

Monitoring & Self Evaluation Strategy

Dalmeny Primary School

August 2005

Previously October 2003

Policy No 3

Rationale

Consider any simple production line process such as making cardboard templates for boxes in a factory, using a cutting machine. The operator monitors the process. Such monitoring is done simply to check that things stay on track. This is one sense of the word monitoring.

A School monitoring policy deals with a very complicated process, which is imperfectly understood, subject to frequent change and involving complicated creatures – humans. However, in its simplest form it resembles the production line in that it serves to keep relevant people informed that ‘things are on track’. At Dalmeny it has an additional function:- to support evaluation and increasingly - self evaluation.

Initially professional staff led this process, but all in this educational community can accept responsibility. When this happens then the leaders’ tasks (leaders in every part of the community) become that of taking a strategic outlook, analysing the flow of information and arranging that adequate resources be brought to bear.

Background

Our Charter and School Aims - described in the School Development Plan, encompass the Principles underpinning all aspects of work at Dalmeny. The priorities of the City of Edinburgh Council and of Scottish Executive are dealt with in that plan. What cannot be written into a plan however is the spirit with which it is carried out. At Dalmeny it is intended that a very high level of professionalism will be attained in a supportive and open atmosphere where many decisions are collegial. Professionalism implies a continuing learning process, in which practitioners question their own and colleague's expertise constructively. 'Professional' is a term describing an approach to work rather than just qualifications. Teachers, support staff, visiting staff and parents can all take a professional approach. Children can be encouraged to take responsibility.

The following seven areas from the document 'How Good is our School' are here briefly explained in order to sketch the variety of tasks a monitoring and evaluation policy must address.

1. The **Curriculum** must have breadth, balance and continuity and reflect school, authority and national priorities. Children should work purposefully and understand what is expected of them. They should see the relevance of their work whether it be schoolwork or homework. They should have personal targets set which should be negotiable with all concerned parties. Children should work at appropriate levels, understand how to make progress, have copies of course outlines where appropriate and be assessed continually in a formative manner, with summative assessments (tests) being carried out only when necessary to show mastery of a level of work.

The **Timetables** that allow this to take place should be driven as far as possible by curricular demands rather than operational. E.g. Equal and sufficient access to gymnastics equipment despite other needs for hall space. E.g. Sufficient flexibility to allow a teacher's professional judgment to have work in one area to be completed before work in another is begun.

Classroom Organisation should be clearly effective, permitting the curriculum to be delivered appropriately using a variety of styles.

2. **Attainment** should be very good. Pupil learning tasks should

- Meet individual needs
- Link to personal targets
- Follow from prior attainment
- Be achieved successfully (On the school code usually a mixture of + & ++ with occasional – possible)

Improvements in Reading, Writing and Numeracy are seen as a basic National Priority. Dalmeny has added improvements in Science and Social Study Skills.

Staff, parents and pupils should be able to track progress in the basic areas.

Self assessment by pupils, already a key feature of our Writing programme should also be a key feature in all three basic areas and a growing skill across the entire curriculum. Combined with this should be increasing responsibility by pupils for their learning.

There is little point to assessment of any kind if it is not accurate and not used. At Dalmeny the school assessment code is based on explicit criteria, record keeping is thorough and formative assessment means that feedback to pupils is immediate or very nearly immediate. Parents receive examples of assessment in writing, termly, maths annually and reading whenever the reading record goes home. Targets are given in September based on staff discussions in June. Individual meetings with parents in March should confirm pupils' progress and then in the following June written reports give final confirmation of attainment - at which point the cycle begins again as new targets are discussed between staff.

3. **Learning & Teaching** requires a variety of **teaching approaches** to be successful. Whole class, group and independent work should all be part of the organisation for delivery.

Different modes of teaching should be recognised and practiced:

- Expository: i.e. explaining, instructing a whole class or group
- Discursive: i.e. . emphasising oral work in groups using interactive discussion
- Enquiry: i.e. emphasising individual study under conditions prepared by and supported by the teacher.
- Activity: i.e. pupils learning through hands on creative and practical work

As an example of this, Maths teaching will usually begin with short Expository and continue with Discursive and Enquiry modes. Activity mode being used whenever opportunity arises.

Reading is usually taught Discursively.

Writing is usually Expository with Enquiry. (There are discursive aspects in the ongoing formative assessment as the teacher moves from pupil to pupil or small group to small group during creative writing sessions.)

