Liberty Academy Trust
Monitoring and Evaluation Policy

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Written By	Director of Education
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Contents

1. Liberty Purpose, Vision and Values

1.1. Underwritten through the Articles of Association, our core purpose is to *"advance education for the public benefit, with a particular focus on autistic children and young people"* and we do this through our vision and values statement aim **to create a world that works for autistic children and young people through our core values of: courage; determination; and teamwork**. These values are applicable to staff and pupils alike.

1.2. At a pupil level, the values illustrate the high expectations we have:

Courage

We are willing to try new things and work to the best of our ability – even when things are difficult.

<div align="center">

#ChallengeWelcome

</div>

Determination

We never give up and are always ready.

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#NeverGiveUp

</div>

Teamwork

We work with others to share ideas, offer support and provide solutions to problems.

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#BetterTogether

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1.3. Our strategic foundations underpin everything we do; they drive improvement towards excellence and inform performance management and target setting:

- Leading through accountability and moral responsibility.
- Driving excellence in education for autistic children and young people; and
- Supporting resilience and well-being

2. The Importance of Monitoring and Evaluation

2.1. Staff in our schools are continually committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is having effective procedures for MONITORING AND EVALUATION that involve all members of the school community. Monitoring alone does not lead to high standards. 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 can be affected.

2.2. Our school improvement is informed by our School Evaluation and Improvement Plan (SEIP). To ensure this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our school.

2.3. Monitoring is the means by which we gather evidence. We do this systematically across a range of activities within our school and this evidence

allows us to evaluate the impact of our actions and progress towards our targets. We believe that effective monitoring should:

- Promote excellent learning and teaching throughout the school.
- Ensure excellent planning and delivery of the curriculum.
- Identify the strengths and needs for professional development.
- Offer an opportunity to celebrate success and make progress.
- Provide information to support self-evaluation.
- Ensure consistency throughout the school.
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.

2.4. Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning. Monitoring and evaluation in our schools and Trust is part of a thoroughly planned process that involves a range of stakeholders over the course of an academic year. At Liberty we follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle. A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation process.

2.5. Accountability is one element of the professional practice but with staff relationships based on trust and co-operation, the main function of the cycle is to promote progression, bring about improvement and the raising of standards. The primary aim of school monitoring and evaluation is to obtain the necessary information to support our teacher's growth and development. Including ensuring that CPD opportunities are matched to need.

2.6. Monitoring and Evaluation processes can also help identify teachers that may be able to support their peers. Burgess et al (2021) reported that when teachers observe each other's lessons they became more effective, with a larger effect for observers than an observe.

2.7. This policy should be read in conjunction with the following documents and policies:

- School Improvement Model
- Teaching and Learning Policy.

3. Aims

3.1. The main purpose of monitoring, evaluation and review is to ensure that all

3.2. members of the school community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements.

3.3. Monitoring and evaluation help to ensure:

- the school provides a healthy, safe, positive and happy learning environment
- there is an ethos of high expectation and success
- the best possible standards of teaching, learning and care appropriate to individual children exists
- excellent learning and teaching are promoted throughout the school
- excellent planning and delivery of the curriculum

- the strengths and needs for professional development are identified
- success is celebrated and good practice is shared
- information is collected to support self-evaluation.
- consistency throughout the school.
- that every child is making good progress and is appropriately challenged to reach their full potential.
- the School Development Plan is being implemented
- school policies are followed

4. Expectations of schools

4.1. Each school will publish a schedule of monitoring and evaluation activity. This will take into account other activities that take place across the school year such as parent evenings and examination weeks.

4.2. Trust monitoring activity will include, as standard:

- Safeguarding audits
- Quality and Standards reviews

4.3. Dates and frequency will be agreed with the Principal in advance.

4.4. Internal school monitoring may include:

- Planning scrutinies
- Work / Book scrutinies (including work saved electronically)
- Learning walks
- Pupil interviews
- Parent meetings
- Feedback from outside agencies
- Formal Lesson Observations
- Analysis of school information
- Questionnaires

4.5. Learning walks will be carried out regularly with feedback given to support continual improvement and celebrations of success. The leadership team will record key findings from learning walks so that themes can be identified and areas for development reflected in improvement planning. (See appendix 2 & 3)

4.6. Formal Lesson observations may be planned totaling no more than 3 hours across the year. This can comprise of a combination of shorter lesson observations and learning walks.

