

Gaelscoil Neachtain



Polasí don Mhonatóireacht agus don Luacháil Monitoring and Evaluation Policy

Introduction

At Gaelscoil & Naiscoil Neachtain, we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that the Gaelscoil meets and maintains the maximum standards of educational provision, Gaelscoil & Naíscoil Neachtain has a planned and agreed approach for the monitoring and evaluation of teaching and curriculum provision which involves all members of the Gaelscoil & Naíscoil communities.

Naiscoil Neachtain

At Naiscoil Neachtain, assessment of children's learning is based on day-to-day observations and interactions with the children in a range of situations. Observations allow staff to gain a better insight into the children's needs, experiences, interests, thinking, strengths and areas for development. This information is essential when deciding how to support and enhance the children's learning, both individually and collectively. The children's efforts and achievements should be recognised, shared with them and recorded.

Regular, skilful observations are the key to effective planning and assessment for learning. It is essential to take time to plan them well. Staff should:

- observe children over a period of time and in a variety of contexts;
- adopt a flexible approach to observations that allows for the unpredictable reactions of children to the activities offered (this provides some of the most detailed insights into each child as an individual);
- record both planned and spontaneous observations;
- observe the children's play and use of language so that a holistic and accurate picture emerges of each child's progress across each of the six Areas of Learning; Promoting Good Practice Promoting Good Practice 9
- record this information regularly and systematically, including details on each child's strengths, interests and areas for development;
- reflect together on their observations to inform future planning; and
- share information with parents/guardians/carers so they have a clear understanding of their child's progress.

Gaelscoil Neachtain

Monitoring alone does not lead to school improvement. It is through an evaluation of the information gathered, the identification of needs and the application of strategies to address those needs that school improvement can be effected.

Accountability is one element of the professional practice of the principal and the teachers but with staff relationships based on trust and co-operation, the main function of the cycle is to promote progression, bring about improvement and the raising of standards.

A commitment to Assessment for Learning (AfL) endorses the school's participation in the Northern Ireland Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of

individuals to be seen within the class and whole-school contexts of school and staff development.

N.B. Industrial Action may affect monitoring activities.

Aims

The main purpose of monitoring, evaluation and review is to ensure that all members of the school community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements.

The aims of our Monitoring and Evaluating Policy are to ensure that self-evaluation and review are based on an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life of the Gaelscoil.

Monitoring and Evaluation is undertaken to help ensure -

- the school provides a healthy, safe, positive and happy learning environment
- there is an ethos of high expectation and success
- the best possible standards of teaching, learning and care appropriate to individual children exists
- all children are given equal opportunity to reach their potential
- ensure that all children's learning needs are addressed

- there is progression and continuity across the curriculum for all children
- all children have a positive attitude towards their work and that their behaviour is positive
- pupils progress and develop at an age appropriate level
- comparisons can be made regarding the rate of progress made by all children.
- quality school improvement planning is in place
- the School Development Plan is being implemented
- school policies are followed
- everyone knows how our school is currently performing, compared with previous achievements and with the achievements of other schools
- targets are being met
- action can be taken so that standards are raised
- good practice is recognised and valued
- required changes are made in a measured, transparent and practical manner
- find out about the quality of teaching and learning and standards of achievement
- identify strengths and areas for improvement
- take appropriate action to address identified areas for improvement
- provide appropriate support and resources
- share good practice

The Principles of Effective Monitoring and Evaluation

There are many effective principles and strategies that we endeavour to follow to ensure the effective monitoring and evaluation within the life of our Gaelscoil. These are listed as follows –

- All aspects of the work of the school should be monitored, evaluated and reviewed
- Everyone should be involved in monitoring and evaluation activities and should understand their role in the monitoring and evaluation process
- All monitoring, whether of work, elements of teaching or children's learning, should have a focus. There should be a shared understanding of the focus between the person monitoring and those to be monitored
- The opinions of pupils and parents should be sought
- Monitoring should identify priorities that lead to school improvement and promote high standards
- Monitoring should create a climate which enables all staff to develop and maintain positive attitudes towards their work
- Monitoring should track progress on plans and targets for development and should use evaluation, analysis and discussion to guide further improvement
- The intention is to monitor policy and practice, not people, and to foster a spirit of 'development' rather than 'criticism'
- The process should celebrate success, recognise strengths and identify areas for improvement
- Staff should regularly reflect on their own work through discussions with subject leaders, teaching colleagues and classroom assistants
- An effective process should lead to action and inform school improvement
- The system should be manageable
- Everyone should work to agreed criteria

Definitions

Monitoring is the process of gathering evidence to answer questions about the effectiveness of our school.

