

PARK SCHOOL – ASSESSMENT, MONITORING AND EVALUATION POLICY

1. INTRODUCTION

- 1.1 It is vital that we monitor and evaluate all that we do in school. This will mean that we can make good decisions in deciding what action to take and which decisions to take about the development of our school.
- 1.2 Monitoring means gathering information.
- 1.3 Evaluation is the judgements that can be made on the information gathered. How effectively are things working?
- 1.4 Monitoring and Evaluation are part of a planned process in key areas which involve a range of different people over the course of a school year through book scrutiny.
- 1.5 The impact of monitoring and evaluation depends upon the action taken as a result of the monitoring and evaluation. Without appropriate action, the process is not of value.

2. QUALITY OF PUPILS' WORK

- 2.1 Subject Co-Ordinator's monitor and evaluate current attainment levels in their subject by looking regularly at a sample of pupils' work, focusing particularly at breadth of knowledge and skills, pupils' use of ICT, and standards of presentation (see the document entitled 'Role of a Subject Co-Ordinator' for more details, which can be found on SharePoint). This process is done during especially allocated staff meetings and is recorded and stored in the Subject Co-Ordinator's folder electronically on SharePoint. Short-term action is taken as appropriate, and long-term action is included in the next edition of the Action Plan for that subject (Action Plans are submitted to the Director of Studies and the Headteacher once a year at the end of the Lent term).
- 2.2 The results of standardised tests and the termly Teacher Assessment of pupils' work in core subjects are used to track pupil progress. These are recorded on ISAMS online assessment module.
- 2.3 The Headteacher and Subject Co-Ordinator's see a sample of work from each class during book-scrutiny sessions and when observing lessons, as well as when pupils want to share 'Best Work'.
- 2.4 Class teachers monitor the work of every child in his/her class on an ongoing basis. Any concerns are taken by the class teacher to one or more of the following members of staff: the relevant Subject Co-Ordinator, the SENDCo, the Director of Studies, the Headteacher.
- 2.5 See Appendix 1 for a detailed summary of the procedures that we follow in order to track pupil progress.
- 2.6 The Headteacher reports to the School Governance Board regularly upon pupil attainment and provides the School Governance Board with detailed information regarding how the school has fared when judged against national standards and our own expectations.

3. QUALITY OF TEACHING

- 3.1 Subject Co-Ordinator's monitor how successfully the curriculum is being taught in their subjects. This occurs through learning walks/monitoring/planning coverage of curriculum, quality of pupils' outcomes, assessment and use of ICT by the teacher. This process is done during, especially allocated staff meetings and is recorded on the Park School Planning Scrutiny Feedback Sheet. Short-term action is taken as appropriate and long-term action is included in the next edition of the Action Plan for that subject.
- 3.2 The Headteacher/ Director of Studies observes each class formally at least once a year as part of each teacher's CPD. A feedback discussion takes place as part of the formal CPD process. In addition, peer observations are organised by the Director of Studies throughout the year.

3.3 The Headteacher will often do additional informal (or formal) observations. The Headteacher regularly walks into classrooms unannounced to observe teaching and learning.

3.4 The English and Maths Subject leaders are given time to undertake observations of teaching in these core subjects.

4. QUALITY OF CURRICULUM PLANNING AND LESSON PLANNING

4.1 The Director of Studies reviews the long-term planning in all subjects, the curriculum forecasts for class teachers and the curriculum forecasts for parents before they are finalised for the following term/year.

4.2 Medium-Term Planning is written by the class teachers and kept in the Year Group folders on SharePoint and in the class teachers' Green Planning Folders online. Subject Co-ordinators are responsible for ensuring that the medium-term planning is implemented effectively in the long-term plans, that differentiation is evident, and that it fulfils the needs of all pupils.

5. OVERALL PUPIL PROGRESS AND WELFARE

5.1 Each class teacher updates the Well Being Manager on ISAMS with all significant pastoral issues that occur for each individual. The Headteacher monitors these entries..

The Headteacher meets each class teacher on a regular basis to review the class and individuals.

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6.Policies

5.3 All policies of the school are reviewed by the Headteacher and other relevant senior staff once a year.

5.4 In addition, key policies are reviewed by a representative of the School Board (Health and Safety, Safeguarding, School Rules, Behaviour, Bullying, Admissions, Accessibility Plan, Complaints).

6. ACTION PLANS AND THE SCHOOL DEVELOPMENT PLAN

6.1 The Headteacher, Director of Studies and members of the Senior Leadership Team take all the action plans into account before the annual review and update of the School Development Plan.

