



Monitoring & Evaluation Policy



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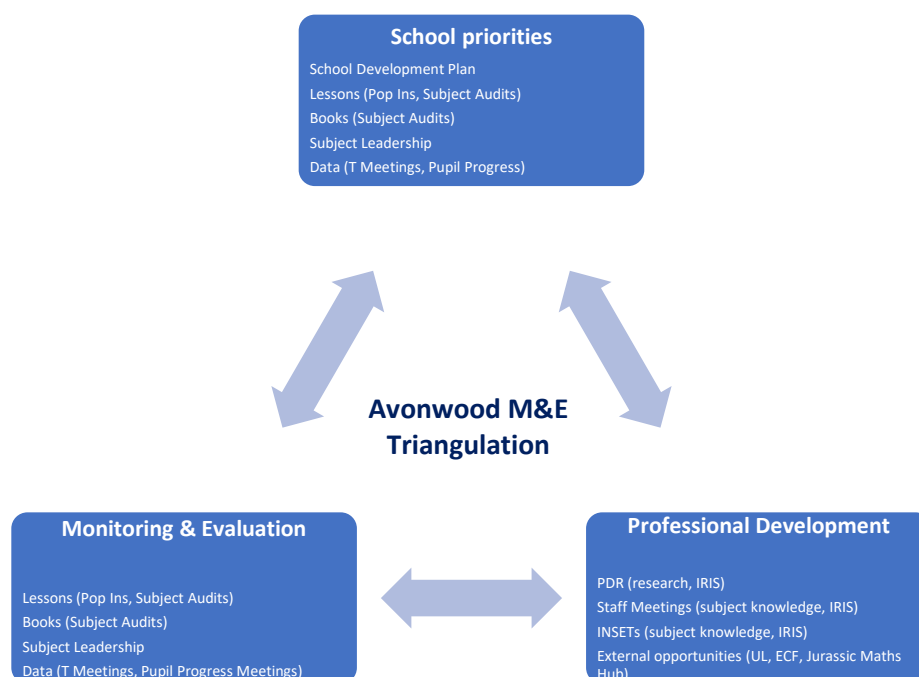
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Background and Rationale

At Avonwood Primary School we expect our staff to plan teaching and learning to provide knowledge rich lessons that enable all children to seek the highest level of personal achievement. Our school development is informed by our Academy Improvement Plan (AIP). To ensure 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 our school.

We operate a cyclical model at Avonwood where strategic development areas are identified, professional development is aligned to school priorities and evidence is sought to demonstrate impact.



We believe that effective monitoring and evaluation should:

- Promote an ethos of excellent learning and teaching throughout the school.
- Encourage an open-door philosophy where staff are reflective, research-based practitioners.
- Ensure excellent planning and delivery of the curriculum.
- Directly inform plans for professional development, adapting throughout the year to the latest identified needs.
- Offer an opportunity to celebrate success and make progress against defined development goals.
- Provide information to support self-evaluation.
- Ensure consistency throughout the school.
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.
- Enable effective support to be deployed where required at the earliest opportunity.

Roles and Responsibilities

Roles and Responsibilities: Phase Leader / Senior Teacher

- Provide drop in feedback and reflective question prompts through Steplab, using the 'Shout out' function to maintain positive spotlighting
- Support, challenge and coach staff in their use and implementation of the teaching learning policy – monitor and feedback on areas of celebration and development.
- Observe and comment on the work and impact of the other adults in the classrooms in relation to SEND, including PLPs and EHCPs.
- Talk to children about their learning to ascertain what they have learned over time.
- Evaluate the quality of reading for pleasure culture across the year group by discussion, observation, and book sampling.
- Monitor books for quality of work, consistency of tasks, presentation, and use of feedback.
- Work with staff to ensure classrooms are safe and effective learning environments. Ensure rooms reflect with both the health and safety policy and the display and classroom organisation policy.
- Share findings with colleagues for celebration and development.
- Scrutinise data for trends, patterns and areas to celebrate and address.
- Report and share relevant findings with senior leaders.