Evaluation is the weighing up of evidence against criteria and reporting the findings.

Review is deciding what action, if any, needs to be taken

Monitoring and Evaluation Procedures -

- must be explicit, consensual and agreed at whole school level
- have, as their focus, children's learning and the professional development of the staff
- are part of the school's culture of self-evaluation and self-improvement
- must be manageable
- should result in outcomes which are followed up and lead to action for improvement in teaching and learning
- must be linked to the School Development Plan

Monitoring is the means by which we gather information systematically.

We believe that effective monitoring -

- ensures that every child is making good progress and is appropriately challenged to reach their full potential
- promotes a high standard of learning and teaching throughout the Gaelscoil;
- ensures effective planning and delivery of the curriculum;
- identifies the strengths and needs for professional development;
- offers an opportunity to celebrate progress and success;
- identifies specific areas which need to be looked at and or updated to ensure progression throughout the school.

What is monitored?

In order to be effective, monitoring and evaluation should have a mutually agreed and definite format. Monitoring and evaluation should cover all aspects of school life and not just that which takes place within the classroom. It is not possible, however, to cover all aspects at once and, therefore, an annual format needs to be implemented, being based upon School Development Plan priorities. The following areas will be monitored –

1. The school ethos and pastoral care provision
2. The management and leadership of the school
3. Teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy
4. Standards of work and progress
5. The learning environment
6. The attitudes, behaviour and general behaviour of the children
7. The curriculum, assessment and record keeping

Criteria for Each Area –

1. Ethos:

- A positive, child-centred ethos exists within the school
- A school where everyone feels welcome and valued
- Children feel safe, happy and enjoy learning
- Positive relationships exist with all members of the school community
- The school values, aims and vision are promoted and implemented in daily school life

2. Management and Leadership:

- There is specific evidence of progress within our school development plan
- All members of staff contribute to the ongoing development of the school

- Target Setting is well established and a shared desire to raise standards is in place
- Members of staff provide feedback that is positive in relation to the school leadership

3. The Quality of Teaching and Learning

- Effective Schemes of Work are in place
- The statutory requirements of the Northern Ireland Curriculum are reflected in planning
- There is evidence of the effective implementation of our Teaching and Learning Policy
- Planning will be realistic and effective, showing clear learning objectives, differentiation, cross curricular links and high expectations
- The teaching will reflect these clear learning objectives, differentiation will be appropriate to individual children's learning styles, interests and abilities, there will be evidence of links with previous learning, there will be high expectations and lessons will be well paced
- A variety of teaching strategies and resources will be used which are appropriate to the learning objectives, including the use of ICT
- A balance of curriculum is covered
- Learning Intentions and Success criteria will be identified and shared within the lesson
- The teaching will stimulate the children
- Teachers will demonstrate a sound knowledge of the subject
- Children will be given opportunities to develop independence in their learning
- Children will be involved in setting their own targets for learning and improvement and this will be displayed on class target wall in each classroom.
- Children will acquire new knowledge or skills in their work, develop ideas and increase their understanding
- Children will show engagement, application and concentration and work productively
- Children will develop and/or illustrate the capacity to work independently and collaboratively
- An effective transition between key stages exists

4. Standards of Work and Progress

- Presentation of work will be of a high standard and reflect the school's policy on presentation and marking
- The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs
- Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning
- Standards are monitored between year groups and key stages

5. The Learning Environment

- The learning environment should be reflective of needs of children within each class – stimulating, visual aids/ timetables etc

- WALT and WILF will be clearly visible, including 'planning boards' where appropriate
- Displays will be fresh and imaginative and reflect the best work of all children
- Displays will be varied and should consist of literacy, numeracy, ICT, PDMU & World Around Us.
- Displays may include working displays that will provide a stimulus or reference or contain teaching points
- Targets will be on display within each classroom
- The classroom will be organised / tidy and children will have an established routine of keeping their classroom tidy e.g. desks, after play time etc
- Resources will provide additional interest and be appropriate to the lesson objectives
- Values, school & classroom rules will be visible
- The grounds and premises are clean and used as a resource for learning

