Luston and Shobdon Community Primary Schools Federation

including Luston Nursery

Monitoring and Evaluation Policy

Last reviewed	**24 Sept 2026**
Renewal due	**Sept 2027**

At the Federation we plan teaching and learning with a view to enable each child to seek the highest level of personal achievement. To ensure that this happens, teaching and learning is regularly monitored and evaluated. These evaluations are used to inform decisions about the future of the school.

Monitoring is the means by which the schools gather information. It is done systematically across a range of activities within the schools.

Effective monitoring:

- promotes excellent learning and teaching throughout the schools
- ensures excellent planning and delivery of the curriculum
- identifies the strengths and needs for development, including professional development
- offers an opportunity to celebrate progress and success
- provides information to support self-evaluation
- ensures consistency throughout the schools
- ensures that every child is making progress and is appropriately challenged to reach their full potential

Evaluation is the judgement of the effectiveness of actions taken, based on their impact on the quality of the children's learning.

Monitoring and Evaluation Framework

Monitoring and evaluation are part of a planned process and involve different people over the course of the year. The performance of each school is regularly reviewed as part of an annual cycle. A timeline for monitoring and evaluation is reviewed annually, as part of the School Development Plan (SDP).

Roles and Responsibilities

1. **The roles and responsibilities of the Governing Body are to:**
    - agree, in consultation with the Executive Headteacher and the Heads of School, the areas which need to be monitored and evaluated
    - understand the role of governors in monitoring and evaluation to enable the school to develop, recognise achievement and sustain continuous progress
    - interrogate monitoring and evaluation data at agreed times and in an agreed format to review the information and consider its implications
    - use a summary of some of the monitoring and evaluation data to inform parents/carers about the progress and performance of each school
    - ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development

The **Governing Body** monitors and evaluates the impact of the policies and the progress of the School Development Plan through:

- termly reports from the Executive Headteacher, to include impact of policies and updates on monitoring and evaluation of the SDP
- monitoring visits and discussions with staff, parents and pupils
- review of policies in Governor Meetings

2. **The roles and responsibilities of the Executive Headteacher and Heads of School are:**
    - to ensure that all staff and governors understand the purpose of monitoring and evaluation is to enable the school to develop and improve
    - to identify areas that need to be monitored
    - to delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved
    - to carry out monitoring activities which cannot be delegated and which are the responsibility of the Leadership Team
    - to ensure that the data generated from monitoring and evaluation is collated, analysed and used to inform future planning
    - report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage
    - ensure that pupil performance data is collected, analysed and used to inform target setting

The **Executive Headteacher** and the **Heads of School** will monitor the impact of policies and the progress of the SDP through:

- discussions with staff, pupils and parents; observation of pupils learning and at play
- observation of staff and scrutiny of their planning and pupils' learning and their books
- engaging with staff in planning activities
- analysis of performance data
- review of reports from the pupil School Council and analysis of pupil and parent questionnaires

The Executive Headteacher and the Heads of School regularly reviews, with staff, the work of the schools and from the evidence evaluates and changes the way in which policies are implemented. Major changes and reasons for them are reported to the Governing Body each term.

3. The roles and responsibilities of the Inclusion Lead and the Subject Leads are to:

- ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about development and recognition of achievement
- carry out those monitoring and evaluating activities which are delegated to them as part of their roles and responsibilities, and as an outcome of Performance Management

These **leaders** will monitor and evaluate the impact of specific policies and areas of the SDP through:

- discussions with staff, pupils and parents/carers
- observation of lessons, scrutiny of planning and pupils' work
- engaging with staff in planning activities
- analysis of performance data

4. The roles and responsibilities class teachers are to:

- monitor the work of the pupils and evaluate their responses to teaching methods, resources and assessment information.
- Review and evaluate their practice on a daily basis and record the methods and outcomes in their daily planning and assessments.

5. The roles and responsibilities of other members of staff working with pupil are to:

- monitor their behaviour and learning in relation to the school policies and practice
- review regularly with class teachers, the need for changes in practice.

6. The roles and responsibilities of pupils are to:

- monitor their own progress through reflection on achievements in all aspects of their development. Their views are sought on practices emanating from school policies that affect the way in which they learn and develop as members of the school community.