

EASTBROOK SCHOOL



MONITORING POLICY

Secondary School

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1. INTRODUCTION

At Eastbrook we believe that a truly outstanding school is one that enables all pupils to achieve their best. One where academic attainment is high and the academic progress of individuals is maximised. It is a place where all pupils acquire the character virtues that lead to success in school and university, in work and life beyond. We believe that pupils are enabled to succeed in these ways through high quality teaching and learning. As such, leaders at our school have a responsibility to monitor the quality of teaching and learning, using information garnered to establish where practice is effective - so it may be embedded and replicated - and where it is not effective – so it may be improved.

At Eastbrook monitoring is not conducted to hold teachers to account and is not directly linked to performance management. Rather, monitoring is the process by which teachers, departments and ‘the school’ garner information about the learning of pupils, classes and pupil-groups, to pose and answer questions about current standards, trends over time and progress made by individual pupils and pupil groups, with the aim of consolidating and propagating high-quality teaching and learning.

It follows that valid outcomes from monitoring include:

- the sharing of successful class, group or pupil specific strategies for learning with teachers engaged in teaching a specific class, group or pupil or those that are more broadly applicable to classes, groups and pupils;
- the allocation of resources to support the learning of a class, group or pupil or to support learning more broadly;
- the allocation of resources to support a teacher or teachers in teaching a class, group or pupil;
- the identification of a theme or practice for a teacher or teachers to examine and develop individually or together through professional development activities;
- the re-examination of policies, procedures and practices;
- the reimagining of elements of the curriculum.

Primarily, monitoring is carried out by middle leaders responsible for learning in specific areas across the school. Members of the Curriculum Leadership Team (CLT) monitor teaching and learning within each subject; members of the Year-group Leadership Team (YLT) monitor teaching and learning within each year-group; members of the Inclusion Leadership Team (ILT) monitor teaching and learning within each strand of inclusion practice.

Members of the Senior Leadership Team (SLT) play a part in ensuring that the monitoring that takes place, is suitably rigorous and that information garnered is used effectively to support and improve teaching and learning. This is done through the Quality Assurance process.

All teachers at Eastbrook want to improve individual and shared practice and recognise that monitoring is a key component in the improvement process. At all times, monitoring is conducted in a way that encourages collaboration and generates positive and supportive professional discussion ensuring we flourish as teachers and enabling us to support all our pupils to achieve their best.

2. MONITORING ACTIVITY ENGAGED IN AT EASTBROOK

The school makes use of four key monitoring activities. These activities have some generic features:

- Monitoring activities are planned with a whole school, department, year group, class specific or pupil level focus established. Care is taken to ensure all involved in monitoring – teachers and leaders – are appraised of this focus prior to the commencement of activities.
- Contextual information - including the level of support given to a pupil or pupil-groups, over time or with a particular task; the nature of learning activities engaged in; the broader class context; individual pupils' learning needs, their character and their circumstance over time - is collected and reviewed prior-to, during or after monitoring. Judgements made without contextualisation are likely to lack validity and lead to ineffective improvement work. A key source of contextual information is the teacher.
- Monitoring activity leads to action and improvement. Monitoring alone does not lead to school improvement. It is through an evaluation of the information gathered, the identification of needs and the application of strategies to address those needs that school improvement is affected.

The following four activities form the core of monitoring at Eastbrook:

Learning observations are when a leader or leaders enter a classroom with the purpose of observing learning. Learning observations are not teacher observations. Teachers are not graded and are not given targets for improvement following learning observations. The explicit focus on the quality of the learning and the learners rather than on the quality of teaching and the classroom teacher, reflects our sharp focus on improving learning outcomes and our acceptance of the axiom that excellent teaching is defined by excellent learning.

Scrutiny of learning outcomes - this is when leaders look at a range of learning outcomes (pupil books, physical products, recorded presentations or electronic files) and make judgements about the standard of those outcomes. Looking at outcomes over time enables a further judgement to be made about whether the standard is improving or declining. Appendix A contains an example of a book-scrutiny pro-forma, showing how quantitative and qualitative measures can be used to build a picture of learning through this monitoring activity.

