



Learning at the heart, igniting possibility!

Monitoring and Evaluation Policy

Vision

The Leadership Team has formulated the following statement to encompass what it aims to realize together with members' shared beliefs concerning leadership within and beyond the Wider Leadership Team:

Leading and learning together, striving forward and awakening possibility in all.

The statement correlates with the school vision statement: *'Learning at the heart, igniting possibility!'* embedding our focus on learning and our passion to inspire all learners, including our leaders, to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential.

Leadership Defined

There are many definitions of and beliefs concerning leadership. The following quotes exemplify and are congruent to the vision and values the Wider Leadership Team holds at its core:

"The task of leadership is not to put greatness into humanity, but to elicit it, for the greatness is already there." John Buchan

"Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall." Stephen R. Covey

"Leadership is not magnetic personality that can just as well be a glib tongue. It is not "making friends and influencing people", that is flattery. Leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations." Peter F. Drucker

"A leader is a dealer in hope." — Napoleon Bonaparte

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." John Quincy Adams

Leadership and learning are indispensable to each other.
John F. Kennedy

A leader is an individual (or, rarely, a set of individuals) who significantly affects the thoughts, feelings, and/or behaviors of a significant number of individuals.













From: Leading Minds: An Anatomy of Leadership by Howard Gardner




“Today, in this complex and uncertain world, we consider our best leaders to be those who – rather than draw predominantly on their physical power – draw on their character, their passion and their values – people who foster relationships and shape the environment around them for the greater good ... When you strike a musical triangle – if you strike it wrongly it judders and makes a horrible noise, but if you strike it well it resonates perfectly and a pure note rings out. Resonant leaders are able to strike a pure note, so they, their teams and their organisations resonate. ... resonant leaders are ... like conductors of orchestras – they energise those around them.”

Steve Munby, National College Chief Executive speech; National College of School Leadership Conference, June 2011.

Purpose

We recognise and understand that our purpose is to:

-  ignite possibility in all learners across the school and community *unleashing aspiration*;
-  model, demonstrate and exemplify the values and vision of the school;
-  maintain a strategic overview of standards and ensure the relevant steps are put in place in order to act strategically ensuring alignment on objectives and strategies, directing and acting to ensure aspirational progress for all learners across the whole school community;
-  help interpret the meaning of events;
-  monitor, evaluate and review the quality of teaching and learning, acting directly and empowering others to ensure that standards continue to rise;
-  ensure continuous school improvement through imparting high expectations for staff performance and learner achievement;
-  be a model of outstanding practice as a team and as individuals; to acknowledge and celebrate excellent practice;
-  be proactive and to challenge negativity, building team and task commitment also optimism
-  promote social justice and morality;
-  critically and positively challenge and support each other within the group and beyond; displaying mutual trust and co-operation;
-  to coach and enable others; developing and empowering people;
-  actively promote a positive image of the school, both within the school and wider community;

-  operate in an inclusive way, ensuring all learners access personalised and effective development opportunities, impacting positively on learning for all in the school community;
-  provide opportunities for continuing professional learning and career progress;
-  create, develop, embed, model and actively promote the outstanding leadership of learning in Dosthill Primary School, acting with pride in the learning community to which we all belong.

Conduct and expectations

- In order for teams to operate effectively, it is accepted that there should be a feeling of openness where members express their views candidly.
- The members of the WLT commit to value and respect each other's' contributions and opinions.
- Members will converse in a productive, supportive and critically evaluative environment, working collaboratively, with respect and professionalism, to develop and convey a unified lead in ensuring Dosthill Primary Academy secures and develops excellence in all areas of learning.
- Trust is essential within our approach to all activities including those related to monitoring and evaluation. Members of the SLT commit to trust those in Middle Leadership roles; this is reciprocally offered by the MLT to members of the SLT.
- Where a member of the SLT or MLT has cause to question the judgement or capability of another member of either of these teams, this will be raised discretely with the Headteacher. Hearsay will not be considered sufficient cause for judgment or capacity to be questioned; this must be supported by concrete evidence.
- All members of the WLT recognise that it is vital to present the school positively to external reviewers/Ofsted; these are opportunities to celebrate the school and to focus on strengths.

MONITORING AND EVALUATION







As a school, we are committed to ongoing self-evaluation in order to raise standards of achievement. We aim to provide an atmosphere of trust where there is commitment among staff to appraise their own work critically, and that of others.

Monitoring takes place both remotely and in collaboration with individuals. We recognise the impact that undertaking coached monitoring can have on clarifying areas of strength and aspects for improvement.

