WALTON HIGH

MONITORING AND EVALUATION POLICY

2023-24

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2.2	Revised draft	05.09.23	DMB	Changes to annex B
2.3	Final	28.09.23	SEA	Updates and corrections

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Rationale

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ENABLING   ENHANCING   ENRICHING

Walton High aims to enrich and enhance the lives of children and young people by enabling them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are no limits to what they can achieve and developing the attributes needed to be able to successfully shape and respond to the future.

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Monitoring is the ongoing systematic process used for gathering the evidence needed to evaluate performance.

Monitoring evidence, both quantitative and qualitative, is used to verify that the school's policies and schemes of work are being followed; as it is through the consistent application of these that Walton High will achieve its aims. It is also used to gather the views of students, staff and parents.

The evidence gained through the process of monitoring is evaluated to assess the quality of provision, effectiveness of policies and practices as well as the level of satisfaction. The outcome of this assessment is used to identify Walton High's improvement and development priorities and informs the review of policies and practices.

Monitoring and evaluation also give a basis for both questioning and testing assumptions. It enables the most effective practice to be identified and disseminated.

Monitoring and Evaluation Cycle

The monitoring and evaluation cycle is a continuous process. It drives school improvement and is central to accountability.
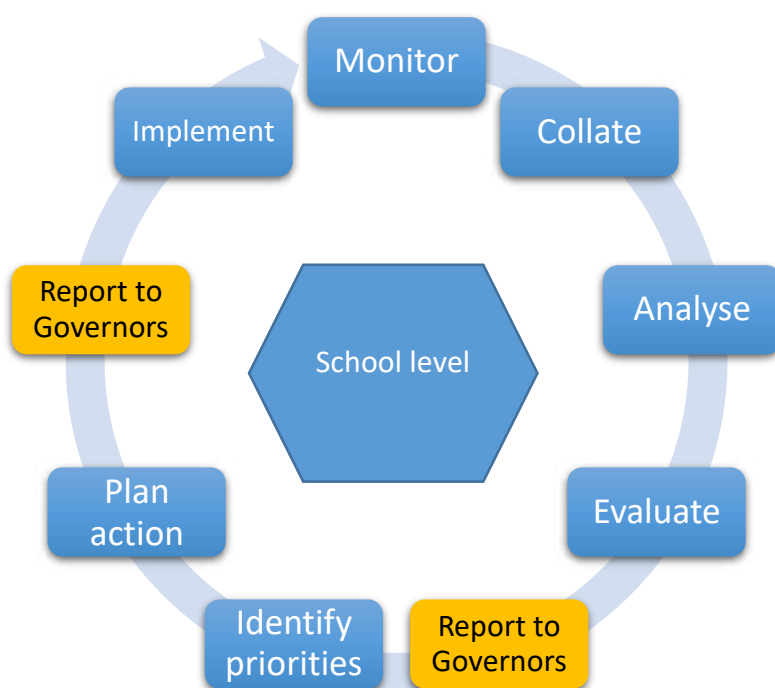
For Walton High to achieve its aims, every facet of the school's work has to perform to the highest standard. The monitoring and evaluation cycle plays a pivotal role in ensuring this is the case and encompasses the following areas:

- o Student wellbeing and safeguarding
- o Quality of education
- o Students' behaviour, attendance and attitudes
- o Students' personal development
- o Leadership and management
- o Financial management
- o Administration

The same monitoring and evaluation process is used within Curriculum Areas and the findings from this process feeds into whole school monitoring and evaluation to ensure efficient working practices by avoiding duplication.

One school two campuses

The size of Walton High creates opportunities as well as challenges.

Staff on one campus perform the role of critical friend to colleagues on the other campus.

To ensure policies and practices and Schemes of Learning are consistently applied across the school, key members of staff work across both campuses. These are:

- Director of Post-16
- Designated Safeguarding Lead
- Director of English
- Director of Maths

- Director of Science
- Business Manager

Roles and responsibilities

Trustees

Milton Keynes Education Trust (MKET) has ultimate responsibility for standards in its schools.

MKET has systems in place to monitor and evaluate the efficient and effective deployment of resources in pursuit of the Trust's aims and objectives. Trustees perform the role of critical friend to Local Governing Bodies and holds them to account for standards in their school.

Governors

Governors perform the role of critical friend and are responsible for ensuring that the school's monitoring and evaluation process is robust and leads to effective action to raise performance in all areas of the school's work.

