



Dixons Allerton Academy

Monitoring, Self-Evaluation & Securing Improvement

Responsibility for Review: Senior Leadership Team

Statement of intent

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

Signed by :.....
Date:.....
(Principal)

Signed by :.....
Date:.....
(Chair of Governors)

The aims of this policy are:

- to develop and implement a whole-Academy self-reviewing 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 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 the evaluation of teaching and learning across the Academy
- to use appropriate data forms to effectively evaluate performance and for staff to have the appropriate skills of analysis to effect this
- to support the professional development of all staff and encourage them to become lifelong learners
- to make clear the criteria for pay progression, where applicable

Procedures:

1. Monitoring Individual Performance

Means of Monitoring Individual Performance

- a. Use of Data – Academy RAG 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 Directors of Learning (DOLs) who will investigate further any potential causes for concern. The annual RAGing of individual and Faculty performance establishes performance compared to national expectations -see Appendix 3 and 4 for criteria.
- b. Lesson Observations & Learning Walks
All teaching staff are observed formally for a maximum of **3 hours a year** (see Appraisal policy) and a minimum of 3 times a year. Teachers who have been graded as unsatisfactory or borderline will have additional observations to provide ongoing support and monitoring to secure improvement. This is also the case for teachers who are consistently performing below career stage expectation. Heads of House (HOHs) also observe Learning Family Time - usually via Learning Walks unless there are causes for concern where a full additional lesson observation will be required.

Lesson Observations take the form of:

- * One Appraisal Observation known in advance and with a class chosen by the teacher –with a developmental focus in addition to the assessment of the quality

of teaching, learning and marking– completed by Line Manager (see Appraisal Policy) giving verbal and written feedback

- *One agreed lesson observation based on data - verbal and written feedback.
- One observation - one day's notification that a lesson on the following day will be observed
- Termly Learning Walks – 5-10 minute drop-in observations completed by Senior Leaders and feedback is given with respect to particularly good or problematic performance to the DOL. Where performance raises concern, the SLT Link will meet with the DOL to agree an Action Plan for improvement.

*the observations can be either one hour long or the teacher can choose to split the observation into two 30 minute long observations – one informal, where verbal feedback is given on how to improve, followed by a 30 minute formal observation, after which verbal and written feedback is given.

If a teacher's faculty is undergoing a faculty review during the year, one of the above will also be used as part of the faculty observation

We take part in a bi-annual Review conducted by the Bradford Partnership. Teachers can

expect observations, learning walks and marking scrutinies and these may be in addition to the maximum 3 hours of observations in the same way as an Ofsted inspection.

c. Monitoring of Marking and Feedback to Students

Middle Leaders (DOLs and Second in Faculty) 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 DOL or Second in Faculty will give verbal feedback with the teacher concerned and arrange for a follow up scrutiny.

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 Faculty monitoring (See below for team performance and Appendix 2)

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. Where concerns persist they will be incorporated into Faculty monitoring processes (see Appendix 2)

Process for monitoring individual performance

The monitoring of individual performance arises from systematic processes of annual and periodic data analysis, lesson observations 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 DOLs / 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 DOL / line manager with support from SLT as appropriate. Where a teacher's performance and development continues to be a concern, despite recorded 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 action should be taken.

Means of intervention to improve individual performance

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 DOLs / line managers and will be informal in the first instance for a determined period, usually one 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 T&L support. (See Appendix 1)

2. Monitoring Faculty or Team Performance

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

- Faculty 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 survey provides comparisons of student perceptions of key features of each subject on a bi-annual basis. Feedback to Faculties is in written statistical format and Faculty 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 Faculties have their own Student Voice arrangements including end of topic feedback and annual exit surveys. Student Heroes act as a regular conduit of student voice, via the research of the Teaching and Learning group when communicating specific concerns brought by the student body on a termly basis.

- 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 Faculty 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 Faculty SEF mid-year update. SLT draw on both these documents and moderation of such when updating the Academy SEF.

4. Quality Assurance - Reviewing of work of areas of Academy

Each work area within the Academy undergoes a Quality Assurance Review within a 2 year cycle, supported by the SEF process. The Academy Review process aims to recognise best practice and confirm or explore areas for improvement as identified within the Faculty SEF or other data – and provides a vehicle for accelerating positive change.

