Pilgrims School

Monitoring and Evaluation Policy

January 2022

Next review date: January 2023

Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims, kindergarten and Pre School) and Pilgrims Main School.

Values and Aims
At Pilgrims we are committed raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is having effective procedures for monitoring and evaluation that involves all members of the school community.

Monitoring alone does not lead to school improvement. It is through an evaluation of the information gathered, the identification of needs and the application of strategies to address those needs that school improvement can be implemented.

Monitoring is the means by which we gather information. We complete monitoring activities in a systematic manner. An outline of the processes we use is attached as Appendix 1

Evaluation is the judgment on the effectiveness of actions taken, based on their impact on the aims of the school.

Monitoring and evaluation forms part of a planned process at Pilgrims and involves a range of different people over the course of a school year.

Our system for evaluating performance, setting targets, planning, taking action and monitoring progress is based upon the following components:
- How well are our children doing? (Age 2years checks, EYFS Profile analysis, Summative and Formative Assessment scores and analysis, ISI inspection, Early Years OFSTED, school self evaluation, entrance assessments results to the prep schools)
- What more should Pilgrims aim to achieve?
- What must we do to make it happen?
- Taking action and reviewing progress.

The monitoring and evaluation process is an integral part of the school self evaluation process.

Monitoring and Evaluation of Teaching and Learning (Appendix 1)
This framework allows us to systematically gather evidence on the children's achievements across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets. Appendix 1 outlines the timetable of monitoring and evaluation activities that take place throughout the school which include:

1. Lesson / activity observations and Learning Walks
Lesson observations and learning walks are carried out by;

- The Headteacher / Deputy Headteacher/Head of Early Years – to assess the quality and standard of teaching and learning in line with the schools aims and priorities.
- Governing body – to support relationships and develop understanding
- Curriculum Coordinator / Class teacher – determine subject knowledge, training needs and level of skill.
- Department Manager / Year group leader – asses quality and standard of teaching, ensure consistency, share good practice and inform professional development reviews, mentoring.
- Teacher – share good practice, support colleagues.

Lesson/activity observations and learning walks take place regularly to assess the quality of teaching and learning throughout the school. Standard formats, such as those provided in appendix 2, outline the criteria used and focus on both teaching and learning. During lesson observations evidence is gathered to determine the children's attitudes to work and the standards that they are attaining in lessons.

The focus is agreed prior to the observation and may be linked to the School Development Plan, a professional development target or training need or as a means of sharing good practice. Feedback is provided following the observation or learning walk to identify strengths and areas for development. Points for development are then used to inform continuing professional development.

2. Planning and work scrutiny
Year group leaders and subject coordinators scrutinize planning and children's work regularly during the academic year. This is to ensure differentiation; progression and continuity are all occurring alongside a clear coverage of skills. Feedback is provided to the Head and Deputy Head (appendix 3) and helps inform annual action plans.

3. Tracking and analysis of children's attainment
Children's progress is tracked from Little Pilgrims to the end of their time in school. Throughout the EYFS teachers, HLTAs and Key People keep electronic journals of the children's achievements. EYFS progress checks are carried out in consultation with parents when a child has turned 2 years old. This information highlights the development stages in the Prime Areas and possible next steps.

Once a term teachers in Reception informally record judgements to determine Good Level of Development (GLD). The Reception teacher's judgements along with assessment information for Literacy and Numeracy are reviewed and analysed as part of termly analysis meetings. At the end of the academic year once a child has turned 5, Reception class teachers complete profile judgements to identify whether a child is emerging or expected in each area.

In KS1 progress and attainment is monitored using annual standardised assessments in English, maths, verbal and non-verbal reasoning and twice-yearly formative assessment tasks in reading, writing and maths. Teachers in KS 1 also

record ongoing summative assessment judgements for the children against the end of year objectives for reading, writing and numeracy using a Point in Time Assessment (PITA) each half term. Children are awarded a score of 1-6 (Appendix 4) which identifies how the children are currently judged to be working based on the work covered so far. All of the formative and summative assessment data is analysed to track progress, highlight strengths and areas of development and to review implications for planning, support and enrichment. This information is looked at in detail at the termly Year Group analysis meetings ahead of parent consultations.

The standards the children have attained are also monitored by assessing the EYFS profile judgments and the pass rate to the three Harpur Trust Preparatory/Junior schools and to other selective schools.

