



Monitoring Policy

Written: Sept 2022

To be reviewed: Sept 2023

Intent:

Monitoring refers to all activities undertaken with the purpose of gathering information or evidence about teaching and learning standards, and the factors affecting them, in school.

Penpol School uses various monitoring systems to make informed evaluations of the school's strengths and areas for future development.

The key intention is to inform strategic school decision to ensure continuing school improvement and the best outcomes for pupils.

Implementation:

Monitoring at Penpol School takes place in the following ways and at regular intervals over the school year.

It is very much a collaborative process and involves subject leads, teachers and phase leaders to ensure there is ownership and transparency across all the systems.

- Termly team planning opportunities where subject leaders review the coverage of their subject across the year groups and breadth within the curriculum.
- Termly lesson visits focusing on teaching sequences and priorities linked to main areas in the SDP. A pre-meeting with the teacher allows for a discussion around the intention of the lesson and place in the sequence of learning. During visits, leaders take a 360° view of learning in the classroom, exploring books and displays alongside speaking with children and observing teaching.
- Book reviews allow SLT and subject leads to focus on quality of presentation, process of teaching as reflected by the children's learning and consistency across the school.
- Pupil voice is also gathered to ensure that their point of view is valued.
- Parents and pupil surveys collect their views about the school as a whole.

Monitoring can be undertaken by:
Headteacher

Deputy Headteacher

Phase Leaders

Subject Leaders

Visitors to the school, for example inspectors, visiting headteachers

Principles for effective monitoring:

1 – Shared understanding. The format of any monitoring activity must be mutually agreed and understood by all those involved.

The formats will vary according to the purpose of the activity.

2 – Clarity. All monitoring should have a clear, agreed focus. These will be broadly linked to whole school areas for development.

3 – Breadth. Over time monitoring should cover wide ranging aspects of school life in and beyond the classroom.

4 – Development. All monitoring and associated feedback must be focussed upon growth and development, with children's outcomes at its core.

Whole School monitoring:

This is led by SLT but will also involve other key leaders as and when necessary. Whole school monitoring evaluates the impact of the core priorities. Lesson visits will also inform Performance Management, alongside other factors of staff development. All staff are made aware of this.

Curriculum level:

Subject leads will monitor their subject throughout the school and complete a comprehensive action plan which details the intentions for the subject that year. Subject leaders take into account the progression of learning, continuity, breadth and balance and representation of the subject within the whole school curriculum offer. Subject leaders are given time to visit lessons, review planning and talk to children throughout the year. Please see separate Subject Leader Policy.

A subject leader should:

"Monitor and evaluate the curriculum content and standards achieved in order to ensure the overall effectiveness of the quality of education provided within their subject"

Timetable for monitoring responsibilities:

Subject	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Action plan	BR PPR	EE	PPR	PC	BR PPR
Maths	Action Plan	BR PPR	EE	PPR	PC	BR PPR
Science	Action Plan	BR	EE	PC	PT	
Computing	Action Plan	EE	PC		PT	
Music	Action Plan	EE		PC	PT	
PSHE	Action Plan	EE	PC		PT	
History	Action Plan	EE	PC		PT	
Geography	Action Plan	EE			EE/PC	PT
PE	Action Plan		EE	PC	PT	
Art	Action Plan	EE	PC		PT	
DT	Action Plan	EE		PC	PT	
RE	Action Plan	EE	PC		PT	

PPR = post progress review of data EE = Environment Exploration
BR = book review PC = pupil conferencing PT = Penpol Times

SLT level:

As well as whole school strategic monitoring the SLT may carry out additional monitoring activities as and when necessary in response to the changing needs and circumstances of the school. All the above principles still apply.

External monitoring:

This refers to all monitoring activities involving visitors to school and includes

- visits from teachers to share practice
- peer reviews with Challenge Partners colleagues.
- visits from external moderators to assess standards
- visits from the School Improvement Partner (SIP)
- visits from LA inspectors, Ofsted or HMI.