

PONTLLANFRAITH COMPREHENSIVE SCHOOL

PLANNING, MONITORING AND
EVALUATION POLICY v4

(With amendments/additions since May 08 shown in italics)

J Kendall, May 2008

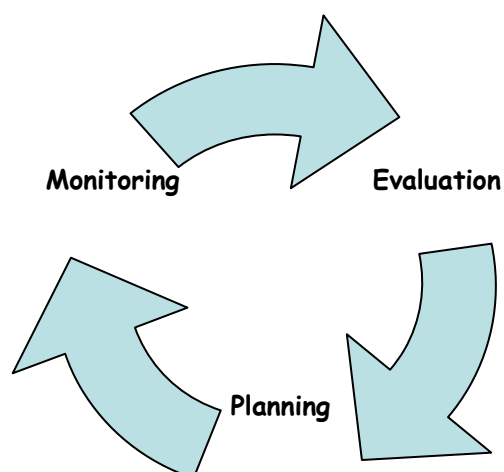
PONTLLANFRAITH COMPREHENSIVE SCHOOL

PLANNING, MONITORING AND EVALUATION

INTRODUCTION

RATIONALE

The main purpose of this document is to outline how planning, monitoring and evaluation systems within the school support the effective delivery of the curriculum and the development of pupils' individual qualities. These three processes form the basis of school improvement, and are structured to ensure the effective delivery of all school policies, with an emphasis on Teaching & Learning, Assessment for Learning, Behaviour and Health & Safety.



CONTENT

1) PLANNING

Protocols-Planning templates-Plans-Planning cycle

2) MONITORING

Roles and responsibilities-work scrutiny schedule-scrutiny forms

3) EVALUATION

Rationale-Partnerships-ESTYN 2007-Evaluation- Full Annual Cycle

SECTION ONE: PLANNING

Protocols

THE STARTING POINT FOR ALL PLANNING WILL BE THE EVALUATION OF THE PREVIOUS PLAN- SEE ALSO SECTION THREE "SELF EVALUATION"

All whole school and faculty planning should be done using the school template (see next page) which ensures the key issues are covered. Planning will therefore include references under all headings as indicated below:-

<u>OBJECTIVE</u>	What is to be done? A simple statement is all that is needed here.. This will form the headline for the plan
<u>STRATEGIES</u>	How will it be done? There may be multiple actions needed
<u>IMPACT</u>	How will we know it has been done, and what differences will we see?
<u>RESOURCES</u>	What is needed? How much will it cost? Funding source? Time?
<u>PEOPLE</u>	Who is doing what? Who else is involved?
<u>TIMESCALE</u>	When will it be started and finished- or is it an ongoing strategy?
<u>EVALUATION/MONITORING</u>	Who will ensure it is being done effectively and how will they do this?

Please see the screenshot of the blank template on the following page which is available electronically from JK or the office.

IMPORTANT NOTE (October 2007)

Action Plans must be completed using this format from 2008.

Action Plan Template

OBJECTIVE : _____

STRATEGIES	IMPACT	RESOURCES	PEOPLE	START	END	EVALUATION/MONITORING

Whole School Transformation Plan (STP)

As the school is currently in Special Measures it seems sensible for the post inspection Action Plan to serve as the STP. Rather than being based on the Key Questions, it is based on the recommendations of the ESTYN report of January 2007. The plan was drawn up working with school staff, pupils, parents and governors. Each recommendation is linked to two members of the SLT and two governors. The overall responsibility for the STP lies with the Headteacher, supported by the Deputy Headteacher

Faculty Transformation Plans (FTP)

The Faculty development plan will be made up of Departmental Development plans, collated and overseen by the Faculty Leader using the school format. As with the STP, original plans have been superseded by post-inspection plans which reflect findings in the ESTYN report of January 2007, and these are specific in the case of Departments which were the subject of individual reports (Maths, English, MFL, Technology, Art and History)

