



Nourishing the fitrah of each unique child

Monitoring and Evaluation Policy

Umar Ibn Khattah: *"Call yourself to account before Allaah does.*

Weigh your deeds before Allaah does."

(Collected by Ahmed)

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Monitoring and Evaluation Policy

At Unique Academy, we are continually committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is having effective procedures for monitoring and evaluation that involves all members of the school community.

Monitoring alone does not lead to school improvement. It is through an evaluation of the information gathered, the identification of needs and the application of strategies to address those needs that school improvement can be affected.

Accountability is one element of the professional practice of the Headteacher, and the teachers but with staff relationships based on cooperation, the main function of the cycle is to promote progression, bring about improvement and the raising of standards.

Monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-school contexts of school and staff development.

This policy should be read in conjunction with our Teaching and Learning Policy; and our policies for Assessment and for Marking.

Aims

The main purpose of monitoring, evaluation and review is to ensure that all members of the school community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievement.

Monitoring and evaluation help to ensure that:

- the school provides an Islamic, safe and positive learning environment
- there is an ethos of high expectation and success
- the best standards of teaching, learning and care exists
- all children are given equal opportunity to reach their potential
- there is progression and continuity across the curriculum for all children
- all children have a positive attitude towards their work and that their behaviour is positive
- pupils progress and develop at an age appropriate level
- quality school improvement planning is in place
- action can be taken so that standards are raised
- good practice is recognised and valued

Definitions

Monitoring is the process of gathering evidence to answer questions about the effectiveness of our school

Evaluation is the weighing up of evidence against criteria and reporting the findings.

Review is deciding what action, if any, needs to be taken.

The Principles of Effective Monitoring and Evaluation

There are many effective principles and strategies that we endeavour to follow to ensure the effective monitoring and evaluation within the life of our school. These are listed as follows -

- All aspects of the work of the school should be monitored, evaluated and reviewed
- Everyone should be involved in monitoring and evaluation activities and should understand their role in the monitoring and evaluation process
- All monitoring, whether of work, elements of teaching or children's learning, should have a focus. There should be a shared understanding of the focus between the person monitoring and those to be monitored
- The opinions of pupils and parents should be sought
- Monitoring should identify priorities that lead to school improvement and promote high standards
- Monitoring should create a climate which enables all staff to develop and maintain positive attitudes towards their work
- Monitoring should track progress on plans and targets for development and should use evaluation, analysis and discussion to guide further improvement
- The intention is to monitor policy and practice, not people, and to foster a spirit of 'development' rather than 'criticism'
- The process should celebrate success, recognise strengths and identify areas for improvement
- Staff should regularly reflect on their own work through discussions with each other
- An effective process should lead to action and inform school improvement
- The system should be manageable

What will we monitor and evaluate?

In order to be effective, monitoring and evaluation should have a mutually agreed and definite format. Monitoring and evaluation should cover all aspects of school life and not just that which takes place within the classroom. It is not possible, however, to cover all aspects at once and, therefore, an annual format needs to be implemented.

Areas which will be monitored and evaluated -

- The school Islamic ethos and care provision
- The curriculum, assessment and record keeping
- Teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy
- The attitudes, behaviour and general conduct of the children
- Standards of work and progress
- The learning environment
- The management and leadership of the school

Criteria for each area

Ethos

- An Islamic ethos throughout the school
- A positive, child-centred ethos exists within the school
- Children feel safe, happy and enjoy learning
- Positive relationships exist with all members of the school community
- The school values, aims and vision are promoted and implemented in daily school life

The Curriculum, Assessment and Record Keeping

- Planning will be effective and show clear learning objectives, outcomes, differentiation and high expectation
- Planning will show that National Curriculum objectives are being met
- Planning will indicate that the English and the Mathematics are being delivered effectively
- Marking and feedback of children's work will be consistent and meaningful
- Formal assessment indicates the progress of individual children and informs planning (AfL) by identifying areas that require support or suggest opportunity
- Assessment and record keeping inform the teaching
- Pupil reports are written and records kept in accordance with assessment policy

