



'Our School is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe, healthy and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.'

'We celebrate the value of each child and set high expectations of them in our endeavours to sustain and develop their gifts and talents.'

Date Adopted	Summer 1 2023
Signed (Governors)	R. Lord
Signed (Headteacher)	E. A. Travis
Date for review	Summer 1 2023

MONITORING POLICY SUMMER 1 2023

The monitoring of the curriculum, teaching and learning, pupil progress, standards of attainment, behaviour, leadership and management, and all other aspects of school life is an important responsibility to which we give a high priority. An effective and supportive monitoring strategy must be a key part of our leadership and management structure to enable us to carry out data analysis, evaluate processes and outcomes, review, plan and set targets to enable the school to make outstanding progress, improve and raise the standards of achievement of all its pupils.

The information gained from monitoring will be used to keep governors and parents well informed about the work of the school. The information from monitoring will be used to set the educational priorities of our School Development Plan.

The Head teacher and deputy will establish systems for gaining an overview of each aspect of the school's work. Coordinators will systematically and regularly monitor their areas of responsibility to enable them to contribute to the development planning process.

The statutory requirements of Performance Management will be incorporated in this monitoring policy and it will underpin the Governors policy for Performance Management and appraisal.

Aims

1. To gain a clear and accurate picture of how effectively the school is achieving the highest standards possible in all aspects of its work.
2. To ensure that the school's aims are being met and that the targets in the Development Plan are being met.
3. To identify targets that will raise standards of achievement and attainment and improve the quality of teaching and learning.
4. To ensure efficient and effective use of all our resources, including the sharing of good practice, within school, amongst colleagues.
5. To improve the efficiency and effectiveness of curriculum management and the overall management of the school.
6. To ensure that all pupils benefit from a broad, balanced and differentiated curriculum which includes the National Curriculum and Religious Education.

Areas of Focus

Monitoring will focus on seven areas:

1. The school ethos;

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2. The management and leadership of the school;
3. The behaviour and general discipline of the children
4. The learning environment;
5. The effective implementation of our teaching and learning guidelines;
6. Standards of work and progress; and
7. Assessment and record keeping.

Criteria for evaluation each area of focus

a. Ethos

- There is general evidence of progress towards the school aims.
- Most children are observed or reported to be safe, happy and productive (with any exceptions being temporarily dealt with to the satisfaction of all parties).

b. Management and Leadership

- There is specific evidence of progress within our school development plan.
- Members of staff contribute to the on-going development of the school.
- Members of staff provide feedback that is mostly positive in relation to the school leadership.

c. Behaviour

- Relationships are based on respect, patience and cooperation.
- The children display an interest in their learning.
- The children stay on task for periods of time appropriate to their age.
- The children are able to work both cooperatively and independently.
- The children walk quietly about the school and behave appropriately during assembly.
- The children are polite and well behaved on school trips and when representing the school at outside events.
- There is evidence of self-discipline.

d. The Learning Environment

- Displays are fresh and imaginative and reflect the best work of all children.
- Displays are varied and include text, mathematical representations, artwork, etc from several areas of the curriculum.
- Displays include 3-dimensional objects.

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- Displays include stimuli and reference material or teaching points.
- The classrooms are tidy and children have an established routine of keeping their own desks and areas tidy.
- The grounds and premises are clean and used as a resource for learning.

e. Teaching and Learning

- The statutory requirements of the National Curriculum are reflected in long and medium term planning.
- There is evidence of the effective implementation of our teaching and learning guidelines.
- Planning reflects differentiation and high expectations and works towards every child achieving the expected and a significant percentage achieving greater depth.
- The teaching strategies that are used are appropriate to individual children and to the learning objective.
- Children and staff use ICT regularly and appropriately.
- Teaching motivates the children's interest and learning.
- Teachers demonstrate a sound knowledge of the subjects taught.
- Children are given opportunities to develop independence in their learning using BLP.

