

St Luke's C.E. Primary School
Policy for Monitoring of Standards
and Pupils' Achievements

Policy for Monitoring Stds & Ach.
Leadership Group
Reviewed: Autumn 2025
For Review: Autumn 2028

Monitoring the school's efficiency and effectiveness is of prime importance for all who are concerned with the education of the children at St Luke's Primary School.

It is important to evaluate:

- how a child has progressed over a period of time.
- to identify strengths and areas for development in teaching and learning.
- the extent to which goals identified in the school's improvement plan are achieved.
- the cost effectiveness of major spending decisions.

This information will help evaluate the effectiveness of teaching strategies and pinpoint those children who may need additional support.

Aims:

- For all children to achieve standards which are at least commensurate with what is known of their potential.
- To make the best use of all available resources to achieve high educational outcomes.

Monitoring Progress

- ❑ Staff will provide subject leaders and the Headteacher with details of planning in order that the breadth and balance of subjects can be monitored and also to ensure continuity and progression. Subject leaders will arrange meetings with staff to discuss any issues arising from their planning.
- ❑ Subject leaders will provide the Headteacher with details of subject targets for the year. These will be monitored each term by the Leadership Group and governors.
- ❑ Subject leaders will complete a monitoring pro-forma each time they are released from the classroom to observe teaching and learning. The headteacher and staff will be given duplicates of monitoring summary forms by subject leaders in order to monitor teaching and learning. If there are any resource or professional development needs, as a result of classroom observations, these will be discussed with the subject leader. The deputy headteacher will be informed of any professional development needs.
- ❑ Monitoring of work will take place each term by the subject leaders and the Leadership Group. The outcomes of the sampling will be given to individual teachers or if there is a common element running through sampling the issue will be discussed at a staff meeting.
- ❑ Day to day assessment when teaching will also form part of monitoring pupil progress through effective questioning. Marking should also provide clear feedback to pupils about what they have achieved and what they need to do to improve further. The school has carefully drawn up Assessment and Marking Policies which also give guidance on monitoring pupil progress. All teaching staff must be familiar with their contents.
- ❑ Class teachers record formative assessments at the end of each half term on the school tracking files. The assessments help to inform the planning for future lessons. Summative assessments are recorded at the end of each term using the school's assessment system. This provides information on pupil attainment and progress.

- ❑ National Curriculum tests are taken by Year 6 in the summer term. All children are regularly assessed throughout the year. These results will be analysed by the Headteacher, individual teachers and governors. The scores are compared with the borough, with similar schools and nationally. The results of these tests help the school monitor inclusiveness for pupils who have English as an additional language, for pupils who have free school meals, SEND pupils and differences in attainment of boys and girls.
- ❑ The Headteacher will evaluate the progress of pupils during the autumn term, using Analyse School Performance (ASP) data information. The outcomes of this benchmarking process is discussed further and evaluated by the Leadership Group and the Full Governing Body.

Governors will monitor the progress of pupils by:

- evaluating the Headteacher's reports on pupil progress.
- evaluating National Curriculum, class and individual assessment results.
- meeting with subject leaders to discuss general curriculum issues and the progress of the School Improvement Plan.

Pupils who have SEND

The progress of pupils with special educational needs & disability is monitored by the class teachers and the SENCo. The process may also involve the Educational Psychologist and relevant outside agencies. Provision maps are created to inform all staff of the level of support required for each child on the SEND register. This may include speech therapy, OT, 1:1 support, etc.

Ethnic Minority Pupils

The school's Inclusion Manager keeps a list of ethnic minority pupils. Their progress is monitored by individual discussion with class teachers, classroom observation and through the school's assessment procedures.

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