'Achievement for All'

ST JOSEPH'S BOYS' SCHOOL

MONITORING & EVALUATION POLICY

Reviewed	Term 3	Date: April 2019
Agreed SMT	MMcC Principal	Date: 14/05/2019
Agreed BOG		Date: 2/05/2019
Next Review Date		Date: May 2021

St Joseph's Boys' School

'Achievement for All'

MONITORING AND EVALUATION POLICY

Rationale

As a faith based school St Joseph's strives to develop the individual talents of each pupil through a wide and varied curriculum and through a prevailing atmosphere of encouragement and recognition. The school encourages inclusion, a love of learning and a striving towards 'Achievement for all', with recognition of the value of self - discipline and personal effort.
Our Catholic ethos ensures that our main focus as a school is that of learning and teaching, faith development and caring for all pupils in our charge. High expectations and aspirations are core to all aspects of school life.
"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

With this in mind, as a professional body of people, it is our intention to provide a high quality service that will significantly contribute to the development of each pupil and foster a love and enjoyment of learning by providing engaging, challenging and creative opportunities which inspire pupil confidence, self- esteem, and acknowledge the unique giftedness of each pupil. In order to ensure and maintain a high quality of provision it is necessary to continuously reflect and assess this provision. This is embodied in a structure of continuous monitoring and evaluation at every level throughout the school.

Purposes

- To ensure the best possible standards of Learning and Teaching
- To ensure that pupils progress and develop
- To ensure the best possible standards of pupil performance
- To ensure that the school provides a positive learning environment
- To ensure that school policies are observed and followed
- To ensure that pupils have a positive attitude towards their work and that their behaviour is good

Guidelines

- It would involve the Principal, Vice Principal, SMT, staff and governors
- It would lead to action
- Everyone would be clear about his/her role in the process
- Everyone would understand the process
- The system would be manageable

Areas of Focus

1) Learning and Teaching and, in particular, how effective we are in meeting the requirements of the Learning and Teaching Policy

Criteria

- A variety of teaching strategies is employed
- Learning intentions /success criteria will be embedded in practice
- Assessment criteria established throughout the department to ensure consistency in assessment
- Feedback will be given regularly
- Reinforcement and summary to embed learning
- Classroom planned for group work/individual learning tasks, differentiation as appropriate
- Lesson structures established, timed, paced to instruct, question and assess taking into account differentiation to meet range of abilities within and between classes
- Establish classroom routines in an organised, tidy classroom
- Work is displayed on a regular basis to provide a stimulating environment

2) Standards of work and progress

Criteria

- The standard of work in pupil's books, displays etc. will indicate that progress is being made
- Presentation of homework will be of a high standard and reflect the school's policy on presentation and marking
- The work will reflect the teacher's high expectations
- Assessment outcomes will also indicate that progress is being made

3) The learning environment

Criteria

- Displays will be 'fresh' and reflect the very best of the work of the pupil
- Displays will be varied and, over time, consist of pictures, drawings, the written work and ICT work
- Displays may include working displays that will provide a stimulus or reference or contain teaching points
- The classroom will be tidy and pupils have established routines

4) The attitudes, behaviour and general discipline of the pupils

Criteria

- Pupils display an enthusiastic attitude to learning and an enjoyment of learning.
- Pupils should demonstrate the ability to stay on task for periods of time appropriate to their age and ability level
- Pupils should demonstrate the ability to work co-operatively and independently
- Pupils should be well behaved on school trips and when representing the school in events away from school e.g. sports fixtures, shows etc

- Pupils should enter and leave classrooms according to positive behaviour management plan
- Pupils should move between classes in an orderly manner

5) The aims of the school and how we are achieving them

Criteria

- There will be evidence that a significant number of the points identified in the school aims are being utilised

6) The curriculum, assessment and record keeping

Criteria

- Planning will show that the statutory requirements of the Northern Ireland Curriculum and learning goals are being met
- Planning will indicate that Literacy and Numeracy are being delivered
- Marking of pupil's work will be in accordance with the school's policy, it will be thorough, meaningful and assist in future planning
- Formal assessments will indicate areas and rates of progress and also areas of weakness that will assist in future planning
- Pupils' records are kept in accordance with school procedures and these are effective in indicating achievement

