

John Ruskin Primary School and Language Classes

Monitoring Policy

Co-ordinator: Clare Tayton

Last review: September 2023

Next review: 2026



"Be responsible, be fair, stay positive and care"

Monitoring Policy for John Ruskin Primary School

The Governors and staff of John Ruskin Primary School and Language Classes aim to provide the best possible education for children so that they strive for and are able to achieve excellence and high levels of achievement in all areas of the curriculum.

We recognise that effective monitoring is an essential process in ensuring that we achieve these aims because it enables classroom teachers, subject co-ordinators, senior management team and governors to evaluate and monitor pupils progress; identify priorities and targets; take the necessary action to achieve high standards; provide a clear educational direction; ensure that there are policies which reinforce and reflect the school's aims and values; and ensure statutory requirements are met.

The Governors will actively work with the Headteacher and staff to ensure that monitoring includes an annual evaluation of the implementation of the National Curriculum; implementation of school policies; the effect of policies on pupil's attainment and the quality of teaching and pupils' attainment.

Curriculum **Monitoring will take place regularly and systematically**

It will involve 3 key elements which will wherever possible be undertaken by the same staff members and within the same week:-

a) Direct observation of teaching and learning

A timetable for when, who and what will be monitored, is set each year. Staff who are undertaking the observation will use the observation pro-forma attached to this policy, as a basis and it will then be adapted to reflect current priorities by the Teaching and Learning team in consultation with the coordinator. The observation will take in to account the quality of teaching, attainment and progress, pupils' attitudes to learning and may also relate to, the physical appearance of the classroom, resourcing, quality of displays and pupil groupings.

b) Pupil Voice

This will involve a general discussion about learning within the subject and then specific questions that will inform judgements on whether teaching is supporting children know more or are able to do more.

c) Reviewing pupils' completed work

This will focus on work of pupils from each of the two ability bands but may include all books/ folders in a particular subject area. The Headteacher, deputy and teacher in charge of the LU will also monitor books where appropriate.

The following will be taken into account:

- Is recorded work of a consistent standard?
- Is there enough work completed and are different national curriculum requirements given sufficient emphasis?
- Is the work well presented?
- Does the work relate closely to the agreed schemes of work, the policy and to teachers documented planning?
- Are pupils of varying abilities given different tasks when appropriate?
- Is there sufficient challenge?
- Is there continuity and progression from year to year?
- Is there evidence of pupils using and applying their skills?
- Is the work marked regularly, are targets for development set when marking?
- Is there evidence of children responding to formative marking?

Books will also be looked at during classroom observations and learning walks where appropriate.

Monitoring is carried out by the headteacher, deputy heads, assistant head, members of the senior leadership team and subject coordinators

Feedback will be given at the earliest possible opportunity. The feedback will be a two-way dialogue and any areas for development or agreed support will be noted. A copy of the feedback will be kept by the headteacher, subject coordinator and a copy given to the teacher. See Appendix 1 for feedback form

Strengths and issues will be discussed and addressed by the Teaching & learning team and also with subject coordinators at curriculum coordinator meetings. Any targets or actions agreed will then be added to the School Improvement Plan, if appropriate or the subject action plan.

Other monitoring

Alongside the curriculum monitoring other forms of monitoring will also take place on a regular basis. These include:

- **Planning**

The deputy head with responsibility for Curriculum and assessment and/or the Curriculum lead will monitor short term planning each term. Some times the Curriculum coordinator will meet with a member/members of staff to discuss planning issues. Copies of monitoring sheets/minutes are given to staff and stored centrally by the curriculum co-ordinator. See appendix 2

- **Analysing assessment and test results**

- *This will include teacher assessment, statutory test results and other standardised tests used in school e.g. testbase end of year tests, reading tests. In the foundation stage and year 1 levels of attainment are agreed by teacher assessment. The information gained will inform us what is being taught well and what may need re-enforcement. Levels of attainment in each group are monitored and progress between tests and over the year is measured. All teachers meet with the headteacher and/ or deputy heads or assistant head termly to discuss progress and attainment within their classes for numeracy and literacy and strageti. See appendix 3 for copy of progress meeting form*

Overall trends are monitored by governors.

