



For every child to meet their potential and
'live life in all its fullness.' John 10:10.

Name of Policy: Monitoring Policy

Date Written: September 2019

Policy Amendments:

Date	Amendment
1st September 2020	<i>Paragraph added on page 1 (Implementation): With regard to speaking with pupils... Appendix 1,2,3 & 4 added to policy.</i>

Next Review Date: September 2021

Intent:

It is the intent of the school to ensure that the monitoring of all subjects is carried out regularly through-out the year so that the quality of teaching and learning continues to develop and meet the expected standard set out in the National Curriculum.

It is also the intent of the school that any under-performance or areas of development will be addressed, in the first instance, via individual, small group or whole staff conversations and feedback. This, in connection with honesty and reflection from all staff members (Including the Senior Leadership Team), in-formal support being implemented and training provided where needed, should minimise the need for any monitoring of a more formal kind, which if required would be carried out under the guidance of the school's Appraisal & Capability Policies.

Implementation:

Monitoring will be carried out in eight ways across the school:

1) Curriculum Leaders will carry out regular monitoring in the subject that they lead by:

- ⇒ Speaking to pupils
- ⇒ Looking at books
- ⇒ Talking to staff
- ⇒ Going on learning walks
- ⇒ Watching lessons
- ⇒ Collecting and analysing data

All findings from monitoring will be recorded in FOP Books (Finger on the Pulse Books) in addition to any actions that the Curriculum Leader has taken in response to these findings. This, overtime, will serve as evidence of the work that the Curriculum Leader has carried out and the impact that this has had on the quality of education in the subject that they lead.

It will be the expectation of the school that Curriculum Leaders carry out a form of monitoring at least once a fortnight. This will mean that any underperformance will be identified and addressed quickly, thus preventing any underperformance in each subject.

The subject leader will be responsible for producing a more formal action plan from the notes and findings recorded in their FOP Book.

With regard to speaking with pupils, Curriculum Leaders have been advised to question pupils on the learning that has taken place in their class and overtime. This means that questions will be designed to test the children's knowledge and understanding of the subject in-line with what they are expected to know set out in the National Curriculum – For example: In Geography, a question that may be asked would be for the children to label the 7 continents and 5 oceans etc.

- 2) Book Quick Flicks will be carried out at least once every half term which will involve staff sharing work/books during a staff meeting and commenting on the content, challenge, quantity and quality of work as well as teaching marking and pupil responses.

All findings from Book Quick Flick sessions will be used to identify the strengths of each subject across the school and highlight any areas of inconsistency or areas that require further development.

When looking at the books, the guidance shown in Appendix 1 will be used to measure the quality of education.

- 3) Curriculum Leader Meetings will be carried out regularly through-out each term which will consist of the Headteacher or a Member of Senior Leadership meeting with the Curriculum Leader to speak about the strengths and areas of development in their subject. During this meeting, monitoring of the FOP Books will be carried out to ensure that the Curriculum Leader is fully up to date with their Curriculum responsibilities, that they are knowledgeable about their subject (including data performance) and that the Curriculum Leader has a clear vision and action plan to ensure the success of their subject.

Meetings with Curriculum Leaders will be recorded in a general monitoring FOP Book which all Senior Leaders will contribute to.

- 4) Governor Days will be carried out in different areas of school life at least once every term – Early Years, Health & Safety, The Curriculum, Pupil Premium, RE/SIAMS and SEND. The Governors will agree a timetable for the day which will include learning walks, meetings with staff and children, meetings with parents/carers (if relevant) lesson observations and book monitoring

After a Governor Day has taken place, the governor will produce a report that will be e-mailed to the school which will include strengths of the monitoring visit and recommendations for next steps. Governors will also offer verbal feedback on the day.

- 5) Pupil Progress Meetings will take place once every term which will include staff meeting with the Maths Lead, Pastoral Manager, English Lead, SENCO & Pupil Premium Lead to discuss the performance of all pupils across the school. This will be carried out as a carousel during a twilight staff meeting with all staff in attendance. During each individual meeting, results will be challenged and staff will be expected to speak knowledgeably about the pupils in their class and the reasons for any underperformance, overperformance and next steps.

Minutes from Pupil Progress Meetings will be kept in the Curriculum Leaders / Senior Leaders FOP Book.

- 6) Informal Learning Walks will be carried out on a regular occurrence by the Headteacher & Deputy Headteacher. These will either have no agenda and be mainly to observe the children at work or be focused on a particular area of development that has recently been identified such as the start times of lessons, behaviour in class, use of the working walls, pupil understanding of what they have been asked to do etc. The purpose of these learning walks will be primarily to seek out good practice so that this can be shared with the rest of the school however if there are any areas of development observed, these will be shared with the relevant Curriculum Leader and individual, small group or whole class feedback will be given.

Minutes from Learning Walks will be recorded in a general monitoring FOP Book.

- 7) Formal Lesson Observations will be carried out three times a year. This will be part of the performance management process. Two of these lessons will be carried out by staff from Hindsford with the third being part of the annual Teaching & Learning Review that is carried out by the School's Improvement Officer.