The Quality of Teaching and Learning

- Effective schemes of work are in place
- The National Curriculum objectives are reflected in planning
- There is evidence of the effective implementation of our Teaching and Learning Policy
- Planning will be realistic and effective, showing clear learning objectives, outcomes, differentiation, cross curricular links and high expectations
- The teaching will reflect these clear learning objectives, outcomes, differentiation will be appropriate to individual children's learning styles, interests and abilities, there will be evidence of links with previous learning, there will be high expectations and lessons will be well paced
- A variety of teaching strategies and resources will be used which are appropriate to the learning objectives, including the use of ICT
- A broad balance of curriculum is covered
- Learning objectives and outcomes will be identified and shared within the lesson
- The teaching will stimulate the children
- Teachers will demonstrate an excellent knowledge of the subject
- Children will be given opportunities to develop independence in their learning
- Children will acquire new knowledge or skills in their work, develop ideas and increase their understanding
- Children will show engagement, application and concentration and work productively
- Children will develop and/or illustrate the capacity to work independently and collaboratively

The Attitudes, Behaviour and Conduct of the Children

- The children should display an enthusiastic attitude to learning
- The children should demonstrate the ability to stay on task for periods of time appropriate to their age
- The children should demonstrate the ability to work cooperatively and independently
- The children should be polite and well behaved when on school trips and when representing the school in events away from school e.g. sports fixtures, concerts etc.
- The children should demonstrate the school values and rules manifested in our school's Positive Behaviour Policy
- Children should follow classroom rules and routines and signals for listening, looking etc
- Relationships are based on respect

Standards of Work and Progress

- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs
- Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning

The Learning Environment

- The learning environment should be reflective of needs of children within each class – less stimulating, visual aids/ timetables etc
- WALT and WILF will be clearly visible, including ‘planning boards’ where appropriate
- Displays will be fresh and imaginative and reflect the best work of all children
- Displays will be varied and should consist of English, Mathematics, Science, Islamic education, Humanities, ACDT
- The classroom will be organised/ tidy and children will have an established routine of keeping their classroom tidy e.g. desks, after play time etc
- Resources will provide additional interest and be appropriate to the lesson objectives
- Islamic values, school & classroom rules will be visible
- The grounds and premises are clean and used as a resource for learning

Leadership

- All members of staff contribute to the ongoing development of the school.

Monitoring and Curriculum Planning

Long term planning is reviewed and adapted by the Headteacher to ensure the delivery of National Curriculum; progression within and balance across subjects; and appropriate time allocations and cross- curricular links.

Medium term planning is monitored by the Headteacher to ensure specific learning objectives; appropriate pupil tasks and activities are planned for the children.

Short term planning is monitored by the Headteacher to ensure consistency across year groups; a balance of activities; adaptive; appropriate pace and expectation; constructive feedback for children; teacher assessment; links and consistency with medium term planning.

Approaches to Monitoring and Evaluating

The degree of formality is determined by the information sought through any monitoring activity. In Unique Academy, the range of approaches includes:

- Classroom Observation
- Self-Evaluation with individual teachers/ Whole-school self-evaluation
- Moderation Exercises/ Internal Standardisation - a comparison of children’s work across classes and year groups
- Assessment Results
- Book Looks
- Class Overview files/ Observation files
- Notes kept by teachers
- Questionnaires/ Surveys/ Audits
- Learning Walks
- Review of actions plans, School Development Plan, policies and procedures
- The inspection process



Monitoring and Evaluation Cycle Across the Whole School

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Planning/ Evaluations (with agreed focus) Learning Walks	Lesson Observation (with agreed focus)				SDP/ Action Plans Audits/ Self- Evaluation
Autumn 2	Planning/ Evaluations (with agreed focus) Learning Walks		Book Looks Samples of Children's work/ Marking	Pupil Progress Meetings	Internal Moderation / Learning Journeys	
Spring 1	Planning/ Evaluations (with agreed focus) Learning Walks	Lesson Observation (with agreed focus)				SDP/ Action Plans Audits/ Self- Evaluation
Spring 2	Planning/ Evaluations (with agreed focus) Learning Walks		Book Looks Samples of Children's work/ Marking	Pupil Progress Meetings	Internal Moderation / Learning Journeys	
Summer 1	Planning/ Evaluations (with agreed focus) Learning Walks	Lesson Observation (with agreed focus)				SDP/ Action Plans Audits/ Self- Evaluation
Summer 2	Planning/ Evaluations (with agreed focus) Learning Walks		Book Looks Samples of Children's work/ Marking	Pupil Progress Meetings	Internal Moderation / Learning Journeys	