Learning conversations are conversations between pupils and leaders about learning. Conversations are conducted either one-to-one or in a small group to give opportunity for depth and detail in discussion. Pupils bring relevant work with them to the conversation so they have something concrete to talk about. Planning questions prior to learning conversations ensures conversations stay on track and that the right information is collected. Appendix B contains some examples of questions that can be used in planning learning conversations.

Data review is the review and analysis of previously collected data by leaders, with the purpose of identifying where learning has been effective for individual pupils and pupil groups.

Combining monitoring activities

These four key monitoring activities are rarely undertaken in isolation. Combining activities builds context and enables triangulation of data, strengthening conclusions.

For example, a **360° learning observation** combines all four activities in the following way: existing data is reviewed and a profile of three 'target' pupils is put together. The two observers (leaders) review these profiles before entering the classroom. The twenty-minute observation time in class is used to watch the target pupils' learning and assess their success during the lesson. Learning outcomes in the pupils' books, or elsewhere in the classroom, are scrutinised to gauge whether observed behaviours and outcomes are the norm. Following the observation, the leaders reflect on what they have seen and make notes on the individual pupils learning, in addition commenting on learning in class more broadly. Subsequently, the leaders meet with the target pupils and conduct a learning conversation to discuss their learning both within the lesson and more broadly. This provides an opportunity to seek clarity around observed behaviour and a further opportunity to scrutinise outcomes in the pupils' books. Appendix C contains a completed example proforma used to record a 360° learning observation. This is completed by the leaders following the observation. When complete, this proforma is shared with the teacher and used as the basis for discussion about focus pupils learning in the lesson, the typicality of this and about teaching and learning more broadly.

A further example of the combining of monitoring activities is a **learning walk**. A learning walk is when leaders truncate the four monitoring activities to take in a number of classes and/or lessons. It includes several learning observations, learning conversations and scrutinies of outcomes. It looks at the whole learning environment (inside and outside classrooms), considering how display and shared spaces within the environment facilitate learning. Learning walks are mapped in advance using relevant data so that the combination of classes and/or lessons visited builds a picture of learning across a department or year-group, or across a pupil or group of pupils' day / week / year. Appendix D contains a simple example proforma used to record findings on a learning walk. When complete, this proforma is used to feedback to teachers taking part in the walk.

A final example of the combining of monitoring activities is **pupil-tracking**, a method used to home in on an individual pupil's learning experience or the experience of a group of pupils. One such activity might see data used to identify three under-performing pupils in a year-group. The pupils' movements are mapped across the week and a timetable is drawn up for leaders to carry out a learning observation in each of their classes. During each observation, a scrutiny of learning outcomes takes place. At the end of the week a learning conversation takes place between the target pupils and the leaders. Information garnered is collated and questions about pupil learning are posed. These are explored with teachers, and recommendations for supporting target pupils' learning are made.

3. MAKING MONITORING MANAGEABLE

Time is required to monitor effectively. Time to plan, time to monitor, time to reflect and time to act upon information gleaned. For large departments, where Heads of Department have Assistant Heads of Department, a day's cover is made available each half-term. For smaller departments, who are grouped together to ensure leaders have colleagues to monitor with, a half-day's cover is made available. Further to this, leaders use weekly timetabled leadership time.

When planning monitoring activities across the year, leaders aim to build a picture of learning throughout the provision they are responsible for. Manageability here is key, and this is achieved by monitoring little and often, using focussed monitoring activities, applied in patterns, to form that picture of learning (a pointillist approach). Grouping pupils by subject, year-group or learning need further facilitates manageability. What follows is a worked example.

A member of the CLT plans monitoring activities to examine learning across their subject. They ask:

- what does learning look like in each year group (Y7 – Y13);
- what does learning look like for key groups of pupils: high / middle / low attaining pupils, boys, girls, white British pupils, EAL pupils, SEN pupils;
- are there variations in learning, broadly or for key groups, across classes in each year group;
- is there progression in learning year-on-year and across the range of year-groups;
- does the conceived curriculum find representation in what is taught and experienced, does it lead to the sequential development of knowledge and skills and does it do so for all pupils?