Investors In People Plan (IiPP)

The school is committed to retaining the IiP status as a contributory factor in getting out of special measures. This plan is therefore linked to the above and is the responsibility of the deputy headteacher

The Continuing Professional Development Plan (CPDP)

The CPD plan brings together the training needs identified in the above, as well as reflecting the needs of staff as identified in Performance management procedures. It is the responsibility of the CPD co-ordinator (Deputy Headteacher)

The Planning Cycle

As the school is currently in Special Measures, the planning cycle is inextricably linked with the date of the original ESTYN Inspection and subsequent monitoring visits which will inform the process.

In the longer term it is expected that the SDP will be drafted in March for distribution to all staff following consultation with all stakeholders. FDPs can then be written in April, reflecting any whole school issues as appropriate. The CPD plan will be collated in May and updated in November following Performance management. (See Section Three for more details)

SECTION TWO: MONITORING

Internal Monitoring- roles and responsibilities

For the sake of clarity this is best illustrated by identifying the responsibilities of specific individuals and groups. The following pages confirm these for:-

Governors
Headteacher
Deputy Headteacher
Assistant Headteachers (x3)
Faculty Leaders
Learning Leaders
Teachers*

*It should be noted that the responsibilities of the classroom teacher are obviously generic and apply to all school managers to the same degree.

This section also includes the schedule for work scrutiny and the relevant monitoring templates used by SLT.

External Monitoring

The school welcomes external monitoring by HMI, LEA, ESIS, IiP and others

MONITORING AND EVALUATION: ROLES AND RESPONSIBILITIES

NAME/POSITION: Governing Body (ratified by Curriculum/Finance Committee Oct 2007)

Staff	PUPIL (Curriculum)	PUPIL (Pastoral)
Carry out statutory duties including staff appointments and disciplinary hearings and appeals		Carry out statutory duties including being represented at all exclusion panel hearings and appeals
Visit link Faculty/area of interest at least once during the school year following the protocols overleaf	Visit link Faculty/area of interest at least once during the school year following the protocols overleaf	Visit link Faculty/area of interest at least once during the school year following the protocols overleaf
Receive and interrogate the report of the Headteacher at each Governing Body meeting		
Receive and interrogate reports by other senior leaders at Governing Body meetings		
	Receive an annual report form the LEA Link adviser on pupil public examination performance	
	Review the school's academic performance and monitor curriculum offer through bi-monthly meetings of the Curriculum Committee	
Scrutinise the school's finances through bi-monthly meetings of the Finance Committee		

Protocols for Visits to Faculties/Other areas of Interest

- Whenever possible the link governor should aim to visit the school for the equivalent of one day per year, regular short visits being more effective
- The visit should be agreed between the Head of Faculty and the governor in advance and both the Headteacher and Chair of Governors should be informed of the visit
- During the visit time should be made available for the governor to talk with the Head of Faculty and other teachers with responsibility in that area to discuss pupil progress, curriculum provision and resources
- The governor should be given the opportunity to attend lessons. This should not be seen as a lesson observation but rather as a chance to experience the learning going on within the Faculty
- At the end of the visit the governor should share any thoughts or impressions with the Faculty Leader, and a brief verbal report should also be given at the next governors' meeting

MONITORING AND EVALUATION: ROLES AND RESPONSIBILITIES

NAME/POSITION: A Stevens, Headteacher

Staff	PUPIL (Curriculum)	PUPIL (Pastoral)
Oversee the work of the SLT and school governors		
Line manager two or three Faculties as agreed with SLT	Line manager two or three Faculties as agreed with SLT	
Monitor the work of all new staff and any staff involved in performance or capability related issues		
Ensure performance management processes run effectively		
Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a monthly visit to Citizenship lessons		Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a monthly visit to Citizenship lessons
Be involved in at least three of the Faculty reviews over the course of the year and monitor the whole school programme	Be involved in at least three of the Faculty reviews over the course of the year and monitor the whole school programme	Be involved in at least three of the Faculty reviews over the course of the year and monitor the whole school programme
Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month

