



Monitoring and Evaluation Policy

Phase of school this policy relates to

Early Years	Primary	Secondary	Whole School
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Policy lead staff member:	Alice O'Reilly
Policy link governor (and governance review date):	Ashley Berggren 26/09/23

Monitoring and Evaluation Policy Contents:

- Introduction / Frame of Reference
- Main body of policy

Rationale

The staff and Governors of Liberty Woodland School are committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is having effective procedures for monitoring and evaluation systems that involve all members of the school community.

At Liberty Woodland School we are committed to implementing a cycle of information gathering, identification of need and application of support and strategies to address the need in order to drive whole school improvement.

Staff relationships are based on trust, co-operation, dedication, self-motivation and the main purpose of the monitoring and evaluation cycle is to bring about improvement and the raising of standards for pupils and quality of education on offer from the school.

Our vision for Liberty Woodland School is to develop young people who will be most likely to succeed in the 21st century.

Our mission is that through our unique outdoor environment, to develop inquiring independent and kind global citizens who are emotionally intelligent, innovative problem solvers, empowered, inclusive and socially responsible.

Our school aims are:

- *To provide a rich, diverse and challenging education through excellent and innovative teaching and learning that is immersed in the natural world.*
- *To celebrate success, promote a "can-do" attitude and inspire each other to achieve their best.*
- *To support personal development, social responsibility and a sense of self-worth.*

This policy should be read alongside our curriculum and assessment policy.

Aims

The main purpose of the monitoring, evaluation and review cycle is to ensure that all staff members of the school community perform their roles effectively in order to maintain high standards of teaching and learning and to ensure all pupils make the very best progress possible.

Monitoring and evaluation helps to ensure that:

- children feel safe and their voices are heard
- parents and carers feel listened to and their feedback is valued
- there is an ethos of high expectation and success- both for members of staff as well as pupils
- the school holds the highest standards for teaching, learning and care
- all members of the school community contribute, learn and develop to the best of their ability
- all children are given equal opportunity to reach their potential
- there is progression in learning and continuity in teaching approaches across the curriculum for all children
- we provide a rich, diverse and challenging education through excellent and innovative teaching that is immersed in the natural world
- all children have a positive attitude towards their work and their behaviour is positive
- the School Development Plan is being implemented
- school policies are followed and there is consistency and continuity within the school
- action can be taken so that standards are raised
- good practice is recognised and valued
- we celebrate success, promote a can-do attitude and inspire each other to achieve their best
- we support both children's and staff's personal development and build their sense of self-worth

The Principles of Effective Monitoring and Evaluation

We endeavour to follow these principles to ensure effective monitoring and evaluation and to define the process as positive and collaborative.

- All aspects of the work of the school should be monitored, evaluated and reviewed.
- All members of the school community should be involved in monitoring and evaluation and should understand their role in the monitoring and evaluation process.

- All monitoring should have a clearly defined focus. There should be a shared understanding of the focus between the person monitoring and those to be monitored.
- The opinions of pupils and parents/ carers should be sought.
- Monitoring should identify priorities that lead to school improvement and promote high standards.
- Monitoring should create a climate which enables all staff to develop and maintain positive attitudes towards their work.
- Monitoring should track progress on plans and targets for development and should use evaluation, analysis and discussion to guide further improvement.
- The intention is to foster a spirit of 'development' rather than 'criticism'.
- The process should celebrate success, recognise strengths and identify areas for improvement.
- The system should be manageable.
- The school believes in team work and everyone should work to agreed criteria.

Approaches to Monitoring and Evaluating

At Liberty Woodland School we seek to monitor the effectiveness of the school through a variety of approaches. These include:

- Lesson observations
- Self-evaluation and self-assessment against agreed criteria
- Book/ digital portfolio looks
- Questionnaires /surveys
- Learning walks
- Reviewing how effectively planning formats are used and implemented
- Moderation of work for internal standardisation purposes
- Whole-school self-evaluation
- Review of the School Development Plan

Quality of learning (book look/ seesaw look)

Quality of learning (recorded in books and digital portfolios) is monitored and evaluated 3x per academic year. In term 1, before the first evaluation of books and digital portfolios takes place, our monitoring and evaluation calendar and expectations are shared with the team.

Autumn 1 review- The first review takes place towards the start of the new academic year. The meeting is hosted by a member of SLT. Teachers bring books and share digital portfolios. Alongside a member of SLT, each teacher then completes an 'Evidence of Learning Review' in which they self-assess against expectations within each of the curriculum areas (project, literacy, maths, environmentalism and

specialist teaching areas). A member of SLT also adds a feedback comment to the self-evaluation document (praise and a next step). Any areas that are self-identified as areas for next steps by the teacher act as an area for development within their day to day practice.