	Autumn	Spring	Summer
Week 1	-	Data Analysis Y11 and Y13 Mocks – Mon. Morn.	Scrutiny of L. Outcomes Y9 KS4 Readiness
Week 2	Data Analysis Y11 and Y13 Published data – Mon. Morn.	Learning Walk Y7 Differentiation	Learning Obs Y9 KS4 Readiness – Mon. Morn.
Week 3	Learning Walk Y7 Presentation and Feedback	Learning Walk Y8 Differentiation	Learning Walk Y10 GCSE Readiness
Week 4	Learning Walk Y8 Presentation and Feedback	Learning Walk Y9 Differentiation	Scrutiny of L. Outcomes Y10 GCSE Readiness
Week 5	Learning Walk Y9 Presentation and Feedback	Learning Walk Y10 Differentiation	Scrutiny of L. Outcomes Y10 GCSE Readiness
Week 6	Learning Walk Y10 Presentation and Feedback	Learning Walk Y11 Differentiation	Learning Walk Y7 Curriculum
Week 7	Learning Walk Y11 Presentation and Feedback	Data Analysis Y11 and Y13 Progress	Learning Walk Y8 Curriculum
Week 8	Learning Obs Y12 and Y13 Questioning – Mon. Morn.	Pupil Tracking SEN – Mon. Morn.	Learning Walk Y9 Curriculum
Week 9	Learning Walk Y7 and Y8 Questioning	Learning Walk Y7 and Y8 Pupil Premium	Learning Walk Y10 Curriculum
Week 10	Learning Walk Y9 and Y10 Questioning	Learning Walk Y9 and Y10 Pupil Premium	Scrutiny of L. Outcomes YAll Curriculum – Mon. Morn.
Week 11	Learning Walk Y11 Questioning	Learning Walk Y7 and Y8 High Attainers - stretch	-
Week 12	-	Learning Walk Y9 and Y10 High Attainers - stretch	-
Week 13	Scrutiny of L. Outcomes KS3 Pupil Premium		-
Week 14	Scrutiny of L. Outcomes KS4 Pupil Premium		

4. QUALITY ASSURANCE

Quality Assurance (QA) is the process by which senior leaders ensure that monitoring takes place, is suitably rigorous and that information garnered is used effectively to support and improve teaching and learning. It takes the form of a half-termly meeting with each member of the CLT, PLT and ILT. Each half term QA has a focus; these foci are shown in the table below.

	CLT Focus	YLT Focus	ILT Focus
Autumn 1	Exam results		
Autumn 2	Learning across departments (a reflection on the Autumn term)		
Spring 1	Data only – All year-groups		
Spring 2	Data only –Y11 and Y13		
Summer 1	Learning across departments (a reflection on the Spring term)		
Summer 2	Curriculum review		

In preparation for these meetings leaders produce a QA Report. This concise report draws on monitoring activity that has taken place to detail action planned as a result. Appendix E contains a blank report proforma.

Scrutiny of Outcomes - Book Scrutiny



Class:	Subject:	Date:
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Presentation

Books in good condition			Black pen and pencil used			Date written top-right by title			Straight lines drawn by ruler			All titles and dates underlined			Handwriting is clear and legible			Pupil responses are in green pen			Worksheets stuck in appropriately		
N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y

Production: how much work is in the books

09.09					16.09					23.09					30.09					07.10					14.10														
28.09					04.11					11.11					18.11					30.11					25.11					02.12									

Coverage: does the range of work demonstrate stretch and challenge

09.09					16.09					23.09					30.09					07.10					14.10									
N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y					
28.09					04.11					11.11					18.11					30.11					25.11					02.12				

Standard: is work of an age appropriate standard and is there evidence of differentiation

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Feedback Quantity: how often does whole-class feedback happen

... is all work marked

N	/	Y
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09.09					16.09					23.09					30.09					07.10					14.10									
28.09					04.11					11.11					18.11					30.11					25.11					02.12				

Feedback Quality: is there evidence that feedback has led to improvement

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Learning Conversation

Focus:

In a lesson:

- What are learning today? What are you learning that is new? Why are you learning it?
- How has your teacher helped you to be clear about what you are learning?
- How does this learning link to other learning you've done before today?
- How do you know if you're being successful at this learning / task?
- What in particular are you trying to improve today?
- What would you do if you were stuck?
- How are the adults / other children / resources / displays helping your learning in this session?
- How tricky is this learning for you?
- What questions has your teacher asked in this session? How have they helped your thinking?

