



Monitoring and Evaluation Policy

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Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [SIP School Improvement Plan](#)
4. [Curriculum planning and delivery](#)
5. [Assessments](#)
6. [Pupil performance](#)
7. [Staff performance](#)
8. [Policies and procedures](#)
9. [Funding](#)
10. [Monitoring and review](#)

Statement of intent

At Highfields Primary School, we recognise that regular monitoring and evaluation puts us in a position to make judgements about the performance of our establishment, staff and children. This allows us to make strategic plans for improvement and development in all aspects of school life.

By implementing this policy, we aim to:

- Include all staff members in the monitoring and evaluation process to ensure its procedures are implemented by everyone.
- Continue to raise standards by setting high expectations and pursuing improvement in curriculum planning and the quality of teaching.
- Ensure procedures for monitoring and evaluation are effective, measurable, manageable and realistic.
- Apply well-informed improvement strategies as a result of the monitoring, evaluation and review processes across all areas of the school.
- Ensure the Governing Body, staff, parents and children have an avenue to feed back their opinions about the school's performance.
- Ensure there is transparency within the community about how the school is performing and what its aims for improvement are.

For the purpose of this policy, we have used the following definitions:

- **Monitoring** – the means by which we gather information, e.g. lesson observations.
- **Evaluation** – the judgement about the effectiveness of performance and processes.
- **Review** – the act of deciding which actions we need to take.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2020) 'Governance handbook'
- DfE (2022) 'Behaviour in Schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Equality Act 2010

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Assessment Requirements Statement
- Staff Code of Conduct
- Disciplinary Policy
- Marking Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teacher Appraisal Policy
- Teacher Capability Policy
- Suspension and Exclusion Policy

Roles and Responsibilities

The Governing Body is responsible for:

- Maintaining strategic oversight of whole-school self-evaluation.
- Ensuring school leaders develop robust plans and set suitable targets which enable all children to reach their potential.
- Ensuring that plans and goals are attainable and reflect the priorities outlined in the SIP.
- Monitoring the impact of the pupil premium and other additional funding and holding school leaders to account for how the school uses this funding.
- Reviewing policies and procedures to ensure their continued suitability and effectiveness.
- Reviewing assessment data and considering the implications of this for overall school improvement.
- Setting targets for the Headteacher's annual performance review.

The Headteacher is responsible for:

- Evaluating the overall quality of teaching, marking, feedback and assessments and the impact these have on children's learning.
- Identifying areas within school performance that require monitoring and evaluation.
- Ensuring that the data and observations taken from monitoring and evaluation are collated, analysed and are used in the review process.
- Ensuring that overall targets for staff and pupil performance are set and used to inform future planning for improvement.

- Monitoring the effectiveness and efficiency of systems that support children's wellbeing, e.g. pastoral care.
- Monitoring the quality of staff development.
- Undertaking direct observations of teaching staff to ensure teaching practices are in line with the school's curriculum, ethos and policies.
- Reporting to the Governing Body, staff and parents the findings of the monitoring process and how the information will be used to improve the school's overall performance.
- Consulting with the Governing Body, staff, parents and any external agencies to review and agree on strategies for school improvement.
- Reporting to the Governing Body regarding the effectiveness and implementation of action plans on a termly basis.

The SLT/Wider SLT (WSLT) are responsible for:

- Reporting the results of self-evaluation to the Headteacher.
- Reporting to the Headteacher about the effectiveness and implementation of action plans on a termly basis.
- Advising and supporting staff, as necessary, and acting on their feedback about the monitoring and evaluation process.
- Assisting the Headteacher with their monitoring and evaluation duties, where delegated, e.g. book dips, learning walks, pupil voice activities.
- Collaborating with the relevant Subject Champions to analyse the outcomes of pupil assessments and advise on future planning for improvement.
- Reviewing pupil tracking data to identify children who require additional support and children who are excelling in school.
- Ensuring staff are aware of CPD opportunities.

The SENDCo is responsible for:

- Reviewing the effectiveness and implementation of children's EHC plans.
- Participating in specific monitoring and evaluation duties to support children with SEND, e.g. book looks, learning walks.
- Collating reports on children with SEND and ensuring these are made available to the Headteacher and relevant professionals.
- Ensuring that the correct level of support is given to children with SEND in line with their EHC plan.
- Organising annual reviews for children with SEND, including the reports made available to the parents of children with SEND.
- Working with the relevant teaching staff to monitor and evaluate the progression and performance of children with SEND.
- Keeping up-to-date with the latest updates in the sector relating to SEND.

