



## Monitoring and Evaluation of Learning and Teaching Policy

Why do we need a programme of Monitoring and Evaluation?

- To ensure that consistently high standards are maintained.
- To assess the impact of improvement plan priorities
- To provide HMIe with evidence, should they require it, of the quality and standards of the learning and teaching within our school.
- To provide HMIe with evidence, should they require it, of the management, leadership and quality assurance procedures within our school.

What are the potential benefits for teachers?

- Constructive, positive feedback on their work from a range of sources
- Enhanced C.P.D opportunities
- Reassurance that they are being assessed using the same kind of tools HMIe will utilise.

What can teachers expect from the process?

- A clear calendar to be set out at the start of the school year.
- Each monitoring and evaluation 'event' to have a clear focus, negotiated between the teacher and the member of the leadership team.
- Clearly defined expectations for any class based events.
- Appropriate levels of confidentiality.
- A positive approach to the whole process.

Will this process remain the same every year?

- Not necessarily. There will be an opportunity for staff and the leadership team to review it at the start of each school year.

It is important to note that monitoring and evaluation sit along side, and indeed forms part of, school self evaluation using HGIOS 3 and other tools. This policy also complements, and does not replace, the approach of 'visible leadership' within the SLT.

What sort of 'events' will take place?

### Leadership Team Observations

Twice yearly, a member of the Senior Leadership Team (SLT) will observe each member of staff teaching. The focus, date and time and duration of this observation should be mutually agreed at least one week in advance. During the observation, the observer will endeavour to be as unobtrusive as possible by involving themselves actively in the lesson. Verbal feedback will be given within 48 hours of the observation and written feedback should be available for discussion within 7 days. The written feedback sheet will be kept by the member of the SLT with a copy going into the teacher's forward plan folder.

### Peer Observations

As above, but with the observer being a fellow teacher rather than a promoted member of staff. Normally the observer will carry out this task while he or she is on class contact reduction (McCrone) time. Individual teachers will be responsible for negotiating who is to carry out their peer observation. It is anticipated, however, that when more than one peer observation is to take place in a year, two different colleagues will undertake this. As above, these observations will take place twice yearly and one written record of this observation should be kept in the teacher's forward plan folder and one should be given to the appropriate member of the SLT.

### Self Observation

As above, but these annual observations will be carried out by the individual themselves. As before, one written record of this observation should be kept in the teacher's forward plan folder and one should be given to the appropriate member of the SLT.

### Monitoring of Forward Plans

Forward plans should be submitted, termly, by the agreed date unless an extension has been agreed with the appropriate member of the SLT. Upon submitting the plans, a date and time will be negotiated whereby verbal and brief written feedback can be given. The verbal feedback should be a positive, constructive dialogue. This meeting should also afford the teacher the opportunity to discuss any concerns they have about their class, e.g. behavioural or attainment issues.

### Monitoring of Reports to Parents

A member of the SLT will read, and provide any necessary feedback on, the annual reports to parents.

### Monitoring of Personal Learning Planning

A member of the SLT will provide appropriate verbal feedback on a sample of PLP's from each class on a termly basis.

March 2008



## Monitoring and Evaluation Calendar of Events – 2009/20010

Date	Event	Main H.G.I.O.S 3 References
By 4 <sup>th</sup> September	Forward plans to SLT for monitoring	5.1, 5.3, 5.4
By 2nd October	Self evaluation of classroom organisation	5.2, 5.3, 8.3
By 15 <sup>th</sup> October	Peer observation of lesson	2.1, 5.2, 5.3, 5.4, 5.5, 5.6, 8.3
By 15 <sup>th</sup> October	Sample of PLP's reviewed	2.1, 2.2, 5.2, 5.4, 5.5, 5.7
By 6th November	Forward plans to SLT for monitoring	5.1, 5.3, 5.4
By 27 <sup>th</sup> November	SLT observation of lesson	2.1, 5.2, 5.3, 5.4, 5.5, 5.6, 8.3
By 18 <sup>th</sup> December	Sample of PLP's reviewed	2.1, 2.2, 5.2, 5.4, 5.5, 5.7
By 15 <sup>th</sup> January	Forward plans to SLT for monitoring	5.1, 5.3, 5.4
By 10 <sup>th</sup> February	Peer observation of lesson	2.1, 5.2, 5.3, 5.4, 5.5, 5.6, 8.3
By 26 <sup>th</sup> March	Sample of PLP's reviewed	2.1, 2.2, 5.2, 5.4, 5.5, 5.7
Reports to Line Managers by 30 <sup>th</sup> April	Monitoring of reports	2.2, 5.7
By 14th May	Forward Plans to SLT for monitoring	5.1, 5.3, 5.4
By 26 <sup>th</sup> May	SLT Observation of Lesson	2.1, 5.2, 5.3, 5.4, 5.5, 5.6, 8.3
By 18 <sup>th</sup> June	Sample of PLP's reviewed	2.1, 2.2, 5.2, 5.4, 5.5, 5.7



