

St. Mary's Primary School Draperstown



Monitoring and Evaluating Policy

Reviewed March 2011

Monitoring and Evaluating Policy

Rationale

St Mary's P.S. is committed to providing high standards of care, teaching and learning. In order to maintain these high standards it is important that there is a manageable system of planning, implementation, monitoring and evaluation of the curriculum. We have worked hard to embed a system where we gather information, recognise and disseminate good practice, identify need and apply strategies to address those needs. Our ultimate aim is to maintain and disseminate good practice and raise standards.

Aims

The aims of our policy on monitoring and evaluating are to ensure:

- that children are provided with a challenging learning environment;
- that early intervention is a high priority
- that planning is thorough and evaluations are reflective and inform future planning.
- the best possible standards of teaching and learning is available and the needs of individual children are met;
- that school policies are observed and followed.

Principles of Monitoring and Evaluation in St. Mary's P.S.

It is important that the following practices are adhered to in relation to monitoring and evaluating:

- the quality of learning and the standards of achievement are the responsibility of each and every member of staff;
- the quality of teaching is the responsibility of the individual teacher and of the principal;
- members of staff will be consulted about monitoring and evaluating activities that relate to their practice;
- procedures will be supportive and developmental;
- general areas of strength and weaknesses that are identified through the monitoring process, may be shared with all staff in order to share good practice and highlight general areas for development.

Self-Evaluation

Self-evaluation is central to the culture of continuous improvement in St. Mary's P.S. We use a number of tools to assist in evaluating our practice e.g. S.W.O.T. Analysis, structured questions and Together Towards Improvement audit materials. Detailed analysis of performance highlights key areas for self-evaluation for the incoming year. Self-evaluation focuses have included Pastoral Care, Roles and Responsibilities, Ethos, Monitoring and Evaluating, Communication, Assessment, Planning, Early Intervention and Standards. All members of the school community are included in the process of self-evaluation to enable us to grow from strength to strength.

Early Identification

At St. Marys' P.S. we are committed to the identification of individual needs at the earliest stage. Our overarching aim is to build the school's capacity to develop appropriate and effective interventions to meet individual needs as early as possible. We have worked with Sheila Mc Connellogue, Educational Psychologist and the local pre-school providers to ensure that individual needs are identified at pre-school stage and most importantly that prompt and relevant referrals are made. We have set up a thorough monitoring and evaluating system at Foundation Stage based on Ferre Laevers Well-being and Involvement scales. Foundation Stage has been a key area of development since 2010. The areas of learning are being closely monitored to ensure quality provision, progression, a challenging learning environment and the maintenance of high standards. The challenge has been for us to deliver the N.I. curriculum at Foundation Stage and maintain high standards so the children are at an appropriate level moving into Key Stage 1.

Assessment For Learning

Assessment for learning is a key part of our approach to teaching and learning at St Mary's. Classes use learning intentions and success criteria, pupil self-evaluation and peer marking to involve pupils in their learning and to inform them of their next steps. Children from P.4 -P.7 set and evaluate individual targets every six weeks. Parents are encouraged to comment on work the children have completed in P.7. Effective questioning is a key area of learning which is given high prominence and is monitored and evaluated through PRSD.

General Areas of Focus

There are general areas of focus which are monitored and evaluated on an on-going basis each year. These include:

- the school ethos;
- early identification;
- curriculum planning;
- the learning environment;
- the delivery of the N.I. curriculum;
- the behaviour and general discipline of the children;
- standards of work and progress; and
- assessment and record keeping.

In addition to the above key areas are highlighted in the School Development Plan each year for monitoring and evaluating purposes.

Criteria for Evaluating General Areas of Focus

Monitoring and Evaluating School Ethos

When evaluating our ethos in October 2010 we focused on our value system in St. Mary's P.S. These values are listed in our School Development Plan. Our values are evident in our mission statement, "Learning, Caring and Sharing Together" and evaluated during the day to day work of the school. It is externally evaluated each year in the Pastoral Care Parental Questionnaire.

Early Identification

See Assessment Policy: Appendix 1.

