

**Howard Park Community School**  
**Self-Evaluation - Monitoring Timetable - 2018 - 2019**

	<b>Autumn 1 2018</b>	<b>Autumn 2 2018</b>	<b>Spring 1 2019</b>	<b>Spring 2 2019</b>	<b>Summer 1 2019</b>	<b>Summer 2 2019</b>
<b>SDP FOCUS</b>	Maintenance of high standards of presentation. Implementation of spelling strategy. Planning process for writing.	Marking and feedback. Is marking and feedback constructive and beneficial? Is it concise, manageable and effective?	Whole curriculum focus. Ensuring coverage across all subjects, ensuring creative learning opportunities across all subjects.	Maths Mastery and Multiplication. How is maths mastery evolving? Impact on learning?	Science. – Is science a practical subject? How well is science resourced/taught?	Whole curriculum focus – Impact of curriculum developments?
<b>Performance Management Teachers</b>	Performance Management '17- '18 Closing Statements and formulation of new targets for '18- '19.		Performance Management '18- '19 Action	Performance Management '18 - '19 Mid-Year Reviews	Performance Management '18 - '19 Action	Performance Management '18 - '19 Evidence Builder
<b>Performance Management Support Staff</b>	Performance Management Formulation for '18 – '19.	Performance Management '18 - '19 Action	Performance Management '18 - '19 Mid-Year Reviews	Performance Management '18 - '19 Action.	Performance Management '18 - '19 Evidence Builder.	Performance Management '18 - '19 Closing Statements.
<b>Drop in to 'snap shot' learning (10 mins max.)</b>	Nursery – JN Reception – SM Y1 – MN/JP Y2 – MN/JP Y3 – MN/JP Y4 – MN/JP Y5 – MN/JP Y6 – MN/JP	Nursery – JN Reception – SM Y1 – MN/JP Y2 – MN/JP Y3 – MN/JP Y4 – MN/JP Y5 – MN/JP Y6 – MN/JP	Nursery – JN Reception – SM Y1 – MN/JP Y2 – MN/JP Y3 – MN/JP Y4 – MN/JP Y5 – MN/JP Y6 – MN/JP  Drop ins to focus on foundation subjects.	Nursery – JN Reception – SM Y1 – MN/JP Y2 – MN/JP Y3 – MN/JP Y4 – MN/JP Y5 – MN/JP Y6 – MN/JP	Nursery – JN Reception – SM Y1 – MN/JP Y2 – MN/JP Y3 – MN/JP Y4 – MN/JP Y5 – MN/JP Y6 – MN/JP	Nursery – JN Reception – SM Y1 – MN/JP Y2 – MN/JP Y3 – MN/JP Y4 – MN/JP Y5 – MN/JP Y6 – MN/JP
<b>Book Look</b>	Standards of Presentation. Spelling. Evidence of planning being implemented in writing.  <i>In addition, ad hoc checks on maths and English books</i>	Maths and English, focus on marking and pupil responses/progress.  <i>In addition, ad hoc checks on maths and English books</i>	Topic books – ensuring cross curricular writing opportunities. Maintaining writing standards. Checking for coverage across the curriculum.  <i>In addition, ad hoc checks on maths and English books</i>	- is maths mastery evident? Is their challenge evident for all learners?  <i>In addition, ad hoc checks on maths and English books</i>	Science – range of opportunities delivered in science. Is the curriculum being delivered?  <i>In addition, ad hoc checks on maths and English books</i>	Evidence of planning being implemented in writing. Pupil feedback and responses.  <i>In addition, ad hoc checks on maths and English books</i>
<b>Pupil Progress</b>	Target setting	Review of Christmas data.	Review of Feb half term data	Review of Easter term data	Review of Spring half term data	Final review of data/results.
<b>Governor Monitoring</b>						
<b>Formal Observations</b>	All staff: MN, SM and JP 4 weeks in.		All staff: MN, SM and JP 4 weeks in.		All staff: MN, SM and JP 4 weeks in.	
<b>Talking to pupils</b>	How is behaviour managed in class? Are your lessons disrupted?	How does marking help you?	Which subjects do you enjoy? Why?	Are you challenged in class?	PASS Survey	How have you done this year?

Structure as of September 2018:

