



Monitoring and Evaluation Policy

Adopted by the Governing Body of Dunkirk Primary School:

Approval:	Head Teacher July 2023
Review:	July 2025
To be reviewed by:	Steve Parry & Rachael Jurkiw
Committee responsible:	P&PC

Monitoring and Evaluation is a vital tool in ensuring efficient and effective teaching and learning leading to high standards and facilitating the future development of school as a community. Following outcomes from appraisal meetings, lesson observations/dialogue and general feedback from staff and leadership, the current system for monitoring as part of the appraisal process is not improving the quality of teaching and learning effectively or rapidly enough.

Following evaluation, the system has been reviewed and renewed.

The new system is now built upon the principles of working together and effective learning dialogue, based on developing a research and learning culture in school.

Introduction

At Dunkirk Primary School there is a commitment to self-monitoring and evaluation. All monitoring and evaluation is linked to the maintenance and development of good practice within the school. Monitoring and evaluation is to be closely associated to meeting the overall aims and objectives of the school as laid down in the School Development Plan.

Statement of Definition

1. Monitoring is about analysing actual practice not assumed practice.
2. Evaluation is about checking the effectiveness and impact of a process, task or outcome.
3. The process of whole school Self Evaluation is an essential tool which enables staff and pupils to improve the quality of teaching and learning.
4. It must be remembered that we all monitor and evaluate at different times but much of this is an implicit process. Sometimes it is done sub-consciously and not always systematically.

The Aims of Monitoring and Evaluating

Monitoring must be:-

1. built into plans (see Appendix 1)
2. focused
3. systematic



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4. manageable
5. purposeful
6. participative
7. valid
8. measured against success criteria
9. used to maintain and develop good practice.

In all these ways our monitoring and evaluation should be linked to school effectiveness and reliably inform development planning and target setting.

We need to monitor and evaluate in order to gather evidence of good practice, pupils achievement, continued progress and as part of appraisal.

Involvement in Monitoring and Evaluation

Governors:-

1. termly meetings
2. committee meetings
3. ASP (Analysing School Progress) /school data analysis
4. attendance at parents evenings, theme weeks, formal events, outings etc.
5. formal meetings with subject leaders
6. subject leader reports to governors

Formal Visits

1. focus on curriculum areas
2. ensuring policy is put into practice
3. observation of progression and differentiation involving termly work

Scrutiny

1. year group links
2. role of 'critical friend'
3. layman's eye view of school

Head Teacher

The role of the Head Teacher is to strategically plan the development of the quality of teaching and learning by:

- Using data to identify areas of weakness across school
- Discussing with and enabling staff to research and develop new methodologies to accelerate children's progress
- Reviewing outcomes of teaching and learning to identify what can be developed and embedded across the whole school
- Enabling budget to facilitate classroom-based support



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Deputy Head Teachers

The role of the Deputy Head Teachers is to improve the quality of teaching and learning. This will involve supporting planning, delivery and evaluation of learning, both during and after sessions. They are in class to develop teaching and learning in a more hands on and immediate strategy.

This will be achieved through a range of mechanisms:

- Shared planning of modelling and differentiation
- Team teaching
- Modelling
- Supporting guided groups to accelerate progress
- 1:1 work alongside children to help support identification of misconceptions

The 2 Deputy Head Teachers will work across both campuses-

1. DHTs will work in classes to ensure children and staff are familiar with their presence
2. DHTs will visit classes on a regular basis to work alongside staff, reviewing impact of teaching and evaluating children's learning
3. Learning dialogue will happen both during and following sessions, identifying where learning has been effective and discussing together how learning can be developed. Feedback to staff will be verbal.
4. DHTs will make regular but brief notes as a record.
5. Any concerns raised by the DHTs will be given as a written record to staff and staff will be supported by the DHTs to develop their practice with clear timelines
6. Further concerns about the quality of teaching through the Triangulation process (data/teaching/books) will implement an 'Improving Teaching Plan' and support e.g. facilitated through the TLR Teaching Coach
7. Following this support plan capability procedures would be considered and implemented as part of the appraisal process (see appraisal policy and capability policy)

The benefits of this approach will ensure that:-

- greater awareness of current position to support identification of next steps
- maintenance and development of good practice based on secure foundations
- the use of a wide range of expertise
- the professional development of those involved
- a sense of common purpose
- an ethos of self-evaluation and self-development.

