Goathland Primary School

Monitoring Policy

March 2024

This monitoring policy answers the question: "**what do we want to know, and how will this knowledge help us to make a difference to the education we provide at Goathland School?"**.

What do we want to know?	How will it help us make a difference to education?
- <u>what</u> has been taught and <u>how</u> it has been taught - What pupils are **attaining** (results of assessments), - Pupil **development** (the progress a pupil is making, their effort and attitude to learning; do they know more, remember more and do more?) - The impact of **provision** (strategies put in place to support pupils' learning).	- We will share good practice on what works - We will put provision in place if pupils are not doing as well as they could be - We will make any changes needed to the curriculum to ensure it is ambitious and helping children know more, remember more and do more.
- how well school policies and the SDP are being implemented	- Policies will be adapted if there is a better way of doing things that will reduce workload and increase impact on pupil learning.
- whether staff professional development is effective	- We will share good practice on what works - We will plan future training to address specific needs

We create a mutually trusting, "High Challenge, Low Threat" environment, where all staff can speak with "radical candour," compassionately but directly speaking about difficult issues. We create a culture where no staff member will hide difficulties or refrain from asking for help.

Evidence of the above to be collected

We know that the evidence we require for one pupil or situation will differ from that required for another. Over time, all staff (see below) will gather evidence through:

- "Incidental" observations: professional curiosity, noticing and wondering while working in school, resulting in professional high challenge/low threat conversation.
- Informal "drop in" observations : planned but unannounced visits, including conversations with children and looking at work, classroom environment, classroom ethos/behaviours/relationships; resulting in professional high challenge/low threat conversation.
- Formal observations: focus and timings agreed with staff in advance, with written feedback.
- Pupil Work Studies – discussion of pupils' produced work between HT or SL, **alongside staff and children**. We thoroughly and systematically examine the lived experience of children over time, in a class. We will be looking for evidence of the quality of what children have learned (rather than of tasks performed) over time and children's attitudes to their learning. Work may be chosen at random, or sampled from particular groups, and may include looking at planning).
- Formal and informal testing (Y1-6) and moderation activities with Partnership schools
- Feedback from partner schools and other outside agencies
- Professional discussion with staff about planning to look for evidence that learning opportunities are planned in the most effective way and that the curriculum is being covered.
- Pupil progress meetings – discuss current attainment / assessment (including reliability of assessments) / record keeping and our academic and personal aspirations for each child, and how well these are being addressed.
- Pupil self-evaluation / peer evaluation of learning
- Parent and pupil voice
- Staff self-evaluation

Monitoring is carried out by

- Teachers
- The headteacher
- Subject leaders
- Staff peers, including from other schools
- Outside agencies eg SEA

What will we do with monitoring information?

The Head Teacher gives the Governors a termly report in which she identifies progress against the targets within the school development plan. The Head Teacher also supplies the governors with termly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school development plan. The planning cycle involves the Governing Body in evaluating the progress of the current school development plan. Governors have a clear view of the school's strengths and weaknesses.

This will be used to set SDP priorities and identify PPD needs.

What if children are not making good progress

The Head Teacher will alert staff members immediately if a concern is noted and will work alongside the staff member (if required) in a supportive manner, working on specific agreed goals and using coaching conversations and providing other PPD to address issues raised, for a period of not more than four weeks.

What if this does not result in improvement

If agreed changes are not apparent and children are still not making progress after this four week period, we will move onto our school Developing Performance, usually starting with an informal Support Plan.

Notes on Pupil Progress Meetings:

1. We will look at everything that has contributed to where a pupil is at this point, including personal details that may affect learning.
2. We will monitor what is happening in classes <u>before</u> and <u>after</u> the pupil progress meeting and look for what is helping and what is hindering learning.
3. We recognise that there may not always be immediate impact, but will use the meetings to develop and follow lines of enquiry.
4. The meeting is an opportunities to share and learn from each other.
5. We are not looking for a linear trajectory, but evidence that a pupil is doing as well as they possibly can.
6. The meetings will be adapted to the level of experience of the teacher
7. Teachers should not feel judged, and leaders should not give teachers reasons to feel defensive. The focus is on improving teaching and learning.

Notes on Standardised Tests

Any data collected must result in useful, actionable information about pupils, classes or cohorts and is not used for performance management targets. It should not be used in isolation from other information about a pupil.

We use standardised tests at the end of each term in Maths, Reading and SPAG to estimate where pupils sit within the national population in these subjects, and indicate gaps in learning. They can be highly predictive of performance in national tests (EEF), but we don't try to use these to predict statutory end of key stage scaled scores.

Comparing scores on successive tests does not give a measure of progress and all sources of information about a pupil should be used. Remember that a test is just a snapshot of performance on one day.

SEND: Tests from lower year groups may be used if a pupil is working well below ARE, including children with SEND, with the QLA carried out to inform subsequent learning. The scores cannot be used to compare with pupils from the class, or nationally, from the "correct" year group. If a standardised test will not give useful information about a pupil, teachers should use different forms of assessment for that pupil. Teachers may use the Engagement Model (P Scales) and Provision Mapping to monitor and evaluate provision for pupils with additional needs.

Notes on Pupil Work Study:

This shows:

- How well the curriculum structure supports pupil learning – what do pupils know?
- What knowledge is planned and taught
- How effectively vocabulary is planned and instructed
- How well teachers explain and model content with pupils
- What sorts of tasks pupils undertake, looking closely at the cognitive model that underpins those tasks
- The range and reach of questions and the use and impact of retrieval practice
- The types and effectiveness of feedback: how well pupils understand and respond to it.
- How reading and writing are promoted across the curriculum
- How SMSC and safeguarding are promoted across the curriculum

We are looking for areas that HELP or HINDER learning. This lets us easily share strengths and take immediate action to address limitations and supports conversations with Radical Candour.

Process:

1. Look at books
2. Talk with pupils about books
3. Evaluate responses and evidence in books

4. Look at books

Goathland School Work Study Record & Evaluation

Date:		Helping		Hindering		Actions to be reviewed on
Study: Class: Teacher:		Strong	Developing Plus	Developing Minus	Limitation	Notes
STRUCTURE	Content & Knowledge					
	Teaching sequence					
	Vocabulary					
PARTICIPATION	Explanation & modelling					
	Tasks					
	Questioning & retrieval					
	Feedback					
DIFFERENCE (WHEN)						