Clarity, openness and understanding of projected outcomes, sound organisation, differentiation and good understanding of problem solving techniques underpin good teaching. **Planning** should take account of prior skills and knowledge.

Different **Learning Styles** and/or **Gender** could affect how different pupils react to the teacher. What is a present strength for the school is its ability to encourage active involvement by pupils and this together with teachers' evaluation can direct attention to needs arising from these. The **purpose & content** of curriculum are both monitored and evaluated.

ICT is presently used very well by staff for planning purposes and with the introduction of interactive whiteboards is taking a step forward in aiding teaching. With no computer suite and two computers per room there has been patchy progress in using ICT to help learning. If advice becomes available from the Local Authority then this will be included as a matter of priority into the school development.

A high level of **responsible behaviour** is a pre-requisite for learning to take place. The standard of behaviour in this school is very high, but this standard requires continual maintenance and cannot be taken for granted.

A positive attitude towards **Homework** requires pupil encouragement and also requires an effort on the school's part to help parents manage and appreciate this area. Without parental support present good standards will not be maintained. Teachers also need to see the value of homework and must be given support to help keep this in a manageable form.

All the above implies continual **Staff Development**. There is no member of staff in the school who 'knows it all'. Our definition of professionalism includes the need to continue learning, often as a result of new developments but also as a result of our positive critical evaluation of our own and colleagues work. Mutual evaluation requires a certain level of trust. Monitoring by its very nature has the potential to undermine that trust and therefore the practical aspects of this policy show a high degree of openness. The 'What', 'When', 'Who' and 'How' aspects of monitoring are explained. The 'Why' is hopefully dealt with in this background, which shows just how complex a matter teaching and learning have become in a modern school.

4. Our **Support for Pupils** has been given the highest category of praise in both reviews and inspections. The five roles of Support are:

- Consultancy: Where time is given for all appropriate staff to meet with LS teacher to set targets, share ideas and evaluate progress. Time is also required for teachers and Support staff to meet. This is done at Dalmeny.
- Cooperative Teaching: Where teachers benefit from sharing expertise with a colleague, pooling ideas and providing a differentiated curriculum. Due to limited hours and an emphasis on tutoring, Dalmeny does not use the LS teacher in this role, but this method is used by the Headteacher as part and parcel of the monitoring process. In 2005/2006 we have begun to extend this role to allow any teacher with an expertise to share this with other staff.
- Tutoring: Where the LS teacher directly teaches individuals or small groups. This is the main role for LS at Dalmeny.
- Special Services: This role has been taken on by the headteacher as LS coordinator. The HT must ensure that all outside agencies are called on when appropriate and agreed with parents, to assist individual pupil needs.
- Staff Development: Where the LS teacher contributes to staff development in the school as a whole. Owing to the restricted hours this role is presently carried out by the LS teacher as adviser rather than as leader of In-Service Courses. Changes in working conditions under the McCrone Teachers' working conditions agreement will however give more flexibility in the future and could therefore allow this role to be enhanced.

In supporting our pupils as teachers we should **know our pupils**, use **Personal Targets** effectively, have a variety of **teaching approaches** and be aware of differing **Learning Styles**. There should be adequate **Consultation** pupil-teacher, teacher – support, teacher – parent. There should be effective **assessment** which in this school is primarily formative assessment. There should be a **climate** of trust, and mutual respect. The curriculum should be **challenging** and pupils encouraged to reach their **maximum potential**. There should be good **self esteem** and **positive relationships**.

5. **Ethos**. A positive ethos is required in order that effective learning and teaching take place. Pupils and staff should have pleasant atmosphere and working environment where equality, fairness, good self esteem and high expectations promote challenging standards for all.

The school should be welcoming and supportive of parents or guardians. Indeed, parents should feel that they are valued partners. Their views and enquiries should be perceived as positive chances for improvement in all aspects of school life.

There should be effective cluster, and community links.

A positive work ethic should be promoted and praise have a major role to play in recognition of achievement.

A pupil council should play a key role in ensuring that pupil issues are given appropriate attention.

Rights should be understood together with concomitant responsibilities.

6. Resources

Accommodation and facilities should provide a safe, pleasant and stimulating working environment. There should be a sufficient **range** of appropriate **teaching resources** which are stored so that they are accessible. Resources should be maintained prior to and during use so that they remain attractive and suitable for use. Without proper organisation in a classroom or school, the situation becomes Resources in – Confetti Out.

