

Monitoring, Evaluation & Review Policy

Policy Number: N118

**Policy Owner: Assistant Headteacher
(Standards and Student Progress)**

Governing Body Responsibility: Standards Committee

Version: 5.0

Date: September 2019

Policy to be reviewed on or before September 2020



Kesteven and Grantham Girls' School

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1. Rationale

We need as a school to engage in a systematic process of monitoring, evaluation and review. We need to gather information about the quality and effectiveness of our work to:

- **Be able to manage the process of change.** We need to have a clear understanding of our current stage of development so that, on the basis of that analysis, we are able to make decisions and take actions in order to improve. Without a process of self-review, it is impossible to make informed decisions about where to best put our efforts;
- **Enable staff to continue to reflect on and develop their own practice.** Unless we are helped to be reflective about our own practice, we are unlikely to be able to develop and improve it;
- **Continue to raise and sustain levels of student attainment and achievement** by improving the quality of the learning and teaching;
- **Be accountable to our Governing Body** and through them to the community we serve.

2. Definitions

Monitoring - the systematic collection of information for a specific purpose.

Evaluation - the analysis of, and making judgements on, the information collected.

Review - the consideration of possible action to bring about improvement.

3. Questions We Need To Ask

- Are we equally effective for all students?
- Are we more effective for some groups of students than others?
- Are there some individuals for whom we are not effective?
- Does our timetable and curriculum offer support for the achievement of our aims?
- Are we making it possible for parents to work with us in the way we would wish?
- Do all students feel safe in our school?
- Do colleagues feel good about working in this school?

To be able to answer these questions, we need to be:

- Monitoring and evaluating the progress and attainment of students (tracking progress/assessing value-added);
- Monitoring and evaluating the quality of teaching;
- Monitoring and evaluating the quality of learning in the school;
- Monitoring and evaluating the wider aspects of school life and the way that they support the core process of teaching and learning;
- Monitoring and evaluating the way in which the school is led and managed;
- Monitoring and evaluating the implementation of the priorities in the School Development Plan;
- Identifying and disseminating good practice;
- Identifying difficulties or sticking points with the processes being used and agreeing how those will be addressed.

4. Some Important Principles

We must be clear about:

- What we wish to find out
- Why we wish to find out
- What information we need to collect
- How we will collect it
- What will happen to the information
- How judgements will be made about the information
- How the information will affect future action.
- How the information will be communicated to different groups of stakeholders

5. Statement of Intent

- Roles and responsibilities of staff will be clearly set out
- The process will be as open and transparent as possible
- As far as possible, existing systems, processes and information will be used
- We will prioritise and undertake a manageable programme
- Staff training and induction training will include self-review
- Self-review is to be a tool we can use to support us in our work
- Processes will be carried out with sensitivity and respect for individuals and groups
- To ensure reliability of data and fairness, standard procedures will be used where possible.

6. Roles and Responsibilities

All staff have responsibility for the monitoring, evaluation and review of their own work and that of the students for whom they are responsible. They will report on the outcomes of these processes (e.g. via reports to parents, reports to meetings, ACR (Annual Curriculum Review), Annual Appraisal Meetings).

Staff with management/leadership roles have responsibility for the monitoring, evaluation and review of the work of colleagues for whom they have responsibility. They are required to report on the outcomes of these processes (e.g. via written reports to parents, ACR, progress reports, Annual Appraisal Meetings).

Governors have responsibility for ensuring that monitoring, evaluation and review takes place appropriately. They will receive regular reports through the relevant committees.

One member of the Senior Management Team has responsibility for the implementation of this policy, its monitoring, evaluation and review.

7. Student Progress and Achievement (1)

We keep the progress and achievement of each individual student under review throughout the school year. This summary, using the table below, sets out the formal processes we have in place but, in addition, tutors and subject teachers highlight any concerns as they emerge at any time in the school year.

Information collected and analysed	Member of staff responsible	Other staff involved	When does this happen?	How is the information collected?	What use is made of the information?	Notes
A Level and GCSE results (including English Baccalaureate points score) Attainment 8 score Progress 8 score English and Mathematics 4+ and 5+ Basics measure A Level Value Added Pupil Group Progress	Assistant Head Standards and Progress	SMT Faculty Leaders with Teams Head of Year 11 Director of 6 th form Exams Officer	August and September	Results downloaded via link to secure exam board website. Summary (school) analysis Department and Student Level Value Added and Progress 8 analysis All provided by Assistant Headteacher Standards & Progress	Faculty teams review own results and performance; identify areas for development, and set targets for future year(s). Informs Faculty Action plans. SMT review school progress & targets along with priority areas for development. Heads of Faculty meet with SMT as part of ACR procedure. Headteacher produces press releases for local and national media as required. School website is updated to reflect student achievements.	