4. Moderation
Termly internal moderation is carried out across year groups to ensure consistency and continuity in curriculum levels and early years levels of development. Information is recorded on the Moderation Meeting form (Appendix 5). From time to time, the local authority moderates the Reception end of year profile judgments. Reception teachers also regularly attend external moderation training.

5. Target setting
Targets and next steps are continually identified and updated through day to day observations of the children's play and work and through more formal assessments. Weekly planning takes into account children's targets and needs. Teachers and Key People also share more specific individual targets with the children's parents at parent consultation evenings and through the end of year report.

Monitoring and evaluation of other areas:

1. School Development Plan and Action Plans
The Strategic Plan outlines the schools Missions, Aims and Values. Each Mission is allocated to a relevant member(s) of the SLT. Priorities are then identified and agreed under each mission to support the school's continued development over a three-year period. Priorities are determined following feedback and evidence gathered via performance reviews, pupil outcomes, observations, Governing body meetings and external influences.

The Strategic priorities are then used to inform the yearly School Development Plan (SDP).   Members of the SLT develop action plans which are then used to inform curriculum coordinator plans and Performance Management targets. During the year, subject coordinators work to achieve the agreed targets and evaluate their success and share progress with their line managers through Performance Development Review (PDR) meetings.

The SLT meet half termly to report on progress towards priorities which is then forms part of the Heads termly report to Governors.

The SDP is shared with the whole school during the September INSET and revisited in the Spring and Summer to provide updates against progress.

The Headteacher monitors the school development plan to inform the school budget, training needs and potential impacts of staffing. Budget updates allow the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school improvement plan. The planning cycle involves the governing body in evaluating the progress of the current school development plan as part of the development of the next plan. This gives governors a clear view of the school's strengths and areas for development.

2. Budget
A budget is set annually by the Headteacher and Finance and Office Manager in consultation with the governing body. The budget reflects the priorities of the school development plan. Actual spending is monitored against budgeted values. Managers, year group leaders and co-ordinators are responsible for monitoring the expenditure of their own budgets which is review by the finance team.

3. Attendance
Attendance is recorded twice daily throughout the school. Children's attendance is monitored carefully in line with the Attendance Policy to ensure that reasons for absence / late arrival are genuine and that their education is not negatively impacted. Attendance is recorded on parent consultation notes and end of year reports.

4. Behaviour
Behaviour is monitored in line with the school's Behaviour and Assertive Discipline Policy and all concerns are recorded using iSAMS.

5. Parental Views
Parents are offered the opportunity to comment on a range of issues affecting the school. Parents' views are also recorded at parent consultations and via the Parent elected Governor. Key issues are reported to the parents and may be used to inform the school development plan.

6. Staff views
The Harpur Trust seek the views of staff via an employee survey. Subjects covered include issues relating to their job, their manager, communication, training and development, rewards and working together within the Harpur Trust. All information gathered and analysed by the SLT to identify actions required.

7. Policy Links
Assessment
Teaching and Learning
Curriculum,
Behaviour and Assertive Discipline –
Feedback and Marking

Appendix 1
Monitoring and Evaluating Systems in Place

Responsibility	Method	How and Why?
SLT	Monitoring How information is gathered	**Ongoing** • Meeting to discuss Strategic and School Improvement Plan (SIP) • Write and review action plans • Review SEF – Early Years and Main School Termly • Headteacher, Deputy Head & SEND Co to meet with Year Groups following assessment periods prior to consultation evenings to identify levels of attainment / progress and determine additional support needs • Monitoring of planning, electronic journals and work with year group leader • Review SDP • Analysis assessment data Half yearly • Performance Management meetings and lesson observations
	Evaluation Judgements on the effectiveness of action taken	• Head Teacher report to governors • Set and review performance development review (PDR) targets • Track progress and assess training needs
Line Managers	Monitoring	Termly • Monitoring of planning, journals and work with team • Lesson Observation • Analysis of assessment data Half yearly • Performance Management meetings and lesson observations
	Evaluation	• Set and review performance management targets • Track progress and assess training needs
Co-ordinators	Monitoring	• Monitor planning and work scrutiny • Review of subject leader action plan. • Subject review of skills audit • Collect evidence/ samples of work • Observe lesson • Meet with HT / DH / Year group coordinator
	Evaluation	Feedback: • What are the standards in my subject? • How do I know? • What is the standard of teaching and learning in my subject? How do I know? • Action Plan for following year • What is the standard of leadership and management in my subject? • How do I know?
Little Pilgrims, Kindergarten & Pre School	Monitoring:	Termly • Phase Meeting - Moderation of observations, electronic journals • Room observation • Parent consultation evenings – Autumn and Spring term
	Evaluation:	• Identifying the standard of teaching and learning and how individual needs are being met • Assess continuity and progression through development stages • Inform training needs, teaching & learning, share good practice, transition • Assessing each child's progress and achievements and inform colleagues and other agencies where necessary