Subject Champions are responsible for:

- Ensuring the coverage of their subject meets the requirements of the curriculum.

- Analysing and utilising the monitoring and evaluation data relevant to their subject area and using this to assist the SLT with future planning.
- Assisting the Headteacher with creating action plans for their subject areas in line with the SIP.
- Reviewing their subject area's action plan on a termly basis.
- Reporting to the Governing Body on an annual basis regarding the progress made in their subject area (via Curriculum Champions evening)
- Assisting the Headteacher with their monitoring and evaluation duties as necessary, e.g. book dips, learning walks, pupil voice activities and participating in reporting their findings to the Governing Body.
- Monitoring, evaluating and reviewing the targets set for children as a group and as individuals.
- Monitoring staff awareness of CPD, within their remit.

Teaching staff are responsible for:

- Contributing to developing an accurate, evidence-based overview of the standards and quality of teaching and the learning environment.
- Using findings from monitoring and evaluation to take appropriate action to address their teaching performance.
- Summarising each children's progress on an annual basis and collating a report which is made available to the pupil's parents.
- Setting targets for individual children, for groups of children and the class as a whole.
- Monitoring, evaluating and reviewing children's targets and ensuring these are in line with the pupil's EHC plan and liaise with the SENCO, where required.
- Discussing progress and targets with children and ensuring they are aware of the importance of continual improvement.
- Monitoring and evaluating the performance of early career teachers and teacher trainees.
- Undertaking pupil assessment activities as timetabled, e.g. mock exams.
- Maintaining class notes about children's performance and targets in on Insight and making these available to Subject Champions and the Headteacher.

Parents are responsible for:

- Actively assisting the school in raising their child's standards and achievements.
- Attending parents' evenings, SEND review meetings, information meetings and other school events, e.g. PTA events.
- Reviewing their child's termly and annual summer report and helping them understand the importance of continued improvement.

Children are responsible for:

- Working towards their targets in school and creating their own goals with their teacher.
- Participating in discussions with their peers, parents and teachers about their individual progress and how they can improve.
- Understanding the importance of feedback and using this to improve their performance and behaviour, where required.

(SIP) School Improvement Plan

The agreed standards of performance and any amendments will be communicated to staff on a termly basis.

The data and observations collected from monitoring and evaluation processes will be used by the Governing Body, Headteacher, SLT and WSLT to identify trends in the following:

- Pupil achievement
- The quality of teaching
- The effectiveness of the learning environment
- Staff and pupil attendance and punctuality
- Parental engagement
- Behaviour
- Financial planning and expenditure
- The effectiveness of policies.

The school will use data collected from monitoring and evaluation to make informed decisions about priorities within the SIP and the timescales involved.

Progress against the SIP will be reviewed by the Headteacher, SLT, WSLT and Subject Champions and Governing Body on a termly basis.

Whole-school objectives will be reviewed on an annual basis and new objectives will be set where necessary.

Curriculum Planning and Delivery

Subject Champions will be given time to monitor aspects of their subject area and to carry out their monitoring and evaluation duties as necessary, e.g. classroom observations, learning walks.

Staff are provided with sufficient PPA time to ensure the curriculum is implemented in line with the school's curriculum intent.

Teachers will be formally observed termly as part of the performance management process and will be given advance notice of monitoring taking place in their classroom. The monitoring calendar is shared with all staff during the first training date of the academic year.

Staff will be provided with feedback following the monitoring visit which will be used to recognise achievements and improve future performance.

The actions taken to improve lesson planning and delivery will be discussed with staff following monitoring visits.

The provision and support for children with additional needs will be monitored and evaluated by the relevant personnel, e.g. SENCO.

The consistency in teaching quality and the delivery of age-appropriate learning material will be monitored and evaluated by Subject Champions and the WSLT.

Assessments

The school will promote and encourage a positive culture of target setting, self-evaluation and self-improvement for staff and children.

