

Monitoring and Evaluation Policy

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Approved by	Governing Body
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Rationale & Policy Statement

The staff and the management of AFIA are committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is the involvement of all members of school community in the process of monitoring and evaluating the work of the School, with a particular focus on teaching and learning, the aims of the School and how we are achieving them.

Monitoring and Evaluation is part of a planned process and involves a range of different people over the course of the academic year. It is viewed as a shared endeavour, making maximum use of existing information, collecting only what is necessary and valuable, and celebrating and sharing progress and success.

Our monitoring and evaluation procedures provide an insight into the strengths and areas for development, ensuring the delivery of a rich and relevant curriculum that has a positive impact, moving all pupils on in their learning.

Principles for effective Monitoring & Evaluation

We believe that effective monitoring & evaluation:-

- Ensures that every pupil is making good progress and is appropriately challenged.
- Offers an opportunity to celebrate and build on the school 's successes.
- Promotes excellent teaching and learning throughout the learning experience.
- Contributes significantly to the creation of an atmosphere of open professional debate in the School .
- Ensures consistency of implementation of agreed policies throughout the school year.
- Provides information to support self evaluation, making judgements on the effectiveness of actions taken, based on their impact on the quality of the pupils' learning.
- Respects and enhance the professionalism, skills and professional development of members of staff.

Definitions

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

Evaluation is the weighing up of evidence against criteria and reporting the findings.

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

What we will monitor and evaluate?

In order to be effective, monitoring and evaluation should have a mutually agreed and definite format. Monitoring and evaluation should cover all aspects of school life and not just that which takes place within the classroom. It is not possible, however, to cover all aspects at once and, therefore, an annual format needs to be implemented, being based upon School annual Development Plan priorities.

Areas which will be monitored and evaluated :

1. The school ethos and pastoral care provision

- A positive, child-centred ethos exists within the school.
- An open door policy exists and everyone feels welcome and valued.
- Children feel safe, happy and enjoy learning.
- Positive relationships exist with all members of the school community.
- The school values, aims and vision are promoted and implemented in daily school life

2. The management and leadership of the school

- There is specific evidence of progress within our school development plan .
- All members of staff contribute to the ongoing development of the school.
- Target Setting is well established and a shared desire to raise standards is in place.
- Members of staff provide feedback that is positive in relation to the school leadership

3. Teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy

Effective schemes of work are in place.

The statutory requirements of the British National Curriculum are reflected in planning.

There is evidence of the effective implementation of our Teaching and Learning Policy.

Planning will be realistic and effective, showing clear learning objectives, differentiation, cross curricular links and high expectations.

The teaching will reflect these clear learning objectives, differentiation will be appropriate to individual children's learning styles, interests and abilities, there will be evidence of links with previous learning, there will be high expectations and lessons will be well paced.

A variety of teaching strategies and resources will be used which are appropriate to the learning objectives, including the use of ICT.

A balance of curriculum is covered.

Learning Intentions and Success criteria will be identified and shared within the lesson.

Teachers will demonstrate a sound knowledge of the subject.

Students will be given opportunities to develop independence in their learning.

Students will acquire new knowledge or skills in their work, develop ideas and increase their understanding.

4. Standards of work and progress

- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking.
- The standard of each student's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs.
- Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning.
- Standards are monitored between year groups and key stages.

5. The learning environment

- The learning environment should be reflective of needs of children within each class.
- WALT and LO will be clearly visible, including 'planning boards' where appropriate.
- Displays will be fresh and imaginative and reflect the best work of all children.
- The classroom will be organised/ tidy and children will have an established routine of keeping their classroom tidy e.g. desks, after play time etc.
- Resources will provide additional interest and be appropriate to the lesson objectives.
- Values, school vision and mission & classroom rules will be visible.
- The grounds and premises are clean and used as a resource for learning.

6. The attitudes, behaviour and general discipline

- The students should display an enthusiastic attitude towards learning.
- The students should demonstrate the ability to stay on task for periods of time appropriate to their age.
- The students should demonstrate the ability to work co-operatively and independently.
- The students should be polite and well behaved when on school trips and when representing the school in events away from school e.g. sports fixtures, concerts etc.
- The students should demonstrate the school values and rules manifested in our school's Positive Behaviour Policy.
- Students should follow classroom rules and routines and signals for listening, looking etc.
- Relationships are based on respect, patience and co-operation.
- There is evidence of self-discipline, independence and responsibility fostered within each classroom.

