



# West Thornton Primary Academy

## **Monitoring Policy**

**Date: October 2019**

**Review Date: October 2020**

## **INCLUSION AND SAFEGUARDING STATEMENT:**

We are committed to building futures in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

At West Thornton Academy all pupils are valued inspired and respected within our happy, welcoming academy community.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. At West Thornton we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence and autonomy in their learning.

Our academy is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

# MONITORING POLICY

## **Rationale**

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

The Headteacher, Deputy Headteachers, School Improvement Team, Trust Directors and CEO have the responsibility of ensuring that:

- the school provides a good or better quality of education
- school improvement is the goal of everyone connected with the school.

In order to achieve these responsibilities, the Trust, the Headteacher, Deputy Headteachers, School Leadership Team and Subject Leaders will be able to identify:

- 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).

## **Principles**

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

- The Headteacher, Deputy Headteacher, School Leadership Team, Subject Leaders, teachers, non-teaching staff, children, Governors and the Trust all have a role to play
- 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:

- scrutinising children's work
- observing children's learning
- talking to children
- observing teachers' teaching
- analysing teachers' planning
- analysing responses to questionnaires
- 'Book Looks'
- discussions with parents and the local community
- analysing a range of assessment data (National, Local, Trust and school)
- work of School Improvement Partner.

Monitoring will take place at the following levels:

- Headteacher
- Deputy Headteacher
- Subject Leaders
- Teachers
- Children
- Governors
- CEO
- Outside agencies (Ofsted, SIP, LA Consultants, LA School Improvement Officers)

Overviews of monitoring such as scrutinies or learning walks may be shared with the Headteacher, Deputy Headteacher, Key Stage Leaders, Subject Leaders, the Trust and CEO.

All Appraisal data will remain confidential.

### **The purpose of lesson observations**

Observers need to know:

- how well the school is doing (and individual teachers within it)
- quality of education

- progress of pupils
- how to help share good practice
- how to develop consistently high-quality teaching styles across the school
- where to focus professional development opportunities
- where to share and extend teacher expertise.

Teachers need to:

- acknowledge their individual strengths and be able to reflect on the areas of their teaching that they can improve
- receive positive and constructive feedback
- be encouraged to create an on-going dialogue about effectiveness
- know that they will be supported and in turn can support others.

<b>Lesson observations are:</b>	<b>Lesson observations are not:</b>
Part of a professional dialogue to support and develop effective practise	A one-way conversation where comments are conveyed from observer to observed
A process from which even the most competent teachers can learn	A process only relevant to inexperienced teachers

### **Procedures**

The following points will be agreed or clarified before an observation:

- When the observation will take place and how long it will last
- The particular focus of the observation within the lesson
- The extent to which the observer will participate in the lesson
- How and when there will be feedback and discussion
- What will be written down.

There will be a written record produced by the person/s 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.

### **During an observation**

- The person being observed should acknowledge the presence of the observer to the pupils
- The observer should limit discussions with individuals pupils so that they are able to complete their work
- The observer should not be intrusive.

### **Post observation feedback discussions**

Discussions after the observation will enable the observed person to add their own perspective to the notes or report.

Discussions will be open, developmental and professional.