



Dixons City Academy Policy Documentation

Policy: Monitoring, Accountability Self-Evaluation and Securing Improvement

**Responsibility for Review: Principal
Date of Last Review: September 2016**

Monitoring, Self-Evaluation & Securing Improvement

Statement of Policy:

The Academy is committed to continuous improvement through a climate of self-evaluation, systematic monitoring and support for staff development. Particular attention is paid to ensuring that we meet our quantitative and whole-Academy targets. Continuous improvement is achieved through continually reviewing the day to day effective and efficient operation of the Academy and monitoring all areas through rigorous and clear systems of quality assurance. Where under-achievement is occurring, programmes of intervention (action plans) are put in place to secure improvement. This policy should be read in conjunction with;

- Appraisal and Capability policy
- Pay Policy
- Professional development policy
- Disciplinary and grievance policy

The aims of this policy are:

- to develop and implement a whole-Academy self-evaluation strategy in which all who work at the Academy emphasise quality and continuous improvement in all they do
- for staff to actively monitor, evaluate and review their own work and participate in the evaluation and effectiveness of work done by teams with which they work
- to intervene where necessary to ensure that staff and departmental performance always supports student progress and achievement
- to clearly outline the process for bringing about improvement including leadership roles and criteria for intervention
- for middle leaders to support and lead the evaluation of teaching and learning across the Academy
- to use appropriate data forms to effectively evaluate student learning as affected by teaching over time
- to support the professional development of all staff and encourage them to become lifelong learners and the best they can be
- to make clear the criteria for pay progression, where applicable in relation to the Appraisal and Pay Policy

Procedures:

1. Monitoring Individual Performance (Teaching over Time)

Means of Monitoring Individuals

a. Use of Data

Academy PRAG (see appendix) for student outcomes, monitoring of progress grades against targets and external benchmarks, class by class data, student voice, parental voice, results of marking evaluation and student work scrutiny, formal observation grades and marking judgements – this data is analysed by SLT and by Heads of Departments (HODs) who will investigate further any potential causes for concern. Heads of Years (HOYS) also

monitor student log sheets and student interviews. The annual PRAGing of individual and departments in relation to the national performance -see Appendix 2 for criteria.

b. Learning evaluations & Learning Walks

All teaching staff can expect up to **3 learning evaluations a year** and a minimum of 1 a year. Staff can expect on-going learning walks and drop ins throughout the week, at least two of these learning walks a (Dixons) term will receive formal feedback. Teachers who have been judged as requires improvement for teaching over time, or red on evaluations and learning walks (see attachment), will have additional evaluations and learning walks to provide ongoing support and monitoring to secure improvement. This is also the case for teachers who are consistently performing below career stage expectation (see appraisal policy). Heads of Year (HOYs) also observe Personal Development Studies/Careers & Guidance - usually via Learning Walks unless there are causes for concern where longer learning evaluations will be required Learning evaluations and learning walks contribute to an overall annual teaching over time judgement which includes marking scrutiny, student outcomes and meeting career stage expectations (see professional standards and appraisal policy).

Monitoring and developmental systems can be explained as;

- Typically 30 minute (longer if it aids understanding of learning) non-notified learning evaluations carried out by middle leaders and senior leaders (sometimes in pairs to moderate and aid development of understanding). Usually no more than 3 a year. Learning in the lesson and all aspects over time is evaluated with an extensive qualitative dialogue. No numerical judgement is given, although there may be enough cause for concern for a member of staff to be told that it is not meeting enough aspects of great learning (red)
- Termly Learning Walks – 5-10 minute drop-in observations completed by middle and senior leaders. A minimum of 2 a term will receive written and best practice verbal feedback in relation to great learning as seen. Where performance raises concern, the SLT Link will meet with the HOD to agree an Action Plan for improvement.
- Departmental reviews will combine the above two approaches and occur as and when there is a specific need to either raise performance or identify best practice for sharing. Departmental reviews are identified according to need. For example, a department's performance may have dipped significantly or there may be huge national changes, or there is the need to more fully understand a significant improvement in performance that other analysis has not explained.

