



Notting Hill Preparatory School

3.7 Policy for Monitoring

(EYFS & KS1-3)

Reviewer responsible: **Deputy Head (Academic)**

Date of last review: **09/20**

Reviewed by: **NS**

Date of next review: **09/21**

MONITORING POLICY

1. Aims of the monitoring policy

The aim of this policy is to ensure that our curriculum intent is realised, our curriculum content effectively delivered, the children properly assessed and their progress tracked (see also Curriculum Policy).

The policy also aims to ensure that we identify children's needs by gathering and sharing all the relevant information we have on them, then using this knowledge to intervene swiftly and appropriately to help them achieve the best educational outcomes.

1.1 Expectations

All teaching staff will be expected to show effective planning to meet children's needs; to use a range of teaching strategies, monitor and assess progress; to give clear and effective feedback and maintain records of pupils' attainment. They are further expected to reflect on the data they collect, using it to inform and improve teaching and learning.

Heads of Department and Subject Coordinators are expected to show that their schemes of work are effective in promoting progress for all children and that they are themselves monitoring delivery of the schemes of work within their subject.

2. Monitoring procedure

The Deputy Head (Academic) is responsible for ensuring that monitoring is being carried out effectively across the school, supported by other members of the SMT, especially the Heads of Lower, Middle and Upper School, in liaison with Heads of Department, Subject Coordinators and the Middle Management Team (MMT).

Monitoring of all teaching staff will include the following:

- **Planning scrutiny** - to ensure it promotes good teaching and learning, incorporates Thinking School practice, and recognises the needs to differentiate for all pupils, including the crucial requirement for pupils with specific learning difficulties to have uninhibited access to learning. Heads of Department scrutinise teacher planning and their feedback may be used by SMT when conducting a teacher's professional review process

Planning scrutiny

The Heads of Department must see that a teacher's Weekly Lesson Plans implement the learning objectives laid down in their Medium Term Plans and explicitly take account of the learning abilities and profiles of all children in a particular class, group or set. Weekly Lesson Plans should also include the school's planning 'non-negotiables'.

- Sampling pupils' work ('book looks') - individually by Heads of Department or shared across Departments (such as French and Classics together), with feedback used by members of SMT during professional review, to ensure that: assessment is being done which helps all children to learn: adequate lesson time is given for children to reflect and correct; assessment is undertaken regularly enough to be meaningful for the children; and to reflect and reward the high levels of energy and dedication the children invest in their work (see also Policy for Marking and Presentation)

Sampling pupils' work

Evidence will be sought that books are being marked in line with school policy. Is the work in the books consistent with planning? Are the children making progress? Do the marking and feedback enable children to understand the next steps in their learning? Is there evidence of differentiation in the marking and particularly in the feedback given to individuals? Does the marking give a voice to the aims of the school's Thinking School programme? Is children's work presented in line with school policy? (See 'Marking and Presentation Policy')

- **Report writing** – SMT check reports to ensure the writing accurately reflects any assessment data contained within them, and gives parents and children a coherent picture of current progress and what next steps will/should be taken by them/the school

Report writing

The text of any school reports should accurately reflect for the parents and children any assessment data which is being sent in tandem with that report – for example, objective tick boxes and NHP Levels.

In summary, the NHP Levels (where given) should reflect the ticks, and the report text should reflect the NHP Levels and/or ticks.

Members of SMT, in their scrutiny of teacher reports, will ensure that coherence between report text and assessment data is guaranteed to parents and children, asking teachers to account for any inconsistencies which arise, amending them as required.

- **Lesson observation** – are conducted using the school's own lesson observation sheets, with an agreed focus where appropriate. Lesson observation forms of professional review for every teacher and TA. New staff are also observed and fed back to during their first term by members of MMT and their SMT mentors.

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Lesson observation

This will involve a member of the SMT or MMT (for new staff). (**Further details in Policy for Staff Monitoring** and the detailed provisions for review in the **Professional Excellence Policy**)

2.1 Using assessment data

The Deputy Head (Academic) along with the Deputy Head (Operations) examines exam and standardised test data, looking for trends or other indicators which suggest excellent performance by a teacher (for example, a child exceeding expectations) or a teacher whose children are dipping below the expected levels, allowing the school to praise a teacher for their dedication and excellence, or take remedial action, along with that teacher's Head of Department, where appropriate.

The Deputy Head (Academic) along with the Deputy Head (Operations) will moderate and track assessment data and share the analysis with teachers to improve their knowledge of the children. This data is also shared with the Learning Support Department to help them measure the effectiveness of their interventions (see **Policy for Assessment, Recording and Reporting**).