

Le Rocquier School Policy

School Monitoring Policy

DATE UPDATED: **March 2022**

LEAD PERSON: **DEPUTY HEADTEACHER: SBa**

This policy should be read along with other relevant policies and guidelines such as the NQT and Graduate Teacher Training Policies.

Monitoring and Self-Evaluation in a Nutshell

Accept that the school can improve.
Place the raising of standards at the heart of our planning.
Measure standards rigorously.
Praise, celebrate and share good practice.
Compare the school and ourselves with others.
Regularly observe each other teaching to a set of agreed and rigorous criteria.
Evaluate the impact that teaching has on student outcomes.
Be completely open in feeding back what we find.
Empower and support staff to perform their roles competently and professionally.
Ensure that action is supported.
Never stop reviewing, adapting and evaluating the impact of what we do.
Use monitoring to inform the SIP and SEF.

What is the School Monitoring Policy?

The School Monitoring Policy ties together all of the ways that the school monitors and evaluates its progress. School self-evaluation is the systematic and critical analysis, by the school community, of the extent to which it is an effective school. It identifies strengths and establishes plans to tackle areas for improvement.

Aims of monitoring and self-evaluation:

- To identify strengths and know how to improve standards and provision.
- To examine whether fundamental actions are needed to improve the school.
- To achieve and promote excellence in teaching and learning in the school.
- To ensure pupil progress is at the centre of all we do.
- To encourage a positive culture of continual self-evaluation and improvement which embraces the whole school community.
- To ensure a consistent and supportive approach to monitoring, evaluation and review of all areas of the school.
- To enhance professional development.
- To use data effectively in order to set clear targets by which progress can be measured.
- To recognise and share good practice.
- To identify any barriers to progress towards becoming a good or outstanding school.
- To review the impact of support on the school's improvement and identify future support needs.

How should we monitor?

In essence, all aspects of school should be monitored and evaluated. The systems should have five phases: purpose, plan, monitor, evaluate, review:

- 1 *Purpose*: a clearly defined set of aims of the monitoring and evaluation.
- 2 *Plan*: a clearly defined structure for the system, including the criteria against which the evidence is judged.
- 3 *Monitor*: a list of evidence to gather for evaluation.
- 4 *Evaluate*: judging the evidence against the stated criteria and reporting a set of actions to be taken, if needed, for improvement and report successes.
- 5 *Review*: deciding what impact the actions had and whether alternative actions need to be taken.

Whole-School Reviews

The fundamental purpose of any review system is to monitor current practice and support the school improvement process. It involves the use of evidence to make judgements which help to answer three key questions:

1. How well are we doing?
2. How well should we be doing?
3. What can we do to improve?

A review should provide support, direction and prompt specific actions in order to secure improvements.

Every three years, schools will be evaluated in line with the CYPES Jersey Self Evaluation framework. This focuses on student achievement compared to targets, the quality of learning taking place, the quality of leadership and management across the school and the organisation of systems within the school. The evidence used to form judgements about the whole school will be rigorous and wide-ranging.

External reviews will be conducted by a team of external advisors. They will be provided with contextual information about the school including headline data, the SEF (School Evaluation Form) and the SIP (School Improvement Plan). The review team will work closely with the Head Teacher and SLT. They will observe lessons, scrutinise work, examine policy documentation, interview staff and students and produce a set of recommendations for the school to act upon.

Monitoring of Teaching and Learning

Teaching should be conducted in an atmosphere of trust, respect and honesty. It is the duty of all teachers, middle leaders and senior leaders to build a culture in which the observation of classroom practice is used to inform change, improve outcomes for students and celebrate successes. Observation of others' practice should be non-threatening, lead to professional dialogue and be developmental. Classroom teachers, middle leaders, the SENDCo and the senior team should all be involved in lesson visits and work scrutinies as all staff should have the skills and knowledge to see what is working and what needs improvement. Student voice should be part of lessons visits – those visiting lessons should engage with the students to focus on what they are learning, rather than what the teacher is teaching.