Whole School Review

Each term leadership will carry out a triangulation review, which will include: quality of teaching/data outcomes/progress of learning evidence in books. This is to ensure all information has been considered and evidence is collated towards appraisal targets. It also allows leadership to address any year group or key stage patterns or concerns about the quality of teaching of an individual teacher.



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Teaching and learning responsibility (TLR)

The role of the TLR is specifically linked to an area of responsibility. All are focused on accelerating progress within that area. TLRs produce termly reports to SLT and governors in relation to progress within their areas:

- KS2 Coach Dani Barrett-coaching targeted staff and monitoring in relation to quality of teaching
- Phase leader KS2 Sarah Stray- monitoring progress of Y4-6 teacher's quality of provision and pupil progress outcomes
- Phase leader KS2 Alex Hall - monitoring progress of Y4-6 teacher's quality of provision and pupil progress outcomes

SENCo

Paul Lowther is the SENCo over both campuses, with responsibility for ensuring appropriate progress of children with additional needs

- monitoring and evaluation of all children on SEN register
- updating and maintenance of SEN register
- preparation for formal assessment
- practical advice and support for all colleagues
- dispenser of informed knowledge
- leading classroom support assistants
- HLN/EHCP bids

Subject Leaders

- INSET provision and impact reviews
- annual scrutiny against action plan (other subjects)
- policy documents review and renewal
- resources review and purchasing
- samples of work /website overview
- planning review (across year groups)
- medium term plans review re: knowledge and skills coverage

Class Teachers

- individual child's progress (i-track)
- use of above to inform medium term planning
- verbal and written feedback with children to inform next steps
- on-going assessments (AfL) to inform short term planning and gap teaching
- plus, other formal and informal M&E strategies
- setting targets
- informing parents via consultation evenings and end of year reports

Support Staff

(under guidance and direction of class teacher)

- monitor and evaluate progress of individual children and use outcomes to inform next steps
- evaluate outcomes from gap teaching and feedback to teacher



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Parents

- initial parent consultation with teachers about their child
- staff reporting progress of child to parent
- spellings, reading and homework books
- visiting school
- accompanying pupils on trips
- helping in the classroom e.g. reading volunteers
- questionnaires / feedback forms / dialogue with governors
- supporting Friends of Dunkirk functions.

Pupils

- self-evaluation (verbal feedback/pink and blue review system)
- peer evaluation (verbal feedback/pink and blue review system)
- feedback from adults
- targets
- questionnaires
- School Council feedback

Wider Community

- judged by behaviour on external visits
- community Open Evenings
- information in newsletters and newspapers



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Appendix 1: An example of our monitoring cycle

Governor's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Subject review meetings	Link Governor	Focus: <ul style="list-style-type: none"> English History Art PSE 	<ul style="list-style-type: none"> Check that the subject leader has informed and evidenced knowledge for their subject, including assessment (where appropriate), provision plans, pupil attitudes and impact. Carry out subject leader meeting and accompanied learning walk. Review the subject leader's action plan and progress towards it 	P&P feedback
Appraisal outcomes review		Focus: <ul style="list-style-type: none"> Appraisal outcomes Appraisal targets 	<ul style="list-style-type: none"> Review and ratify the appraisal outcomes decision made by appraisal leaders Review the agreed appraisal targets and check they are in line with the school's appraisal policy 	FGB minutes
School Improvement Advisor review meeting		Focus: <ul style="list-style-type: none"> School performance Progress 	<ul style="list-style-type: none"> Attend the SIA meeting with the HT and SLT Check that school performance judgements are accurate Review progress made against SIA targets 	FGB minutes
School Records check		Focus: <ul style="list-style-type: none"> Appraisal outcomes Appraisal targets 	<ul style="list-style-type: none"> Governors informed about appraisal outcomes in an anonymised report Governors clear about and confident in the appraisal system. have to talk through the process. 	P&P feedback FGB minutes

