

Policy Title:	Monitoring, Evaluation and Planning
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THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children
- The Academy should articulate social and moral values and respect for others, irrespective of their class, gender, race or religion
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills
- An effective and flourishing Academy should be "public" rather than "private", explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is, first and foremost, a place of high quality learning and teaching for young people aged 11-19

This policy, and its associated procedures and protocols, is based on these key principles

Monitoring, Evaluation and Planning

1. Rationale

The Monitoring, Evaluation and Planning policy outlines how the effectiveness of the Academy as a place of learning is managed. It covers all levels of monitoring and evaluation in the Academy and the forward planning process.

Monitoring addresses a range of activities that occur in the Academy and, when performed successfully, ensures that all evaluation is based on rigorous data. Monitoring also allows the Academy to check that interventions and policies are being implemented consistently throughout and to a high standard. Monitoring data includes quantitative and qualitative processes as well as some of the whole Academy activities outlined in the Assessment, Recording and Reporting Policy.

Evaluation is central to the success of the Academy. It builds from the expectation of staff as reflective practitioners and ensures the Academy constantly seeks ways to improve through a cyclical process of planning, provision and evaluating impact. Evaluation should occur at all levels of the Academy; within the classroom, within the curriculum and school teams, through management and, finally, with students. The Academy ensures that all teachers and leaders monitor individual students' progress and reflect on their own practice on a regular basis.

All evaluation should be non-threatening and should be part of the ethos of the Academy. It should highlight strengths and areas for development so that best practice can be identified and used throughout the Academy.

All evaluation ultimately feeds information into the Academy Self Evaluation Form (SEF). Each curriculum area also has a SEF which is written at the start of each Academy year.

The strengths and areas for development that are determined from the evaluation activities are used to design Academy planning documents. Each curriculum area has a Curriculum Development Plan and these feed into the Academy Improvement Plan.

Each Head of School writes a concise Six Week Action Plan each term, based on an analysis of available data on attainment, progress and attitudes to learning. This action plan relates, in the main, to non-curricular interventions although there is often collaboration between Heads of Curriculum, Subject Leaders and Heads of School in the writing of these plans.

Each teacher and leader has their own development targets through performance management and, where the need for support is identified, professional development mechanisms are put into place to support staff.

All planning documents are written in the first term of each year.

The aims of all monitoring, evaluation and planning activities are:

- To improve the quality of teaching and learning across the Academy
- To review and evaluate the work of all curriculum, Academy and management teams
- To determine the impact of intervention activities
- To identify and share best and innovative practice
- To provide quality assurance tools to evaluate performance
- To link curriculum and school team priorities into whole Academy planning

2. Monitoring and Quality Assurance Activities

Monitoring activities provide the evidence to support evaluation. At the Academy, monitoring activities are calendared to include a focus and deadline for each activity.

2.1 Academic Monitoring

Each term an audit of data relating to student attainment, progress and attitudes to learning takes place. This audit is led by the Heads of School from a student-centred perspective, whilst parallel analysis takes place at subject and curricular level.

Individual Education Profiles (IEP) or Extended Individual Education Profiles (EIEP) are written for all students and comprise up to four academic targets for each student. The IEP is drafted by the student's tutor and ratified with the student and parent at progress evenings. The targets are reviewed regularly by the student and tutor during learning conversations. EIEPs are used for students at SA+ or with statements on the SEND register. An EIEP differs from an IEP in the sense it is formally reviewed each term. Where students are at risk of permanent exclusion there is a formal review of progress every two weeks.

Periodically, the Heads of School will write reports based on targeted interventions which have taken place as a result of an identified area of need. For example, the Head of School for Year 7 will write an annual report evaluating the impact of the interventions relating to progress with literacy and numeracy and the Head of School (KS4) will write a report based on the impact and success of the Year 11 interventions to raise attainment.

Year 11 Student Tracking

Tracking of Year 11 student performance occurs nine times a year and tracks the impact of students' performance against the National Challenge target figure. Such monitoring allows the Academy to react quickly to the efficacy of the Year 11 intervention strategies.

Each curriculum area provides an exam analysis report at the start of each academic year in a standard format to allow comparison. This includes analysis of Year 11 and Year 10 exam results for the year, performance of targeted groups within a subject, comparison against national averages and trends of performance for the previous two years. These reports are sent to the Senior Leadership Team. Each Head of Curriculum and Subject Leader is interviewed by the Vice Principal (Teachers) and the Principal to evaluate the areas of strength and development. Identified areas of development become part of the Curriculum Development Plan.

The summary analysis of Year 11 exam results are also reported to the Governing Board and appear in the Academy report to parents via the prospectus.

Work Scrutiny

Curriculum-based work scrutiny takes place through a programme determined by the Head of Curriculum and the Senior Leadership Team. Whole school work scrutiny occurs in terms three and five and curriculum-based work scrutiny occurs in terms two and four.

