



Soaring High Montessori School

MONITORING AND EVALUATION POLICY

Introduction

At the School we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.

Monitoring and evaluation framework

We use the following components to help us evaluate how we are doing:

- How are the children progressing?
- What more should we aim to achieve?
- What must we do to make it happen?
- Taking action and reviewing progress systematically

The quality of teaching

The Principal observes all teachers working with classes at least once a term. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy. The focus reflects an agreed whole-school focus that is linked to the progress of the school. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Principal builds the development points into the school's continuing professional development programme.

The quality of children's learning

Soaring High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

In the course of their observations, the Principal and Curriculum Lead gather evidence about the children's attitudes to work and the standards that they are attaining in lessons. This enables us to make evaluations about the impact of the half termly plans for the children.

The standards attained by children

In the course of their observations, the Principal gathers evidence about the standards that the children are attaining. The Curriculum Lead undertakes, where appropriate, a termly scrutiny of children's progress/achievements. This involves the sampling of children's work from a range of abilities within each group.

The quality of teachers' planning

Teachers six weekly planning is made available to the SLT, if necessary on a specified date. The teachers receive verbal feedback where necessary.

The targets set for children's learning

All children have personal developmental learning targets. The teacher reviews these when appropriate, depending on the age of the child. The teacher reviews the levels attained by each child as per the Montessori Curriculum and sets the targets for each half term period within a school year. The class teachers review the progress that the children are making during the academic year as necessary.

The targets set in our school development plan

The Principal gives a termly report in which s/he identifies progress against the targets within the school development plan. Monitoring and evaluating of spending patterns against the priorities for improvement identified in the school development plan can help inform budget for on-going targets.

Monitoring and evaluation – key tasks

At the end of the autumn term we ask ourselves two key questions:

- How well the new children have settled in
- A broad review of the overall achievement of the personal/social/intellectual progress made by each child.

We also discuss what more we should aim to achieve.

- determine individual needs and the steps to be taken in order to support the child;
- determine the levels achieved by the children as set out in the Montessori Curriculum.

We discuss what we must do to improve our performance and set a date to:

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- review our stated key tasks at the end of the Easter and Summer Terms.
- review the school development plan to support agreed targets.

We review progress by:

- monitoring and evaluating the progress of individual children;
- monitoring and evaluating the progress of cohorts of children.

Monitoring and evaluation as part of performance management

The Performance Management Cycle provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the School Development Cycle for each teacher and each class on an annual basis.