MONITORING AND EVALUATION: ROLES AND RESPONSIBILITIES

NAME/POSITION: J Kendall, Deputy Headteacher

Staff	PUPIL (Curriculum)	PUPIL (Pastoral)
Oversee planning, monitoring and evaluation processes within the school	Oversee planning, monitoring and evaluation processes within the school	Oversee planning, monitoring and evaluation processes within the school
Line manager two or three Faculties as agreed with the Headteacher annually	Line manager two or three Faculties as agreed with the Headteacher annually	
Discuss and monitor the work of all Faculties through individual fortnightly meetings with FLS	Discuss and monitor the work of all Faculties through individual fortnightly meetings with FLS	
Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a monthly visit to Citizenship lessons		Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a monthly visit to Citizenship lessons
Be involved in at least three of the Faculty reviews over the course of the year and monitor the whole school programme	Be involved in at least three of the Faculty reviews over the course of the year and monitor the whole school programme	Be involved in at least three of the Faculty reviews over the course of the year and monitor the whole school programme
Lead and participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Lead and participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Lead and participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month

MONITORING AND EVALUATION: ROLES AND RESPONSIBILITIES

NAME/POSITION: G Edmunds, Assistant Headteacher

Staff	PUPIL (Curriculum)	PUPIL (Pastoral)
Line manager one or two Faculties as agreed with the Headteacher annually	Line manager one or two Faculties as agreed with the Headteacher annually	
Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a monthly visit to Citizenship lessons		Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a monthly visit to Citizenship lessons
Be involved in at least two Faculty reviews over the course of the year	Be involved in at least two Faculty reviews over the course of the year	Be involved in at least two Faculty reviews over the course of the year
Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month
Oversee the work of the Nurture Facility	Oversee the work of the Nurture Facility	Oversee the work of the Nurture Facility
Line manage the team of Learning Leaders		Line manage the team of Learning Leaders
		Establish and monitor baseline data and targets for behaviour and attendance of pupils in ALN programme
Lead weekly meetings of Inclusion manager and SENCo		

MONITORING AND EVALUATION: ROLES AND RESPONSIBILITIES

NAME/POSITION: R Hazlehurst, Assistant Headteacher

Staff	PUPIL (Curriculum)	PUPIL (Pastoral)
Line manager one or two Faculties as agreed with the Headteacher annually	Line manager one or two Faculties as agreed with the Headteacher annually	
Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a weekly visit to Citizenship lessons		Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a weekly visit to Citizenship lessons
Be involved in at least two Faculty reviews over the course of the year	Be involved in at least two Faculty reviews over the course of the year	Be involved in at least two Faculty reviews over the course of the year
Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month

MONITORING AND EVALUATION: ROLES AND RESPONSIBILITIES

NAME/POSITION: A Stone, Assistant Headteacher

Staff	PUPIL (Curriculum)	PUPIL (Pastoral)
Line manager one or two Faculties as agreed with the Headteacher annually	Line manager one or two Faculties as agreed with the Headteacher annually	
Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a monthly visit to Citizenship lessons		Monitor the work of the team of an assigned Year Group, to include monthly monitoring of a sample of diaries and a monthly visit to Citizenship lessons
Be involved in at least two Faculty reviews over the course of the year	Be involved in at least two Faculty reviews over the course of the year	Be involved in at least two Faculty reviews over the course of the year
Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month	Participate in monthly monitoring arrangements according to the calendar and as agreed at SLT at the first meeting of each month
Ensure input of data into Assessment Manager	Ensure input of data into Assessment Manager	
	Half termly monitoring of pupil progress and identification of under-achievement	Half termly monitoring of pupil progress and identification of under-achievement
	Half termly monitoring of progress file/power pack	
Annual review of reports system with working group	Annual review of reports system with working group	Annual review of reports system with working group

PCS FACULTY REVIEWS lesson record template

Teacher:	Observer:
Class: Subject:	Date:
Context of the lesson: Faculty Review	
Agreed focus for review: Teaching and Standards	
Good features:	Areas for development:
General comments	
TEACHING: 1 2 3 4 5	STANDARDS: 1 2 3 4 5
Follow-up action: .	