All staff observed will be given both verbal and written feedback (See Appendix 2 & 3 for templates). Lessons will be recorded however only used as CPD – For example, watching it back to see where improvements could be made or to physically show the staff member what the feedback is referring too. **As soon as the lesson has been**

observed, the video will be deleted from the system. No video evidence will be used in any meeting regarding capability.

- 8) Appraisals will be carried out during October each year. Approximately two/three targets will be set per member of staff with an optional personal target if requested by the member of staff or recommended by the appraiser. All targets will be revisited during March with the final review being carried out the following October.

Teachers:

Target 1: Attainment / Progress Linked – Staff to target 4/5 pupils that have been identified as not making enough progress overtime. This will be mainly children that are either currently Working Towards but should be Expected or children that are working at Expected and should be at Greater Depth.

Target 2: Subject Leader Linked – Staff will choose a subject that they will lead/develop across the school.

Target 3: Personal Target – Linked to support an area of SDP.

Target 4 (Optional): Personal Target – Staff to request any other area they wish to be developed in.

Teaching Assistants:

Target 1: Attainment / Progress Linked – Staff to be given responsibility for a small group of pupils to work with in class or during an intervention programme led by them.

Target 2: Personal Target – Linked to support an area of SDP.

Target 3 (Optional): Personal Linked - Staff to request any other area they would like to be developed in.

All staff will complete an appraisal proforma (Appendix 4) before the meeting and should share these ideas during the meeting.

- 9) Moderation between school staff will take place at least once a term across a range of subjects. This is to assess the accuracy of a teacher's grading.

- 10) Moderation between Hindsford and other schools will also take place once a term across a range of subjects and consist of Staff / Curriculum Leaders looking at the assessment of different pieces of work so that the accuracy of grading can be established within these subjects.

Impact:

The intended impact of the monitoring policy is to ensure that staff receive regular feedback within an effective timeframe so that they can make a difference with regard to the quality of education that they are providing in all areas of school life. .

Appendix 1 - Book Quick Flick Guidance Document:

Key Focus: When looking at books across the school, this is to ensure that the whole school approach is consistency & progressive in that subject. Can you see this?

1. Content: Quantity	<ul style="list-style-type: none">➤ Is there evidence of work for each day (Except during assessment weeks)?➤ How does the amount of work compare per year group? (This should be similar per cohort to show consistency)
2. Content: Scheme of Work	<ul style="list-style-type: none">➤ Are the lessons in line with the long term plans as advertised on the school website?➤ Is there any evidence of the catch-up curriculum being applied?
3. Content: Activity Styles	<ul style="list-style-type: none">➤ What different types of activities are the children engaged in? Is there enough variety of activities or could there be more? (Worksheets)
4. Presentation	<ul style="list-style-type: none">➤ Is the children's work presented neatly?➤ Is the work dated with an LO?➤ Is the children's handwriting in line with the school's policy?➤ Is the work trimmed and stuck in neatly?➤ Do the children take pride in their work? – No Graffiti, No Scribbling Out etc.
5. Differentiation	<ul style="list-style-type: none">➤ What type of differentiation is being used? Is this effective? Is it enough?➤ How much work is being completed independently? How much scaffolding is being provided? Is this too much?➤ Is the work set at the right level for the ability of the pupil?
6. Marking	<ul style="list-style-type: none">➤ Does the teacher's handwriting match the schools handwriting policy?➤ Are the Non-Negotiables being picked up on if incorrect – i.e. highlighted pink – Capital Letters, Full Stops, Key Spellings, Finger Spaces, Connectives, Incorrect Answers etc.➤ How often is there a question to extend/question to clarify/invitation to share opinion?➤ Are pupils responding to teacher's comments?➤ Are responses correct?➤ Are teacher's comments used to offer challenge?
7. Progress	<ul style="list-style-type: none">➤ Is there clear progression from work carried out at the start of the year to currently in both quantity and quality?

Appendix 3: Copy of Lesson Observation Feedback Form

Hindsford CofE Primary School Lesson Observation Feedback:

Date	Class	Time	Subject	Teacher	LSA Support	Observer

Engagement: 0 _____ 10

Challenge: 0 _____ 10

**Evaluation of Learning & Progress, Behaviour for Learning & Quality of Teaching
(Lesson Structure/Use of Adults/Use of Questioning/Pace/Environment/Modelling/Differentiation)**