Staff skills and experience should be fully utilised through effective class organisation and planned staff deployment. Staff should have **agreed time** for all activities associated with their work and should also undertake continuous **professional development**. **Staff reviews** should be offered as a right.

Displays should be attractive, maintained regularly and reflect current classwork. They should encourage interaction with pupils.

Finance should ensure the effective delivery of the curriculum and following consultation with staff and school board budget allocations should reflect the priorities identified in the school plan.

7. **Management & Leadership**. There should be good **communication** (both ways). **Quality Assurance** for each area above should be clearly maintained, which is the purpose of this document. The **Development Plan** should be agreed, and effective. There should be very good liaison with **parents**. **Pupils** should be known individually to the best of the HT and PT, but especially the head teacher's ability. Links with **Local Community** should be productive. **Resources** should be known, maintained and developed and properly **financed**. The HT and PT should keep abreast of **Learning and Teaching** developments. The **Ethos** of the whole community on which the school is based should be supported by their actions. They should be aware of **New Developments**, should be ready to support the **Education Authority** in its wider work whenever possible. Finally they should be aware of the strengths, the development requirements and the tasks of **each member of staff** in order to support their achieving the highest levels of professionalism and in order to promote a strong team. **Day to day** events and occurrences should be sifted by the head and delegated staff to relieve teachers of distractions whilst providing opportunities.

Monitoring & Evaluation Tasks.

1) Appendix A contains the list of what is to be monitored and evaluated - related Quality Indicators and frequency.

The following notes should make the process transparent and therefore open to relevant staff to carry out. Each area is negotiable. Staff should be able to easily reach consensus on the content of each monitoring exercise. If the monitoring is successful in the way intended then this would become apparent through evaluation note containing realistic targets, which can be seen to be attained.

2a) Notes on monitoring of Medium Term Forward Plans.

These should be ready by the end of the first week or at latest the beginning of the second week of each term. The 'agreed plans for' column App B should be ticked as complete, by the teacher and comments made 'teacher's notes' column, about points for discussion before handing this over to the Headteacher. Support will be given to any teacher who has reasons for not being able to complete the plan in time. e.g. new staff unfamiliar with policies. The 'monitor-notes' column for the HT will normally be used to suggest possible resources, draw attention to colleagues work which may be supportive, offer input, note innovations or possible next steps and note points for discussion. (Reading Folder is part of the forward Plan)

2b) Notes on monitoring of Short Term Plans.

Short term (daily or weekly plans) Self evaluation carried out by staff fortnightly and reviewed by promoted staff. App E (below) to be used based on the CEC Learning and Teaching Guidelines. Where level 4 is not agreed then action to be supported to bring the planning to that level.

3) Notes on monitoring of Homework Diaries.

The HT carries this out weekly. The head requests a copy of homework notes for Mondays. Up to five pupils are chosen by staff and sent with homework once a week. Whenever possible the headteacher will be free to see pupils for homework or for other praise, from 12 noon most days (apart from Tuesday when the HT is teaching) or from 10.45 on Fridays. This should be used by teachers to encourage success but it can also be used to stimulate harder work. Homework should conform to the school policy. Feedback to the teacher will be via the homework sheet where feedback is thought necessary.

Comments will be made about:

The amount of effort for the time allowed. The presentation of work. How interesting & demanding it was found to be. Whether it stimulated the pupil to learn more.

Whether the pupil was pleased. A note will be kept of which children have been seen.

4) Notes on Monitoring of class Jotters

This should be carried out termly by the head teacher and teaching staff. Appendix 'C' allows staff to carry out self evaluation in order that the HT can be aware of needs. This appendix could also be encouraged for use with pupils, (with a little adjustment)

5) Notes on Monitoring of Reading

This will be carried out twice a year by the headteacher with at least a bi-annual focus involving team teaching. The criteria for teaching reading are included in the school policy. The reading sheets for a term, covering agreed criteria from the year plan should be held in the reading folder and kept up to date with the agreed school marking code. This is covered in the forward plan monitoring. The purpose of the extra aspect of monitoring above is simply to look in some detail twice a year at how pupils are learning to read and how we are teaching this skill. Using commercial material a reading exercise will be set annually and marked with individual feedback being given to the pupil and teacher. Teachers using SRA equipment over a block of time say five weeks, perhaps once a year, can carry out similar work.