Each term a Leadership Plan for monitoring, evaluation and whole school Professional Learning is established and shared with staff. The Monitoring Schedule includes opportunities for Phase Team Leaders to identify the areas that they feel require particular focus for their Teams or individuals within these. Furthermore, to avoid staff becoming overwhelmed by areas for improvement, to support staff wellbeing including work-life balance and to build a positive culture where monitoring and support are welcomed, there are occasions where only strengths are identified when activities are undertaken.

Within our school ethos, it is accepted that all staff should be monitored and support offered to all; being supported does not preclude someone from being able to undertake monitoring activities effectively themselves. Only if an individual is identified as requiring a Challenge and Support Plan or engaged in a formal Performance Improvement process would they not be able to undertake monitoring.

Monitoring and evaluation are seen as essential to enable us to:

-  Identify the school's strengths and areas of development.
-  Continue an upward trend of achievement, attainment and progress.
-  Set school priorities and respond to change.
-  Identify what action needs to be taken for improvement.
-  Meet the Professional Learning of all staff in order to have opportunities to develop their knowledge, understanding and skills.
-  Narrow the gap in achievement where it occurs with a particular focus on vulnerable pupils.

What is Monitored and Evaluated:

Monitoring and evaluation of teaching and learning may be carried out by the Senior Leadership Team, Phase Leaders, Subject Leaders and external stakeholders.

Governors are involved in collecting evidence, (monitoring) but not in making judgements about the quality of teaching and learning (evaluation).

Monitoring includes:

- 🌐 Data analysis
 - PiRA, PUMA, GaPS – termly
 - Building Blocks – half termly
- 🌐 Pupil Progress meetings
- 🌐 School Development Plan Action Plan reviews
- 🌐 Scrutiny of planning
- 🌐 Learning environment reviews
- 🌐 External review
- 🌐 Pupil Perceptions
- 🌐 Scrutiny of documentation
- 🌐 Work scrutiny (including marking and feedback)
- 🌐 Intervention/catch up groups (support staff)
- 🌐 Lesson observations
- 🌐 Drop-ins
- 🌐 External statutory and/or non-statutory moderation (EYFS/KS1/KS2)
- 🌐 Pupil and parent questionnaires/feedback
- 🌐 Learning Walks
- 🌐 Performance Management interim and end of year reviews
- 🌐 Teacher records and reports
- 🌐 Case studies or “pen portraits”
- 🌐 Review of monitoring files which detail the outcomes of monitoring undertaken and a record of the support provided.

Monitoring Cycle (see termly Leadership Plan for Monitoring and Evaluation):

- 🌐 The school maintains the OFSTED self-evaluation form (SEF) and updates this as necessary; at least termly.
- 🌐 Targets for the improvement of the quality of teaching and learning are identified on the School Development Plan and provision for monitoring these targets are detailed.
- 🌐 Time is allocated to monitoring weekly which is undertaken by Phase Team Leaders.
- 🌐 The Wider Leadership Team also undertake collective monitoring activities such as Book Scrutiny.
- 🌐 Members of the Senior Leadership Team also undertake monitoring within their specific areas of responsibility and accountability e.g. in English and Mathematics.
- 🌐 The Leadership Plan is seen as a working document intending to be flexible and changing in response to OFSTED reports, the school’s priorities, external reviews, National and Trust initiatives.

Recording Monitoring and Evaluation:

A range of recording formats will be used determined by the focus of the monitoring and current focused priorities.

Quality assurance

In order to ensure consistency, accuracy and validity, the following strategies are adopted:

- 🌐 Joint monitoring activities between members of the SLT and MLT.
- 🌐 WLT shared monitoring e.g. of books.
- 🌐 Specific and clear criteria that are collectively created and/or discussed together.
- 🌐 Weekly review of all monitoring activities undertaken by the Headteacher or Deputy Headteacher.
- 🌐 A periodic review of individual teacher monitoring/support files.
- 🌐 Weekly discussion in the WLT meeting of the monitoring undertaken, key strengths and areas for improvement.
- 🌐 Weekly discussion in the WLT meeting of the support provided and the impact of this.
- 🌐 Triangulation of monitoring data e.g. do pupil outcomes (data) match the feedback from monitoring of books and planning scrutiny?
- 🌐 Link Governor visits.
- 🌐 Termly reflections on the quality of teaching and the evidence; does this support a judgement that the quality is 'good' and is improving? This will be reported to Governors through the Headteacher's Report and reflected in the SEF commentary.

Version 1 – May 2018. To be reviewed and updated annually.