Rec	Monitoring:	On entry, to inform Parent consultation evening, Summer term Profile judgements: **Termly** • Moderation Meeting - Moderation of Journals (including evidence of literacy and numeracy work) : content, observations, Informal GLD judgments • Literacy and Numeracy formative assessments. • Termly Analysis Meeting with HofEY/HT/DH/SEND Co-ord – analyse formative assessment scores and summative assessment observations • Room observation • Parent consultation evenings – Autumn and Spring term
	Evaluation:	• Ensure continuity and appropriate scale point judgments across classes • Identifying the standard of teaching and learning and how individual needs are being met • Inform training needs, teaching & learning, share good practice, transition • Assessing each child's progress and achievements and inform colleagues and other agencies where necessary
Year 1 and 2	Monitoring:	Termly • Moderation Meetings - Moderation of Literacy, Numeracy • Termly analysis meetings with /HT/DH/SEN co-ordinator to analyse PITA and formative assessment scores. • Room observations • Parent consultation evenings – Autumn and Spring terms
	Evaluation:	• Assess continuity and progression - appropriate level judgments across classes and year groups • Identifying the standard of teaching and learning and how individual needs are being met • Inform training needs, teaching & learning, share good practice, transition • Assessing each child's progress and achievements and inform colleagues and other agencies where necessary

Appendix 2 - TEACHER LESSON OBSERVATION RECORD FORM

Date: Class: Time: Grouping:	Lesson Context:	Teacher: Feedback Session:
Learning Prompts	**Evaluating Learning and teaching:** **Are there any significant differences in the learning of different groups of pupils, or of any individuals?** **How well are pupils developing ideas and increasing their understanding within the lesson?**	**Teaching Prompts**
Pupils… • Interested, Engaged • Making a good effort, developing good habits • Concentration, productive • Follow routines and expectation • Understand what they are learning and why • Make connections to previous learning • Challenged/ stretched • Developing knowledge, understanding, applying etc • Assess own work/progress • Know what is good and how work could be improved • Take pride in their own work • Takes responsibility for own learning • Work well • independently • Collaborate with others • Communicate their ideas effectively		**The teacher ….** • Establishes purpose, stimulates interest and inspires curiosity • Shares objectives/steps to success • Links to pupil's previous learning knowledge, understanding, ideas, skill • Activities pitched at right level • Encourages the children to think and ask questions, and solve problems • Provides appropriate challenge • Use Afl to differentiate effectively • Assesses and feeds back progress against the learning objectives • Uses questioning to gauge understanding • Good subject knowledge • Resources sufficient, well matched • Impact of support staff

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OBSERVATION FEEDBACK

Teacher colleague: **Observer colleague:**

Date: **Time:**

1. **What were the strengths in pupils' response and learning?**	2. **How did teaching cause this?** *Feedback here should help the teacher see the connection between what they did and how well the pupils responded, learned and attained*
3. **In what areas might the pupils have responded or learned better?** *Feedback here should identify areas where the pupils may have underperformed. You need to* **priorities up to two areas** *that you can discuss in detail.*	4. **How might teaching improve pupil's response and learning?** *Note here the sorts of strategy or approach a teacher might adopt to tackle these issues.* <u>*This is for your contribution to the discussion.*</u> *The teacher may suggest their own equally effective approaches.*
5. **Ideas agreed in discussion**	

Overall judgment about this lesson: 1. Outstanding, 2.Good, 3. Adequate, 4. Inadequate

- **Quality of Learning:**
- **Quality of Teaching:**
- **Behaviour of Children:**
- **Overall Quality of Lesson:**

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Appendix 3   Marking scrutiny and Planning Scrutiny

Subject	Year Group:		Date:	Term
Books Focused on:				
Is there evidence of differentiation? Is the work pitched at the right level? SEN LA A MA G&T				
Is there evidence of progress?				
Marking:				
Is all work marked or VF annotated				
Is there evidence of reward and praise? (stickers, stars, smiley face...)				
Does marking relate to the LO?				
Are marking codes displayed in the front of all books?				
Is there consistent use of marking codes?				
Is there evidence of weekly 3* and a wish marking if appropriate?				
Is there evidence of opportunity for child to make improvements?				