DCA takes part in a bi-annual Review conducted by the Bradford Partnership. Teachers can expect non-notified observations, learning walks and marking scrutinies and these may be in addition to other monitoring systems, in the same way as an Ofsted inspection.

c. Monitoring of Marking and Feedback to Students

Middle Leaders (HODs and AHODs) carry out marking scrutinies of samples from each teacher every Dixons term (6 weeks). These scrutinies are unannounced and feedback is written unless there are causes for concerns where the HOD or AHOD will give additional verbal feedback with the teacher concerns and arrange for a follow up scrutiny. Teachers who are not meeting the expectations of the marking policy will be given time to address the issue and if necessary support to maintain. A refusal to engage with the marking expectations could lead to disciplinary action.

d. Student Voice

Collective student voice does not aim to identify causes for concern regarding the performance of individual teachers. Where specific concerns are raised further investigation is required as per departmental monitoring (See below for team performance and Appendix 1)

e. Parental Voice / Concerns

Where parental concerns arise they are dealt with promptly by the relevant Line Manager who investigates and works to establish a positive outcome. The line manager will always take a balanced view point and will not assume the complaint is justified until further evidence is gathered. Where concerns persist they will be incorporated into departmental monitoring processes (see Appendix 1)

Process for monitoring individuals

The monitoring of individual teaching over time arises from systematic processes of annual and periodic data analysis, learning evaluations and termly book and marking scrutiny. Judgements about the quality of learning, teaching, assessment and exam performance are held formally by SLT and reviewed termly with HODs / line managers. Concerns arising from the means of monitoring (as above) are verified by line managers, discussed with SLT and intervention planned accordingly by the HOD / line manager. Where an individuals' teaching over time and career stage expectations continue to be a concern, despite recorded departmental support mechanisms being put in place, a referral is made to the SLT Link (See Appendix 1 and Capability/Disciplinary Policies) and a decision is made over what further formal support or action should be taken.

Means of intervention to improve individual impact

The Academy's Appraisal process is used to maximise the effectiveness of all staff and bring about improvement (see Appraisal Policy). Where improvement needs lie outside the scope of Appraisal objectives, intervention in the form of an Action Plan is drawn up and monitored by the line manager in discussion with their SLT Link. Sometimes Action Plans will supersede Appraisal objectives. Support will be managed by respective HODs / line managers and will be informal in the first instance for a determined period, usually two Dixons Term. Support may be in the form of coaching, mentoring, lesson observation or team teaching, access to internal or external CPD, external agencies or support from other high-performing teachers. (See Appendix 1)

2. Monitoring Department or Team Performance

The means and process of monitoring department or team performance and the resulting interventions are as for individual performance with the addition of:

- Department self evaluation via SEF – see point 3 below
- Academy Improvement Plan - Objectives arising from SEF form part of the Academy Improvement Plan and are monitored following an annual cycle including a mid year review.
- Extended Student Voice

Annual Academy POPS (Pupil Opinions and Perceptions) survey provides comparisons of student perceptions of key features of each subject on a bi-annual basis. Feedback to Departments is in written statistical format and department minutes show responses and associated action points. Academy Reviews carry out focus groups from each Key Stage which is detailed in Review reports. Additionally individual departments have their own Student Voice arrangements including end of topic feedback and annual exit surveys. Student Council act as a regular conduit of student voice, via the research of the Teaching and Learning group and the Council as a whole when communicating specific concerns brought by the student body on a termly basis.

- Departmental or area review if deemed necessary
- Academy Review - see point 4 below

3. Academy Self Evaluation

All leaders follow the Academy Improvement Plan cycle and annual SEF to identify agreed areas of strength, progress over time and focus planning for improvement. The Department SEF prioritises these and the Academy Improvement Plan provides the framework for action planning and systematic review. Aspects unforeseen in the annual Improvement Plan such as arising mid year or from Academy Review are added to the Improvement Plan and in the departmental SEF mid year update. SLT draw on both these documents and moderation of such when updating the Academy SEF.

4. Further Quality Assurance - Reviewing the work of specific areas/aspects

As stated above, further QA may be required according to identifiable need (see above). The Academy Review process aims to recognise best practice and confirm or explore areas for improvement as identified within the department SEF or other data – and provides a vehicle for accelerating positive change within or beyond the department.

Reviews may focus on a department, year group (s) or a specific aspect of whole school practice, i.e. literacy, homework and so on.