Governors fulfil their responsibilities by critically reviewing and challenging reports presented at meetings and by visiting the school to observe first-hand how improvement and development priorities are being addressed.

Senior Leaders

Senior Leaders are responsible for ensuring that there is a strategic plan for monitoring and evaluation and that the policy is implemented and leads to effective action to raise performance in all areas of the school's work. They are accountable to the school's Governors.

Senior Leaders take the leading role in ensuring Middle Leaders, teachers and support staff are aware of their roles and responsibilities relating to monitoring and evaluating and provide support and training as necessary.

Senior Leaders are also responsible for devising the annual schedule for the whole school monitoring and evaluation cycle as well as approving the process at department level and for any projects or pilots that are being implemented.

Middle Leaders

Middle Leaders are responsible for ensuring that the Monitoring and Evaluation Policy is implemented in their areas according to the schedule. They are also responsible for ensuring that the findings from the monitoring and evaluation process lead to effective action to raise performance and standards in their area. They are accountable to their line manager.

Middle Leaders are responsible for ensuring the school's policies and practices and schemes of work are followed in their areas.

Teachers and support staff

Teachers and support staff have a critical role to play in ensuring that Walton High' policies and practices and schemes of work are followed; as it is through the consistent implementation of these that Walton High will achieve its aims.

Daily, teachers and support staff implement the school's policies and practices and deliver schemes of work. Consequently, they are ideally placed to feed back on their effectiveness.

For the Monitoring and Evaluation Policy to be successful in raising standards and performance levels, all staff need to actively contribute to the process.

Annex A gives an overview of the different roles and responsibilities teaching staff have for monitoring student performance.

Monitoring strategies and schedule

The tables in Annex A give an overview of the monitoring and evaluation strategies and schedule that cover:

- o Student wellbeing and safeguarding
- o Quality of education
- o Students' attendance and attitudes
- o Students' personal development
- o Leadership and management

The monitoring and evaluation strategies related to financial management are detailed elsewhere. These comply with the requirements set out in the Academy Handbook and involve MKET's internal and external auditors.

The monitoring and evaluation of the efficiency and effectiveness of administration at the school is an ongoing process and reflects the school's calendar.

Evaluation schedule

The evaluation schedule set out in the Ofsted inspection handbook will be used to inform judgements related to:

- o Student wellbeing and safeguarding
- o Quality of education
- o Students' attendance and attitudes
- o Students' personal development
- o Leadership and management

https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2022

Annex A

Personal Tutor Monitoring

What	How	When	Information Available	Success Criteria
Student wellbeing	• Engagement with students • Discussions with staff • Information from parents • External agencies	• Continuous	Discussions with colleagues Reports from external agencies Attendance at Session 9 Enrichment activities	• Happy, well balanced and motivated students, involved in the life of Walton High
Overall student progress	• Individual tutorials • Target setting, monitoring and reviews • Information from colleagues • Analysis of data • Attendance at Session 9 Enrichment activities	• At least termly • As applicable • Termly • Half termly	Contact with parents KS2/4 results/ CAT scores Work scrutiny reports Assessment data Report grades	• Achievement consistent with potential • High levels of participation in Session 9 Enrichment activities
Independent learning	• Firefly independent learning records • Class Charts	• Weekly	Targets Firefly	• All independent learning completed to the best of students' ability
Behaviour	• Discussions with students • Discussions with staff • Discussions with parents • Class Charts	• Continuous	Sisra SIMS SEND documents	• Self-disciplined; responsible; caring towards others; positive Tutor Group ethos
Attendance & Punctuality	• Check registers • Follow up as appropriate • Liaison with Tutor, Attendance Officers/Pastoral/Subject teacher/parents	• Daily • Weekly review	Individual Health Care plan Class Charts reports Lesson observations Attendance register Signing in/out record	• > 96% attendance • Negligible persistent absence • < 5% lateness • < 1% unauthorised absence Accurate records kept
Dress Code and equipment	• Systematic check	• Each Tutor Session • Each time a member of Tutor Group is seen		• All students in correct uniform with correct equipment

