St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

Policy Title:	**Monitoring & Evaluation**
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Contact:	governors@stjohnandstnicolasschools.org.uk
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1.1	22.11.22	SCC Minutes 22.11.22	No changes made	Nov 2023
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1.3	25.11.25	S&C Minutes 25.11.25	Update format, number items, contents page numbers, update of wording from annual to biannual item 6	Nov 2026
1.4				

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St John and St Nicolas Schools Federation
Monitoring and Evaluation Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

1: Introduction
Monitoring and evaluation are key leadership and management tools in improving teaching and learning across the federation. High quality monitoring and evaluation will identify the strengths of the schools and will provide key information for individuals and groups of staff that will identify areas for development, which can then be met through high quality professional development.

Monitoring throughout the federation will always be in line with the federation's vision, "For the good of all – through curiosity, creativity and love."

Across the federation, monitoring will take place in the form of learning walks, which will aim to explore an aspect of the federation development plan across one or both schools. There will also be regular observations of teaching across both schools as part of the federation's appraisal process.

2: Monitoring and Evaluation Schedule
The executive headteacher will create a termly schedule of monitoring based on the identified needs of the federation and aligned with the federation development plan. The schedule will include a mixture of learning walks, observations, data analysis and other relevant monitoring activities that will take place to uphold the federation's vision and support improvement across the schools.

3: Learning Walks
Learning walks will have a particular focus that will be identified in advance and staff undertaking the learning walk will be chosen for their expertise to support this monitoring activity. Evidence will be gathered across each school through short drop-ins to lessons, looking at planning and children's books and speaking with relevant stakeholders (staff, children, parents).

Following each learning walk the evidence will be collated and a summary report (FADE) will be produced evidencing what has been observed, what the actions moving forward should be and an overall evaluation.

Learning walks that take place may be governor, senior leadership or subject leadership led and staff will be informed in advance of learning walks that are taking place.

4: Observations
As part of the federation's appraisal process, observations of teaching staff will be arranged during each year. Generally, observations will last 30 minutes and will be arranged with staff in advance. Following each observation, there should be feedback with the individual staff member and a summary report (FADE) will be completed. Evidence from the observations may form part of an individual's appraisal process and will also feed into the federation's overall evaluation of teaching and learning.

5: Data Analysis
There will be regular data collection points within the school year for data relating to children's attainment and progress, both statutory and internal. The data will be analysed and a summary form (FADE) produced to identify positives and areas for development. The areas for development will enable targets to be set and will feed into the federation's development plan. Data analysis will be discussed regularly in standards and curriculum committee meetings.

6: Stakeholder Questionnaires
Biannual questionnaires will be carried out with staff, parents and children to identify their views on a range of issues. Responses will be discussed in governor meetings and action taken based on these responses as appropriate.

7: Pupil Progress Meetings
Pupil Progress Meetings will take place regularly through the school year. In each Pupil Progress Meeting an SLT member and class teacher will need to be present. Progress of individual children will be discussed and priorities for support and challenge will be implemented.

8: Appraisal
Appraisals for teaching staff will take place during Autumn Term 1, with appraisal meetings for other staff during Autumn Term 2. There will be an expectation of a target aimed at achieving good progress and an expectation of good teaching. Additionally, further targets will be chosen based on school and individual priorities.

9: Drop-Ins
Drop-ins will take place on a regular basis by the executive headteacher or heads of school and will be used to provide a general judgement of consistency of day to day teaching and learning. For example, drop-ins may take place at the beginning of the day to see how quickly children are settled etc.

10: Subject Leader Monitoring
As part of their roles, subject leaders may partake in monitoring activities, which might include looking at planning or children's books, speaking with children or staff or spending time in classrooms.

11: Governor Monitoring
Governor monitoring will take place in line with the monitoring and evaluation schedule and the governor visits policy. A GAR (Governor Activity Report) (Appendix 1) is completed and circulated to all governors.

Appendix 1

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Governor Activity Report

Name of Governor/s, Date of activity:
Governor/s initials & Date

Type of activity: training/visit to school - St John's or St Nic's/other – please specify
List

Which part of the Federation Development Plan is being monitored by the activity?
Priority number:
Explanation

Please note that Link Gov visits are always: Priority 2: Set a clear vision for the schools' curriculums enabling curiosity and creativity to thrive across all year groups, with high expectations and clear outcomes. Please note the guidance for Link Gov visits as the bottom of this form.

How are our Vision, Values and evidence of Spirituality shown in this activity?
List

How does this activity relate to particular groups (SEND/EAL/PPG/Gender/MAG&T)?
List

FOCUS/area of enquiry/reason the activity is taking place List

ANALYSIS/brief report on activity List

DO/next steps; actions and recommendations arising *Use the box below if you would like an issue raised at the next S&C (it will appear on the agenda).*

Action	Allocated to	Timescale	Completed

EVALUATE/How Governors should use this information to impact on their effectiveness
Suggestions

- *For Link Governor visits please note the following:*
  - *discuss the subject leader role - what is working well? - what could work better?*
  - *discuss the subject focus this year - what is the focus? Why? how is this being implemented?*
  - *what is the focus moving forward next year - how will this be put into place?*
  - *where relevant and if time look at books, displays, assessment etc*
  - *arrange a time to meet outside of classroom teaching time, suitable for class teacher*
  - *keep the meeting to a maximum of 30 minutes*

Once you have checked the form with any relevant member of staff involved in the activity, send to the Chair of the Standards & Curriculum Committee. It will be then checked by SLT & sent to the Clerk for inclusion in the relevant Standards & Curriculum Committee meeting folder/FGB meeting folder.