6.2 Progress regarding the School Development Plan and the new version of the School Development Plan is reviewed regularly in School Governance meetings and at least once a year.

7. APPENDIX 1 - PUPIL TRACKING PROCEDURES

7.1 Progress towards Early Learning Goals in EYFS

7.1.1 Use of Blossom allows for constant assessment and identification of next steps.

7.1.2 Monitored throughout Nursery by Nursery Assistants and Reception teachers, who can refer to Nursery Manager and Head of EYFS.

7.1.3 Head of EYFS reviews overall progress of the cohort at the end of Reception and liaises with the Headteacher.

7.2 Progress through the phases of Letters and Sounds (Reception upwards)

7.3 Assessed three times a year by class teachers in Reception, Year 1 and Year 2 and entered into document on SharePoint, Assessment Data Master and the school management system. Class teachers should refer to the English Co-ordinator. Pupils who are secure in all six phases of Letters and Sounds start work on the spelling skills set out in the National Curriculum. Pupils in Year 3 upwards who are not yet secure in all six phases of Letters and Sounds continue to be tracked (with progress

entered in the Shared Resources/Teaching Staff/Assessment/Assessment Data Master document or assessment area of the school management system).

- 7.4 The KS1 team reviews progress of all pupils at the end of each term, including those in Year 3 and above who are not yet secure. The SENDCo reviews progress for all pupils (in all year groups) who are receiving extra support whilst working towards being secure in all six phases.

8. PROGRESS THROUGH DETAILED TEACHER ASSESSMENT

- 8.1 Apply to Reading, Writing and Maths
- 8.2 Detailed assessment of all the work of each child three times per year is conducted by the class teacher, recorded on the ISAMS gradebooks module and reported to parents in formal written reports. Results of nationally standardised tests contribute towards teacher assessment.
- 8.3 The Headteacher and Director of Studies document any actions/interventions taken as a result of this monitoring with the class teachers and SENDCo. The document forms a record of monitoring and evaluation involving the Headteacher.
- 8.4 Class teachers review the levels of each individual pupil in their class, taking appropriate action if needed. Class teachers can refer to the English Co-ordinator / Maths Co-ordinator / SENDCo / Director of Studies / Headteacher.
- 8.5 3 times per year, next steps are given to each pupil to help bring work up to next level and these are recorded on written reports to parents. Progress towards each next step is reviewed before the creation of a new next step.
- 8.6 At the end of each term, the attainment of each cohort as a whole are reviewed by the Headteacher and Director of Studies, tracked against expected progress for that cohort, and compared attainment of past cohorts. This document is entitled 'Park School Progress Tracker' and is shared with the School Governance Board once a year. This analysis is used for effective allocation of Teaching Assistants and other resources.

9. REVIEW OF GRAMMAR SCHOOL RESULTS

- 9.1.1 The results are collected from parents and entered into the ISAMS Gradebook module. Results are compared to our expectations for pupils in a meeting held in the second half of Michaelmas term for Year 5 teachers / Year 6 teachers / the Director of Studies and the Headteacher.
- 9.1.2 Grammar School results are reviewed every year by the Headteacher and shared with the School Governance Board.
- 9.1.3 Evaluation and any appropriate action is taken.

9.2 Cognitive Ability Tests

- 9.2.1 CAT4Digital (GL Learning) tests are used, giving Standard Age Scores for Verbal Reasoning, Quantitative Reasoning, Non-Verbal Reasoning and Spatial Reasoning, for all pupils in Years 3 – 6 in the Michaelmas term

9.3 Assessments in English and Maths

- 9.3.1 In the Michaelmas and Summer Terms, all pupils in Years 1-6 complete assessments in English and Maths which assess the entire years' worth of content. Teachers use the structured tests for bench-marking at the start of the year to help focus their planning and teaching to address the specific needs of the group of pupils in their class/set. This targeted teaching helps pupils to develop the skills they need to demonstrate the required standard for their

year group by the end of the academic year. Years 2 and 6 take the National Curriculum tests along with all other children in the country.

9.4 Tracking in subjects other than English and Maths

- 9.4.1 In foundation subjects, twice a year, teachers make an assessment of how each child has performed against the objectives for pupils of that age. This assessment is recorded on pupils' reports to parents and class teachers liaise with subject co-ordinators to assess whether there is a need for any adjustments to the planning of the curriculum and resources for the subject.