Subject Teacher Monitoring

What	How	When	Information Available	Success Criteria
Student progress	• Professional judgement • Marking students' work • Formative assessments • Summative assessment • Attendance at Session 9 Enrichment activities	• Each lesson • Ongoing • Termly / Half Termly • Weekly	KS2/KS4 results CAT scores Classwork CAP results Report grades	• Achievement consistent with potential • High levels of participation in enrichment sessions
Independent learning	• Regular feedback to students and recording of achievements	• Continuous	SIMS Targets Firefly	• All independent learning completed to the best of students' ability • Independent learning supports progress
Behaviour	• Consistent enforcement of Code of Conduct • Use of Class Charts	• Continuous	Sisra Communications log Discussions with colleagues	• Well managed classrooms • Behaviour consistently very good
Attendance & Punctuality	• Accurate registers taken by subject teachers. • Personal Tutors alerted to concerns	• Every lesson	SEND documents Individual Health Care plan Attendance register	• 98% + attendance • 0% lateness
Dress Code and equipment	• Systematic check each lesson and non-compliance challenged and addressed	• Every lesson	Signing in/out record Class Charts reports Location of spare uniform	• All students in correct uniform with correct equipment

Leading Teacher and Subject Leader Monitoring

What	How	When	Information Available	Success Criteria
Student progress	• Outcomes in CAPs and tests • Comparison with performance in other curriculum areas • Work scrutiny • Lesson observation • Learning Walks	• Termly/Half Termly • Termly • At least half termly • Termly • Termly/Half termly	KS2/4 results CAT scores Work scrutiny reports Lesson observations reports Learning walks reports Discussions with colleagues	• Achievement of individuals and groups consistent with ability profile • Underachievement identified and addressed
Adherence to scheme of work and Walton High's Policies and Practices	• Sampling students' work • Discussion with teachers • Learning Walks • Lesson observations	• Half termly • Continuously • Half termly • Termly	CAP results Targets Report grades Sisra Firefly	• Schemes of work adhered to by all subject teachers • Walton High's Policies & Practices consistently applied • Evidence from monitoring evaluated and appropriate action taken
Setting of independent learning Completion of independent learning	• Sampling Firefly record & checking teacher's records • ClassCharts	• Termly/ if need arises • Weekly	Class Charts reports SIMS Communications log SEND documents Individual Health Care plans	• Independent learning set according to timetable • All independent learning completed to the best of students' ability • Independent learning supports progress

What	How	When	Information Available	Success Criteria
Behaviour, Attendance and Punctuality	• Discussion with subject teacher • ClassCharts • Teacher escalated concerns • General awareness • Learning Walks/Observations • Registers	• As applicable • Weekly • As applicable • Continuously	Attendance register Signing in/out record	• Well managed classrooms • Behaviour for Learning consistently very good • >96% attendance • 0% lateness • Accurate records kept

Head of Year Monitoring

What	How	When	Information Available	Success Criteria
Student wellbeing	• Engagement with students • Discussions with staff • Information from parents • External agencies	• Continuous • As applicable	Tutor discussions Contact with parents External agencies SEND information	• Happy, well balanced and motivated students, involvement in the life of Walton High
Attendance & Punctuality	• Register checks • Attendance reports • Discussions with Attendance Officers • Meetings with parents • Liaison with external agencies	• Every cycle • Monthly • As required	Individual Health Care plans KS2/4 results/ CAT scores CAP results Report grades	• > 96% attendance • Negligible persistent absence • < 5% lateness • < 1% unauthorised absence • Accurate records kept

What	How	When	Information Available	Success Criteria
Student progress	• Outcomess in CAPs and exams • Performance across subjects • Sampling students' work • Lesson observations • Learning walks	• Termly/Half Termly • Termly • Half termly • Termly • Half termly	Lesson Observations Learning Walks records Work Scrutiny records ClassCharts reports SIMS Firefly	• Achievement of individuals and groups consistent with ability profile • Underachievement identified and checked
Delivery of Tutor programme	• Discussion with teachers • Discussions with students • Learning walks • Observations	• Continuously • Continuously • Weekly • Termly	Sisra Teacher discussions Attendance register Signing in/out record SEND documents	• Tutor programme adhered to by all tutors • Walton High's Policies & Practices consistently applied • Record keeping of monitoring
Setting and completion of independent learning	• Firefly • Teacher's records	• Termly/ if need arises	Survey results Complaints log	• Independent learning set according to timetable • All independent learning completed to the best of students' ability

