

Willoughby Primary School

'Learning for Life'



Monitoring Policy

Rationale

The staff and governing body of Willoughby Primary School are committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is the involvement of all members of the school community in the process of monitoring and evaluating the work of the school. The strategic direction of the school is stated in its policies implemented by the head teacher and staff.

In this policy we set out the principles that guide our practice in relation to monitoring the work of the school. Our starting point is the impact of policy on the pupil and his/her learning needs.

Definitions

Monitoring is the process of seeking evidence to answer questions about the effectiveness of our school.

Evaluation is the weighing up of evidence and the review of current policies and practices in the light of the evidence.

Principles

1. All aspects of the work of the school encapsulated in its policies and practices should be monitored.
2. All members of the school community should be involved in appropriate monitoring and evaluation activities.
3. The outcomes of the monitoring and evaluation process should be used to promote high standards of achievement.

Procedures

1. The governing body monitors the impact of the policies through:

- (a) Head teacher's termly report to the Governors
- (b) focussed visits to observe aspects of the work of the school;
- (c) discussions with staff, pupils and parents.

In meetings the governing body regularly evaluates and reviews policies.

2. The head teacher and teachers monitor the impact of the policies through:

- (a) Discussions with staff and pupils;
- (b) Observation of staff at work;
- (c) Engaging with staff in planning activities;
- (d) Scrutiny of pupil's work;
- (e) Observation of pupils at work and at play;
- (f) Discussions with parents.

The head teacher regularly reviews, with staff, the work of the school and from the evidence evaluates and changes the way in which policies are implemented. Major changes and the reasons for them are reported to the governing body on a termly basis. Monitoring activities flow through to provide the evidence base for our school Self-Evaluation Form (SEF).

- 3. Teachers as coordinators have areas of responsibility and make changes in consultation with colleagues. These changes are reported in staff meetings.
- 4. Classroom teachers monitor the work of the pupils and evaluate their responses to teaching methods, resources and assessment information.
- 5. All staff working with pupils outside the classroom monitor their behaviour and responses to activities in relation to school policies and practices. They review with the headteacher the need for changes in practice on a regular basis.
- 6. Pupils monitor their own progress through reflection of achievements in all aspects of their development. Their views are sought on school and classroom practices that affect the way in which they learn and develop as citizens. With pupils, teachers evaluate and review practice and make changes as appropriate.

Equality and diversity principles are embedded as far as is possible within this Policy.

Implemented: 5/5/10

Review every 3 years

Reviewed : 1/5/13 & 19/10/16 & 16/1/20

Head Teacher

Chair of Governors