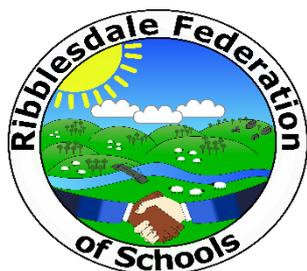


The Ribblesdale Federation of Schools



Monitoring and Evaluation Policy

Reviewed by: T Ward

Approved by governors: September 2021

Review date: September 2022

Executive Headteacher: T Ward

Chair of Governors: P Gibbons

The Ribblesdale Federation of Schools **Monitoring and Evaluation Policy**

Introduction

In our federation we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our schools.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our schools.

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

Monitoring and Evaluation Framework

Monitoring and evaluation in our schools are part of a planned process and involve a range of different people over the course of the school year.

We follow a planned cycle of school self-evaluation. This ensures that all aspects of the schools' performance are systematically and regularly reviewed as part of an annual cycle.

Roles and Responsibilities

Senior Leaders

- To ensure that leaders, all staff and Governors understand that the purpose of monitoring and evaluation is to enable The Ribblesdale Federation to develop and improve;
- To identify areas that need to be monitored;
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the federation leaders (e.g. appraisal, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject Leaders

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising progress and achievement and areas for development;
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

- Agree, in consultation with the Executive Headteacher, the areas which need to be monitored and evaluated;
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of some of the monitoring and evaluation data to inform parents about the school's progress and performance;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous school improvement.

Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Monitoring and Evaluation Activities

This framework allows us to systematically gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

See Cycle of Monitoring and Evaluation (Appendix 1)

Dissemination of the policy

The full policy is available to parents and carers and pupils on request and is also available via the school website.

Appendix 1

Ribblesdale Federation Cycle of Monitoring and Evaluation

Our monitoring and evaluation cycle focuses on the following four areas linked to our Federation Improvement Plan and Ofsted requirements:

1. Quality of education
2. Behaviour and attitudes
3. Personal development
4. Leadership and management

Term	Monitoring/evaluation activities	Person(s) responsible
Autumn 1	Analysis of end of year data (1) Medium Term Planning (MTP) check (1) Pupil progress reviews and target setting (1,2,3) Baseline analysis (1,2) Lesson and group observations(1, 2, 3) Head teacher appraisal (1,2,3,4) Appraisal and target setting (1, 2,3, 4) Informal walk throughs(1,2,3,4) Book looks/planner checks – standards (1,2) Reporting to parents (meetings)	Head, subject leaders Head, class teachers Head, EYFS staff Head Head, governors, School Improvement Partner (SIP) Head, school business manager, all staff Head Subject leaders Teachers
Autumn 2	Improvement partner visit (1,2,3,4) Analysis of progress in maths and English (1,2) Analysis of behavior and safety (2,3,4) Informal walk throughs(1,2,3,4) Inspection Data Summary Report (IDSR) analysis (1,4) Pupil voice with book look (progress) maths and English (1,2) Pupil voice – bullying/safety (2,3,4)	Head, subject leader Subject leaders, head, report to governors Head, safeguarding lead, governors Head, subject leaders Head, SIP, governors Subject leaders Safeguarding lead once every 2 years
Spring 1	MTP check(1) Analysis of progress in maths and English (1,4) Informal walk throughs (1,2,3) Pupil voice and book look (1) Parent questionnaires(1,2,3,4) Reporting to parents (meetings)	Subject leaders, head Subject leaders, head, report to governors Head Subject leaders Head – once every 2 years Teachers
Spring 2	Analysis of progress in maths and English (1,4) Analysis of behaviour and safety (2,3,4) Informal walk throughs (1,2,3)	Subject leaders, head, report to governors Head, safeguarding lead, governors Head, subject leaders Head, governors

	Head teacher mid-year review(1, 2,3, 4) Appraisal mid-year reviews(1, 2,3, 4)	Head, school business manager, all staff
Summer 1	MTP check(1) Analysis of progress in maths and English (1,4) Informal walk throughs (1,2,3) Pupil voice and book look (1,2) Paired observations (1,2,3)	Subject leaders, head Subject leaders, head, report to governors Head Subject leaders Teaching and support staff
Summer 2	Analysis of progress in all subjects(1,4) Informal walk throughs(1,2,3) Reporting to parents (written report and open evening)(1,2,3,4) Transition and handover (1,2,3,4)	Subject leaders, head, report to governors Head, subject leaders Teachers, Head Teachers