4.7. The exception to this is any teacher who is part of formal capability procedures. An important part of the support offered to the teacher will be a clearly defined amount of classroom observation with structured oral and written feedback. The amount of classroom observation will be discussed with the teacher and reasonable intervals will be established and agreed.

4.8. Wellbeing and workload should always be considered and discussed in individual line management meetings.

4.9. Agreed expectations for full lesson observations:

- Staff will be notified at least five working days in advance
- As far as possible all observations to take place at a time agreed between the teacher and the observer
- A reasonable amount of time will elapse between separate classroom observations
- Formal Classroom observations will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

  Note therapists' observations of pupils have distinct purposes, not related to monitoring and evaluating teaching.
- Oral feedback will be given asap and preferably on the same day. **(See appendix 4, 5 & 6 for example lesson observation schedules)**
- Written feedback will be provided within 5 days.

5. Roles and Responsibilities

Principal
5.1. It is the responsibility of the Principal to ensure that monitoring and evaluation processes are rigorous, thorough and embedded in the working practices of the school in line with our vision and values. The Principal ensures that all members of staff and governors understand the importance of participating in realistic, open and honest monitoring and evaluation as a key element of the process in identifying areas to improve. The Principal ensures that there is a published schedule of monitoring and evaluation activities (see appendix 1) which clearly states the purpose of the monitoring activity, who is involved and how findings are evaluated and reported back. The Principal will ensure expectations as described on page 5 are followed.

Staff
5.2. All staff are aware of their roles in these activities and are prepared to play an active part in reflective practice. Staff with leadership responsibility have specific areas of performance where they gather data in a structured way, evaluate effectiveness and make suggestions for actions to secure improvement. Their role descriptions clearly identify their areas of responsibility, and they are given time and authority to carry out these activities. Staff who are asked to lead in monitoring activities receive training and guidance from an experienced senior leader.

Governors
5.3. Governors fulfil important aspects of their monitoring role through scrutiny of information reported at meetings and they observe evidence at first hand through visits and discussions with staff, parents and pupils. The local committee have a good understanding of the SDP and ensure that it links directly to the school's priorities. The governors have a policy for visits to the school which has been shared with staff.

Appendix 1: Monitoring and Evaluation Schedule

Monitoring and Evaluation Schedule

week	Autumn Term
1	Reserved for baseline assessments
2	Review planning
3	Review pupil paperwork
4	Lesson observations
5	Work scrutiny
6	Teacher's appraisals
7	Pupil progress meetings
	Half term
8	Review planning
9	Subject leader SEF and action planning
10	Data drop
11	Work scrutiny
12	Reports to parents
13	Parents evening
14	Pupil progress meetings
	Spring Term
1	Review planning
2	Reserved for Mock exams tbc
3	Review pupil paperwork
4	Lesson observations
5	Work scrutiny
6	Subject deep dive
7	
	Half term
8	Review planning
9	Review Subject development plans
10	External moderation
11	Work scrutiny
12	Data drop
13	Reports to parents
14	Pupil progress meetings

	Summer Term
1	Review planning
2	Key stage 2 SATS TBC
3	Start of exams TBC
4	Lesson observations
5	Work scrutiny
6	Review pupil paperwork
7	Subject deep dive
	Half term
8	Review planning
9	Review subject development plans
10	End of year reports
11	Data drop
12	External moderation
13	Reserved for Transition planning
14	Reserved for Transition planning

Note: informal learning walks should be carried out weekly with general feedback given to the education team.

Central reviews to be scheduled

Termly Quality and Standards review
Safeguarding audits
Annual pupil premium review

Suggested Learning walk focus

British values
SMSC
Use of information technology
Behaviour
Literacy
Numeracy
Wellbeing
Environment
Sensory
Autism practice
Teaching and Learning strategies
(non exhaustive list)

Appendix 2: Learning Walk template

Learning walk

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Date: Time: Focus:

Staff completing learning walk :

Classes visited /subjects	
Main findings	
What needs to be done to improve further (including whole school CPD) **List actions and feedback**	

Feedback given by :   on:

Appendix 3: SPELL Learning walk

SPELL Learning Walk

Date:	
Time:	
Observed by:	

	What is working well	Opportunities for Improvement
STRUCTURE		
POSITIVITY		
EMPATHY		
LOW AROUSAL		
LINKS		

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Lesson Observation Record A

Date:	
Time:	
Subject/ Focus:	
Observed by:	

Teacher's reflections on lesson	
Summary of lesson	
Differentiation of learning / personalisation	
Equality, Diversity and Inclusion	
Autism practice and pedagogy	
Key strengths	
key areas for development	

