

**WEST HOVE
INFANT SCHOOL**
.....
A family of friends



HOVE LEARNING FEDERATION MONITORING POLICY

Amended: Spring 2024
To be reviewed: Spring 2025

Aims

At Hove Learning Federation we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to understand how effective these actions have been and to give us information on which we can base future decisions about how to further develop our schools.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our schools. We believe that effective monitoring:

- Promotes excellent teaching and learning throughout the school.
- Ensures excellent planning and delivery of the curriculum.
- Ensures curriculum progression across all key stages
- Identifies the strengths and needs for professional development and informs CPD.
- Offers an opportunity to celebrate progress and success.
- Provides information to support staff appraisal.
- Provides information to support self-evaluation for all stakeholders.
- Ensures consistency throughout the school and across sites.
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.
- Ensures that the school is the best it can be.

The Executive Headteacher and Senior Leadership team will ensure that a programme for strategic development and monitoring is in place and known to all staff and Governors. A monitoring timetable has been drawn up which covers all areas of teaching practice / subject areas.

Every term the school leaders carry out a range of actions that ensure the following:

- That we know our school very well.
- That we can swiftly identify any aspect of the school that needs development / improvement and put actions into place to ensure this happens.
- That all teachers receive timely and relevant feedback to improve their teaching practice.
- That all children achieve their full potential.
- That standards and expectations are maintained across the Federation.

The Executive Headteacher and Senior Leadership team will ensure that information gathered through monitoring activities is collated, evaluated and used to inform school improvement.

Approach

Observation and Feedback

At Hove Learning Federation (HLF) we use Learning Walks as an alternative to formal observations. This is a team approach aimed at developing all teaching staff professionally and creating stronger teams and better outcomes for children. It is built on a culture of trust, positive relationships and professional growth. Our aim is to promote an 'open door' policy whereby staff are used to leaders, colleagues and other professionals visiting classrooms regularly.

Teachers are given timely feedback and supported to reflect on their own practice.

All Learning Walks are undertaken in a supportive and professional manner.

We continue to carry out formal observations for newly appointed teachers, ECTs and teachers causing concern.

During Monitoring:

Leaders will:

- Aim to minimise disruption.
- Choose times to speak to the children and teaching staff sensitively so as not to disrupt teaching.
- Focus on the quality of provision in the context of the chosen focus/foci.
- Whilst in class, leaders will take minimal notes and either feedback and/or encourage the teacher to reflect on the lesson. Leaders will explicitly identify the areas of good practice and co-create ways forward with the teacher.
- Information from the Learning Walk will be added into Teacher on a Page documents which are shared with the teacher.

Teaching staff will:

- Be prepared to reflect on their own practice in a Learning Conversation.
- Have the right to ask leaders to come back another time if there are exceptional circumstances making this appropriate.

After Monitoring:

- Leaders set aside time for a learning conversation and then update the Teacher on a Page.
- The Teacher on a Page is shared on the One Drive with the teacher as evidence towards their appraisal.

- Following ongoing subject monitoring subject leads will feedback to year group Leaders who share feedback at year group meetings.

This protocol is regularly reviewed by SLT and staff to ensure it remains appropriate and fit for purpose.

Monitoring will be carried out by those with QTS. The length and frequency of monitoring will vary depending on specific circumstances.

All teaching staff who are not classroom based also have their performance monitored and quality assured.

Ongoing Subject Monitoring (Shallow Splashes)

Subject leads carry out termly pupil conferencing and brief lesson visits to each year group in order to monitor teaching and learning in their specific subject area and inform their subject action plans. Feedback is given to year leaders who will ensure planning and practice is adapted in response to findings.

Focused Subject Reviews (Subject Deep Dives)

Focused subject reviews will take place in line with the monitoring cycle. A subject review triangulates information gathered from classroom practice (as observed through a learning walk approach), work in books and data analysis. Subject Reviews will also incorporate pupil and staff voice.

They will follow a specific enquiry question linked to the school development plan / area of focus.

The subject leader(s) will collate findings into an overall summary and share with staff. Feedback to individual staff is given in line with our learning conversation approach.

