



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 aims of the provision and how we are achieving them. Monitoring and Evaluation is part of a planned process and involves a range of different people over the course of the academic year. It is viewed as a shared endeavour, making maximum use of existing information, collecting only what is necessary and valuable, and celebrating and sharing progress and success.

The Learning Centre's monitoring and evaluation procedures provide an insight into the strengths and areas for development, ensuring the delivery of a rich and relevant curriculum that has a positive impact, moving all students on in their learning.

PRINCIPLES FOR EFFECTIVE MONITORING & EVALUATION

We believe that effective monitoring & evaluation:-

- Ensures that every student is making good progress and is 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 support self-evaluation, making judgments on the effectiveness of actions taken, based on their impact on the quality of the students' learning.
- Respect and enhance the professionalism, skills and professional development of members of staff.

Our School Improvement Plan (SIP) and M and E calendar is available in the office.

MONITORING AND EVALUATION STRATEGIES:

- Analysis of documentation
- *Observation*
- Interviews/questionnaires
- *Analysis of data*
- *Work sampling*
- Audit of resources
- Analysis of environment
- Evaluation of professional development

DATA ANALYSIS

Data available to measure progress:

- Descriptor and Competency levels at end of each term/ year /key stage (test/teacher assessment)
- Group/individual Standardised test scores, such as reading and spelling, repeated at appropriate intervals
- Information from internal moderation of ASDAN programmes.
- External examination data
- ILP targets met
- Behaviour checklists
- Sensory checklists
- Percentage of pupils gaining accreditation at end of Key stage 4
- Exclusions (number and length of fixed term arrangements)
- Attendance figures
- Progress demonstrated as a result of a specific intervention programme
- Level of inclusion in lessons (% of time in classroom)?

Questions for Data Analysis:

- Are pupils making progress?
- Are they making expected progress?
- Are some pupils making more progress than others?
- Are pupils making progress in some areas but not others?
- Is progress consistent over time?
- Is there a relationship between the amount of progress made and the amount of support given?

ROLES AND RESPONSIBILITIES

The HEAD TEACHER

- The Head teacher regularly monitors and evaluates the work of the Learning Centre through a variety of monitoring activities, and regular meetings such as: team meeting, Strategic, Resources, T&L.
- The Head Teacher, External Advisor, LCC Autism Outreach and SLT work in close partnership, to monitor and evaluate the implementation of the decisions it has agreed in relation to:
 - ✓ plans
 - ✓ budgets
 - ✓ standards of education
 - ✓ student achievement
 - ✓ student welfare, including safeguarding.
- Receives monitoring and evaluation data at the 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 some the monitoring and evaluation data to inform parents about the Learning Centre's progress and performance.

SENIOR LEADERSHIP TEAM AND SUBJECT LEADS

- To identify areas that need to be monitored and evaluated, through discussions with staff and students, observation of staff at work, engaging with staff in planning activities, observation of students at work and at play, discussions with parents;
- Carry out monitoring and evaluation activities including lesson observations, work scrutiny, "learning walks", progress data etc.
- To delegate monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be achieved;
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Ensure that student performance data is collected, analysed and used to inform target setting.
- Report to the appropriate audience, including the external advisor, on what the data is showing and how the information can be used to best advantage.
- Ensure that colleagues understand that the purpose of monitoring and evaluating is about development and recognising achievement;
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities, including maintaining the subject/area policy, Scheme of Work etc.
- Maximise the use of existing information, collect only what is necessary - ensuring evidence collated can be measured against effective and current practice
- Collate the information from lesson observations and class visits and summarise using the agreed pro-forma, reviewing practice in their areas of responsibility; this includes writing a summary of findings, curriculum report and update the subject audit, outlining the priorities for development in the subject/area – this will form key evidence in feedback to the Head teacher and the external advisor.

Monitoring activities include:-

- ✓ Discussions with staff and students;
- ✓ Teachers progress meeting
- ✓ Observation of staff at work;
- ✓ Engaging with staff in planning activities;
- ✓ Scrutiny of students' sampled work & moderation;
- ✓ Observation of students at work and at play;
- ✓ Discussions with parents

TEACHERS

- Monitor the work of the students and evaluate their responses to teaching methods, resources and assessment information.
- Keep records and assessments of students 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.
- Monitoring activities include:-
 - ✓ Discussions with support staff and students;
 - ✓ Scrutiny of student's work, ongoing assessments and moderation;
 - ✓ Observation of students at work and at play;
 - ✓ Completion of Annual Review Reports, Termly Meeting with Parents, reports towards students' EHCPs.
 - ✓ Regular contact with parents through Home-School Diary, phone-calls, "admin" e-mails, and informal discussions with parents.

STUDENTS

- Students monitor their own progress, wherever practically possible, through reflection of achievements in all aspects of their development. This may be done through completion of lesson objectives and outcomes sheet, reward charts etc.
- Their views are sought, at Learning Centre student council meetings, on Learning Centre and classroom practices emanating from policies that affect the way in which they learn and develop as citizens.
- Through a process of negotiated learning, students and teachers evaluate and review practice and make changes as appropriate.

PARENTS

- Parents and the Learning Centre working together, in an active partnership to support the students;
- Opportunity for individual consultation;
- Attending Annual Review, Tutorials, Parents evenings, Annual Report to Parents etc.
- Curriculum information
- Good work/behaviour stickers and certificates;
- Homework programme
- Parent workshops & family learning;
- Opportunity for parents to see assemblies, special events, & other class or whole- school enrichment activities;

LIST OF AUDIT TOOLS: (Held in the Quality Assurance folder at ASPIRE: Lifeskills Learning Centre):

- LSCB Safeguarding Children Self-Evaluation Audit Tool
- Safer Schools – Behaviour Audit Tool
- 360 Degree E-Safety Review
- Subject Leaders Self-Evaluation Audit
- Health and Safety Checklist for Classrooms
- Annual Health and Safety Inspection Checklist
- Monitoring and Evaluation Action Plan
- 3 Year Monitoring and Evaluation Checklist
- Individual Learning Plans Monitoring Tool
- Class/Subject Teacher's Short Term Planning

- Specialist Teaching and Learning Assistant's Records
- Work Sampling For a Group of Students
- Criteria for Observing TLA Aide Memoire (Support for Literacy)
- Criteria for Observing TLA Aide Memoire (Support for Numeracy)
- Criteria for Observing TLA Aide Memoire (Attitudes and Behaviour)
- Observation of Specialist Teaching and Learning Assistant (TLA)
- Teaching Staff Interview
- Specialist Teaching and Learning Assistant Interview
- Student Questionnaire
- Student Interview
- Parent/Carer Questionnaire
- Human Resources
- Material Resource Audit
- Accommodation
- Display
- Professional Development

REFERENCES AND LINKS TO OTHER POLICIES

- Curriculum Policy
- Teaching and Learning Policy
- Observation of Teaching and Learning Policy
- SEN policy
- Assessment Policy

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:... 

POSITION:.....DIRECTOR

DATE:.....1st July 2020

REVIEW DATE:....1st July 2021

FOR & ON BEHALF OF

ASPIRE: Lifeskills