6. The Attitudes, Behaviour and Discipline of the Children

- The children should display an enthusiastic attitude to learning
- **The children should speak Irish, as appropriate, inside and outside the classroom**
- The children should demonstrate the ability to stay on task for periods of time appropriate to their age
- The children should demonstrate the ability to work co-operatively and independently
- The children should be polite and well behaved when on school trips and when representing the school in events away from school e.g. sports fixtures, concerts etc.
- The children should demonstrate the school values and rules manifested in our school's Positive Behaviour Policy
- Children should follow classroom rules and routines and signals for listening, looking etc
- Relationships are based on respect, patience and co-operation
- There is evidence of self-discipline, independence and responsibility fostered within each classroom

7. The Curriculum, Assessment and Record Keeping

- Planning will be effective and show clear learning objectives, differentiation and high expectation
- Planning will show that the statutory requirements of the Northern Ireland Curriculum are being met
- Planning will indicate that the Literacy Strategy and the Numeracy Strategy are being delivered effectively
- Marking of children's work will be thorough, meaningful and assist in future planning in accordance with school policy
- Formal assessment indicates the progress of individual children and informs planning (AfL) by identifying areas that require support or suggest opportunity
- Assessment and record keeping inform the teaching of children with special educational needs

- Pupil reports are written and records kept in accordance with assessment policy
- End of key stage results reflect rising standards across the school at a level compared favourably with DENI benchmarking data

Monitoring and Curriculum Planning

Long term planning is monitored by the Principal and subject leaders to ensure the delivery of the Northern Ireland Curriculum; progression within and balance across subjects; and appropriate time allocations and cross- curricular links.

Medium term planning is monitored by the Principal and subject leaders to ensure specific learning objectives; resource requirements, cross-curricular links; appropriate pupil tasks and activities; suggested teaching strategies and pupil groupings; and assessment opportunities.

Short term planning is monitored by the Principal and subject leaders to ensure consistency across year groups; a balance of activities; differentiation; appropriate pace and expectation; constructive feedback for children; teacher assessment; links and consistency with medium term planning.

All teachers contribute to the work of subject leaders who monitor, evaluate and develop aspects of school life, including the curriculum.

Monitoring and Evaluating can be formal or informal but should always follow an agreed process:

- agreed purpose
- establishment of criteria
- data collection
- evidence
- action plan

Approaches to Monitoring and Evaluating

The degree of formality is determined by the information sought through any monitoring activity. In Gaelscoil Neachtain the range of approaches includes:

- Classroom Observation
- Self-Evaluation with individual teachers/ key stages
- Moderation Exercises/ Internal Standardisation - a comparison of children's work across classes and year groups
- Standardised Tests
- Statutory Assessment Results
- Book Trawls
- Team Teaching
- Class Overview files/ Observation files
- Notes kept by teachers/ classroom assistants
- Questionnaires/ Surveys/ Audits
- PRSD

- Youth Governors
- Learning Walks
- Whole-school self-evaluation
- Review of actions plans, School Development Plan, policies and procedures
- Review meetings with staff and pupils
- The inspection process

Performance Review and Staff Development (PRSD)

PRSD requirements are met through the annual review cycle. The aim of classroom observation is to provide encouragement and support to teachers within a programme that is designed to raise standards. Using a common format for recording and feedback, the emphasis is on the positive aspects of a teacher's practice, with some suggestions for consideration. The Principal and teachers are observed within the terms of PRSD.

Roles and Responsibilities for Monitoring and Evaluating

In Gaelscoil Neachtain, we believe that the greatest success is achieved when there is open dialogue between staff, governors and parents about all aspects of our work. The staffing structure, with clear roles and responsibilities, supports the implementation of this policy. Subject leaders have particular responsibility for their area and liaise with the Principal to raise standards. Staff expertise and experience are utilised and the advice of outside agencies is sought when necessary.