f. Standards of Work

- Presentation of work is of a high standard.
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs.
- Children's work reflects the teachers' high expectations and knowledge of individual children. Including that gained through assessment for learning.
- End of key stage results reflect rising standards across the school at a level compared favourably with benchmarking data.

g. Assessment and Record Keeping

- The marking of children's work is in accordance with school assessment policy.
- Formal assessment indicates the progress of individual children and informs planning by identifying areas that require teaching, support or broadening.
- Assessment and record keeping inform the teaching of children with special education needs.
- Pupil reports are written and records kept in accordance with assessment policy.
- Targets are set, monitored and recorded when achieved.

Forms of Monitoring

The degree of formality is determined by the information sought through any monitoring activity. At Holy Trinity Dobcross the range includes:

1. A passing awareness of school life;
2. A focused discussion of an aspect of the school;
3. A survey of the school's policy and practice in relation to one or more issues;
4. Annual whole-school review by all coordinators;
5. A comparison of children's work across all classes;
6. A formal observation of teaching by colleagues;
7. Moderation of work;
8. A school walk looking at a particular aspect of the school.

Performance Review and Staff Development

Please see the Performance Management policy.

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Monitoring Arrangements

Area of Focus	Monitor	How and When
Ethos	Head and Foundation Governors	There is general evidence of progress towards the school aims. Half Termly Values and Beliefs Governors meetings.
	All staff and Governors	Most children are observed or reported to be safe, happy and productive Pupil questionnaire each year Parental questionnaire each year Monitoring of SDP at Curriculum Gobs (each half term)
Management and Leadership	Head and Deputy	There is specific evidence of progress within our school development plan. Leadership meetings (once each fortnight) Governors meetings – main and curriculum (once each half term)
	Head and Deputy	Members of staff contribute to the on-going development of the school. Leadership meetings (once each fortnight) Staff meetings
	All staff – Led by Deputy	Members of staff provide feedback that is mostly positive in relation to the school leadership. Staff questionnaire
Behaviour	Head, Deputy, Middle leaders	Relationships are based on respect, patience and cooperation. Deep dives (termly across different subjects) includes: observation, pupil interview, teacher interview, book scrutiny, planning scrutiny, subject leader interview. School walks (every week)
	Head, Deputy, Middle leaders, all class teachers	The children display an interest in their learning. Deep dives (termly across different subjects)

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		School walks Pupil questionnaire
	Senior and Middle leaders	The children stay on task for periods of time appropriate to their age. Deep dives (termly across different subjects) School walks (every week)
	Senior and middle leaders	The children are able to work both cooperatively and independently. Deep dives (termly across different subjects) School walks (weekly) Planning (half termly)
	Senior and middle leaders	The children walk quietly about the school and behave appropriately during assembly. General school observation (daily) Assembly observation (weekly)
	All class teachers	The children are polite and well behaved on school trips and when representing the school at outside events. Trip evaluations (when required)
	Senior and middle leaders	There is evidence of self-discipline. Deep dives (termly across different subjects) School walks (weekly) General school observation (daily)
The learning environment	Head and Deputy	Displays are fresh and imaginative and reflect the best work of all children. Displays are varied and include text, mathematical representations, artwork, etc from several areas of the curriculum. Displays include 3-dimensional objects. Displays include stimuli and reference material or teaching points. Displays include stimuli and reference material or teaching points.