6. Evaluation of Learning/Teaching process. . App F, G, H, I below. The appendix to be used will appear on the Term Diary.

This is carried out on a 2 year cycle as noted in Appendix D. With mutual agreement the HT works alongside colleagues focussing on different areas of the curriculum. During one or two lessons each teacher works as leader and focuses on aspects of the Quality Indicators. Both colleagues carry out the role as leader in different lessons and then meet for constructive discussion. Once the HT and teacher have worked in this way then the class teachers involved are able to work alongside each other. Appendices F to I show the summative self evaluation sheets that could be used. More focussed help will be given in planning the sessions. In terms 1 and 2 of 2005/2006 use of interactive teaching (esp. Dialogue) and organisation of groups and individual to reflect needs

7) Notes on monitoring IEPs

This is carried out by the class teachers responsible together with support from the SEN Coordinator and LS teacher. In August draft IEPs are drawn up between Class Teacher and Coordinator, building on the previous IEPs where these exist. Following discussion with the pupils at an appropriate level a meeting is held with the parents and the final version agreed. By the first week in September or earlier if possible short term targets for a three week period will have been decided. Thereafter, meetings are held every five weeks to discuss progress with SEN coordinator, the bi-weekly meetings with the LS teacher may also include time for discussion on the targets and the weekly or daily plan includes the required activities and resources.

8) Notes on monitoring Pupils' Progress/Profiles

Mental maths tests related to the agreed Northern college modules of work are carried out each week. A list of results should be available in the Assessment folder. Where scores indicate constant mastery of a level (++) or weaknesses - or especially -- then action should be taken in consultation with the HT if required to adjust the level of work.

Spelling tests related to the agreed Focus on Spelling modules of work are carried out each week. A list of results should be available in the Assessment folder. Where scores indicate constant mastery of a level (++) or weaknesses - or especially -- then action should be taken in consultation with the HT if required to adjust the level of work5

Pupil Profile Contents

Once per term during the session 2005/2006 a piece of **writing**, written independently by the pupils should be marked using all the available criteria for the expected level. It is suggested that a colleague moderates some examples and the HT moderates three or four examples from different levels. A copy of the writing and the marking is sent home for parents

Once per term during the session 2005/2006 evidence of skills work in **Environmental Studies** is similarly dealt with.

Maths work is tested using agreed modular assessments which are placed in the pupil profile.

Once a National Level is attained then all contents of the profile relating to work in that area leading up to the award are destroyed.

Other contents of the pupil profile may include pupil self assessments, art work, German, Music, Personal Studies etc.

Reading progress can be viewed in the class reading folder (see '5' above)

Maths progress can presently be viewed in the workbook records.

Tracking Sheets are kept on file by the HT and kept up to date. Every change results in a fresh e-form sheet being sent to the class involved. The previous tracking sheet should be immediately destroyed and replaced. Tracking sheets should be viewed by teachers regularly to see whether pupils are 'on track'. The code is as follows:

A 1, B1 etc implies that all work at that level in that area will be complete by October

A2, B2 etc implies that all work at that level in that area will be complete by December

A 3, B3 etc implies that all work at that level in that area will be complete by Easter

A 4, B4 etc implies that all work at that level in that area will be complete by June

A 5, B5 etc implies that all work at that level in that area will be complete during the next session.

Where it becomes clear that a pupil will exceed or fail to reach a target the HT should be informed as soon as possible. Following investigation and discussion parents would then be asked to visit to agree a change.

9) Monitoring of Behaviour

During each day the head is available to support any teacher who requests help with discipline.

From 12 to 12.20 every day the HT will try to be available to meet with 2 or 3 pupils from each class sent with verbal or written reports of good behaviour.

In addition it would be good if colleagues would agree to support colleagues by rewarding pupils from other classes with praise. This can be arranged informally as often as required.

A behaviour log is kept by the HT to note callers such as the above and also to note cases where disciplinary action was required (mostly counselling and verbal warning).

The Log is cleared after a month unless behaviour was referred to parents when it is only cleared after 2 years.

The HT regularly carries out playground supervision and lunch supervision. Any request from teachers who occasionally wish to take on this activity will be supported if resources allow and time in lieu, free of class contact will be given.

No class logs of behaviour are required except where this is part of an IEP or Support Plan. Behaviour severe enough to be noted in such a way is in any case going to be brought to the HT's attention.