Monitoring and Evaluating Curriculum Planning

Long term planning is evaluated and reviewed by all staff and led by the Principal and curriculum co-ordinators. This ensures the delivery of the Northern Ireland Curriculum; progression within and balance across subjects; and appropriate time allocations and cross-curricular links. Medium term planning is monitored by the principal and curriculum co-ordinators to ensure specific learning objectives; resource requirements, cross-curricular links; appropriate pupil tasks and activities; suggested teaching strategies and targeted pupils; and assessment opportunities.

Monitoring and Evaluating the Learning Environment

The learning environment is generally monitored by evidencing that:

- Displays are fresh and imaginative and reflect the best work of all children;
- Displays are varied and include text, mathematical representations, artwork, etc from several areas of the curriculum;
- Displays include a variety of media;
- Displays include stimuli and reference material or teaching points;
- The classrooms are tidy and children have an established routine of keeping their own desks and areas tidy;
- The grounds and premises are clean and used as a resource for learning.

Monitoring and Evaluating Teaching and Learning

Teaching is evaluated through general classroom visits and PRSD carried out by the Principal and peer mentoring. Teaching and Learning is generally evaluated by evidencing the following:

- The statutory requirements of the Northern Ireland Curriculum are reflected in planning and the children's work;
- There is evidence of the effective implementation of Assessment for Learning strategies;
- Thinking Skills and Personal Capabilities are given high priority and evident in Learning Intentions and Success Criteria;
- Planning is realistic, effective and the children are actively involved;
- Planning reflects differentiation and high expectations;
- Evaluations are reflective and inform future planning;
- Children and staff use ICT regularly and appropriately.
- Teachers demonstrate a sound knowledge of the subjects taught.
- Children are given opportunities to develop independence in their learning.

Monitoring and Evaluating Behaviour

The Positive Behaviour Policy will be reviewed in the school year 2011/12 involving all members of the school community.

Behaviour is generally monitored by evidencing that:

- Relationships are based on respect, patience and co-operation.
- The children display an interest in their learning.
- The children stay on task for periods of time appropriate to their age.
- The children are able to work both co-operatively and independently.
- The children walk quietly about the school and behave appropriately during assembly.
- The children are polite and well behaved on school trips and when representing the school at outside events.
- There is evidence of self-discipline.

Monitoring and Evaluating Standards of Work

Standards of work are generally evaluated through classroom visits, book scoops, wall displays, general discussion and data analysis. The following must be evidenced:

- That presentation of work is of a high standard and reflects the school's Marking Policy.
- That the standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to the child's age, ability, personality, strengths and needs.
- That children's work reflects the teachers' high expectations and the ability of individual children.
- That the children are setting realistic personal targets and are achieving success in these;
- That end of key stage results, InCAS and standardised results reflect rising standards across the school.

Assessment and Record Keeping

See Assessment Policy

Forms of Monitoring

The degree of formality is determined by the information sought through any monitoring activity. In St. Mary's the range includes:

- On-going awareness of school life;
- Focused discussion of an aspect of the school;
- A survey of the school's policy and practice in relation to one or more issues;
- Annual whole-school review;
- Comparison of children's work across classes and year groups;
- The formal observation of teaching;
- The inspection process.

Performance Review and Staff Development (PRSD)

During the school years 2009/10 and 2010/11, the PRSD model was based on the Principal visiting all classrooms to observe practice. This was a valuable process. Good practice from these visits has been disseminated through staff meetings. During the PRSD process staff have been frank and honest in establishing key areas for development. These areas will be evident in the objectives for PRSD during the next few years. The model for PRSD is being reviewed in 2011/12 to facilitate peer mentoring. It has been widely agreed that this is a valuable means of sharing good practice. Targets will include whole school objectives and personal areas for development.

Review

This policy will be reviewed annually.

Add model for evaluation last year and this year.

