The Elite English School

Self-Evaluation Policy – managing the processes

Introduction

Self-evaluation is central to the work of our school. Reflecting on our ethos, policies and practice allows us to identify our strengths and areas for improvement.

In identifying priorities for improvement, we take account of national and local priorities and we consider the views of all stakeholders including staff, students and parents.

Self-evaluation and planning for improvement requires the involvement and commitment of all staff.
All members of staff have a vital role to play in shaping and implementing the priorities in their own classrooms, in their departments/faculties and across the school.
The Senior Management Team will lead on developing and implementing priorities at whole school level.
The Extended Leadership Team includes Principal Teachers and Staff Working Groups who support the implementation of priorities across the school.

In developing and implementing priorities we will consider the importance of:
- o DSIB – Quality Indicators
- o The principles of Curriculum for Excellence
- o All available data
- o The views of stakeholders

The analysis of data will be one of the important strands of our self-evaluation which should be used to provide an evidence base for areas of improvement in attainment and achievement.
The observations of learning and teaching will be used to evaluate our practice and ensure we are meeting the needs of our students.
Sharing practice in terms of learning and teaching and effective strategies for quality assurance will be important in ensuring our self-evaluation has a lasting impact for our school community.
Evaluating the impact of our plans for improvement will allow us to reflect on our successes and impact on the cycle of improvement.

We believe that the culture of reflection and planning for improvement is essential, in ensuring that the processes and commitment to self-evaluation has a positive impact for our Student.

The policy below sets out our approaches to self-evaluation in planning improvements in the work and life of our school.

Our students come to school with widely varying pre-school experiences and abilities, and from a variety of religious, social, cultural and ethnic backgrounds. The ethos in our school encourages students, parents/carers and staff to recognise these differences as positive. It helps us to understand how this diversity supports our learning and teaching on equality and fairness and is fundamental to the development of confident individuals and responsible global citizens. Having inclusion, equality and fairness at the heart of school life promotes positive behaviour and successful learning, as children feel listened to and respected. The school's positive behaviour approaches are consistently applied to build a shared understanding of expectations in our school community. We discuss our high expectations with our children and expect them to be effective contributors because they feel safe, healthy and happy at school with staff who are clearly committed to them and care genuinely about their wellbeing.

Establishing Priorities for the School Improvement Plan

The Senior Management Team, in collaboration with staff, students and parents, agree priorities for the school.

- o The agreed priorities are written up in the School Improvement Plan.
- o We aim to have a manageable and focused number of priorities for the school.
- o Specific tasks on how the priorities are to be delivered are practical, manageable and measurable in terms of their impact on improvement.

The following aspects will be central in developing our priorities to focus on securing improvement:
- Attainment and Achievement (1.1)
- Learners' Experiences (1.3)
- Curricular Development (4)
- Self –evaluation (6.2)

Our priorities are reviewed annually.

Self Evaluation

Organisational Structure for School Improvement Priorities and self-evaluation.

The following structure is used for each of the Performance standard within the School Improvement Plan.

Priority no.	Overview of arrangements
Attainment and Achievement	
On remit of a member of SMT (who?)	
Working Group established (who?)	
Priority on SMT Meetings	
Priority on meetings of SMT with staff	
A calendar for the priority	
Progress measured	
Evidence of impact/success	
Priority Template used to record progress and impact	

Priorities and Specified Tasks

The following template allows for the planning and organisation of the details of tasks in relation to the given priority.

School Priority 1		
Why is this a priority?	National Priority

School Priority | Education Authority Priority

Education Scotland advice |

	Quality Review Views of staff . Other:		Views of young people, parents and carers		
Specific Tasks (examples)					
What is the intended impact of these tasks?					
Who will be responsible for these tasks?					
Timescales for tasks					
When will progress be evaluated?					
How will progress be shared across the school?					
Notes:					

Role of the Senior Management Team

Each member of the senior management team will generally have responsibility for a priority/priorities on the school improvement plan as part of their work.

The Senior Management team will plan the use of time available for taking forward school priorities. This may include:

- o Working Time Agreement
- o Whole School Meetings
- o SMT meetings
- o Stage Meetings/ Progress meetings with staff
- o Calendar of class visits to consider approaches to learning and teaching, etc

In addition the Principal/V.P. will have a strategic responsibility for self-evaluation.

The Principal/V.P. will have responsibility for:

- o developing a calendar of quality assurance
- o implementing the policy on classroom visits
- o monitoring progress of self-evaluation on the school improvement plan
- o developing approaches to self-evaluation
- o promoting innovative approaches to self-evaluation (self and peer evaluation)

The role of Principal / V.P. will include:

- o conduct the Annual Review Meeting/planning meetings for teachers
- o support staff in implementing whole school priorities
- o share progress in SIP
- o quality assurance role
- o class visits to consider approaches to learning and teaching

Regular (monthly) meetings between Principal/ V.P. and teachers allow discussion of issues and these will be recorded as minutes.

