



Longwood Primary School

Monitoring Policy

Rationale

We aim for all children to have the best opportunities for high achievement through an accessible and relevant curriculum. A planned approach to monitoring and evaluation of teaching and learning & the curriculum enables the school to:

- Find out about the quality of teaching and learning and the standards of achievement.
- Identify strengths and weaknesses.
- Identify areas for development and to take appropriate action.
- Ensure consistency in continuity and progression.
- Provide appropriate support and resources.
- Ensure the needs of all groups of children are addressed.
- Share good practice.

Monitoring the quality of teaching and learning is of paramount importance in our school as we constantly seek to raise the level of attainment of our pupils. The Headteacher has a key role in monitoring throughout the school. The Headteacher advises the subject co-ordinators. Although subject co-ordinators have full teaching commitments, opportunities for release are facilitated by cover under the terms of the workload agreement.

The SENCO also has the opportunity to monitor provision for children with Special Needs by visiting classes on a regular basis. The NQT and ITT mentors will have opportunities to monitor the more regularly than would be the case for assistant teachers.

The Teaching and Learning Policy and Self-Review policies underpin the monitoring undertaken.

Aims

- To ensure that regular monitoring is carried out to enable teachers to enhance their professional skills
- To continue the development of an environment in which children flourish and are striving to improve standards and performance
- To enable the school to regularly review its own progress in order to inform its future development
- To give positive messages to teachers about their success
- To inform Governors of the progress and development of the school
- To enable staff to set individual as well as curriculum targets
- To promote an ethos in which all staff accept the need to monitor and be monitored in an open and professional manner.



Longwood Primary School

Methods

- The Headteacher monitors during the academic year.
- Staff are informed of the focus of any monitoring throughout the year. Co-ordinator release time is agreed with the Headteacher. The core subjects are a priority and greater release time for these subject co-ordinators reflects this.
- Feedback will be given in the form of a written summary presented at a staff meeting, facilitating discussion of the positive aspects and identifying possible areas for development.
- Individual feedback will be in written and oral form and should take place within 24 working hours of the monitoring.
- Any specific concerns regarding teacher performance will be treated confidentially by the Headteacher who will conduct a professional review before deciding if any further action is necessary. In this respect, providing support and guidance is a key factor.
- Feedback should build on the positive whilst clearly identifying areas for improvement

Format

- Walkabouts , drop ins, learning walks and work sampling
- Monitoring must record the findings and these should usually be presented as bullet points
- Any necessary action for the school should be identified and the relevant co-ordinator should outline how this action is to be supported
- This support may take the form of in-house INSET, joint planning, opportunities to observe good practice elsewhere and network plus the provision of written support materials
- Lesson observations (Reference should be made to the Teaching and Learning Policy)
- Lesson observation is based on an agreed format.
- The day and time and focus of observations will be notified to staff in advance
- Observers should record facts and developmental points about the progress the children are making whilst providing opportunities for staff to reflect on their own teaching

Action

The purpose of monitoring is to further the improvement of teaching and learning throughout the school. It is to make staff aware of areas which need development and provides staff with the opportunity to reflect on their own teaching strategies. On rare occasions, the Headteacher may need to meet with an individual teacher to discuss performance and to clear targets for improvement within a reasonable period.

Examples of this are as follows:-

- Mark all work according to the school's policy – one week
- Clear an untidy classroom and improve access to resources – two weeks
- Improve formative assessing recording – within a half term

These periods and targets would be negotiated unless they are part of a discipline or competency issue. Such an issue would require the involvement of LA advice.



Longwood Primary School

Teaching performance problems do not suddenly develop. To identify and help a teacher in order to address an issue before it develops into a major problem is an integral part of the monitoring process.

Indications of possible problems could be:-

- Late for work frequently
- Leaving school early at the end of the day
- Not completing planning documentation within a set time frame
- Not using focused target marking to move forward a child's work.
- Poor classroom management leading to poor classroom behaviour
- Majority of pupils in class not making expected progress.
- Outbursts of temper, constant negativity towards pupils or frequently tearful
- Frequent absence through sickness
- Frequent non-attendance at staff meetings and or team planning.

There are factors to consider before conducting any lesson observations. They are the necessary ingredients for pupils to achieve success.

Things which should be considered are that effective teachers:

- Set clear goals and offer praise for achieving them
- Set high expectations and give more praise
- Demand high success rates and give yet more praise
- Check pupils understand and know what to do next to improve
- Provide direct and frequent feedback
- Select a few essential classroom rules and consistently apply them
- Communicate their expectations of classroom behaviour
- Have well established routines
- Develop a sense of accountability and responsibility for their children
- Allocate maximum time to learning and minimum time to teacher talk and interruptions
- Encourage a co-operative atmosphere rather than a competitive one
- Are organised and prepared
- Match tasks to ability
- Monitor and adjust tasks as the lesson progresses
- Adopt a supportive, nurturing relationship with their class
- Use humour and smiles throughout the day
- Can alternate their teaching strategies to suit the needs of the pupil
- Engage in frequent high-intensity pupil/teacher interaction
- Are always alert to how their own performance affects the pupil learning and progress.

Dyslexia

At Longwood, we value the needs of all learners and display a positive view towards pupils with dyslexia. We have a management structure and procedures within the school which provide support with regard to issues of dyslexia. We have a systematic and supportive approach to continuing professional development for all staff focusing on dyslexia. We have appropriate



Longwood Primary School

levels of provision and resources which are deployed effectively. We have effective procedures for early identification, assessment and intervention procedures. We value partnership with parents and pupils.

This policy should be read in conjunction with the schools'

Health & Safety Policy

Equal Opportunities Policy

Racial Discrimination Policy

Risk Assessment Policy

And the Human Rights, Sexual Discrimination & Equal Opportunities Acts