Brimscombe C of E (VA) Primary School
Monitoring and Evaluation Policy
2024-2025

Approved by:	ESE Committee	**Date:** 3rd October 2024
Ratified by:	FGB	**Date:** 5th December 2024
Next review due by:	September 2025	

'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16:13-14

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1. The aims of this policy
- To include all leaders/stakeholders in the monitoring and evaluation process to ensure its procedures are implemented by everyone, ensuring a two-way process.
- To raise standards by setting high expectations and pursuing improvement in curriculum design and the quality of teaching and learning.
- Ensure procedures for monitoring and evaluation are supportive, effective, measurable, manageable and realistic.
- To apply well-informed improvement strategies as a result of the monitoring, evaluation and review processes across all areas of the school.
- To ensure that all leaders, and stakeholders, have an avenue to feed back their opinions about the school's performance.
- To ensure there is transparency within the community about how the school is performing and what the aims for improvement are.

2. Leaders at Brimscombe C of E Primary School
- Senior Leadership Team (SLT) plan strategically to lead and implement the vision of the school.
- SENDCO leads an ambitious curriculum for all children with SEND.
- Subject leaders are responsible for leading, monitoring and evaluating the curriculum subject in-line with school development priorities.
- Governors are responsible for, as a critical friend, quality assuring the judgments and justifying the strategic priorities of all leaders in school.

The Headteacher is responsible for:
- Evaluating the overall quality of teaching, marking, feedback and assessments and the impact these have on pupils' learning.
- Identifying areas within school performance that require monitoring and evaluation.
- Ensuring that the data and observations taken from monitoring and evaluation are collated, analysed and are used in the review process.
- Ensuring that overall targets for staff and pupil performance are set and used to inform future planning for improvement.
- Monitoring the effectiveness and efficiency of systems that support pupils' wellbeing, e.g. pastoral care.

- Monitoring the quality of staff development and prioritising CPD needs. • Undertaking direct observations of teaching staff to ensure teaching practices are in-line with the school's curriculum, ethos and policies.
- Reporting to the governing board, staff and parents the findings of the monitoring process and how the information will be used to improve the school's overall performance.
- Consulting with the governing board, staff, parents and any external agencies to review and agree on strategies for school improvement.
- Reporting to the governing board regarding the effectiveness and implementation of action plans and reviewing progress against SDP priorities.

The SENDCO is responsible for:	Subject leaders are responsible for:
- Reviewing the effectiveness and implementation of pupils' EHC plans. - Participating in specific monitoring and evaluation duties to support pupils with SEND, e.g. book looks, learning walks. - Monitoring the curriculum to ensure that it is inclusive and ambitious for all pupils with SEND. - Collating reports on pupils with SEND and ensuring these are made available to the headteacher and relevant professionals. - Ensuring that the correct level of support is given to pupils with SEND in line with their EHC plan. - Organising annual reviews for pupils with SEND, including the reports made available to the parents of pupils with SEND. - Working with the relevant teaching staff to monitor and evaluate the progression and performance of pupils with SEND. - Keeping up-to-date with the latest updates in the sector relating to SEND.	- Working with staff to ensure the coverage meets the requirements of the National Curriculum through the monitoring of half-termly overviews. - Analysing and utilising the monitoring and evaluation data relevant to their subject area and using this to assist the SLT with future planning. - Collaborating with staff to create action plans for their subject areas in line with the SDP. - Reviewing their subject area's relevant policies on an annual basis. - Reporting to the governors, as and when required, regarding the progress made in their subject area. - Undertaking their monitoring and evaluation duties as necessary, e.g. learning looks, learning walks, and participating in reporting their findings to the governing board. - Monitoring summative assessment tracking information for their subject. - Planning and delivery of CPD as necessary.

The Governors are responsible for:

- Maintaining strategic oversight of whole-school self-evaluation through regular collaboration with all leaders.
- Ensuring school leaders develop robust plans and set suitable targets which enable all pupils to reach their potential.
- Ensuring that plans and goals are attainable and reflect the priorities outlined in the SDP.
- Monitoring the impact of the pupil premium and other additional funding and holding school leaders to account for how the school uses this funding.
- Reviewing policies and procedures to ensure their continued suitability and effectiveness upon school improvement.
- Reviewing assessment data and considering the implications of this for overall school improvement.
- Reporting to the whole governing body regarding progress towards strategic objectives following gathering of evidence.

