



THOMSON HOUSE SCHOOL

Thomson House School Monitoring and Evaluation Policy

Agreed by: Education Committee
Date: October 2023

Review Cycle: Annual
Next Review Date: October 2024

All the Thomson House School policies should be read in conjunction with the Equality Policy

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Introduction

At Thomson House School we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we can then make a judgement about how impactful these actions have been on the children's learning. This gives us information on which we can base future decisions about the development of the school.

Monitoring

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school:

- Learning Walks
- Book Looks / Work Scrutiny
- Observations
- Curriculum Reviews
- Lesson Drop-Ins
- Governor Visits
- School Improvement Partner Visits
- Performance Management Discussions
- Regular Monitoring of different areas of school life eg Finance/Budget; Attendance/Punctuality; SCR/Safeguarding; Pupil Progress; ECT mentor meetings; trainee teacher meetings

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Encourages reflective practice and provides information to support self-evaluation;
- Ensures consistency throughout the school; Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

Monitoring and Evaluation framework

1. Monitoring and Evaluation in the school are part of a planned process and involve a range of different people over the course of the school year.
2. We follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.

Roles and Responsibilities

Senior Leadership Team

- To ensure that senior leaders, all staff and Governors understand that the purpose of monitoring and evaluation is to enable Thomson House School to develop and improve;
- To identify areas that need to be improved;
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Performance Management of teachers, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject Leaders

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities eg curriculum reviews.

Governing Body

- Agree, in consultation with the Head of School, the areas which need to be monitored and evaluated;
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of some of the monitoring and evaluation data to inform parents about the school's progress and performance;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

Equality statement

The governors and staff of Thomson House School are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Monitoring Timetable 2023-24

| Half Term | Monitoring/Evaluation | Person(s) responsible | W/C Date |
|-----------|--|--|------------------------------|
| Aut 1 | Planning of ECTs / new staff Medium term English and Maths plans | ECT Mentors JF and CC | Weekly |
| | Attendance & Punctuality monitoring | Head of School | Half termly |
| | SDP 2023-24 SED September 2023 | Governors at FGB | 13.09.2023 |
| | Target setting – whole school, SEN and PPG | Head of School and Inclusion Lead | w/c 11.09.23 |
| | Lesson Drop-ins with a focus on: high expectations in terms of behaviour and behaviour for learning; clear progression within lessons and retrieval practice | SLT | w/c 02.10.23 |
| | Work Scrutiny – English and maths books – presentation and THS curriculum expectations | SLT | w/c 02.10.23 |
| | Pupil check in re provision and untapped KPIs | SLT | w/c 9.10.23 |
| | Performance Management review meetings | AL – Senior Leaders JS - New teaching staff HH/RW – Teachers HOOF – Support Staff LR - SMSAs | w/c 09.10.23 (2 weeks) |
| | Curriculum Review – PE | HH + X (Jo F? Maggie? Head of Richmond Sports Partnership?) | w/c 16.10.23 (Wed and Thurs) |
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| Aut 2 | Planning of ECTs / new staff | ECT Mentors/ Deputy Head | Weekly |
| | Attendance & Punctuality monitoring | Head of School | Half termly |
| | Educational Provision | Education Committee | 01.11.23 |
| | Governors' Day to include School walk – focus on Behaviour and attitudes - RW | Govs | 10.11.23 |

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| | Curriculum Review – English - Writing Previous subject review ??? | | Tbc –w/c 13.11.23 |
| | EYFS – Natasha Wood to revisit | HH + Head of School | 07.12.23 |
| | Work Scrutiny – RE books – to inform focus for RE Curriculum Review. | HH + Head of School | tbc |
| | Pupil Progress Meetings – data analysis, check vulnerable children’s progress Analysis of ASP/IDSR | AL/ SLT | w/c 11.12.23 |
| | Safeguarding Compliance Check | RW and Safeguarding Governor | Dec 2023 |
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| Spr 1 | Planning of maths | CC | Fortnightly |
| | Attendance & Punctuality monitoring | Head of School | Monthly |
| | Work Scrutiny – History; use of Knowledge Organisers; follow up on action points from history review (spring 2) Feedback at CPD | HH + History Lead (LR) | 15.01.24 |
| | Work Scrutiny – EYFS Feedback at SLT meeting on Wednesday | HH + EYFS Leader (HH) | 22.01.24 |
| | Invited lesson Drop-ins – inclusive teaching; previous individual action points. | SLT and Inclusion Lead (KM) | w/c 22.01.24 |
| | Curriculum Review – RE | HH + RE Lead (JV) | w/c 05.02.24 |
| | Monitor Extra-curricular clubs & wraparound care | SLT | w/c 05.02.24 |
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| Spr 2 | Planning of science | HH and Science Lead (ST) | Fortnightly |
| | Attendance & Punctuality monitoring | Head of School | Monthly |

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| | Pupil Progress Meetings – focus on mid-year data | AL and teachers | w/c 19.02.24 |
| | Curriculum Review – Art (previous curriculum review Aut 2 '22) | HH + Art Lead (SK) | TBC |
| | Performance Management mid-year reviews | AL – Senior Leaders JS - New teaching staff HH/CS/RW – Teachers HOOF – Support Staff LR - SMSAs | w/c 26.02.24 (2 weeks) |
| | Work Scrutiny – Science; follow up on action points from science review (Aut 1 '22) Feedback at CPD | HH + Science Lead (ST) | 28.02.24 |
| | Governors' Day – focus on staff wellbeing; meet with subject link areas – review and support | Govs | 01.03.24 |
| | PSHE monitoring – floor books | HH + PSHE Lead (AG) | 06.03.24 |
| | Safeguarding Compliance Check | RW and Safeguarding Governor | TBC |
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| Sum 1 | Planning of non-core | Deputy and Subject Leads | Weekly (on rotation) |
| | Attendance & Punctuality monitoring | Head of School | Monthly |
| | Pupil Progress Meetings - focus on final push for statutory assessments | JS + teachers | w/c 22.04.24 |
| | Lesson Drop-ins – focus tbc | SLT | w/c 29.04.23 |
| | Curriculum Review – Computing (previous curriculum review Spring 2 '22) | HH + Computing Lead (AG) | TBC |
| | Work Scrutiny – Geography; use of Knowledge Organisers; follow up on action points from geo review (summer 1) Feedback at CPD | HH + | 09.05.23 |
| | Home Learning Monitoring – working party to follow | SLT | w/c 08.11.23 |

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| | Monitor and review school trips | HH + SLT | On-going |
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| Sum 2 | Attendance & Punctuality monitoring | Head of School | Monthly |
| | Curriculum Review - Geography | HH + Geography Lead () | TBC |
| | Governors' Day – focus tbc | Govs | 21.06.24 |
| | Pupil Progress Meetings with end of year data | SLT | w/c 08.07.24 |
| | Safeguarding Compliance Check | Safeguarding Governor | TBC |

For monitoring to impact on learning and teaching, written feedback will be given and where appropriate, targets set. Any actions and targets will be reviewed to ensure practice improves. This is evidence for SED as well as Performance Management and information for the Governors.

Monitoring and Review:

The Education Committee ratified this policy in October 2023 and it will be reviewed annually.

Review date: October 2024