Is there evidence of next steps/next time as a target for the next piece of work?		
In numeracy are incorrect answers marked with a dot and correction marked at the side?		
What is the general standard of work overall? Presentation? Handwriting?		
Is there continuity across the year group of skill coverage?		

What have I found out?	
Strengths	Areas for development
Action required	

Appendix 3 continued   Planning scrutiny

Subject	Subject leader:		Date: Term:
	Reception	Year 1	Year 2
Topic title			
List the skills planned for the term			
Is there a progression of skills?			
Is there evidence of planned?			
LO and SC				
Key questions				
Differentiation *(including support and challenge)*				
Plenary				
Use of ICT to support learning				
Use of adults				

Actions and notes for next steps:

What have I found out?	
Strengths	Areas for development

What needs to be done next?
(work scrutiny, gathering evidence e.g. displays, talking to staff, planning meetings)

Appendix 4 - Point in Time Assessments (PITA)

Each half term children in Year 1 and 2 will be awarded a PITA scale point by their teachers for reading, writing and maths.   It is an opportunity to record your child's current stage of development at a particular point in time. It allows us to reflect on their ability to grasp new concepts and their depth of understanding. There are six points to the PITA scale and the list below summarises the criteria for each point: Over the year a child may be judged to be at the same point on the scale for each assessment period (for example point 4 – expected) or they may move across the scale, for example starting initially as a 3 (working towards) and moving onto a 4 (expected). Our aim is that every child is on point 4 'expected' or above by the end of the year.

1: Well Below
- Regularly unable to access the curriculum for their year group or the year group below.
- Requires additional classroom support, will often have significant SEND or EAL barriers to learning.
- Will undertake different tasks to the rest of the class.

2: Below
- Is able to access the curriculum of their year group or the one below with support and scaffolding.
- Likely to have SEND or EAL barriers to learning.
- May undertake tasks that are modified and completely different to the rest of the class.
- Struggles to grasp new concepts without significant support and scaffolding.
- Struggles to embed concepts.

3: Working Towards
- Is able to access the curriculum of their year group, will regularly need scaffolding and support.
- Does not grasp new concepts quickly.
- Needs support to embed concepts.
- Can apply concepts with support or scaffolding.

4: Expected
- Meets many of the expectations in the national curriculum for their year group.
- May make errors, but is usually able to improve work following feedback and support.
- Has some gaps in learning?
- Is generally successful in grasping and embedding concepts.
- Can apply skills and understanding independently, but not always successfully.

5: Exceeding
- Meets the vast majority of the expectations in the national curriculum for their year group.
- Usually grasps new concepts and embeds them quickly and independently.
- Can apply their understanding and skills to a wide range of contexts and is generally successful.
- Can often explain and justify their ideas.
- Can critique their work and improve it.

6: Working Beyond
- Is exceeding expectations in the national curriculum for their year group.
- Always grasps new concepts and embeds them quickly and independently.
- Can apply their understanding and skills to a wide range of contexts without error.
- Can clearly explain and justify their ideas.
- Can critique their own and others' work leading to improvement

Appendix 5 – Moderation Forms

Moderation Meeting - Early Years

Year groups meet termly to moderate Literacy and Numeracy. The table below needs to be completed during the meeting and relevant samples of work should be photocopied annotated and attached.

Date:	
Area:	
Development levels discussed:	
Any discrepancies:	
General Comments:	
Concerns/issues:	
Action:	

Moderation Meeting - KS1

Year groups meet termly to moderate Literacy and Numeracy. The table below needs to be completed during the meeting and relevant samples of work should be photocopied annotated and attached.

Date:	
Subject:	
Focus:	
Levels discussed:	
Any discrepancies:	
General comments:	
Concerns/issues:	
Action:	