



Coppice Junior School

Monitoring Policy

Policy ratified and adopted by Full Governing Body: October 2022

Review frequency: 1 Year

Policy due for renewal: October 2023

Headteacher Mark Knowles

Date

Chair of Governors Jo Bromige

Date

Monitoring and self-evaluation are essential aspects in the life of Coppice School. In order to raise standards throughout the school in all areas, especially in teaching and learning, progress is monitored closely by the Headteacher, Senior Leadership Team and Subject Leaders. The Governors also play a vital monitoring role when standards are discussed in Governors' meetings. Specific Governors, for example SEN, liaise with the lead teacher in that area to review progress. The LA representatives monitor standards during visits.

Philosophy

At Coppice School we believe that each child should achieve the highest standard possible. We aim to enhance all aspects of pupils' achievement and development, maintaining these effects consistently over time. In our desire to raise standards, we need to engage in a systematic process to gather information about the quality and effectiveness of performance across the whole school.

The school monitors and evaluates:

- The progress and attainment of pupils (tracking progress in respect of personal targets)
- Teaching and learning
- The wider aspects of school life and the way that it supports the core process of teaching and learning
- The way the school is led and managed
- The implementation of the priorities in the School Improvement Plan.

As a result, we can:

- Identify and disseminate good practice
- Identify difficulties, constraints and areas for development.

Monitoring and Self-evaluation Processes

It is the responsibility of the Headteacher and the Deputy Headteacher to have an overall view of the school and the curriculum delivered. All staff have clearly defined roles, with subject leaders monitoring the standards in their areas of responsibility. The outcome of this monitoring is shared with individuals and is accessible to all relevant parties.

Pupil Progress Meetings

Setting targets for pupils is an important part of the monitoring process, the teacher assessments and test scores are tracked to see the progress towards targets individuals are making. These are then discussed during pupil progress meetings. Our comprehensive tracking system enables the school to monitor the progress of all the pupils in the school, including groups within the school – for example, the progress being made by the pupils with Special Needs, PP, summer births and other groups. The tracking system also enables the early identification of underachievement for any individual.

Subject Leader Meetings

Subject leaders meet with the SLT on a termly basis. In these meetings the leaders work in their subject is scrutinized. Any monitoring that has been carried out is discussed and action plans are reviewed and revised.

School Improvement and Self Evaluation (SIP and SEF)

Monitoring and self-evaluation is a continuous process, as plans and pupils' work are assessed and analysed. Each year, after the SATS/school assessments, we consider how Coppice School is performing and, from this, establish those areas that are to become targets in the School

Improvement Plan. Each target in the School Improvement Plan is monitored and evaluated against success criteria. The updated progress is reported to the governors termly. The SEF is written to capture the current self-evaluation of the school.

To help us identify target areas we use information from:

- National Curriculum Assessments – SATs
- published tests for reading and maths
- Spelling progress checks and writing assessments
- Teacher assessments
- End-of-module assessments
- Attendance and exclusions
- Admissions.

We look at:

- Behaviour and attitudes
- Staff morale and commitment
- Staff performance management
- Views of parents and community
- How the school's performance compares with other schools, locally and nationally.

The aspects of school that are monitored are:

- Standards of achievement
- Quality of teaching
- Quality of learning
- Behaviour
- Attendance
- Curriculum provision and quality
- Assessment
- Reporting
- Resources
- Finance
- Budget
- Special Educational Needs
- Equal opportunities
- Management
- Professional development of staff.

Roles and Responsibilities

Headteacher/Deputy Headteacher

To monitor closely and appraise the standards in school. Performance Management Meetings with the teaching and non-teaching staff are held in accordance with the relevant policies, at which standards of work, objectives, professional development and future needs are discussed and recorded.

Termly Pupil progress meetings and subject leader meetings regular formal and informal meetings with staff are held throughout the year when the need arises. The Senior Leadership Team and subject leaders observe lessons; following an agreed timetable. Pupils' attainment is

monitored termly and analysed providing staff with the opportunity to review progression across the school.

The comprehensive tracking system, updated every half term, enables all staff to monitor the targets set and the progress being made by each pupil throughout the school. It also enables leaders to account progress that is of concern.

The Headteacher is fully involved in monitoring standards, analysing data, reviewing children's work, observing teachers, checking planning and supporting staff in their aim to raise standards.

Subject leaders

At Coppice School, the role of the subject leaders in monitoring standards is central. They have opportunities to observe lessons throughout the school. Leaders give oral feedback to individual members of staff or identify issues in staff meetings. The subject leaders review the pupils' work and interview pupils. The outcome of these reviews is shared with the Senior Leadership Team in the subject leader meetings.

SENCO

The SENCO participates in observing and reporting on the progress made by pupils with Special Educational Needs. The SENCO collates the overall progress the child is making and takes into account any extra information from separate assessments.

Progress made by the pupils with English as an Additional Language is monitored by the SENCO, who identifies patterns of achievement and proposes actions as necessary.

Gifted and talented pupils have their progress monitored by the Co-ordinator, who evaluates the achievement, providing valuable information for future planning.

The designated person responsible assesses transient pupils/new arrivals in school in English and Maths and reviews their progress during their first year. Pupils believed to have Special Educational Needs are referred to the SENCO.

Governors

The Governors supervise progress through review and discussions at committee meetings. Some Governors have specific monitoring roles as:

- SEN Governor
- English Governor
- Maths Governor
- PP Governor
- Curriculum governor

At Coppice School, these Governors liaise with the subject leaders and present reports to the rest of the governing board.

The Headteacher provides a report once a term to the Governors on progress made by the school as a whole. The Headteacher also reports on any other developments in school.

LA

The LA has a duty to monitor standards and performance of the school. The degree of involvement in the school will be related to the school's performance. If the school is effective, there should be little LA direct involvement. If there is cause for concern, LA monitoring will increase and its involvement become greater.

The School Monitoring Plan details the range of timetabling of all monitoring and testing carried out.