**Monitoring and Evaluation in John Logie Baird Primary School**

**Updated October 2024**

**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**

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 emailed to the teacher. See Appendix 2

**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 Reduced Class Contact (RCC) 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. These observations may be related to moderation procedures planned throughout the year. A written record of this observation should be kept on the Google Drive in the moderation or quality assurance folders.

**Monitoring of Forward Plans**

Forward plans should be created , termly, by the agreed date unless an extension has been agreed with the appropriate member of the SLT. They will be saved in the appropriate folder within our google drive [Click Here](https://drive.google.com/drive/folders/1rAET0leGEmeW9shN8MKu2bAzS58IRvBD?usp=drive_link).

Upon creating 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 Learning Journals**

A member of the SLT will provide appropriate verbal feedback on a sample of Learning journals from each class on a termly basis.

**Monitoring of Wall Displays and Written Work**

A member of the SLT will provide written feedback on a sample of jotters from each class. They will undertake a learning walk in order to provide feedback on wall displays in the classroom and shared open areas. See Appendix 1

**This policy upholds the following articles of the UNCRC:**

* The right to an education that prepares them for responsible life in a free society. (Article 29)

Appendix 1 :

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| --- |
| **John Logie Baird PRIMARY SCHOOL Session 2024-25** MONITORING OF CHILDREN’S WORK |

|  |  |  |
| --- | --- | --- |
| CLASS | COMMENTS | |
| Children’s work shows that they are working at an appropriate level of difficulty | |  |
| Sufficient work has been undertaken since the beginning of the session | |
| The work is regularly completed | |
| The quantity of each piece of work is appropriate | |
| The quality of each piece of work is appropriate | |
| The presentation of children’s written work is consistently well presented  \* dated \* titled  \* good use of space  \* clear handwriting  \* use of rulers  \* use of sharp pencils  · absence of graffiti |  | |
| Children’s written work is regularly marked |  | |
| As a result of informal and formal assessments and corrections, teachers give children continuous feedback on how they are doing their work by, for example:  \* making formative comments in jotters. E.g. 2 wishes and a star  \* giving examples in jotters  · Directing children with explanation of what they need to do to improve. |  | |
| There is evidence of self and peer evaluation. E.g. the use of traffic lights |  | |
|  |  |  |

John Logie Baird Primary School QUALITY ASSURANCE Classroom Visit

|  |  |  |
| --- | --- | --- |
| CLASS | COMMENTS | |
| Display shows evidence of  · Pupils’ Work  · All areas of the curriculum  · Being changed regularly  · Information for pupils |  |  |
| Resources were  · Clearly identified  · Easy to Access  · Tidy  · Well organized |  |  |
| Ethos  · Relationships among pupils are positive  · Relationships between staff and pupils are positive |  |  |
| Planning  · Daily Plan is in place  · Variety of work planned is appropriate  · Amount of work done is appropriate |  |  |
| All pupils are engaged in learning process almost all of the time.   * Learning Intentions and Success Criteria have been shared * Questions are varied- open ended, literal, inferential etc * Children discuss questions and answers with each other and teacher * There is time for sharing methods strategies * There is a plenary session * Feedback is positive and informs the child on how to improve. Written and oral * Activities and support are differentiated |  |  |
| Strengths:          Areas for further development/discussion:      **Headteacher’s signature ………………………………. Class teacher’s signature……………………** | | |

Appendix 2:

**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 | |
| **Teaching for effective learning**  · Stimulating environment for learning – pupils enjoy learning  · Teachers sustain pupils’ motivation and attention  · Tasks are well matched to pupils’ learning needs  · Tasks and homework are well planned  · Learners are effective contributors, working independently and co-operatively  · Teachers make full and effective use of ICT  · The purposes of lessons are shared with pupils and learners know what to do to improve  · Explanations and instructions are clear and build on previous learning  · Pupils have responsibility for aspects of learning and relationships with others  · A range of teaching approaches is used including the skilful use of questioning an direct, interactive teaching  · Teachers value, encourage and build upon pupils’ responses and use feedback effectively to promote learning  · Teachers make sound judgements regarding levels of support and challenge required by pupils |  | |
| **Learners’ experiences**  · Pupils are actively involved and show increasing skills as learners  · Pupils are aware of their progress and strengths from high quality feedback  · Pupils are treated with equality, fairness and respect  · Pupils, including vulnerable pupils, make good progress from prior levels of attainment and achieve widely  · Pupils feel safe, nurtured, healthy, achieving, active, included, respected and responsible |  | |
| **Meeting learning needs**  · Tasks/activities match pupils’ needs and the pace of learning is appropriate  · Learning needs are identified, reviewed and evaluated  · Additional support needs are promptly identified and addressed  · Learning and teaching approaches provide appropriate support and challenge for **all** pupils  · Learning support staff, visiting teachers and classroom assistants provide well-judged/quality support  · IEPs and CSPs contain appropriate learning targets  · Parents and learners are involved in reviewing learning |  | |
| **Notable features of achievement:**    · **Successful learners**        · **Confident individuals**        · **Responsible citizens**            · **Effective contributors** | | |
| **Feedback points to teacher including aspects of good practice:**         |  |  | | --- | --- | | Learning Question and Success Criteria clearly visible and understood by children |  | | Assessment tasks link with Es and Os from curriculum design overview |  | | Children’s voice is evidenced |  | | Clear feedback about progress is evidenced in jotters and digital learning through self, peer and teacher assessment |  | | Higher order thinking skills evident |  | | | |
| **Agreed developments:** | | |
| **Observer:** | | **Date:** |
| **Teacher:** | | **Initials:** |