



Policy: Monitoring Policy

Rationale

The staff and governing body of St John's Meads CE Primary School 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. The strategic direction of the school is stated in its policies implemented by the Executive Headteacher and staff. In this policy we set out the principles that guide our practice in relation to monitoring the work of the school. Our starting point is the impact of policy on the pupil and his/her learning needs.

Definitions

Monitoring is the process of seeking evidence to answer questions about the effectiveness of our school. Evaluation is the weighing up of evidence and the review of current policies and practices in the light of the evidence.

Principles

1. All aspects of the work of the school encapsulated in its policies and practices should be monitored.
2. All members of the school community should be involved in appropriate monitoring and evaluation activities.
3. The outcomes of the monitoring and evaluation process should be used to promote high standards of achievement.

Procedures

1. The governing body monitors the impact of the policies through:
 - (a) a termly report from the Headteacher about the impact of policy implementation;
 - (b) focussed visits to observe aspects of the work of the school;
 - (c) discussions with staff, pupils and parents.

In meetings the governing body regularly evaluates and reviews policies.

They account to the parents for the standard and quality of education in the Annual Report to Parents

2. The Executive Headteacher and Head of School monitor the impact of the policies through:
 - (a) Discussions with staff and pupils;
 - (b) Observation of staff at work;
 - (c) Engaging with staff in planning activities;
 - (d) Monitoring of pupil's work;
 - (e) Observation of pupils at work and at play;
 - (f) Discussions with parents.

The Executive Headteacher and Head of School regularly review, with staff, the work of the school and from the evidence evaluates and changes the way in which policies are implemented. Major changes and the reasons for them are reported to the governing body on a termly basis.



Policy: Monitoring Policy

3. Key Stage, subject and special educational needs and disability co-ordinators monitor the impact of specific policies through
 - (a) Discussions with staff and pupils;
 - (b) Observation of staff at work;
 - (c) Engaging with staff in planning activities;
 - (d) Monitoring of pupil's work;
 - (e) Observation of pupils at work and at play;
 - (f) Discussions with parents.

They review practice in their areas of responsibility and make changes in consultation with colleagues. These changes are reported in teacher meetings.
4. Classroom teachers monitor the work of the pupils and evaluate their responses to teaching methods, resources and assessment information. They review and evaluate their practice on a daily basis and record the methods and outcomes in their daily planning and assessments.
5. 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 Headteacher the need for changes in practice on a regular basis.
6. Pupils monitor their own progress through reflection of achievements in all aspects of their development. 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. With pupils teachers evaluate and review practice and make changes as appropriate.