



# St Faith's

Church of England  
Infant and Nursery School

## Monitoring and Evaluation Policy

*"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."*  
*"Aspire not to have more, but to be more." (Oscar Romero)*

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **Monitoring and Evaluation** in school. Its purpose is to drive continuous improvement, ensure high-quality teaching, and maximize pupil progress and well-being. It fosters a collaborative, supportive culture of self-evaluation and accountability. It reflects the consensus of opinion of all staff members. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness, that all policies are known, understood and used in an appropriate way.

### Aims and Objectives

- To ensure the highest possible standards of teaching, learning, and pupil progress
- To identify both strengths and areas for development to feed into the school's strategic planning
- To ensure consistency in the implementation of whole-school policies
- To identify requirements for staff professional development and training

### Definitions

- **Monitoring:** The systematic collection of data, evidence, and information about the school's performance
- **Evaluation:** The analysis of this monitoring evidence to make informed judgments about the school's strengths, weaknesses, and effectiveness

### Roles and Responsibilities

- **Headteacher & Senior Leadership Team (SLT):** Coordinate the overall monitoring schedule, oversee data analysis, and maintain the school's SEF
- **Subject Leaders:** Monitor and evaluate educational provision within their specific subjects to raise standards and track cohort progress
- **Teachers:** Engage in professional dialogue, reflect on their own teaching practice, and track the progress of their individual pupils
- **Governing Body:** Reviews monitoring and evaluation data to hold the school to account, sets targets, and ensures value for money

## Key Areas of Monitoring

- **Teaching and Learning:** Quality of instruction, lesson engagement, and the effectiveness of Pupil Progress Meetings
- **Curriculum and Outcomes:** Work scrutinies ("book looks") to check curriculum coverage, alongside analysis of statutory assessments and teacher assessments
- **Pupil Welfare and Behaviour:** Tracking attendance, reviewing logs for School Safeguarding Policies, and actively seeking the opinions of pupils (Pupil Voice)

## Monitoring Methods

To ensure minimum disruption to teachers and students, monitoring is systematically planned throughout the academic year using:

- **Lesson Observations & Learning Walks:** Scheduled observations and brief "drop-ins" to assess teaching quality and learning environments
- **Book Scrutiny:** Scheduled reviews of pupils' work to evaluate progression, marking, and feedback
- **Data Analysis:** Termly assessment cycles (data drops) to review the progress of individual children and specific groups (e.g., SEND, disadvantaged pupils)
- **Feedback:** pupil voice, parental feedback in annual questionnaires and following events

## Evaluation and Reporting

Evidence collected through these methods is critically evaluated by leaders and used to update the School Self-Evaluation Form (SEF). These judgments form the foundation of the School Development Plan (SDP) and are reported to the Governing Body.

## Review Cycle

This policy is reviewed annually to ensure it reflects current school priorities, internal organizational changes, and statutory requirements.

## Safeguarding procedures

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website <https://stfaithscofe.secure-primariesite.net/safeguarding-information-and-policies/>.

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|-------------------------------------------------|--------------------------|
| Reviewed and approved by the governing body on: | July 2026                |
| Signed: (Chair of Governors)                    | <i>Emile Van Der Zee</i> |
| Signed:                                         | <i>Amanda Konrath</i>    |
| Review Date:                                    | July 2028                |