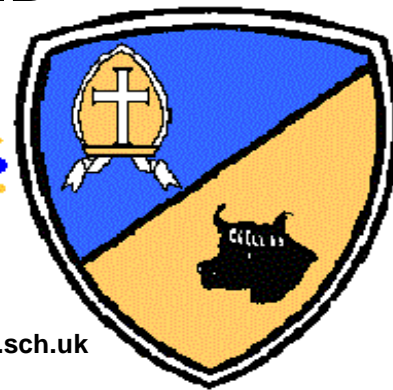


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



Church Lane
Lowton
Warrington
WA3 2PW
Headteacher Mrs C Groves

F 01942 201140
Fax 01942 205048
web www.stlukes.lowton.info
e-mail enquiries@admin.saintlukes.wigan.sch.uk

Monitoring Policy

Date of Policy: 2010

Review Date: 2013

Monitoring of the Curriculum and other aspects of school life is an important responsibility and so it will be a key part of our management structure which will enable us to evaluate, plan and move forward enabling the school to improve and raise standards of achievement for all its pupils.

Aims

To promote and improve standards of achievement, quality of teaching and learning

To improve the efficiency and effectiveness of curriculum management and the general management of the school

To ensure that all pupils gain from a broad, balanced and differentiated curriculum which includes the Early Years Foundation Stage and Key Stages 1 and 2 of the National Curriculum and religious education

To ensure efficient and effective use of all our resources

To ensure that the school's aims are being met and that the targets of the Development Plan are being achieved

To gain good strategic information which will be used to bring about improvements by identifying strengths and weaknesses as starting points for growth and development

Key Areas for Monitoring

The School Improvement Plan

Behaviour and Personal Development

Subjects of the Curriculum

Teacher's Planning

The role of Co-ordinators in raising standards

Pupil's Work

Assessment

Teaching and Learning

Standards achieved by Pupils eg ends of Key Stages; able pupils; pupils with special needs: samples of all pupils

Test Results

Point Scores

Important Aspects of Monitoring

Review Curriculum Planning

Samples of pupil's work

Classroom observation of teaching and learning

Coverage of the Programme of Study for the subjects of the curriculum

Differentiation within the curriculum and the appropriate match of work to all pupils' abilities

Continuity and progression within subjects; year groups and across the Key Stages

Appropriate pace for pupils' learning

Equality of opportunity and equal access to learning for all pupils

The quality of assessment and record keeping to inform pupils' progress

Key Monitoring Roles

All members of staff, including teachers, Co-ordinators, the Headteacher and the Governors will participate in the process of monitoring the work of the school, as agreed, appropriate levels of responsibility, eg:

- | | |
|---|---|
| Class teachers | - Will monitor behaviour and personal development, their own planning; teaching; assessment and record keeping |
| Co-ordinators | - will monitor planning; pupils' work; samples of work. They will look at coverage; appropriateness; match; progression and continuity; differentiation; quality of learning; standards and presentation ;display and resources |
| Headteacher / SLT | - will take an overview of the curriculum; teaching; quality of learning and standards of achievement; monitor the targets of the School Improvement Plan; monitor efficiency and effectiveness; monitor value for money; monitor communication within school and links with Key Stage 3. |
| Governors (through their committees) | - will monitor the School Improvement Plan; management; standards and efficiency; the budget. Link Governors will liaise with Co-ordinator to monitor the subjects of the curriculum |

Co-ordinators Strategies

Each co-ordinator will monitor their area regularly and in doing so, will maintain a working record detailing areas of progress and future developments, including training needs

Review curriculum planning

Samples of pupils' work

Working alongside teachers in the classroom, informally and in formal settings

Working with groups of pupils

Interviewing pupils

Areas for Co-ordinator to Monitor

Coverage of the Programmes of Study for the subjects of the curriculum
Differentiation within the curriculum and the appropriate match of work to all pupil's abilities
Continuity and progression within subjects; year groups and across Key Stages
Appropriate pace for pupil's learning
Equality of opportunity and equal access to learning for all pupils
The quality of assessment and record keeping to inform pupil's progress

Reporting on Monitoring

Each Co-ordinator will maintain a subject co-ordinators file which will: identify strengths; areas for development; resources needed; training and development needs
Twice yearly Co-ordinators will be asked to give a brief report on the findings from their survey of pupil's work
As part of a three-yearly cycle of review and monitoring each post holder will produce an Action Plan on their subject / area of responsibility to be discussed by the Senior Leadership Team, staff and for reporting to Governors (see sheets A + B)
Post-holders will maintain a dialogue on quality and standards with a link Governor.

