

# ST LEONARD'S

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## CATHOLIC SCHOOL

### ***Monitoring and Self Evaluation Policy***

<b>Approved by:</b>	<b>Achievement &amp; Well-Being</b>	<b>Approved on:</b>	<b>15<sup>th</sup> September 2009</b>
<b>Review date:</b>	<b>February 2017</b>	<b>Originator(s):</b>	<b>SBC</b>
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# *St Leonard's Catholic School*

## *Policy on Monitoring and Self-Evaluation*

*February 2015*

At St Leonard's we...

- Pursue excellence in all and for all
- Take Christ as the model for life
- Strive to create community

### **Introduction**

This policy deals with how we monitor the effectiveness of the school as a place of learning and it is intended to cover all layers of monitoring within the school including the role of our Education Development Partner.

### **Links to other Policies and Documents**

Raising Achievement  
Homework  
Behaviour  
Appraisal  
Accessibility Plan  
Staff Handbook

### **Principles**

We are working from the premise that all teachers and classroom assistants monitor their own pupils' progress in line with the "Policy on Raising Achievement" and reflect on their own practice in order to improve.

The work of each teacher as a subject specialist is monitored by his/her Head of Department. The focus of this monitoring will vary according to school priorities but will always include the progress made by all pupils and different groups of pupils.

The work of the school goes far beyond achievements in individual subject areas, therefore we also monitor other aspects

SLT, Heads of Year, the Assistant Heads of Year and the Chaplaincy Coordinator have key roles in monitoring and recording these areas. Outputs are harder to identify and measure in these areas but pupil responses in interviews and questionnaires provide some relevant data.

All monitoring must be purposeful, planned, challenging and supportive. Records must be accurate and clear without being unnecessarily long.

Where the need for improvement is identified, relevant and supportive professional development must be put in place to help staff. This might consist of: guidance from other professionals outside school; coaching; specific courses or workshops; peer-observation and team-teaching. A specific programme to improve teacher performance is used where teaching requires improvement.

The effectiveness of any strategies employed to improve performance must be evaluated by HOD or SLT together with the teacher(s) involved.

## **Roles and Responsibilities**

### Head of Department

- Lesson observations; every teacher at least once a year
- Dept SEF and Action Plan
- Evaluation of dept results, Raiseonline, internal data,
- Monitor progress towards targets using school data
- Devise and deliver interventions / support strategies
- Report to Governors

### Head of Year

- Review pastoral lessons and registrations
- Report to Deputy Head
- Analyse examination results, reports and discuss interventions with HODs/SLT
- Use school tracking data to identify pupils requiring intervention

### SLT Line Manager

- Conducting meetings with HOD throughout the year
- Leading SLT review of dept as appropriate
- Supporting strategies for improvement
- Ensuring resources are in place
- Challenging HOD regarding performance of dept.

### Deputy Head Teacher (in conjunction with SLT)

- Whole school analysis of results and of termly tracking data

### Head Teacher (in conjunction with SLT)

- Monitoring dept SEF and action plans
- Identifying and sharing school priorities
- Coordinating completion of SEF & Section 48
- Keeping Governors informed

### Educational Development Partner

- Monitoring work of Head Teacher and SLT
- Informing Governors of progress
- Identifying Head Teacher PM objectives with designated governors

### Local Authority

- Support to identified teachers, depts

## **Monitoring of Staff other than teachers**

The work of staff other than teachers is monitored by their line-manager as identified in the Staff Handbook and an annual appraisal carried out.

## **Documentation**

1. Lesson observation forms held by HODs and copied to AHT. **At least one per teacher per year. (see Appraisal Policy) Maximum of three.**
2. Departmental SEF updated annually for autumn term meeting with Line Manager. (Copy with Head Teacher)
3. Departmental action plans updated annually covering priorities and linked to the School Development Plan
4. Brief record of meetings between HOD and Line Manager
5. Written report following any SLT review of dept.
6. "Note of Visit" following L.A. inspection of department
7. Additional notes when further support has been given to staff
8. School Development Plan which includes self-evaluation and actions for the school as a whole and each department.

## **Drop-in Visits**

In addition to planned lesson observations, the Head Teacher and SLT may make occasional brief visits to lessons for monitoring purposes. These need not be specifically arranged but a general announcement will be made indicating the focus of such visits e.g. "SLT will be visiting Key Stage 3 lessons this week to check on Homework being set" or "SLT will be visiting lessons next week to monitor whole school implementation of marking policy".