10) Pupils' Views

Class Councils should be formed and re-formed at the beginning of each term. Class councils should elect representatives from P4 up who will meet regularly with the PT in a 'school council' Meeting of the school council will be minuted for general display. The school council will discuss with the PT proposals from class councils and will normally pass back suggestions to class councils for discussion with their teachers. Appropriate minutes of the school council will be taken to the School Board.

As part of a three year cycle, pupils will be asked for their views on aspects of school life. This will normally be done through questionnaires which can be completed in class.

Each class should use part of PSD time to help pupils express views on school life. These can then be brought to general attention.

11) Staff Views

Teaching Staff meet fortnightly for a minuted meeting except in those weeks where there is an In-Service day or CAT. In addition there is a monthly Breakfast meeting for all staff. There is a full staff meeting termly to which teaching staff and support staff are invited. In addition support staff meet monthly with the business manager.

Every member of staff is offered the opportunity for an annual review. Support staff meet with either the Business Manager or the Headteacher. Teaching staff meet with either the Principal Teacher or the Headteacher. In all cases those aspects of the meeting which are jointly agreed by reviewer and reviewee as non-confidential can be taken up at Staff meetings or with the headteacher directly.

In Spring all staff meet to discuss the school development plan and to discuss themes from HGIOS in some detail. The theme for discussion are discussed in the Standards and Quality Report and Improvement Plan.

The Headteacher or Principal teacher will at times be available for informal contact before or after school, and any matters of concern can be raised directly. The Principal Teacher whilst not a line manager, is a member of the management team consisting of Headteacher, Principal Teacher (and Business Manager – for non curricular matters and support staff.)

12) Curriculum, Attainment, Learning & Teaching in The Nursery

The HT, PT Nursery teacher and Nursery Nurse meet regularly to discuss Nursery needs in relation to the care Commission and Child at the Centre documents. The HT attends Friday Diary meetings with Nursery Staff. PT and HT liaise with Nursery staff.

13) Monitoring of Health and Safety

Once a month the Head teacher, business manager and SSO meet to discuss and minute decisions about buildings and Health and safety. Once a year senior pupils are involved with the Headteacher and Business Manager in carrying out a risk assessment of the school building and grounds. The business manager, Janitor and Headteacher then collate these findings with their own and submit a report to the council. The entire School Health Policy is reviewed bi-annually by teaching staff and parts are reviewed separately by support staff with the business manager.

Ongoing monitoring of all aspects of building and equipment safety is a part of the janitor's responsibilities. The janitor reports faults back to the HT and where action cannot be taken directly by the school, to the Buildings Officer.

Staff finding any situation which they believe requires reporting should go directly to the HT in the first instance. The HT keeps a log of action requested.

Although the Nursery is included in the general Health & Safety policy, a separate file is required by the Care Commission who visit Nurseries each year. This file, is updated by the HT together with the Nursery teacher from September.

Accidents to children, whether in the playground or classroom are noted down in the accident book by the adult to whom they were reported. The procedure is included in the Health Policy. The HT checks the accident book each week, in case any pattern of accidental occurrences is appearing.

14) Reporting pupils' progress

Targets discussed in June are followed by target setting in September. Targets can be altered following new evidence from pupils after their long vacation and following the NFER tests in Maths and Reading carried out during August. Results in tests which don't match the teachers' class based perceptions are simply used as alerts to prompt further enquiry into the child's attainment.

Parents are informed of targets after there has been an opportunity to discuss these (in appropriate language) with pupils.

At a meeting in March parents are given more wider information and more specific detail about how their children are doing in one to one interviews with teachers.

In June reports are given out which confirm the children's measured attainments in Maths, Writing and Reading and give brief written details about wider achievements.

At any time where a teacher feels that a pupil is failing or exceeding their basic targets then (see '8' above, the HT is informed and investigates. Before target can be changed parents are met with and consensus reached.

Work is regularly sent home: Maths jotters, ES jotters and One marked piece of writing per term.

Homework shows the level of Mental Maths being taught and indicates the spelling level.

Homework also includes reading booklets which may be redesigned from time to time to include clearer information about the formative assessment going on in the classroom.

Homework is topical, containing some work relating to ongoing class work.

15) Monitoring Parents' views

Once every three years a questionnaire is sent out based on the HMI audit. This is next due to be sent out in Spring 2007.

During Spring 2006 parents will be invited to meet with the HT and Principal Teacher in groups to discuss the school.