<u>What Did You See/Hear?</u>	<u>Impact</u>

Areas of Development

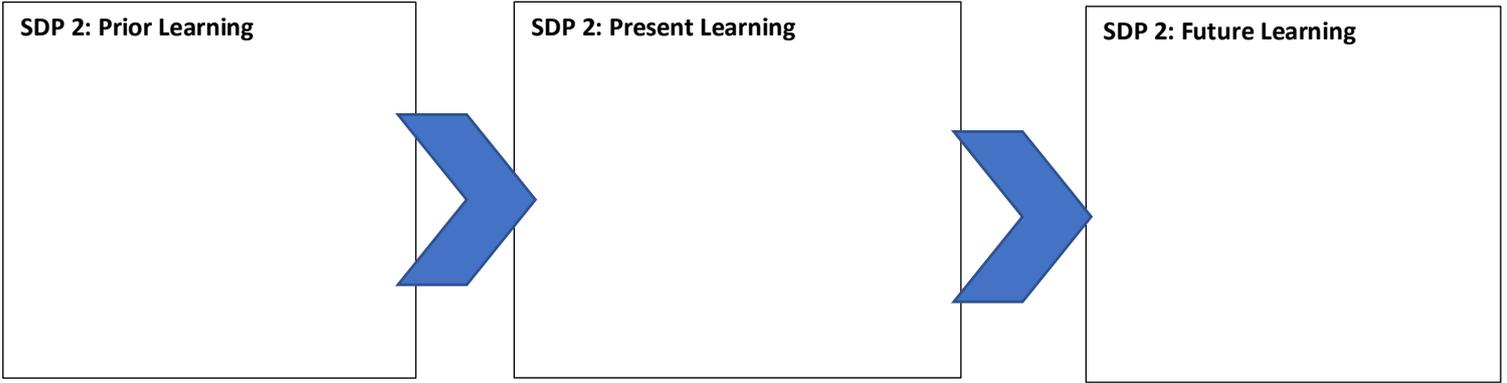
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Targets from Previous Lesson – Have these been met?

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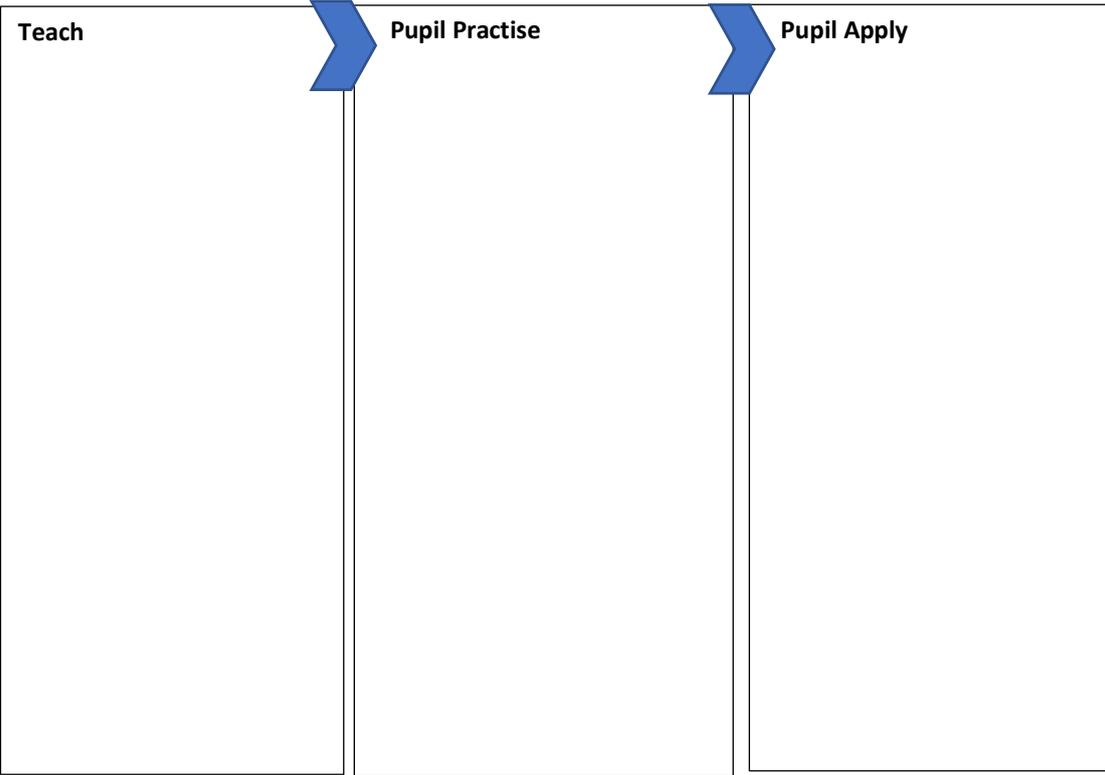
Signed:
Signed Observer:

Appendix 4: Blank Lesson Template for Formal Lesson Observation:



Review: Activity Starter (Recap from Previous Unit or Lesson)

SDP5: What vocabulary will you explore with the children?



SDP3: How will you differentiate your teaching, learning activities and questioning so that all pupils can access the learning or be challenged to achieve more?

SDP4: What will the children remember from this lesson?

Appendix 4: Blank Lesson Template for Formal Lesson Observation:

	Possible Target/s (Please Note: M5-6 & UPS teachers must select a target linked to leading/strengthening an area)
Target 1 Attainment & Progress	
Target 2 Subject Leadership	
Target 3 Personal SDP Linked	
Target 4 (Optional) Personal	