## Classroom Organisation – Self Evaluation

<p>H.G.I.O.S 3 Quality Indicator links:</p> <ul style="list-style-type: none"> <li>• 5.2 Teaching for Effective Learning</li> <li>• 5.3 Meeting learning needs</li> <li>• 8.3 Management and use of resources and space for learning</li> </ul>			
<b>Observer:</b>		<b>Date:</b>	
<b>Teacher:</b>		<b>Class:</b>	
Aspect	Satisfactory	Requires Attention	Comments
The classroom display should reflect the range of curricular areas and the current and/or most recent work of the class.			
There should be an appropriate balance between children's work and reference material, e.g. 2/3 to 1/3			
Essential documents should be readily accessible, i.e. register, forward plan, class timetable, daily plan, etc.			
Displays should be labelled in a way appropriate to the age and stage of the children.			
As many pupils as possible should have their work displayed.			
Each child should have a designated and labelled area for storage, e.g. trays.			
Resources should be labelled in a way appropriate to the age and stage of the children.			
Resources should be organised in such a way as to encourage independence on the part of the children including the presence of daily work programmes.			
There should be physical evidence of appropriate AIFL strategies.			
There should be no clutter, e.g. old worksheets, resources from previous topics, and any resources representing a health and safety hazard should be replaced.			
Children should be encouraged to take responsibility for collecting and returning resources within the classroom.			
Teachers should model good organisation in terms of their personal working space.			



**JOHN LOGIE BAIRD PRIMARY SCHOOL**  
**Classroom Observation Record**



Teacher		Class		Date	
Focus and brief description of activity:					
Good practice:					

Aspects of Good Practice	Evaluation/Description
<p><b>Teaching for effective learning</b></p> <ul style="list-style-type: none"> <li>• Stimulating environment for learning – pupils enjoy learning</li> <li>• Teachers sustain pupils' motivation and attention</li> <li>• Tasks are well matched to pupils' learning needs</li> <li>• Tasks and homework are well planned</li> <li>• Learners are effective contributors, working independently and co-operatively</li> <li>• Teachers make full and effective use of ICT</li> <li>• The purposes of lessons are shared with pupils and learners know what to do to improve</li> <li>• Explanations and instructions are clear and build on previous learning</li> <li>• Pupils have responsibility for aspects of learning and relationships with others</li> <li>• A range of teaching approaches is used including the skilful use of questioning an direct, interactive teaching</li> <li>• Teachers value, encourage and build upon pupils' responses and use feedback effectively to promote learning</li> <li>• Teachers make sound judgements regarding levels of support and challenge required by pupils</li> </ul>	
<p><b>Learners' experiences</b></p> <ul style="list-style-type: none"> <li>• Pupils are actively involved and show increasing skills as learners</li> <li>• Pupils are aware of their progress and strengths from high quality feedback</li> <li>• Pupils are treated with equality, fairness and respect</li> <li>• Pupils, including vulnerable pupils, make good progress from prior levels of attainment and achieve widely</li> <li>• Pupils feel safe, nurtured, healthy, achieving, active, included, respected and responsible</li> </ul>	
<p><b>Meeting learning needs</b></p> <ul style="list-style-type: none"> <li>• Tasks/activities match pupils' needs and the pace of learning is appropriate</li> <li>• Learning needs are identified, reviewed and evaluated</li> <li>• Additional support needs are promptly identified and addressed</li> <li>• Learning and teaching approaches provide appropriate support and challenge for <b>all</b> pupils</li> <li>• Learning support staff, visiting teachers and classroom assistants provide well-judged/quality support</li> <li>• IEPs and CSPs contain appropriate learning targets</li> <li>• Parents and learners are involved in reviewing learning</li> </ul>	

**Notable features of achievement:**

- **Successful learners**
  
- **Confident individuals**
  
- **Responsible citizens**
  
- **Effective contributors**

**Feedback points to teacher including aspects of good practice:**

**Agreed developments:**

**Observer:**

**Date:**

**Teacher:**

**Initials:**



John Logie Baird Primary School  
Forward Planning Comment Sheet



Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Term: \_\_\_\_\_ SLT: \_\_\_\_\_

Maths	Languages	Science	Social Subjects
Technologies	RME	Health & Wellbeing	Expressive Arts