



## Bretherton Endowed Governors Monitoring and Evaluation Policy

*“Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God’s love.”*

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

### **When Governors come into Bretherton Endowed CE Primary School they:**

- Are welcomed as critical friends.
- Should be positive about classroom practice and should praise what they like.
- Should be objective in their observations.
- Can make a contribution to improvement initiatives.

### **Aims**

The aim of the Bretherton Endowed Governors Monitoring and Evaluation Policy is to:

- Ensure Governors become better informed.
- Improve the effectiveness of Governor monitoring procedures.
- Promote teamwork and partnership between Governors, parents and staff.
- Increase Governor knowledge of achievement and attainment.

### **1. Reasons why Governors monitor and evaluate**

Improvement is the driving force within Bretherton Endowed CE Primary School. Governors and teachers are continually looking for ways to further improve performance. Outstanding practice should be acknowledged and praised. Every member of the school community should aim for consistently high practice.

### **Governors should know**

- The good practice at Bretherton.
- Our Strengths
- Any aspects that we would like to improve on.

### **2. Responsibility for monitoring:**

The responsibility for Governor Visits is the joint responsibility of the Head teacher and the Chair of Governors. We would like to encourage each governor to make a school visit at least once a year. The visit will be with the class that is linked with each individual governor. Every visit will have an agreed focus. The Clerk to the Governors will keep a timetable record of visits at Full Governors meetings.

Subject specific governors have been appointed and we will aim to keep these positions as stable to offer sustained improvements over time.

### **3. A focus for walk through in school:**

Teachers will be advised of the walk through at least a week before the planned visit and an agreed focus will be determined linked to:

- The schools Action Plan or Subject Improvement Plans.
- Outcomes of governing body meetings
- Issues raised at sub-committee meetings
- Issues raised at LEA or national level

The governors monitoring exercise should be concerted, with every governor observing the same aspect of teaching and learning. Questions should be raised at an annual governors meeting to decide on the monitoring focus:

- What do we need to monitor?
- How will we monitor?
- When will we gather the information?
- Who will be involved in the monitoring exercise?
- How will we evaluate what evidence we gather?
- What progress can be observed?

#### **4. Evidence for monitoring purposes:**

Evidence will:

- Be collected in an *objective* way
- Refer to the agreed *focus*
- Be *evaluated*

Evidence can be collected from a variety of sources:

- 1) School walkthrough – to watch the teaching and learning process
- 2) Face to Face – to collect opinions from teachers, parents and children.
- 3) Interview – with individuals or groups of adults or children.
- 4) Moderation – looking at samples of children’s work.
- 5) Statistical analysis – interpreting standardised test results and teacher assessments.

#### **5. Feedback**

Feedback from monitoring visits will be as soon as possible after the event. All parties involved with the monitoring visits will be informed as soon as possible.

- Staff discussions.
- Governor meetings will include feedback from monitoring visits in the agenda.
- Reports from the monitoring exercise will be filed by the Clerk to the Governors.

#### **6. Action**

Governors will:

- Praise good practice – practitioners will be told that they are appreciated.
- Thank people involved in the monitoring exercise
- Collect evidence in an objective fashion
- Provide feedback to all interested parties.
- Consider action to be pursued as a result of monitoring.
- Use the information to support their understanding and reporting to the Governing Board

#### **7. Governors will:**

Complete Appendix 1

And then use them in feedback sessions with involved parties. These will then be filed by the Clerk to the Governors.

## **8. Review**

Governors will incorporate the review process into their action plan. Action will be monitored and progress tracked.

## **9. Analysis of Standard Test results**

Each year the Governors will analyse the schools standardised test results using the following criteria

- Year by year comparison of schools standardised test results
- Comparison with National results
- Comparison with benchmark group results
- Linked to SFVS benchmarking on budget and financial spending

This is in order to ascertain the schools performance and to influence subsequent school improvement priorities

## **10. Criteria for Monitoring and Evaluation**

- To continually look for ways to further improve our school.
- To acknowledge and celebrate worthwhile practice in the school.
- To aim for consistently high practice throughout the school.

