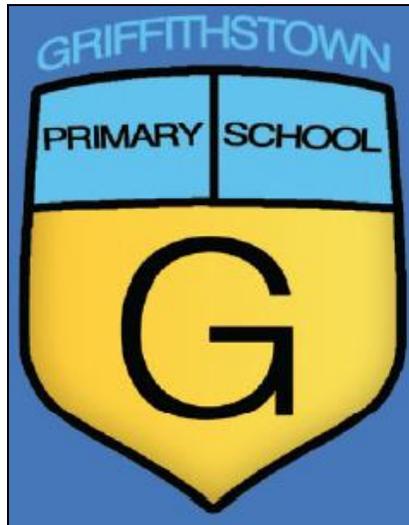


# GRIFFITHSTOWN PRIMARY SCHOOL



<b>Title</b>	<b>Monitoring, Evaluation, Review &amp; Self Evaluation Policy</b>
<b>Date</b>	<b>Autumn 2014</b>
<b>Author</b>	<b>N Blackburn</b>



**Inspire, Challenge, Achieve**  
Ysbrydoli, Herio, Cyflawni

## Monitoring, Evaluation, Review & Self Evaluation Policy

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### Rationale:

At Griffithstown Primary School we aim to inspire and challenge our children and staff to achieve and become lifelong learners. Our school self-evaluation systems are developing and self-evaluation is Recommendation 7 in our Estyn Report (July 2014). It is effective where

- all staff respect the need to be challenged
- value the support provided
- feel confident in the fairness of the process.

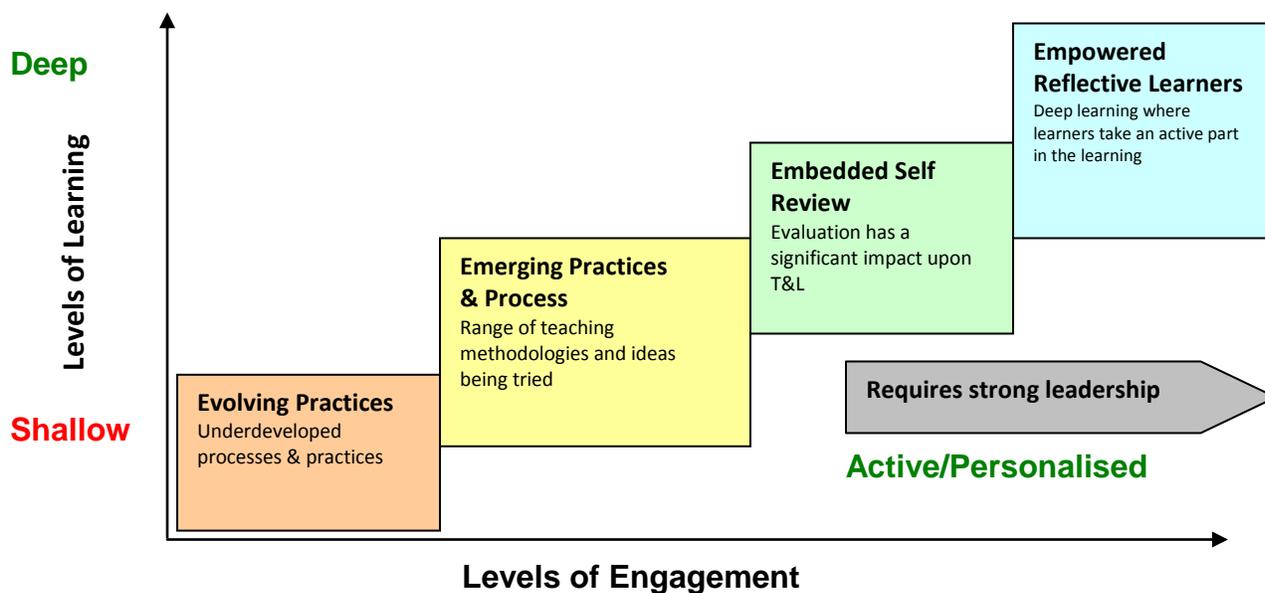
The conclusions that arise from self review will influence future priorities and actions.

### Introduction:

Monitoring, evaluation and review at Griffithstown Primary School is part of a planned cycle, involving staff, pupils, parents and governors over the course of a school year. The self-evaluation cycle provides us with the evidence, which shows us how effective we are and what we need to improve.

Monitoring is the means by which we gather the information. We do this systematically across a range of activities across the school. Evaluation is the judgement on the effectiveness of actions taken, based on the quality of children's learning and the effectiveness of teaching and overall leadership.

The Four Stages of Self Evaluation provides a useful framework for evaluating levels of pupil learning and engagement. In addition the model is linked to the Common Inspection Framework (CIF).



## **Monitoring, Evaluation, Review & Self Evaluation Policy**

### **Aim:**

To ensure that our vision, mission and aims are implemented in order that we achieve the high standards to which we aspire.

### **Objectives:**

- To ensure the best possible standards of learning and teaching
- To ensure that pupils make progress and fulfill their potential
- To ensure high standards of attainment and achievement
- To ensure that the school empowers children and adults to be lifelong learners
- To ensure that school policies and procedures are effective in their use
- To ensure that all stakeholders understand, contribute and are involved in the process of self-evaluation

### **What we will monitor:**

We will review our performance through monitoring, evaluating, reviewing and offering support in the areas of:

- Outcomes
- Provision
- Leadership

### **How we will monitor:**

#### **Outcomes:**

- Listening to learners
- Listening to parents
- Scrutiny of planning and pupils' work
- Lesson observations
- Data analysis and target setting
- Pupil tracking
- Governor reports

#### **Provision:**

- Listening to learners
- Listening to parents
- Scrutiny of planning and pupils' work
- Lesson observations
- Learning walks
- FADE sheets: monitoring, evaluation/impact reports
- AEN reviews
- Evaluations of learning experiences
- Governor reports

## **Monitoring, Evaluation, Review & Self Evaluation Policy**

### **Leadership:**

- Performance Management
- Leadership Team (LT) meetings
- PRD Records
- CPD Evaluations
- Budget review meetings
- Governor meetings/reports

### **Impact on School Improvement:**

Self-evaluation is inextricably linked to the Common Inspection Framework and national priorities. There are ten quality indicators, which we will evaluate over a three-year cycle. This will enable us to collate evidence and make judgements to further inform school improvement.

The School Improvement Plan will be reviewed annually. As a school we will react to local and national priorities as and when they occur. We believe that this cycle of self-evaluation will have a positive impact on the overall quality of outcomes, provision and leadership in Griffithstown Primary School.

### **Governors**

Will review the policy as and when required and should have an understanding of the policy when conducting their link governor role.

### **Headteacher**

Will ensure the policy is adhered to and monitor and review

### **Teachers**

Should ensure they understand and carry out the policy. Any comments about the policy should be shared during the review process.

### **Equal Opportunities**

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

### **Health and safety**

Please see policy.

**Governor approval date:** Spring 2014

**Next review date:** Autumn 2015

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