Monitoring and Evaluation Policy

Introduction

At Wendover Online School we plan learning and teaching with our objective being to enable each student to reach the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, to be in a position to make a judgement about how effective these actions have been. This gives us information to enable us to better meet the needs of each student and upon which we can base future decisions about the development of the school.

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

We believe that effective monitoring contributes towards:
- effective learning and teaching throughout the school
- ensuring excellent planning and delivery of the curriculum
- identification of the strengths and needs for professional development
- offering an opportunity to celebrate progress and success
- providing information to support self-evaluation
- ensuring consistency throughout the school
- ensuring that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning – the acquisition and application of new knowledge and skills.

Monitoring and evaluation framework

Monitoring and evaluation in our school are part of a planned process and involve a range of different people over the course of the school year.

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.

A timeline for the Senior Leadership and Middle Leadership teams outlining monitoring and evaluation is in place. Please see Appendix 2 for more detail. This is used to inform our whole school monitoring and evaluation.

Roles and responsibilities

Senior Leadership Team (SLT)

- To ensure that all staff understand that the purpose of monitoring and evaluation is to enable Wendover Online School to develop and improve.
- To identify areas that need to be monitored.
- 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 SLT, e.g. performance management, 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.
- To report to the appropriate audience, e.g. external stakeholders, on what the data is showing and how the information can be used to best advantage.
- To ensure that student performance data is collected, analysed and used to inform target setting for students.

Middle Leadership Team (MLT), e.g. Heads of Key Stage, Subject Leads, SENDCo, DSL, DDSL etc

- To ensure that colleagues and team members understand that the purpose of monitoring and evaluation is about recognising achievement and identifying areas for development.
- To carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

Types of monitoring used

- Teaching and learning observations (see Appendix 1)
- Budget monitoring
- Rolling calendar of review of policies, procedures and their implementation
- Work scrutiny – whole class, key stage and smaller samples
- Moderation of students' work across the school, e.g. I/GCSE and A level moderation
- Scrutiny of long-term, medium-term and short-term planning documentation
- Scrutiny of teachers' reflective practice
- Scrutiny of students' progress and achievement
- Analysing data from internal and external assessment
- Discussion with students
- Discussion with staff
- Satisfaction survey data – students, parents, staff
- Feedback from parents
- Scrutiny of materials used in an online learning context

- Progress against Education, Health and Care Plans (EHCPs) and Individual Education Plans (IEPs), where appropriate

Wendover Online School believes in a collaborative approach to school improvement. All monitoring and evaluation activities will be conducted with minimum disruption to teachers and students and undertaken in a supportive and professional manner at all times.

Policy review

This policy is designed to set good practice standards. However, the school recognises that best practice develops over time and, as such, will update it regularly in light of experience and as a result of changes in legislation or its own internal organisation and policies. As with all Wendover policies, this policy will be reviewed according to our comprehensive policy review calendar.

Date policy reviewed: August 2024

Date of next review: November 2024

Appendix 1: Teaching and Learning Observation Record

Wendover Online School	
Observer	Date
Teacher	Class
Agreed focus for observation	
Strengths	
Consideration given to online learning	
Indications of progress	
Points to Consider	
Signed Observer	
Signed Teacher	

Appendix 2: Timeline for monitoring and evaluation

Term	Monitoring	Lead person(s)
Half term 1	New students – appropriate provision Curriculum Schemes of Work	Principal Heads of Key Stage/Subject Leads
Half term 2	New students – appropriate provision SEND – appropriate provision and strategies in place Analysis of progress and achievement Teachers' reflective practice – Records of Work Work scrutiny and curriculum coverage Safeguarding review – term 1	Principal SENDCo SLT Heads of Key Stage/Subject Leads Subject Leads/SLT DSL/DDSL
Half term 3	New students – appropriate provision Teaching and learning observations Curriculum Schemes of Work	Principal Director of Teaching and Learning, SLT Heads of Key Stage/Subject Leads
Half term 4	New students – appropriate provision SEND – appropriate provision and strategies in place Analysis of progress and achievement Work scrutiny and curriculum coverage Teachers' reflective practice – Records of Work Safeguarding review – term 2	Principal SENDCo SLT Subject Leads/SLT Heads of Key Stage/Subject Leads DSL/DDSL
Half term 5	Follow up teaching and learning observations where required Curriculum Schemes of Work Satisfaction surveys issued to students, parents and staff	Director of Teaching and Learning, SLT Heads of Key Stage/Subject Leads Pastoral Lead/Admin Lead
Half term 6	New students – appropriate provision SEND – appropriate provision and strategies in place Analysis of progress and achievement Teachers' reflective practice – Records of Work Work scrutiny and curriculum coverage Safeguarding review – term 3	Principal SENDCo SLT Heads of Key Stage/Subject Leads Subject Leads/SLT DSL/DDSL