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 DOL. 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, lesson observations, 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 DOL as appropriate. Where there is T&L significant cause for concern, further formal support may be put in place (see above and Appendix 1)
- For all unsatisfactory lesson observations, or those that are borderline or below expectation a repeat observation will be carried out, the outcomes of which will feed into any subsequent improvement plan
- Faculty and Key Stage reviews are carried out by SLT, Leadership and supported by other trained Middle Leaders as appropriate
- Academy areas are also subject to Review with reference to criteria from respective professional bodies

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, DOL / T&L 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 areas of the Academy are able to effectively analyse data in order to support the monitoring, evaluation and reviewing of their work against the Academy Mission statement, Targets and Priorities. 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 in Term 1 annually 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 but also lesson observation and marking judgements.
- Additional analysis of performance data will be completed by respective DOLs and where concerns exist brought to SLT for consideration. See Appendix 3 and 4 – RAG criteria.
- Progress data is collected from Faculties at regular intervals and analysed with resulting action points for class teachers, DOLs/HOHs and Senior Managers for each cohort or subject area
- The impact of any intervention is tracked over time
- Faculties ensure that appropriate assessment met. DOLs are used to produce accurate progress reports for students
- Whole Academy ICT systems are used to aid the process of data production and analysis

APPENDIX 1: DIXONS ALLERTON ACADEMY MONITORING PROCESSES – INDIVIDUAL UNDERPERFORMANCE

Leadership Analysis + Monitoring (Identification of need)

- *Outcomes analysis (RAG criteria)
- *RAG – Teacher
- *Parental voice
- *Student voice
- *Marking scrutiny
- *Learning Walks
- *Progress grades analysis

EARLY INTERVENTION

- *Amber or Red for Appraisal Objective

DOL Lead

- *Research to find out possible causes
- *Informal conversation with member of staff
- *Check Appraisal Objectives
- *Review according to appropriate time scale: check within 1-2 weeks, review within same term
- *Review with Link SLT; extra support if needed

Improvement Within Dixons Term

- *DOL record follow up conversation
- *Share with SLT Line Manager - log minutes
- *SLT amend RAG
- *Continue standard monitoring

No improvement after Dixons Term or recurrence after improvement

- *Formal conversation with DOL and Principal
- *Create Improvement Action Plan and include timescales
- *Agree milestones
- *Identify and arrange additional support
- *Red individuals will have at least 2 formal meetings per term. First meeting will be with SLT Line Manager
- *Set Review week for the following term.

Improvement after the second Dixons Term

- *DOL record follow up conversation
- *Share with SLT Line Manager - log minutes
- *Record of Action Plan kept on file
- *SLT amend RAG
- *Termly monitoring by DOL and SLT to ensure continuity

No Improvement after the second Dixons Term

- *Review and update improvement plan
- *Formal capability/disciplinary procedures entered, led by SLT Line Manager/other SLT with Principal/HR at initial meeting

