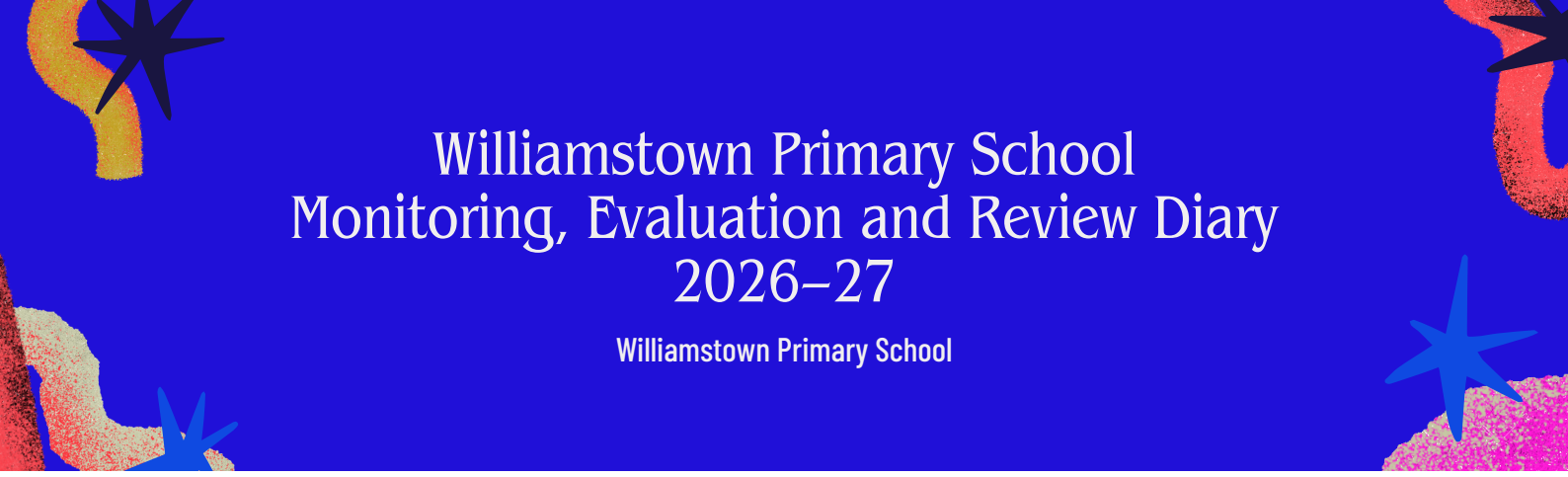




Williamstown Primary School Monitoring, Evaluation and Review Diary 2026–27

Williamstown Primary School

Overview

This document outlines the structured whole-school Monitoring, Evaluation, and Review (MER) schedule for Williamstown Primary School, strategically aligned with our School Development Plan (SDP) priorities. This MER diary serves as a crucial tool for ensuring continuous improvement across key areas of the school.

SDP Priorities:

- **Target 1: Literacy (Monster Phonics)**
- **Target 2: Attendance**
- **Target 3: Assessment for Learning**
- **Target 4: Wellbeing and Unstructured Times**
- **Cross-cutting strand: ALN and Inclusive Practice**

The MER cycle is designed to provide timely data, facilitate informed decision-making, and support effective interventions to achieve our school's strategic goals.

Autumn Term MER Diary (September – December)

September: Baseline & Set-Up

- **Weeks 1-2:** Staff Training Reviews (Initial feedback on new initiatives and training effectiveness).
- **Weeks 2-6:** Baseline Assessments (Data collection across key areas, focusing on literacy, assessment, and wellbeing).
- **Evidence:** Collection of initial work samples, attendance records, and pupil perception data.
- **Leads:** Improvement leaders, Phase leads, ALNCo.
- **Outputs:** Baseline data reports, training feedback summary.

October: Early Implementation Monitoring

- **Learning Walks:** Focused observations on the implementation of new strategies, particularly in literacy and assessment for learning.
- **Work Scrutiny:** Review of pupil work to gauge initial understanding and application of taught concepts.

- **Pupil Voice:** Gathering pupil perspectives on learning experiences and wellbeing.
- **Attendance Case Reviews:** Identifying patterns and initiating support for pupils with attendance concerns.

November: Progress Review & Support

- **Pupil Progress Meetings:** Collaborative discussions on student performance, identifying barriers and planning next steps.
- **Intervention Reviews:** Evaluating the effectiveness of targeted intervention programmes.
- **Attendance Tracking:** Continued monitoring and analysis of attendance data.
- **Playtime Audit:** Observing and evaluating unstructured times to assess wellbeing and social interactions.

December: Autumn Evaluation

- **Formal Review:** Comprehensive assessment against the success criteria set for the Autumn Term.
- **Data Analysis:** Synthesis of all collected data to identify trends, successes, and areas for development.
- **Reporting:** Preliminary findings shared with relevant stakeholders.