Appendix 5: Lesson Observation Record B

Lesson Observation Record B

Date:		Subject/Focus:	
Time:		Observed by:	

Highlight statements that apply:

Curriculum, knowledge and Understanding
- Teacher has a thorough knowledge of the subject content covered in the lesson.
- The lesson clearly matches the school's curriculum intent.
- Knowledge is made relevant and interesting for pupils.
- specific subject vocabulary is explicitly taught.
- Pupils ongoing understanding is assessed.
- The lesson is linked to previous learning.
- Skilled questioning is used.
- Feedback is acted upon and leads to improvement.
- The content is ambitious and forms part of a series of coherently planned and sequenced lessons.
- The curriculum is adapted to the needs of pupils but without reducing ambitions for achievement.

Planning and organisation
- Learning Objectives have been shared and understood.
- Clear structure of lesson.
- The use of learning mentors has been planned and thought out well.
- Opportunities to build in learning from other subjects are included within planning.
- Reading is prioritised.
- SMSC opportunities are effectively integrated.
- The lesson forms part of a sequence of lessons drawn from the school's long term curriculum plan or scheme of work.
- The lesson is differentiated and personalised.
- Use of sensory breaks is appropriate

Pedagogy
The following approaches are integrated into the lesson:
Structured Teaching
Pre-Teaching
Chunking content
Use of concrete examples
Modelling
Scaffolding
Retrieval practice
Over learning
Dual coding
Oracy
Social communication
Dialogic teaching.

Attitudes and behaviour
- Pupils are praised appropriately for behaviour, effort and achievement.
- Pupils are engaged throughout the majority of the lesson.
- The class is orderly and the teacher maintains control.
- Swift action is taken to maintain engagement.
- Pupils work collaboratively, in pairs and in groups
- Pupils have pride in their work.
- Pupils demonstrate growth mindset.
- Pupils have involvement in their learning and know what to do to improve.
- Pupils have opportunities to work independently, problem solve and develop flexible thinking.
- The classroom is a positive environment where pupils feel safe.
- Staff are attentive to wellbeing needs

Challenge and expectation
- Staff have high expectation for what all pupils can achieve in relation to behaviour, effort and achievement.
- Expectations are communicated to pupils.
- Open ended questions are used to challenge and deepen learning.
- Teaching is well matched to pupil's stage of learning and moves them on.
- Tasks are challenging.
- Pupils make progress during their lesson

Time and Resources
- Time is well utilised and the learning is maintained for the full lesson.
- Pupils have the specialist resources they need to allow them to access learning.
- Resources are of a high quality.
- Resources are prepared ahead of time.
- Choice of resources supports diversity and inclusion and does not reinforce stereotypes.

As a result of this lesson feedback the following priorities for development have been agreed:

Appendix 6: Lesson Observation Record C: Teaching Strategies (Linked to Teaching & Learning Policy)

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Lesson Observation - Teaching Strategies

Date:		Time:	
Teacher:		Subject:	
Learning Mentors:		Observed by :	

Teaching Strategy	◯	Impact
Pre Teaching	◯	
Chunking	◯	
Concrete examples	◯	
Modelling	◯	
Scaffolding	◯	
Retrieval practice	◯	
Over Learning	◯	
Dual coding	◯	
Explicit teaching	◯	
Oracy and Social communication		

Comments	
Actions	

Pedagogical Approaches

There has been significant international research into pedagogy and practice in recent years, resulting in a clear structure, which ensures learning is accessible for all; for Mesibov (2016), this is also referred to as Structured Teaching.

The following strategies are expected to be featured in lessons across all NASAT schools and appendix 1, illustrates how these could be applied in a recommended lesson plan guide.

Pre-Teaching

This is where teachers and non-teaching colleagues introduce pupils to new vocabulary and ideas, based on what they already know and can do, in order to prepare them for the new learning. The impact of this is that it ignites thinking and supports the development of language acquisition and recall.

Chunking Content

Breaking larger pieces of learning into smaller more manageable 'chunks' allows all learners to access new content, with sufficient time to process it. These 'chunks' of knowledge grow over time, as pupils learn more to know more, supported by skilled teachers who are focused on mastery of learning, rather than speeding through a scheme of work.

Concrete Examples

For many learners, including those with additional needs, understanding abstract concepts and ideas is incredibly difficult, therefore making a link between new ideas and 'real life examples' or visual examples helps to make the learning stick.

