



Castle Tower School

Monitoring and Evaluation Policy

Date Ratified by Board of Governors	
Review Date	

Castle Tower welcomes pupils aged 3-19 who face a wide range of barriers to learning. Educational opportunities are provided within our Nursery, Primary, Secondary and Post 16 departments.

Our Vision

Vision:

To be a leading light in special education through educating, nurturing and inspiring all our school community.

Mission:

Castle Tower School is committed to creating a community which:

- Ensures everyone is safe and included
- Always learns
- Promotes independence and resilience
- Celebrates achievements
- Looks forward with hope to the future

Everything we do is driven by our core values:

- Child-centred
- Nurturing
- Fun
- Team work
- Inclusive
- Independence

Our Ethos

Castle Tower strives to create a caring community in which every member feels valued, supported and happy. All staff work to maintain an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set and achieve the highest personal, academic and social goals. The safety, welfare and development of everyone in our school community is of paramount importance to all staff and Governors.

At Castle Tower, there is continued development of the quality of the teaching and learning environment. Resources are used efficiently. Opportunities are created for learning in co-operative and interactive settings. Pupils are presented with challenging as well as stimulating teaching and learning opportunities. Staff at Castle Tower seek close working relationships with other providers and services throughout each stage of our pupil's education and through the transition stage to further education and life after school.

Introduction to Monitoring and Evaluation

The staff and Board of Governors of Castle Tower School are committed to raising standards, establishing high expectations, and promoting effective learning and teaching. Central to achieving this aim is the involvement of all members of the school community in the process of monitoring and evaluating the work of the school, with a particular focus on learning and teaching, the aims of the school and how we are achieving them. Monitoring and Evaluation is part of a planned process and involves a range of different people over the course of the school year. It is viewed as a shared endeavour, making maximum use of existing information, collecting only what is necessary and valuable, and celebrating and sharing progress and success. The school's monitoring and evaluation procedures provide an insight into the strengths and areas for development, ensuring the delivery of a rich and relevant curriculum that has a positive impact, moving all pupils on in their learning and life skills.

We believe that effective monitoring:

- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development for all staff;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Contributes significantly to the creation of an atmosphere of open professional debate in the school;
- Ensures consistency of implementation of agreed policies throughout the school;
- Provides information to support self-evaluation, making judgements on the effectiveness of actions taken, based on their impact on the quality of the pupils' learning;
- Ensures that every child is making progress and is appropriately challenged to reach their full potential.

Roles and Responsibilities

Role of the Board of Governors in Monitoring and Evaluating

The Board of Governors regularly monitors and evaluates the work of the school through a variety of monitoring activities and through regular presentations by key staff at the Governors meetings.

The Board of Governors and the Principal, work in close partnership, to monitor and evaluate the implementation of the decisions they have agreed in relation to:

- Planning;
- Budgets;
- Standards of education;

- Pupil achievement;
- Pupil welfare, including safeguarding;
- Ensuring that monitoring and evaluation processes are used to establish realistic targets for continuous improvement and school development.

Role of the Leadership Team in Monitoring and Evaluating

The role of the leadership team in the Monitoring and Evaluating programme is to:

- Ensure that all staff and Governors understand that the purpose of monitoring and evaluation is to enable Castle Tower School to continue to develop and improve;
- Identify priority areas that need to be monitored in line with the school development plan;
- Delegate monitoring and evaluation activities to the appropriate staff;
- Ensure that the data generated from monitoring and evaluation is collated, analysed, and is used to review progress, recognise achievement, and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed, and used to inform target setting.

Role of the Subject Coordinators in Monitoring and Evaluating

The role of the subject coordinators in the Monitoring and Evaluating programme is to:

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- Ensure that standards of learning and teaching are high;
- Ensure that all staff are consistently following school policies for learning, teaching, and assessment;
- Monitor rates of progress and standards children are making;
- Monitor cross curricular skills, including literacy, numeracy, ICT, and the application of life skills;
- Monitor the effective use of learning and teaching materials and resources;
- Carry out those monitoring and evaluation activities delegated to them as part of their roles and responsibilities.

Monitoring Activities carried out by the subject coordinators may include:

- Discussions with staff and pupils;
- Looking at planners and engaging with staff in planning activities;
- Scrutiny of pupils' work through looking at workbooks, classroom displays, photos and video footage;
- Monitoring of pupil assessment folders and classroom observation records;
- Observation of pupils at work and at play;
- Discussions with parents;

- Team teaching to disseminate good practice and lesson observation (when appropriate);
- Reporting to the Board of Governors as requested.

Role of the teaching staff in Monitoring and Evaluating

The role of the teaching staff in the Monitoring and Evaluating programme is to:

- Monitor the work of the pupils and evaluate their responses to teaching methods, resources, and assessment procedures;
- Keep records and assessments of pupils in line with school policy;
- Set targets for individual pupils through their PLP's;
- Review and evaluate their practice, and reflect on the methods and outcomes in their ongoing planning and assessments;
- Engage in discussions with classroom assistants and other staff (including Allied Health Professionals) and pupils;
- Scrutinise the pupil's work and marking of work using the principles of assessment for learning;
- Observe the pupils at work and at play;
- Complete the appropriate documentation in line with school policies;
- Have regular contact with parents through Seesaw, phone-calls, parent interviews and informal discussions.

It is essential that all staff recognise that monitoring and evaluation of pupil activities and work is about enhancing pupil experience and success and not about staff performance.

Role of the support staff in Monitoring and Evaluating

The role of the support staff in the Monitoring and Evaluating programme is to:

- Support the monitoring of pupils work and observations being made in line with their targets;
- Work within the guidelines and documentation outlined in the school policies;
- Engage with discussions with other staff (including Allied Health Professionals) and pupils;
- Identify areas for improvement within the classroom;
- Identify areas for training within their own practice;
- Take on feedback and use feedback to adjust practices.

Role of the pupils in Monitoring and Evaluating

The role of the pupils in the Monitoring and Evaluating programme is to, **where appropriate**:

- Monitor their own progress, wherever practically possible, through reflection on achievements in all aspects of their learning and development;

- Support each other in promoting a positive working environment and assisting their peers in reaching their full potential;
- Be aware of their targets and what is required to achieve them;
- Express their views through classroom activities and discussions.

Role of the parents/carers in Monitoring and Evaluating

The role of the parents/carers in the Monitoring and Evaluating programme is to:

- Work together with the school in an active partnership to support the pupils;
- Attend Annual Reviews, parent interviews and parents' meetings;
- Adhere to the school policies regarding behaviour, uniform, and attendance;
- Provide feedback to the school through the school development plan process for evaluating our school and making improvements.

It is essential that all the members of the school community have a positive and honest approach to the monitoring and evaluation of pupil progress which incorporates the aims of the school in helping each pupil fulfil their potential.