During Spring 2008 Pupils will carry out a survey and parents will be invited to add written comments.

All the above are designed to give information to the management team to assist in drawing up the school Standards and Quality Report.

Parents are also invited to raise general matters with the School Board.

The HT makes himself available to meet with any parent, if not immediately then usually within one day.

All views are kept in a confidential log, but matters arising from these views are dealt with or brought to the attention of those concerned.

Teachers meet informally with parents frequently and can be given time to meet where this is required. They are requested to pass on to the HT any matters which might need action, are unresolved or have caused either party concern.

Management Team

The management team needs to be rigorous but as supportive as possible. We are aiming for the highest professional standards since we are dealing with a very valuable commodity. In the medical profession all manner of people may find themselves around an operating table working together. They work as a team. Standards in such a team will be high, but never perfect and a good team will make allowances, be supportive yet ensure the best outcome possible.

The aim at Dalmeny is to have a working atmosphere where, just as in the example above, every member of the team is seen to play an important role, no-one is expected to be perfect, but everyone is expected to be able to evaluate their own performance and seek help or offer support to others. The management team's role in this school is to help the team grow and continue growing.

Specifically, Appendix 'A' will give the overview of all monitoring and evaluation activities.

At the beginning of each term diary dates will be agreed for the CATs, Forward Plan meetings, Learning and Teaching evaluation aims, mutual evaluations etc.

A synopsis of information from monitoring will be written up in general terms by the management team for all staff as occasion warrants, during each term. Information requiring action will be noted and support given as soon as resources allow.

Most required actions should be well within the team's capability.

Where no action has been possible by the following term for reasons outwith school control, this could result in a written proposal of action being produced with a copy sent to the whichever person or department of the Authority might be able to offer support.

Monitoring & Evaluation Overview

Appendix A

National Assessment	Related to target setting. These can take place at any time of year. Cleared with HT.	QI 2.1
Medium Term Forward Planning	Termly (four terms) completed before end of second week Evaluation Appendix B. Meeting held each term with HT	QI 1.1 1.2 3.1 4.2 6.2 6.3 6.5
Short Term Planning	Evaluation once every three weeks App E	QI 1.2 3.1 4.2 6.2 6.3
Homework Diaries	Weekly Sample to HT. Copy of Homework sheet to HT Mondays.	QI 3.1.3.3
Class Jotters	Termly Self evaluation during first half of term using App C shared with HT	QI 3.3 -3.5
Reading	Twice annually	QI 3.2 3.3
Learning and Teaching	Mutual evaluations using aspects of App F, G, H & I. The focus for the term will be given in the term diary and is also indicated in App D	QI 3.2-3.4 7.2
IEPs & Support Plans	At beginning of term and halfway through term meeting with HT	QI 4.1 4.2 4.5 – 4.7
Pupil Progress	Mental arithmetic and spelling, weekly tests. Target discussion whenever a teacher feels a pupil will undershoot or exceed the target.	QI 4.4
Targets	Set in June in consultation with HT. Revised if necessary in September after standardised testing in Maths and Reading has been carried out. Parents informed in September after targets discussed with pupils.	QI 4.4 5.2
Behaviour	Log kept by HT. See Behaviour Policy No. 1	QI 4.1 4.2 5.1 5.3
Classroom Organisation	Part of Learning and Teaching above	
Sampling Pupils' views	Through Pupil Council	QI 5.1, 5.3, 7.1
Staff Views	Teaching Staff meetings fortnightly, whole staff meetings termly, support meetings monthly (and informal meetings). Reviews annually	QI 5.1 7.1 6.2 6.3 6.5 6.6 7.4 7.5
Standards, Quality Report and Improvement Plan (SQIP)	Annual, but reviewed weekly in management meeting and at CAT and In-Service meetings	QI 7.3
Nursery	Weekly management meeting. September/October review meetings	
Health and Safety	Annual review of Policy (time given to individual staff unless this is covered by CAT)	QI 4.1 6.1
Reports to Parents	Written Targets (September) Verbal progress Report (March) Written Report (May) Individual meetings (within reason) by request	QI 3.5 3.6
Parents' Views	Three year cycle. See , School Board Meetings. Display Board of queries	QI 5.1, 5.4 7.1
Attendance	Monthly report to HT	QI 5.1
Finance (Inc Staffing)	Monthly discussion BM and HT	QI 6.2 6.3 6.7 7.5
Building	Monthly Discussion HT, SSO and BM, Staff Meetings	QI 6.1
Outside agencies	Meetings as required for case conferences and liaison	QI 4.8 .2
Audit of resources	Tri annually (see ImprovementPlan) also as part of ongoing writing of plans	QI 6.1, 6.2, 6.3