3. Curriculum Monitoring and Evaluation – Intent, implementation and impact.

a) Intent

When a subject leader monitors the intent of a curriculum subject, as evidenced in the half-termly overview, the following criteria is taken into consideration:

- **Curriculum design** – is the planning for this subject sufficiently challenging for all the pupils it serves?
- **Content, sequencing and progression** – is this clear and does it demand enough of all pupils?
- **Curriculum Coverage** – is the National Curriculum coverage clear such that concepts and categories within each subject builds upon previous learning?
- **Subject Knowledge** – within the planning, are children given sufficient opportunity to learn substantive knowledge before they can use and apply this knowledge in real life and different contexts?

2

• Monitoring the quality of staff development and prioritising CPD needs. • Undertaking direct observations of teaching staff to ensure teaching practices are in-line with the school's curriculum, ethos and policies. • Reporting to the governing board, staff and parents the findings of the monitoring process and how the information will be used to improve the school's overall performance. • Consulting with the governing board, staff, parents and any external agencies to review and agree on strategies for school improvement. • Reporting to the governing board regarding the effectiveness and implementation of action plans and reviewing progress against SDP priorities.	

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- **Subject-specific vocabulary** – how will the vocabulary that is planned be taught, with opportunities for pupils to use and apply this in different contexts?
- **Opportunities for spaced-learning** – are there regularly planned activities for children to retrieve their learning?
- **Reading** – do children have access to high quality texts in all subjects?

b) Implementation

When a leader monitors curriculum implementation of a subject, the process involves a 'Good Practice Review' timetabled for each subject across the academic year.

A 'Good Practice Review' incorporates:

- **A meeting with Headteacher and the subject leader** meet to:
  - Prioritise the focus for the monitoring and evaluation of the subject against SDP priorities.
  - A quick look at books from all year groups to further prioritise the focus.
  - Choose children to take part in pupil consultation.

- **A Book Look** (evidence of learning from books, iPads, working walls etc) of a range of abilities (including a child with SEN) to answer these questions:
  - Do all the books show evidence that the curriculum intent is being delivered? If not, are there good reasons why this might be the case (e.g. the work is elsewhere)?
  - Where there are differences, do they suggest different content is being taught or merely reflect different teaching styles?
  - Does the work in books suggest that students are having to think hard about the most important learning?
  - Is there any evidence that students are/are not grasping what is being taught?
  - Are the students completing work, which will help teachers know whether they are improving their understanding of the topic/ area or not?
  - Are students applying their knowledge in answering wider questions? If this is not clear from the books/folders, how else do teachers find out?

- **Lesson Visits** – Subject leaders will schedule the lesson visits with teachers for a convenient time and observe the following as part of a 'learning walk' (maximum 15 minutes per class):
  - Is this lesson delivering the curriculum intent for the topic /area?
  - Is what is observed in lessons consistent with what the subject leader said we should expect?
  - Does the work set suggest that students are having to think hard about the most important things?
  - Is there any evidence that students are/are not grasping what is being taught?
  - Are there any significant obstacles to students' learning?
  - How does the teacher know whether all students are improving their understanding by checking regularly and making decisions about whether to consolidate, re-teach or move on?
  - If additional support is in place for any students (e.g. TA support), how is this helping the student to give their full attention to the most important content?

- **Pupil Consultations** – how well can the children explain their learning in the subject and demonstrate their retention of knowledge
  - What have you learned about [subject/topic] in your lessons?
  - What do you know [subject/topic] after studying it, which you did not know beforehand?
  - What was the most challenging thing about [subject/topic] and how did your teacher help you to understand it?
  - What work are you most proud of from [subject/topic] and why?
  - How does your teacher find out whether you have understood [subject/topic] correctly?

'Good Practice Reviews' are timetabled throughout the year and, wherever possible, release time given to undertake the process. Subject leaders will request books the day before the pupil consultation takes place, choosing a representative sample of all abilities.

Subject Leadership Directed Time

Wherever possible, time will be allocated for the completion of subject leadership responsibilities. Subject leaders will need to consider how to prioritise tasks and use time wisely.

Curriculum and Evaluation Timetable for 'Curriculum conversations' 2024-2025

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CORE		English – Reading/Phonics	DP		DP			
		English – Writing/GPS		NB		NB		NB
		Maths		DP/MG		DP/MG		DP/MG
		RE	NB		NB			
Tier 1 Foundation		Science	DP			DP		
		Geography		DP			DP	
		History			MG			MG
Tier 2 Foundation		Art	ST/RB			ST/RB		
		DT						
		Music			ST			ST
		Computing						
		PE		ST		ST		
		PSHE/SRE	MG				MG	
		MFL						MS

c) Impact

The impact of each curriculum subject on children's attainment is monitored and evaluated by children's outcomes as per our Assessment Policy.