Work Scrutiny / Book Looks

Work Scrutiny / Book Looks are used to:

- Share practice for consistency
- Moderate / assess in year teams
- Collate exemplars for subject leads
- Inform subject monitoring / subject reviews
- Inform pupil progress meetings / SEN meetings
- Inform local authority moderation

Pupil Voice

Pupil voice is used to:

- understand the views of children and inform teaching and learning practices

- review knowledge and understanding to feed into planning

Coaching

A coaching approach is used to:

- support professional growth and development
- support teaching staff to reflect on their practice and take ownership over their own professional development
- provide personalised and bespoke training by mutual agreement

Mentoring

- Used to support students, ECTs and staff experiencing professional difficulties

Teacher on a Page

Each member of teaching staff has ownership over their Teacher on a Page document. Senior and middle leaders will add to this document following any monitoring activities throughout the year building up an ongoing profile of the teachers' strengths and identified areas for development. This document forms the basis for conversations in staff appraisal and helps to identify overall performance outcomes at the end of the year.

See also Appendix Monitoring Timetable, Appraisal Policy and Assessment policy

HLF Monitoring Overview Spring 23-24

Year Overview

	W1	W2	W3	W4	W5	W6	W7
A1				Phonics & Reading	History	PSHE	Year Leads
A2	English	PE	YL walk & Music	YL walk & Science	Geography	RE & YL time	YL walk & Art
SP1		Computing & YL walk	Maths DD	Art	Phonics & Reading	DT & YL time	
SP2	PSHE	English writing	Music & YL walk	Science	History	Geography & YL time	
SU1	RE		PE				
SU2	Art		Saplings				

(Subjects in red are subject to change)

Spring Term

Week Beginning	Date	Subject	Subject / Year/ Phase Team	Time used for / Focus
2.1.24 A	Wednesday 3 rd Jan	No Shallow Splash	No Shallow Splash	No Shallow Splash
8.1.24 B	Wednesday 10 th Jan	Computing	Matt Kathy Hannah Ben M. Sam	<ul style="list-style-type: none"> Planning scrutiny Pupil voice Focus on e-safety along with the units taught in each year group.
8.1.24 B	Site specific cover to be organised on appropriate days	Year/Phase Leader learning walk	Year / Phase Leads	Looking at support of SEND learners: <ul style="list-style-type: none"> Scaffolding Differentiated resources Evidence of pre-teaching Live feedback Use of INA / support staff if applicable Update TOAP.
15.1.24 A	Tuesday 16 th Jan SR/PR Wednesday 17 th Jan HR	Maths Subject Review	Sam Charr Jess Clare	<ul style="list-style-type: none"> Learning walk Planning scrutiny Pupil voice with sketch books Focus: provision for high need SEN and EHCP children.
22.1.24 B	Wednesday 24 th Jan pm	Art	Ellen Seb Laura Emily H. Sam HR Niamh SR/PR	<ul style="list-style-type: none"> Learning walk Planning scrutiny Pupil voice with sketch books Focus on use of sketch books and the sequencing of lessons within each unit.
29.1.24 A	Wednesday 31 st Jan	Phonics and Reading	Anna Rowan Tash Rachel J.	<ul style="list-style-type: none"> Learning walk Planning scrutiny Pupil voice with books Is there evidence of feedforward targets from previous shallow splash being met?
5.2.24 B	Wednesday 7 th Feb	DT	Georgia Lydia Sam Niamh	<ul style="list-style-type: none"> Planning scrutiny Pupil voice with work Are children clear on the sequence within a unit for DT? Do they understand the reason for each stage? How confident are they on the use of technical vocabulary? Are they clear on the difference between art and DT?