PONTLLANFRAITH COMPREHENSIVE SCHOOL: WORK SCRUTINY

FOCUS: _____

TEACHER _____ CLASS _____

SCRUTINY BY _____ DATE _____

INDICATOR	✓ x	COMMENTS
Pupils are informed by clear, challenging and progressive lesson objectives		
Pupils produce work of good quality, for their ability, both in school and at home,		
Pupils act on teacher assessment to improve their performance,		
Pupils have high yet realistic expectations of themselves informed by the target setting process		
Pupils express a sense of achievement and pride in their work		
Teacher expectation is high, and targets are set accordingly		
Praise is used		
Work and teaching style, including the use of ICT, are matched to pupil ability and need.		
Pupils are made aware of their levels and targets		
Assessment is used to inform planning and reporting, including prior assessment data		
Marking is carried out promptly, consistently and thoroughly so that it informs pupils of their progress and targets areas for improvement		
Teachers develop and extend pupil language.		
Pupils are given the opportunity to organise their own work and are involved in their own assessment		
There is an appreciation of and reference to the Welsh dimension of the curriculum (Cwricwlwm Cymreig)		

RECORD OF SLT VISIT

SLT (Please circle)	AJS	JK	GE	RH	AS
TEACHER					
ACTIVITY					
DATE AND TIME					
COMMENTS					
ACTION REQUIRED?				BY?	

Please complete after any informal visit and pass to JK. Thanks

MONITORING AND EVALUATION:ROLES AND RESPONSIBILITIES

NAME/POSITION: FACULTY LEADER

Staff	PUPIL (Curriculum)	PUPIL (Pastoral)
Carry out performance management of appropriate staff as indicated by HT		
Monitor the work of teaching groups within year groups as indicated on the attached schedule	Monitor the work of teaching groups within year groups as indicated on the attached schedule	
Ensure target grades are completed for all pupils annually		
Ensure achievement grades are completed by all staff termly		
Complete analysis of examination results Y7,8 and 10 for discussion with DHT		
Complete analysis of examination results Y9 and 11 for discussion with HT		
Monitor the effective use of lesson rules in all classes as indicated on the schedule		Monitor the effective use of lesson rules in all classes as indicated on the schedule
Be involved as "nominee" as an internal inspector of the Faculty once every two years	Be involved as "nominee" as an internal inspector of the Faculty once every two years	Be involved as "nominee" as an internal inspector of the Faculty once every two years
Work with external advisers and SLT on a Faculty progress review every other year	Work with external advisers and SLT on a Faculty progress review every other year	Work with external advisers and SLT on a Faculty progress review every other year
Review current departmental action plans and prepare the following year	Review current departmental action plans and prepare the following year	Review current departmental action plans and prepare the following year

MONITORING AND EVALUATION:ROLES AND RESPONSIBILITIES

NAME/POSITION: LEARNING LEADERS

Staff	PUPIL (Curriculum)	PUPIL (Pastoral)
Monitor work completed in pastoral/tutor time and citizenship, including collective worship	Monitor work completed in citizenship	Monitor work completed in pastoral/tutor time and citizenship, including collective worship
Ensure pupil diaries are completed appropriately in relevant year groups	Ensure pupil diaries are completed appropriately in relevant year groups	Ensure pupil diaries are completed appropriately in relevant year groups
Collate and evaluate responses from pupils following mentoring sessions with tutors	Collate and evaluate responses from pupils following mentoring sessions with tutors	Collate and evaluate responses from pupils following mentoring sessions with tutors