Roles and Responsibilities: Subject Coordinator / Leader

- Provide drop in feedback and reflective question prompts through Steplab, using the 'Shout out' function to maintain positive spotlighting
- Stay up to date with current subject based research and policy. Consider how findings and developments relate to monitoring and evaluation.
- Talk to children about their learning to ascertain what they have learned over time.
- Monitor books for quality of work, consistency of tasks, presentation, and use of feedback.
- Examine plans across year groups and across the subject to look at progression over units, over themes, over concepts and over a child's time in school.
- Survey and talk to staff to identify CPD needs in subject knowledge and subjects' specific pedagogy.
- Engage in formal and informal monitoring over time.
- Scrutinise data for trends, patterns, and areas to celebrate and address.
- Share findings with colleagues for celebration and development.
- Report and share relevant findings with senior leaders and governors.
- Work alongside senior leaders and external partners on deep dives of subjects.
- Ensure the provision for children with SEND is appropriate and that these learners are in receipt of an ambitious curriculum.
- Ensure the provision for children capable of 'greater depth' is appropriate and that these learners are in receipt of an ambitious curriculum.

Roles and Responsibilities: Senior Leaders

- Provide drop in feedback and reflective question prompts through Steplab, using the 'Shout out' function to maintain positive spotlighting
- Talk to children about their learning to ascertain what they have learned over time.
- Ensure classroom environments, provision and teaching and learning promote a reading for pleasure culture
- Work with middle leaders and teachers to identify children who are underachieving across Maths and English
- Work with middle leaders to ensure the teaching and learning is effective and in line with expectations set out in the Teaching and Learning Policy
- Support, coach, and mentor middle leaders to enable them to complete monitoring and evaluation of their year group or subject.
- Oversee the implementation and enacting of the safeguarding policy in classrooms, across site and through monitoring of the My Concern platform.
- Oversee the implementation and enacting of health and safety policy across the site including risk assessments pertaining to particular children, events and settings.
- Strategize, plan and act on outcomes of evaluation and monitoring including altering of policy, organising of support, providing challenge, staff development, etc
- Ensure children are in receipt of a broad, ambitious, and progressively sequenced curriculum.
- Ensure the provision for children with SEND is appropriate and that these learners are in receipt of an ambitious curriculum.
- Ensure the provision for children capable of 'greater depth' is appropriate and that these learners are in receipt of an ambitious curriculum.

Roles and Responsibilities: The Governing Body

The Governing Body at Avonwood agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated.

It is their responsibility to;

- 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.
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.
- Feel confident understanding the school development areas, working alongside United Learning to provide robust and appropriate challenge to help the school achieve these goals.

Monitoring Tools

Drop Ins

Avonwood Primary School is proud of its reputation as having an open-door philosophy to monitoring and evaluation. Weekly drop ins set the tone for this, with it being the norm for colleagues and management to drop into classes. This can sometimes be for just a few minutes, helping gauge progress and consistency across classes.