Process for Academy Review

- Curriculum, pastoral and non teaching team reviews incorporate the same basic elements of quantitative performance data, user / stakeholder feedback, and team voice. Focus areas for each review are identified in discussion with the respective HOD. All reviews are identified in advance (unless a particular need arises) for each Academic year and feature on the Academy calendar.
- Specifically teaching team reviews include performance and progress analysis, learning evaluations, learning walks, student feedback and discussion of evidence against success criteria in identified focus areas, relating to Academy performance
- All team reviews will generate a Review Action Plan which will be incorporated into the Academy Improvement Plan and monitored by the Link manager as appropriate.
- Where lessons or teams are judged to be unsatisfactory or performance is consistently below expectation on pay scale, an individual action plan is negotiated with the teacher and HOD as appropriate. Where there is significant cause for concern, further formal support may be put in place (see above and Appendix 1)

- Any individual concerns raised during the review will be treated in the same way as those arising from other forms of monitoring
- Department and Key Stage reviews are carried out by SLT and supported by other trained Middle Leaders as appropriate
- Academy areas are also subject to Review with reference to criteria from respective professional bodies, for example, the Bradford Partnership

Means of support to secure improvement arising from Academy Review

- The means of support identified in an Academy Review are detailed in the Review Action Plan.
- Means of intervention and support for teams and individuals are the same as those applied as a result of ongoing monitoring (see above) and can include SLT intervention, coaching, HOD support, peer support, support from external agencies.

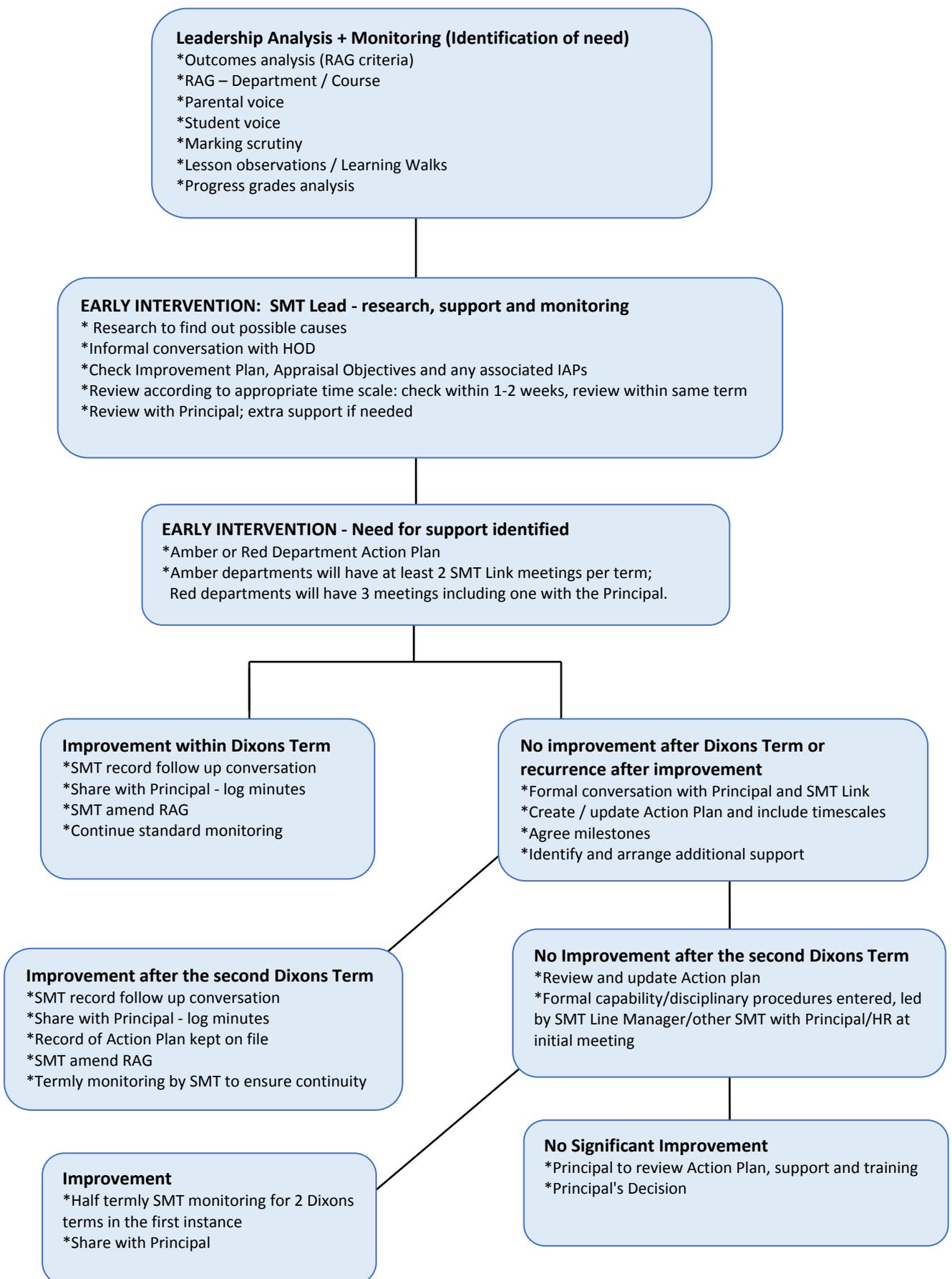
5. The Use of Data to inform Self Evaluation and Monitoring

