Auchenharvie Academy



Self-Evaluation Policy & Procedures 2017

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**Our Vision**

Auchenharvie Academy caters for the needs of our wider community in general and particularly our learners. We believe strongly that as professionals, our staff must be accountable to our learners, parents & carers, Parent Council, our wider community, the Local Authority and HMIe. This policy sets out both a framework and process for self-evaluation in Auchenharvie Academy. In order to get it right for every child, we will work in partnership with our school community to improve the performance of our school and to give our pupils a high quality education which meets their individual needs and gives them the appropriate support to fulfil their potential and continue on to positive destinations.

**Purpose of Self-evaluation**

The principal purpose of self-evaluation is to improve outcomes for our learners. Self-evaluation is an active element in our improvement planning cycle and is a crucial tool for development at all levels. It informs our strategic and improvement plans and helps us focus on our priorities for development.

At Auchenharvie Academy, we are committed to the process of self-evaluation. Our procedures are designed to ensure we identify our key strengths and areas for development at individual, faculty and whole school level, and that these are used to celebrate success and crucially, to plan for improvement. The Extended Leadership Team**\*** has a responsibility to monitor the effectiveness of faculties, teachers, courses and policies. Classroom teachers also have a responsibility to constantly evaluate their own lessons and classroom management with a view to improving effectiveness. All monitoring and evaluation in Auchenharvie Academy will take place with a view to improving our performance.

**Process of Self-evaluation**

Self-evaluation is an on-going process. It is a career-long process and is an essential step in effecting change and improvement for learners and staff. Self-evaluation is based on professional reflection, challenge and support amongst practitioners. Effective self-evaluation involves taking actions which result in clear benefits for all learners. Most of all, it is about striving for excellence and equity.

**\*** *The Extended Leadership Team (ELT) comprises the Senior Leadership Team(SLT), Faculty Leaders, Guidance Staff & Pupil Support Staff.*

Programme of Self-Evaluation

At Auchenharvie Academy, all of our self-evaluation activities will involve are three core questions:

* **How well are we doing?**
* **How do we know? *(on what evidence is our judgement based?)***
* **How can we improve things further? *(going from Good → Very Good → Excellent)***

To do this effectively, we will look inwards, outwards and forwards. This will involve identifying our strengths and development needs through effective and meaningful self-evaluation; learning from what happens in other schools to challenge our own thinking, and exploring future employment trends so that we can equip our young people with the tools they need to be competitive in future labour markets. We will use HGIOS4 quality indicators to ensure rigorous self-evaluation as part of improvement planning and we will also take into account the National Improvement Framework key priorities as well as local authority high level objectives in accordance with the 3 year improvement cycle.

**Self-evaluation in Auchenharvie Academy**

We are working to ensure that our self-evaluation programme:

* has learners’ achievements and experiences as the principal focus
* involves all staff at all levels in assessing outcomes and performance
* is open and honest with a view to supporting pupils to achieve their potential
* is an on-going process
* is embedded in strategic planning and draws on regular quality assurance procedures
* routinely seeks the views of learners, parents and staff and consults other stakeholders where appropriate
* leads to improvement plans which are monitored against clear targets
* results in Excellence and Equity for learners.

Our Self-Evaluation Policy will reflect:

* How Good Is Our School 4 (HGIOS 4)
* National Improvement Framework (NIF)
* NAC Education & Youth Employment Quality Improvement Framework
* School Improvement Plan 2016-2017

Self-Evaluation – Responsibilities of Staff

*All teaching staff*

* Engage in self-evaluation using the relevant professional standard and maintain an effective record and portfolio of their own professional learning and development and a professional learning action plan.
* Analyse attainment data
* Contribute to the completion of assigned tasks from SIP
* Contribute to self-evaluation focus groups (staff)
* Contribute to professional dialogue at departmental meetings
* Contribute to whole school review
* Support learners to complete departmental pupil surveys
* Act upon feedback to improve learner experiences, attainment and achievement
* Participate in all elements of the Learning and Teaching Observation programme

*Faculty Leaders/Principal Teachers & Senior Leaders*

* Engage in self-evaluation using the relevant professional standard and maintain an effective record and portfolio of their own professional learning and development and a professional learning action plan.
* Analyse attainment data and prepare attainment and achievement reports
* Collate data (with support) from pupil surveys
* Engage in professional dialogue through participation in Faculty Link meetings and Extended Leadership Team meetings
* Observe teaching practice and provide verbal and written feedback to colleagues
* Collate SIP returns as per Quality Assurance calendar
* Produce faculty/department Standards and Quality Report
* Carry out additional quality assurance tasks as per the Quality Assurance calendar
* Lead the culture of self-evaluation within the faculty/department
* Record self-evaluation activities in the QI Machine

