



# **Monitoring and Evaluation Policy**

Ratified: April 2015

Reviewed by S&A Committee: 1 February 2016

Reviewed: 29 January 2018

Next review due: February 2020

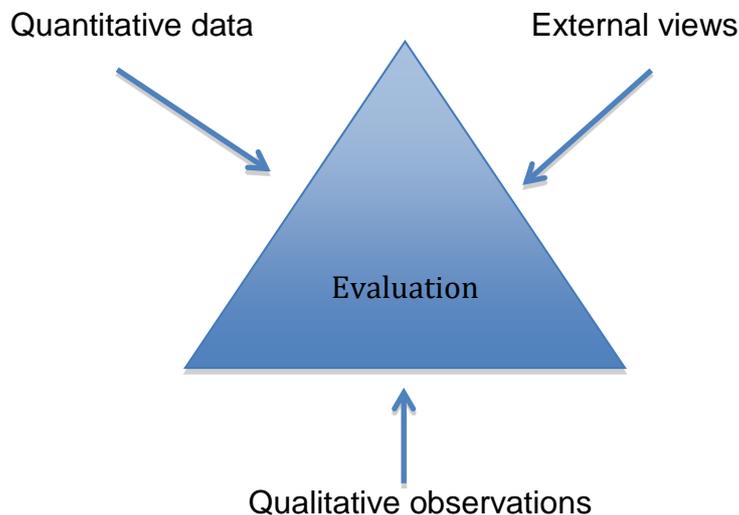
# Monitoring and Evaluation Policy

## Rationale and Statement

The staff and Governing Board are committed to raising standards, establishing high expectations and promoting outstanding teaching, learning and achievement for all pupils working with the Federation of Westminster Special Schools (FWSS) Central to achieving this aim is the involvement of all members of the school's community in monitoring and evaluating the work of the schools and the Training & Outreach team, with a particular focus on learning and teaching, along with how we are achieving the aims of our Federation.

Monitoring and evaluation is part of a planned process and involves a wide range of differing people over the course of the school year. It is a shared endeavour, maximising the use of existing information, and collecting only what is valuable and necessary for us to evaluate our work and impact effectively. The Federation's monitoring and evaluation procedures provide an insight into the strengths and areas for development. It aims to improve performance across the Federation, through consistent tracking, monitoring and evaluation of progress and provision.

In order to evaluate effectively, we consider external points of view as well as the quantitative data that reflects targets reached and assessment of learning and the qualitative observations made throughout the term.



This diagram reflects the component parts that go into the development of our evaluations. When the component parts of these elements are identified it is possible to see exactly how much information contributes to our judgements.

The following table sets out the areas of monitoring and evaluation the Federation undertakes.

| <b>Aspect Monitored</b>                                     | <b>Staff Involved</b>                     | <b>Frequency</b>                             |
|---|---|--|
| School Self-Evaluation                                      | SLT / FLT / Governors                     | Termly                                       |
| Progress towards Federation development priorities          | FLT / SLT / Governors                     | Termly                                       |
| Progress towards school development priorities              | SLT / FLT / all staff                     | Termly                                       |
| Progress towards Training & Outreach development priorities | T&O Manager / EHT / FLT / Governors       | Termly                                       |
| Curriculum  | FLT / SLT / Governors                     | Termly by SLT<br>Annually by Governors       |
| Progress and achievement data                               | AHT (Primary & Secondary) / HoS / EHT     | Termly and annually                          |
| Accreditation   | AHT (Secondary) / SLT                     | Annually                                     |
| Quality of teaching, learning and assessment                | AHT (Primary & Secondary) / HoS / EHT     | Termly and annually                          |
| Learning walks  | SLT / all staff / Governors               | Half termly – staff<br>Termly - Governors    |
| Monitoring of behaviour programmes                          | AHT (Pastoral) / SLT / FLT                | Half termly                                  |
| Attendance  | AHT (Pastoral) / SLT / FLT                | Monthly by SLT / FLT<br>Termly by Governors  |
| Behaviour   | AHT (Pastoral) / SLT / FLT                | Weekly by SLT<br>Termly by Governors         |
| Staff views   | All staff / SLT / Governors               | Bi-annually                                  |
| Parents views   | All parents / Family Liaison Worker / SLT | Formal process annually<br>Forum bi-annually |
| Pupil views   | Pupils / staff / school council / SLT     | Half termly/ annually by Governors           |
| Health and Safety checks                                    | HoS / SLT / FLT / Responsible Governor    | Weekly in school<br>Termly with Governor     |

We believe that effective monitoring and evaluation by schools and the Governing Board:

- ensures that every pupil is making as much progress as they can and is appropriately challenged;
- offers an opportunity to celebrate and build on success;
- promotes outstanding learning and teaching throughout the school;
- contributes to an atmosphere of open professional debate;
- ensures consistency of approach and agreed policies and principles throughout the Federation;
- provides information to support self-evaluation and identification of areas of need, both within the class group and the staff;

- respects and enhances the professionalism and skills of staff, whatever their role in our community.

## **Roles and Responsibilities**

**The Governing Board** regularly monitors and evaluates the work of both schools through a variety of monitoring activities which includes visits to school, accompanying staff on Learning Walks, receiving reports from the Executive Headteacher and Heads of School and through meetings and regular updates on school affairs throughout each term. These include regular health and safety meetings and budget monitoring as well as curriculum focussed visits.

Governors also engage with parents and staff to gather information and ideas from them, and participate in staff induction each year on the role of governors. School councils report to the SLT in each school on a regular basis.