The aim is that the Academy implements and continually develops appropriate measures to evidence the extent to which we are 'adding value' to our students. All teachers are able to use data effectively to review their own performance and motivate students to achieve aspirational targets.

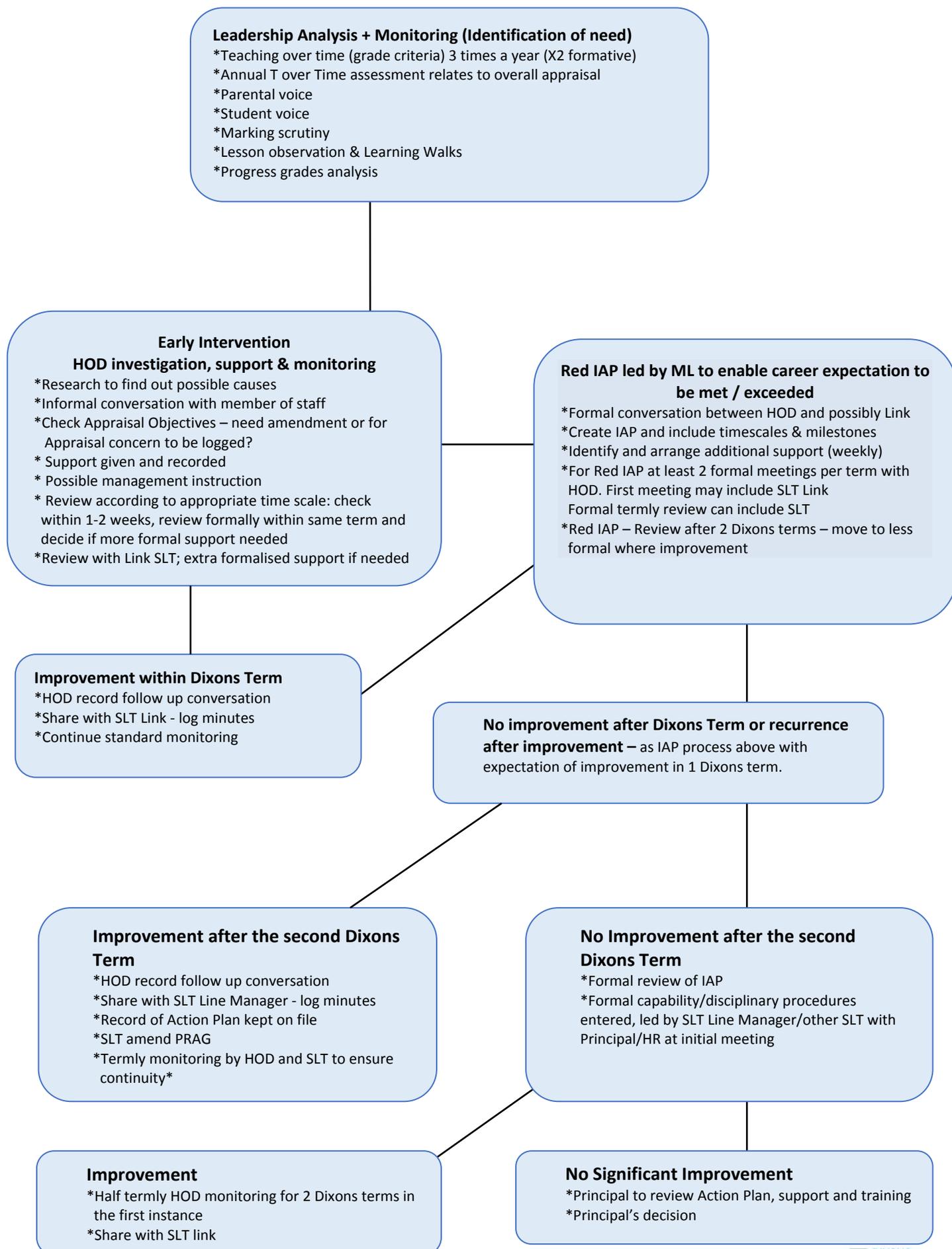
Means of use of data for self evaluation and monitoring

