

Gainford CE Primary School

GAINFORD CE POLICY FOR MONITORING STANDARDS, QUALITY AND SCHOOL IMPROVEMENT 2013-14

Rationale

Monitoring is an essential feature of the management and leadership role in an effective school. It enables proper decisions to be made in relation to standards, quality and school improvement.

The Headteacher has the responsibility of ensuring that:

- the standards the children achieve are as high as can be reached;
- the school provides the a high quality of education;
- school improvement is the goal of everyone connected with the school.

In order to achieve these responsibilities the Headteacher supported by the Deputy Head and Subject Leaders will establish systematic procedures that will inform regularly the management and leadership of the school about:

- levels and trends in relation to the standards achieved;
- the consistency, strengths, weaknesses and overall effectiveness of the quality of education provided;
- the extent to which the school is on track to achieve its aims and targets of achievement,
- the extent to which the school is on track to achieve the aims of the School Improvement Plan (SIP)

As a result of the information provided, governors and the school leadership team will take appropriate decisions and implement appropriate action to ensure that the school will fulfil its aims; achieve its targets; complete its priorities in the School Improvement Plan; achieve high standards; and provide a high quality of education to all of its children.

Gainford CE Primary School

Principles

To undertake the monitoring of standards, quality and school improvement the following principles will be adopted:

- procedures across the school and over time will be systematic;
- in order to ensure that the procedures are manageable evidence will consider samples of information across the school over time;
- Governors, the Headteacher, Deputy Headteacher, Subject Leaders, teachers and non-teaching staff all have a role to play. These responsibilities will be made clear in an overall structure and appropriate resources will be provided to enable the responsibilities to be carried out;
- a range of information will be gathered from different sources and over time so that secure and reliable judgements can be reached;
- procedures will be clear, simple, sustainable and understood by all members of the school's team.

Strategies

Monitoring the work of the school will rely on using a combination of the following strategies:

- analysing reports by the Headteacher, Deputy Headteacher, Key Stage Leaders and Subject Leaders;
- using comparative information from DfE, FFT, Durham LA; the school's results and reports of previous years.
- scrutinising children's work;
- observing children's learning;
- talking to children;
- observing teachers' teaching;
- analysing teachers' planning;
- analysing responses to questionnaires;
- discussions with parents and the local community;
- analysing a range of assessment data.

Gainford CE Primary School

Monitoring will take place at the following levels:

- the Governors;
- the Headteacher;
- the Deputy Headteacher;
- Subject Leaders;
- teachers;
- Local Authority;
- Ofsted;

Monitoring Activities

These will always be well planned (see Annual Monitoring Schedule) and take place in accordance with the school's code of practice.

Code of practice for lesson observation

- Preliminary discussion will take place before the observation.
- Arrangements for feedback will be made in advance of the observation.
- Agreements will be reached in relation to information which will be provided in advance and just before the observation.
- Clear agreements will be made about when the observation will take place and how long it will last.
- There will be agreements about the focus of the observation.
- There will be a written record produced by the person carrying out the observation. A copy of this record will be given to the person observed and kept on file in the school's Monitoring File. Outcomes of lesson observations may be shared with Headteacher, Deputy Headteacher, Key Stage Leaders, Subject Leaders, NQT Mentors, as appropriate.
- The criteria for judgements will be established and used for the observation.

Gainford CE Primary School

- Observers will endeavour to give feedback as soon as is reasonably possible after the lesson observation.
- Discussions after the observation will enable the observed person to add their own perspective to the notes or report.

Judging the overall quality of teaching in the school

The following characteristics illustrate where to pitch judgements about how well pupils are taught in lessons.

The quality of teaching and the use of assessment to support learning: grade descriptors

Outstanding (1)	<ul style="list-style-type: none"> • .Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress. • All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. • Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. • The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum. • Teachers and other adults generate high levels of engagement and commitment to learning across the whole school. • Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains. • Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.
Good (2)	<ul style="list-style-type: none"> • Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, make good progress and achieve well over time. • Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum. • Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning. • Reading, writing, communication and mathematics are taught effectively.

Gainford CE Primary School

	<ul style="list-style-type: none"> • Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. • Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve. • Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.
Requires Improvement (3)	<ul style="list-style-type: none"> • Teaching requires improvement as it is not good.
Inadequate (4)	<ul style="list-style-type: none"> • Teaching is likely to be inadequate where any of the following apply: • As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, are making inadequate progress. • Pupils cannot communicate, read, write, or apply mathematics as well as they should. • Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs. • Learning activities are not sufficiently well matched to the needs of pupils.