Whole school work scrutiny is conducted against Academy criteria, which reflects the marking policy and the basic expectations of our teachers. Quantitative analysis of the results is shared with staff and the Heads of Curriculum. Individual feedback to each teacher is given by the Head of Curriculum. Evaluation of the outcome is conducted by Heads of Curriculum and areas for development written into each Curriculum Development Plan.

Reports from all curriculum work scrutiny activity are shared with the Senior Leadership Team and are used to evaluate student progress and the application of marking and Assessment for Learning (AFL) intervention.

2.2 Data Analysis

Key Performance Indicator Monitoring

The Academy has a range of key performance indicators (KPIs) that are monitored on a weekly and termly basis by the Senior Leadership Team. These KPIs were identified by the Senior Leadership Team as areas that needed close management, either because they were areas of concern or because they were seen as central to the success of the Academy and regular, up to date data was an essential part of whole Academy performance review and management, enabling early intervention where required. For the most part, the data that informs these KPIs is generated through SIMS.

Checkpoint Analysis

Analysis of the performance of each curriculum area occurs at whole school level, six times a year. This monitors the progress of KS4 students in each subject and the trend of performance over the year. Subject progress is highlighted against Fischer Family Trust (FFT) D targets and the subject performance against national averages.

At each checkpoint Heads of School evaluate the progress and attainment of all students and also focus on the progress of particular groups of students. This analysis informs their action planning for the next term and collaboration with Heads of Curriculum.

The Head of Inclusion (SENCO) and Head of Alternative Provision undertake the same analysis for students on the register.

2.3 Curriculum and Subject Monitoring

Subject Reviews

Curriculum reviews began as a pilot in June 2010 with two volunteer subject areas. This developed the framework for the process. The review usually lasts up to five days and is designed to evaluate quality of teaching and learning, standards and student progress within each subject. The process is an inclusive one, designed by a range of leaders within each curriculum team and is focused on self-evaluation. Each review begins with the meeting between the Senior Leadership Team and the managers within the curriculum area to design the activities in the review. An evaluation report is presented to the Senior Leadership Team and governors, via the Heads of Curriculum, at the completion of the process.

From September 2010, each curriculum team will be reviewed within an 18 month cycle.

Lesson Plans

Heads of Curriculum monitor lesson planning via “drop-ins” and by reviewing a selection of lesson plans throughout the year. The Academy expects every lesson to have a lesson plan and provides a proforma for use to ensure consistency.

Moderation of Coursework

Moderation of coursework can be conducted externally or internally and aims to ensure exam board requirements are being followed and deadlines being met. This is conducted by the Subject Leader and Head of Curriculum in each subject area. The Academy sets its own internal coursework deadline of the end of Term 3.

Classroom Observation

Drop-in visits to classrooms are informal and are used to monitor teaching and learning. These need not be specifically arranged but staff will be informed that drop-ins will be occurring within a specific time period and the focus of the visits will be explained. Drop-ins can be conducted by any staff member on the leadership scale as part of the ongoing monitoring of Academy improvement.

2.4 Consultation

Parental Questionnaires

Parental questionnaires are completed by all parents attending progress evenings and by those who visit the Academy.

Student Questionnaires

The whole student body will be involved in student questionnaires which are completed in Term 1 and Term 6.

Staff Questionnaires

Staff response to Continuing Professional Development (CPD) is conducted electronically immediately after the specific activities. Teachers and leaders also take part in an annual Kirkland Rowell questionnaire.

2.5 Performance Management (see Performance Management (Teachers) Policy)

Teachers are observed formally three times a year as part of performance management and curriculum reviews. These formal observations do not exceed three hours in total. Newly Qualified Teachers have an observation programme in accordance with our Professional Development of Teachers policy.

Line Management Meetings

Line managers within the Academy meet their staff on a mutually agreed regular basis. All line management meetings focus on the targets in each Individual Development Plan or the Academy Improvement Plan and are minuted

2.6 External Evaluation and Inspection

School Improvement Partner

The School Improvement Partner (SIP) is assigned to the Academy from the Department for Education and visits the Academy once a term to discuss progress against National Challenge targets and review capacity to maintain progress. The SIP report is presented to governors and the Senior Leadership Team.

OfSTED

The Academy is subject to review by OfSTED in accordance with their schedule and continues to use this framework as a basis of all self-review activities.

3. Evaluation Activities

Wherever an intervention has been introduced to improve the progress and attainment of students, the evaluation of the impact of such an intervention is carried out predominately through the relevant development plans within the Academy. Each plan clearly outlines success criteria and monitoring strategies and presents an outline of expected impact on student outcomes, teaching or participation. Where possible, causality is determined to ensure interventions can meet the principals of Best Value.

4. Development Planning

Whole school: The Academy Improvement Plan (AIP)

The Academy Improvement Plan is fundamental to the monitoring, evaluation and planning within the Academy; identifying key areas for improvement, strategies within those areas for improvement and timescales and responsibilities against the strategies. It provides an at-a-glance reflection of the vision for the Academy.

