



[Academy Name]

Quality of Teaching & Learning - Monitoring & Evaluation Policy

Policy Type:	Trust Core Policy
Approved By:	DNEAT Board of Trustees
Approval Date:	18/09/2015
Date Adopted by LGB:	dd/mm/yyyy
Review Date:	September 2018
Person Responsible:	Academies Executive Officer

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Policy Statement

At [Academy Name] we plan learning and teaching with a view to enabling each child to achieve their full potential and seek the highest level of personal achievement. To ensure that this happens, we regularly monitor and evaluate the impact of our provision, so that we are in a position to make a judgment about how effective we are in securing the best outcomes for pupils.

Monitoring is the means by which we gather information systematically across a range of activities within our academy.

Evaluation is the process of making judgments about the effectiveness of the actions we have taken, based on their impact on the quality of the children's learning.

We use the OFSTED Evaluation Schedule to guide our evaluation judgments under the headings of:

1. Effectiveness of leadership and management
2. Quality of teaching, learning and assessment
3. Personal development, behaviour and welfare
4. Outcomes for pupils

This also informs the academy's progress against the requirements of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) which evaluates the distinctiveness and effectiveness of the school **as a church school**.

The outcomes of monitoring and evaluation are recorded in the self-evaluation summary which is written and agreed with support from staff and governors. In this way monitoring and evaluation gives us the information with which we can identify future academy improvement priorities and provide the baseline against which we can measure the impact of further actions taken.

Aims

Through effective monitoring and evaluation of teaching and learning we seek to:

- establish how well we are performing;
- identify our strengths and weaknesses
- identify the professional development needs (CPD) for **all staff**;
- celebrate our strengths;
- ensure that our future actions are targeted to address any weaknesses;
- inform the cycle of school development planning;
- allocate resources in the most effective way.

Roles and Responsibilities

It is the responsibility of the Headteacher / Principal to ensure that monitoring and evaluation processes are rigorous and thorough and embedded in the working practices of the academy in line with DNEAT's Christian ethos and values.

The Headteacher / Principal must ensure that all members of staff and governors understand the importance of participating in realistic, open and honest monitoring and evaluation as a key element of the process to identify areas to improve.

The Headteacher / Principal will ensure that there is a published calendar of monitoring and evaluation activities which clearly states the purpose of the monitoring activity, who will be involved and how findings will be evaluated and reported back. All staff should be aware of their role in these activities and should be prepared to play an active part in reflective practice.

Staff with leadership responsibility will have specific areas of academy performance where they will gather data in a structured way, evaluate effectiveness and make suggestions for actions to secure improvement. Their role descriptions should clearly identify their areas of responsibility and they should be given time and authority to carry out these activities within the planned calendar of activities. Staff who are asked to lead in monitoring activities should receive training and guidance from an experienced colleague or senior leader.

The Local Governing Body should have their own annual plan for the monitoring and evaluation of teaching and learning activity linked to the Academy Improvement Plan. Governors can fulfil important aspects of their monitoring role through scrutiny of information reported at meetings but it is also essential that they observe evidence at first hand through visits and discussions with staff, parents and pupils. The governing body should have a good understanding of the Self Evaluation Summary and ensure that it links directly to academy improvement priorities.

The governors have a policy for visits to the academy which has been shared with staff.

DNEAT has a duty to monitor the performance of each academy within the multi-academy trust. This is achieved through the Regional Standards Group meetings, chaired by Trustees and individual Academy Review Meetings led by a DNEAT officer. Academy support is provided proportionately depending on the 'effectiveness grade' of each academy. (See the DNEAT Academy Improvement Strategy). DNEAT will monitor end of Key Stage data and 'live' pupil performance data throughout the year. They will also gather information from other sources such

as minutes of governors' meetings, reports from Academy Improvement Associates, Academy documentation, OFSTED reports and financial reports.

