



Monitoring and Evaluation Policy	
Policy Ref:	Educ 016
Status	
Purpose	
Committees	Trust Board
Other linked policies	
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Introduction

1. As a Trust we believe it is essential that the quality of teaching and its impact on children's learning is both regularly monitored and evaluated throughout the academies.
2. Leadership teams at our academies have a common purpose to ensure a high quality of provision and to achieve high educational standards. We expect leaders and all staff to constantly develop their capacity to reflect critically on what they are doing and how it can be improved.

Principles of monitoring and evaluation

3. At our academies we believe that internal monitoring and evaluation of the quality of teaching and learning should:
 - enhance the professional expertise and experience of teachers and other staff;
 - provide senior management with accurate information on which to base judgements for future developments;
 - relate to the School Improvement Plan;
 - be manageable in terms of time and expertise;
 - be acceptable and perceived to be a positive aspect of the schools' quality development by all staff;
 - be developmental in terms of classroom practice;
 - provide evidence for external evaluation/inspection, be summarised in the School Self-evaluation form;
 - provide the Local Governing Board with an accurate picture of the Academy's progress; and
 - provide the Trustees with accurate information about academies across the Trust.
4. We provide a professional culture which:
 - appreciates our strengths and how to sustain them;
 - knows our weaknesses, at school and classroom level, and how to overcome them;
 - establishes our priorities and sets targets for improvement; and
 - insists that everyone does their best and is able to play a full part in the life of the Academy.
5. Evaluation involves the collection, analysis and interpretation of information about an educational activity, as part of a recognised and systematic process about making judgements about quality.
6. The evaluation criteria in the OFSTED Framework for Inspection is used along with other agreed criteria across the Trust.



Victorious Academies Trust

Success in education

7. Monitoring at our academies will be undertaken by:
 - The Executive and Associate Principals / Headteachers;
 - Senior Leadership Teams;
 - Subject Leaders; and
 - Local Governing Boards and Trustees where appropriate.

Aims

8. Through the implementation of this policy our aims are to:
 - To ensure that both teaching and learning are regularly monitored throughout our academies and appropriate support is given to maximise staff performance;
 - To have in place annual systems for monitoring and evaluating; and
 - To have in place common frameworks for evaluating performance, planning, quality of work, taking action and monitoring progress

Procedures

9. Quality of Teaching - the quality of teaching is monitored by the Executive and Associate Principals / Headteachers, Senior Leaders and subject leaders using the following criteria as agreed by all teachers:
 - timetables for observing teaching;
 - agreed criterias for judgements in line with Ofsted;
 - agreed formats for recording observations;
 - 24 hour agreed time limit for verbal feedback; and
 - agreed written formats for providing feedback on the observations.
10. Quality of Children's Learning and Standards Attained:
 - evidence is gathered during lesson observations of pupil's attitudes to work;
 - standards are evaluated by looking at samples of pupil's work from a range of abilities;
 - book scrutinies are carried out by the relevant subject leader / senior leader;
 - progress and attainment data collated and analysed termly; and
 - Pupil Progress Meetings to address any pupils at risk of under-attainment
11. Quality of Teachers' Planning
 - medium term planning and related evidence is monitored by the appropriate subject leader; and
 - senior leaders will review the planning in conjunction with other activities such as work scrutinies and observations.
12. All monitoring and evaluation records are used to inform teacher appraisal judgements.