Following 'Good Practice Reviews', Governor meetings are scheduled in order to quality assure monitoring and evaluation procedures. This can be used to generate a Governor report for Full Governing Body meetings.

4. 'Teaching and Learning' Monitoring and Evaluation

The quality of teaching and learning will be monitored and evaluated by the HT and the governing board, and will be quality assured using a range of evidence including:

      ✓ Lesson visits and a Learning Look with reference to the Teacher Standards 3x a year.
      ✓ 'Curriculum Conversations' (as per the timetable above)
      ✓ Performance management review and target setting.

The school will use evidence and data collected from monitoring and evaluation to make informed decisions about priorities within the SDP and the timescales involved. Progress against the SDP will be reviewed by the headteacher/subject leaders on a half termly basis. Whole-school objectives will be reviewed on an annual basis and new objectives will be set where necessary.

- **Governor's Role in Monitoring and Evaluating Teaching and Learning**

As part of monitoring the implementation of the curriculum, it is the Governors role to quality assure the judgements made by school leaders about the quality of teaching and learning by determining how school leaders are:

✓ Maintaining an oversight of teaching and learning to ensure that teachers have expert knowledge of the subjects they are teaching.

✓ Monitoring strengths and weaknesses in curriculum intent, implementation and impact.

✓ Making sure quality effective teaching is accessible to all learners.

Signed: _____ (Headteacher)   Date: 6 - 2- 25

Signed: _____ Vice – (Chair of Govs).   Date: 6 - 2- 25

Brimscombe C of E Primary School
Curriculum Conversation–Book Look
[SUBJECT]

Focus of the Learning Look from HT pre-meeting:		

Other questions to consider:

- o Do all the books show evidence that the curriculum intent is being delivered? If not, are there good reasons why this might be the case (e.g. the work is elsewhere)?
- o Where there are differences, do they suggest different content is being taught or merely reflect different teaching styles?
- o Does the work in books suggest that students are having to think hard about the most important learning?
- o Is there any evidence that students are/are not grasping what is being taught?
- o Are the students completing work, which will help teachers know whether they are improving their understanding of the topic/ area or not?
- o Are students applying their knowledge in answering wider questions? If this is not clear from the books/folders, how else do teachers find out?

Class/Year	Strengths	Areas for development
Robin Class YR/1		
Dragonfly Class Y2/3		
Kingfisher Class Y4/5		
Otter Class Y6		
Anything else?		
Completed by:	Date:	

Brimscombe C of E Primary School
Curriculum Conversation – Lesson Visit [SUBJECT]

Focus of the Learning Look from HT pre-meeting:		

Other questions to consider:

- o Is this lesson delivering the curriculum intent for the topic /area?
- o Is what is observed in lessons consistent with what the subject leader said we should expect?
- o Does the work set suggest that students are having to think hard about the most important things?
- o Is there any evidence that students are/are not grasping what is being taught?
- o Are there any significant obstacles to students' learning?
- o How does the teacher know whether all students are improving their understanding by checking regularly and making decisions about whether to consolidate, re-teach or move on?
- o If additional support is in place for any students (e.g. TA support), how is this helping the student to give their full attention to the most important content?

Class/Year	Strengths	Areas for Development
Robin Class YR/1		
Dragonfly Class Y2/3		
Kingfisher Class Y4/5		
Otter Class Y6		
Anything else?		
Completed by:	Date:	

Brimscombe C of E Primary School
Curriculum Conversations – Pupil Conversation
[SUBJECT]

Questions to ask
o Is this lesson delivering the curriculum intent for the topic /area? o Is what is observed in lessons consistent with what the subject leader said we should expect? o Does the work set suggest that students are having to think hard about the most important things? o Is there any evidence that students are/are not grasping what is being taught? o Are there any significant obstacles to students' learning? o How does the teacher know whether all students are improving their understanding by checking regularly and making decisions about whether to consolidate, re-teach or move on? o If additional support is in place for any students (e.g. TA support), how is this helping the student to give their full attention to the most important content?

