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higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Pearson

# GROWING IN GRACE CHRISTIAN PRIMARY

**POLICY TITLE: EVALUATION, MONITORING, AND REPORTING ON THE QUALITY OF TEACHING AND LEARNING**

1. Introduction:
Growing in Grace Christian Primary School is dedicated to maintaining a culture of excellence in teaching and learning that fosters the holistic development of students. This policy outlines the procedures and mechanisms for evaluating, monitoring, and reporting on the quality of teaching and learning to ensure continuous improvement and accountability.

2. Purpose:
The purpose of this policy is to establish a framework for systematically evaluating the effectiveness of teaching practices, monitoring student learning outcomes, and providing transparent and timely feedback to stakeholders. It aims to support educators in their professional growth, enhance student achievement, and uphold the school's commitment to academic excellence.

3. Principles:
a. Continuous Improvement: Evaluation and monitoring processes will be conducted iteratively, with a focus on identifying areas for improvement and implementing evidence-based strategies to enhance teaching and learning outcomes.

b. Data-Informed Decision Making: Evaluation and monitoring efforts will be informed by multiple sources of data, including but not limited to student assessments, classroom observations, feedback from stakeholders, and educational research.

c. Collaboration and Professional Learning: Evaluation and monitoring activities will be conducted collaboratively, fostering a culture of professional learning and collaboration among educators, administrators, and support staff.

d. Transparency and Accountability: Evaluation findings and reports on teaching and learning quality will be communicated transparently to all stakeholders, ensuring accountability and fostering trust within the school community.

4. Procedures:
a. Evaluation of Teaching Practices:
   i. Classroom Observations: Regular classroom observations will be conducted by instructional leaders, peers, and external evaluators to assess the implementation of effective teaching strategies, classroom management techniques, and instructional delivery.
   ii. Self-Reflection and Professional Development: Educators will engage in self-reflection processes and participate in ongoing professional development opportunities to enhance their teaching practices and address areas for growth identified through evaluation feedback.
   iii. Student Feedback: Student feedback surveys or interviews may be utilized to gather insights into the effectiveness of teaching practices from the perspective of the learners.

b. Monitoring of Student Learning Outcomes:
   i. Formative Assessment: Educators will utilize formative assessment strategies, such as quizzes, exit tickets, and classroom discussions, to monitor student progress and inform instructional decision-making on a regular basis.
   ii. Summative Assessment: Summative assessments, including standardized tests, projects, and examinations, will be administered periodically to evaluate student achievement and attainment of learning objectives.

iii. Data Analysis: Student assessment data will be analyzed systematically to identify trends, patterns, and areas of strength and weakness in student learning outcomes, guiding instructional planning and intervention strategies.

c. Reporting and Feedback:
 i. Progress Reports: Timely and informative progress reports will be provided to students and parents to communicate individual student progress, achievements, and areas for improvement.
 ii. Parent-Teacher Conferences: Regular parent-teacher conferences will be scheduled to discuss student progress, share assessment results, and collaboratively develop strategies to support student learning at home and at school.
 iii. School-wide Reports: Comprehensive reports on the quality of teaching and learning, including aggregated assessment data, trends in student achievement, and summaries of evaluation findings, will be communicated to the school leadership team, governing bodies, and relevant stakeholders.

5. Responsibilities:
a. School Leadership: The school leadership team will oversee the implementation of evaluation and monitoring processes, provide support and resources for professional development, and ensure compliance with policy requirements.
b. Educators: Classroom teachers and instructional staff will actively participate in evaluation activities, implement effective teaching practices, monitor student learning outcomes, and utilize assessment data to inform instructional decision-making.
c. Students and Parents: Students and parents will engage in the evaluation and reporting process by providing feedback, attending conferences, and actively supporting student learning at home.

6. Review and Revision:
This policy will be reviewed annually by the school leadership team in consultation with relevant stakeholders to ensure its effectiveness, relevance, and alignment with the school's mission and goals. Any necessary revisions will be made in accordance with established review procedures.

7. Implementation:
This policy will be communicated to all stakeholders through appropriate channels, such as staff meetings, parent newsletters, and the school website. Training and support will be provided to ensure understanding and compliance with the policy requirements.

8. Compliance:
All staff members are expected to adhere to this policy and fulfill their responsibilities in accordance with its provisions. Non-compliance may result in disciplinary action, as outlined in the school's staff code of conduct and employment policies.

9. Enquiries:
Enquiries regarding this policy should be directed to the school leadership team for clarification, guidance, or further information.

10. Approval:
This policy has been approved by the school leadership team and will take effect immediately upon dissemination to all stakeholders.