Appendix B

Name of Teacher Date of Plan

Area	Agreed plans for:	Teacher Notes	Monitor notes (dated)
Writing: Using the year planner the medium planner will contain three or four full writing plans using the agreed school planning sheet. Any Nelson work is included on these sheets. Spelling: Groups indicated together with Focus on Spelling units to be covered that term Handwriting: Brief description of targets. Grammar: Brief description of targets.			
Reading: These plans are contained in a reading folder and consist of reading assessment sheets in the agreed format together with information on books used per individual.			
Early Literacy where applicable			
Early Numeracy where applicable			
Talking Listening/Watching Using agreed planning sheets. Term's targets highlighted.			
Maths. Agreed Planners used with highlighters for each group. Groups indicated in agreed form: name, National Test attained & when. NFER score. Mental Maths. Agreed sheets highlighted.			
Environmental Studies; Agreed planning sheet.			
Health. Agreed planning sheets			
German where applicable			
EA. Agreed planning sheets where completed. Otherwise teachers own sheets showing activities, resources and hoped for outcomes.			
R & ME. Agreed planning sheets highlighted			
Weekly Timetable. One for Teacher and one for Support where this is available. Time table should indicate: All class/Group activities, homework checks, spelling and mental maths daily, reading in protected time, evaluation, IEP consultation, library, assembly etc. (Specialist & Instructor times)			
Lists of Groups in Maths/Language (with National Test and NFER info.			
Homework keeping to the agreed school policy			
IEPs showing long term and short term targets			
L/S input			
Computer skills (use own format)			
'Quick' Supply Teacher notes.			
Results of weekly spelling and mental maths in separate 'assessment folder'			
Previous checklists filled in and returned.			
Class List			
Up to date tracking records.			
Where an event overtakes a timetable e.g. a show. A temporary timetable insert can deal this with.			
Any other categories felt necessary.			

Appendix C

Jotter/Workbook and Photocopied sheets Evaluation	Notes (dated)
Are Dates/Titles clearly underlined?	
Is Space used well?	
Is work presented neatly up to the level of handwriting expected for that pupil?	
Is work crossed out carefully when necessary?	
In Maths is rubbing out avoided?	
Is work completed?	
Is work marked using school marking code?	
Are those corrections indicated then carried out?	
Is the pace of work sufficient?	
Is there evidence of self correction/editing?	
Are book covers tidy?	
If Maths workbooks are used for record keeping is there evidence of this being used formatively? e.g. evidence of action following several – or even one - - evidence of action following several ++	
Is there evidence of formative use of other assessments from the jotters to the short term plan?	
Is Photo/Copied work at a minimum necessary?	
Is Photo/Copied work valued in the same way as jotter work? i.e. stored, accessible, assessed..	

Appendix D

	Term 1	Term 2	Term 3	Term 4
Year 1 2006/2007	R& ME	ES	Reading/Maths	EA/Writing
Year 2 2005/2006	Writing	Reading/Maths	PSD	ES

Appendix E

Quality Indicator 3.1 Teachers' Planning Teacher:	theme	Evidence which demonstrates quality of provision as level 4	Self evaluation Level 1-4	Action, by whom, when	notes
To continue to develop effective planning which is integral to the quality of teaching and learning	The plans of day to day programmes take account of guidance (medium Term planning is dealt with in Section A of the Monitoring Policy)	Plans reflect Dalmeny School Policies			
	Are concise and clear	What are learning outcomes? How and when will learning take place? There is a balance between content and skill.			
	Use assessment info to feed back.	What assessment is taking place is stated Where the assessment information is kept, is stated There is clear indication of planning being affected by the knowledge gained through assessment.			
	Include homework which is well planned	Weekly activity sheet show effective use of pupils' and teacher's time			
	Are enhanced by opportunities for planning with colleagues	Opportunities are provided to share good practice.			

