

St. Martin's Catholic Primary School



Monitoring and Evaluating the Curriculum

This policy should be read in the light of our:

- ❖ **Our Mission** to foster the personal development and academic achievement of each child by providing a caring and creative environment that adheres to the foundations and values of the Catholic Faith.
- ❖ **Our Vision** to inspire all to lead, through love and service, the life of purpose and excellence that God wants for us.

Approved by Committee:

June 15

Approved by FGB

July 15

Next Review date:

October 17

Monitoring and Evaluating the Curriculum

Rationale

The Policy will provide a structure, which will emphasise our positive and collegiate approach to raising standards, through support, motivation and staff development. It will enable us as a staff to make an informed decision regarding standards, which will lead to the identification of areas for development. These areas of development might be linked to the needs of individuals, or become the focus of whole school initiatives, which will form part of the School Improvement Plan. The process of monitoring and evaluating will be seen as both positive and constructive, and is central to the school's self evaluation process.

The prime purpose of this policy is to ensure that our monitoring and evaluating processes contribute to the improvement in teaching and learning and the raising of standards throughout the school.

Aims

- To enable the sharing of good practice
- To raise standards of achievement
- To enable the sharing of ideas through discussion with and the support of colleagues
- To enable the professionals to keep abreast of developments with the curriculum.
- To improve the quality of all areas of educational provision, including the support and opportunities for staff and pupils.
- To inform the acquisition of resources and to enable the SMT to prioritise financial resources.
- To help staff to identify their own personal development needs
- To enable us to make an informed judgement as to the standards throughout the school.
- To improve the quality of teaching and learning

What will the policy look like in practice?

Discussion

There will be the opportunity for regular discussion with colleagues lead by the curriculum co-ordinator. These discussions will have a focus. We will start with a rolling programme of discussion, initially related to the core curriculum areas. The SIP will highlight the timetable for focussing on the remaining foundation subjects. The process of discussion regarding the core subjects will take place during throughout the academic year, and will include feed back on the issues raised during the M&E process.

Using and Analysing Data

Using national data

- Panda
- Standards reports from QCA
- School Performance tables

Internal data

- Baseline
- Target Tracker
- Analysis of pupil performance in SATs
- Tracking individual pupil performance
- Reading and Spelling ages
- Identification of areas of weakness in the curriculum through SATs analysis

Management of Resources

All staff under the direction of the co-ordinator will be responsible for the day-to-day management of resources. The co-ordinator will be responsible for the maintenance and replacement of consumable stock. The process of monitoring and evaluating will help identify and prioritise the need for innovative resources,

We aim to ensure that resources are purchased and used in the most effective and economical way, avoiding duplication and waste.

Curriculum co-ordinators will be asked to identify resources that are linked to their schemes of work, under three headings:

- Consumables
- Essentials
- Desirables

At the beginning of the financial/SIP year lists including pricing, catalogue details will be submitted to the SMT team. There is no restriction on the use of consumable items from the stock cupboards. The Co-ordinator, working with the Support Assistant will identify resources that need replenishing.

Resources will usually be purchased as part of the SIP/financial planning. Occasionally small purchases will be made during the year.

Analysis of Planning

This will be related to progression, differentiation and national curriculum coverage. It will also be related to the focus for that year. For example in literacy the focus might be spelling. The co-ordinator would look at the planning of spelling activities and the progression during the year.

Classroom Observation and Feedback

There will be a focus for the observation. Areas for future development may be noted. Feedback will be provided by the co-ordinator to the individual classteacher. The co-ordinator will keep a record of the observation and discussion. This record will be kept by the co-ordinator in their monitoring and evaluation file. A copy will be given to the class teacher.

Following classroom observations, the co-ordinator will be able to identify trends, and suggest areas for whole school development. These will be recorded and then discussed with the Headteacher.

Work Sampling

This will take place throughout the year on a regular basis.

This process will be related to progression, differentiation, marking and assessment. It will also relate to the focus of monitoring and evaluating and will take place across all the key stages. It will provide an overview throughout the school. Informal feedback (not necessarily written) will be provided to class teachers. A record of work sampling will be kept by the co-ordinator in their monitoring and evaluation file.

Following work sampling, the co-ordinator will be able to identify trends, and suggest areas for whole school development. These will be recorded and then discussed with the Headteacher.

Moderating Work Samples

These will take place across all the curriculum areas. This will help colleagues become familiar with levels and expectations within particular year groups.

Timetable for Science, Literacy and Numeracy

There will be a rolling programme with a focus. The focus of the M&E in the first year will run alongside the issues to be addressed in the second year. For example if the focus in Year 1 has been spelling, next year the focus may well be handwriting (as identified by our analysis of SATs in previous years). However we are able to monitor the implementation of any recommendations for spelling alongside our work sampling, analysis of data, classroom observation, and analysis of planning when we are looking at handwriting.

Autumn Term

- Tasks to be achieved
- Analysis of SATs/Using and analysing the data, Raise online – all core areas.
- Target setting – Headteacher/Team Leaders/Subject Co-ordinators/Class teachers
- Analysis of planning in core subjects
- Lesson observations in core subjects
- Work sampling in all curriculum areas

Staff Meeting Time

- 1 meeting to allow for the feedback from co-ordinators on analysis of data, first to SMT and then whole staff.
- 3 team meetings to allow for the moderation of work samples in all core areas (levelling)

Non-contact time

- Time to be arranged for the core co-ordinators to analyse the planning, work sampling, to carry out lesson observations and to provide feedback to staff.