Y12/ Y13 students' target grades for A Level are set	Headteacher HoY 12 Director of 6th Form and Assistant Headteacher (Progress and Standards)	Tutors Subject teachers. Faculty Leaders	November	Via internal assessment and results from examinations National exam data used to produce indicative targets for A Level from GCSE performance & Government 'Ready Reckoner'	Subject staff discuss progress with students and agree performance target (using advised grades from national data). Tutors use information to inform discussions with students and parents.	Tutors use GCSE to A Level predictors, to review first target grades.
Mock examination results for Y11.	Heads of Faculty	Subject teachers Subject Leaders. Head of Year 11 Examinations Secretary Tutors.	December	Heads of Faculty and Subject Leaders share results with SMT & Head of Year 11	Results inform parents, teachers and tutors of progress of the students towards GCSE. Entry tier finalised where appropriate Predicted GCSE grades finalised Supports students' A Level choices	Y11 mock exam results sent to parents in Full Written Report.
Year 12 Internal Examinations	Heads of Faculty	Subject teachers Subject Leaders. Head of Year 12 Tutors. Examinations Secretary	March	Heads of Faculty and Subject Leaders share results with SMT & Head of Year 12 and Director of Sixth Form	Results inform parents, teachers and tutors of progress of the students towards A Level Results used to inform the subject reduction process	Year 12 Exam Results sent to parents

Year 13 mock Examinations	Heads of Faculty	Subject teachers Subject Leaders. Head of Year 13 Tutors. Examinations Secretary	March	Heads of Faculty and Subject Leaders share results with SMT & Head of Year 13 and Director of Sixth Form	Results inform parents, teachers and tutors of progress of the students towards A Level Predicted A Level grades finalised Early estimate of Sixth form Value Added Score	Year 13 Exam Results sent to parents
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8. Student Progress and Achievement (2)

We keep the progress and achievement of each individual student under review throughout the school year. This summary, using the table below, sets out the formal processes we have in place but, in addition, tutors and subject teachers highlight any concerns as they emerge at any time in the school year.

Information collected and analysed	Member of staff responsible	Other staff involved	When does this happen?	How is the information collected?	What use is made of the information?	Notes
Y10 students' target grades for GCSE.	Headteacher, Assistant Headteacher (Progress and Standards) Head of Year 10	Tutors. Heads of Faculty Subject teachers.	September/ October	Via internal assessment. Indicative grades based on FFT given to Faculties	Subject staff discuss progress with students. Agree GCSE target grades (using guidance from national data). Faculties finalise target grades for Y10. SMT finalises school exam targets, and 5+ 4 to 9 & 5 to 9 Data helps inform Y10/Y11 monitoring list.	Headteacher compares targets + FFT data with previous years' achievement with Assistant Headteacher (Progress and Standards)
Internal examination results for Y7, Y8, Y9 & Y10 students.	Heads of Year Heads of Faculty	Headteacher , , Assistant Headteacher (Progress and Standards) Heads of Faculty, Subject teachers, Tutors	Y7&8 June; Y9 Core subjects: May Y10 April/ May	Heads of Faculties and Subject Leaders share results with SMT	Results inform parents, teachers and tutors of student progress. Subject Leaders identify students needing further support. Action plans formed High-achievers commended	Y7 – Y9 exam results sheet produced. Y10 reports refer to assessment results according to reporting schedule each year

Tracking of academic progress	Headteacher , Assistant Headteacher (Progress and Standards)and Heads of Year	Director of 6th Form Heads of Faculty Subject Leaders Subject teachers	Towards the end of terms 2, 4, 6.	Teaching staff complete progress records Data submitted via Facility software package to track progress.	High (over) and low (under) achievers identified by Director of 6th Form and Heads of Year Deputy Headteacher informed. Progress levels and effort grades reported to parents. Faculty Heads and Year Heads produce termly reports. These form the basis of discussion with the Headteacher	Progress of specific student groups eg FSM, SEND and G&T monitored by Heads of Year
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9. Student Progress and Achievement (3)

We keep the progress and achievement of each individual student under review throughout the school year. This summary, using the table below, sets out the formal processes we have in place but, in addition, tutors and subject teachers highlight any concerns as they emerge at any time in the school year.

