



## Long Lane Primary School Monitoring and Evaluation Policy

Date	Description
October 25	Agreed by Operations Committee

<b>Review Schedule</b>	Two years
<b>Next Review</b>	October 27

## Our School Values & Vision

(Our school values and vision were created through collaboration with staff and children)

At Long Lane Primary School, we aim to instill a 'Love of Learning' and we all 'Strive to Succeed'

Our core values are:

### Curiosity + Independence + Resilience + Community + Aspiration



At the end of their journey at Long Lane all our children will take with them:

1. A **love of learning**
2. The ability to succeed in reaching their full potential
3. The desire to build on their knowledge and skills **independently** demonstrating **resilience**
4. A strong set of practical, social and emotional life skills
5. A sense of personal achievement, pride in themselves, their school and **community**
6. A balanced view of the world around them that demonstrates **acceptance and empathy**

To achieve this, we will:

1. Provide a balanced and broad curriculum that is relevant to the pupil and school community context
2. Develop **aspirational** learners who are confident, **curious, resilient** and **independent**.
3. Create a positive culture of learning and discovery that is stimulating and enjoyable for both children and staff
4. Promote **acceptance** and **empathy** as an intentional culture through a safe, open, caring and positive environment



## Intent

**At Long Lane we believe that, in our community, 'Everyone is a leader and everyone is a learner'.**

The idea of everyone leading and everyone learning supports a model where collaboration and trust are key. Staff model these attributes to children and support each other as colleagues of equal standing within their role as teacher or teaching assistant. Through the GROW performance management model, staff use their strengths to support others and through coaching conversations, address weaknesses through trusted partnerships with other peers, this strengthening practice across the school. Staff are encouraged to take the lead in staff meetings, learning walks, subject leadership and supporting colleagues whilst being open to continual learning from tailored CPD advice and challenge from peer colleagues and research led discussion.

## **Implementation**

The Leadership model coaching questioning techniques through their conversations with staff (Performance management, pupil progress meetings with Class Needs Analysis and through observations and book scrutiny's). Peer coaching conversations are planned into staff meetings and additional release time is provided for all teachers to visit each other's lessons for support. Staff are encouraged to model (as leaders) and seek support (as learners) in this capacity. There is also a shared responsibility through paired subject leadership and core subject groups, with supported CPD across the school that is bespoke to individuals targets and linked closely to SDP targets. Staff are encouraged to make links with other schools and registered networks to both support and be supported in their development of practice. We ensure that there are a number of opportunities to develop leadership and encourage deeper knowledge (CDP) through leadership programmes such as; NPQ programmes, subject specialisms and SENDCo qualifications.

Pupils are given additional opportunities for leadership through a number of roles – learning ambassadors, reading ambassadors, House Captains, Librarians, School Council, Sports ambassadors, Wellbeing ambassadors and subject technicians. They are actively taught leadership skills through a number of structured programmes and from this, organise and direct clubs for other children throughout the school.

Pupils are explicitly taught how to be a 'lifelong' learner through metacognition and the Secrets of Success programme. Pupils can talk about how they are successful learners and leaders.

## **Impact**

Staff are actively leading in a variety of ways to contribute to school improvement and pupil outcomes. There is a shared participation and presentation during staff meetings, feedback and impact from research and CPD, leadership courses, accountability for progress in subject or focus areas and leading curriculum events within the community.

Coaching conversations are embedded and staff are able to support each other's improving practice through learning walks, short observations, working through challenges together and independent decision making (accountability).

## **Class Needs Analysis**

Staff will use the Class Needs Analysis as a tool to support school improvement at a class level and to support each other. This promotes accountability and focus for outcomes of pupils.

## **Workload and Wellbeing**

As a staff team, guided by the Leadership team, we are continually reviewing ways of working which reduce workload and promote wellbeing. We believe that in order for this to be effective it relies on good role modelling from Leadership and open and honest, regular dialogue with staff. It requires active listening and problem solving using solution focused approaches. As a close community, we believe that wellbeing is 'everyone's responsibility' and therefore aim to remain aware of the current stresses and issues that surround the various roles in school and support each other wherever possible. Our aim is that staff feel valued, listened to and supported with workload in and outside school. To do this we take into account internal and external pressures on our community, including parents and pupils. Leaders actively seek ways of reducing workload through SLT reflections, staff feedback and monitoring and reviewing practice. This is then reported to governors. Leaders use coaching to support staff with solution focused problem solving and this is integrated into the GROW performance management process. Our MHSL supports staff across the school with wellbeing.