All staff have access to the Academy Improvement Plan and should be familiar with its contents. Within the AIP, there is a clear indication of the roles and responsibilities of different staff.

The Academy Improvement Plan process involves:

- a. all staff in the audit process, through curriculum and school self review
- b. all staff in identifying priorities through the Curriculum Development Plan and Six Week Action Planning process
- c. consultation with parents, pupils and other key stakeholders
- d. a review of the outgoing AIP to formulate priorities for the future

Whole school: Priority Six Week Action Plans

Key development areas identified within the Academy Improvement Plan have a more detailed Six Week Action Plan which ensures regular monitoring of progress by the Governing Board. These plans are updated at the start of each term.

Curriculum Development Plans

Each curriculum area produces an annual Curriculum Development Plan which links directly to the Academy Improvement Plan. By filtering the timescales for each action, each plan can be split into Six Week Action Plans which are monitored on a regular basis. The Heads of Curriculum and the Subject Leaders are responsible for writing the plans every year and storing it electronically on the Academy shared drive.

5. Role and Responsibilities

Heads of Curriculum

- maintain a Quality Assurance file of all monitoring activities within the faculty
- ensure all monitoring activities are carried out in accordance with the Monitoring Quality Assurance calendar
- evaluate subject exam result analysis and support Subject Leaders to design key targets for development for the curriculum area
- manage and participate in the subject review process for each curriculum area and generate the final report for the Senior Leadership Team and Governing Board
- produce a Curriculum Development Plan every year and review progress towards the subject and curriculum targets every term
- monitor the effective implementation of the Assessment, Recording and Reporting policy in each curriculum area

Subject Leaders

- ensure all teachers participate in checkpoint completion every term
- complete the checkpoint analysis at the end of each term
- work with the Heads of Curriculum to ensure monitoring processes are completed
- participate in the exam review process and complete subject exam result analysis
- produce a Subject Development Plan every year and review progress towards targets every term with the Heads of Curriculum

Senior Leadership Team

- discuss development plans with staff for whom they have responsibility to ensure relevant Academy priorities and targets are included and reviewed on a termly basis
- evaluate the curriculum review reports at Senior Leadership Team meetings and ensure that they link to the Academy Improvement Plan
- complete Six Week Action Plans for key areas and review them regularly
- monitor impact of Academy priorities
- evaluate progress of KPIs on a weekly and termly basis
- conduct drop-ins to assess implementation of Academy priorities
- meet regularly with leaders in a line management capacity

Principal

- ensures key stakeholders (students, SIP, staff, parents, community) are included in the consultation of priorities for the Academy Improvement Plan
- manages the development, evaluation and monitoring of the targets within the Academy Improvement Plan
- manages the role of governors in the monitoring of the Academy Improvement Plan

School Improvement Partner/National Challenge Adviser

- provides professional challenge and support through a detailed dialogue over time with the Senior Leadership Team and the Governing Board of the Academy
- hold the Academy's Senior Leadership Team and Governing Board to account
- regularly reports to the DfE
- agrees the annual package of support for the Academy as required
- ensures the Academy has identified key improvement priorities and has high impact strategies in place in order to make the necessary improvement

- helps the Academy monitor and evaluate the impact of its actions and the support it has received
- advises the Governing Board on the statutory targets it is required to set

Governing Board

- ensures accountability
- interrogates data and studies evidence to understand what progress is being made with strategic plans and statutory policies
- monitors progress, through structured visits to the Academy, focusing on one or more aspects of the Self Evaluation Form (SEF) or the Academy Improvement Plan (AIP)
- monitors progress, via reports from the Principal, other members of staff and the School Improvement Partner
- evaluates performance on the basis of evidence to celebrate and disseminate best practice or, where progress has stalled, to understand why and what action is being taken
- validates the grades suggested by the Senior Leadership Team and staff in sections A and C of the SEF, and not simply rubber-stamp them
- understands how different groups of students are doing and whether every child is making the progress s/he is capable of
- studies trends over time and ascertains whether some groups of students feature more than others.

All Staff

- maintain assessment data in agreed formats, meeting Academy deadlines
- participate in the process of Leadership drop ins
- monitor student progress through Assessing Pupil Progress, in line with the Academy Assessment, Recording and Reporting Policy
- use primary transfer information as one indicator of prior learning and current levels of attainment

- participate in checkpoint entry on time at the end of each term
- participate in the process of planning for Curriculum Development and Academy Improvement Plans
- participate in all Performance Management reviews and target setting throughout the year
- support the implementation of the Curriculum Development and Academy Improvement Plans by collaborating in working groups where appropriate
- undertake staff development as required to address areas for development
- participate in the subject review once every 18 months
- review classroom environment and displays of student work in order to contribute to a welcoming atmosphere

6. Monitoring Evaluation and Review

The Senior Leadership Team will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.