Lesson visits, work scrutinies and coaching should all involve staff who:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Lesson Visits:

Agreed procedures:

1. Visits to lessons should generally be of between 10 and 20 minutes duration with the possibility of returning at the end of the lesson.
2. Visits should take place every half term by Faculty Leaders; not once at the end of the year. Others may conduct lesson visits – for example other members of the faculty, SLT, Heads of Year or inter-departmental lesson visits.
3. Cover for staff involved in lesson visits, if required, should be agreed and organised in advance.
4. Visitors will talk to students about their learning routines. For example 'Do you know what level you are/should be?', 'Do you know how to improve?', 'What do you enjoy about this subject?', 'When do you learn best in this subject?', 'What feedback do you get from the teacher? – Written? Verbal?' The questions should be seeking evidence of good practice and therefore should be developed.
5. Visitors will look at the students' work and engage in discussion with students about feedback, formal assessments, unfinished work, DIRT tasks etc.
6. Visitors should look for compliance with whole-school policies and promotion of whole-school initiatives.
7. Visitors should meet with those they saw teaching to give feedback as soon as possible and allow appropriate time for meaningful dialogue to take place.
8. Feedback should be respectful and positive in tone, but not misleading if the lesson was unsatisfactory.

Lesson visits will be recorded on the school pro-forma and notes should be succinct and evaluative.

In addition, to these guidelines, the following could be observed:

1. A team approach should be encouraged which will provide quality assurance across the school. This could be developed in several ways:
 - a. Joint Faculty Leader lesson visits (especially with the Core leaders)
 - b. Faculty Leader and Second in Faculty joint lesson visits
 - c. Faculty member lesson visits.
2. Peer observation is a positive and supportive practice that can support school improvement. Where peer observation takes place, the same protocols should be observed and the same feedback forms will be used.
3. During lesson visits, the focus on student learning and outcomes is not dependent on specialist subject knowledge. Discussions and questions with students during the lesson and observation of their work are proven to be very productive in assessing the progress of student learning.
4. Professional standards at Le Rocquier should be upheld; these include being on time, bringing appropriate paperwork, not taking drinks into the class, greeting staff and students on entry and a thank you given on departure.

Towards the end of the year, a Faculty Leader should, at the end of the cumulative document, list a summary of their observations, list any actions needed and indicate for these actions who, when and how they will be monitored. These lesson visits should help to create a culture of low-stakes, high-impact feedback to teachers through peer work and self-review.

Monitoring of Learning

Individual student groups should be monitored in order to ensure all students are able to make good progress. This includes Jersey Premium students, SEND students and EAL students. Subject Leaders are expected to monitor progress of these student groups using 4Matrix as a tool to analyse the data drops from their teaching staff.

Subject teachers should also use this information to monitor their own classes. In both cases, the outcome of examining this data should be to identify intervention strategies to employ within a class, faculty area or year group. These strategies should then be logged and evaluated for impact by the appropriate middle managers and their SLT Line Managers.

The SEN and student support teams will have other data available to inform their practice and focus on students with SEN, EAL or those who require more general support at school. This information should be available to all staff in order to aid the support of students.

JP student progress will also be monitored by the JP Lead within the school as part of their JP Funding Evaluation each year.

Evaluating Students' Work

In evaluating students' work, a manager is, by definition, evaluating the impact of teaching, as well as the standards of attainment. Individual subjects will need to focus on subject-specific issues and all staff should work in line with the LRS Feedback Policy and their own Faculty Feedback Policy, as well as the school's 'Assessment, Recording and Reporting' policy. Faculty Leaders are expected to complete a formal 'Work Scrutiny' once every half term for each member of the faculty. The aim of this is to ensure that there is consistency of practice and standards. The feedback can be done as a group task, by the Subject Leader or by the Head and Second in Faculty. Copies of all completed logs should be passed to SBa.

Student Voice

Students are at the heart of what we do as a school. All managers should seek the views of students on their experience of the school. This might take the form of individual or class diaries, interviews, questionnaires or attitudinal surveys. Findings should be used in conjunction with other forms of self-evaluation. The School Council could also be involved with student evaluations.