Additional Indicators of an Outstanding Lesson

A. All students are challenged and make good progress, especially those at the ends of the ability range and those who lack confidence; some make exceptional progress; a lot of ground is covered in the lesson but stragglers are not left by the wayside.

B. Enthusiasm and enjoyment pervade the classroom.

C. The teaching is exciting and interesting (for example, through use of stimulating resources or other adults in the lesson); it may be inspired, although it doesn't have to be.

D. All the students are involved in the lesson and all contribute in some form.

E. Teaching methods are very well matched to the content and to the learners - some may be original or innovative; for example, content closely linked to students' experiences or to interesting practical situations.

F. The teacher checks progress throughout the lesson; assessment is regular and helpful.

G. Students evaluate their own and others' progress accurately and constructively.

H. All students know how to improve as a result of regular and constructive feedback; where appropriate this is linked to national criteria or examination requirements.

Gainford CE Primary School

J. The teacher develops students' basic and other cross-curricular skills, for example, literacy, numeracy, independent learning and PSHE.

K. Students have easy access to, and make use of, additional resources which they use independently to support or enhance their learning.

L. Students go out of their way to help each other; they provide mutual support.

M. The classroom is a lively and interesting place; it includes good displays of students' work (representing all abilities), things which give a subject specific flavour to the room, and annotated examples of levelled work used to support

The ideal learning environment would contain:

- Adequate, good quality resources, well labelled, tidy and accessible.
- Resources to re-enforce basic skills accessible to children.
- Art resources - as listed in guidelines - in a clean and serviceable condition.
- Range of papers available and used for appropriate activities, particularly where art is concerned.
- Resources, books, artefacts for topics.
- Children choosing own resources for task.
- Eye-catching, interactive, informative displays of children's work relevant to current teaching/learning covering a range of curriculum areas and reflecting our multi-cultural society.
- Information charts/diagrams for present topic.
- Vocabulary lists/keywords relevant to core subjects and current topic.
- Science/Maths language lists. Number square/line. Time line.
- Language/Maths skills developed across the curriculum.
- Class rules/rewards evident.
- Evidence of I.C.T. supporting learning across the curriculum.
- Children on task/in working groups.
- Ethos where contribution of all pupils is valued/equality of opportunity.
- Happy/caring atmosphere.
- An enthusiastic, cheerful, calm, well-motivated teacher.
- Pride in the classroom/tidy tables/everything in place.
- Clean/tidy/safe working environment that ensures the safety of all.

Gainford CE Primary School

Gainford CE Monitoring Time Table

Monitoring Activity	Autumn		Spring		Summer	
Teacher Performance Management Interviews	INTERVIEW S			REVIEW		
	R			R		
	Y1/Y2			Y1/Y2		
	Y3/Y 4			Y3/Y 4		
	Y5/Y 6			Y5/Y 6		
Entering termly Teacher Assessment	Autumn TA EYFS		Autumn TA KS1 and KS2	Spring TA		Summer TA

Gainford CE Primary School

Setting Targets	EYFS		KS1 and KS2					
Review of Pupil progress towards targets that have been set								
Analysis of Non-stat SATs								
Analysis of Y6 statutory assessments	Analysis of Y6 SATs							
Pupil Questionnaire					Questionnaire To go out	Questionnaire Analysis		
Parent Questionnaire					Questionnaire To go out	Questionnaire Analysis		
Twilights linked to School Improvement Plan								
Staffmeetings linked to School Improvement Plan								
Courses / Meeting / Other Training								
Work Scrutinies	FOCUS			FOCUS			FOCUS	
	R			R			R	
	Y1/Y2			Y1/Y2			Y1/Y2	
	Y3/Y4			Y3/Y4			Y3/Y4	
	Y5/Y6			Y5/Y6			Y5/Y6	
Lesson Observations and monitoring of planning	FOCUS - Maths			FOCUS			FOCUS	
	R			R			R	
	Y1/Y2			Y1/Y2			Y1/Y2	
	Y3/Y4			Y3/Y4			Y3/Y4	
	Y5/Y6			Y5/Y6			Y5/Y6	

Gainford CE Primary School

Review of SEF and SIAS Toolkit						
Write next School Improvement Plan						
Set up any contracts with LA relating to School Improvement Plan						
Dates and Names of Contracts						
Other Key Leadership initiatives						

HB Sept 2011