

Hayeswood First School

Hayeswood First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC). The contents of this policy are fully in keeping with this commitment.

Monitoring Policy

What is Monitoring?

Monitoring refers to all activities undertaken with the purpose of gathering information or evidence about learning and teaching standards, and the factors affecting them, in school.

Effective monitoring leads to informed evaluation of the school's strengths and its areas for future development. The key purpose of monitoring is therefore to inform strategic school decision making at all levels to secure school improvement.

Monitoring Activities

Monitoring at Hayeswood First School takes place in the following ways:

- through scrutiny of teachers' planning and classrooms;
- through observation of teaching and learning in classrooms;
- through scrutiny of children's work;
- through discussions with learners;
- through discussions with staff;
- through parental and pupil surveys and questionnaires.

These activities may take place discretely or some may be combined together in the form of 'Learning Walks'.

Monitoring can be undertaken by:

- *Headteacher and Deputy Headteacher
- *Subject co-ordinators
- *Academy Committee Members
- *Visitors to school, such as inspectors, visiting headteachers etc.

Principles for Effective Monitoring

1. Shared Understanding: In order to be effective, the format of any monitoring activities must be mutually agreed and understood between all those involved. The format will, of course, vary according to the purpose and focus of the monitoring activity.
2. Clarity: All monitoring activities should have a clear agreed focus.
Some examples of foci are:-
 - *learning standards in individual subjects across the school;
 - *elements of a subject across the school, e.g. scientific enquiry;
 - *elements of teaching e.g. differentiation, questioning, promoting thinking skills;
 - *elements of learning e.g. co-operation and collaboration in groups, perseverance, independence, problem solving etc;



3. **Breadth:** Over time, monitoring should embrace wide ranging aspects of school life both within and beyond the classroom.
4. **Focus:** The priorities set out within the School Action Plan are key whole school monitoring priorities. Other aspects may be monitored by curriculum leaders as and when necessary in order to help build a whole school picture of learning and standards.

Levels of Monitoring

Whole School Level

This is led by the Leadership Team, which comprises headteacher and deputy headteacher, but will also involve other staff members and Academy Committee members as and when necessary. Whole school monitoring evaluates the impact of key initiatives within the School Action Plan.

Curriculum Level

As part of their curriculum leadership role, subject leaders monitor their subject area to glean the fullest possible picture of standards and achievement across the whole first school age range. Curriculum subject leaders also need to consider continuity and progression of learning, curricular breadth and balance and use of resources across the school. Curriculum subject leaders are allocated time towards undertaking these activities, including collation of the evidence which informs their findings. *Useful questions to consider are found in the appendix below.*

Headteacher Level

As well as playing a part in whole school strategic monitoring, the headteacher may also carry out additional monitoring activities as and when necessary in response to the changing needs and circumstances of the school. All of the above principles still apply.

Academy Committee

Academy Committee monitoring enables Academy Committee members to glean a clear and up to date impression of learning, standards and teaching approaches across the school. Academy Committee members are strongly encouraged to establish a professional working relationship with staff and to engage in purposeful and constructive dialogue enabling them to glean a full and accurate picture of the area of monitoring focus. *Academy Committee monitoring does not expect or require academy committee members to make judgements about the quality of individual teachers' work, but rather to judge the impact of School Action Plan priorities over time.*

External Monitoring

This refers to all monitoring activities involving visitors to school, and includes:

- visits from teachers / leaders in Wimborne Academy Trust to assess, share and develop practice;
- visits by external moderators to judge assessment standards;
- visits by our CEO and / or External Challenge Partner (ECP);
- visits by Ofsted or HMI.



Appendix I Subject Leader Monitoring And Evaluation - Some Useful Questions.

For each age group in the school, within your area of responsibility...

- a) what are the standards achieved by children and how do these compare against national ARE?
 - b) is teaching and learning effective? How do you know?
 - c) how strong is progress within your subject? How do you know?
 - d) is there a well mapped and coherent progression of content in your subject throughout the school?
 - e) how much scope is there for pupils to use and apply skills learned within your subject across the wider curriculum?
 - f) are resources sufficient, appropriate and effective?
- How sound is your information - hunch, impression, observation, clear evidence?

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Reviewed:	Summer 2019 (New Policy)
Approved by the Academy Committee	
Next Review:	Summer 2022