

## MONITORING AND EVALUATION POLICY

### **What is monitoring and evaluation?**

At DePS we plan teaching and learning to enable each child to achieve their full potential and seek the highest level of personal achievement. To ensure that this happens, we regularly monitor and evaluate the impact of our provision, so that we are in a position to make a judgement about how effective we are in securing the best outcomes for our students.

**Monitoring** is the means by which we gather information systematically across a range of activities and provisions.

**Evaluation** is the process of making judgments about the effectiveness of the actions we have taken, based on their impact on the quality of the student's learning.

### **Aims of Monitoring and Evaluation**

We believe that effective monitoring should: -

- Promote excellent teaching and learning throughout the school.
- Ensure excellent planning and delivery of the curriculum.
- Identify the strengths and needs for professional development.
- Offer an opportunity to celebrate success and make progress.
- Provide information to support self-evaluation.
- Ensure consistency throughout the school.
- Ensure that every student is making good progress and is appropriately challenged to reach their full potential.

### **Strategies for Monitoring and Evaluation**

We use the following process to monitor all areas of the work of the school. This provides a framework for evaluating performance, setting targets, planning, taking action and monitoring progress. The components are:

- How well are we doing?
- How does it compare with national and international best practices?
- What are the areas that could be developed?
- How can we improve?

### **Our strategies for monitoring include:**

- Planning and work scrutinies.
- Teachers making daily formative assessments.
- Learning walks.
- Student council interviews.
- Parent meetings.
- Feedback from outside agencies and stakeholders' advisory boards.
- Observations (both formal and informal)
- Analysis of school information.
- Questionnaires and surveys

Based on the feedback and information gathered, the principal meets regularly with the senior leaders and the staff, to discuss the progress of different groups of students. This meeting informs further actions to be taken.

### **The questions we ask in order to make it happen:**

- What are our objectives?
- What are our actions?
- Who will take responsibility for it?
- How will we know when we have achieved our objective?
- Who is going to monitor the impact?
- How is the impact being monitored?
- What milestones will we use to check progress?

### **Roles and Responsibilities**

It is the responsibility of the principal to ensure that monitoring and evaluation processes are rigorous, thorough, and embedded in the working practices of the school in line with our Christian ethos and values.

**The principal** ensures that all members of staff and governors understand the importance of participating in realistic, open, and honest monitoring and evaluation as a key element of the process in identifying areas to improve. The principal and the relevant leader ensure that there is a published schedule of monitoring and evaluation activities that clearly states the purpose of the monitoring activity, who is involved, and how findings are evaluated and reported back.

The Head of Inclusion is responsible for the monitoring of provision for students of determination, while the assessment head is responsible for effective assessment throughout the school. Furthermore, the head of teaching and learning is responsible for the process of teaching, learning and other related provisions. Other leaders within the school also make sure that their areas are regularly monitored, and evaluated under the guidance

**All staff** are aware of their roles in these activities and are prepared to play an active part in reflective practice. Staff with leadership responsibility have specific areas of performance where they gather data in a structured way, evaluate the effectiveness and make suggestions for actions to secure improvement. Their role descriptions clearly identify their areas of responsibility and they are given time and authority to carry out these activities. Staff who are asked to lead in monitoring

activities receive training and guidance from an experienced senior leader, through coaching and mentoring.

**Governors and SAB (Stakeholders' Advisory Board)** fulfil important aspects of their monitoring role through scrutiny of the information reported at meetings and they observe evidence firsthand through visits and discussions with staff, parents, and students. The governing body has a good understanding of the school's SDP and ensures that it links directly to the school's priorities.

As a result of the monitoring process, some staff may be identified as needing support. This support is given to them through Teacher Development Plans with their line managers, other members of the senior leadership, or through appointed coaches and mentors. If after an agreed time, with good support, improvement is not seen in staff performance in one or more areas, the school may be forced to consider letting the teacher go.

#### Links to Other Policies and Documents

- Teaching & Learning Policy
- SDP
- Behaviour Policy
- Attendance Policy
- Roles and Responsibilities document
- SEND Policy
- Safeguarding Policy

<b>Date of next policy review</b>	<b>January 2024</b>
<b>Date of review</b>	<b>August, 2024</b>
<b>Name of person responsible for this policy.</b>	<b>Mr. Tola Adeliyi</b>
<b>Approved by</b>	<b>Principal</b>
<b>Date of issue</b>	<b>January, 2023</b>