The main considerations in the monitoring, evaluation and review process are:

- How well are we doing?
- How do we compare with others?
- What are our strengths and areas for improvement?
- What more should we aim to achieve?
- What must we do to improve?
- Do we have the experience and expertise to bring about the improvement?
- Is practice consistent and does it reflect agreed policies?

Our main overview for evaluation comes through the School Development Plan. This is a comprehensive document covering all aspects of school life and it provides a summary of the school's development.

Responsibilities for monitoring and strategies used in Gaelscoil Neachtain are indicated overleaf –

The Principal

- Has overall responsibility for evaluating the quality of teaching, including assessment, and how effective it is in promoting children's learning
- Will identify the core and additional areas which need to be monitored and evaluated through all available avenues, including Post holder Reviews, Benchmarking, PRSD and other classroom observations
- Will ensure that the staff and the governors all understand the purpose of monitoring and evaluation, and its influence in raising standards
- Will ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement, to set targets and to inform future planning

- Will monitor the effectiveness and efficiency of roles and systems which support pupils' learning including pastoral care issues and the work and overall deployment of all staff including the building supervisor, administrators, classroom assistants and lunch time supervisors
- Will monitor the quality of staff development processes and activities - PRSD
- Will carry out direct observations of teachers in accordance with the PRSD policy and the general role of a Head teacher
- Will carry out learning walks to ensure a stimulating learning environment is evident in accordance with school policy
- Will delegate monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be achieved
- Will review teachers' planners and evaluations in order to
- assess consistency and appropriateness of planning assess balance, continuity and progression across the curriculum ensure that differentiation is taking place
- Will carry out regular book looks for each class in order to
- ensure full implementation of the agreed curriculum/ schemes of work
- assess how recorded work relates to teachers' planning for individual needs
- Will conduct surveys with relevant members of school community and ensure that data gathered from monitoring is used to identify overall strengths and weaknesses and that this information is used to promote professional discussion with staff and inform school improvement planning
- Will carryout self-evaluation at whole school level to identify areas for priority on School Development Plan
- Will report to the appropriate audience, including parents and the governing body, on what the monitoring is showing and how the information can be used to best advantage
- Will liase with staff members and outside agencies to obtain support, advice and agree and review strategies for school improvement
- Will consult with and inform parents of relevant updates in school development as the need arises
- Will carry out review meetings with staff and pupils
- Will review all action plans and coordinate review of School Development Plan progress throughout the year with subject leaders
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The Assessment Leader

- Will report to the Principal in monitoring and evaluating the quality of teaching, including assessment, and how effective it is in promoting children's learning
- Will ensure that records are kept in line with school policy and ensure that these records are reviewed to promote pupil learning and progress
- Will advise and support staff in quality issues as necessary, including the use of UICT to enhance the Monitoring and Evaluation process
- Will assist the Principal in monitoring the quality of staff development processes and activities
- Will assist the Principal in monitoring the roles and systems which support pupils' learning
- Will ensure that all notes and data relating to monitoring and evaluation are stored electronically and made available to the SENCO and Principal upon request

- Will assist the Principal with Internal Standardisation/ Moderation process and ensure levels are agreed throughout the school
- Will create Key Stage Targets with the relevant staff and advise on the action plans required to fulfill the necessary requirements
- Will collaborate with relevant subject leaders and analyse the Standardised Test Scores/ End of Key Stage results and advise on consequent future planning
- Will meet with the SENCO to analyse data and provide the necessary support for all relevant children
- Will ensure all staff are confident in use of Assessment Manager
- Will ensure that the class overview files and class charts are completed and all data is up-to-date and inserted into Assessment Manager
- Will review the assessment pupil tracking data to identify pupils requiring support and advise on low achieving/ underachieving/ gifted and talented pupils
- Will review pupils' work via 'book scoop' sampling
- Will review the climate for learning throughout the school via a termly 'learning walk'.
- Will review staff awareness and professional development through the PRSD process.