The Monthly Review Meeting may cover a range of issues including:

- o Attainment and Achievement
- o Progress in implementing priorities
- o Contribution to whole school priorities

- School Improvement Plan
- Curriculum – courses/innovative approaches
- Learning and Teaching
- Staff Development

The role of the HOD will include:
- Discuss School Improvement Plan
- Discuss updates on progress
- Share approaches to implementing priorities
- Use departmental collegiate meetings to discuss progress and share practice

Teachers: The role of Individual Members of Staff will include:
- Opting to take on additional responsibility
- Taking a leading role in an aspect of the School Improvement Plan
- Peer class visits to consider approaches to learning and teaching
- Evaluating /self-reflecting on learning and teaching

<u>Class visits to consider approaches to learning and teaching</u>

The purpose of class visits will be to focus on the learning experience (s) of the students. The collation of class visits could be used to inform:
- an individual teacher's CPD
- whole school CPD activities
- evaluation of the impact of approaches to learning and teaching

<u>SMT VISITS</u>

Members of the SMT will visit staff at least twice a year.

These observations will be planned with a clear focus, e.g. looking at active learning approaches. A pro forma for observations will be agreed and shared with staff and class visits will be carried out.

PEER VISITS

Opportunities for peer evaluation will be encouraged and should enable colleagues to observe learning and teaching in the classrooms of their peers. These observations will be planned with a clear focus, e.g. collaborative learning approaches. A pro forma for observations will be agreed and shared with staff.

INDIVIDUAL SELF-EVALUATION OF LESSONS

Teachers will have the opportunity to reflect on their own learning and teaching four times a year.
Teachers will record their thoughts and approaches to learning and teaching in termly evaluations. These are an integral part of the forward planning cycle and inform discussion with Principal /V.P. and other colleagues.

Class visits & Reporting Calendar

	APR	MAY	JUN	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
SMT observations		On-going through the year and across the curriculum as agreed with staff.									
PEER Observations				Through terms 1 and 2							
Individual self evaluation			X			X		X			X
Report on learning and teaching			oral	written				oral		written	
Sharing Practice at Inset			X				X			X	

Summary of whole school Monitoring Calendar

How well do we do?	Frequency	APR	MAY	JUN	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
The curriculum	Annual rolling programme	On-going through the year and across the curriculum as agreed with staff.										
School attainment data			√		√		√			√		
Assessing, planning, monitoring and reporting progress and achievement	Eight-weekly		√		√		√			√		
Student notebooks and classwork	Monthly sample	√	√	√	√	√	√	√	√	√	√	√
Working in classrooms	Planned programme of class visits	Principal/V.P. work in secondary school maths lessons and middle school science lessons respectively, throughout the session.										
Reports to parents	By Phases			√	√			√		√		
Student progress/profiles					√					√		
Monitoring Additional Support &IEP	Termly	√				√		√				√
Attendance	Monthly	√	√	√	√	√	√	√	√	√	√	√
Behaviour		√	√	√	√	√	√	√	√	√	√	√
Staff views	Termly	At staff meetings & departmental meetings.										
Sampling students' views	Planned programme	Via Student Council & whole school assemblies.										
Sampling parents' views	Annually							√				
Health & safety checks	Termly		√		√			√			√	
Progress towards targets in school improvement plan	Termly		√		√		√	√	√		√	

The combined purpose of all these processes is to enable the gathering of reliable evidence about the quality of our children's learning experiences and to help shine a light on areas for improvement.

How are we going to find this reliable evidence?

A selection of the following will provide a range of evidence across the life of the school.

Ask people what they think

- o   individual interviews
- o   surveys and questionnaires
- o   group discussions
- o   written responses and detailed comments
- o   team meetings
- o   minutes of meetings

Analyse data

- o   progress from prior levels of attainment
- o   levels of attainment
- o   overall progress towards school targets
- o   data collected nationally or locally

Look at documentation and resources

- o   students' work
- o   forward plans
- o   reports to parents
- o   progress reports on the school improvement plan
- o   course materials across the ability range
- o   diaries or records of work
- o   policies and guidelines
- o   programmes of study or schemes of work
- o   minutes of meetings

Engage in direct observation

- o shadow individual students

- o observe lessons

- o work alongside other teachers

- o video record teaching

Conclusion

The purpose of self-evaluation is not to simply understand where the school is now in terms of its development. It is to use the gathered information and the staff's, children's, parents and partners' zest.