Head Teacher's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Appraisal meetings	HT	Focus: <ul style="list-style-type: none"> To set targets for the coming year 	<ul style="list-style-type: none"> Review previous year targets Teachers are clear of their individual appraisal targets for the school year, and how their progress will be measured and reported SLT and teachers agree on individual pupil targets in reading, writing and maths 	Appraisal review document Appraisal target document
Appraisal teacher observations	HT	SIP focus: <ul style="list-style-type: none"> Appraisal review 	<ul style="list-style-type: none"> Check on progress teachers are making towards their appraisal targets Clear feedback given and development points agreed Best practice identified to be shared Support plans created if necessary with agreed end point monitoring 	P&P feedback
Learning walk	HT	Focus: <ul style="list-style-type: none"> Environment Behaviours for learning Class expectations 	<ul style="list-style-type: none"> Check on all classes aiming for all areas to consistently reflect the school's policies and expectations Individual feedback given; best practice examples shared with appropriate teams and individual/ year group support planned 	SDC leadership report Individual feedback form
Safeguarding review	HT	Focus: <ul style="list-style-type: none"> Safeguarding practices and systems Training records 	<ul style="list-style-type: none"> Ensure that policy is applied consistently across both campuses Check My Concern logs; the level and the accuracy of the inputs SLT aware of the level of need of individual children and families Review systems and update in line with new guidance Review action plan and update as necessary Review training records to ensure full compliance; plan training needs for the year. 	P&P report Leadership report in FGB
Well-being review meeting	HT	Focus: <ul style="list-style-type: none"> Children's well-being Staff well-being 	<ul style="list-style-type: none"> Meeting with the well-being leads from each campus to discuss the well-being of staff and children Meeting with School Council to discuss classroom well-being practices and playground issues Review of well-being action plan, adapting where necessary 	P&P report



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Deputy Head Teacher's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Reading review End of half term	DHT	Focus: <ul style="list-style-type: none"> • Reading strategies • Accuracy of book bands • Use of reading records 	<ul style="list-style-type: none"> • Ensure accuracy of book band determination, along with evidence for the decision • Check pupils are reading with appropriate strategies for their age and stage • Individual feedback given; best practice examples shared with appropriate teams and individual support planned 	SDC leadership report Individual feedback form
Phonics learning walk	Abbey DHT	Focus: <ul style="list-style-type: none"> • Fidelity • Updates • Progress 	<ul style="list-style-type: none"> • Ensure all classes are consistently applying the scheme and the agreed teaching sequence • Check that pupil assessments are accurate • Review progress data 	SDC leadership report Individual feedback form
Behaviour review	DHT	Focus: <ul style="list-style-type: none"> • Identification of patterns • Plan actions 	<ul style="list-style-type: none"> • DHT know patterns of behaviour on each campus • Behaviour plans in place for key children and classes • Support for staff is planned and implemented if needed 	P&P report IBP if needed
Attendance review	DHT Attendance officer	Focus: <ul style="list-style-type: none"> • Identification of patterns • Plan actions 	<ul style="list-style-type: none"> • Attendance Officer know patterns of behaviour on each campus • Persistent absentees and lates are identified and monitored • Review actions from previous meeting(s) • Attendance plans in place for key children #Review progress against the action plan 	P&P report Individual Attendance plans
TA observations	DHT	Focus: <ul style="list-style-type: none"> • Impact of support on the learning of key pupils • Application of Rosenshine's principles 	<ul style="list-style-type: none"> • Ensure that support is effectively impacting on the learning of key pupils • Support the application of Rosenshine's principles within the TA role, rather this be in-class support or in a small group intervention 	SDC leadership report Individual feedback form
Data analysis Reading, writing and maths	DHT	Focus: <ul style="list-style-type: none"> • Attainment • Progress • PP/SEND/EAL (20%) 	<ul style="list-style-type: none"> • Teachers clear on the progress and attainment made by their current class in relation to their starting points and to their end of Key Stage targets • Check on individual children's progress towards their appraisal end of year target in reading, writing and maths • Pupil progress meetings planned with target children identified for support. 	SDC leadership report PP Gov update
Book monitoring – 1 full set of books monitored Child at ARE	DHT	Half term 1: <ul style="list-style-type: none"> • Presentation, frequency, quantity and pitch Half term 2: <ul style="list-style-type: none"> • Quality of feedback and impact 	<ul style="list-style-type: none"> • Ensure consistency and progression in terms of presentation expectations and standards, frequency of work, quantity of work produced daily and the pitch of set work across all subjects • Check that feedback matches the school's expectations and policy • Ensure that feedback is accurate and impacts on further learning. 	SDC leadership report Individual feedback form

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SENDCo's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Reading review Lowest 20%	SENDCo	Focus: <ul style="list-style-type: none"> Reading strategies Accuracy of book bands Use of reading records 	<ul style="list-style-type: none"> Ensure accuracy of book band determination, along with evidence for the decision Check pupils are reading with appropriate strategies for their age and stage Check that lowest 20% engage with reading at home and the reading record system. 	SDC leadership report Individual feedback form
SEND review	SENCO	Focus: <ul style="list-style-type: none"> Identification of pupils Progress against IEP targets Impact of interventions Learning walk 	<ul style="list-style-type: none"> Check that provision matches planned action in the IEP Check that planned actions and support are making an impact on the individual child, and progress is made in regards to their IEP targets Review in-class provision for named pupils 	SDC leadership report Report to SLT