7. The curriculum, assessment and record keeping

- Planning will be effective and show clear learning objectives, differentiation and high expectation. Planning will show that the statutory requirements of the British National Curriculum are being met.
- Marking of children's work will be thorough, meaningful and assist in future planning in accordance with school policy.
- Formal assessment indicates the progress of individual children and informs planning by identifying areas that require support or suggest opportunity.
- Assessment and record keeping inform the teaching of children with special educational needs
- Pupil reports are prepared and records kept in accordance with assessment policy

Roles and Responsibilities

A: Governing Body (GB) (Owners/Director)

1. GB regularly monitors and evaluates the work of the School through a variety of monitoring activities, via other sources, and directly through visits to the School and regular meetings (Full meeting, Strategic, Finance and Resources, Annual Performance Review, Teaching & Learning and Site Management).
2. GB works in close partnership; to monitor and evaluate the implementation of the decisions it has agreed in relation to:
 - plans
 - budgets
 - standards of education
 - pupil achievement
 - pupil welfare, including safeguarding.
3. Supports the process of monitoring and evaluation, ensuring that as 'critical friends' they enable the School to develop, recognize achievement and sustain continuous progress.
4. Receive monitoring and evaluation data at the agreed times and in the agreed format in order to review the information and consider its implications.
5. Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and School development.
6. Use a summary of some of the monitoring and evaluation data to inform parents about the academic's progress and performance.

B: SLT (Director, Deputy Director, DH)

1. To identify areas that need to be monitored and evaluated, through discussions with staff and pupils, observation of staff at work, engaging with staff in planning activities.
2. Observation of pupils at work and at play, discussions with parents.
3. Carry out monitoring and evaluation activities including lesson observations, work scrutiny, "learning walks", progress data etc.

4. To delegate monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be achieved.
5. To ensure that the data generated from monitoring and evaluation is collated, analyzed and is used to review progress, recognize achievement and inform future planning.
6. Ensure that pupil performance data is collected, analyzed and used to inform target setting.
7. Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage.

C: Middle Leadership Team(MLT)

Middle Leadership Team comprises of Coordinators/Team leaders, support services officer, student affairs, social worker and HR.

Areas of Responsibility

1. Ensure that colleagues understand that the purpose of monitoring and evaluating development and recognizing achievement.
2. Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities, including maintaining the subject/area policy, Scheme of Work etc.
3. Maximize the use of existing information, collect only what is necessary – ensuring evidence collated can be measured against effective and current practice.
4. Collate the information from lesson observations and class visits and summarize using the agreed pro-forma, reviewing practice in their areas of responsibility; this includes writing a summary of findings, curriculum report and update the subject audit, outlining the priorities for development in the subject/area; this will form key evidence in feedback to the management.
5. Monitoring activities include: -
 - Discussions with staff and pupils
 - Observation of staff at work
 - Engaging with staff in planning activities
 - Scrutiny of pupils' sampled work & moderation.
 - Observation of pupils at work and at play
 - Discussions with parents
 - Report to Governors as requested
 - Checking of the weekly plans/term plans/curriculum overview and booklets
 - Checking of other teaching resources
 - Checking of assessment
 - Generate analysis of term results and comparisons
 - Health and safety checks
 - Financial reports and budgeting
 - Resource monitoring and inventory management
 - Repairs and maintenance
 - Follow up on staff on probation

- Staff appraisal
- Recruitment planning and staff contract renewals

D: Teachers

Areas of Responsibility:

1. Monitor the work of the pupils and evaluate their responses to teaching methods, resources and assessment information.
2. Keep records and assessments of pupils in line with School policy
3. Set targets for individual pupils in line with School policy
4. Review and evaluate their practice and reflect on the methods and outcomes in their ongoing planning and assessments.
5. Monitoring activities include:-
 - Discussions with support staff and pupils;
 - Scrutiny of pupil's work, ongoing assessments and moderation;
 - Observation of pupils at work and at play;
 - Completion of Term Review Report & Parent Teacher Meeting form with parents
 - Regular contact with parents through Teams, phone-calls, "admin" e-mails, official meetings with parents and informal discussions with parents.

E. Pupils

1. Pupils monitor their own progress, wherever practically possible, through reflection of achievements in all aspects of their development. This may be done through individual tutorials, circle-time activities and completion of merits etc.
2. Their views are sought at Student Council meetings, on School and classroom practices emanating from School policies that affect the way in which they learn and develop as citizens.
3. Through a process of negotiated learning, pupils and teachers evaluate and review practice and make changes as appropriate.

