



ASPIRE: Lifeskills Learning Centre

MONITORING AND EVALUATION POLICY

RATIONALE & POLICY STATEMENT

The Head Teacher and all staff are committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is the involvement of all members of the Learning Centre community in the process of monitoring and evaluating the work of the Learning Centre, with a particular focus on teaching and learning, the wider aims of the provision. Monitoring and Evaluation is a planned process involving a range of different people over the course of the academic year. It is a shared endeavour, making maximum use of existing information, collecting only what is necessary to celebrate success and plan for future development of pupils and the Learning Centre.

PRINCIPLES FOR EFFECTIVE MONITORING & EVALUATION

We believe that effective monitoring & evaluation:-

- Supports every student in making good progress and being appropriately challenged.
- Offers an opportunity to celebrate and build on the Learning Centre's successes;
- Promotes excellent teaching and learning throughout the Learning Centre;
- Contributes significantly to the creation of an atmosphere of open professional debate in the Learning Centre.
- Ensures consistency of implementation of agreed policies throughout the provision;
- Provides information to make judgments on the effectiveness of actions taken, based on their impact on the quality of the students' development.
- Enhances the professionalism, skills and professional development of members of staff.

Our School Development Plan (SDP) and M and E calendar is available in the office.

ROLES AND RESPONSIBILITIES

The HEAD TEACHER

- Oversees the work of the Learning Centre through a variety of activities.
- Works in close partnership with the SLT, to monitor and evaluate the implementation of school policy and practice.
- Receives monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Ensures that monitoring and evaluation are used to establish realistic targets for continuous improvement and Learning Centre development.
- Uses a summary of the monitoring and evaluation data to inform parents about the Learning Centre's progress and performance.

SENIOR LEADERSHIP TEAM AND SUBJECT LEADS

- Identify areas that need to be monitored and evaluated through reviewing data and monitoring reports.
- Carry out monitoring and evaluation activities in line with the school calendar and their job description
- Delegate monitoring and evaluation activities to other staff as appropriate.
- Ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning or target setting;
- Report to the Head Teacher on what the data is showing.
- Ensure that colleagues understand that the purpose of monitoring and evaluating is about development and recognising achievement;
- Maximise the use of existing information, collect only what is necessary - ensuring evidence is measured against effective and current practice

TEACHERS

- Monitor the work of the students and evaluate their responses to teaching methods, resources and assessment information.
- Keep records and assessments in line with Learning Centre policy
- Set targets for individual students in line with Learning Centre policy
- Review and evaluate their practice, and reflect on the methods and outcomes in their ongoing planning and assessments.

STUDENTS

- Students monitor their own progress through reflection of achievements in all aspects of their development. They may review their own targets and receive information on how well they are doing academically
- Their views are sought during PSD sessions on Learning Centre and classroom practices that affect their development directly.

PARENTS

- Work together with the Learning Centre actively partnership supporting students;
- Attend Annual Reviews and Parents evenings and provide contributions for target reviews
- Will complete relevant questionnaires

WHAT WE WILL MONITOR AND EVALUATE

- The school ethos
- The mental health and wellbeing of staff and students
- The physical environment of the school, including Health and Safety
- The academic progress of the students
- The school curriculum
- The quality of teaching and learning
- The behavior, attitudes and personal developments of the students
- Consistency of the application of school policy – e.g behavior policy
- safeguarding
- Compliance with the Independent school standards

Monitoring activities include:-

- ✓ Staff appraisal
- ✓ Observation of staff and students across activities;
- ✓ Engaging with staff in planning activities;
- ✓ Scrutiny of students' sampled work & moderation;
- ✓ Discussions with parents
- ✓ Questionnaires/interviews
- ✓ Learning Walks in all areas
- ✓ Pupil progress meetings and target reviews
- ✓ Review of pupil information files
- ✓ Analysis of documentation
- ✓ Data analysis


LINKS TO OTHER POLICIES

- Curriculum Policy
- Teaching and Learning Policy
- SEN policy
- Assessment Policy
- Safeguarding policy
- Behaviour policy

Appendix 1 – Annual M and E activities

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier if required.

SIGNED:... 

POSITION:.....DIRECTOR

DATE:.....1st February 2023

REVIEW DATE:....31st August 2024

FOR & ON BEHALF OF ASPIRE: Lifeskills

Monitoring and Evaluation Policy - Appendix 1

Annual Activities

Order	Activity Type and Approximate Timing
	<u>AUTUMN TERM</u>
<u>1</u>	Observations for Appraisal – September/October
<u>2</u>	Appraisal Meetings – October/November
<u>3</u>	Deep dive - Foundation subjects – November /December
<u>4</u>	Pupil Progress meetings and Target reviews - December
	<u>SPRING TERM</u>
<u>5</u>	Parental questionnaire - January
<u>6</u>	Learning walk for Quality of Teaching – February
<u>7</u>	Scrutiny of pupil records and EHCP provision/outcomes - March
<u>8</u>	Pupil Progress meetings and Target reviews - March
	<u>SUMMER TERM</u>
<u>9</u>	Work Scrutiny of English, Maths and PSD – April
<u>10</u>	Deep dive of English, Maths and PSD - May
<u>11</u>	Pupil questionnaire -June
<u>12</u>	Pupil Progress meetings and Target reviews - June
<u>13</u>	Analysis of attendance and attainment data – July
<u>14</u>	Evaluation of SDP and agree development needs - July

School Development Plan (SDP) Activities

The Monitoring and Evaluation Policy clearly indicates the range of activities that may be undertaken. These will be chosen from to undertake appropriate activities relating to aspects of the agreed SDP.

Safeguarding and Behaviour Management

These areas of school life are monitored through CPOMS. The school SLT read daily updates and discuss these at weekly SLT meetings.

Day to day school Management

The day to day life of the school is monitored through weekly phase meetings and the results of these meetings are fed into the weekly SLT Meetings