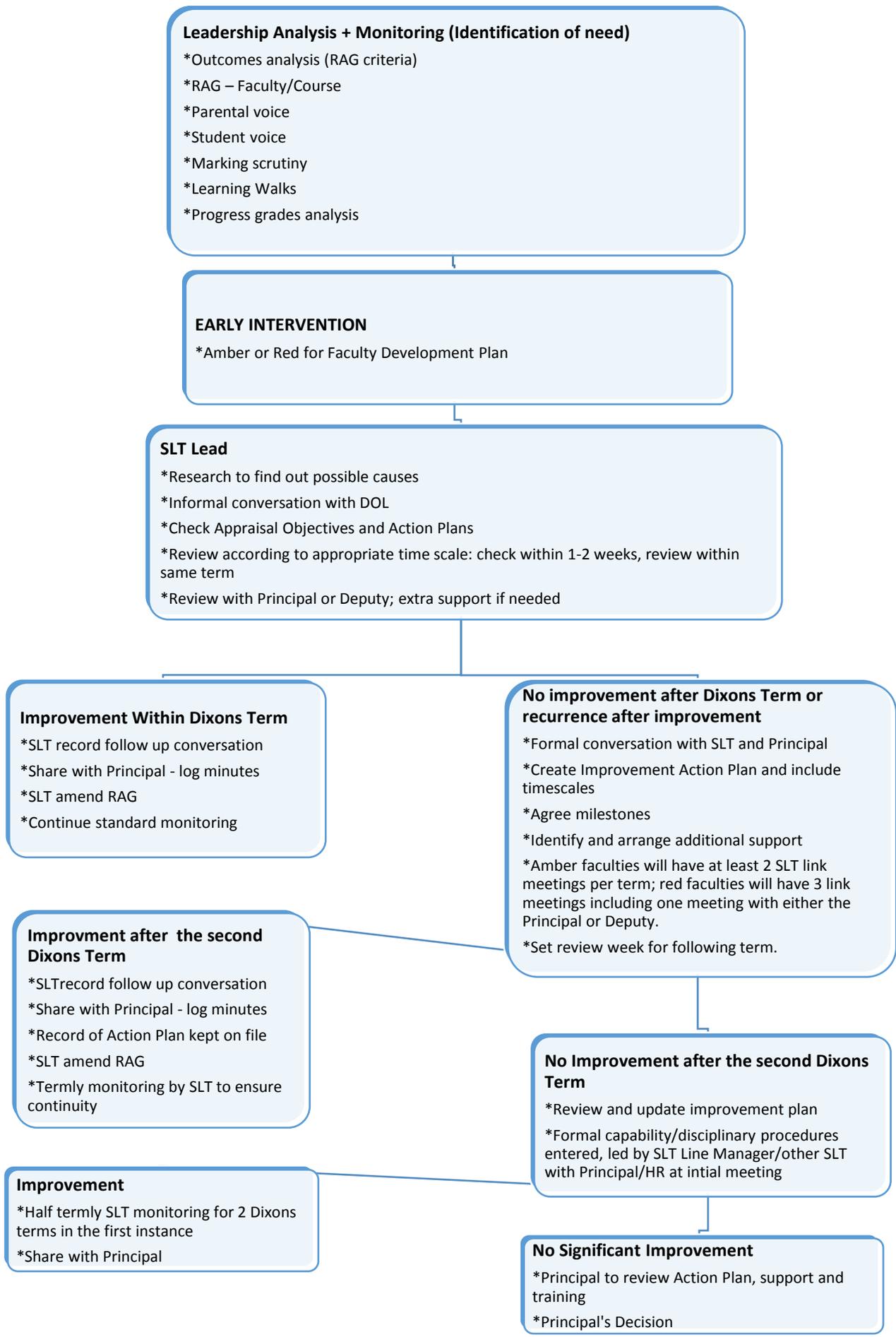
Improvement

- *Half termly DOL monitoring for 2 Dixons terms in the first instance
- *Share with SLT link

No Significant Improvement

- *Principal to review Action Plan, support and training
- *Principal's Decision

APPENDIX 2: DIXONS ALLERTON ACADEMY MONITORING PROCESSES – FACULTY UNDERPERFORMANCE



Leadership Analysis + Monitoring (Identification of need)

- *Outcomes analysis (RAG criteria)
- *RAG – Faculty/Course
- *Parental voice
- *Student voice
- *Marking scrutiny
- *Learning Walks
- *Progress grades analysis

EARLY INTERVENTION

- *Amber or Red for Faculty Development Plan

SLT Lead

- *Research to find out possible causes
- *Informal conversation with DOL
- *Check Appraisal Objectives and Action Plans
- *Review according to appropriate time scale: check within 1-2 weeks, review within same term
- *Review with Principal or Deputy; extra support if needed

Improvement Within Dixons Term

- *SLT record follow up conversation
- *Share with Principal - log minutes
- *SLT amend RAG
- *Continue standard monitoring

No improvement after Dixons Term or recurrence after improvement

- *Formal conversation with SLT and Principal
- *Create Improvement Action Plan and include timescales
- *Agree milestones
- *Identify and arrange additional support
- *Amber faculties will have at least 2 SLT link meetings per term; red faculties will have 3 link meetings including one meeting with either the Principal or Deputy.
- *Set review week for following term.

