

## 5.9 Improvement through self-evaluation

### Early years and primary overview of Inspection Advice Notes 2011-2015

5.9 Theme 1: Commitment to self-evaluation		
2011-12	2012-13	2013-15
<p>Our staff are taking ownership of CPD, including reflection on practice as an individual or with others, in order to engage more deeply and meaningfully with Curriculum for Excellence;</p> <p>-can talk about the impact of the CPD on their work and the experiences of learners;</p> <p>-engage in joint CPD with partners including in the senior phase;</p> <p>-are engaging in CPD to provide input into developments; and</p> <p>-are ensuring a continued focus on support for leadership development, including for lead practitioners, principal teachers and faculty heads.</p> <p>It is important that CPD includes an element of 'externality' (i.e. moving 'outwith' the centre, school or learning community where feasible in order to get a broader perspective) in addition to activities that are developed in-house using the resources to hand.</p>	<p>a) All staff, partners, learners and stakeholders are involved in self-evaluation, are aware of resulting strengths and development needs and are committed to take action to effect improvement. Effective systems are in place to monitor and evaluate the quality of provision, including with partners, and to gather and respond to views of stakeholders.</p> <p>b) The school/centre has good leadership at all levels with a vision for the outcomes of change. This vision gives direction to self-evaluation.</p> <p>c) Good quality support for career-long professional learning is in place to support improvement;</p> <ul style="list-style-type: none"> <li>• Staff take ownership of professional learning, including reflection on practice as an individual or with others, in order to engage more deeply and meaningfully with Curriculum for Excellence.</li> <li>• Staff take part in a range of professional learning, including the right blend and balance agreed by each member of staff through effective professional review and development (PRD). Whilst most professional learning will be practice based, it is important it includes an element of 'externality' (i.e. moving 'outwith' the centre, school or learning community where feasible in order to get a broader perspective) in addition to activities that are developed in-house using the resources to hand.</li> <li>• Staff are aware of the impact of their professional learning on their work and the experiences of learners.</li> <li>• Staff engage in joint professional learning with partners.</li> <li>• Staff are engaging in a range of professional learning to support Curriculum for Excellence implementation including: <ul style="list-style-type: none"> <li>-using, sharing and developing good practice in assessment and profiling; and</li> <li>-becoming familiar with the new qualifications, developing courses and programmes.</li> </ul> </li> <li>• Staff are ensuring a continued focus on support for leadership development, including leadership for learning and in particular for lead practitioners, principal teachers and faculty heads.</li> <li>• Staff ensure appropriate mentoring and support for students and newly qualified teachers.</li> </ul>	<p><u>Underlined text</u> in this document represents minor adjustments to the wording for 2014/15. <b>Bold text</b> indicates new points in relation to QI 5.9</p> <p>a) All staff, partners, learners and stakeholders are involved in self-evaluation, are aware of resulting strengths and development needs and are committed to take action to effect improvement. Effective systems are in place to monitor and evaluate the quality of provision, including with partners, and to gather and respond to views of stakeholders. <b>Pupil voice is a strong feature of the school's approaches to self-evaluation.</b></p> <p>b) The school/centre has <u>strong</u> leadership at all levels with a vision for the outcomes of change. This vision gives direction to self-evaluation.</p> <p>c) <u>High quality</u> support for career-long professional learning is in place to support improvement:</p> <ul style="list-style-type: none"> <li>• Staff take ownership of professional learning, including reflection on practice as an individual <u>and</u> with others, in order to engage more deeply and meaningfully with CfE.</li> <li>• Staff take part in a range of professional learning, including the right blend and balance agreed by each member of staff through effective processes for professional review and development (PRD) <u>and Professional Update</u>. Whilst most professional learning will be practice based, it is important it includes an element of 'externality' (i.e. moving 'outwith' the setting, school or learning community where feasible in order to get a broader perspective) in addition to activities that are developed in-house using the resources to hand.</li> <li>• Staff are aware of the impact of their professional learning on their work and the experiences of learners.</li> <li>• Staff engage in joint professional learning with partners.</li> <li>• Staff are engaging in a range of professional learning to support CfE implementation including using, sharing and developing good practice in assessment and profiling, developing courses and programmes and improving learning transitions.</li> <li>• Staff are ensuring a continued focus on support for leadership development, including leadership for learning and in particular for lead practitioners, principal teachers and faculty heads.</li> <li>• Staff ensure appropriate mentoring and support for students and teachers in the <u>early phase</u> of their career.</li> </ul>