- SLT reviews all performance data annually in Term 1 in order to identify areas of strength, areas requiring further investigation, causes for concern and priorities for intervention. Data includes all performance data and historic trends
- Additional analysis of performance data will be completed by respective HODs and where concerns exist brought to SLT for consideration. See Appendix 2 – PRAG criteria.
- Progress data is collected from Departments at regular intervals and analysed with resulting action points for class teachers, HODs/HOYs and Senior Leaders for each cohort or subject area
- The impact of all intervention is tracked over time
- Departments ensure that appropriate assessment methods are used to produce accurate progress reports for students
- Whole Academy ICT systems are used to aid the process of data production and analysis
- Any teacher or department in need of training in relation to the use of data may refer themselves to the VP Student Progress and Engagement

APPENDIX 1: DIXONS CITY ACADEMY MONITORING PROCESSES – DEPARTMENT UNDERPERFORMANCE



APPENDIX 1: DIXONS CITY ACADEMY MONITORING PROCESSES – INDIVIDUAL UNDERPERFORMANCE



APPENDIX 2: SLT DEPARTMENT PRAGing

Please note – a class is judged as a P if it is significantly above national average, G if it is slightly above or in line with national, A –if it is below, R if significantly below one year or 2 year amber below. The overall PRAG is determined on a ‘best fit’ with the biggest/most classes influencing the overall Department PRAG or outcomes. Departmental and individual PRAGing recognises that poor performance may be a one off (amber), therefore more than 1 year is taken into account in order to be as objective and fair as possible. This is particularly important during national volatility and change.

SPECIAL MEASURES	NOTICE TO IMPROVE	USUAL MONITORING	USUAL MONITORING
↑ RED	↑ AMBER	↑ GREEN	↑ PURPLE
↓ CRITERIA	↓ CRITERIA	↓ CRITERIA	↓ CRITERIA
<ul style="list-style-type: none"> - 0.5 or below P8 Alps – i.e. low 5 or below 2nd year) 2nd year of negative P8 (amber) Sizeable population prioritised (ie. 30% +) 	<ul style="list-style-type: none"> All classes just above or below national, P8 +0.249 to -0.24, Alps overall T score of one year low 5 or below Previously red but significant improvement in performance 	<ul style="list-style-type: none"> All classes above National average progress P8 0.25-0.49, Alps high 5) 	<ul style="list-style-type: none"> All classes significantly above national progress (P8 above 0.5, A2 Alps 4 or above)
↓ SUPPORT INTERVENTION	↓ SUPPORT INTERVENTION	↓ SUPPORT INTERVENTION	↓ SUPPORT INTERVENTION
Red (Special measures)	Amber (Notice to improve)	Green Depts	Purple Depts
<ul style="list-style-type: none"> SLT at start of year (Principal & link) Formal Action Plan (more detailed than IP) Link meetings minimum bi-weekly to review action plan and measurements of At least 3 of link meetings also with Principal at key data points Expectation of improvement to <u>at least</u> Amber by end of 1 year Consideration of HoD capability if all support has no impact and no progress against action plan within 2 terms and significant results improvement 	<ul style="list-style-type: none"> Twice termly meeting with link Extra support if needed from other sources Link takes greater interest in IP targets, appraisal & data that relates to under-performance 	<ul style="list-style-type: none"> Twice termly meeting with link 	<ul style="list-style-type: none"> Twice termly meeting with link

Appendix 4: Individual Teacher – Teaching Over Time Criteria & Support Processes

- Outcomes (major determinant) particularly of exam classes on an annual basis, yearly summative teaching over time judgement
- Class by class data in year (used formatively) along with below for a formative judgement;
- Learning evaluations (non-notified and emphasis on learning over time as well as classroom) Red or Green against great learning criteria, no numerical judgement of single lesson
- Marking (according to Dixons criteria)
- Learning Walk - Red or Green against great learning (red involves clear follow up)
- Professional standards (attendance, punctuality, conduct)

When agreeing the level of support required, professional judgement used to allow for external factors and current context (e.g. a sudden change in national performance or an impact of a national or Academy strategy that the individual had no control over – e.g. changes to early entry where the Academy chooses a particular route.