What	How	When	Information Available	Success Criteria
Behaviour	• Discussion with student • Discussion with tutors and subject teachers • Student focus groups • Student survey • Class Charts reports • Observations during lesson changes and social time • Learning walks • Lesson observation • Parent survey • Parent complaints • Mentoring • Students' reporting	• As applicable • Half termly • Annually – rolling • Daily • Daily • Every cycle • Termly • Annually – rolling • Ad hoc • As required		• Well managed classrooms • Behaviour for Learning consistently very good • Code of Conduct fairly and consistently enforced
Dress Code and equipment	• Systematic check each lesson and non-compliance challenged and addressed	• Every cycle		All students in correct uniform with correct equipment

Senior Team whole school monitoring – Student wellbeing, Attendance and Attitudes

What	How	When	Information Available	Success Criteria
Student wellbeing	- Discussions with students - My Concern referrals - Student survey - Bullying and discrimination complaints - Discussions with staff - Discussions with parents - Parent questionnaire - Discussions with external agencies	- Daily - Weekly - Continuous - Annually – rolling - Continuous - As applicable - Annually – rolling - As applicable	My Concern SIMS Class Charts reports SEND documents Individual Health Care plans Attendance register Signing in/out record	- All students feel safe and well supported in school - All students have someone in school they trust and feel they can go to if they have a concern
Delivery of PSHE, Tutor programme and assemblies	- Discussion with teachers - Discussions with students - Learning walks - Observations	- Continuously - Continuously - Weekly - Every cycle - Termly	Schemes of work Lesson plans Resources	- Schemes of learning adhered to by all staff delivering PSHE - Walton High's Policies & Practices consistently applied
Behaviour	- Discusion with student - Discussion with HoY - Student focus groups - Student survey - Class Charts reports - Observations during lesson changes and social time - Learning walks - Lesson observation - Parent survey - Parent complaints	- As applicable - Half termly - Daily - Daily - Every cycle Every cycle - Termly - Annually – rolling - Ad hoc	SIMS Class Charts reports SEND documents Survey results Complaints log	- Well managed classrooms - Behaviour for Learning consistently very good - Code of Conduct fairly and rigorously enforced

What	How	When	Information Available	Success Criteria
Attendance & Punctuality	- Register checks - Attendance reports - Discussions with Heads of Year and Attendance Officers - Liaison with external agencies	- Every cycle - Monthly - Every cycle - As required	SIMS registers Communication with parents	> 96% attendance - Negligible persistent absence < 5% lateness < 1% unauthorised absence - Accurate records kept
Teaching	- Lesson observations - Learning walks - Performance Management	- Termly - Every cycle - Annual appraisal	- Schemes of work and Firefly resources - Lesson plans - Assessment data - Record of previous observations	- All teaching & learning graded good or better - Achievement of individuals and groups consistent with ability profile

Senior Team whole school monitoring – Quality of education and personal development

What	How	When	Information Available	Success Criteria
Teaching	• Lesson observations • Learning walks • Performance Management	• Termly • Every cycle • Annual appraisal	• Schemes of Learning and Firefly resources • Lesson plans • Assessment data • Record of previous observations	• All teaching & learning graded good or better • Achievement of individuals and groups consistent with ability profile
Student progress and outcomes	• Lesson observations • Individual monitoring of students • Analysis of assessment outcomes, including identified performance of groups, e.g. boy/girls SEN, EAL, most able • Work scrutiny • Use of rewards system	Termly Termly Half termly Monthly	Sisra reports Internal assessment data External KS4/5 results CAT scores Report data Targets SEN documents DfE data Exam board data Work scrutiny records Lesson observation records Learning walks records CAP results Targets Report grades SEND documents	• Achievement of individuals and groups consistent with ability profile • Underachievement identified and checked • Motivated students • Appropriate use of reward system • Evidence of progress

What	How	When	Information Available	Success Criteria
Adherence to scheme of work and Walton High's Policies and Practices	• Sampling students' work • Discussion with Subject Leaders • Learning walks • Lesson observations	• Half termly • Continuously • Termly • Termly	Schemes of work Resources	• Schemes of Learning adhered to by all subject teachers • Walton High's Policies & Practices consistently applied • Evidence from monitoring evaluated and appropriate action taken
Setting of independent learning Completion of independent learning	• Sampling Firefly & checking teacher's records • Class Charts reports • Subject area detention record	• Half termly/ in response to concerns • Every cycle	Schemes of work Lesson observation records Learning walks records Student Diary review records	• Independent learning set according to timetable • All independent learning completed to the best of students' ability • Independent learning supports progress
Student engagement in Session 9 Enrichment activities	• Tracking overall participation rates and amongst targeted groups and individuals • Student feedback on sessions • Observation of sessions	• At the launch of activities • Weekly	Enrichment programme Registers Observation records	• All students participate in at lease one Enrichment session annually • Priority groups have barriers removed to enable participation