The SENCO

- Has responsibility for monitoring provision for children with special educational needs
- Will review IEPs and SEN folders in order to ensure that records are kept in line with school policy and that these records are used to promote pupil's learning
- Will undertake a book look of SEN children's written work as timetabled
- Will support and advise SEN classroom assistants as necessary
- Will ensure that all notes and data relating to the monitoring and evaluation of SEN pupils are monitored weekly and made available to the Principal
- Will ensure that the SEN overview for the year is up-to-date and circulated to staff
- Will meet with the Assessment Leader to analyse data and provide the necessary support for all relevant children.
- Will liaise with the Assessment Leader to ensure that the school's 'tracking system' is used to keep the SEN register up to date and available for all staff to inform future planning
- Will ensure that all documentation relating to SEN pupils is made available to other professionals, such as psychologists, and that the correct level of support is given, including the organisation of annual reviews

Subject Leaders

- Will have responsibility for ensuring that the coverage of their subject meets the requirements of the Northern Ireland Curriculum
- Will analyse and utilise all information relating to their subject (including standardised test scores, Key Stage Assessments and informal school assessments if relevant) to advise future planning
- Will bid for and manage resources/budget for their subject development and evaluate cost-effectiveness

- Will create an action plan for their subject area in line with the School Development Plan and in consultation with the Principal, will review the progress and outcome of the action plan
- Will review their subject policy annually/ biannually and inform staff of any curriculum developments as appropriate
- Will report to Governors annually the progress made in their subject area
- Will review year group half termly planners and evaluations in order to –

1. Assess consistency and appropriateness of planning
2. Assess balance, continuity and progression across the subject
3. Ensure that differentiation is taking place

Will carry out *Book Trawls* and sampling as timetabled to ensure –

1. Full implementation of the agreed curriculum for their subject
2. How recorded work relates to teachers' planning
3. That the curriculum is progressive and continuous
4. That levels of achievement are appropriate and sufficiently high
5. The range of activities being monitored
6. Findings are fed into whole school development
7. Work is marked appropriately

- Will use data gathered from monitoring to identify overall strengths and weaknesses in their subject and report these findings to the Principal for consideration in future School Development Planning
- Will regularly monitor, evaluate and review pupil targets – Target Children results
- Will review staff awareness and professional development through classroom visits as per timetable and using the PRSD process as appropriate to their subject to ensure and observe:

1. Teachers' subject knowledge
2. To identify necessary support programmes for colleagues
3. Curriculum coverage
4. Availability and effective use of resources
5. Identifying good practice
6. Teachers' assessment of pupils
7. Pupil targets
8. Enjoyment and Achievement
9. Moderation of levels achieved in work
10. Pupils' responses, attitudes and standards
11. Assessment, recording and reporting
12. Use of support staff
13. Individual pupil targets (if subject appropriate)
14. Children to determine their responses to specific curricular areas

Subject leaders will be given time in which to monitor aspects of their subject as well as carry out classroom observations or book looks.

Teachers will be given advance notice of the monitoring focus taking place. There will be feedback provided, both at an individual and whole staff level where appropriate, which will inform future developments. There will be an agreed criteria shared with staff by which it will be possible to make judgements relating to the agreed focus.

Class Teachers

- Will contribute to developing an accurate and evidence based overview of standards and quality
- Will use findings from monitoring and evaluation and take appropriate action to address development points in teaching and learning
- Will seek support from the SENCO, subject leader or principal if required
- Will annually summarise and report to the parents on the progress made by each child in their class using data where appropriate
- Will regularly reflect on and evaluate teaching and learning in their own classroom through their planner evaluations to be sent to the Principal
- Will use data to set targets for individuals in own class, for groups or class as a whole – low achievement, underachievement, gifted and talented, particular subject area pertaining to the whole class e.g. spelling
- Will regularly monitor, evaluate and review pupil targets – IEPs, Target Children
- Will discuss progress and review of targets with pupils
- Will monitor and evaluate the effectiveness of additional adult support if appropriate
- Will monitor and evaluate the progress and standards of substitute or trainee teachers
- Will complete Assessment activities as listed in the assessment timetable
- Will review IEP targets with SENCO and liaise with parents
- Will maintain class records/ notes in the class overview file
- Will discuss progress with parents at interviews in October and February and upon request by any parent as appropriate
- Will provide support for parents to aid child's learning at home where necessary
- Will participate in transition meetings with other staff members as appropriate
- Will participate Internal Moderation of Communication, Using Mathematics.