SLT will continue to monitor students' opinions of the School by using other tools such as the Keele Survey, the Student Council and other student questionnaires. Student feedback will be gained about every whole school event or activity e.g. Activities Week or Year 9 Options Evening. This information should be used to inform the School Improvement Plan and ensure that the standard of whole school events remains high.

Appraisals

The appraisal system is vital in monitoring the progress and achievements of staff across an academic year. Appraisals should be completed in accordance with the ESC guidelines and, until staff are using the online 'My Goals, My Conversation' tool, a copy of appraisals should be forwarded to the school's Business Manager to be retained in staff files. The appraisal should identify staff strengths, highlights of the year and aspirations for the future. The targets set should focus on the development of that teacher as a practitioner and look to put in place practical targets for their professional development. One target should be based on student attainment. If a member of staff has a paid responsibility within the school, at least one target should be allocated to this.

Parent/Carer Evaluation

As key stakeholders, parents' and carers' views must always be considered. The school will regularly seek parents'/carers' opinions on the success of the School. Parents and carers will be asked for their opinions about teaching, learning, homework and communications at every parents' evening and some other specific events. New parents/carers will be asked to give feedback about the Year 6 roadshows, Open Days and other events during the transition period. The PTA and Parent Governors could also form a key role in representing the views of parents/carers to the school.

Responsibilities for Monitoring and Evaluation

Governing Body

- Developing an understanding of how the school works to enable governors to fulfil their responsibilities.
- Ensuring systems and processes are established to enable the school to review performance, identify priorities, take action and monitor progress.
- Obtaining information with a view to promoting high standards of educational achievement.
- Supporting the school moving forward.

Senior Leadership Team

- Ensuring high quality teaching and learning in the school.
- Ensuring high standards of attainment.
- Ensuring quality of leadership and management in all areas of the school.
- Monitoring student attitudes and behaviour.
- Monitoring faculty performance through Line Management meetings.
- Maintaining and updating school policies to ensure clarity of information.
- Providing adequate resources for improving the school, including staffing and support.
- Listening to the views of all stakeholders.
- Maintaining the excellent environment of the school.
- Using the Self Evaluation Form (SEF) to identify priorities for the School Improvement Plan.
- Providing the Governing Body with accurate and relevant information on all aspects of the School.
- Providing CYPES with accurate and relevant information on aspects of the school.
- Conducting lesson visits regularly throughout the year.

Faculty Leaders

- Ensuring a high quality of teaching and learning within the faculty.
- Monitoring the progress of students in every year group.
- Using rigorous intervention strategies to improve poor pupil progress.
- Raising the standards of attainment in their subjects.
- Monitoring attitudes and behaviour of students in lessons.
- Discussing faculty attainment with SLT Line Manager in fortnightly meetings.
- Listening to the views of all stakeholders.
- Ensuring faculty members adhere to School policies.
- Using self-evaluation or external inspection feedback to identify areas for improvement/development.
- Conducting lesson visits every half term.
- Conducting a work scrutiny every half term.
- Using self-evaluation to identify areas for improvement/development in the Faculty Improvement Plan and Department Improvement Plan.

Heads of Year

- Delivering a quality pastoral programme.
- Using student tracking systems to monitor progress.
- Using intervention strategies to improve behaviour, attendance and attainment.
- Monitor the practice of tutors to ensure it is in line with school policy.
- Listening to the views of students and their parents/carers.
- Using self-evaluation to identify areas for improvement/development in the Pastoral Improvement Plan.

Teaching Staff

- Ensuring a high quality of teaching and learning within their lessons.
- Monitoring the progress of students in their classes.
- Using rigorous intervention strategies to improve poor pupil progress.
- Raising the standards of attainment in their subjects.
- Monitoring attitudes and behaviour of students in lessons.
- Ensuring they adhere to school policies.
- Using self-evaluation or external inspection feedback to identify areas for improvement/development.
- Acting upon feedback from formal or informal observations and work scrutinies.
- Providing feedback to the Faculty Leader to help inform the Faculty and Department Improvement Plans.
- Actively becoming a reflective practitioner.

All Staff

- Supporting the school on monitoring all aspects of its working life.
- Engaging actively in self-evaluation.
- Implementing agreed plans for school improvement.

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Sam Baglin