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		<p>The classrooms are tidy and children have an established routine of keeping their own desks and areas tidy.</p> <p>School walks (weekly)</p> <p>Observations (3 times a year)</p>
	Site manager	<p>The grounds and premises are clean and used as a resource for learning.</p> <p>School ground walks (weekly)</p>
Teaching and Learning	Head and Deputy Subject leaders	<p>The statutory requirements of the National Curriculum are reflected in planning.</p> <p>Planning monitoring (half termly)</p>
	Head, Deputy and subject leaders	<p>There is evidence of the effective implementation of our teaching and learning guidelines.</p> <p>Observations (3 times a year)</p>
	Head and Deputy Subject leaders	<p>Planning is realistic and effective and builds upon skills and knowledge.</p> <p>Planning reflects differentiation and high expectations.</p> <p>Deep dives (termly across different subjects)</p> <p>School walks</p>
	Head, Deputy and subject leaders	<p>The teaching strategies that are used are appropriate to individual children and to the learning objective.</p> <p>Deep dives (termly across different subjects)</p>
	Head, Deputy and subject leaders	<p>Children and staff use ICT regularly and appropriately.</p> <p>School walks (weekly)</p> <p>Deep dives (termly across different subjects)</p>
	Head, Deputy and subject leaders	<p>Teaching motivated the children's interest and learning.</p> <p>Pupil questionnaire</p>

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		<p>Deep dives (termly across different subjects)</p> <p>School walks</p> <p>Parental questionnaire</p>
	Head, Deputy and subject leaders	<p>Teachers demonstrate a sound knowledge of the subjects taught.</p> <p>Deep dives (termly across different subjects)</p>
	Head, Deputy and subject leaders	<p>Children are given opportunities to develop independence in their learning using BLP.</p> <p>Deep dives (termly across different subjects)</p> <p>Staff meeting discussions</p> <p>School walks</p> <p>Pupil questionnaire</p>
Standards of work	All staff	<p>Presentation of work is of a high standard and reflects the school's policy on presentation and marking.</p> <p>Deep dives (termly across different subjects)</p>
	All staff	<p>The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs.</p> <p>Deep dives (termly across different subjects)</p>
	All Staff	<p>Children's work reflects the teachers' high expectations and knowledge of individual children. Including that gained through assessment for learning.</p> <p>Deep dives (termly across different subjects)</p>
	Head and Deputy	<p>End of key stage results reflect rising standards across the school at a level compared favourably with benchmarking data.</p> <p>Senior leadership monitoring of results</p>
Assessment and record keeping	Head, Deputy, Middle leaders	<p>The marking of children's work is in accordance with assessment policy.</p> <p>Deep dives (termly across different subjects)</p> <p>School walks (weekly)</p>

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<p>Head, Deputy, Governors</p>	<p>Formal assessment indicated the progress of individual children and informs planning by identifying areas that require teaching, support or broaden.</p> <p>Standards monitoring (half termly)</p> <p>Assessment meetings (half termly)</p> <p>Report to Governors (Termly)</p>
<p>SENCO, Head</p>	<p>Assessment and record keeping inform the teaching of children with special education needs.</p> <p>Monitoring of CfC and AEN pupils (half termly)</p> <p>Monitoring of G and T pupils (half termly)</p>
<p>All staff</p>	<p>Pupil reports are written and records kept in accordance with assessment policy.</p> <p>Report to parents (once each year)</p>
<p>All staff</p>	<p>Targets are set, monitored and recorded when achieved.</p> <p>Target setting meetings (once a term)</p> <p>Deep dives (termly across different subjects)</p>

Deep Dive Structure

Interview with subject leaders

Discussion of

- Long term planning across school
- Expectations across year groups
- Medium term planning
- Skills progression
- Assessment
- Standards

Observation of teaching and learning

Focus on

- Progress
- Challenge
- Use of resources
- Structure of lesson
- Assessment
- Classroom environment

Pupil interview

Focus on

- What they have learnt
- Why they are learning it
- What they would like to learn next
- What they have learnt previously that they enjoyed
- How their learning could improve

Teacher interview

Focus on

- What was positive about the lesson
- What could be improve
- What progress the children made
- Why their lesson fits into the series of lessons

Book scrutiny

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Focus on

- Progression of skills and knowledge.
- Presentation
- Links to the long and medium term planning
- Feedback
- Challenge

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Records of monitoring	Information about teaching staff	Statutory requirement	Teaching staff and teaching assistants	Electronic copies kept by teacher, SLT	Held on file until staff member leaves

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	