

CAMBRIDGE HOUSE GRAMMAR SCHOOL MONITORING AND EVALUATING POLICY 2017

In order to ensure accountability at all levels throughout the school the following strategy for monitoring and evaluating has been agreed by all staff and will apply across the seven areas of school life.

1 Board of Governors Accountability

The Board of Governors role is to provide strategic management and direction for the school through the work of the Principal and the Senior Leadership Team. Accountability at this level is provided through the Principal reporting to the Governors at each meeting. This will include discussion regarding budget and finance, staffing, enrolment and academic attainment. The key responsibility is to ensure that school standards are being raised through continuous monitoring and evaluating. This process will be led by the Principal who is accountable to the Board of Governors.

2 Senior Leadership Team Responsibility

The role of the Senior Leadership Team is to assist the Principal in managing the school and providing professional, strategic leadership to ensure the continued raising of standards in line with school policies. The Senior Leadership Team has a key role in ensuring accountability at all levels. This role must ensure that effective monitoring and evaluating strategies permeate the whole school. A clear, structured system will be created to allow this to happen effectively and efficiently. Senior Leaders at this level are accountable to the Principal and the Board of Governors. This process will be led by the Principal.

3 School Development Planning

The School Development Plan is a working document that is focused on raising standards throughout the school. It is based on analysis of relevant data and has clearly defined targets that are smart in nature. All staff have played a role in the construction of the School Development Plan.

It is essential that a culture of self-evaluation is central to this three year Development Plan and the subsequent One Year Action Plans. Effective monitoring and evaluating is required to ensure the process is being made against each target.

Monitoring and evaluating the School Development Plan will be as follows:

During Baker Days in August Action Plans will be evaluated. Those Working Party Leaders/Senior Leadership Team responsible for specific targets will have the opportunity to present an update to all staff. This information will be collated and presented to Governors and displayed in staffrooms to update all staff accordingly. This process will be led by the Principal and Vice-Principals.

4 PRSD

The existing PRSD structure for schools in Northern Ireland is designed to 'enhance the quality of learning and teaching and to make schools better places for all their pupils essentially through the professional development of teachers'. It is designed to enable schools to bring greater coherence, purpose and rigour to School Development planning and overall School improvement.

The current school structure involves all members of teaching staff, with the exception of beginning teachers and EPD teachers. The Principal is currently externally assessed through the Board of Governors and an externally appointed assessor. All members of staff are reviewed through the agreed process and timetable and those with a position of responsibility act as reviewers. It is proposed that there will be two 30 minute observations – one by the Head of Department and the other by Line Manager. Head of Department will be reviewed by a member of the SLT. One target is currently set by SLT with the second and third being decided by the staff member in liaison with the Head of Department. All targets should be clearly linked to the School Development Plan.

5 Teaching and Learning

The responsibility to ensure quality teaching, learning and assessment with each and every classroom lies with a range of people within the school. First and foremost it is the role of the classroom teacher to measure and record the progress of each pupil. This is carried out through the monitoring of classwork, homework, project work and end of unit tests. The student planner must be used for this purpose. It is essential that evidence of 'Assessment for Learning' is central to this process.

The process of individuals or class groups should be a topic for discussion at each Departmental meeting and should be enhanced with Departmental Minutes. The success of each Module/unit within the schemes of work should also be evaluated at the appropriate time. These will need to be addressed within the agenda for departmental meetings. Heads of Department will ensure that minutes from meetings are sent to the Principal and Vice-Principal

It is the role of the Senior Leadership Team to ensure accountability at this level. Each department is linked with a specified member of the SLT to promote support, to collect evidence and to provide feedback.

Evidence will be requested from Heads of Department at three points of the year – October, February and May. At each of these times, identified departments will be asked to submit evidence drawn from the following areas:

- Evidence of classwork books;
- Evidence of homework books;
- Evidence of homework record sheets;
- Evidence of Module/Unit test results and copy of test;
- Evidence of Peer Assessment;
- Evidence of Self-Assessment;
- Evidence of Departmental Evaluation of Unit/Topic;
- Evidence of Pupil work to demonstrate a range of teaching styles.

Each department will be asked to submit work on two of the three set occasions. The assigned member of the SLT will complete a simple checklist and return with feedback to the Head of Department and to a Senior Leadership Monitoring and Evaluating meeting. If required, a follow up meeting can be organised. It is proposed that for 2017/2018 Heads of Department would be given advance notice of the specific evidence that will be requested approximately three weeks prior to the submission date. The process will be led by the Vice-Principal (Curriculum)

In addition to the PRSD observation process individual staff will be engaged in a 'multi-layer' programme.

Staff will be expected to self-evaluate lessons on a regular basis using the agreed Quality Indicators pro-forma. These should be retained as evidence by the member of staff.

Heads of Department will observe staff within their subject area at least once during the year as part of the PRSD programme and seek to share good practice. The PRSD/QI pro-forma will be used.

The Principal/Vice-Principals may observe at least one lesson during the year using the QI proforma.

6 Pastoral Responsibility

The provision of high quality pastoral care for all pupils is central to the ethos of our school and is the responsibility of all members of the school community. As subject teachers we are all aware that pupils learn better if they feel happy, secure and respected.

The roles and responsibilities of the Form Teacher have been outlined and highlight the continual role of the class teacher in monitoring the progress of each pupil. The Year Head clearly has a significant role to play in supporting the pupils in addition to liaising with their parents.

The Year Team meetings provide the opportunity for Form Teachers to discuss issues such as attendance, punctuality, use of planners, behaviour, academic progress and achievements and these are standing items of the Year Team Meeting Agenda. The minutes of these meetings, provide evidence of Monitoring and Evaluating at this level.

It is the responsibility of the Heads of Key Stage, Senior Leadership Team, particularly, through the Principal to ensure accountability of the process.

The School Counselling provision delivered through EA submits an annual report detailing their service throughout the year. This is provided to Board of Governors.

The Monitoring and Evaluating of Child Protection provision with the school will be undertaken by the Senior Leadership Team in accordance with EA guidelines. This process will be led by the Principal.

7 Positions of Responsibility

There are currently a number of 'Promoted Posts'/'Allowances' throughout the school. Some of these are not directly linked to work within the classroom and therefore do not fall within the PRSE/Departmental Review process. (Co-ordinators, Child Protection Officer, SENCO). These staff will continue to have their work reviewed by the Principal in June each year.

Signed:

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Signed:

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Date

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Chair of Board of Governors

Principal