Information collected and analysed	Member of staff responsible	Other staff involved	When does this happen?	How is the information collected?	What use is made of the information?	Notes *
CATs scores of Y7 students who are without KS2 standardised scores Some departments conduct their own baseline testing in Year 7	Deputy Headteacher (Pastoral) and Headteacher and Assistant Headteacher (Progress and Standards) Heads of Faculty	Heads of Faculty	October / November	CATs test collected and analysed by Assistant Headteacher (Standards & Student Progress)	Initial target setting for Y7 – Y9 and GCSE. Maths/English Faculties use CATs results together with own internal test data to assist early identification of those needing additional support. Analyse students' preferred learning styles, if required	CATs test scores remain confidential. NFER produce indicators for KS3 and GCSE. Parents informed only if requested.
KS2 standardised scores for Maths and English	Headteacher and Assistant Headteacher (Progress and Standards)	Heads of Faculty of Maths and English , Assistant Headteacher (standards and progress) Headteacher, Clerical support- using common transfer files using student UPNs or national on-line access website	September / October	Feeder schools provide details on DoE common proforma, or KGGS uploads data	Identify subject- specific high and low achievers. Provides baseline assessment values for KS3 target setting identifies any students needing re-assessment at end of Y7. Information transferred to e-Portal	

Attendance data for individual students.	Assistant Headteacher (pastoral) Headteacher Director of 6 th form, Heads of Year	Form tutors. Heads of Faculty Attendance Officer.	Weekly for form tutors	Taken from Facility system, (managed by Attendance Officer).	Heads of Year and Director of 6 th Form advise tutors on individual cases of poor attendance. Tutors discuss with students and inform parents as appropriate. Data feeds into overall school attendance figures. Excellent attendance receives recognition in Awards ceremony.	All staff have access to individual student attendance data via Facility
EHCP & SSP Targets and Progress.	Assistant Headteacher (pastoral) SENCO	Subject teachers, Director of 6 th Form and Heads of Year .	Termly	Completed EHCP & SSP to SENCO	Comments on EHCP & SSP inform discussions at review meetings.	

10. Student Progress and Achievement (4)

We keep the progress and achievement of each individual student under review throughout the school year. This summary, using the table below, sets out the formal processes we have in place but, in addition, tutors and subject teachers highlight any concerns as they emerge at any time in the school year.

Information collected and analysed	Member of staff responsible	Other staff involved	When does this happen?	How is the information collected?	What use is made of the information?	Notes
Students extra-curricular involvement	Deputy Headteacher Heads of Year, Director of 6 th Form	Tutors	Termly	Reference to students' planners.	Data used to audit levels of involvement. Informs tutors one-to-one discussions. Helps review students' involvement in activities and to identify areas for additional opportunities	
Evidence of Personal and Social Development	Deputy Headteacher Director of 6 th Form, Heads of Year	Subject staff Tutors	Ongoing	Personal Statements, IDP's (6 th form) School Council, Student and tutor evaluation form	Informs future action plans Self assessments External references for employment & Higher Education	Inputs also from external sources eg supervisors on work experience, sports coaches, choir/band leaders, community leaders, parents, etc.

11. The Monitoring Programme – Roles and Responsibilities (1)

Who?	What should they be monitoring?	When should they be monitoring?	How should they be monitoring?	Who should the information be reported to?	How does the evaluation support the process of teaching & learning?	*What support systems & processes exist?
Individual Subject Teachers	Student progress & attainment. Homework Attitude/behaviour Learning environment	Ongoing and termly via formal progress reporting	Observations of students in class; through regular marking & assessment of student work and feedback from students	Heads of Faculty / Subject Leader, Students, Parents, Tutors	Identifies strengths and weaknesses in student performance Informs and motivates students Enables judgements on effectiveness of teaching	Schemes of Work & Teaching Plans Policies Performance data Meetings
Tutors	Attendance & punctuality Academic progress Attitude/behaviour Participation in extra curricular activities	Ongoing and, more formally, at specific times identified on the school calendar	Observation; attendance reports; progress reports; comments in student planners; discussions with colleagues	Deputy Headteacher Heads of Year, Students, Parents and other stakeholders	Identifies strengths and weaknesses in student performance Informs and motivates students	Registers Progress reporting Policies Review meetings
Subject Leaders	SoW implementation Resources Learning Environment Subject and curricular developments	Ongoing, and more formally each term and via Faculty Heads' Reports	Pop-ins and lesson observations Teaching plans; work scrutiny. lesson observation and reports; subject team meetings.	Heads of Faculty, teaching staff	Identifies potential problems and issues Identifies future developments	Policies Meetings INSET Data

