



## **The Queen's Church of England Primary School**

*Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.*

# **THE QUEEN'S SCHOOL Monitoring Policy**

Agreed by: Senior Leadership Team

Committee Date: March 2017

Review Cycle: Annually

Next Review Date: March 2018

All the Queen's School policies should be read in conjunction with the Equality Policy.

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# Monitoring Policy 2017

## Purpose:

The purpose of a Monitoring Policy is to help us improve the quality of learning and teaching for all pupils. Continued monitoring helps identify our strengths and weaknesses, celebrate success and gives a clear picture of how we meet the needs of all pupils in all curriculum areas. It also enables us to ensure resources and actions are targeted in the most effective way.

The monitoring of Learning & Teaching, planning and pupils' progress enables the Headteacher, senior leadership team (SLT), subject leaders and teachers to consider teaching and intervention strategies and to further identify training needs.

## Monitoring:

Monitoring will take place in a variety of ways:

- Observation of colleagues
- Learning walks
- Sharing good practice
- Book looks
- Looking at planning in line with learning
- Pupil focus groups
- Data meetings
- Moderating assessments
- Reporting back via staff meetings, through planning, as part of the School Vision Plan and SEF

This monitoring will feed into Teacher Appraisals.

## Learning & Teaching:

- The Headteacher, phase leaders and subject leaders regularly walk around the school and monitor Learning & Teaching through: planning, lesson observations, book looks and interviewing children, this could be for the whole or part of a lesson.
- The Inclusion Manager/SENCO will regularly monitor interventions.
- Good and above OFSTED graded lesson are expected.
- See the classroom observation protocol which has been adopted by The Queen's. (Please see current Lesson Observation Feedback sheets)

## Book Looks:

- These will be completed on a termly basis by SLT. Phase Leaders will report back to their Phases.  
(Please see current Book Look feedback sheets)

## **Learning Environment:**

- The Phase Leaders review displays in class rooms, shared learning areas and outside learning areas termly. This information is fed back to SLT and staff .

## **We also collect information through a range of other means**

Such as:

- Structured discussions and interviews with pupils, parents, staff
- Governors' Phase visits
- Annual questionnaires (parents & children)
- Informal conversations
- Pupil Progress Meetings

## **Role of the Headteacher:**

A termly calendar for monitoring will be displayed in the staffroom at the start of each term. This will be produced in discussion with the SLT. A monitoring file of evidence including lesson observations, learning walks, books looks and feedback on planning is kept by the Headteacher in the office.

Intervention strategies and support will be planned for individual teachers if they produce 'Requiring improvement' OFSTED graded lessons.

## **Role of the Senior Leadership Team (SLT):**

Ensure regular feedback to the rest of the SLT and any specific concerns are addressed with the Headteacher immediately. The Phase Leaders are committed to ensuring that they are providing high standards within their phase teams.

**Approved by Senior Leadership Team (SLT) March 2017**

**Review date: March 2018**