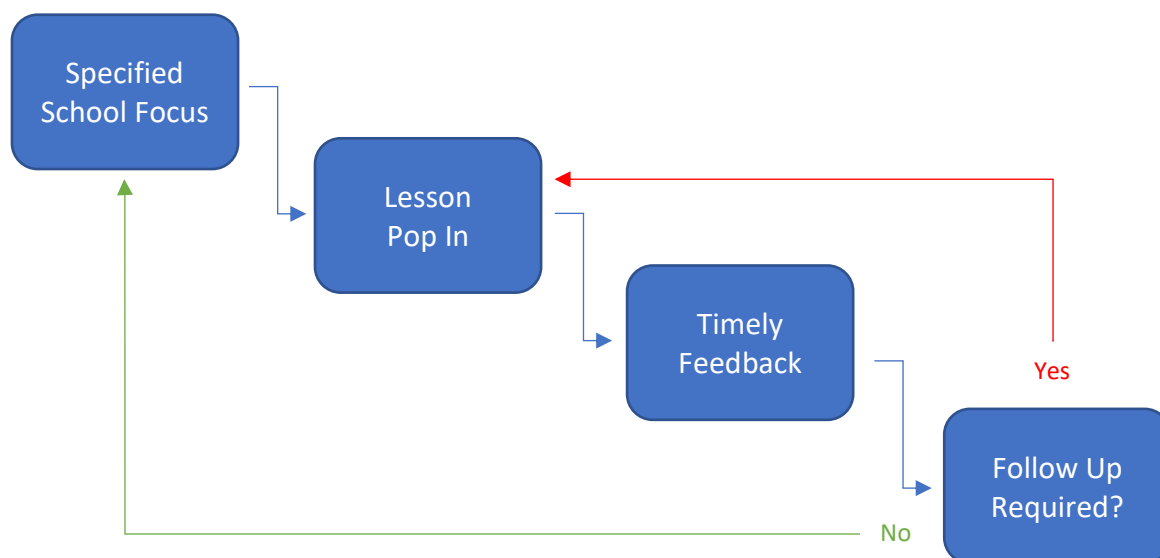
The Head Teacher (HT) and Senior Leadership Team (SLT) adopt a zero stakes approach to drop ins, highlighting excellence but also suggesting sensible next steps or areas for further consideration (often this will be framed by the forthcoming whole-school focus). Feedback is provided in a timely way, either verbally or via electronic means such as Steplab. Where possible, areas for development will always link to evidence-informed research, drawing upon:

- [Avonwood Teaching & Learning Policy](#)
- [Avonwood Teaching & Learning Toolkit](#)
- *Rosenshine's Principles in Action* by Tom Sherrington
- *Teach Like A Champion* by Doug Lemov
- *WalkThrus* by Tom Sherrington & Oliver Caviglioli

Pop ins are then discussed as a weekly agenda item at senior management meetings, identifying themes and agreeing areas to address through mentoring or personalised CPD. We track pop-ins, enabling SLT to revisit when required or to direct staff to learn from good practice. We also make sure to highlight excellence through our “staff shout out” system.

A weekly focus is published in advance, often linking to recent CPD to establish the success of any whole school development areas.

Overview of Drop Ins:



Subject Audits

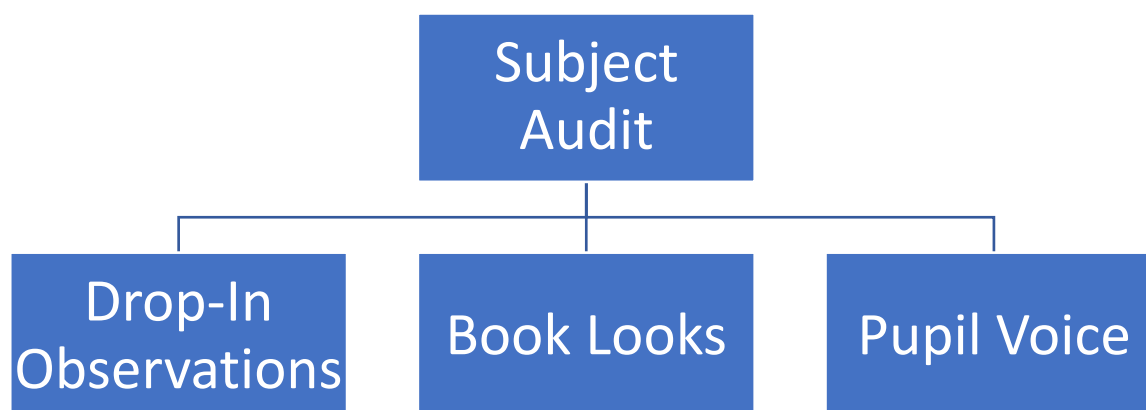
Subject Audits are based on the concept of deep dives by OFSTED.