Faculty Leaders	Teaching & learning Standards Resources Health & safety Professional, subject & curricular developments Learning environment	Ongoing, and more formally each term and data included via Heads of Faculty Reports to SMT	Lesson observation; learning walks; via work scrutiny; analysis of results from performance data; reports & meetings	Headteacher and SMT Faculty colleagues Governors	Identifies strengths and weaknesses in teacher and/or student performance; informs and motivates teachers and students; identifies future developments	Observation programme Policies, Meetings Data, Annual Review, Year Group Review
Heads of Year	Student progress and achievement, student attendance and punctuality The work of tutors Act of Worship Student participation	Ongoing	Meetings Reports Observations	Headteacher and SMT Governors	Identifies strengths and weaknesses in student performance Identifies future developments	Meetings FACILITY Year Group Review

Note: *This column is meant to trigger a specific discussion in the SMT about the management systems and processes which need to be in place to ensure the monitoring/self-review happens effectively, e.g. have feedback from monitoring as a standard item at faculty meetings; training on assessment feedback to students; year group review process; observations.

12. The Monitoring Programme – Roles and Responsibilities (2)

Who?	What should they be monitoring?	When should they be monitoring?	How should they be monitoring?	Who should the information be reported to?	How does the evaluation support the process of teaching & learning?	*What support systems & processes are needed?
Senior Management Team	Work of Heads of Faculty, own area of specific responsibility, progress of SDP, staff morale and ethos, resources/staffing, quality of teaching & learning, current initiatives, SEF and school policies	At regular intervals throughout the academic year and through a variety of means, both formal and informal	Includes observation & reports (verbal & written); exam results; Manage't meetings; meetings with Heads of Faculty; Year Group reviews; lesson observations, pop ins etc; results from work scrutiny; School Council	Headteacher, Staff Parents, external educational agencies (as requested), Governors	Identifies strengths and weaknesses. Identifies future developments. Informs SMT of work within faculties to help support future developments. Informs School Development Plan.	Policy documents Data systems Meetings calendar ACR Year Group reviews Standards and progress data
Governors	Standards Progress Teaching & learning Finance Health & safety SEN	Through a combination of termly and annual monitoring meetings	Reports to Governing body Visits	Parents Governing body	Identifies strengths and weaknesses in teaching and learning Identify possible future developments	Meetings calendar Reports to Governing body
Parents	Homework Behaviour Standards Participation	Through a combination of ongoing and periodic monitoring procedures	Student planner Progress reports Full reports	Tutors Subject teachers Heads of Year	Identifies strengths and weaknesses of student performance Helps identify possible issues and developments	Student planner, Consultation evenings, Contacting tutor, Communication systems.

Headteacher	The work of the SMT Standards Leadership & Management Development process Ethos & values	Through a combination of annual, termly and ongoing monitoring practices and procedures	Meetings Observation and reports Examination results Surveys, Questionnaires, classroom obs'n etc via Year Group Reviews	Governors & parents Staff, students & others	Identifies strengths and weaknesses in performance Identifies possible curricula as well as teaching and learning developments	Performance data, Finance data, OFSTED, parents' questionnaires, Student & staff questionnaires, Reports.
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* This column is meant to trigger a specific discussion in the SMT about the management systems and processes which need to be in place to ensure the monitoring/self-review happens effectively, e.g. have feedback from monitoring as a standard item at faculty meetings; training on assessment feedback to students; year group review process; classroom observation.

13. Configuration History

Version:	Date:	Author	Contributors
1.0	January 2010	Assistant Headteacher (Curriculum & Standards)	
1.1	March 2010		Assistant Headteacher (Quality Assurance)
1.2	January 2011		
2.0	September 2012		
2.1	October 2013		Assistant Headteacher (Quality Assurance)
2.2	September 2014		Assistant Headteacher (Quality Assurance)
2.3	September 2015		Assistant Headteacher (Quality, Planning and Review)
2.4	September 2016		Assistant Headteacher (Quality, Planning and Review)
3.0	September 2017		Assistant Headteacher (Standards & Progress)
4.0	September 2018		Assistant Headteacher (Standards & Progress)
5.0	September 2019		Assistant Headteacher (Standards & Progress)

Audit trail of change

Version	Date	Reason for Change
1.0	January 2010	Policy Review
1.1	March 2010	Policy re formatted
1.2	January 2011	Policy Review
2.0	September 2012	Policy Review
2.1	October 2013	Policy Review
2.2	September 2014	Policy Review
2.3	September 2015	Policy Review
2.4	September 2016	Policy Review
3.0	September 2017	Policy Review
4.0	September 2018	Policy Review
5.0	September 2019	Policy Review

Authorisation

Name	Date	Signature
Miss J Green	September 2019	