HEADTEACHER'S MONITORING STRATEGIES

Curriculum

Weekly Planning
Medium term Planning
Read co-ordinators reports
Discussion with co-ordinators
Informal regular observation (MBWA) of displays / work / classrooms

Teaching and Learning

Formal observation
Working alongside teachers
Sampling books / work
Discussion with pupils
Discussion with groups
MBWA

Behaviour and Discipline

Monitoring breaks and lunch-times
Monitoring Discipline Policy
Assemblies
Behaviour Book
Discussion with mid-day supervisors
Feedback from staff

Budget and Finance

Monthly Financial Monitoring
Regular reconciliation of budget
SIMS / IT

School Improvement Plan

Regular Review of targets

Working copy of plan kept up-to-date
Termly check of progress towards targets
Review of staff
Review of *Governors*

Efficiency & Effectiveness

Tracking / evaluating, and identifying key priorities for effect on improvement of Quality and Standards

St Luke's Subject Leader File/ Evaluating Outcomes-

Subject:	Year Group/ Class:
Date:	Unit of work:
Planned learning/ subject skills:	Planned Personal Development

What do I see?	What is the Outcome/Impact?	Personal Development/ ECM Outcomes
		<u>Healthy Lifestyles</u>
		<u>Feeling Safe</u>
		<u>Enjoying Learning</u>
		<u>Positive Contributions</u>

<u>Standards and achievement:</u>	<u>Economic Well-being</u>
--	-----------------------------------

Checklist/ things to pursue:

Monitoring Area:

Date

Class

Any problems encountered in delivering the curriculum this year?

Is there anything that has worked particularly well?

How are standards? (How do you know/ record this?)

Resources (Things used, including ICT Things you need/ would like)

Any new materials/ support/ training received? (How has this helped raise standards?)

Any training required/ Areas for development?

Pupil Questionnaire

Year

Topics you remember covering in xxx?

What have you learned this year? (Which skills/ new vocabulary etc)

What did you enjoy most in xxx this year?

Did you use ICT or the Internet to find out/ record information?
(e.g. Recording equipment CDs, digital cameras, video cameras)

Were links made with other subjects?

(e.g. Literacy, Maths, Art, D&T, Geography, History, Science, PE/ Dance?)

Can you think of any ways to improve the teaching of XXX to make it more interesting and enjoyable to help you to learn more?

LOWTON ST LUKE'S CE PRIMARY SCHOOL

Evaluation of monitoring

Class

Focus: Planning/ Book sampling

Key question:

- Is there evidence that children have covered the work shown in the planning?
- Is the work in the books dated?
- Does marking refer to coverage of objectives?
- Are there high standards/ expectations of presentation?
- Is the work challenging?
- Does work show progression from previous years?
- Is differentiation apparent between ability groups?

Monitoring methods used:

- Review of topic plans/weekly plans
- Scrutiny of a sample of books for each class

Outcomes:

Action points:

Signed.....

Date.....

LOWTON ST LUKE'S CE PRIMARY SCHOOL

Evidence Checklist

Please indicate with a tick the evidence sources you have used to complete your summary report.

	Name & Subject:	
1	Lesson Observations	
2	Work Scrutiny	
3	Discussions with pupils	
4	Questionnaires	
5	Stakeholder views/ surveys	
6	Walkabouts	
7	Assessment/progress records	
8	Data analysis	
9	Action plan evaluations	
10	External agency reports	
11	Leadership & management trails	
12	Planning files	
13	National or local awards	
14	Learning environment/ displays	
15	Additional sources	

Name:	Subject:	Date:
Achievement and standards		
Pupils' personal development and well- being (ECM)		
Teaching and Learning		
The quality and range of the curriculum, including resources		
What are the key priorities for development in your subject?		