The role of the Governors is key to providing appropriate levels of support and challenge to the schools and the Executive Headteacher, thereby ensuring that pupils are given the best opportunities possible to achieve.

The Governing Board and Executive Headteacher, along with the Heads of Schools and Manager of the Outreach and Training Service work in close partnership to monitor and evaluate the implementation of decisions agreed by staff in relation to plans, budgets, policies, quality of education, pupil achievement, pupil welfare and safeguarding.

| <b>Aspect Monitored and Evaluated</b>   | <b>Full Governing Body and/or Committee responsible</b>                         | <b>Frequency</b>  |
|---|---|-------------------|
| <b><u>Autumn Term</u></b>   |   |                   |
| Data on Key Stage results and Post 16 Progress including differences between groups | Standards & Achievement (S&A) committee<br>Report to Full Governing Board (FGB) | Annually          |
| Progress made in each key stage over past year                                      | S&A committee   | Termly            |
| Communication, Literacy, Numeracy,  | S&A committee   | At least annually |
| Provision of SMSC/Collective Worship/British values                                 | S&A committee   | At least annually |
| Attendance/exclusions   | Pupil, Parents & Partnerships (PPP) committee / FGB                             | Annually          |
| SEF   | S&A committee / FGB   | Termly            |

|  |                        |          |
|--|------------------------|----------|
| Federation Development Plan (FDP) priorities | Leadership Group / FGB | Annually |
| School Development Plan (SDP) priorities     | S&A committee / FGB    | Annually |
| Staff performance and pay awards             | Pay committee          | Annually |
| <b><u>Spring Term</u></b>                    |                        |          |
| Pupil Voice                                  | PPP Committee          | Annually |
| Parents and Family engagement                | PPP committee          | Annually |
| Training & Outreach provision                | PPP Committee          | Termly   |
| SEF  | S&A committee / FGB    | Termly   |
| Progress towards FDP & SDP priorities        | Leadership Group & FGB | Termly   |
| Pupil progress data                          | S&A committee          | Termly   |
| Attendance/exclusions                        | PPP committee          | Termly   |
| <b><u>Summer Term</u></b>                    |                        |          |
| Behaviour management                         | Standards Committee    | Termly   |
| Staff well being and School Council reports  | PPP committee          | Annually |
| SEF  | S&A committee / FGB    | Termly   |
| Progress towards FDP and SDP targets         | Leadership Group & FGB | Termly   |
| Pupil progress data                          | S&A Committee          | Termly   |
| Health and Safety                            | Resources Committee    | Termly   |

The Governing Board acts as a critical friend to the Federation Leadership Team (and by association the respective school leadership teams), recognising achievement and supporting the development of continuous progress and improvement as well as providing an appropriate degree of challenge and

support. This is to ensure progress and achievement in all aspects of the Federation.

The Governing Board receives data and evaluations throughout the year and ensures that this information is used to establish realistic targets for the Federation and each school's development plans. Where there is any cause for concern in any aspect of the Federation, the Governing Board will register this with the Executive Headteacher or Head of School or Service and monitor the situation more frequently.

**The Senior Leadership Team** in each school, (consisting of the Head of School, Assistant Heads and Lead Practitioner), together with the Training & Outreach Manager and Federation Business Manager, ensure that monitoring and evaluation is undertaken on a termly basis and is completed and submitted to the Executive Headteacher at least one week before the relevant Federation Leadership Team meetings, in readiness for discussion and analysis at the meetings. They will ensure that the data is relevant to their provision.

The data and outcomes of these meetings are reported to the Governing Board through committees relevant to each aspect of the school. The information from these evaluations and monitoring tasks informs any interventions and actions detailed within the respective school's self-evaluation statement and the Training & Outreach service offer.

**The Class Teachers** monitor the pupils work in their class and evaluate how they may be able to support further improvement in progress and achievement, based on their individual knowledge and understanding of the pupils needs. They maintain accurate records of their on-going assessments of and for, learning. These are discussed on a termly basis with a member of SLT within pupil progress meetings, following collection of progress and achievement data. The Pupil Progress meetings will not only encompass the progress pupils have made, but also any observations, learning walks and support the teacher and the class team have received over the course of the term.

As part of the Education, Health and Care Plan (EHCP) reviews, progress towards agreed outcomes is also considered on a termly basis. Consideration is also given to reflections of the development of the pupil as a whole, giving due consideration to their health and social care needs through the use of a wide range of assessments and other specific programmes for the child. The focus will be on achieving the outcomes for the relevant Key Stage. Information from these meetings will be monitored during meetings of the SLT in each school, allowing interventions to be planned if any cause for concern is identified.

**The pupils** are to be encouraged to reflect on and evaluate their own work and that of others wherever possible and practicable, thus allowing them to celebrate their own progress and achievement or identify where they may require additional support.

**School Council** also provides opportunities for all pupils to contribute to the school's evaluation process and through this pupils develop understanding of negotiation and democracy. Staff running these meetings provide written reports to inform SLT meetings at each school, thus providing a forum for consideration of pupil ideas.

**Parents and Families** contribute to their school's monitoring and evaluation through their contributions to their child's review and through the school's parent questionnaire. Governors attend a wide range of events held within the schools throughout the year, also providing opportunities for parents and families to share their thoughts and ideas about the provision. The school also employs a Family Liaison Worker and a pastoral care/wellbeing team, all of whom are in regular contact with families. The Ofsted "Parent View" web site is also available for parents to post their views about a school.

Weekly update meetings with colleagues involved with parents and family work provide the SLT with information relevant to developing our provision.

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