A scrutiny of pupil' work will:

- Reflect the teachers' planning
- Show evidence of individual progress
- Show that the school policies on marking and presentation together with individual subject policies, schemes of work and guidelines are being followed

Sources of Evidence

Class Teacher

- Class results and examination results/analysis
- Pupil work, class work and homework's
- Marking of work
- Class observation
- Book Scoops/ Looks
- Lesson evaluations
- Resources in use
- Planning material, schemes etc
- Course evaluations
- Quality assurance assessment tasks
- Pupil pursuit
- Pupil IEP – targets monitored, reviewed and achieved

Form Teacher

- Daybook monitoring
- Pupil reports/profiles/data use
- Uniform / equipment
- Attendance figures
- Parental communication
- Achievements / Rewards
- Referrals
- Pupil Pursuit
- IEP targets monitored, reviewed and achieved

Head of Department

- Schemes of work
- Department handbook
- Development plan and action plan
- Targets
- Results analysis
- Homework audit
- Resources
- Minutes of departmental planning and work
- Quality assurance assessment tasks / feedback
- Annual review
- Course Evaluations
- Classroom observation
- Book look / scoop
- PRSD
- ISEF

Head of Year

- Minutes of meeting
- Attendance figures, targets
- Implementation of referral procedure
- Implementation of Policies
- Records of pupil behaviour
- Pupil IEPs monitored and reviewed.
- Pupil IEPs monitored and reviewed.
- Use of SIMS
- Daybook monitoring
- Development plan and action plan/targets
- Annual review

Co-ordinators

- Minutes of meetings
- Development plan and action plan
- Implementation of policy
- Record of outcomes and achievements
- Course evaluations

- Data of pupil performance
- Annual review
- SEN annual reviews
- ISEF

Curriculum Development team

- Minutes of meetings
- Curriculum Training Evaluations
- Pupil performance data
- P.R.S.D.
- Classroom observation / pupil pursuit
- Book Scoops / Looks
- Pupil data analysis
- Quality assurance tasks / feedback
- ISEF
- Examination results and analysis
- Performance data

Senior Management Team

- Minutes of meetings
- Monitoring meeting schedule
- Annual reviews
- Feedback from staff development days, Pastoral and Curriculum
- PRSD
- Quality assurance feedback
- Pupil performance data
- Examination results and analysis
- Whole school attendance data
- Class observation / pupil pursuit
- School Development Plan
- ISEF (Departments, Pastoral, whole school and areas of responsibility)

Monitoring Schedule

1 September meetings with Heads of Departments to establish targets and issues for the year.
2 All post holders interviewed at beginning of year to report plans and issues, agreeing targets and action.
3 All post holders interviewed at end of year for annual review and to plan for subsequent year.
4 Heads of Department and Coordinators interviewed by Senior Management Team once per term to report progress of plans and targets.
5 Heads of School interviewed once per term by Vice Principal Pastoral to report progress of plans and targets.
6 Heads of Year interviewed once per term by Heads of School to report progress of plans and targets.

7 Senior Management Team meet regularly to consider plans and targets and to monitor progress.
8 Principal and Senior Management Team members meet with Heads of School, Heads of Year, Heads of Departments and Coordinators throughout year to discuss action plans, achievements and progress.
9 Curriculum Development Team will implement book scoops / looks once per term. Principal to carry out class observations / pupil pursuits in consultation with Curriculum Development Team and HODs.
10 Pastoral Vice Principal / Heads of School / Heads of Year will monitor use of daybook once per term.
11 Scheduled meetings with individual groups of Non –Teaching Staff.
12 Principal will report to Board of Governors on a termly basis.

All monitoring will be in relation to established policies, practices, roles and responsibilities.
Whole school evaluation will be ongoing throughout the year and a focused evaluation using ISEF tool will be facilitated in June of each academic year.

Policy Review

This policy will be reviewed bi-annually.

This policy was agreed on _____. It will take effect from

_____ and will be reviewed two years hence.