Curriculum Lead's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Knowledge organisers check	Curriculum Lead	Focus: <ul style="list-style-type: none"> Clarity of learning objective Pitch of learning objective ACT curriculum 	<ul style="list-style-type: none"> Knowledge organisers consistently follow the school's expectations Key learning is highlighted and is pitched correctly for the class and the year group Breadth of knowledge is planned for ACT curriculum is exemplified Individual feedback given; best practice examples shared with appropriate teams and individual support planned 	SDC leadership report Report to SLT Individual feedback form
Action Project	Curriculum Lead	Focus: <ul style="list-style-type: none"> ACT curriculum Action Project 	<ul style="list-style-type: none"> To check that teachers' planning follow s the structure of the ACT curriculum To check that teachers' plan for a relevant Take-Action project To review the effectiveness of the Take-Action project 	SDC leadership report Report to SLT Individual feedback form

English and Maths Lead's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Work sampling monitoring – maths and English Mid half term	Maths lead English lead	Focus: <ul style="list-style-type: none"> Content Presentation Feedback Transition 	<ul style="list-style-type: none"> Ensure consistency across classes Ensure work is maintained at the standard in-line with the expectations from their previous year group in terms of learning and presentation Marking and feedback impacts on new learning Individual feedback given; best practice examples shared with appropriate teams and individual support planned 	SDC leadership report Report to SLT Individual feedback form
Learning Walk/ pupil interview	Maths lead English lead	Focus: <ul style="list-style-type: none"> Use of the Environment Impact of Feedback Engagement 	<ul style="list-style-type: none"> Ensure consistency across classes Check that pupils use the environment to support their learning Check on pupils' attitudes to learning Ensure that the feedback policy is implemented correctly and makes an impact on the pupils' learning 	SDC leadership report Report to SLT Individual feedback form



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Science Lead's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Long term planning	Science lead	Focus: <ul style="list-style-type: none"> Long term planning document 	<ul style="list-style-type: none"> Check that long-term planning matches the school's agreed sequence of teaching Check that agreed structure and resources are in place 	SLT report
Quality of teaching - knowledge	Science lead	Focus: <ul style="list-style-type: none"> Quality of teaching Knowledge 	<ul style="list-style-type: none"> Subject review to review the knowledge element of the Science curriculum through book-looks and a learning walk Pupil interview to ascertain if the children are remembering more. 	SLT report

History/ Geography Lead's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Work sampling and pupil interview	History/ Geography lead	Focus: <ul style="list-style-type: none"> Impact Pupil engagement Quality of work 	<ul style="list-style-type: none"> Check that pupils have a secure understanding of the knowledge element of the theme, and that they remember more Check that the knowledge gained matches that planned on the knowledge organiser Discuss the theme with pupils to gauge their engagement and attitude to the theme Comparison between quality of work in theme books and work in English books to ensure consistent application. Check the use of the ACT booklet at Abbey Campus, and the pupils' understanding. 	SDC leadership report Report to SLT

Wider Curriculum Subject Leader's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Curriculum area overview	Subject leader	Focus: <ul style="list-style-type: none"> PE (half term1) RE (half term2) 	<ul style="list-style-type: none"> Check that school policy/ scheme of work is being consistently followed Check of pupils' attitudes to the subject Ensure consistency in quality of work between subjects and across classes with a year group 	SDC leadership report Report to SLT Individual feedback form
PSE planning	Subject leader	Focus: <ul style="list-style-type: none"> Planning Resources 	<ul style="list-style-type: none"> Check that long-term planning matches the school's agreed sequence of teaching Check that agreed structure and resources are in place 	SLT report



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End of term Monitoring Summary			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
SIP progress review	HT DHT SENDCo Curriculum lead Maths lead English lead	Focus: <ul style="list-style-type: none"> SIP priorities 	<ul style="list-style-type: none"> To collate all monitoring evidence in order to judge progress towards the SIP targets Develop next development steps, plan PDMs and design individual/ group CPD 	HT report to FGB
Campus triangulation	SLT	Focus: <ul style="list-style-type: none"> Campus performance 	<ul style="list-style-type: none"> To gather all monitoring and appraisal information in order to judge the overall performance of each campus and the school To plan next steps for individuals, groups, a campus and/ or the whole school 	HT report to FGB