Assessment, Recording & Reporting Policy

Elmwood & Penrose Federation

The Jean Rees Centre
Inspiring Aspirational Futures

Elmwood School
Learn, Grow, Thrive, Fly

Penrose School
achieve celebrate belong

Monitoring Policy

Policy Title: Monitoring

Date of Policy: March 2015

Date of Review :   March 2017

Person(s) Responsible   Liz Hayward
                         Governors

Process taken in development:

1. Review of previous policy.

2. Writing of Policy.

3. Staff review Policy.

4. Governors ratify Policy.

5. Dissemination of Policy.

Contents
1. Definitions
2. Principles
3. Procedures
4. Monitoring by:

- Governors
- SLT
- Middle Leaders
- External Professionals
- Parents
- Community

Policy for Monitoring and Evaluation

Definitions

Monitoring is the process of seeking evidence to answer questions about the effectiveness of the schools.

Evaluation is the weighing up of evidence and the review of current policies and practices in the light of the evidence.

Rationale

The staff and governing body of Elmwood & Penrose Federation are committed to raising standards, establishing high expectations and promoting effective teaching and learning. Central to achieving this aim is the involvement of all members of the school community in the process of monitoring and evaluating the work of the school and using the results to inform planning. The strategic direction of the school is stated in its policies implemented by the Senior Leadership Team and staff. In this policy we set out the principles that guide our practice in relation to monitoring the work of the school and using our evaluations to inform planning. Our starting point is the impact of policy on the student and his/her learning needs.

Principles
1. All aspects of the work of the school are encapsulated in its policies. These policies and practices are monitored by SLT, school staff and governors.
2. All members of the school community are involved in appropriate monitoring and evaluation activities.
3. The outcome of the monitoring and evaluation process are used to inform planning

Procedures
Ofsted monitors the impact of the policies through:
- Inspections

The Local Authority monitors the impact of the policies through:
- School Improvement Partner support
- LA Advisor support
- Health & Safety Audit
- Clerk Governor training/support

The Governing Body monitors the impact of the policies through:
- termly report from the Head Teacher
- focussed visits to observe aspects of the work of the school
- discussions with staff, pupils and parents
- discussions at governors meetings

The Senior Leadership Team monitor the impact of the policies through:

- Analysis of the Teacher appraisals
- Discussions with staff, parents and pupils
- Formal observations recording the learning, expected outcomes and staff activity and engagement in pupil progress
- Engaging with staff in planning activities
- Scrutiny of pupil's work
- Observation of pupil at work and at play
- Internogation of attainment data

The Senior Leadership Team monitors effectiveness through:

- Annual Performance Management of teachers and review and development of teaching assistants and support staff
- Individual Meetings with HT, DHT, ML (Middle Leaders)
- Lesson observations
- CPD Meetings
- Appraisal procedures and individual action plans
- The Annual Review of the Statement and the views of stakeholders
- The individual Education Plan and the personalised curriculum
- B Squared, MAPP, Boxhall/Thrive
- Wellbeing surveys (weekly)
- Tracking vulnerable groups
- Work Related Learning
- CPD
- Pupil progress meetings (termly in core subjects)
- Positive Handling Plans
- IR1 forms and reports of incidence, racism, sexism etc
- Leadership and line management of Family Team
- Attendance
- Person Centred Reviews

Middle Leaders Monitor:

- External visits, risk assessments, PEEPs, journey plans
- Foundation subject data on attainment
- School Council

Classroom teachers monitor progress through:

- The work of the pupils-evaluating their responses to teaching methods, resources and assessment information
- Planning folders-including termly curricular aims and IEPs
- Weekly planning and evaluations
- Reviewing and evaluating practice on a daily basis and recording methods and outcomes and assessments
- Using knowledge gained through evaluations and assessment to inform planning
- Using B squared, MAPP, Boxhall/Thrive

- Assessment weeks
- Action Research Projects
- Target folders
- Keeping evidence folders
- TA appraisal process
- TA swaps

All staff working with pupils outside the classroom monitor their behaviour and responses to activities in relation to school policies and practices. They review with the SLT the need for changes in practice at weekly staff meeting

Pupils monitor their own progress through reflection of achievements in all aspects of their development. Pupils are made aware of learning objectives. Their views are sought on school and classroom practices emanating from school policies that affect the way in which they learn and develop as citizens through Annual Reviews and School Council. Pupils also have one target in their IEP that is their responsibility (for those learning at P5 and above).

Other Monitoring

Parent's Views
Via home school diaries
Email
Letters
Newsletters
Questionnaires

Parent Mentor Meetings/PTFA
Minutes

Locals
Questionnaires
Outreach
County annual return

Teaching Assistant's monitor
Their own CPD
Evaluation of swaps
Support Teacher in collation of evidence of student attainment

Other educational establishments
Meetings – BET, SLA, SAHSP
Emails
Reports from staff – Accessing training/networking at our Federation

Therapists
Review of policy
Review of impact
Review of time

Review of planning

Extended school

Annual county return
Designated staff reports to Executive Head Teacher
Informal monitoring

Visitors
Evaluation forms
Staff reports
Work Placement reports from Elmwood & Penrose staff and student tutors.