*Senior Leaders*

* Engage in self-evaluation using the relevant professional standard and maintain an effective record and portfolio of their own professional learning and development and a professional learning action plan.
* Conduct pupil, parent/carer, and external partner focus groups and collate data (with support)
* Provide feedback to all stakeholders on school progress with school improvement priorities
* Engage in professional dialogue via Senior Leadership Team meetings on school priorities
* Produce whole school Standards & Quality report
* Produce School Improvement Plan review report
* Prepare School Improvement Plan
* Prepare School Self-Evaluation report
* Prepare School Handbook
* Prepare reports and focus groups for QA visits (NAC)
* Participate in quality improvement visits and professional dialogue with Senior Managers (NAC)
* Carry out additional quality assurance tasks as per the Quality Assurance calendar
* Lead a culture of self-evaluation within the school and wider school community

*Senior Managers (NAC)*

* Implementing and reviewing authority quality improvement procedures and policies
* Communicating quality improvement procedures and policies to all managers within school and early year’s centres
* Monitoring and evaluating school self-evaluation procedures including visits to discuss self-evaluation and attainment
* Developing, implementing and promoting the strategies to raise pupil attainment and achievement
* Supporting and challenging schools, centres and departments on particular issues arising from HMI inspections

**Self-evaluation, Improvement Planning and the Quality Indicators**

Self-evaluation is not an activity that takes place and ends. There is a result of all Self-Evaluation activities and at Auchenharvie Academy, we use the information and data gathered from self-evaluation to plan for improvements and ensure a regular process of monitoring, evaluation and improvement planning as set out in the Quality Assurance Calendar. As well as providing immediate feedback for teaching staff, faculty heads and senior leaders, information from our programme of self-evaluation activities contributes towards the annually updated **Standards and Quality Report** which is a reflection of the school’s performance against key quality indicators. This report provides the opportunity to identify strengths, celebrate and share good practice, as well as highlighting areas for improvement. The outcomes of the report and priorities in the **School Improvement Plan** will be very similar if not the same.

Central to our self-evaluation and improvement planning process are the **quality indicators** published by Education Scotland (HGIOS 4). The quality indicators are listed in appendix 3. The National Improvement Framework (NIF) is also a key driver of our self-evaluation.

The activities in our self-evaluation programme are shown below:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ACTIVITY** | **QI** | **Frequency & Guidance** |  | **SEPT** | **OCT** | **NOV** | **DEC** | **JAN** | **FEB** | **MAR** | **APR** | **MAY** | **JUN** |
| **Moderation of planning, learning, teaching and assessment BGE - subject** |  | Ongoing specific to subject. | **√√** | **√√** | **√√** | **√√** | **√√** | **√√** | **√√** | **√√** | **√√** | **√√** | **√√** |
| **Poverty proof BGE courses / learning / homework** |  | Ongoing | **√√** |  | **√√** |  | **√√** |  | **√√** |  | **√√** |  | **√√** |
| **Learning & Teaching observations** | 1.2/2.3/3.2 | PT /SLT/PEER |  |  |  |  |  | **√√√√** |  **√√√√** |  |  |  |  |
| **Review of Curriculum** | 1.1/ 2.2 | Ongoing as appropriate |  |  |  |  | **√√√** | **√√√** |  |  | **√√√** | **√√√** | **√√√** |
| **Prelim Analysis** | 1.2/2.3/3.2 | Annually |  |  |  |  |  |  | **√√√√** |  |  |  |  |
| **Pupil Voice inc Surveys / focus groups / learning walks** |  | Ongoing |  | **√√√√****Joint Cabinet** | **√√√√** | **√√√√** | **√√√√** | **√√√√** | **√√√√** | **√√√√** | **√√√√** | **√√√√** |  |
| **Parental Feedback (Parents Evenings and Focus groups)** | 2.7 | As per school calendar |  |  | **√****S5/6** | **√****S4** |  |  | **√****S2&S3** |  | **√****S1** |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ACTIVITY** | **QI** | **Frequency & Guidance** | **AUG** | **SEPT** | **OCT** | **NOV** | **DEC** | **JAN** | **FEB** | **MAR** | **APR** | **MAY** | **JUN** |
| **PTPS Evaluation of classroom interventions** |  | Ongoing throughout session. |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **Pupil Attitudes to Self and school (PASS)** | 3.1 | Twice annually |  | **√** | **√** |  |  |  |  |  | **√** | **√** |  |
| **SENIT** | 3.1 | Twice annually |  | **√** |  |  |  |  |  |  |  | **√** |  |

 APPENDIX 1: AUCHENHARVIE ACADEMY SELF EVALUATION CALENDAR 2017/18

KEY: All Teaching Staff (\*) Faculty Leaders/Principal Teachers (\*) PT Pastoral / PT Pupil Support additional tasks (\*) Senior Leadership Team (\*)

**Appendix 2: Sharing Classroom Experience - Procedures**

We have three broad categories of sharing classroom experience:

**Learning Walks**

These are carried out by our Senior Leadership Team (SLT) and focus on our key learning and teaching priorities. They take place throughout the school year with Senior Leaders carrying out observations in their link faculties and Curriculum Leaders monitoring work within their own subject areas. Teachers can be given advance notice of these classroom visits and typically, a member of the SLT would spend a relatively brief period of time in a lesson (e.g. 10-15 minutes). A record of each observation is made by the school leader, oral feedback is given to the individual teacher and a summary written report prepared which highlights strengths and identifies areas for development. The report is distributed to faculty members and discussed at a faculty meeting.

