

EAST RENFREWSHIRE LNCT AGREEMENT
MONITORING AND EVALUATION AGREEMENT

April 2002



Education Department

Monitoring and Evaluation Agreement:

- 1 These guidelines have been prepared to assist schools when monitoring and evaluating the classroom experience of pupils. They represent an agreed position on these matters, following negotiation at JCC (Teachers) Level.
- 2 There is widespread agreement that our schools should follow self-evaluative procedures involving the use of “How good is our school?” quality indicators and “A Route to Equality and Fairness”. Such procedures attempt to answer the following three basic questions:
 - *How are we doing?*
 - *How do we know?*
 - *What are we going to do now?*
- 3 Fundamental to these activities is an atmosphere of trust and collegiality in which it is understood by all teachers involved that the whole process is directed to benefiting pupils.
- 4 The process of monitoring and evaluation should always be based on a partnership between the members of staff involved. These staff should be those most appropriate to the task in question, i.e. they may be members of the same department/stage, members of different departments/stages, either at the same or different levels of promoted post.
- 5 Monitoring and evaluation activities (apart from those involving pupil contact in class time) will be carried out in management and/or collegiate time within the parameters of the 35-hour working week in line with the agreement, “A Teaching Profession for the 21st Century”.
- 6 Monitoring and evaluation processes should be planned within the 3-year school planning development cycle. The timings of related activities should be included in the yearly planning cycle.
- 7 Monitoring and evaluation activities may include :
 - *Reviewing schemes of work and / or forward plans.*
 - *Discussion with colleagues, pupils and parents.*
 - *Reviewing pupils’ written work and homework.*
 - *Interacting with pupils working on classroom activities.*
 - *Reviewing test and examination results.*
 - *Considering health and safety issues.*
 - *Considering resource issues.*
 - *Considering equality issues.*
 - *The implementation of agreed school policies.*

- 8 If it is agreed via the planning process, that the quality indicator requires monitoring and evaluation activity within the classroom setting, the following guidance is given. Classroom visits by manager/peers should utilise a general process of interaction e.g. cooperative teaching. The activities should not disrupt the normal teaching and learning process and should be clearly focused on the agreed areas under consideration.
- 9 Follow up discussion on monitoring and evaluation activities may make use of the pro-forma (Appendix A). These should be completed shortly after the activity and discussed briefly. It is recommended that these discussions are most constructively conducted at departmental level or with other groups of appropriate staff. Following such discussions, a brief 'Standards and Quality' type report stating the performance indicators chosen, points of good practice and points for action can be produced. (e.g. Appendix B)
- 10 Any points for action thus identified should inform the consultation process leading to the setting of agreed targets for next year's school plan.
- 11 The monitoring and evaluation processes referred to in this guidance have no connection with the East Renfrewshire Review and Development Scheme for Teachers or with any support and development procedures for probationer teachers.
- 12 These guidelines should be adhered to in a spirit of trust, cooperation and collegiality, being mindful that the process is one which must benefit the pupils' learning experience. Should any dispute arise, every effort should be made to resolve the matter at school level, thus underlining the need for a good consultative and collegiate ethos. In the unlikely event of a failure to find a resolution, it should be raised with the appropriate Joint Secretary of the JNC. Discussion will then take place at this level with a view to resolving the dispute. If this fails, the issue will be considered at the full JNC. All monitoring and evaluation processes under dispute must be suspended pending these procedures taking place and resolution of the dispute.

Monitoring and Evaluation using "How good is our school?"

Department: _____ Date: _____

Stage / Class / Set	Q.I. No	Quality Indicator Description
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Theme 1: _____

Theme 2: _____

Theme 3: _____

Theme 4: _____

Strengths

Areas for development

Monitoring and Evaluation using "How good is our school?"
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Department:		Date:		Level Awarded:	
Stage / Class / Set	Q.I. No	Quality Indicator Description			
Theme 1:					
Theme 2:					
Theme 3:					
Theme 4:					
Evidence to support this judgement:					
Strengths					
Areas for development 2 (to inform future school planning processes)					

For the Quality Indicator theme(s) being evaluated enter grades as follows:

- | | | |
|---|----------------|-------------------------------|
| 4 | Very Good | Major strengths |
| 3 | Good | Strengths outweigh weaknesses |
| 2 | Fair | Some important weaknesses |
| 1 | Unsatisfactory | Major weaknesses |