Usual Monitoring		Support Action Plan if appropriate
1+	<ul style="list-style-type: none"> • Outcomes (ie exam classes 13 and 11) all significantly and consistently above national for last 2 years (above 0.5 P8, Alps 3+, no significant subgroup underperformance compared to national) • Learning evaluations consistently significant elements of great learning in the classroom and over time; worth sharing within and beyond the Academy • Marking is consistently good with outstanding features or outstanding • Learning Walks always green • All professional standards met and exceeded • Performing beyond career expectations 	<ul style="list-style-type: none"> • Supportive – range of contexts: return to work, maternity return, long term sick, phased return. • Process: initial meeting to identify gaps and agree action plan to catch up • First term 2 meetings with HOD • Second term 1 meeting with HOD.
1	<ul style="list-style-type: none"> • Outcomes (ie exam classes 13 and 11) all above national (above 0.2+, Alps 4+) • Lesson evaluations have significant elements of great learning in the classroom and over time; worth sharing within and beyond • Marking is consistently good and often outstanding • Learning Walk always green • All professional standards met • Career expectations met and exceeded, may be an exceptional NQT/RQT with great predictions but no exam class evidence (so cannot be 1+) 	
1-	<ul style="list-style-type: none"> • All above although there may be a one year class which is more in line with national – although may not be all classes for one year • All above although there may have been one slip up in an evaluation with one class or LW (ie a complete one off in last 3 years, including marking not to policy) • All professional standards met • Career expectations met and often exceeded 	
2+	<ul style="list-style-type: none"> • Elements of outstanding either in student outcomes (ie 1 class) or in learning evaluations however, not quite hit all of the above • Outcomes at least in line with national in all exam classes (possible 1 slip in 1 year), although previous results above or even significantly above national • Marking consistently good • Learning walks green 	

	<ul style="list-style-type: none"> All professional standards met Career expectations met 	
2	<ul style="list-style-type: none"> Outcomes just in line with national in all exam classes (P8 0, Alps 5) , no evidence of outstanding Marking consistently good Learning evaluations solid great learning Learning walks green All professional standards met Career expectations met, although possibly not to UPS3 	
Requires Improvement		Departmental support put in place and recorded for timely period (see flow chart)
2-	<ul style="list-style-type: none"> Some outcomes in line with national, one off class may be just below where several classes, no history of anything above this Marking majority consistently good, maybe a one off red Learning walks mostly green, although very occasional follow up All professional standards met Career expectations met up until UPS1 (ie would not progress that year or would either step down or be performance managed beyond UPS if no improvement in a year) 	<ul style="list-style-type: none"> Concerns identified: Specific support identified and monitoring logged, possibly linked to course or Dept action plan.
(Appraisal Concern possibly leading to capability)		Support formalised
3+	<ul style="list-style-type: none"> Outcomes below national (no more than -0.25). Most learning walks green, occasional follow up May be inconsistencies in marking although not consistently under-performing – may be cyclical and may have displayed more elements of 2 in the previous year Career expectations mostly met (although not beyond UPS 1 – as above) 	<ul style="list-style-type: none"> Concerns identified: specific monitoring logged may be linked to one course/class, support recorded, may need red IAP Support identified. HOD monitors all aspects of data At least bi-weekly meeting with HOD to monitor and support Regular LWs/mark scrutinies/evaluations
3	<ul style="list-style-type: none"> Outcomes of classes are Red, ie 2 year below national (-0.25) or 1 year significantly below (below -0.50) Teaching does not consistently demonstrate significant aspects of great learning, ie learning walks follow up needed to improve any aspect including marking on more than 1 occasion Career expectations are not met beyond NQT 	<ul style="list-style-type: none"> Concerns identified and formal support required Process: initial meeting can be with HOD and link Support from HOD / AHOD, link or other senior teachers, support managed by HOD Weekly support, not at the expense of teacher improving Twice termly formal meetings with HOD in addition to weekly support package Expectation of improvement within 1 Dixons (see policy)