Framework for monitoring and evaluation

The academy's published calendar for monitoring and evaluation will be clearly linked to the Academy Improvement Plan, the Ofsted framework and DNEAT's quality standards.

The exact nature and focus of each activity should be shaped by a key question or line of enquiry agreed by the Headteacher / Principal and SLT. Activities might include:

1. Lesson observation and lesson drop-ins (See appendix 1)
2. Learning walks covering all areas of the school site at different times
3. Scrutiny of assessment data – nationally produced such as RAISEonline and 'live' data from Pupil Asset. The most significant areas for consideration will be:
 - how we perform compared to all schools;
 - how we perform compared to similar schools;
 - how different groups of pupils perform, (the characteristics of these groups include gender, ethnicity, social background and English fluency).
 - the value added by our school compared to other schools.
4. Scrutiny of pupils' work and discussion with pupils
5. Structured discussions and interviews with pupils, parents, staff, governors
6. Questionnaires and surveys
7. Summary of performance management outcomes and CPD programme
8. Other data sources such as attendance data, participation rates in clubs and visits.

As well as formal monitoring we encourage developmental monitoring activities to give staff the opportunity to coach and mentor each other as well as implement new and creative ideas and monitor their impact on learning.

Links to Appraisal Policy and Capability Policy

The Headteacher / Principal will clarify where monitoring activities are planned to be used as part of the on-going appraisal process and where they are for evaluation of practice generally.

If concerns about the performance of an individual are identified through monitoring the Headteacher / Principal will ensure that the member of staff is informed, as early as possible, specifically what aspect of their practice needs to be improved and what support will be offered. Normally this will be included as part of the annual appraisal cycle but if the performance of the staff member continues to cause concern or urgent action is needed then the Headteacher / Principal will consider implementing the Capability Policy.

Equality statement

The Trust, 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 and including all protected characteristics (see Equalities Policy). All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Our monitoring and evaluation processes will include consideration of any groups or individuals who may be vulnerable to discrimination or underperformance.

We will ensure that monitoring activities are managed fairly and openly and that they do not become burdensome on any group of staff or individuals.

Monitoring & Review

The implementation and impact of the policy will be monitored and the policy reviewed every three years or in line with national and legislative changes.

Links to Other Policies and Documents

- Staff Appraisal Policy
- Capability Policy
- Governor Visits Policy
- Teaching & Learning Policy
- DNEAT Academy Improvement Strategy
- Equality Policy
- Behaviour Policy
- Attendance Policy

APPENDIX 1

Protocols and guidance for lesson observation and lesson drop-ins.

Lesson observation and lesson drop-ins provide information which forms an essential part of the evidence base for accurate evaluation of the effectiveness of practice across the academy as well as being an important element in teacher appraisal. In either case, visits to lessons should focus on outcomes for pupils and how classroom practice promotes learning. As with all aspects of monitoring and evaluation, findings should be used to identify good practice and to target support where it is needed – observation is not an end in itself.

In line with the Ofsted framework we will not judge the quality of teaching from a single lesson observation. Instead, a judgement will be based on a combination of evidence gathered by observing the pupils' learning in lessons, in their books, through discussion and through a scrutiny of performance data.

Protocols for lesson observation are:

- Lesson observations will only be carried out by staff who are qualified teachers and who have had appropriate training.
- Lesson observations will be planned in advance and teachers should have a minimum of three days notice.
- The teacher should be aware of the focus of the observation and the purpose of the observation (i.e. as part of whole school or aspect monitoring or as part of the appraisal process)
- After the observation the teacher will have an opportunity to discuss with the observer. This should be as soon as is practicable, ideally within 24 hours of the observation. There will be a focus on the progress in pupils' learning in the lesson and the ways in which teaching impacted on learning rather than on checking for specific teacher actions or behaviours.
- Feedback should include recognition of strengths as well as clarifying any areas for development.
- A written record of the observation will be made available to the teacher within 5 working days and the teacher will have an opportunity to add a comment to the written record.
- Where appropriate, part of the feedback discussion will be to identify support or training which the teacher can access.

