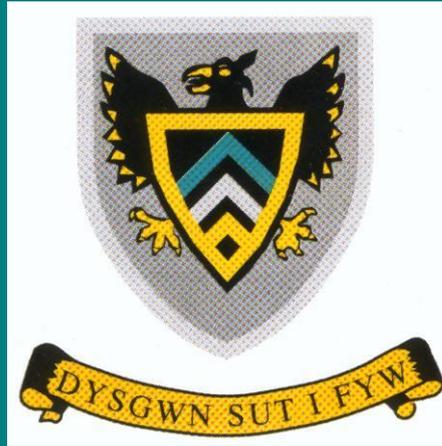


MONITORING AND EVALUATION POLICY





BRYNTIRION COMPREHENSIVE SCHOOL

Monitoring and Evaluation Policy

INTRODUCTION

Work on monitoring and evaluating what happens in school is a continuous process and is not something which is new. We all monitor and evaluate a student's learning, though it is sometimes assumed to be indicated purely by their performance in relation to agreed 'output measures' particularly standardised tests or public examinations. Obviously these are important and are a measure of a school's performance as compared with other schools, the LEA and national performance. Equally clearly, they do not tell the whole story, achievement can be demonstrated in many areas which are not (and which properly should not be) the subject of formal assessment.

Although indicators of the 'outcomes' of learning are crucial, it is possible – and necessary – to consider the learning process, the nature and quality of the educational experience. There is a need for us to ask, is a student's learning effective in that it is related to their individual needs and capacities and prepares them valuably for adult life (for example as a citizen, parent, voter or worker)? These general considerations alongside, the increasing autonomy of the school in the way in which we operate means that we must come to terms with the requirement for us to monitor and evaluate in a formal way for the benefit of our own cycle of planning, delivery evaluation and further planning.

The model tends towards a self-evaluation philosophy and ethos but with a structured framework. Its major features are:-

- Common procedures and standards applied across all curriculum areas;
- Evaluation questions and standards which are explicit and shared by all;
- Evaluation integrated into the school's planning and review cycle.

The aim and main purpose of the curriculum monitoring and evaluation programme at Bryntirion Comprehensive School is to improve the quality and effectiveness of teaching and learning throughout the school; to raise levels of achievement; to strengthen the organisation and management of the curriculum and to enhance the role of the curriculum co-ordinator.

Definitions:

Monitoring

Monitoring involves checking that practices that are supposed to take place actually do take place.

Evaluating

Evaluating involves making qualitative judgements about what is taking place.

Monitoring & Evaluation Procedures

The Senior Management Team (Headteacher, Deputy Headteachers and Assistant Headteachers) will assume responsibility for monitoring the delivery of the curriculum within the school. This will be undertaken principally by five methods:-

- 1) Departmental Meetings and Minutes
- 2) Departmental Handbooks including Schemes of Work
- 3) Departmental Monitoring
- 4) Monitoring by Subject Leaders
- 5) Student Observation (pupil trail and collection of student's books)
- 6) School audit

(1) Departmental Meetings and Minutes

Each member of the SMT will act as a line manager to a curriculum area. The member of the SMT will attend departmental meetings. The SMT member should be informed of the date of the meeting and be provided with an agenda.

(2) Departmental Handbooks including Scheme of Work

The SMT representative will review with the Head of Department the documentation produced on an annual basis. The Scheme of Work and assessment guidelines will be evaluated against the school criteria. The performance indicators that will be used are:

- The scheme of work is in place for KS3/4/5
- School Guidelines for the formulation of a scheme of work have been used in its production
- Teaching Staff are aware of the Teaching and Assessment Objectives
- The range of teaching and learning styles used
- Resource needs identified for the delivery of the scheme of work
- Effective classroom practice from the student's perspective
- Effective assessment procedures from the student's perspective

(3) Departmental Monitoring

The Subject Leader will undertake a departmental review and produce a lesson observation report on each of their departmental members. This lesson observation will form part of their personal professional development.

(4) Student Observation

The SMT will monitor the curriculum experience of students in Years 7, 8, 9, 10 and 11. This will involve the SMT shadowing a selected student for one day. The focus of the observation will cover a number of whole school issues as well as the classroom experience of the students.