F: Parents

1. Parents and School work together, in an active partnership to support the pupils
2. Opportunity for individual consultation
3. Attending Parents evenings, reading Term Review Report sent to Parents etc.
4. Curriculum information
5. Parent workshops & family learning
6. Opportunity for parents to see assemblies, special events, & other class or whole-School enrichment activities

Policy Review

The School is aware of the need to review our Monitoring and Evaluation policy regularly to ensure that systems are in place to allow all of our pupils to achieve their full potential. The review of this policy will be reviewed by the Governing Body and the Senior Leadership Team annually.

Monitoring Schedule

TERM 1	MONITORING ACTIVITY	PERSON(S) RESPONSIBLE
	Weekly Planning	MLT
	Term plan/ Term curriculum overview	SLT
	Weekly monitoring of behaviour incidents (Incident Report Forms, Incident record book, Bus Incident Report Forms)	Social Worker, SLT
	Monthly monitoring of behaviour incidents (Incident Report Forms, Incident record book, Bus Incident Report)	Social Worker & SLT
	Termly monitoring of behaviour incidents (Incident Report Forms, Incident record book, Bus Incident Report Forms)	Social Worker, SLT, GB
	Daily monitoring of student attendance (absences plus late arrivals and early exits)	Class Teachers, Social Worker & Student affairs
	Monthly monitoring of student attendance (absences plus late arrivals and early exits)	Social worker, and student affairs
	Lesson drop-ins (10-20 minutes)	SLT and MLT
	Learning walks: Focus linked to School Wide Action Plan Priorities/ Growth Areas	SLT
	Individual Lesson Observations- part of Performance Management and Review	SLT ,MLT
	Work Sampling/Scrutiny of Pupil's Books	SLT/MLT
	T1 Monitoring of progress of children receiving additional academic support	SLT,MLT,GB
	T1 analysis of pupil progress and standards, including all groups/ target children.(T1 Tracking and alerts)	MLT,SLT, GB
	Monitoring of Term 1 student report cards	SLT
	Monitoring of quality of provision of Extra Curricular Activities	SLT,MLT
	T1 Budget monitoring and report to GB	Director
	Board of Trustees and parent engagement	Social worker, student affairs
	Moderated Peer Observation Process	MLT
	Clinic Report	School Nurse
	End of term procedures	SLT,MLT

TERM 2	MONITORING ACTIVITY	PERSON(S) RESPONSIBLE
	Weekly Planning	MLT
	Term plan/ Term curriculum overview	SLT
	Weekly monitoring of behaviour incidents (Incident Report Forms, Incident record book, Bus Incident Report Forms)	Social Worker, SLT
	Monthly monitoring of behaviour incidents (Incident Report Forms, Incident record book, Bus Incident Report)	Social Worker & SLT
	Termly monitoring of behaviour incidents (Incident Report Forms, Incident record book, Bus Incident Report Forms)	Social Worker , SLT,GB

Daily monitoring of student attendance (absences plus late arrivals and early exits)	Class Teachers, Social Worker & Student affairs
Monthly monitoring of student attendance (absences plus late arrivals and early exits)	Social worker, and student affairs
Lesson drop-ins (10-20 minutes)	SLT /MLT
Learning walks: Focus linked to School Wide Action Plan Priorities/ Growth Areas	SLT
Individual Lesson Observations- part of Performance Management and Review	SLT ,MLT
Work Sampling/Scrutiny of Pupil's Books	SLT
T1 Monitoring of progress of children receiving additional academic support	SLT,MLT
T1 analysis of pupil progress and standards, including all groups/ target children.(T1 Tracking and alerts)	SLT,MLT,GB
Monitoring of Term 1 student report cards	SLT
Monitoring of quality of provision of Extra Curricular Activities	SLT, MLT,GB
T1 Budget monitoring and report to governing board	Director
Board of Trustees and parent engagement	Social worker, student affairs
Moderated Peer Observation Process	MLT
Clinic Report	School Nurse
Monitoring of Admission Process and Entrance Tests	Secretary, student affairs, DH
Curriculum Committee review of current textbooks	Teachers, MLT
Resource order	Accountant, Store In charge
Recruitment requirement	SLT, HR
Professional development planning	SLT,MLT
Question analysis to identify specific curricular targets for next academic year.	Teachers, MLT
Review of Growth Area targets in School Wide Action Plan	Focus group leaders, SLT,GB
SWAP following year	SLT, GB
Staff Appraisal and contract renewals	SLT,MLT, HR
Repairs and maintenance requirements	SLT, Support service officer
Annual Budget reports	Accounts, GB

End of year Procedures	All departments
End of year reports	All departments