5.2.24 B	Site specific cover to be organised on appropriate days	Year/Phase Leader time	Year / Phase Leads	<ul style="list-style-type: none"> Updating actions plans Adding to TOAP as appropriate
Half Term				
19.2.24 A	Wednesday 21 st Feb	PSHE	Caroline Kemp-Harris Rachael D. Cat P.	<ul style="list-style-type: none"> Learning walk Planning scrutiny Pupil voice with books <p>Is there evidence of feedforward targets from previous shallow splash being met?</p>
26.2.24 B	Wednesday 28 th Feb	English - Writing	Seanin Rowan Tash (Rachel J.)	<ul style="list-style-type: none"> Learning walk Planning scrutiny Pupil voice with books <p>Is there evidence of feedforward targets from Autumn's subject review being met?</p>
4.3.24 A	Wednesday 6 th March	Music	Tania Jonny Olivia Sam	<ul style="list-style-type: none"> Planning scrutiny Pupil voice with books <p>Is there evidence of feedforward targets from last year's subject review being met? <i>(to be emailed out to all year groups again at the start of this term)</i></p>
4.3.24 A	Site specific cover to be organised on appropriate days	Year/Phase Leader learning walk	Year / Phase Leads	Looking at teaching and learning across the year group with the monitoring foci outlined on the year leader schedule. Update TOAP.
11.3.24 B	Wednesday 13 th March	Science	Charlie H. Niamh Sam	<ul style="list-style-type: none"> Learning walk Planning scrutiny Pupil voice with books <p>Is there evidence of feedforward targets from previous shallow splash being met?</p>
18.3.24 A	Wednesday 20 th March	History	Ruth Foster Cat Chawla Lizzie Deacon	<ul style="list-style-type: none"> Planning scrutiny Pupil voice with books <p>Is there evidence of feedforward targets from previous shallow splash being met?</p>
25.3.24 B	Wednesday 27 th March	Geography	Ruth Foster Caroline James Emma Bixby	<ul style="list-style-type: none"> Planning scrutiny Pupil voice with books <p>Is there evidence of feedforward targets from previous shallow splash being met?</p>
25.3.24 A	Site specific cover to be organised on appropriate days	Year/Phase Leader time	Year / Phase Leads	Phase / year leads given time to update action plan and input data

What will a federation Shallow Splash look like?

- Each shallow splash will include: learning walks; 'book study' pupil voice sessions with prompt resources including pictures, key vocabulary and questions taken from planning; in depth planning scrutiny; and book looks to include a range of abilities from each year group.
- The intention of each of these monitoring opportunities is that subject teams will gain a thorough understanding of how their subject is taught **across the federation**: the successes that deserve to be celebrated and the implementation and impact of recent CPD.
- Members of each subject team may complete these elements on their sites at different times depending on the cover available and then the observations and feedback gathered at the end of the day.
- Not all subject team members will be involved in every shallow splash, but everyone will get the chance to do one over the year.
- Not all teachers and year groups will be seen in each shallow splash, but the intention will be for all year groups to be seen over the year.
- Teachers should only be seen once to twice a term.
- The suggested timetable below should be completed by subject teams ahead of the shallow splash. Timings and order of events can be adapted. The timetable sets out the schedule for a day but can be adapted for an afternoon or morning session.
- For the majority of the shallow splash SLT will not be involved but may accompany some subject teams to support and develop their monitoring experience or help with the organisation. This will be shared with all staff involved in advance.
- Feedback including next steps from each shallow splash is to be shared with NOS and SL and associated members of SLT (see schedule above: subject to change), year / phase leaders at extended SLT and then year groups.

How to prepare for a shallow splash:

- All year group and class timetables to be accessible to subjects teams either on the system or via Google Drive.
- Subjects teams check who will be teaching their subject that week in order to approach teachers about being involved in the learning walk element.
- Subject teams use the subject shallow splash proforma, completing each section in turn.
- Subject teams talk to the year group member responsible for planning their subject that term in order to review the suggested book study pupil voice questions and adapt.
- Subject teams to prepare the pupil voice prompt pictures and vocabulary and make sure they are using questions that children will have discussed in prior lessons.
- Subject teams can seek support from NOS and SL at any stage of the shallow splash

Shallow Splash / Deep Dive Time Table

Subject:

Date:

Members of the subject team involved:

Site:

Time	Location	Activity Learning Walk Book Look Planning scrutiny Book study pupil voice	Focus Current unit being taught / teaching and learning strategy	Teacher / Observer / Children (EAL, SEND, PP, EDA)
9:00 – 09:25				
9:30 – 9.55				
10:00 – 10:20				
10.25 - 10.45				
10:45 – 11:10				
11:00 – 11:35				
11:40 – 12:05				
Lunch				
1:15 – 1:40				
1:40 – 2:05				
2:05 – 2:30				
2:30 – 2:55				
2:55 – 3:20				

3:20 – 3:45				
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