



**Belmont School**  
**T&L Monitoring and Evaluation Procedures**  
**2022-2022**

**1. Introduction:**

At Belmont School we ensure Teaching and Learning and assessment enables each child to access the highest level of personal achievement. To ensure this happens we regularly monitor the actions we have taken, so that we are in a position to make a judgment about how effective these actions have been. This gives us information on 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:

- Promotes excellent Teaching and Learning throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good or outstanding progress and is appropriately challenged to reach their full potential.

**Evaluation** is the judgment on the effectiveness of actions taken, based on their impact on the quality of the pupils learning.

**2. Monitoring and Evaluation Framework:**

2.1 Monitoring and Evaluation in our school is a part of a planned process and involves a range of different people over the course of the academic year.

2.2 We follow a planned cycle of self evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of the annual cycle.

2.3 A timeline for Senior Leaders; Middle leaders and Subject Leads outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation.

**3. Roles and Responsibilities:**

**3.1 Senior Leadership Team:**

- To ensure that the Leadership team, all staff and governors understand the purpose of monitoring and evaluation to enable Belmont 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 Senior Leadership Team (Eg. Performance Appraisal, Budget monitoring etc);
- To ensure that data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to appropriate stakeholders, including the LAB, on what data is showing and how the information can be used to best advantage'
- Ensure that pupil performance data is collated, analysed and used to inform target setting.

### **3.2 Middle Leaders and Subject Leads:**

- Ensure that colleagues and team members understand the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- Carry out those monitoring and evaluation activities which delegated to them as part of their roles and responsibilities.

### **3.3 The LAB (Local Advisory Board):**

- Agree in consultation with the Senior Leadership team the areas which need monitoring and evaluating;
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data to inform parents about the school's progress and performance;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

## Monitoring Timetable 2022 - 2023

Term	Monitoring	Person (s) Responsible	Area of Focus
1	Analysis of exam results and accreditations for previous year	Deputy Headteacher & LAB	Quality of Education
	Target setting for all pupils - EHCP & subjects & Personal progress files	SLT; Tutors & teachers & LP's	Quality of Education
	Departmental Development Plans	SLT & Subject Leaders & link governors	Quality of Education
	Moving Forward Plan & Operational Moving Forward Plans	Senior Leaders; Key stage Leaders; UPS staff	Leadership and Management
	Long term Planning	Deputy Headteacher; Subject Leaders & teachers	Quality of Education
	Medium term planning & Weekly planning	Subject Leaders & teachers	Quality of Education
	Learning Walks (Throughout Term 1 & 2)	Key Stage Leaders Subject Leaders	Quality of Education
	Performance Appraisal Objectives set for 2022-2023	SLT & all staff	Leadership and Management
Staff Focus session /CPD: Mental Health & Well being – staff & pupils,	All staff	Behaviour and Attitudes	
THRIVE assessments- Baseline for new pupils and re-assessment of action plans	All Staff THRIVE practitioner	Quality of Education	
EHCA assessments	All staff, PSCHE coordinator and Assistant Head	Quality of Education	
2	Medium term planning & Weekly planning	Subject Leaders	Quality of Education
	Lesson Observations & Moderation (External)	SLT & SLT from other special schools / SIP	Performance Appraisal & Personal development
	Book / Work scrutiny during Lesson Observations	SLT & Subject Leaders	Quality of Education
	Assessment data input and review & Pupil progress meeting/analysis	All teachers & SLT	Assessment & Raising achievement - pupil progress Quality of Education
	Staff Focus Session/CPD: T&L	All staff	Raising standards: T&L Quality of Education
	Moderation	Maths & English & Our World (Internal)	Assessment, progress and achievement – raising standards
	THRIVE assessment- reassessment of those on action plan	All Staff THRIVE practitioner	Interventions, Mental Health and well being
	EHCA assessments	All staff, PSCHE coordinator and Assistant Head	Interventions, PSCHE, Mental health and well being
3	Medium term planning & Weekly planning	Subject Leaders	Curriculum & Raising achievement whole school Quality of Education
	Pupil Progress Meetings for all teachers	SLT and Teachers	Quality of Education
	Mid year Performance Appraisal Review	SLT & All staff	Performance Appraisal & Personal development
	Learning Walks (Throughout Term 3 & 4)	Subject Leaders	Quality of Education
	Review of Curriculum, timetable and staffing and planning for 2023-2024 (Staffing and Curriculum)	SLT	Raising standards - Whole school Quality of Education