Classroom Assistants

- Will liaise with the class teacher and SENCO (where appropriate) in target setting
- Will assist class teacher in regular monitoring, evaluating and reviewing of pupil targets – IEPs, Target Children
- Will maintain notes on SEN children
- Will communicate effectively with class teacher and parents on children's progress, particularly if working with an SEN child
- Will assist in completion of assessment activities as listed in the assessment timetable
- Will participate in transition meetings with other staff members as appropriate

The Governing Body

- Will support and reinforce the view that the purpose of monitoring and evaluation is school development, recognising progress, achievement and continuous improvement
- Will underpin the school review and planning processes
- Will take an active and strategic role in whole school self-evaluation
- Has responsibility for ensuring that the school fulfills its statutory duties
- Will have responsibility to review the overall standards and achievement of all aspects of the school's work
- Will regularly review policies and procedures and their effectiveness
- Will review assessment data and consider its implications via the Assessment Leader's report
- Will use data to set realistic targets for Principal's Performance Management
- Will monitor continued development of the school through discussion, questioning and participation in relevant training
- Will monitor and evaluate school expenditure and analyse value for money

Parents

- Are responsible for their own child's health, welfare and well-being
- Should actively assist the school in raising their own child's standards and achievement
- Should provide opportunities for extended educational provision
- Should seek clarification of any point by appointment with the class teacher
- Should attend parents' evenings, SEN review meetings, information meetings and any other school events e.g. Cairde Neachtain events
- Should study their child's Annual Report and ask for clarification on any matter if necessary
- Should talk regularly to their child about school
- Should observe school displays as appropriate

Pupils

- Are jointly responsible for their own progress towards meeting their own targets and goals
- Should play a role in the target setting and success criteria for every classroom task
- Should create their own targets and achievements for behaviour (age appropriate)
- Should be involved in discussions with their peers, class teacher, parents and other adults regarding their progress
- Are jointly responsible for their own development (social, emotional, physical, intellectual)
- Are jointly responsible for their own achievements out of school

Appendix 1

Cycle of Annual Review - Pupils

Naíscóil

- Ongoing observations.

Rang 1

- Baseline Assessment
- End of Half-Term assessment – Literacy, Maths.
- PAO – reviewed half-termly.
- Áis Mheasúnaithe sa Luathlitearthacht
- PIM

Rang 2

- Baseline Assessment – Literacy and Maths
- End of Half-Term assessment – Literacy, Maths.
- Áis Mheasúnaithe sa Luathlitearthacht
- PIM
- Triail Dhroim Chonrach
- IEPs as appropriate.

Rang 3

- Baseline Assessment – Literacy and Maths
- Athbhreithniú na hAoine / Friday Review
- Half-Term Assessment
- Triail Dhroim Chonrach
- CAT
- PIM
- PTE
- SWRT
- Parallel Spelling
- IEPs as appropriate – reviewed half-termly.

Rang 4

- Baseline Assessment – Literacy and Maths
- Athbhreithniú na hAoine / Friday Review
- Half-Term Assessment
- Triail Dhroim Chonrach
- PIM
- PTE
- SWRT
- Parallel Spelling
- IEPs as appropriate – reviewed half-termly.
- End of Kay Stage Assessment

Rang 5

- Baseline Assessment – Literacy and Maths
- Athbhreithniú na hAoine / Friday Review
- Half-Term Assessment
- CAT
- Triail Dhroim Chonrach
- PIM
- PTE
- SWRT
- Parallel Spelling
- IEPs as appropriate – reviewed half-termly.

Rang 6

- Baseline Assessment – Literacy and Maths
- Athbhreithniú na hAoine / Friday Review
- Half-Term Assessment
- Triail Dhroim Chonrach
- PTM
- PTE
- SWRT
- Parallel Spelling
- IEPs as appropriate – reviewed half-termly.

Rang 7

- Baseline Assessment – Literacy and Maths
- Athbhreithniú na hAoine / Friday Review
- Half-Term Assessment
- Triail Dhroim Chonrach
- PIM
- PTE
- SWRT
- Parallel Spelling
- IEPs as appropriate – reviewed half-termly.
- End of Kay Stage Assessment.

Appendix 2

Cycle of Annual Review – Teaching Staff

Induction
Early Professional Development
Performance Review and Staff Development (PRSD)
Classroom Observation
Review of Children's Work