

Everest International School

Monitoring Standards Policy

Table of Contents

1. Policy Statement
2. Purpose of Monitoring
3. Scope
4. Principles of Monitoring
5. Roles and Responsibilities
6. Monitoring Procedures
 - 6.1 Termly Lesson Observations
 - 6.2 Book Monitoring
 - 6.3 Pupil Progress Meetings
 - 6.4 Data Analysis of Attainment and Progress
 - 6.5 Learning Walks
 - 6.6 Peer Lesson Observations
7. Comparison with UK Standards for Attainment and Progress
8. Feedback and Follow-Up
9. Professional Development
10. Record Keeping
11. Links to Other Policies

1. Policy Statement

Everest International School is committed to maintaining high standards of teaching, learning and pupil outcomes. Monitoring standards is an essential part of school improvement and ensures that the quality of education provided to pupils is consistently high.

Through a structured programme of monitoring activities, the school evaluates the effectiveness of teaching, learning, assessment and curriculum implementation. Monitoring enables leaders to celebrate strong practice, identify areas for improvement and provide targeted professional support where necessary.

2. Purpose of Monitoring

The purpose of monitoring standards at Everest International School is to:

- Ensure consistency and high standards of teaching and learning
- Monitor pupil progress and attainment across the curriculum
- Identify strengths and areas for development in classroom practice
- Support teachers in improving their professional practice
- Ensure curriculum expectations are implemented effectively
- Inform school improvement planning and professional development

3. Scope

This policy applies to all teaching staff and forms part of the school's quality assurance processes. Elements of monitoring may also involve teaching assistants and support staff where relevant to teaching and learning. Monitoring activities are led by the Headteacher and Senior Leadership Team.

4. Principles of Monitoring

Monitoring at Everest International School is based on the following principles:

- A supportive and developmental approach
- Professional trust and collaboration
- Transparency and consistency
- A focus on improving outcomes for pupils
- Constructive professional dialogue and feedback

5. Roles and Responsibilities

The Headteacher oversees the monitoring of standards across the school and ensures that the process is implemented consistently.

Senior Leadership Team

The Senior Leadership Team conducts monitoring activities including lesson observations, book monitoring, learning walks and pupil progress meetings.

Teachers

Teachers are expected to engage positively with monitoring processes and use feedback to improve their practice.

6. Monitoring Procedures

Monitoring takes place throughout the academic year through a range of structured activities designed to evaluate the quality of teaching and learning.

6.1 Termly Lesson Observations

Teachers will receive lesson observations each term conducted by members of the leadership team.

Lesson observations focus on:

- Clear learning objectives
- Quality of teaching and explanation
- Differentiation and challenge
- Pupil engagement and participation
- Classroom management
- Assessment for learning

Following observations, teachers receive feedback and may be given targets to support further improvement.

6.2 Book Monitoring

Book monitoring takes place each term to ensure high standards of pupil work and consistency across classes.

Book monitoring evaluates:

- Evidence of pupil progress
- Quality and consistency of marking and feedback
- Presentation of work
- Coverage of curriculum objectives

6.3 Pupil Progress Meetings

Pupil progress meetings take place termly between teachers and members of the leadership team.

During these meetings:

- Assessment data is reviewed
- Pupils making strong progress are identified
- Pupils requiring additional support are discussed
- Intervention strategies are planned where necessary

6.4 Data Analysis of Attainment and Progress

Assessment data is analysed regularly to monitor pupil attainment and progress across year groups and subjects.

Data analysis helps leaders to:

- Identify trends in attainment and progress
- Monitor the effectiveness of teaching
- Identify groups of pupils requiring additional support
- Inform strategic planning and school improvement priorities

6.5 Learning Walks

Learning walks take place regularly throughout the school year.

Learning walks are short visits to classrooms which allow leaders to observe:

- classroom environments
- pupil engagement

- consistency of teaching approaches
- implementation of school policies

Learning walks provide a broad overview of teaching and learning across the school.

6.6 Peer Lesson Observations

Peer observations encourage collaboration and professional development among staff.

Teachers may observe colleagues in order to:

- share effective teaching strategies
- learn from strong practice
- reflect on their own teaching
- promote professional dialogue and collaboration

7. Comparison with UK Standards for Attainment and Progress

Everest International School benchmarks pupil attainment and progress against UK national expectations in order to ensure that standards remain aligned with those expected in British schools.

The school uses a combination of internal assessments and standardised assessments, such as GL Assessments (CAT4 and Progress Tests), to compare pupil outcomes with UK national averages.

UK National Expectations

In England, pupils are expected to achieve Age-Related Expectations (ARE) for their year group. Attainment is commonly described using the following categories:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at above Expected Standard

Progress Analysis

Progress is measured by evaluating pupil attainment over time and considering their starting points. The school analyses data termly to ensure that pupils make strong progress across subjects and year groups.

Monitoring groups such as boys, girls, pupils with additional needs, and other key groups helps ensure that all pupils are supported to achieve their potential.

8. Feedback and Follow-Up

Constructive feedback is provided following monitoring activities.

Feedback aims to:

- celebrate effective practice
- identify areas for development
- provide guidance for improvement
- support professional reflection

Where areas for development are identified, appropriate support will be provided.

9. Professional Development

Monitoring outcomes inform professional development opportunities.

These may include:

- coaching and mentoring
- peer observations
- staff training sessions
- collaborative planning
- sharing best practice across the school

10. Record Keeping

Records are maintained for monitoring activities including:

- lesson observation notes
- book monitoring records
- pupil progress meeting notes
- learning walk summaries
- data analysis reports

11. Links to Other Policies

This policy should be read alongside:

- Teaching and Learning Policy
- Performance Management Policy
- Staff Induction Policy
- Safeguarding Policy
- Curriculum Policy

Reviewed by Rachel Lloyd Headteacher	Date of Review 09/03/2026	Signature 
Reviewed by Governing Body		