In relation to outcomes in a book:

- Show me something you are proud of in your book? Tell me about why you are proud?
- Show me something you struggled with in your book? How did you get better at this? How were you helped? Do you still understand it now?
- Can you show me some examples of when the teacher's feedback has helped you understand or get better at your learning?
- Which comments / feedback do you find most helpful in improving your learning or work?
- If we look at the first few pages and the last few pages, what do you think you've got better at? Can you show me examples?
- What targets are you aiming to get better at? Can you show me some examples of how you are improving / being helped?
- How do you let the teacher know how well you think you've done with your learning / task? Can you show me an example?

In general:

- What do you think you are really good at?
- What do you find hard to do? / What do you find a bit tricky? Can you think of anything that would help you with this?
- Can you think of something that used to be really hard but is now much easier?
- What do you enjoy learning and why?
- When do you get to make choices in what you learn about or how you learn? Can you give some examples?
- How do Learning Partners help you? Can you give an example?
- Do you know how to improve in your learning / activities / work?
- What do you think makes someone a 'Great Learner'?



Learning Observation

Focus: How learning transforms knowledge and understanding.

Class: 11E2

Subject:

Date:

Teacher:

Observer/s:

Context of pupils:

Learner's name (<i>actual names entered – anonymised example</i>)	Reg group	SEN	EAL	G&T	PP	FSM
Pupil A	11E	no	no	yes	yes	yes
Pupil B	11E	no	no	no	no	no
Pupil C	11I	no	yes	no	no	no

Learning Behaviours: Learners to transfer learning and use prior knowledge to inform actions. To see opportunities for learners to take an active part in the lesson.

Recorded Outcomes

		Show progress			Match observed learning behaviour		
Pupil A	Pupil A explicitly practices his skills and is confident to share learning with the rest of the group. Key use of vocabulary was evident during both learning and assessment. Effective learning behaviour was exhibited and encouraged by the teacher.	N	/	Y	N	/	Y
		Work in book is at a good level. Regularly acknowledged. <i>Would pupil A benefit from more closing-the-gap feedback?</i>					
Pupil B	Pupil B uses peer to support learning and planner, confidence developed once strategies had been put in place. Happy to contribute to class discussion; unphased when contributions were wrong or challenged.	N	/	Y	N	/	Y
		Work in books shows Pupil B routinely works hard during lessons.					
Pupil C	Established routines assist learning such as the starter activity and lesson format. Head-down, getting on with task set. Reminded about presentation. When time for task elapsed, teacher worked through examples with the class; Pupil C was happy to wait for answers – not engaging in thinking. Would more opportunities for peer discussion support thinking? Learner needs to be more precise with reflection and challenge themselves further.	N	/	Y	N	/	Y
		Presentation is an issue. Learner is left-handed – <i>is this a factor?</i>					

Pupil Conference: do pupils recognise themselves in observations made; do they believe their learning in the lesson was typical of their learning; what did they not exhibit in the lesson that might have been seen in another / is evident in their books?

Pupil A	Pupil A was very positive about the learning environment and the structure of the lesson. Pupil A commented on the support given both in and out of the class. Learner commented that he doesn't always feel challenged.
Pupil B	Pupil B appreciates the way examples are given and the use of tests to demonstrate gaps in knowledge.
Pupil C	Pupil C was able to articulate his progress in Maths and confirm what he needs to do to improve. Pupil C is aware of online resources such as Maths Genius, My Maths and SAM learning.

General: what learning behaviours are observed and how does the environment support learning

Learners on task throughout			Learners engaged and excited by their learning			Learners access support confidently			Additional adults support Learners in their learning			Good behaviour supports learning			Classroom routines support learning			Working walls support learning			Resources available to support learning		
N	/	Y	N		Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y	N	/	Y

General Comments

Learners enjoyed their lesson and report that this is the case generally. Good use of planners and classroom movement to support learning. Good to see there was opportunity for a learner to lead learning. Teacher exposition was exacting and expansive, and responsive to learners needs. *Would altering the ratio of teacher to learner talk enable the learners to be more independent in their learning?*

Learning Walk

Focus:



Department / Year-group / Strand: X

Observer/s: XX XX

Date: 00.00.00

Learning environment	
Learning behaviour	

General Comments



Quality Assurance Report

Department / Year-group / Strand:

Date:

Focus:

Monitoring activities that have taken place

Strengths identified

Areas for improvement identified

Implications for pedagogy

Implications for curriculum

Implications for leadership