



Davenant Foundation School

MONITORING POLICY

Section 1 : Monitoring the Curriculum

Last Reviewed: November 2020

Next Review: November 2021

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

POLICY DETAILS

Policy Name	Monitoring	Committee Responsible	Curriculum and Standards
Status	Discretionary	Committee Person i/c	A Thorne
Produced by	C J Seward	First Agreed	October 2010
Date Produced	October 2010	Last Review Date	Nov 2020
References		Next Review Date	Nov 2021

Monitoring is an essential element of school self-evaluation. The outcome of monitoring will contribute to enhancing the quality of teaching and learning, improving pupil progress and levels of attainment.

At Davenant, monitoring is also intended to identify training and development needs, ensure school policy is being implemented and to encourage reflection and innovation. Monitoring should be open, transparent and supportive with an appropriate balance between line management and / or external monitoring and individual / internal self-evaluation.

Monitoring in Practice

The following section provides clear guidance and protocols for the main types of monitoring that are regularly used at Davenant.

1. Lesson Observation

Teachers will be formally observed up to three times per year. This is for Performance review, review of the department by the SLG team and Head of Department as part of their own departmental monitoring. In addition there may be occasional focused reviews and drop ins (see below). Exceptions to this are NQT's, GTP's, all staff subject to Ofsted inspections, staff in need of support and other observations by arrangement. A formal lesson observation is one which is pre-arranged and where notes and judgements are recorded and feedback is given to the teacher.

The results of these observations will be formally recorded.

Drop-in observations may take place at any time by HOD or Senior Team. In practice, these will be occasional and only for a short time. They will focus on a specific priority e.g. beginnings and end of lessons, aspects of school / department policy and looking at good practice. Detailed feedback will not be given from the drop in observations.

2. Line Management Monitoring of T.L.A's

The Line Management of T.L.A.'s by Senior Leadership Group will involve regular meetings and department visits through the course of the academic year.

There will normally be regular, formal meetings between the Head of T.L.A. and their S.L.G. Line Manager every 2 weeks. These meetings will cover a range of items as well as plan or review monitoring visits. The meetings will be minuted on the standard forms with actions to be reviewed.

The Head Teacher may join these meetings as and when to discuss and plan key issues.

Those meetings will include the following items:

September/October: examination results, transition/induction for each Key Stage

November/December: Curriculum Review for following Year

January/February: Mock Results and ways forward

March/April: second data collection and looking at Yr 11 and 13

May/June: N/A

July: New development plan for September

All meetings will seek to identify best practice and areas of development.

During the academic year, the S.L.G. Line Manager will spend the equivalent of six hours within the T.L.A. to undertake/support monitoring through short, drop-in observations, book checks, meeting students etc. This monitoring will normally be undertaken jointly with the Head of T.L.A. and will be recorded on a brief evaluation sheet.

3. SLG. Team Review of TLA.'s / Other Areas of the School

Following an annual review of performance data and other evidence at the start and during academic year, SLG will decide upon areas that may require special review during the forthcoming year. These may include subject areas, the progress of specific student groups or aspects of provision such as homework or preparation of students for controlled assignments.

The review of a T.L.A. / department will involve the Head of that curriculum area in activities such as joint observations, review of student work etc. Lesson observations for these reviews could be for any length of time (maximum one hour) and will be conducted using the Ofsted criteria. All staff will receive a de-brief or feedback within 48hrs. The outcomes will not be used as part of performance management unless the teacher specifically requests that it should be included.

Where a teacher is informed, 24 hours in advance, that a lesson observation of at least thirty minutes will take place, No Lesson plan is required as part of the review. The teacher will be expected to provide contextual information about the class e.g. prior attainment data, S.E.N. and Gifted/Talented information, details of prior learning.

Other activities within a subject review may include book checks and work scrutiny, discussions with staff and students, examination of pupil data and schemes of work.

The S.L.G. will use a report sheet, based upon an agreed template that will provide a succinct record of judgements and agreed action points.

4. Monitoring of Homework

Every subject teacher should keep up to date records of homework set. Where homework is differentiated, records should reflect the different levels of work. These records will be available for the purpose of monitoring homework across groups of students. INSIGHT is where all homework is set for years 7 to 11. Google classroom is often used across all key stages.

5. Monitoring of Assessment and Marking

Curriculum and or Key stage leaders should routinely check teachers' assessment of work at least once per term. These checks will confirm that assessment has been done and will ensure consistency within groups and across classes.

Group monitoring of assessment and monitoring (e.g. moderation) should run alongside this process in order to generate development issues for the department as a whole.

Monitoring of Student Progress by Curriculum Leaders, Key Stage and Pastoral Staff

A key role for all staff is to monitor progress data in order to support students and to ensure target grades are achieved. The role for curriculum leaders is to monitor all assessment data and to ensure consistency across classes and progress towards student targets. Every term each Head of Department will meet with the Deputy Head Teacher for a Progress meeting. The DH and HOD will discuss the progress of individuals and groups. Action points will come from the meeting to further improve student progress.

Leaders will oversee and, where appropriate, take a leading role in mentoring and intervention programmes which are targeted at specific groups of students. Heads of Year will establish programmes that ensure every student in their year group receives one to one feedback on their academic progress at least twice per year. One of these occasions should involve the Head of Year in meeting the student.

Spot Checks by S.L.G.

Members of the S.L.G. will use occasional spot checks as an additional means of ensuring quality and consistency. These may involve:-

- **Checking pupil exercise books** on learning walks
- Asking to see homework or assessment records from staff
- Collecting in sets of students work
- Checking work on Google classroom

Role of Governors

Governors need to play an active role in monitoring both the development of the curriculum, schemes of work etc and the attainment of groups of students.

There are two main ways in which this monitoring is undertaken. First, at governors' meetings, the Headteacher and members of the S.L.G. will provide reports which include summaries of data collection exercises, progress of students c.w. targets, examination outcomes, records of lesson observations etc. This will be done at meetings of the full governing body and at committees (n.b. Curriculum Committee).

Also, a system exists to link governors to curriculum areas. Each governor will be contacted by the HoTLA in order to visit a minimum of once, but up to three, contacts a year.. The focii for these visits will be progress on the Development Plan, the main outcomes of self evaluation, classroom observations and meetings with students. It is also an opportunity to raise issues of concern to either governors or to the department/T.L.A.