Class/Year	Strengths	Areas for Development
Robin Class YR/1		
Dragonfly Class Y2/3		
Kingfisher Class Y4/5		
Otter Class Y6		
Anything else?		
Completed by:	Date:	

Brimscombe C of E Primary School
[SUBJECT] Action Plan 24-25

	Priorities from curriculum conversations (RAG each term)	Who?
Autumn 1		
Autumn 2		
Spring 1		
Spring 2		
Summer 1		
Summer 2		

Monitoring and Evaluation Timetable 2024-2025

Term	Monitoring and Evaluation

Autumn Term 1
(Mon 2nd Sept – Fri 25th Oct)
 	
Curriculum conversations:
• English – Reading/Phonics
• RE
• Science
• PSHE/SRE
• Art
	Important Dates:
	Monday 2nd September – INSET 1
	Tuesday 3rd September – INSET 2
	Wednesday 4th September – Term 1 starts
	w/b 23rd Sept – Teacher Appraisals
	w/b 14th Oct – Assessment Week (NFER)
	Thurs 17th Oct – Full Governors meeting
	w/b 21st Oct – My Plan reviews – new My Plans uploaded to SharePoint by start of next term.
	Wed 23rd Oct - Feedback to staff at staff meeting and update SDP.
	
	Actions – Deadline Friday 11th October 2024
	• Analyse data/assessments for the subject
	• Decide on priorities to be achieved within a specified amount of time (e.g. half termly, 2x half termly, yearly) and add to proforma. Upload to SharePoint.
	• Complete 'Good Practice Review' tasks - upload evidence/notes to SharePoint.
	   o Meeting with HT to discuss priorities
	   o Learning Look
	   o Lesson Visits (15 mins max.)
	   o Pupil Conversations
	• Organise meeting with link governor

Autumn Term 2 (Mon 4th Nov – Fri 20th Dec) **Curriculum conversations:** • English – Writing/GPAS • Maths • Geography • Design Technology • PE	**Important Dates:** Wed 6th Nov – Pupil Progress meetings (data from assessment week) Wed 27th/Thurs 28th Nov – Parents Evening w/b 9th Dec – Assessment Week (Teacher judgement) Thurs 12th Dec – Full Governors meeting w/b 16th Dec – My Plan reviews - My Plan reviews – new My Plans uploaded to SharePoint by start of next term. Wed 18th Dec - Feedback to staff at staff meeting and update SDP. **Actions (as Term 1) – Deadline Friday 6th Dec 2024**
Spring Term 1 (Mon 6th Jan – Fri 14th Feb) **Curriculum conversations:** • English – Reading/Phonics • RE • History • Music • Computing	**Important Dates:** Mon 6th Jan – INSET 3 w/b 3rd Feb – Assessment Week (NFER) Thurs 6th Feb – Full Governors meeting w/b 10th Feb - My Plan reviews – new My Plans uploaded to SharePoint by start of next term. Wed 12th Feb - Feedback to staff at staff meeting and update SDP. **Actions (as Term 1) – Deadline Friday 31st Jan 25**
Spring Term 2 (Mon 24th Feb – Fri 11th Apr) **Curriculum conversations:** • English – Writing/GPAS • Maths	**Important Dates:** Mon 24th Feb – (Hub) INSET 4 Wed 26th Feb – Pupil Progress (data from assessment week)/Teacher Appraisal check-in Tues 18th/Wed 19th Mar – Parents Evening w/b 24th Mar – Assessment Week (Teacher judgement)

• Science • Art • PE	Thurs 27th Mar – Full Governors meeting w/b 7th Apr - My Plan reviews – new My Plans uploaded to SharePoint by start of next term. Wed 9th Apr - Feedback to staff at staff meeting and update SDP. **Actions (as Term 1) – Deadline Friday 21st Mar 25**
Summer Term 1 (Mon 28th Apr – Fri 23rd May) **Curriculum conversations:** • Geography • Design Technology • PSHE/SRE	**Important Dates:** w/b 12th May – SATs/Assessment Week (NFER) Thurs 22nd May – Full Governors meeting w/b 19th May - My Plan reviews – new My Plans uploaded to SharePoint by start of next term. Wed 21st May - Feedback to staff at staff meeting and update SDP. **Actions (as Term 1) – Deadline Friday 16th May 25**
Summer Term 2 (Mon 2nd June – Mon 21st July) **Curriculum conversations:** • English - Writing/GPAS • Maths • History • Music • Computing • MFL	**Important Dates:** Tues 3rd June – Multiplication Check Wed 4th June – Pupil Progress (data from assessment week) w/b 9th June – Phonics Check w/b 30th June – Assessment Week (Teacher judgement) Thurs 3rd July – Full Governors meeting w/b 30th June - My Plan reviews – new My Plans uploaded to SharePoint by start of next term. Wed 2rd July - Feedback to staff at staff meeting and update SDP. **Actions (as Term 1) – Deadline Friday 27th June 25**