Appendix F

Quality Indicator 3.2 The Teaching Process Teacher:	theme	Evidence which demonstrates quality of provision as level 4	Self evaluation Level 1-4	Action, by whom, when	notes
To continue to promote effective learning through quality teaching which is informed by recent research and advice.	A variety of teaching approaches are well matched to learners' needs.	Learners experience a variety of approaches including whole class teaching, group and individual tuition.			
	ICT is used appropriately to invigorate the teaching process and to motivate learners towards positive attitudes to learning	Appropriate opportunities are provided in aspects of the curriculum where learners' needs are met more effectively through the use of ICT			
	Teaching methods emphasise active methodologies and accommodate the range of learning styles	Learners experience frequent practical work as well as pencil to paper. There is independent research and problem solving. The methods incorporate visual, auditory and kinaesthetic contexts for learning and are adapted to reflect on recent advice on multiple intelligences.			
	Methods promote interactive teaching	Maximum use is made of opportunities for dialogue between teacher and learner(s), and amongst learners themselves. Dialogue shows skilled questioning. Pupils' responses are listened to and used effectively. Exposition and explanation is clear, purposeful and pitched at an appropriate level			

Appendix G

Quality Indicator 3.3 Pupils Learning Experiences Teacher:	theme	Evidence which demonstrates quality of provision as level 4	Self evaluation Level 1-4	Action, by whom, when	notes
To continue to promote effective learning through quality learning experiences	The Learning Environment	Learners experience and environment which is stimulating and challenging. The contexts for Learning are relevant to pupils' interests, previous experiences and future development. As a result, pupils work well and enthusiastically without close supervision.			
	Pace of Learning	The course work provides appropriate pace, rigour and challenge to enable learners to make good progress.			
	Responsibility, independent thinking and active involvement	Learners take responsibility for and are active in their own learning. They frequently think for themselves and reflect on ideas, issues and experiences. They have a very good understanding of what they need to do to improve.			
	Interaction with Others	Learners experience working collaboratively in a variety of circumstances which involve groups of different composition and size.			

Appendix H

Quality Indicator 3.4 Meeting Pupils' Needs Teacher:	theme	Evidence which demonstrates quality of provision as level 4	Self evaluation Level 1-4	Action, by whom, when	notes
Meeting Pupils' Needs	The choice of tasks activities and resources is appropriate.	The tasks and activities are well matched to individual needs. The resources are well chosen and learners are helped to achieve their 'next step'. Through appropriate learning and teaching approaches. Learners contribute to their own learning targets. Productive links are made to other learning opportunities. Appropriate account ids taken of pupils' linguistic and cultural background.			
	Provision is made for different abilities and aptitudes	Learners are challenged at an appropriate level through carefully judged provision for individuals or groups with differing abilities or aptitudes.			
	Learning needs are identified	Learning needs are systematically identified and barriers to learning are clearly addressed. Learning support and other specialist staff contribute effectively to meeting pupils' needs.			

Appendix I

Quality Indicator 3.5 Assessment as part of teaching Teacher:	theme	Evidence which demonstrates quality of provision as level 4	Self evaluation Level 1-4	Action, by whom, when	notes
Assessment as part of teaching	Assessment methods and arrangement for recording	Methods of assessment are well matched to clearly identified purposes. Formative and summative assessments are used. There is effective recording. Tests are used in accordance with local and national guidance.			
	Judgements made in course of teaching	Teachers seek to know their pupils and to find out how pupils are dealing with key tasks esp. difficulties. There is moderation and validation.			
	Use of assessment info.	Info on progress and attainment is regularly transmitted to learners. There is dialogue about progress with pupils and their views are valued. There is strong emphasis on valuing individual achievement and on identifying next steps. Summaries and records provide a basis for reporting and for fostering continuity from stage to stage. Teachers also make use of assessment to evaluate effectiveness of learning and teaching and inform future provision.			

Appendix J

Quality Indicator 3.6 Reporting	theme	Evidence which demonstrates quality of provision as level 4	Self evaluation Level 1-4	Action, by whom, when	notes
Reporting	Reporting procedures	Parents are positively encouraged to communicate with the school about their children's progress. Opportunities to consult with teachers are readily available. Formal occasions are well organised and all arrangement clearly indicated.			
	Information given to parents about each pupil's progress	Written reports are in helpful format – clear information and details about progression all aspects of the curriculum including personal and social development.. next steps are indicated. Parents are encourage to respond to these reports.			
	Responsiveness of the school to parents' views and enquiries about their child's progress	Parents' views and enquiries about their children's attainment and progress and considered promptly and carefully. The school provides and effective response.			