



**Central Lancaster
High School**

MONITORING AND EVALUATION POLICY

Date: 22nd February 2017

Review date: February 2018

SLT Review: KSH

Governors review: Learning and Standards

Scope

This policy applies to all Governors, school leaders and all members of the teaching and support staff community at Central Lancaster High School. This policy is a statement of the aims, principles and strategies for the monitoring and evaluation of the quality of teaching and learning at CLHS and should be read in conjunction with the teaching and learning policy, appraisal policy¹ and the assessment policy.

The policy is in place to ensure a continuous cycle of school improvement, to develop teaching and learning practice and to ensure school leaders and governors have an overview of the typicality of practice across the school.

Principles underpinning monitoring and evaluation

- establishing a collaborative culture
- collecting evidence against set criteria
- measuring the effectiveness for all pupils
- measuring the effectiveness of every aspect of school life e.g. academic, social, caring, holistic student development

Governor monitoring cycle

In addition to wider committee membership, Governors will:

- Form a School Improvement Board (3 nominated governors) who will join SLT every half term to monitor progress against the School Improvement Plan 2016/17
- Nominate Link Governors to oversee monitoring of the following areas:
 - Pupil Premium and SEND provision
 - English
 - Mathematics
 - Science
 - Humanities
 - Modern Foreign Languages

Link Governors will join SLT/MLT monitoring meetings once per term; January, April and September to participate in structured school improvement action meetings. [In the future it is anticipated that Link Governors be allocated to each faculty in the school structure]

Leadership quality assurance cycle

Senior and middle leaders will meet to hold a structured school improvement action meeting within the first week of every half term. SLT/MLT links will discuss two areas of school improvement:

- Current school data profiles of groups
- Monitoring of teaching and learning, behaviour and planning – this discussion will be based on the middle leader monitoring framework included in this policy. Middle leaders will provide a half termly departmental overview of teaching for learning, assessment for learning and behaviour for learning with follow up actions for the half term ahead.

¹ CLHS Appraisal policy under review March/April 2017

Lesson drop-ins

Lesson drop-ins and an open door policy are conducted to enable a picture of typicality across the school, however they are also expected to be developmental and used by a range of professionals across Team Central.

Lesson drop-ins will be used to support colleagues, to share best practice and to encourage continual improvement and reflective practice.

Guidance for lesson drop-ins is included in the table at the back of this policy.

Learning Communities

Learning communities will consist of small groups of staff who work together to complement the drive for non-judgemental evaluation and development of teaching practice across CLHS. Staff will use peer observations and Learning Conversations to develop teaching and learning in a collaborative way. Learning communities will be used to:

- Develop quality first teaching
- Undertake action research on identified areas of practice
- Support colleague development where requested

Annual Departmental Reviews

Each department/faculty will take part in a departmental review. This may be carried out by external partners, by the Headteacher and/or senior leaders of the school or as middle leader peer reviews. A wide range of information gathering will be used, including learning walks/drop-ins, work scrutinies, progress data, staff interviews and student interviews. The department reviews are designed to be supportive and progressive.

Department leaders and teaching staff are encouraged to regularly look at practice in other departments and in other schools to facilitate continual development of practice. All opportunities to share best practice are encouraged.

External reviews will be included in the academic calendar from September 2017 onwards and will be used to enhance departmental action planning.

Lesson observations

Every new member of staff will have at least one formal lesson observation by their line manager and/or a member of SLT within their first year of teaching at Central Lancaster High School (preferably by the end of their first full term). This may or may not form part of the departmental review or the school appraisal process. (NQTs have their own induction programme). Staff members are welcome to request formative judgemental lesson observations if they so wish.

Who might be involved?	What might be the focus?	How will evidence be gathered?
<p>Senior leaders <i>Focus of drop-in will usually be to gather evidence about an aspect of provision.</i></p>	<ul style="list-style-type: none"> Monitoring implementation of school policies, such as behaviour management, assessment, intervention, literacy/numeracy Monitoring an aspect of the school improvement plan Evaluating provision for a particular group within the school Identifying possible reasons for under (or exemplary) performance of a particular group 	<ul style="list-style-type: none"> Observe teaching Check students' books Observe /talk to students Check data/tracking Talk to other staff
<p>Subject leader/Head of department <i>Focus of drop-in will usually be to gather evidence about an aspect of provision.</i></p>	<ul style="list-style-type: none"> Consistency of marking and feedback Behaviour management Monitoring an aspect of the department's development plan Provision for a particular group of pupils such as AGT; SEN; WBR Identifying possible reasons for underperformance/exemplary performance 	<ul style="list-style-type: none"> Observe teaching Check students' books Observe /talk to students Check data/tracking Talk to other staff
<p>SENCO <i>Focus of drop-in will target SEN provision</i></p>	<ul style="list-style-type: none"> Effective use of TAs Effective use of differentiation/inclusion strategies Monitoring awareness of staff regarding the students/pupils in their groups 	<ul style="list-style-type: none"> Observe teaching Check students' books Observe/talk to students Talk to other staff
<p>Head of Sixth Form/Pupil Progress Leader <i>Focus of drop-in will focus on key stage 5 provision</i></p>	<ul style="list-style-type: none"> Monitoring performance of a cohort Suitability of provision 	<ul style="list-style-type: none"> Observe teaching Check students' books Observe/talk to students Talk to other staff
<p>Manager of behaviour <i>Focus of drop-in will focus on behaviour</i></p>	<ul style="list-style-type: none"> Behaviour of an individual or cohort Relationships within a cohort Evaluation of behaviour management strategies 	<ul style="list-style-type: none"> Observe/talk to students Talk to teacher/other staff
<p>NQT/Classroom teacher <i>Focus of drop-in will depend on professional development needs</i></p>	<ul style="list-style-type: none"> Behaviour management strategies Classroom organisation strategies Questioning techniques Differentiation strategies Use of teaching assistants (TAs) 	<ul style="list-style-type: none"> Observe teaching Check students' books Observe students Talk to students Talk to other staff

LESSON DROP-IN GUIDELINES

Teaching for Learning		Behaviour for Learning		Assessment for Learning	
	Planning builds on prior learning and targets 'gaps'		Pupils are following instructions		Opportunities created to assess understanding in lesson
	Work is challenging; accessible through differentiation		Pupils are attentive/on task		Questioning is effective and targeted
	Work is set which encourages independence		Talking is linked to learning		Marking is planned so that it impacts on key learning
	Evidence of problem solving and higher order thinking (analysis, synthesis, evaluation)		Class rules are followed		Marking frequency reflects the school marking policy
	Pupils know what 'good' looks like. Learning supported by success criteria and modelling		Pupils are properly equipped		Appropriate process or task-specific, next-step feedback/questions in red
	Students have opportunities to write in full sentences; structured paragraphs		Books are in good condition		Student response to feedback addresses issues raised
	Evidence of a range of vocabulary; the more able, the broader the vocabulary		Work is presented neatly; black or blue pen used to write; headings used appropriately		Pupil response in purple; improved work has been checked (in red)
	Homework set according to department policy; SMH used		A ruler is used for underlining, labelling and drawing tables etc.		School marking framework used to correct SPaG
					Flight paths are stuck into books on inside cover. 'Working at' grades up-to-date.
					When questioned, students know their 'working at' and target grades
Actions for next half term		Actions for next half term		Actions for next half term	

Areas that are department or subject-specific should be added to this document in the grey shaded sections. The purpose of this document is to provide a whole department overview.