	Staff Focus Session/CPD: T&L; <b>Safeguarding</b>	Teachers	Raising Standards: T&L & Assessment Quality of Education
	THRIVE assessment- whole school mid- term review	All Staff THRIVE practitioner	Interventions, Mental Health and well being
	EHCA assessments & Moderation	All staff, PSCHE coordinator and Assistant Head	Interventions, PSCHE, Mental health and well being
4	Medium term planning & Weekly planning	Subject Leaders	Curriculum & Raising achievement whole school Quality of Education
	Lesson Observations	Line Managers & Subject Leaders	Curriculum & Raising achievement whole school Performance Appraisal & Personal development
	Book / Work scrutiny	Key stage Leaders & SLT	Curriculum & Raising achievement whole school
	Assessment data input and review Pupil progress meetings	All teachers & SLT	Assessment & Raising achievement - pupil progress
	Staff Focus Session/CPD: Curriculum updates and planning	Teachers & LSW's	Raising standards: Curriculum
	Moderation	Maths & English & Our World (External)	Assessment, progress and achievement – raising standards
	THRIVE assessment- reassessment of those on action plan	All Staff THRIVE practitioner	Interventions, Mental Health and well being
	EHCA assessments	All staff, PSCHE coordinator and Assistant Head	Interventions, PSCHE, Mental health and well being
5	Medium term planning & Weekly planning	Subject Leaders	Curriculum & Raising achievement whole school
	Learning Walks (Throughout Terms 5&6)	Key stage leaders & Subject Leaders	All subjects
	Staff Focus Session/ CPD: Curriculum planning	Teachers & LSW's	Raising standards: Curriculum
	Staff allocation and Timetabling	SLT	Planning for next academic year and effective use of resources.
	THRIVE assessment- reassessment of those on action plan	All Staff THRIVE practitioner	Interventions, Mental Health and well being
	EHCA assessments & moderation	All staff, PSCHE coordinator and Assistant Head	Interventions, PSCHE, Mental health and well being
6	Medium term planning & Weekly planning	Subject Leaders	Curriculum & Raising achievement whole school
	Lesson Observations	SLT	Performance Appraisal & Personal development
	Book/Work Scrutiny	SLT	Curriculum & Raising achievement whole school Performance Appraisal & Personal development
	Assessment data input and review	All teachers	Assessment & Raising achievement - pupil progress
	Analysis of Progress Data & Interventions & Pupil premium reports	SLT & Subject Leaders	Assessment & Raising achievement - pupil progress
	Baseline assessment of new pupils	Key stage Leaders & Subject Leaders	Assessment & Raising achievement - pupil progress
	Review and updating of Risk Assessment; Pen portraits; EHCP targets	Tutors	Assessment & Raising achievement - pupil progress
	Staff Focus Session/ CPD: Review of the year and planning for next year	All staff	Raising standards: Whole school
	Moderation	PSHE (Internal and External)	Assessment, progress and achievement – raising standards

	THRIVE assessment- whole school assessment and analysis	All Staff THRIVE practitioner	Interventions, Mental Health and well being
	EHCA assessments & Analysis	All staff, PSCE coordinator and Assistant Head	Interventions, PSCE, Mental health and well being

## Belmont School Monitoring Overview

### Our pupils will.....

- Check their work and any targets set for them including behaviour, numeracy, literacy etc to make assessments of their own progress.

#### **Impact:**

*Pupils will have a good idea of what and how they can improve.*

*Reach their potential and make as much progress as they can be expected to.*

### Our parents will....

- Be involved in homework activities for English & Maths
- Attend parental conversations to discuss progress and targets
- Attend and contribute to EHCP's
- Attend meetings associated to their child, the curriculum or any other aspect of school life.

#### **Impact:**

*Parents will be aware of their child's targets, progress and attainment.*

*Parents will be informed of the best ways to help their children and participate actively.*

### Our teacher will.....

- Plan and deliver lesson that will meet the needs of the pupils in their group.
- Monitor individual, group and whole class activities.
- Record assessment data and mark according to the schools' policy to ensure progress is taking place.
- Observe and assess progress towards targets.

#### **Impact:**

*Activities and targets should match the pupils abilities.*

*High quality marking helps to inform teaching and assessment.*

*Assessment is reported to SLT, parents and pupils to show progress and further targets.*

### Our subject leaders will....

- Check teachers medium and long term planning for continuity, balance, progression and assessment opportunities
- Match work scrutinies with planning
- Analyse assessments and progress of groups and implement interventions to support underachieving pupils.
- Set targets with SLT and Governors
- Carry out lesson observations within their departments
- Update curriculum areas to better suit the needs of our pupils where relevant

#### **Impact:**

*Specific groups and pupils are targeted to raise standards*

*Targets are set within subject curriculum areas.*

*Subject leaders have a clear picture of standards being achieved throughout school*

*Subject leaders know the progress that is being made and can justify changes and updating of resources.*

*Planning and assessment covers the areas of the National Curriculum and ensures the most suitable curriculum for our pupils.*

### Our SLT.....

- Oversees monitoring process
- Constructs and co-ordinates planned programmes
- Leads analysis of assessment data
- Reports to Governors
- Sets targets with staff and Governors
- Advises teachers and governors on National developments with potential to further raise standards.

#### **Impact:**

*Monitoring is an integral part of the academic calendar.*

*Subject leaders monitor work confidently, objectively and constructively*

*Assessment and progress data is shared with Governors to ensure ongoing high standards and targets*

### Our Governors:

- Receive reports from the SLT and subject leaders about progress
- Questions the rigorous approach of assessment, target setting and progress
- Visit subject areas and leaders to monitor procedures and processes
- Attend training sessions to improve knowledge and skills

#### **Impact:**

*All governors are aware of monitoring process taking place in school*

*Understand the working of the school*

*Have a good understanding of the standards being achieved*

*Make informed judgements on the progress of the school based on evidence provided.*