Improvement after the second Dixons Term

- *SLT record follow up conversation
- *Share with Principal - log minutes
- *Record of Action Plan kept on file
- *SLT amend RAG
- *Termly monitoring by SLT to ensure continuity

No Improvement after the second Dixons Term

- *Review and update improvement plan
- *Formal capability/disciplinary procedures entered, led by SLT Line Manager/other SLT with Principal/HR at initial meeting

Improvement

- *Half termly SLT monitoring for 2 Dixons terms in the first instance
- *Share with Principal

No Significant Improvement

- *Principal to review Action Plan, support and training
- *Principal's Decision

APPENDIX 3: SLT FACULTY RAGing SPECIAL MEASURES

NOTICE TO IMPROVE

USUAL MONITORING

RED	AMBER	GREEN
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CRITERIA

- In the blue – unsatisfactory – a pattern not 1 off – significantly below National average progress (including Alps – ie 5 or below 2nd year)
- 2nd year Amber
- Sizeable population prioritised (ie. 30% +)

CRITERIA

- Satisfactory = Just below National average or patchiness (White). Alps overall T score of one year 5 or below
- Blue as a first year (No previous pattern) & an explanation

CRITERIA

- O/S = Significantly above National average progress
- Good = Above National average progress

SUPPORT INTERVENTION

Red (Special measures)

- SLT at start of year (Principal & link)
- Formal Action Plan (more detailed than Development Plan), written – link support
- Link meetings minimum bi-weekly to review action plan and measurements of
- At least 3 of link meetings also with Principal or Deputy Principal at key data points
- Expectation of improvement to at least Amber by end of 1 year
- Consideration of DOL capability if all support has no impact and no progress against action plan within 2 terms and significant results improvement in following year.

SUPPORT INTERVENTION

Amber (Notice to improve)

- Twice termly meeting with link
- Extra support if needed, ie. T&L
- Link takes greater interest on Development Plan targets & data that relate to under-performance
- T&L involvement if necessary

SUPPORT INTERVENTION

Green Depts

Twice termly meeting with link

APPENDIX 4: Individual RAGing (*note that classes where there is external verification are given more weight in considering performance)

APPRAISAL CONCERN
Possibly leading to
CAPABILITY



APPRAISAL OBJECTIVE
EARLY INTERVENTION



USUAL MONITORING



RED	AMBER	GREEN
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CRITERIA

- Students make progress below national average for more than one year: inconsistent results. Alps 2 year T score of 5 or below second year.
- Continued inconsistency in classroom performance and/or marking i.e. judgement below expectation on pay scale – no response to Action Plan/Appraisal Objective
- significant and or continued concerns raised over professional standards being met (e.g. attendance, punctuality, deadlines, conduct issues)



SUPPORT INTERVENTION

Red

- Initially DOL and link
- Formal Action Plan with (relevant) support
- Twice termly formal meeting
- Expectation of improvement within 2 Dixons terms (1 term)
- Capability if all support has no impact (see policy)
- No progression up the pay scale



CRITERIA

- Students make progress almost in line with national average*. for one year, inconsistent results (often an explanation) at or below Alps 1 year T score of 5. Unexplained (first-time) inconsistency in classroom performance and/or marking i.e. judgement below expectation on pay scale
- Some concerns raised over professional standards being met (e.g. attendance, punctuality, deadlines, conduct issues)



SUPPORT INTERVENTION

Amber

- Dixons termly performance meeting with DOL and link if necessary – evidence of significant improvement within a Dixons term
- Extra support if needed
- Link takes greater interest in progress against Appraisal Objective or data/performance indicators that relate to under-performance
- External/internal CPD
- No progression up the pay scale if two years
- Consideration of UPS



CRITERIA

- Most students make at least national average progress and a good proportion make above expected progress* Alps 1 year T score above 5.
- Lesson observations and marking in line with career expectations
- All professional standards being met (e.g. attendance, punctuality, deadlines, no conduct issues)



SUPPORT INTERVENTION

Green

- Usual monitoring and appraisal procedures
- Progression up the pay scale as appropriate and relevant