Pupil assessment data will be used to inform strategic plans for improvement and set performance targets within the SIP. These will be recorded on Insight

Lesson observation outcomes are used by the SLT and the Headteacher, alongside a range of evidence, to arrive at a fair judgement on the quality of education.

The school will collect the opinions of parents, staff and children via surveys about the effective use of assessments. The findings from assessment surveys will be reported to the Governing Body.

The school will implement and evaluate pupil assessments in accordance with the Primary Assessment Requirements Statement

Pupil Performance

The school will set high standards for all children with regards to behaviour and attitude to work and will set achievable academic targets that are designed to challenge children.

The school will monitor and celebrate all children's achievements.

Marking and feedback will be used to form part of setting high expectations of children and to communicate how well they are meeting their targets.

Children's performance will be monitored using the following methods:

- Scrutiny of children's work
- Pupil tracking via Insight
- Presentations and displays of their work
- Lesson observation
- Attendance tracking
- Pupil Voice (discussions with children)

Pastoral care will be monitored by the Headteacher, SENDCo and Learning Mentor to ensure all children receive high quality personal, spiritual, cultural and social support.

The findings of monitoring and evaluation procedures for pastoral care will be reported to the Governing Body.

Children's behaviour will be recorded and monitored in line with the Behaviour Policy and records of behaviour will be made available to the Headteacher and the Governing Body.

The school will collect data on:

- Behaviour incidents (both in line with values and Blue Sky incidents).
- Attendance, suspensions and exclusions.
- The use of pupil support units, off-site directions and managed moves.

- Incidents of searching, screening and confiscation.
- Perceptions and experiences of school behaviour culture, e.g. through surveys of staff, children and governors.

This data will be analysed to evaluate the effectiveness of behaviour systems and support offered. SLT will monitor disciplinary procedures to ensure they are in line with the Behaviour Policy.

Exclusions data will be monitored by the Governing Body to ensure all exclusions are in line with the Suspension and Exclusion Policy.

Staff Performance

SLT will communicate to staff the importance of undertaking CPD.

Staff will attend a performance review on an annual basis.

Staff will be encouraged to critically assess their own performance and discuss this as part of their performance review. Performance information collected from a member of staff's appraisal and self-evaluation survey will be used as part of their ongoing individual performance targets.

Overall staff performance will be monitored and evaluated by the Headteacher and the Governing Body and will be collected using the following methods:

- Lesson and workplace observations
- Performance management
- Staff surveys
- Self-evaluation
- Attendance tracking
- Discussions with staff

Staff conduct will be recorded and monitored in line with the Staff Code of Conduct and records of conduct will be made available to the Headteacher and Governing Body.

The performance and pay of teaching staff will be evaluated in line with the Teacher Appraisal Policy and the Teacher Capability Policy. Disciplinary processes will be monitored by the Governing Body to ensure they are in line with the Disciplinary Policy and Procedure.

Policies and Procedures

The school will ensure its policies and procedures are reviewed according to the relevant policy tracking schedule by the appointed personnel outlined in the schedule.

Where required, the school will ensure it consults with the relevant parties, e.g. parents, when proposing amendments to its policies and procedures.

The Governing Body will monitor and review the effectiveness of the school's policies and procedures on a regular basis. The Governing Body will also review the school's risk assessments and will challenge the Headteacher to ensure that appropriate corrective action is taken to mitigate risks.

The Governing Body will complete the register of business interests form on an annual basis and will declare and monitor new interests in line with the Business and Pecuniary Interests Policy and Conflicts of Interest Policy.

Funding

The School Business Manager (SBM) and Headteacher will take overall responsibility for the monitoring of the school's budget and expenditure and report back to the Governing Body termly. John Smallman from Total Finance will also assist in this procedure.

The Headteacher will ensure that sufficient resources are allocated so that monitoring and evaluating processes run effectively.

The Headteacher will ensure that expenditure is in line with the priorities set out in the SIP.

The Governing Body will have general oversight of the school's financial performance, and, alongside John Smallman, will monitor how funding is being spent, how spending complements the SIP, and the impact that spending is having on pupil outcomes and experiences.

Monitoring and Review

This policy will be reviewed annually by the Governing Body and any changes made to the policy will be communicated to all staff and parents.

The next scheduled review of this policy is September 2026