“The aim of the deep-dive approach is to allow inspectors to gather the evidence necessary to form an accurate evaluation of how education flows from intention to implementation to impact within a school.”

Ofsted define a deep-dive as:

- Evaluation of senior leaders’ intent for the curriculum in this subject or area, and their understanding of its implementation and impact
- Evaluation of curriculum leaders’ long- and medium-term thinking and planning, including the rationale for content choices and curriculum sequencing
- Visits to a deliberately and explicitly connected sample of lessons
- Work scrutiny of books or other kinds of work produced by pupils who are part of classes that have also been (or will also be) observed by inspectors
- Discussion with teachers to understand how the curriculum informs their choices about content and sequencing to support effective learning
- Discussions with a group of pupils from the lessons observed.

It is with this methodology in mind, that we use our ‘little and often’ mantra to frequently use our internal ‘Subject Audits’ to monitor and evaluation performance of key subjects and school development areas. To help triangulate a robust and current picture, the following M&E tools are used:



Subject Audit: Drop In Observations

These are similar in style to our normal pop ins, but completed in pairs where possible. Normally a member of SLT will accompany the subject leader or a member of the subject working party on a tour of classrooms. The key difference is a more formal paper trail with a

form completed that highlights key findings across the year group – strengths, any inconsistencies and any development areas. Pop ins may last a few minutes, normally no more than 10.

Subject Audit: Book Looks

Book Looks form a key aspect to early identification of strengths and areas for development at Avonwood Primary School. When we complete book looks we follow the protocol below:

- The subject leader will review cohort data and request specific books. These may target certain abilities or groups of children (e.g. PP).
- Books are reviewed on a class and year group level, with a form completed that is passed to the Year Leader to celebrate successes and address development areas.
- Books are present during the SLT feedback meeting, helping guide and inform discussions.

At Avonwood we place great value in the progress evidenced in books. We also expect books to reflect our high standards with excellent presentation, cursive handwriting and care.

1. Coverage
2. Implementation

Subject Audits: Pupil Voice

Talking to children is enlightening: they experience our classrooms every day. The most effective way to find out what children understand is to talk them. Children really understand a concept, idea or technique if they can:

- Describe it in their own words;
- Represent it in a variety of ways;
- Explain it to someone else;
- Make up their own examples (and non-examples) of it;
- See connections between it and other facts or ideas;
- Recognise it in new situations and contexts;
- Make use of it in various ways, including in new situations*

**Adapted from the Jurassic Maths Hub 'Teaching for Mastery' statement; adapted from John Holt 'How Children Fail' 1964.*

In gathering Pupil Voice, subject leaders and SLT will agree a set of questions in advance that will be used to frame the discussion. A pupil focus group, reflecting the school's priorities, will be decided upon in advance as well (e.g PP).

Core subjects are audited twice each academic year. Non core subjects are audited at least once every two years.

Pupil Focus Groups

As part of the M&E calendar, the Subject Leads will meet with a pupil focus group to gauge information and sample pupil voice about a wide variety of school focus areas.

These pupil voice samples seek to gain an insight into children's experience at Avonwood, therefore a range of children are spoken to with a focus on the Bottom 20% (in terms of attainment).

Minutes are taken at these meetings by the Head Teachers PA and shared at SLT meetings. Appropriate actions are then agreed and minuted in SLT meetings.

Internal MAT Audits and External Audits

On annual basis we welcome internal audits from within United Learning. These include:

- Regional Director visits
- Peer Challenge visits from other Headteachers
- Subject specialist consultant visits.

This robust yet supportive analysis helps to substantiate progress against our school improvement priorities and provides critical challenge for us to develop further.