MONITORING AND EVALUATION: ROLES AND RESPONSIBILITIES

NAME/POSITION: TEACHER

Staff	PUPIL (Curriculum)	PUPIL (Pastoral)
Work with staff colleagues in triad groups to plan and deliver lessons	Mark books regularly according to the school's policy	Conduct regular mentoring sessions with all pupils in the tutor group
	Ensure target grades are completed for all pupils annually	Check HW Diary is being used weekly and report issues to YTL
	Ensure achievement and effort grades are completed for all classes as required	
Work with Faculty Leaders and Subject leaders to evaluate relevant Action Plans and be involved in preparation of subsequent plans	Work with Faculty Leaders and Subject leaders to evaluate relevant Action Plans and be involved in preparation of subsequent plans	

SECTION THREE: EVALUATION

Rationale

Self-evaluation needs to be the driving mechanism by which further school improvement occurs and learning solutions are found. It is not new: however, it is now integral to the new ESTYN Inspection Framework and to the best practices of all businesses and other organisations. For us, it will also be integrated with the findings from our learning research and any other research on learning conducted in school. The starting point each year needs to be staff meetings at which we re - clarify what is good quality Learning and Teaching in our school and update our Learning and Teaching Policy.

The Role of our School Improvement Partners

Our self-evaluation is supported by a number of improvement partners: our Primary and Tertiary partner schools and colleges, the Islwyn secondary partnership, the LEA (including the 14-19 Unit,) the IQEA and iNet networks and link schools, HMI, ESTYN, Careers Wales and ESIS. These also dovetail together with a variety of private consultants and ongoing training providers such as Mike Hughes, Gervaise Phinn, SfE, and Lighthouse Training.

Mrs Lorraine Buck is our School Link Adviser. She meets with the Headteacher 3 times and Governors twice a year (meetings 2 & 3) to review the school's performance and evaluation and improvement-planning processes.

- Meeting 1 - September: Exam analysis; target-setting for the year
- Meeting 2 - January/February: whole-school review focus
- Meeting 3 - April-June: Self -evaluation & planning procedures (See also Section 1)

Recommendations from ESTYN Report, January 2007

Rather than basing our evaluations on the key questions we need to consider the recommendations from the recent report. We need to answer these questions in relation to each of the recommendations:

1. How well are we doing?
2. How do we know?
3. What is the evidence?

4. How valid and reliable is the evidence?

5. What are we going to do about it?

We need to be able to gain reliable and robust answers to all of these questions at whichever level our evaluation is taking place. Critically, we need to be able to identify clear and specific learning solutions to Question 5 in order that further improvement can occur.

Processes (see also "Roles and Responsibilities" section)

These evaluation processes will operate throughout the academic year:

- HMI visits
- Triad lesson planning, observations and evaluations organised through the SIG group
- A full faculty review and development programme on a 2- yearly cycle involving both senior managers in school and external advisers
- A shorter progress visit, also on a 2-yearly cycle, usually led by external advisers but also involving senior managers in school. This will follow up any issues from the previous year's Faculty review.
- Regular reviews of Action Plans using a traffic light process to indicate progress
- Coaching and self-reflection processes conducted within and across teams throughout the school, involving all staff - Associate and Teaching - and Governors
- A rolling programme of Faculty/Subject Leader involvement in the work of the SLT and the Governing Body
- Pupil Trails conducted by ITT students, members of the School Improvement Group (SIG) and the Senior Leadership Team on specific foci/learners
- SLT monitoring concentrating on a year group/area over a calendar month, looking at lessons, tutor time, homework and behaviour. These are recorded, collated and monitored by the Deputy Headteacher
- Monitoring of lessons by Faculty and subject leaders on an agreed focus, recorded and collated by Faculty Leaders
- Collation of evidence
- *Analysis of data*

Listening to learners

We believe this is a crucial part of the evaluation process, and involve pupils as much as possible in all planning and evaluation processes, including the PASS survey, Y7 surveys in October and July, input from pupil council, and pupil governors. We also consult regularly with parents and other stakeholders.

