



Overview of Monitoring St Mary's CE Primary School

To ensure that we achieve what we set out to achieve, monitoring is frequent and varied. We monitor our work in a variety of ways and at every level.

<p>Our pupils...</p> <ul style="list-style-type: none"> • Take pride in their work • They are guided to check their work and learn to self-improve • Make their own assessments of their progress • Take responsibility for their next steps and targets which include behaviour, conduct, punctuality, maths, English etc. 	<p>So...</p> <ul style="list-style-type: none"> • Children are clear about what they should improve and how they can improve • Make excellent progress and attain highly • Have the skills to enable them to be in charge of their learning and be responsible for, and proud of, their own achievements
<p>Our Parents...</p> <ul style="list-style-type: none"> • Work in partnership with the school and teachers to support their children • Attend parent /teacher meetings • Receive assessment information and discuss this with their children and teachers • Attend curriculum workshops and meetings • Participate in parent questionnaires so that their views can be considered in school review and planning 	<p>So...</p> <ul style="list-style-type: none"> • They are aware of their children's attainment and progress • Are aware of their children's next steps in learning • Are informed of ways in which they can support and help their children in their learning • They can influence the direction of the school and help the school to be reflective and make future improvements
<p>Our class teachers ...</p> <ul style="list-style-type: none"> • Check individual, group and whole class activities and the progress the children are making • Record attainment, attitude, levels of co-operation by using the marking and feedback policy • Observe and assess pupils progress towards targets • Moderate work alongside other professionals 	<p>So...</p> <ul style="list-style-type: none"> • Activities are matched to children's ability and potential • Teachers can analyse gaps and plan accordingly • Marking and feedback is relevant and enables children to make progress, and differences between parallel classes are noted and acted upon • Strengths and areas of development are shared with staff and support is put in place
<p>Our subject leaders...</p> <ul style="list-style-type: none"> • Check teachers medium and long term planning for continuity and coverage, balance and progression and assessment opportunities • Carry out observations, learning walks, pupil interviews and book looks against planning; sometimes with the SLT • Use assessment by class, year group and phase against pupil groups so that they can advise on any changes to curriculum programmes • Set targets with SLT where appropriate • Write a yearly report to Leadership and Governors 	<p>So...</p> <ul style="list-style-type: none"> • Any pupils or pupil groups who are underperforming are targeted to raise standards • Targets for core subjects are set • Subject leaders have a clear picture of standards being achieved through out the school • Subject leaders know what progress is being made and can justify changes and the purchasing of resources • Planning and teaching covers the National Curriculum, assessments are relevant and accurate



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<p>Our Phase Leaders...</p> <ul style="list-style-type: none"> • Monitor standards in their Phase • Lead on work scrutiny and moderation activities • Monitor planning, marking and feedback and provide feedback to staff • Take a lead on discipline and conduct • Work with, and alongside with subject leaders to continually improve the quality of teaching and learning • Analyse data for classes, groups and individuals in their phase, this with the leadership of the school, and use this data to support teachers to make improvements 	<p>So...</p> <ul style="list-style-type: none"> • The SLT has a clear and accurate view of provision and standards across the school • There is consistency and accuracy in teachers judgements • Provision for children is of a very consistent and high quality • Leaders are held to account for provision and outcomes • Staff have access to training and development that meets their professional development and the needs of the school
<p>Our Senior Leadership Team ...</p> <ul style="list-style-type: none"> • Oversees and participates in the monitoring process • Leads analysis of data and test results • Reports to the governing body • Sets targets and areas for development and improvement • Advises teachers and governors on national and local developments with the potential to further raise standards 	<p>So...</p> <ul style="list-style-type: none"> • Monitoring is established as an integral part of school life • Monitoring is robust and confident, objective and constructive • Results of monitoring, assessments and tests are shared effectively with staff and the governing body alongside progress made against school development priorities
<p>Our Governors...</p> <ul style="list-style-type: none"> • Visit the school regularly and look at the work of the phase leaders and the leadership team • Receive reports from the Headteacher, senior and subject leaders, especially looking at maths, English, SEN and any underperforming groups • Question progress against targets • Monitor the schools budget • Attend training sessions to improve skills and knowledge 	<p>So...</p> <ul style="list-style-type: none"> • All governors are aware of monitoring processes taking place in school • They have a good understanding of standards being achieved • They can make informed judgements when holding the Headteacher to account