Lesson drop-ins are a regular feature of monitoring and evaluation. They should never be used in isolation to form a judgement about the effectiveness of a teacher. Lesson drop-ins are most effective when there is a clear focus such as an aspect of learning behaviour, impact of resources, range of activities across the school, etc.

Summary findings from a series of focused drop-ins should be shared with staff.

Often the Headteacher / Principal will make informal visits to lessons to maintain contact with pupils and staff, to get a sense of well-being and to gauge the atmosphere across the academy. Such visits are part of the daily routine and will not be reported on. If the Headteacher / Principal is concerned by anything seen this will be raised with the member of staff at an appropriate time later in the day.

Record of Lesson Observation

Name of teacher:	Subject:	Class:	Number of Pupils:
Observer:	Date:	Profile of group(e.g. SEN/EAL):	
Other adults in lesson:	Time in lesson:		
Focus of observation:		Context	

Observations made during the lesson:

<p>Pupils (demonstrated, understood, applied, questioned, reflected, produced,)</p>	<p>In response to, because of, as a result of, when, the teacher</p>
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<p>Evidence of S,M,S,C</p>

The key features of pupils' learning observed in this lesson were:- (be specific about where aspects were outstanding, impressive, good, expected, poor, limited etc. as appropriate)

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Learning was best when the teacher:-

-
-
-

To improve learning further the teacher needs to develop:

-
-
-

Teachers' Standards focus for development:

Signed Observer Date

Teacher's comments

Signed Teacher Date

Prompts to support observations within a lesson

<u>Example outcomes for pupils</u>	<u>Example elements of teaching</u>
<p data-bbox="201 344 751 376"><u>KNOWLEDGE, SKILLS & UNDERSTANDING</u></p> <p data-bbox="233 416 719 524">Attainment Communication skills Subject specific skills and knowledge</p> <p data-bbox="376 573 576 604"><u>PRODUCTIVITY</u></p> <p data-bbox="177 645 775 712">Progress within lesson and over time Physical and mental engagement and output</p> <p data-bbox="320 761 632 792"><u>APPLICATION OF SKILLS</u></p> <p data-bbox="161 833 791 981">Developing & applying skills of reading, writing, communication and mathematics Applying skills and knowledge from other lessons or subjects</p> <p data-bbox="400 1025 552 1057"><u>ATTITUDES</u></p> <p data-bbox="384 1097 568 1442">Enthusiasm Commitment Resilience Confidence Independence Engagement Interest Perseverance</p>	<p data-bbox="999 344 1270 376">Level of expectation</p> <p data-bbox="1007 405 1262 436">Subject knowledge</p> <p data-bbox="975 465 1294 497">Accuracy of assessment</p> <p data-bbox="1078 526 1190 557">Planning</p> <p data-bbox="999 586 1270 618">Knowledge of pupils</p> <p data-bbox="967 647 1302 678">Challenge for all abilities</p> <p data-bbox="983 707 1286 739">Well pitched activities</p> <p data-bbox="887 768 1382 799">Teaching strategies and methodology</p> <p data-bbox="967 828 1302 860">Intervention and Support</p> <p data-bbox="1007 889 1262 920">Use of other adults</p> <p data-bbox="1023 949 1246 981">Use of resources</p> <p data-bbox="1078 1010 1190 1041">Listening</p> <p data-bbox="1054 1070 1214 1102">Questioning</p> <p data-bbox="911 1131 1358 1162">Adapting activities within lessons</p> <p data-bbox="1054 1191 1214 1223">Use of time</p> <p data-bbox="943 1252 1326 1283">Linking skills and knowledge</p> <p data-bbox="1078 1312 1190 1344">Marking</p> <p data-bbox="1070 1373 1198 1404">Feedback</p> <p data-bbox="1007 1433 1262 1464">Setting homework</p>