Staff will be notified in advance via 'Bore Da' of the student to be followed.

When selecting students for observation the SMT will endeavour to ensure that the lessons observed are equitably distributed across the curriculum and subsequently the staff.

Student classroom observation will consider the individual students classroom experience and will focus on the whole school issue being monitored as well as the following areas:

- Continuity in the learning process from the students' viewpoint
- Students clearly understand lesson's aims
- Students have the necessary resources available to participate fully in the lesson
- Student's needs are met in terms of match of work to ability and the pacing of the lesson
- Progress of the student is monitored
- Purposeful involvement of the student in the lesson
- Use of the Bryntiron Learning Cycle during an observed lesson
- Student's exposure to a range of teaching styles, learning styles and experiences
- Students written work is well set out and pride is taken in their written work
- Students involvement in and enjoyment of their learning experience
- Students note homework in their planners, if given.

(6) School Audit

A school audit will be conducted during the interim period following a school inspection as a means of measuring progress towards the agreed Action Plan and identifying further priorities for action. A mixture of techniques will be used e.g. questionnaire and group discussion and the observations of a consultant.

External Monitoring of Standards

The following processes are in place to verify school reports and act as a quality control of the whole procedure:-

- The Governing Body of Bryntirion Comprehensive School monitors and evaluates standards through the examination of performance statistics and the development of the school through the SDP.
 - ESIS – through the Review & Development process. Reports are written on agreed target areas each year with written feedback to the Headteacher and Subject Leader within 10 school days of the school visit.
 - The LEA in conjunction with ESIS conducts an Annual Performance Review, which measures school performance in relation to LEA and national performance. This is an analysis of performance at Key Stage 3, 4 & 5 (SATs, GCSE, Vocational Qualifications, Entry Skills, AS and A Level). This review compares the performance of all subject areas, the performance of boys as compared to girls and the performance of Bryntirion as compared to similar schools (FSM (Free School Meals) Index)
 - Basic Skills Award – external verification of strategies to improve numeracy and literacy standards within the school carried out on an annual cycle
 - Investors in People Award – external verification ensuring that all employees of the school have their professional development needs met alongside the needs of the school (as planned by the SDP).
 - Careers Quality Mark - external verification of the standards of Careers Education within the school (Bryntirion is currently being assessed for this award).
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School Code of Practice for Monitoring and Evaluation

- All monitoring activities involve staff consultation.
- Whole procedure is supportive and developmental.
- The monitoring process adheres to the agreed procedures contained in this policy document.
- The quality of learning and the standards of achievement are the responsibility of each and every member of staff.
- The role of the subject leader is to have a whole school overview of the quality of learning and the standards achieved in their curriculum area.
- The role of the headteacher, deputy headteachers and assistant headteachers is to facilitate and manage the monitoring process in school.
- The identified strengths and weaknesses are shared with all staff throughout the monitoring process.
- SMT and Subject Leader reports identify and reflect upon whole school strengths and weaknesses in learning and achievement measured against agreed criteria.

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Chair of Governors

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Date



Monitoring Arrangements

S.M.T. / DEPARTMENT LINKS

A.Jenkins	Science, History, Art & Music
Mr J.Foley	Mathematics, PE, MFL & IT
Mrs C. Jenkins	English, Technology, PSE & RE
Mr D.Mead	Welsh
Mr S.Clarke	Economics, Business Studies and Sociology
Mrs M.Walters	Geography

STUDENT OBSERVATION & MONITORING PUPILS' WORK

Year 7	Mrs C.Jenkins
Year 8	Mrs C.Jenkins
Year 9	Mrs M.Walters
Year 10	Mr D.Mead
Year 11	Mr S.Clarke

MONITORING OF REGISTRATION PERIODS

Year 7	Mrs C.Jenkins / Mr G.Mahoney	
Year 8	Mrs C.Jenkins / Mrs K.Owen	
Year 9	Mrs M.Walters / Miss J.Sheppard	

Year 10	Mr D.Mead / Mr C.Jones	
Year 11	Mrs A.Jenkins / Mr S.Clarke	