Monitoring and Evaluation Calendar: 2023-24 Academic Year

Autumn 1		
Item	Person Responsible	Format
Weekly Pop Ins	SLT	Email & Pop In Tracker
Governors Report	Chris Jackson	Written Report
EOY Progress Report	Chris Jackson / Joe Jackson-Taylor	Written Report
Power Bi Annual Report	United Learning	PDF Report
T1 Meeting	Chris Jackson / Claire Fortey	Formal Meeting with minutes
Target Setting	Chris Jackson / Joe Jackson-Taylor	Excel Submission
Annual SEND Audit	John Keech	Notice of Visit
Core Subject Audit: Reading	Becky King	Short written report
Wider Subject Audit: RE	Hannah Rich	Short written report
Pupil Voice: Early Reading	Kelly Wyatt	Pupil Voice Report

Autumn 2		
Item	Person Responsible	Format
Weekly Pop Ins	SLT	Email & Pop In Tracker
Pupil Progress Meetings	Chris Jackson, Kim Williams, Joe J-T	Year Lead Report
SEND Progress Meetings	Lucy Sloane	SENDco Report
Staff, Parent & Pupil Surveys	Jess Short	Survey Headlines Report
Target Meetings	Chris Jackson / Joe Jackson-Taylor	Project 80+ pupil progress template
T&L Audit	Joe Jackson-Taylor	T&L short report
Governor Visit Day	Chris Jackson	Individual Gov Reports
Core Subject Audit: Maths	Sophie Phillips	Short written report
Wider Subject Audit: Computing	Jed Allen	Short written report
Pupil Voice: Times Tables	Megan Rae	Pupil Voice Report

Spring 1		
Item	Person Responsible	Format
Weekly Pop Ins	SLT	Email & Pop In Tracker
Governors Report	Chris Jackson	Written Report
T2 Meeting	Chris Jackson	Formal Meeting & Minutes
Annual Safeguarding Audit	Kim Williams	Written Report
Core Subject Audit: Science	Clare Grimley	Short written report
Wider Subject Audit: Geography	Sarah Turner	Short written report
Pupil Voice: PSHE	Jess Short	Pupil Voice Report

Spring 2		
Item	Person Responsible	Format
Weekly Pop Ins	SLT	Email & Pop In Tracker

Pupil Progress Meetings	Chris Jackson / Joe Jackson-Taylor	Formal Meeting & Minutes
SEND Progress Meetings	Lucy Sloane	Email & Pop In Tracker
Core Subject Audit: Reading	Emma Gilder	Short written report
Wider Subject Audit: History	Claire Andrews	Short written report
Pupil Voice: EWC	Jess Short	Pupil voice report
Pupil Voice: Music	Laura Phillips	Pupil voice report

Summer 1		
Item	Person Responsible	Format
Weekly Pop Ins	SLT	Email & Pop In Tracker
Governors Report	Chris Jackson	Written Report
T3 Meeting	Chris Jackson	Formal Meeting & Minutes
Annual Safeguarding Audit	Kim Williams	Written Report
Core Subject Audit: Maths	Sophie Phillips	Short written report
Wider Subject Audit: MFL	Lucy Irvine	Short written report
Pupil Voice: PE	Sarah Darch	Pupil Voice Report
Pupil Voice: RE	Hannah Rich	Pupil voice report

Summer 2		
Item	Person Responsible	Format
Weekly Pop Ins	SLT	Email & Pop In Tracker
Pupil Progress Meetings	Team Leads	Handover reports & meetings
SEND Progress Meetings	Lucy Sloane	SENDco Report
Staff, Parent & Pupil Surveys	Kim Williams	Written Report
Core Subject Audit: Writing	Emma Gilder	Short written report
Wider Subject Audit: Art & DT	John Mather & Sarah Millington	Short written report
Pupil Voice: Geography	Sarah Turner	Pupil Voice Report
Pupil Voice: Science	Clare Grimley	Pupil Voice Report

Appendices

Subject Audit resources:

- [Subject Audit report template](#)
- [Subject narrative summary](#)
- [Pupil Voice Master](#)
- [Lesson observation pro forma](#)
- [Maths Pupil voice capture](#)
- [English Pupil voice capture](#)

Data resources:

- [Pupil progress reports](#)

Other resources:

SLT Reading: age-benchmarking resources