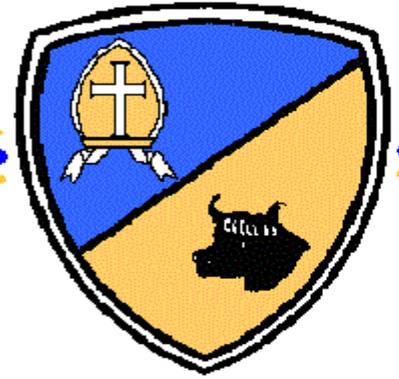


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Monitoring Policy

Date of Policy: 2017

Review Date: 2020

Monitoring of the Curriculum and other aspects of school life is an important responsibility and so it will be a key part of our management structure which will enable us to evaluate, plan and move forward enabling the school to improve and raise standards of achievement for all its pupils.

Aims

To promote and improve standards of achievement and quality of teaching and learning

To improve the efficiency and effectiveness of curriculum management and the general management of the school

To ensure that all pupils gain from a broad, balanced and differentiated curriculum which includes the Early Years Foundation Stage and Key Stages One and Two of the National Curriculum and Religious Education.

To ensure efficient and effective use of all our resources

To ensure that the school's aims are being met and that the targets of the Improvement Plan are being achieved

To gain good strategic information which will be used to bring about improvements by identifying strengths and weaknesses as starting points for growth and development

Key Areas for Monitoring

The School Improvement Plan

Behaviour and Personal Development

Subjects of the Curriculum

Teacher's Planning

The role of Subject Leaders in raising standards

Pupils' Work

Assessment

Teaching and Learning

Standards achieved by pupils e.g. ends of Key Stages; able pupils; pupils with special education needs: samples of all pupils

Test Results

Learning Ladder Point Scores

Pupils' attitudes to learning

Important Aspects of Monitoring

Review Curriculum Planning

Samples of pupils' work

Classroom observation of teaching and learning

Coverage of the Programme of Study for the subjects of the curriculum

Differentiation within the curriculum and the appropriate match of work to all pupils' abilities

Continuity and progression within subjects, year groups and across the Key Stages

Appropriate pace for pupils' learning

Equality of opportunity and equal access to learning for all pupils

The quality of assessment and record keeping to inform pupils' progress

Key Monitoring Roles

All members of staff, including teachers, Subject Leaders, the Headteacher and the Governors will participate in the process of monitoring the work of the school, as agreed, appropriate levels of responsibility, eg:

Senior Leadership Team - Will complete a teaching and learning pro-forma which triangulates the evidence of teaching and learning in each year group.

Class teachers - Will monitor: behaviour and personal development, their own planning, teaching, assessment and record keeping.

Subject Leaders - will monitor planning, pupils' work, samples of work. They will look at coverage, appropriateness, match, progression and continuity, differentiation, quality of learning, standards and presentation, display and resources.

Headteacher / SLT - will take an overview of the curriculum, teaching, quality of learning and standards of achievement, monitor the targets of the School Improvement Plan, monitor efficiency and effectiveness, monitor value for money, monitor communication within school and links with Key Stage 3.

Governors (through their committees) - will monitor the School Improvement Plan, standards and efficiency and the budget. Link Governors will liaise with Subject Leaders to monitor the subjects of the curriculum

Subject Leaders Strategies

Each Subject Leader will monitor their area regularly and in doing so, will maintain a working record detailing areas of progress and future developments, including training needs.

Review curriculum planning.

Samples of pupils' work.

Working alongside teachers in the classroom, informally and in formal settings.



Working with groups of pupils.
Interviewing pupils.

Areas for Subject Leader to Monitor

Coverage of the Programmes of Study for the subjects of the curriculum
Differentiation within the curriculum and the appropriate match of work to all pupils' abilities
Continuity and progression within subjects, year groups and across Key Stages
Appropriate pace for pupils' learning
Equality of opportunity and equal access to learning for all pupils
The quality of assessment and record keeping to inform pupils' progress

Reporting on Monitoring

Each Subject Leader will maintain a subject leader's file which will: identify: strengths, areas for development, resources needed, training and development needs.
Twice yearly, Subject Leaders will be asked to give a brief report on the findings from their survey of pupils' work, each post holder will produce an Action Plan on their subject / area of responsibility to be discussed by the Senior Leadership Team, staff and for reporting to Governors.
Post-holders will maintain a dialogue on quality and standards with a link Governor.

HEADTEACHER'S MONITORING STRATEGIES

Curriculum

Weekly Planning
Medium term Planning
Read subject leadership trails
Discussion with Subject Leaders
Informal regular observation of displays / work / classrooms
Subject leader action plans

Teaching and Learning

Teaching and Learning Reviews
Formal observation
Working alongside teachers
Sampling books / work
Discussion with pupils
Discussion with group
Learning Walks
Data Analysis



Behaviour and Discipline

Monitoring breaks and lunch-times
Monitoring Discipline Policy
Assemblies/Worship
Behaviour Book
Discussion with mid-day supervisors
Feedback from staff
Discussions with pupils

Budget and Finance

Monthly Financial Monitoring
Regular reconciliation of budget
SIMS / IT

School Improvement Plan

Regular Review of targets
Working copy of plan kept up-to-date
Termly check of progress towards targets
Review of staff
Review of Governors

Efficiency & Effectiveness

Tracking / evaluating and identifying key priorities for effect on improvement of Quality and Standards.



LOWTON ST LUKE'S CE PRIMARY SCHOOL

Evidence Checklist

Please indicate with a tick the evidence sources you have used to complete your summary report.

	Name & Subject:	
1	Lesson Observations	
2	Work Scrutiny	
3	Discussions with pupils	
4	Questionnaires	
5	Stakeholder views/ surveys	
6	Walkabouts	
7	Assessment/progress records	
8	Data analysis	
9	Action plan evaluations	
10	External agency reports	



11	Leadership & management trails	
12	Planning files	
13	National or local awards	
14	Learning environment/ displays	
15	Additional sources	

Name:	Subject:	Date:
Achievement and standards		
Pupils' personal development and well- being (ECM)		
Teaching and Learning		



The quality and range of the curriculum, including resources

What are the key priorities for development in your subject?