Spring Term MER Diary (January – March)

January: Re-baseline & Adjustment

- **Re-assessment:** Conducting new baseline assessments to measure progress since Autumn Term.
- **Data Comparison:** Analysing changes and identifying areas requiring adjustment to strategies.
- **Strategy Refinement:** Modifying approaches based on initial evaluation and new data.

February: Deep Monitoring Phase

- **Learning Walks:** In-depth observations focusing on the impact of adjusted strategies.
- **Work Scrutiny:** Detailed examination of pupil work to assess deeper understanding and skill development.
- **Teacher Feedback:** Gathering professional insights on the effectiveness of interventions and support.

March: Impact & Intervention Review

- **Intervention Effectiveness:** Rigorous review of all ongoing interventions and support mechanisms.
- **Progress Data Analysis:** Tracking pupil progress against Spring Term targets.
- **ALN & Inclusive Practice Review:** Specific focus on the effectiveness of provisions for ALN and inclusive practices.

April: Spring Evaluation

- **Formal Evaluation:** Review against success criteria for the Spring Term.
- **Data Synthesis:** Consolidating findings from learning walks, work scrutiny, and assessments.
- **Reporting:** Preparing comprehensive evaluation report for Spring Term.

Summer Term MER Diary (April – July)

May: Sustained Practice Monitoring

- **Ongoing Observation:** Continued learning walks and work scrutiny to ensure consistency of practice.
- **Wellbeing Check-ins:** Monitoring pupil wellbeing and engagement throughout the term.
- **Attendance Monitoring:** Final push for improved attendance.

June: Full Evaluation Phase

- **End-of-Year Data Collection:** Gathering comprehensive data across all SDP priorities.
- **Impact Assessment:** Evaluating the overall impact of the MER cycle and implemented strategies.
- **Data Analysis:** In-depth analysis of full academic year data.

July: Final Review & Forward Planning

- **Annual Review:** Formal evaluation of the academic year's MER activities against overall school objectives.
- **Success Identification:** Highlighting key achievements and effective strategies.
- **Areas for Development:** Identifying areas requiring focus for the next academic year.
- **Forward Planning:** Informing the development of the next MER diary and SDP.

Ongoing MER Cycle

The MER process is integrated into the school's regular rhythm:

- **Fortnightly:** Data review meetings for targeted interventions and attendance.
- **Half-Termly:** AoLE leader reviews, learning walk analysis, and pupil voice consolidation.
- **Termly:** Formal evaluation points as detailed in the termly diaries, SLT review of MER data, and planning for the subsequent term.

Monitoring Toolkit

The following tools will be utilized throughout the MER cycle:

- **Learning Walk Proformas:** Structured observation templates.
- **Work Scrutiny Grids:** Focused analysis of pupil work.
- **Pupil Voice Questionnaires/Interviews:** Gathering pupil perspectives.

- **Attendance Tracking Systems:** Daily and termly attendance data.
- **Assessment Data Platforms:** Centralised recording of assessments.
- **Intervention Record Forms:** Tracking progress within targeted intervention programs.
- **Wellbeing Checklists/Surveys:** Assessing student emotional and social health.
- **Staff Training Feedback Forms:** Evaluating professional development effectiveness.
- **ALN/Inclusive Practice Audit Tools:** Assessing the quality and impact of support for all pupils.

Reporting Structure

A clear reporting structure ensures that MER findings are communicated effectively:

- **Staff:** Regular updates through staff meetings and phase meetings.
- **SLT (Senior Leadership Team):** Termly review of MER data, analysis of trends, and strategic decision-making.
- **Governors:** Termly presentation of MER outcomes, focusing on progress against SDP priorities and overall school effectiveness.

Success Indicators

This MER diary will ensure:

- **Data-Driven Decision Making:** All school improvement initiatives are informed by robust evidence.
- **Targeted Support:** Early identification and effective support for students requiring additional help.
- **Continuous Professional Development:** Identification of staff training needs based on monitoring outcomes.
- **Accountability:** Clear lines of responsibility and reporting for all MER activities.
- **Alignment:** Direct correlation between MER activities and the School Development Plan.
- **Holistic School Improvement:** A balanced focus on academic, social, emotional, and inclusive aspects of school life.

Summary of MER Diary

The Monitoring, Evaluation, and Review Diary 2026–27 provides a comprehensive framework for systematic school improvement. By meticulously planning and executing MER activities across the academic year, the school commits to a cycle of continuous enhancement. The diary details specific actions for each term, covering baseline assessments, ongoing monitoring, progress reviews, and formal evaluations, all directly linked to key SDP priorities such as Literacy, Attendance, Assessment for Learning, Wellbeing, and Inclusive Practice. The reporting structure ensures accountability and communication with staff, SLT, and Governors, while the outlined success indicators highlight the diary's role in fostering data-driven decisions and ensuring holistic school development.