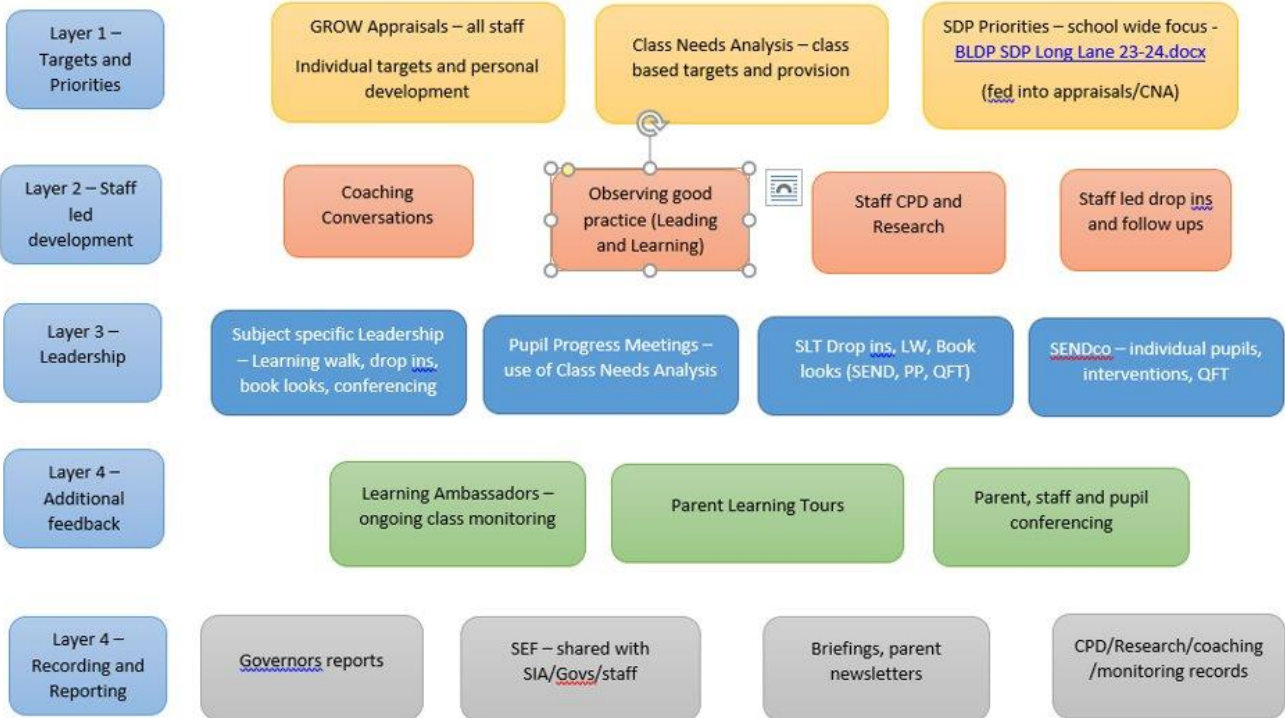
## **Activities completed to support the reduction of workload;**

- Workload and wellbeing targets used in Performance Management (GROW)
- Use of the workload toolkit to support staff with; stress management, communication channels, physical workspace and feedback mechanisms
- Reflection on work and wellbeing to feature in staff meetings
- Weekly briefings – signpost staff, encouraging positive messages, tips
- Open coaching offered to support problem solving – this is through peer coaching and a coaching culture in leadership
- Wellbeing resources for staff – distribute in staff room, take into account the environment (particularly spaces for relaxation)
- Wellbeing survey (twice per year) – MHSL to send and feedback main points for action
- 1265 hours usage doc is accurate, open and transparent for staff
- Release time at pinch points provided for staff to support workload, regular release time weekly for supporting groups and additional coaching conversations
- Encourage appreciation through appreciation board in the staffroom
- Encourage collegiality amongst colleagues to ensure a positive work environment using the Helping Hands board in the staffroom
- Flexible schedules for PPA (at home or school)/daily quick release (leadership)
- Reduction of assessments for PIRA and PUMA to essential across the year, continue with Class Needs Analysis approach to support focus on practice and reduce overwhelm
- Reflective in policies and procedures

## **Linked Policies:**

- Teaching for Learning
- Curriculum
- SEND
- Assessment and Record Keeping
- Monitoring and Evaluation
- Early Years
- CPD

## **Appendix 1 Monitoring and Evaluation Structure**



Safeguarding – ongoing CPD, spot check monitoring (environment, understanding, monitoring against staff charter) See safeguarding action plan - [Safeguarding Crib sheet - Copy.docx](#) [Adult safeguarding poster.docx](#) [Child Friendly safeguarding poster.docx](#) [safeguarding school review and action plan - Copy.docx](#) [Safeguarding Staff Charter.docx](#)

Appendix 2 Monitoring Proforma (agreed with all staff)