Teacher assessments in the foundation subjects [referencing] are monitored by subject co-ordinators. Copies go to relevant staff, curriculum co-ordinator and Co-headteachers. This allows us to check whether children are attaining expected levels in the foundation subjects. See Appendix 4 for an example proforma

Ongoing [formative] assessments such as the guided reading records and reading record books, EYFS records of achievement are monitored by the subject coordinator. Pupil's attainments and progress are also monitored by targeted groups such as pupils eligible for the pupil premium, gender, SEN, and any other identified underachieving group to identify any trends or patterns of achievement.

f) Discussion with teachers, pupils, parents, governors

It is important that all interested parties receive feedback:-

Teachers

- Termly progress meetings are held between the headteachers, deputy heads or assistant head and individual teachers at which progress of the pupils is discussed.
- Emphasis on what is being done well; point out what may need more time and attention.
- Discussion around individual pupils, their progress and the targets they are set.
- Suggestion of effective strategies known and seen which achieve success in other classes.
- Arranging training for a teacher when it is considered appropriate to support development.
- Targets may need to be set for the teacher

Governors

- Presentation at Governors' meeting by the person who undertook the monitoring together with a brief plan of action.
- Specific visits to the school to see developments in particular curriculum areas guided by a Co-headteacher or subject co-ordinator.
- The headteacher's report to governors includes much of the information governors need to monitor e.g. test results.

g) The School Improvement Plan

- Initiatives to be undertaken after monitoring will be incorporated into the SIP.
- Any findings from monitoring which necessitate a refining of the SIP will be explained and agreed by staff and governors.

Monitoring in the Language Unit

All the above principles and methods apply to monitoring in the LU. However written feedback on planning, exercise books and assessments may differ due to differences in planning and assessment policy.

Responsibilities for monitoring are:-

Headteacher

- School improvement plan -which identifies priorities in all areas of school i.e. management, curriculum development, staff needs, Inset etc. with a time-line to monitor progress.
- Timetable for the monitoring and review of all school policies
- Analysis of achievement to identify areas of weakness/under achievement and strengths.
- Teaching and learning throughout the school.
- Exercise books/children's work
- Pupil voice.
- School budget
- Senior managers [performance management]
- Hold progress meetings with all staff
- Agree targets for action with subject co-ordinators at the beginning of each academic year; termly meetings with subject co-ordinators to discuss progress.
- Agreed list of priorities of what is to be monitored throughout year. Agree and circulate timetable.
- Organise timetable for release of subject co-ordinators for monitoring purposes.

Deputy head teachers & assistant headteacher

- Teaching and learning throughout the school.
- Analysis of achievement as above.
- Specific budgets outlined in job description.
- Exercise books/ children's work.
- Pupil voice
- Hold progress meetings with all staff
- Agree targets for action with subject co-ordinators at the beginning of each academic year; termly meetings with subject co-ordinators to discuss progress.

Subject Co-ordinators

- Teachers' medium term subject planning.
- Teachers' assessments.
- Test results.
- Discussions with class teachers.
- Evaluation of recent staff Inset.
- Monitoring of own action plan.

- Budgets for that subject.
- Teaching and learning in that subject.

Class teachers

- Planning to ensure full coverage of N.C. using a range of teaching methods and ensuring access for all.
- Monitoring pupil's work through marking and checking pupil's learning [marking]
- Tracking individual progress.- [assessment]
- Special educational needs/ progress re. IEP.

Appendix 1
Sample curriculum monitoring form
Subject Lead Monitoring Feedback Form

Phase:

Year group:

Class:

Teacher:

Subject: Art

Date:

/11/22

Books & Pupils seen [names]:

Scrutiny by:

Development points from last scrutiny:

IMPLEMENTATION

Outcomes: Is there evidence of the planned outcomes? Are the activities engaging and appropriate?

Is progress evident for all pupils (improvement in skills appropriate to age)? Is there evidence of building on prior learning? Is there evidence of skills on progression grid being taught/ used?

Does marking provide clear guidance on how to improve? Does the whole class marking sheet reflect children's learning?