Spring Term

Tasks to be achieved

- Discussion with colleagues providing feedback on the M&E carried out previously.
- Discussion with colleagues leading to the identification of new priorities and the focus for M&E in the next school improvement plan.
- Management of resources. The identification of spending priorities for the next financial year. This information will be used to inform the budget setting process.
- Literacy/Mathematics – lesson observations
- Science – analysis of planning

Staff Meeting Time

- meetings to enable individual co-ordinators to feedback to staff on the process on monitoring and evaluating in the previous SIP year.

Non-contact time

- Time for the core co-ordinators to carry out lesson observations and the analysis of planning.

Summer Term

Tasks to be achieved

- Analysis of SATs papers, QCA's, Target Tracker
- Work sampling in all curriculum areas
- Analysis of planning in core subjects and next steps
- Lesson observations in Science

Staff Meeting Time

- 3 meetings for co-ordinators to feedback to staff

Non-contact Time

- Time for the analysis of planning and lesson observations in core subjects

Timetable for the Monitoring of ICT and the Foundations Subjects

This will be part of a rolling programme as identified on the School Improvement Plan (see appendix)

The Role of the Subject Co-ordinator

The Subject Co-ordinator has a central role in the primary school. The overall purpose of the subject leader is to contribute to school improvement and raise standards in achievement through the provision of high quality teaching and learning experiences for all pupils.

At St. Martin's School the subject co-ordinator will:

Consult:

- With the Head teacher concerning the development of their area of the curriculum within the context of the school policies
- With other curriculum co-ordinators to ensure that the legal requirement of the National Curriculum are covered effectively
- With other schools in the same phase to promote the dissemination of good practice
- With other schools in the same phase to ensure curriculum continuity and progression, common understanding of assessment practice and the sharing of resources and or/expertise
- With school Governors over the policy documentation and standards in teaching and learning
- With the Advisory Service to draw upon their curriculum expertise

Develop Curriculum Planning by

- Having regard to and interpreting the County policy and National Guidance
- Working with the Headteacher and staff to draw up a policy document for the specific curriculum area
- Working with the relevant teaching staff to draw up a scheme of work, reviewing those plans subsequently to ensure continuity and progression, and monitoring and advising on the planning documentation to ensure breadth, balance and progression

Ensure Effective Implementation of the Curriculum by

- Working alongside other teachers to support staff in the classroom to inform their practice
- Model good teaching and learning, demonstrating their particular expertise in their subject
- Planning and delivering school based Inset in their curriculum area
- Keeping up to date on current thinking and developments and share significant developments with staff
- Being proactive in their curriculum management role identifying priorities assessing possibilities and recommending available courses of action
- Working with the Headteacher to convene meetings for staff to discuss, explain and agree work in their curriculum area. This will involve drawing up agendas, keeping minutes and notes of actions to take

Develop Appropriate Resources by

- Developing a knowledge of the resources that are available nationally, regionally and locally e.g. resource centres, museums, area support groups, places of interest and visiting speakers

- Acquiring resources for the school
- Managing the resources within the school ensuring that they anticipate and reflect the planned curriculum
- Providing guidance to the staff on the resources available and the ways in which they can be used
- Maintaining resources and monitoring their proper use and storage
- Alerting staff to any Health and Safety issues relating to any specific items of equipment

Develop Effective Assessment and Record Keeping Procedures by

- Developing, within the context of the whole school policy on assessment, assessment practices in their particular curriculum area
- Assisting colleagues so that the final assessment procedures are carried out with clarity and consistency
- Within the framework of the school policy develop an appropriate record keeping system for the curriculum areas which is both formative and summative

Monitor and Evaluate Standards in Teaching and Learning by

- Working with colleagues to establish the effectiveness of the current planning processes, teaching and learning approaches, assessment and record keeping

The Key Areas of Subject Leadership

The work of the Curriculum Co-ordinator at Hardwick will involve the four key areas of subject leadership

- Strategic direction and development of the subject
- Focussing on the standards of Teaching and Learning
- Leading and Managing People
- Managing Resources

Strategic Direction and Development of the Subject.

This will involve auditing the subject including the analysis of data and evidence; agreeing targets for improvement; preparing action plans and documenting policies and plans.

Teaching and Learning

This will involve implementing policies and practices for planning, assessing, recording and reporting; evaluating teaching and identifying good practice.

Leading and Managing People

This involves identify training needs; lead professional development and motivating colleagues.

It is important to state the focus of the subject co-ordinators work should always be set on

- Raising standards of achievement
- Improving the rate of pupil progress
- Improving the quality of teaching
- Improving the quality of educational provision

The Subject Co-ordinators File

The subject co-ordinator will collect a wide range of paperwork. To enable it to be managed efficiently and effectively it will be stored in the subject leaders file.

It has been agreed that the co-ordinators will keep a subject co-ordinators file which will include the following:

- The subject policy document/The policy on Monitoring and Evaluating
- The Long Term Plan Curriculum Plan/Medium Term Curriculum Plans
- Subject Development Plans – including targets, Action plans, and evidence of review. These should reflect the key issues for action for that year including any notes from an external inspection. It should also include the most recent report with highlighted strengths and areas for development.
- Budget priorities
- Resource Inventory if appropriate
- External links, including notes from Advisors, Consultants and Link Governors Visits
- Forms for lesson observations; work sampling; and analysis of planning
- Evidence of data analysis
- Records of any monitoring and evaluation carried out including records of lesson observations, analysis of planning, work sampling and CPD

Review

This policy will be reviewed bi-annually by the Headteacher and the Governing Body. Any alterations that come from this review will be discussed and ratified by the Governing Body.

Monitoring and Evaluating the Curriculum

Form for:

- Work Sampling
- Lesson Observations
- Analysis of Planning

Curriculum Area	
Curriculum Coordinator	
Year Group	
Teacher	
Focus of Monitoring	
Strengths	
Areas for future development both for the individual and whole school issues	

