

John Whitgift Academy monitoring policy

Aims:

- To raise achievement by assessing the work of the academy in order to provide information for action leading to academy improvement.
- To support curriculum areas in raising standards of learning and teaching.
- To share good practice.
- To support CPD.

Evaluation of curriculum delivery and teaching and learning will take place in a variety of ways:

- Lesson observation
- Learning walks
- Work scrutiny
- Scrutiny of planning
- Student feedback
- Parent feedback
- Analysis of student progress data

QA calendar.

A QA calendar will be provided to enable the academy to develop a consistent focus. There will be three foci provided each half term and these must be met as a minimum requirement, with further monitoring and scrutiny taking place according to departmental or individual need.

Observations will be carried out for performance management purposes; senior staff may call in to lessons at any time and Curriculum Leaders and AP for Teaching and Learning will conduct learning walks regularly. Judgements relating to staff performance will be based on the outcomes of monitoring, including analysis of current student progress data and historic student attainment data.

Learning walk feedback will be passed on to staff and the relevant heads of department. Targets for improvement written into the 'immediate action' section must be dealt with immediately; heads of department will need to support and check this process.

Where an area of concern is identified, staff will be supported on an informal support plan following Delta policy. (see appendix 2)

Work Scrutiny

Departmental work scrutiny of books will take place every half term as per the calendar with a focus identified by the QA calendar and/or departmental need. This will be carried out alongside moderation of marking and assessment. Such standardisation will also be directed by Subject Directors on a regular basis.

Any immediate concerns should be addressed immediately and staff supported and set targets to improve accordingly.

Heads of Department will complete a QA document at the end of each half term which will be forwarded to the AP Teaching and Learning.

Whole school work scrutiny will be carried out each half term to QA this process.

A support plan will be put in place, if it is found that staff need to be set targets for improvement (see appendix 3)

Departmental QA

At the end of each half term, heads of department will be required to complete a QA document (see appendix 5) and pass to the AP Teaching and Learning.

This document should include an overview statement of impact, and information and reflection from QA data collected by the heads of department, AP Teacher and Learning and subject directors and then targets set for the following half term. (see appendix 5)

After reviewing the evidence and discussion, line managers will comment and sign this document. The document will include enable for reflection of achievements and clear targets for moving forward.

Work scrutiny form	Appendix 1
Support plan	Appendix 2
Work scrutiny support plan	Appendix 3
Lesson observation form	Appendix 4
Departmental QA self-evaluation form	Appendix 5

Staff Member:		Date:	Dept:	Completed by:								
Class	Is SST marking within the 3 week tolerance?	Does marking provide pupils with specific targets of how to improve?	Have AOB and KS4 grades been used?	Have pupils responded to marking with green pen demonstrating progress?	Is there evidence that all other work is appropriately checked?	Is there evidence of effective peer and self Assessment ?	Is the presentation in books in line with school policy?	Is there evidence of scaffolding/ differentiation and challenge?	Is there evidence of progress?	Is there evidence of marking to improve literacy?	Is there evidence of homework?	Are target sheets stuck in books and updated appropriately ?
Overall Rag												

Action Points	Date for actions to be reviewed	Actions completed

Employee Name		Start Date		Informal Support*		Formal Capability*	
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*Tick as appropriate

Academy / Department		Post	Teacher
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Areas of Concern	Improvement required (Target)	Support / Training Identified	Person(s) involved in support / training	Expected Outcomes	Evidence to be gathered	Review Dates	Progress

Signature of Principal/Senior Leader/Director or nominated person: _____ Date: _____

Signature of employee: _____ Date: _____

Name:		Start Date:	
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Teacher Standards	Target from Formative QA Work Scrutiny	Action	Person/s Involved	Key Dates	Review
<p>2) Promote good progress and outcomes by pupils.</p> <ul style="list-style-type: none"> ▪ guide pupils to reflect on the progress they have made and their emerging needs. <p>6) Make accurate and productive use of assessment.</p> <ul style="list-style-type: none"> ▪ give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback. 					

Teaching and learning Self Evaluation

Self-Evaluation Document for:		Department	Self-evaluation period: Half term
AP Teaching and Learning		Head of Subject:	
		Line Manager:	
Impact from last self evaluation	Impact from last self evaluation	Checked by	
		Comments:	
Summary of findings from lesson observations and drop-ins:			
Summary of findings from work scrutiny:			
Summary of findings from student voice:			

Identified departmental strengths:		
What are your key actions as a result of this Self evaluation?		

DOCUMENT TO BE ADDED TO EACH HALF TERM USING A DIFFERENT COLOUR