**Learning Teams**

Learning Teams is an alternative approach to sharing classroom experience. Teachers usually work in pairs or groups across Faculties with two observing and one teaching. There is a recording sheet which is purely for the teachers involved and its function is to promote discussion with a focus on improving learning and teaching.

**Pupil Trails**

These are carried out by our Pupil Support Leaders and Support for Learning staff. Staff have observed pupils with additional support needs with a view to assessing the effectiveness of agreed support strategies. Reports are shared with senior leaders, curriculum leaders and where appropriate, all teaching staff.

**Appendix 3: Quality Indicators & Themes**

|  |  |  |
| --- | --- | --- |
|  | What is our capacity for improvement? |  |
| Leadership and Management | Learning Provision | Successes and Achievments |
| How Good is our Leadership and Approach to Improvement? | How good is the quality of the care and education we offer? | How good are we at ensuring the best possible outcomes for all our learners? |
| * 1. Self-evaluation for self-improvement
 | 2.1 Safeguarding & child Protection | 3.1 Ensuring Wellbeing, Equality and Inclusion |
| 1.2 Leadership of Learning | 2.2 Curriculum | 3.2 Raising achievement and attainment |
| 1.3 Leadership of Change | 2.3 Learning, Teaching & Assessment | 3.3 Increasing Creativity & Employability |
| 1.4 Leadership and Management of Staff | 2.4 Personalised Support |  |
| 1.5 Management of Resources to Promote Equity | 2.5 Family Learning |  |
|  | 2.6 Transitions |  |
|  | 2.7 Partnerships |  |

Quality Indicator Themes

|  |  |
| --- | --- |
| Leadership & Management | Themes |
| 1.1 Self-evaluation for self-improvement | * Collaborative approaches to self-evaluation
* Analysis and evaluation of intelligence and data
* Ensuring impact on learners’ successes and achievements
 |
| 1.2 Leadership of Learning | * Professional engagement and collegiate working
* Impact of career-long professional learning
* Children and young people leading learning
 |
| 1.3 Leadership of Change | * Developing a shared vision, values and aims relevant to the school and its community
* Strategic planning for continuous improvement
* Implementing improvement and change
 |
| 1.4 Leadership & Management of Staff | * Governance framework
* Building and sustaining a professional staff team
* Staff wellbeing and pastoral support
 |
| 1.5 Management of Resources to Promote Equity | * Management of finance for learning
* Management of resources and environment for learning
 |

|  |  |
| --- | --- |
| Learning Provision | Themes |
| 2.1 Safeguarding & child Protection | * Arrangements for safeguarding, including child protection
* Arrangements to ensure wellbeing
* National guidance and legislation
 |
| 2.2 Curriculum | * Rationale and design
* Development of the curriculum
* Learning pathways
* Skills for learning, life and work
 |
| 2.3 Learning, Teaching & Assessment | * Learning and engagement
* Quality of teaching
* Effective use of assessment
* Planning, tracking and monitoring
 |
| 2.4 Personalised Support | * Universal support
* Targeted support
* Removal of potential barriers to learning
 |
| 2.5 Family Learning | * Engaging families in learning
* Early intervention and prevention
* Quality of family learning programmes
 |
| 2.6 Transitions | * Arrangements to support learners and their families
* Collaborative planning and delivery
* Continuity and progression in learning
 |
| 2.7 Partnerships | * The development and promotion of partnerships
* Collaborative learning and improvement
* Impact on learners
 |

|  |  |
| --- | --- |
| Successes & Achievements | Themes |
| 3.1 Ensuring Wellbeing, Equality and Inclusion | * Wellbeing
* Fulfilment of statutory duties
* Inclusion and equality
 |
| 3.2 Raising achievement and attainment | * Attainment in literacy and numeracy
* Attainment over time
* Overall quality of learners’ achievement
* Equity for all learners
 |
| 3.3 Increasing Creativity & Employability | * Creativity skills
* Digital innovation
* Digital literacy
* Increasing employability skills
 |

Appendix 4: Reference Documents/Publications

HGIOS 4

<https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf>

National Improvement Framework

<http://www.gov.scot/Resource/0049/00491758.pdf>

NAC Quality Improvement – Education & Youth Employment 2015-2018

<https://www.north-ayrshire.gov.uk/Documents/CorporateServices/ChiefExecutive/PolicyandPerformance/directorate-plan-education-youth-employment-2016-update.pdf>

What’s Worth Fighting for in your School?

Fullan, Michael Hargreaves, Andy ISBN 1-878234-02-1 1991

Self-Evaluation – What’s in it for Schools?

MacBeth, John ISBN **9780415277426 2002**

Auchenharvie Academy School Improvement Plan