

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



HOVE LEARNING FEDERATION MONITORING POLICY

**Amended: Spring 2025
To be reviewed: Spring 2026**

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 2024-25

<u>Key Priorities</u>	
1	The new leadership structure and development programme advances the Federation whilst maintaining high standards and expectations.
2	Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.
3	School culture and systems for behaviour support excellent standards of teaching and learning.
4	Attainment and progress in writing is increased for all children with a secure focus on assessment to drive improvement

<u>Totals (sessions/hours)</u>					
<u>YG Meeting (27/34)</u>	<u>PG</u>	<u>YL Time (sessions)</u>	<u>Foundation Assessment</u>	<u>Core Assessment</u>	<u>Writing Moderation</u>
34	25	18	6	3	3
<u>Subject Leadership</u>	<u>DA</u>	<u>Edukey</u>	<u>Parents Evening</u>	<u>Report Writing</u>	<u>Monitoring (Shallow Splash & Deep Dive)</u>
9	3	3	4	3	21 (+ PE & Phonics)
<u>Key Priority Meeting</u>					
11					

<u>Subjects for Monitoring</u>					
<u>Art</u>	<u>Computing</u>	<u>DT</u>	<u>Geography</u>	<u>History</u>	<u>Maths</u>
2	2	2	2	2	2
<u>MFL</u>	<u>Music</u>	<u>PE (extra using sport funding)</u>	<u>PSHE</u>	<u>RE</u>	<u>Reading</u>
1	2	2	2	1 (2
<u>Phonics (during role)</u>	<u>Saplings</u>	<u>Science</u>	<u>Writing</u>	<u>Classroom Management</u>	
6 Every half term (2 at each site)	1	2	2		

Spring Term

<u>Spring 2</u>								
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
<u>YG Meeting</u>	YG Meeting	Parents Evening	YG Meeting	YG Meeting (Foundation Assessment)	YG Meeting	YG Meeting (Include PG journey sharing)		

Staff Meeting	Key Priority 2 – KAPOW Music	Parents Evening	PR - Key Priority Behaviour SR – Behaviour (Seanin) HR – Behaviour Reception – Arbor training	Core Assessment	PG 1:1 (15 min slots)	Year group planning / summer topic KS 2		
Monitoring	YL Learning walks	Shallow Splash Computing	Shallow Splash PE	PG	Subject Review Writing DA focus	YL action plans and data analysis		
Extended SLT		Behaviour extended SLT HR		Arbor – assessment leadership Infants and juniors split SR		Cultural capital CKH 10 min input HR		
Briefing			X Behaviour		x Behaviour feedback			

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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