Apendices

Appendix 1: Structure for Monitoring and Evaluating Learning, Teaching and Planning 2010/11

Appendix 2: Structure for Monitoring and Evaluating Learning, Teaching and Planning
2011/12

APPENDIX 1

St. Mary's P.S. Draperstown

Structure for Monitoring and Evaluating Learning and Teaching

2010/11

Monitoring Teaching

When	Who	How	Resources/Cost
Term 1	Principal, Vice principal and Literacy co-ordinator	Monitor planning using pro-forma	1 day sub-cover
	Principal and Literacy co-ordinator	Devise checklist for monitoring progress in handwriting and writing	1 day sub-cover
	Principal	Monitor handwriting and writing in Foundation Stage	
Term 2	Principal	Monitor teaching through PRSD	
Term 3	All Staff	Review and analyse teaching through end of year data analysis. Set targets for in-coming year.	In-service Day

Monitoring Learning

When	Who	How	Resources/Cost
Term 1	Literacy Co-ordinator and Principal	Book Scoop (Presentation)	1 Day sub cover
	Principal and Assessment co-ordinator	Analyse InCAS Data Agree action	1 Day sub cover
Term 2	All Staff	Level writing	In-service Day
	Principal, Literacy co-ordinator and Foundation Stage teachers	Agree format and timetable for assessing progress in phonics, reading and handwriting in Foundation Stage	In-service Day
	Principal and Foundation Stage teachers	Agree format based on Ferre Laevers approach to monitor well-being and involvement levels in Foundation Stage starting September 2011.	In-service Day
Term 3	All Staff	Review and analyse learning through end of year data analysis	In-service Day

Monitoring Planning by Co-ordinators

Term 1	Term 2	Term 3	Responsibility
Devise templates for monitoring and evaluating			
Literacy	Literacy	Literacy	Principal and Mrs Barton (Lit. co.ord)
	Numeracy	Numeracy	Principal (Acting Num. co-ord)
	PDMU	PDMU	Mrs Higgins (PDMU co-ord)

APPENDIX 2
St. Mary's P.S. Draperstown
Structure for Monitoring and Evaluating Learning and Teaching
2011/12

Monitoring Teaching

When	Who	How	Resources /Cost
Term 1	All staff	Whole school audit on standards	
	Numeracy, Literacy, PDMU, WAU, ICT co-ordinators	Monitor planning using pro-forma *Numeracy focus - Financial Capability and progression in P1-P2, P.6-P7 *Literacy focus -Progression P.1-P.2 in writing *ICT focus - Roll out of Records of Achievement *WAU - Monitoring areas of learning for scheme *PDMU - Monitoring resources and the delivery of PDMU through themes and topics	
	Principal	Monitor Marking Policy (Book Scoop)	
	Vice Principal	Monitor Quality Planning Evaluations	
	Principal and Foundation Staff	Evaluating Play together at the end of each planner	
Term 2	Numeracy, Literacy, PDMU, WAU, ICT co-ordinators	Monitor planning using pro-forma	Approx. 4 sub cover days
	All Teaching staff - model to be agreed	Monitor Thinking Skills and Personal Capabilities and Questioning through Peer Observation (PRSD)	
	Vice Principal	Monitor Quality Planning Evaluations	
	Principal	Monitor Marking Policy (Book Scoop)	
	Principal and Foundation Staff	Evaluating Play together at the end of each planner	

Term 3	Numeracy, Literacy, PDMU, WAU, ICT co-ordinators	Monitor planning using pro-forma	In-service Day
	All Staff	Review and analyse teaching through end of year data analysis. Set targets for in-coming year.	
	Vice Principal	Monitor Quality Planning Evaluations	
	Principal	Monitor Marking Policy (Book Scoop)	
	Principal and Foundation Staff	Evaluating Play together at the end of each planner	

Monitoring Learning (see Assessment Policy)

When	Who	How	Resources/Cost
Term 1	Foundation Staff	Monitor and evaluate Well-being and Involvement Levels	1 Day sub cover
	Principal and Assessment co-ordinator	Analyse InCAS Data Agree action	
	Principal (Acting Literacy co-ordinator)	Monitor progress in Listening Skills P.1 - P.7 through planning, classroom visits and listening record sheets	
Term 2	Foundation Staff	Monitor and evaluate Well-being and Involvement levels	
	Principal	Monitor general standards - Book Scoop - Independent Writing	
	Literacy co-ordinator	Monitor progress in Listening Skills	
Term 3	All Staff	Review and analyse learning through end of year data analysis	In-service Day

Monitoring Planning 2012/13 to include P.E. and The Arts