Annex B

Focus of Quality of Education Monitoring and Evaluation activities

- Students are working to the best of their ability
- Schemes of Learning are being delivered
- Work set is appropriately challenging
- Expectations set out in Policies and Practices are being followed, along with any subject specific marking policy

Each term Curriculum Areas will be expected to have completed learning walks across all year groups. During the learning walks they will review a sample of PP, HPA and SEN students in each class.

Learning Walks

A Microsoft Form will be provided for completion to allow tracking of key themes that in turn will influence the school's CPD programme.

Process

- Observers must research the classes they are visiting before a Learning Walk so they know who the focus groups and/or individuals are, i.e. which student(s), where they sit and their individual profile.
- Learning Walks must involve visiting several classes for a short period of time, typically between 5-10 minutes. Staff will use the MS Form to record their observations.
- Verbal feedback should be given where appropriate or when requested.

Frequency

- Middle Leaders must visit every member of their team at least once every half term and ensure that all courses taught by a teacher are included within Learning Walks during the academic year.

Actions

- Effective practice must be shared regularly – ideally through Curriculum Area meetings or the Staff Bulletin
- Areas for development should be addressed in scheduled meetings if there is a consistent theme among several colleagues
- Any concerns about an individual must be raised with the Line Manager and an appropriate way to bring about improvement agreed

The focus of monitoring will be informed by the Walton High's Self Evaluation Report (SER) and Action Plans linked to Development and Improvement Priorities (DIPs) as well as the following sources of data that the school collects on student performance:

- Termly CAP and exam data
- Termly MLGs / Summative Grades
- Fortnightly Class Chart, Attendance and Punctuality reports

Work Scrutiny

A Microsoft Form will be provided for completion to allow tracking of key themes that in turn will influence the School's CPD programme.

Process

- Colleagues collect a sample of books from a number of classes in different year groups
- Samples must include key groups – underperforming students, PP, SEND, HPA
- The Work Scrutiny Criteria should be used along with the MS Form to record findings

Frequency

- Work Scrutiny should occur at least once every half term, with all courses reviewed on a termly basis and all teachers work being reviewed.

Actions

- Effective practice must be shared regularly – ideally through Curriculum Area meetings or the staff bulletin
- Areas for development should be addressed in scheduled meetings if there is a consistent theme among several colleagues
- Any concerns about an individual must be raised with the Line Manager and an appropriate way to bring about improvement

Deep Dives

Monitoring and evaluating the quality of education will also take the form of "deep dives" that focus on the school's key improvement priorities. In addition, on a half termly basis, the Senior Team will conduct a "deep dive" into a cross-curricular theme, e.g. use of formative assessment, behaviour management, or an emerging issue. These will take place over a two-week period.

The strategies to be used to collect the evidence to be evaluated will include:

- review of documentation
- discussion with Middle Leaders and teachers
- discussion with students
- Learning Walks
- work scrutiny

Themes which may be a focus for evaluations include:

- Reducing in-school variation
- Underperforming students
- PP
- SEND provision
- Boys
- Girls
- HPA provision
- Rewarding positive attitudes

Cross campus working

Each term, all Middle and Senior Leaders should do at least one of their Learning Walks and Work Scrutiny at the campus opposite to their usual base. This is to facilitate the role of Middle and Senior Leaders role in ensuring consistency across the campuses and to share best practices between the two sites.

Reaching judgements on the quality of education will take account of evidence gathered from both campuses.

Walton High – Work Scrutiny Record

Date		Reviewer		Write the teacher's initials under each number and then evaluate aspects observed with E (excellent) G (good) D (developing practice) C (concern/no evidence)				
Teacher								
Year Group								
Is the work suitably challenging?								
Does the work set help students remember the content they have been taught and integrate new knowledge into larger ideas as set out in the Scheme of Learning?								
To what extent is every student working to the best of their ability?								
To what extent is written feedback subject specific on how to improve?								
To what extent is subject specific literacy being promoted?								
Action Is follow up action required?								