PUPIL VOICE
Can the pupils discuss their learning?
LEARNING WALK
Activities: Does the activity match planning? Are activities differentiated and pitched at the right level to challenge pupils of different abilities? Does the activity support the development of skills in this subject? Is there evidence of building on prior learning?

DATE		SCRUTINY CARRIED
TEACHER'S NAME		CLASS

Vocabulary: Is there evidence of key vocabulary being taught including clear explanations of meaning and relevance to prior learning in other subjects? Does the lesson foster vocabulary development? Are misconceptions around vocabulary and sentence structure being addressed? Are teachers modelling correct use of more adventurous vocabulary choices?

Next Steps

Possible questions for pupil voice:

- So you've been learning about . . . - tell me what you know/ can do
- That's interesting can you show me (write an example if necessary)
- What words help- you explain how to . . .
- Ask the child to show you a recent piece of work in a subject that they are proud of then ask:
 - How would you help someone just starting this work to do well?
 - In this work, what is the most important thing to get right?
 - If you were to do it again, what would you add now?
- What do you find difficult about . .
- What is good about this work
- I can see you've been learning about tell me a little more about . . .
- What is different about these two pieces of work (pick an earlier piece and more current and see if child can identify improvements)



Appendix 2

Daily Planning Monitoring Checklist

Planning Scrutiny

Key Questions	Always	Usually	Sometimes	Never
Does the Short - term planning seek to deliver the Medium – term planning?				
Are the learning objectives clearly stated and relevant?				
Do the IWB plans show clearly how the learning objectives will be delivered?				
Are the planned activities clearly matched to the learning objective?				
Do whole class marking assessments inform future planning?				
Is there differentiation built into the activities?				
Are assessment opportunities and/or key questions clearly stated?				
Are the resources appropriate to the planned delivery?				
Are issues surrounding SEN and additional support/other adults addressed in planning?				
Is key vocabulary identified?				
All plans are on the system.				

Appendix 3

Sample progress meeting proforma

Progress meeting preparation

Teacher: **Class:**

Year:

Current percentages

Attainment:

	Below			At expectations			Above		
	R	W	M	R	W	M	R	W	M
All									
Pupil premium									

End of year targets:

	AT OR ABOVE %			ABOVE %		
	R	W	M	R	W	M
All						
Pupil premium						

Progress:

	AT OR ABOVE	ABOVE
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	R	W	M	R	W	M
All						
Pupil premium						

Pupils & strategies:

Please highlight pupil premium children

Reading

Chn who have not made progress:

Name	Barrier	Strategies

Targeted chn not on track for end of year

Name	Barrier	Strategies

Children to be targeted for working above:

Writing

Chn who have not made progress:

Name	Barrier	Strategies

Targeted chn not on track for end of year

Name	Barrier	Strategies

Children to be targeted for working above:

Maths

Chn who have not made progress:

Name	Barrier	Strategies

Targeted chn not on track for end of year

Name	Barrier	Strategies

Children to be targeted for working above:

<p align="center">John Ruskin School and Language Classes- Equality Impact Assessment Form</p> <p align="center">(covering race, disability, gender, age, religion or belief and sexual orientation)</p>

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

monitoring

2. Aim(s) of the policy or practice being assessed:

To ensure consistency of practise in teaching and learning; to raise standards in teaching and learning; to detail procedures for monitoring

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Clare Tayton

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☒

Parents and carers

☒

Governors

☐

School volunteers

☐

Visitors to the school

☐

Wider school community

☐

Other – (please list) _____


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒
equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- ☐ Performance indicators or targets
- ☒ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☒ Other – (please list)___feedback to staff and TLT_____
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- ☒ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☒ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☒ No – Go to Section 3

☐ No – insufficient evidence to make a judgement–  Go to Section 3

☐ Yes  - these being:

☐ children or people from different ethnic backgrounds

☐ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☐ children or people with different religions or belief


☐ children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☒ No

☐ Yes 

☐ Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☒ There are no red flags or issues identified. No further action is required.
Go to Section 7 - Completion

☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Clare Tayton – Co headteacher
Names and titles of any other people who assisted with this assessment:	
Date:	15/3/18
Date of next review:	2020
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

