Layfield Primary School

Target Setting, Monitoring and Evaluation Policy

October 2018

Review date: October 2019

1. **Introduction**
1.1 This policy is intended to ensure consistency across the school in terms of Target Setting, Monitoring and Evaluation.

1.2 Effective Target Setting, Monitoring and Evaluation should enhance learning through:
• establishing how well we are performing;
• identifying our strengths and weaknesses;
• celebrating our strengths;
• ensuring that our future actions are targeted to address any weaknesses;
• informing the cycle of School Development Planning;
• equality of opportunity and diversity for all groups of pupils with school;
• providing challenge;
• allocating resources in the most effective way.

2. **Agreed procedures**
2.1 We analyse data. The school is provided with a rich variety of data throughout the school year, but particularly in the autumn term. Most of this data is provided through the annual Analysing School Performance (ASP) and Inspection Dashboard Summary Report (IDSR) analysis, Fischer Family Trust (FFT), and by the Local Authority (LA) in more detailed analysis. The data provides a range of information. The most significant information is:
• How we perform compared to all schools;
• How we perform compared to similar schools;
• How different groups of pupils perform, (the characteristics of these groups include FSM, Pupil Premium, gender, ethnicity, social background and English fluency;
• The value added by our school compared to other schools;
• The progress made by groups and individual pupils in our school.

2.2 We conduct lesson observations.
There is a programme of lesson observations linked to Performance Management and the focused priorities of the School Improvement Plan.

2.3 We scrutinise pupils' work and talk to pupils.
A key feature of our termly monitoring is the examination of pupils' work and how, through APP a greater range of samples are available for scrutiny.

2.4 We monitor targets.
We set targets for each child in English, mathematics and science, which are monitored in Progress Meetings each term. Steps are put in place, where necessary, to ensure children reach their targets. We monitor pupils not achieving their targets and plan future action to support them in accelerating progress or meeting future targets.

In other subjects, pupils are expected to reach the expectations for each year group by the end of the year. Progress towards achieving objectives are recorded on tracking sheets and monitored by subject leaders.

The targets of pupils belonging to a range of different groups are compared, including:
● Pupil Premium
● Gender
● Free School Meals
● Ethnicity
● Ability
● SEN

2.5 We also collect information through a range of other means.
There is a range of other means of collecting information, such as:

- structured discussions and interviews with pupils, parents, staff and governors;
- questionnaires;
- interviews;
- informal conversations;
- surveys;
- progress reviews.

3. <u>**Roles and Responsibilities**</u>

3.1 In order to fulfil its dual role of making strategic decisions and acting as a critical friend the Governing Body requires information at an appropriate level of detail. This is achieved in the following ways:

- a written report to the full governing body once a term from the Head Teacher.
- a presentation, once a term, to the School Improvement Committee of data analysis;

3.2 The 1590 Trust has a duty to monitor the school's performance. This is achieved in two main ways:

- through its own analysis of data;
- through Raising Achievement Partnership Meetings where schools work together to support progress and provide challenge.

3.3 We work on an annual evaluation cycle and it is the responsibility of the Head Teacher with other Senior Leaders to ensure that the cycle is completed and that monitoring and evaluation exercises are rigorous.

3.4 <u>Please refer to policies and guidance around:</u>
Assessment
Teaching and Learning
Planning
Equal Opportunities

3.5 <u>Monitoring and review</u>

- Is data being used effectively to improve standards?
- Is there triangulation across the tracking system data, APP and other work levelling - is data accurate?
- Are Standards Meetings helping to drive improvement?
- Is there a school shared belief in the value of data in raising standards?

3.6 This policy is reviewed annually by the School Governors.