Long Lane Primary – Inclusive Quality First Teaching and Adaptations		
Class/Group:	Observer:	Date:
Lesson & Objective(s):		Children on SEN register:
Audit Focus		Comments & Action Points
<b>Teaching shows adaptations and/or clear scaffolding</b> <i>Evidence of understanding of small steps of progression to mastery. Is there evidence of scaffolding to support this? Is there evidence of revisiting/recalling prior learning? Is there evidence of children working at different stages of the learning process? Are there visuals/worked examples on display to support learning? Evidence of children working independently?</i>		
<b>Modelling &amp; demonstrating is used throughout the lesson with examples to support.</b> <i>Are pupils able to identify displays or other resources which may help them? Do they know the next steps in their task? Are instructions clear, chunked and supported by visual means. Evidence of support for independent working? Planning/task frame may be used. Evidence of modelled metacognition.</i>		
<b>Key vocabulary is explicitly taught</b> <i>Evidence of oral rehearsal of key vocab and recalling definition. Is key vocab displayed/modelled? Is the meaning explained? Do children use the specific vocabulary?</i>		
<b>Classroom environment is organised/labelled with words &amp; symbols.</b> <i>Are resources easy to locate and retrieve independently? Are children able to choose the materials they wish to use (where appropriate)? How is independence encouraged? Visual timetable?</i>		
<b>Teaching assistants are well deployed for appropriate support and to maximise learning.</b> <i>How is the TA supporting during the input? If working with a group, is the learning objective clear? Is behaviour management positive? Evidence of scaffolding? Effective questioning? Appropriate subject knowledge? Evidence of TAs encouraging independent learning? Specific praise?</i>		

<b>Expectations for learning behaviours are explicit and are regularly reinforced.</b> <i>Is there evidence of effective communication? Active engagement with learning? Language used is positive and reinforces appropriate expectations for learning? Is there reference to the Secrets of Success/Growth Mindset? <b>Sensory needs are accounted for.</b> <i>Is there an option for a quiet/individual workspace? Are active learning needs catered for? Evidence of opportunities for movement breaks to get resources/check displays etc? Is praise specific?</i> </i>	
<b>Feedback is specific &amp; instant. Next steps are modelled &amp; shared for future learning.</b> <i>Evidence of live marking and instant response, mini plenary to address common misconceptions. Is understanding regularly checked and instructions reinforced? Is questioning effective? Can pupils verbalise what they have been asked to do?</i>	
<b>Evidence of learning.</b> <i>Activities evidence engagement, children can talk about what they have learned. They can say what they are doing and why they are doing it.</i>	
<b>Summary</b>	

### Appendix 3 Example monitoring schedule from SDP

Monitoring & Evaluation Schedule														
Autumn Term 23	SLT Mtgs	Staff CPD	Staff Meetings	Safe-guarding	Health and Safety	Appraisal /coaching conversations	Learning Walks (and learning ambassadors)	Drop-Ins Obs (leadership or curriculum)	Book Look	PPMs/Class Needs Analysis	Pupil/staff voice	Gov Mtgs	Gov Monitor	SDP/SEF Update
Week 1	X	INSET 1 - SDP and priorities		Level 1 training										
Week 2				Level 1 Training			X					Resources		
Week 3	X	Preparation for PM/ GROW	Date setting/CNA	Level 1 Training				X		CNA support				
Week 4		Music – Cheranga support	PE – Teach Active	Level 1 - quiz		Coaching Conversations	X		X		Parent survey	FGB		
Week 5	X		Core Group Meetings	SCR audit				Writing						
Week 6	X			Pupil voice	Gov H&S walk	Appraisal meetings	Parent Learning Tours				Staff wellbeing survey		Class visit Parent learning tour	
Week 7			Parents Evenings	Spot check staff		Appraisal meetings		X			Pupil voice (writing)			X
Half Term														
Week 9	X	INSET 2 – No Outsiders					X				Pupil voice (reading)			
Week 10								X		CNA complete		Operations		
Week 11	X				Review First Aid - Evolve		X							
Week 12				Parent voice – internet safety		Coaching Conversations		Reading				Resources	Class visit Reading	
Week 13	X						Parent Learning Tours		X					

Week 14	X		Core Group Meetings		Internal H&S walk			X						
Week 15				SCR Audit			X			PPM meetings		FGB	Class visit COG	
Week 16	X										Parent voice (reading)			X
Additional Meetings	Parent Evenings and sharing targets/support (week beg. 16 <sup>th</sup> October) Parent Learning Tours (week beg. 9 <sup>th</sup> -13 <sup>th</sup> September/4 <sup>th</sup> - 8 <sup>th</sup> Dec) Annual Assessments – interventions (ongoing), PIRA (3 times per year), PUMA (2x per year), Salford, Hodder, NVR (Y3), VR (Y5) <a href="#">Assessment annual cycle 2023-2024.docx</a> Governor Day – development day following results of skills matrix (tbc) <a href="#">Long Lane governors-action-plan-2023-24.docx</a>													

