

Curriculum Policy: Monitoring and Evaluation of the Curriculum

Monitoring and evaluation are essential aspects of the school's aim to raise achievement.

- Monitoring and evaluating in the curriculum involves focusing on teaching and learning: the performance of pupils, the effectiveness of teachers and hence the standard of achievement across the whole school. All staff are involved in this process all the time, although certain colleagues carry specific responsibilities for aspects of the process (see below) and there is a systematic programme for monitoring and evaluating over time which allows for different degrees of scrutiny and analysis for different areas of the curriculum at different times.
- An effective system of monitoring and evaluating can:
 - broaden our knowledge about what makes for effective teaching and learning
 - confirm we are doing what we said we would do, as stated in the school aims
 - establish whether curriculum documentation (policies, schemes of work, planning etc) is not only consistent with practice but also having a positive effect on standards and quality
 - identify good practice within the school and enable us to share it
 - indicate where improvements in standards and quality can be made
 - establish whether changes have been effective.
- The process of monitoring and evaluating in the curriculum has much in common with the process of assessment for the students of the school:
 - the process should be open and shared
 - the purpose of monitoring and evaluating should be clear to all involved: and it should be seen as a supportive and developmental process, aimed at improving standards throughout the school
 - all those involved should be aware of the criteria for judging success (there are standard pro formas for lesson observation, for instance)
 - the process should be manageable, rigorous and systematic in planning and target-setting.
- Responsibilities for monitoring and evaluating the curriculum:

SLT	<ul style="list-style-type: none"> • school aims, SIDP priorities and action plans • overall curriculum provision, breadth and balance • overall standards of achievement • overall quality of teaching and learning • personal, social, health and citizenship education • spiritual, moral, cultural awareness • behaviour for learning
HoDs and Subject Leaders	<ul style="list-style-type: none"> • departmental aims, priorities and action plans (the DDP, within the broader SIDP framework) • subject provision and quality, including planning, schemes of work, continuity and progression, breadth and balance and quality of delivery • pupil standards of achievement within the subject • quality of teaching and learning within the subject • assessment and recording

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| Subject Teachers | <ul style="list-style-type: none"> • planning and delivery, within departmental and school frameworks • assessment and recording of individual pupil progress as well as whole class • pupil standards of achievement within the class |
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- Key aspects of the monitoring and evaluating programme include:
 - The SIDP cycle (School Improvement and Development Plan): the SIDP is updated annually.
 - Scrutiny and analysis of A Level and GCSE results using value-added residuals (using ALPs and FFT data): this takes place immediately after results are published in August. HoDs and Subject Leaders discuss their results analysis with the Head and Deputy Head in September, with the aim of identifying not only areas of particular strength but also areas to target for future improvement. When further data is available later in the year, further analysis takes place to inform future plans.
 - Department Development Plans (DDPs) are updated annually, incorporating priorities from the SIDP, and finalised in the autumn term, to incorporate any targets from the exam results analysis
 - Whole school and departmental plans are monitored regularly throughout the year: SIDP by SLT; DDPs by HoDs/Subject Leaders, who have a mid-year review meeting with their line manager on the SLT (part of the PM review process)
 - The performance management/appraisal cycle is timed to fit in with the SIDP/DDP cycle, and the review and objective-setting meetings take place in the first half of the autumn term. The monitoring appropriate to this cycle is of course not entirely open, being confidential between teacher and Review Leader, but the outcomes will often feed into DDPs and, in turn, the SIDP. (Please see separate *Appraisal Policy*).
 - Lesson observation: this can take place for a number of different purposes, eg:
 - SLT monitor quality of overall teaching and learning etc through both formal and informal lesson observation
 - HoDs and Subject Leaders monitor quality of subject teaching and learning etc through both formal and informal lesson observation
 - departments are encouraged to set up their own programmes of mutual lesson observation, perhaps with an agreed developmental focus (eg sharing strategies for AfL, starters/plenaries or varied approaches to homework)
 - there may be a whole school drive on a particular area (eg verbal dialogue or returning assessed work) which includes lesson observation through focus visits
 - performance management/appraisal involves lesson observation by Review Leaders
 - Book trawls: samples of students' work may be taken in and analysed by a number of different people for a number of different purposes, eg:
 - SLT monitor eg overall quality of pupil learning or teacher assessment
 - HoDs and Subject Leaders monitor eg quality of pupil learning or teacher assessment within the subject – or may set up teams within the department to do so, with teachers each taking one year group
 - Heads of House monitor quality of pupil response
 - Documentation: policy documents and handbooks are all regularly reviewed and updated; the SIDP, school policies, DDPs and Schemes of Work are all regarded as working documents.

The programme of monitoring and evaluation for the year is published in the staff calendar as appropriate and the review cycle is shared and developed with MLT.