## **11. Evidence to be evaluated**

Evidence needs to be collected in an objective way as possible. It should be collected with reference to the agreed focus and then be evaluated. Evidence can be in different forms identified earlier. Evidence informed strategies will be encouraged to be used to substantiate school practice and improvement

## **12. When to gather information**

A timetable of monitoring will be planned each year. This will be adapted according to the current and future needs of school.

## **Review**

Governors should incorporate the review process into their action plan so that progress can be monitored and tracked. It makes an exercise more worthwhile if it exists as part of a whole, monitoring and evaluation helps to create the complete picture.

- You will be welcomed into classrooms if you are positive and praise what you like.
- Your input will be valued if you are objective in what you gather.
- You will make a difference if you help with an action plan.
- Your contribution will help our school improve.

Date adopted: September 2022

Reviewed in no more than 3 years by the end of 2025

## Appendix 1

### Governors Walkthrough template

<b>Date:</b>	<b>Name of person monitoring:</b>
<b>Focus of walkthrough:</b>	
<p><b>Prompts</b></p> <p><b>Pupils' attitudes to work?</b></p> <ul style="list-style-type: none"> <li>▪ Do pupils respond positively to activity provided?</li> <li>▪ Do pupils understand what is expected of them?</li> <li>▪ Are pupils motivated to complete the activity independently?</li> <li>▪ Are pupils able to respond to feedback given?</li> <li>▪ Are pupils on task?</li> <li>▪ Are pupils able to concentrate?</li> <li>▪ Do pupils work hard?</li> <li>▪ Can pupils work collaboratively?</li> </ul> <p><b>Impact of teaching:</b></p> <ul style="list-style-type: none"> <li>▪ Is new learning being introduced?</li> <li>▪ Do pupils complete the task within the expected time? Is pace of learning appropriate?</li> <li>▪ Are activities appropriate to age related expectations and offer challenge?</li> <li>▪ Are extension activities available?</li> <li>▪ Does the activity build upon prior learning?</li> <li>▪ Have the pupils achieved the objective?</li> <li>▪ How is progress being monitored?</li> <li>▪ Is constructive feedback given? Does this move learning on?</li> <li>▪ Is timing appropriate?</li> <li>▪ Do pupils know their targets and relate them to activity?</li> <li>▪ Do pupils have strategies to overcome difficulties?</li> <li>▪ Do pupils evaluate their own work and the work of others?</li> <li>▪ Does input from adults impact on outcomes for pupils?</li> <li>▪ Are pupils appropriately challenged?</li> </ul> <p><b>Conditions for Learning:</b></p> <ul style="list-style-type: none"> <li>▪ Working walls are up to date</li> <li>▪ Can pupils access resources independently?</li> <li>▪ Are visual / additional prompts available?</li> <li>▪ Are pupils seated appropriately?</li> </ul> <p><b>Behaviour:</b></p> <ul style="list-style-type: none"> <li>▪ Is behaviour an issue?</li> <li>▪ Do pupils work safely and manage risk well?</li> </ul>	<b>Evidence/Evaluation</b>

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- Do pupils listen to instructions well?

**Any other comments?**

**Areas for development/next steps:**

**Feedback to:**



# Members Monitoring Report



( used after walk around or meeting with staff /pupils- general)

<b>Members Name:</b>	<b>Date of Visit:</b>
<b>Focus:</b>	<b>Activity:</b>
<b>Key Questions to seek answers to:</b>	
<b>Timetable (When? What? With who? How? (agreed in advance with staff))</b>	
<b>Outcomes:</b>	
<b>Further comments:</b>	
<b>Signed:</b>	<b>Date:</b>
<b>Members area of responsibility:</b>	

Subject governor annual monitoring report



**Bretherton Endowed CE Primary School  
Governor Monitoring Report – \_\_\_\_\_**

**Date –**

**Name/s of Governor/s -**

**Objectives for monitoring visit:**

**Summary of Monitoring activities**

**Evaluation of visit**

**Review points / Agreed action points**

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**Follow up for next monitoring visit**

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