

# MONITORING POLICY

Last reviewed: January 2016  
Date for next review: January 2018



## Ashton Hayes Primary School

*Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB*



Cheshire West  
and Chester



Erasmus+

# Ashton Hayes Primary School Monitoring Policy

## 1 Introduction

In our school we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of the school.

**Monitoring** is the means by which we gather information. We do this systematically across a range of activities within our school.

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

**Evaluation** is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

## 2 Monitoring and Evaluation framework

2.1 Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school year.

2.2 We follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.

2.3 A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation.

## 3 Roles and Responsibilities

### 3.1 Senior Leadership Team

- To ensure that the Leadership Team, all staff and Governors understand that the purpose of monitoring and evaluation is to enable Ashton Hayes Primary School to develop and improve;
- To identify areas that need to be monitored;
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Performance Management, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

### **3.2 Subject Leaders**

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- Carry out those monitoring and evaluation activities, which are delegated to them as part of their roles and responsibilities.

### **3.3 The Governing Body**

- Agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated;
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of some the monitoring and evaluation data to inform parents about the school's progress and performance;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

### **Equality statement**

- The 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. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.



Ashton Hayes Primary School  
Monitoring Timetable 2016-17



Term	Monitoring	Person(s) Responsible	Date/Frequency
Autumn 1/2	TMVs (ten/twenty minute visits)	Not timetabled	TMVs (ten/twenty minute visits)
	Long Term, Medium Term and Weekly Planning	Subject Leaders	Autumn 1
	Pupil Progress Reviews	HT	Autumn 2
	Work Sampling/talk with pupils	Subject Leaders	Term 1/2 (Subject Leader Release)
	Observations of Literacy (to include work sampling, planning, discussion with pupils)	Leadership Team (to feed into appraisal)	Timetabled through Term 1
Spring 1/2	TMVs (ten/twenty minute visits)	Not timetabled	TMVs (ten/twenty minute visits)
	Pupil Progress Reviews	HT / DHT	Spring 2
	Work Sampling/talk with pupils	Subject Leaders	Term 1/2 (Subject Leader Release with link Governor)
	Observations of Maths – (to include work sampling, planning, discussion with pupils)	Leadership Team (to feed into appraisal)	Timetabled through Spring Term
	Pupil Questionnaire	Headteacher	Spring 2
	Monitoring the behaviour	Headteacher	Spring 1/2

<b>Term</b>	<b>Monitoring</b>	<b>Person(s) Responsible</b>	<b>Date/Frequency</b>
Summer 1/2	TMVs (ten/twenty minute visits)	Not timetabled	TMVs (ten/twenty minute visits)
	Pupil Progress Reviews	HT / DHT	Summer 2
	Peer observations	Not timetabled	Summer term
	Observations of Science – (to include work sampling, planning, discussion with pupils)	Leadership Team (to feed into appraisal)	Timetabled through Summer Term
	Standards / talk with pupils	Subject Leader	Summer 2 (Subject Leader Release with link Governor)
	Monitoring the classroom environment	Headteacher	Summer 1
	Parent Questionnaire	Headteacher	Summer 2

Subject Leaders to ensure that they are following their own monitoring timetable.

In order for monitoring to impact on learning and teaching, written feedback should be incorporated and where appropriate, targets set. Any actions and targets need to be reviewed to ensure appropriate progress. This is evidence for our self evaluation as well as Performance Management and information for the Governors' Report.