Spring 1 review- The second review takes the form of peer assessment. Each buddy peer completes an 'Evidence of Learning Review' against the agreed expectations and also comments on progress made against the SLT target set in the autumn term. The peer then adds a feedback comment (both praise and a next step).

Summer 1 review- The final review of the year is a self-assessment overseen by SLT. Teachers complete an 'Evidence of Learning Review' and reflect on the targets set in term 2. Finally, they set themselves a target for the year ahead.

It is the responsibility of SLT to ensure there is enough support in place to enable teachers to meet their targets. Where there are concerns around teacher performance, SLT will set targets, put further support in place where needed and a deadline for improvements to be met.

Quality of environment and provision (learning walks for environments/ PSHE etc.)

The quality of environment and provision will be monitored and evaluated by the SLT or the lead for these core areas across the school. Within each academic year, there will be a training, observation and feedback cycle:

1. At least 3 weeks prior to observation - guidance and/ or CPD session takes place to share expectations with the team
2. Following this, observation/ learning walk takes place (teaching observed by lead teacher and/ or member of SLT)
3. Lead teacher and/ or SLT gives praise and sets next steps alongside a deadline for these being met. Where there are concerns about the quality of the environment and provision, they will set targets, put further support in place where needed and a deadline for improvements to be met.

Governor Visits

The focus of the visit is defined by the governing body and SLT.

During the visit time will be scheduled for the governor to:

- freely observe independently
- join a member of SLT for focused learning walks, discussions and observations
- feedback/ discuss observations with allocated member/s of SLT

Quality of teaching and learning (lesson observations)

The quality of teaching and learning is monitored and evaluated once per academic year by SLT and a further two times as part of a peer observation approach.

Term 1

The first round of teaching observations commence in the autumn term. Observations are carried out by members of SLT. Feedback is agreed by the observers before being discussed and shared with the observed colleague. Where the observation identifies that further support is needed, next steps will be agreed, further support put in place where needed and a follow up observation arranged.

Term 2 and 3- peer observation for professional development

During Term 2 and 3, every member of the teaching staff will observe a peer in core skills (LAs) or project/PSHE lessons (SLAs and specialists). Feedback will be informal and consist of '2 stars and a question' on a postcard. The observing members of the team then completes their individual CPD log with their learning.

Quality of planning

Expectation documents and clear planning formats support high quality planning. These planning documents will be used in conjunction with the lesson observation and book looks to evaluate quality of planning.

When lesson observations and quality of outcomes demonstrate excellence, planning is not interrogated further. When lesson observations and/ or quality of outcomes do not demonstrate excellence, further support is put in place. For all new members of staff, additional support with planning and provision is an integral part of the induction process. SLT lead supportive planning meetings with less experienced teachers (including learning associates who lead core skills groups) and these are recorded on their individual record of CPD. The curriculum lead provides ongoing support for project planning, which includes termly curriculum updates, 1:1 curriculum meetings at the start of a project and a group project evaluation session at the end of the project.

Planning is saved on the Drive and must be saved in the correct folder so it can be accessed at any time if needed.

Student Feedback

Students are involved in ongoing feedback through morning meetings and through designing class projects.

We know that well-being is essential to academic success and leads to increased motivation, wider engagement with school and with life as a whole, so in 2023/24 we

are trialling the introduction of the CEM Wellbeing Check as an approach to collecting insightful and usable data on student's wellbeing (from Y2- Y8). The data from the Check will inform what specific areas need to be developed through targeted actions (e.g. lesson content, whole school meetings, interventions etc) before the Check is run again to evaluate the impact of these actions.

In Term 3, SLT gather student voice through a questionnaire. This includes sections focusing on welfare and support as well as quality of education. A summary is then shared with parents, staff and governors and informs our SDP, as well as planning for the year ahead.

Staff Feedback

Round Table meetings are held for all staff on a half termly basis. These provide an open forum opportunity for staff to give any positive feedback or raise any concerns or queries they have for the senior leadership team at the school. They also provide an opportunity for SLT to work together with the staff team to problem solve and address any issues that arise.

In the Summer Term, the staff team complete an anonymous survey. This includes questions on safeguarding, welfare, health and safety, leadership and management, pupils' learning and professional development, as well as other areas requested by staff and governors. The survey results are reviewed by SLT and any themes or trends in feedback are collated and responded to and a summary of feedback is shared with the staff team.

Parent and Carers Feedback

Every parent is welcomed and invited to discuss any concerns with the school that arise.

Every parent is invited to put themselves forward as a class rep. The class rep role is to speak on behalf of the parent group for their class e.g. clarifying information from the school.

Class (teacher-led) curriculum meetings, curriculum events, parent teacher conferences, as well as contact at the school gate are all informal opportunities to give feedback to the school.

In the summer term, parents and carers are encouraged to give feedback through an anonymous survey. This includes questions on safety, welfare, personal development, quality of education as well as other areas requested by staff and governors.