The role of and links to the Governing Body

All Governors are linked to Faculties and aspects of Recommendations from the 2007 ESTYN report. They visit the school during the year to understand the work of these areas and also receive presentations from staff at meetings. (see also section 2)

The Annual Cycle (see also attached calendar)

Autumn Term

- GCSE Results' analysis: Faculty/ Subject Leader meetings, initially with Headteacher and subsequent analysis and follow-up with the Deputy Headteacher in timetabled meetings
- Performance Management Review and Objective-setting meetings. To be conducted by Team Leaders on a PDR day in October. All staff in 2007-08 will have a common whole-school objective related to behaviour management. Judgements from these meetings will be taken by the Headteacher to the next Governing Body meeting to influence salary decisions for the forthcoming academic year
- **Faculty Reviews** of two Faculties. This will be conducted over a number of days by 3 members of the SLT and the Faculty Leader acting as the Nominee, and appropriate external advisers. A mini-inspection format will be used ie looking at the range of evidence covered by ESTYN -learner interviews; scrutiny of work; lesson observations; planning documents. Oral feedback and a summary report will be provided by SLT. (See below for schedule)
- **Progress Visits** to two faculties. These will be much shorter visits to review progress since the Faculty Review
- SLT Observations focussed on year groups 11 and 9, new staff, new courses and collective worship
- Y7 Survey

Spring Term

- Faculty Review of one Faculty
- Progress Visit to one Faculty
- SLT Observations focussed on year groups 7 and 10

Summer Term

- Performance Management observations: 1 lesson observation per member of staff to be conducted by Team Leaders
- Writing of Self-Evaluation Reports and FDPs (Development Plans)
See Section 1. Note that in future e-CRIS will be used as the whole-school framework for entering these reports: this is now being introduced into the school
- Faculty Review of one Faculty.
- Progress Visit to one faculty
- SLT Observations focussed on year group 8
- PASS survey for all Y7-10 pupils
- Y7 survey
- Staff meeting in July: What make good Learning & Teaching in PCS?
What are the outstanding features? Good features? Shortcomings?

Two Year Cycle

This table shows which Faculties/Departments are scheduled for the reviews outlined above

YEAR		Autumn		Spring	Summer
2007 -	Faculty Review	Science ✓	Maths ✓	Arts ✓	Humanities
2008	Progress Visit	Languages ✓✓	English ✓	Technology ✓	SEN & SSRB
2008 -	Faculty Review	Languages	English	Technology	SEN & SSRB
2009	Progress Visit	Science	Maths	Arts	Humanities

✓ = Completed

CALENDAR

September	Analysis of exam results (HT, FLs)
October	Performance Management reviews (all staff) Faculty Review (1) Progress Visit (1) Work Scrutiny 1a SLT Focus: Y11 & new staff
November	Faculty Review (2) Progress Visit (2) SLT Focus: Y9 & Collective Worship
December	Work Scrutiny 1b
January	Analysis of Y11 Trial exams (HT, FLs) Annual Performance Review to Governors (L Buck) SLT Focus: Y7
February	Work Scrutiny 2 Faculty Review (3) Progress Visit (3)
March	Work Scrutiny 3a <i>Self evaluation and STP draft issued for consultation</i> SLT Focus: Y10
April	Faculty Review (4) Progress Visit (4) <i>Faculty self evaluations and Plans drafted to SLT</i>
May	Work Scrutiny 3b <i>Whole School and Faculty Plans published</i> CPD Plan prepared and published SLT Focus: Y8
June	Performance Management observations Policy reviews
July	Governing Body Review

ALSO: Ongoing evaluation of all CPD opportunities and events