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Monitoring Policy

Reviewed : June 2024

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 implementation 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	Implementation Plan	BR PPR CR	ET PC LV	Implementation Review PPR	PC PPR	Implementation Review
Maths	Implementation Plan	BR PPR CR	ET PC LV	Implementation Review PPR	PC PPR	Implementation Review
Science	Implementation Plan	BR PPR CR	ET PC LV	Implementation Review PPR	PC PPR	Implementation Review
Computing	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review
Music	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review
PSHE	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review
History	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review
Geography	Implementation Plan	ET PC CR	PT LV	Implementation Review	EE/PC BR	Implementation Review
PE	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT LV	Implementation Review
Art	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review
DT	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review
RE	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review

PPR = post progress review of data   EE = Environment Tuning   LV – lesson visits
BR = book review   PC = pupil conferencing   PT = Penpol Times   CR = concept plan review

SLT level:
As well as whole school strategic monitoring the SLT may carry our 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.