5.9 Theme 2: Management of self-evaluation		
2011-12	2012-13	2013-15
		<u>Underlined text</u> in this document represents minor adjustments to the wording for 2014/15. <b>Bold text</b> indicates new points in relation to QI 5.1
<p>Our expectation is that staff in centres, schools and learning communities:</p> <ul style="list-style-type: none"> <li>-are using effective arrangements to assess and track progress and have clear knowledge and understanding about how learners are progressing;</li> <li>-maintain a strong focus on evaluation of practice to ensure a high quality of teaching, consistent with the Es and Os, and of the impact of changed methodologies on outcomes for learners;</li> <li>-use self-evaluation and work collaboratively to develop a shared understanding, consistently apply and improve standards and expectations including through moderation, sharing best practice and benchmarking with other establishments; and</li> </ul>	<p>Self-evaluation focuses on key aspects of learners' successes and achievements. It draws on a wide range of advice and evidence and is rigorous, systematic and transparent. Staff reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced.</p> <p>a) Self-evaluation gives a high priority to the quality of learning and teaching. Staff maintain a strong focus on evaluation of practice to ensure a high quality of teaching, consistent with the Es and Os. They also focus on the impact of changed methodologies on outcomes for learners.</p> <p><i>b) secondary specific and not included in this version</i></p> <p>c) Staff identify important strengths and areas for improvement through self-evaluation from a range of evidence.</p> <p>- This includes using effective arrangements to assess and track progress. They have clear knowledge and understanding about how learners are progressing.</p> <p>d) Staff use self-evaluation to help share good practice.</p> <p>- Staff use self-evaluation and work collaboratively to develop a shared understanding, consistently apply and improve standards and expectations including through moderation, sharing best practice and benchmarking with other establishments;</p> <p>- Staff are increasingly engaged in a range of quality assurance and moderation activities within schools/centres, between schools and other centres, between authorities and colleges and at a national level to develop their skills and confidence in assessment approaches</p>	<p>Self-evaluation focuses on key aspects of learners' successes and achievements. It draws on a wide range of advice. Staff reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced.</p> <p>a) Self-evaluation gives a high priority to the quality of learning and teaching. Staff maintain a strong focus on evaluation of practice to ensure a high quality of teaching, consistent with the Es and Os. Staff use self-evaluation to help share good practice. They also focus on the impact of changed methodologies on outcomes for learners.</p> <p>b) Schools use a range of approaches to monitor and evaluate the impact of curriculum change in the BGE to inform on-going improvements to provision.</p> <p>c) Staff identify important strengths and areas for improvement from a range of evidence. This includes using effective arrangements to assess and track progress and achievement in the BGE. They have clear knowledge and understanding about how learners are progressing and achieving.</p> <p><b>d) Schools and other settings are further developing approaches to monitoring and tracking learners' progress and achievement in the BGE to provide robust evidence of standards of achievement across all curriculum areas and trends over time. The school is ensuring that approaches to monitoring and tracking learners' progress and achievement are manageable, and not leading to overly-bureaucratic systems which take time away from learning and teaching.</b></p> <p>f) <u>Staff work collaboratively to develop a shared understanding of standards.</u> Staff are increasingly engaged in a range of quality assurance and moderation activities <u>within and between all learning settings</u>, between authorities and colleges and at a national level to develop their skills and confidence in assessment approaches.</p> <p><i>Please note that points e and g are secondary specific and not included in this version.</i></p>

5.9 Theme 3: Management of self-evaluation		
2011-12	2012-13	2013-15
<p>Our expectation is that staff in centres, schools and learning communities:</p> <ul style="list-style-type: none"> <li>-ensure improvement planning includes a focus on developing assessment of the broad general education and proposals for raising standards in literacy and numeracy;</li> <li>-have long term planning in place; and</li> <li>-that plans are progressing at a reasonable pace.</li> </ul>	<p>Staff are committed to acting on the results of robust and rigorous self-evaluation and can show clear evidence of improvement based on actions as part of our self-evaluation. Improvements focus particularly on continuing improvements to learning and teaching and the achievement of all learners.</p> <p>Improvement planning includes a focus on:</p> <ul style="list-style-type: none"> <li>•Developing assessment approaches;</li> <li>•Delivering a coherent curriculum and the broad general education entitlement 3-15, including planning for transition P7 to S1;</li> <li>•Raising standards of attainment in literacy and numeracy at every level;</li> <li>•Delivery of and priorities for health and wellbeing across the curriculum;</li> <li>•In primary schools, prioritising improving use of Es and Os and the breadth and depth of learning across all curriculum areas; and</li> </ul>	<p><u>Underlined text</u> in this document represents minor adjustments to the wording for 2014/15. <b>Bold text</b> indicates new points in relation to QI 5.1</p> <p>Staff are committed to acting on the results of self-evaluation and can show clear evidence of improvement based on actions taken as a result of self-evaluation. <b>Staff can demonstrate the positive impact of self-evaluation on learning and teaching and the achievement of all learners.</b> Improvements focus particularly on continuing improvements to learning and teaching and the achievement of all learners.</p>