Modelling

As with babies taking their first steps, learners moving towards independence need the guidance of the teacher to be shown the way. Before expecting pupils to apply their learning independently, it is helpful for teachers to show 'what a good one looks like'. Modelling can be done individually, in small groups or across a class, using the model: 'I do' (teacher explanation); 'We do' (class attempt); 'You do' (independent application).

Scaffolding

As learners move towards independence, they may still require prompts and guides to support them. This can take the form of visual cues or sentence starters, as examples. The purpose of a scaffold is to support the learner as their learning grows, until the point where they can function well without it. A useful analogy is to think of the building of a house or block of flats, which requires the scaffold to support the structure as it grows – once the foundations are secure and the frame is in place, the scaffold can be removed and the building can function as intended, whilst the internal decoration and detail is developed.

Retrieval Practice

When we engage in retrieval practice we are recalling and remembering information, in order to gauge how much we know. Quiz shows on television are a form of retrieval practice and popular culture sees them as an entertaining way to test knowledge and brain power. In the classroom, retrieval practice can be supported through the use of flash cards; multiple-choice questions; and audience response systems (clickers).

Over-Learning

Over-learning can also be seen as a feature of retrieval practice, as it involves the regular review and recall of learning over extended periods of time; however, it can also be a key feature of any plenary. The impact of this strategy is that it helps to secure knowledge and understanding into long-term memory, developing mastery and confidence.

Dual Coding

As teachers of autistic pupils, dual coding is a standard pedagogical approach which combines words and images to present new learning in a way that is accessible and better understood; this is particularly important in managing short-term memory, attention and cognitive load. Examples of dual coding applications include infographics, diagrams, graphic organisers, and sketch notes.

Explicit Teaching of New Vocabulary

It is essential that time is taken to ensure the explicit teaching of new vocabulary and key words, even if they have been covered in previous schemes of work. All pupils benefit from a portion of the lesson dedicated to explicit vocabulary instruction and this includes academic vocabulary. When teaching new vocabulary, pupils should: read the word, explore its origins, understand it, see it in different contexts, and use it.

Oracy and Social Communication

In addition, and because many autistic pupils struggle to converse in social settings, oracy and opportunities for talk are a key feature of every lesson, offering a safe space to practice those social conventions many take for granted. This can be supported through effective questioning (what > where > why > how questions) and through discursive talk and dialogic teaching.

Adapted from Crossley and Hewitt (2021) p. 49-50

Appendix 7: Book Scrutiny

Liberty Academy Trust — Book Scrutiny

Date:	
Time:	
Subject:	
Teacher:	
Reviewed by:	

	Description	Evidence found
Builds on previous Learning	Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Pupils' work shows that they have developed their knowledge and skills over time	
Depth and breadth of coverage	The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge	
Pupil progress	Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points	
Opportunity for practice	Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.	

Is Marking and Feedback is in line with school policy?	
Notes:	
Actions:	

Appendix 8: Planning Scrutiny

Liberty Planning Scrutiny

Date:		Subject:	
Time:		Teacher:	
Reviewed by:			

	Description	Evidence found
Curriculum content	Is there evidence that planning will ensure pupils acquisitions of knowledge is logically sequenced so that it can develop incrementally over time. Does planning include progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Is there opportunity for pupils to revisit learning? Does the content promote diversity and inclusion? Are opportunities for SMSC included? Opportunities to reinforce literacy and numeracy skills? Including oracy?	
EDI	Does content include multiple perspectives, theoretical standpoints and contributions by people from multiple cultures and backgrounds? Are resources representative ?	
Personalisation	Does planning include clear objectives with differentiated success criteria outlined? Does planning take account of pupils interests? Is it likely to engage pupils? Does planning effectively challenge different groups including those with additional vulnerabilities as well as provide stretch and challenge.	
Resources	Are roles for support staff defined? Is there a range of material being presented?	
Pedagogy	Has consideration been given to methods and strategy? Does planning include trips and speakers? Does it incorporate	
Assessment	Is assessment built in to planning? Are hot and cold tasks used? Do assessment opportunities link to pupils' targets for development?	
Other comments		
Recommendations		

Please note these templates are examples and may be adapted for school purposes.

Glossary

Monitoring   is the process of gathering evidence to answer questions about the effectiveness of our school

Evaluation   is the process of making judgments about the weighing up of evidence against criteria and judging the effectiveness of the actions taken, based on their impact on the quality of the children's learning and then reporting the findings

Review   is deciding what action, if any, needs to be taken

References

Burgess et al (2021) *Teacher Peer Observation and Student Test Scores* (University of Chicago Press) Journals