plan. A further meeting with the Headteacher or relevant member of staff may be arranged to review the focus of the visit and clarify any queries or concerns.