



## **SELF-EVALUATION POLICY**



**CALDERHEAD HIGH SCHOOL**

## **Introduction**

In Calderhead High School, self-evaluation is carried out as a reflective professional process which involves us looking inwards, outwards, and forwards to find the best ways of advancing our learners. Self-evaluation is a cyclical process through which we professionally reflect on what change, improvement, challenge, and support we can undertake within Calderhead High School. It involves taking considered decisions about actions – individually and collegiately – which result in clear benefits for our learners.

## **Aim**

Our aim is to ensure systematic self-evaluation is embedded consistently in all aspects of school life. As a learning community, we strive to develop the educational, personal, social and emotional capacity of our young people.

## **How Good is Our School?**

At the heart of self-evaluation are three questions:

- How are we doing?
- How do we know?
- What are we going to do now?

All staff reflect on the quality of their practice, as making sound judgements about the impact on learners is central to this process. Self-evaluation also involves groups of teachers reflecting on their work together.

## **Managing Evaluation**

It is important to have a rationale for self-evaluation, and a clear idea of exactly how an evaluation will be carried out, when, and with whom. There is no need to evaluate everything at once. However, we do need to be systematic so that important aspects of the school's work continue to evolve and are clearly monitored. Learning, teaching, assessment, and self-evaluation are fundamental to the work of the school, as our core business. This process ensures consistency in the quality of delivery and is therefore the responsibility of all.

## **Evidence for Self-Evaluation**

### **Quantitative Data**

There is a range of quantitative data which can be used to help reach an evaluation. This list is neither prescriptive nor exhaustive, for example:

- examination results
- Insight analysis
- value-added measures of performance
- learner progress from prior levels of attainment
- learner progress in meeting targets
- progress towards set targets, both formative and summative
- data collected locally and nationally
- analysis of other key performance data, such as attendance; pupil exclusion rates; progression rates; and leavers' destinations.

## **People's Views**

Consultation is key to self-evaluation. For example:

- interviews with members of staff
- interviews with parents/carers
- group discussions
- discussions with learners, both formal and informal (including How Good Is OUR School)
- focus groups
- working parties
- questionnaires and surveys, where responses inform future actions
- team meetings

## **Direct Observation**

Engage in direct observation of learning and teaching, with a shared rationale, a positive culture, and a clear understanding of purpose. For example:

- shadowing individual pupils
- following a class
- learning walks
- learning visits
- cooperative teaching
- working alongside other colleagues, formally and informally

Engage in direct observation, incorporating the four contexts of learning (opportunities for personal achievement, interdisciplinary learning, ethos and life of the school, curriculum areas and subjects). For example:

- learners' work
- reports to parents/carers
- profiling of learners' responses to tasks
- diaries or records of work
- programmes of study or schemes of work
- teachers' plans
- progress reports on the improvement plan
- differentiated course materials
- policies and guidelines
- minutes of meetings

## **Methods of Self-Evaluation**

### **1. School Self-Evaluation Calendar**

A copy of the school's Self-Evaluation Calendar is attached. This provides an overview of all evaluation activities carried out throughout the year.

### **2. Departmental Self-Evaluation Calendar**

Departments and individual teachers will have developed their own methods of evaluating the work of learners in their classes. These methods will be captured in each Departmental Self-Evaluation Calendar. This will be constructed at the beginning of each session, submitted with the Departmental Improvement Plan, and will form the basis for regular discussions at departmental meetings and with SLT.

### 3. Classroom Observation

There are many opportunities throughout the year for self-evaluation using classroom observation. These include:

- Learning visits within departments where teachers are actively engaged in supporting classes. The agreed focus should be based upon the GTCS Professional Standards (2021), including Professional Skills & Abilities, Professional Knowledge & Understanding, and Being A Teacher in Scotland.
- Learning walks by ELT to monitor learner progress and support staff.

### 4. Whole School Focus on Quality Indicators

Each department will focus on themes from key Quality Indicators in HGIOS4 within their Departmental Self-Evaluation Calendar, thus gathering important information that will lead to an ongoing cycle of improvement, data analysis, and positive outcomes for learners. The information gathered from this will then be used and evidenced when producing the School Improvement Report.

## **SELF EVALUATION – Responsibilities**

### ***All Teaching Staff***

- Engage in self-evaluation using the relevant GTCS Professional Standards (MyGTCS) and maintain a Career Long Professional Learning Plan and Record.
- Ensure that reflective, professional practice of learning, teaching and assessment is the key driver for personal self-evaluation, taking account of feedback.
- Act upon professional dialogue and learner feedback to improve learners' experiences, attainment, and achievement.
- Analyse attainment data.
- Contribute to the completion of assigned tasks from the School Improvement Plan.
- Contribute to school improvement priority groups.
- Contribute to professional dialogue at departmental meetings.
- Contribute to whole school review.
- Support learners to complete departmental surveys.

### ***Middle Leaders***

- Engage in self-evaluation using the relevant GTCS Professional Standards (MyGTCS) and maintain a Career Long Professional Learning Plan and Record.
- Promote the vision and values of the school, the department, and through collegiate working, in line with the Standards for Leadership and Management (GTCS 2021).
- Analyse attainment data and prepare attainment and achievement reports
- Collate data from learner engagement.
- Engage in professional dialogue through participation in SLT Link meetings and Extended Leadership Team meetings.
- Lead the culture of self-evaluation within the department.
- Observe teaching practice and provide verbal and written feedback to colleagues.
- Prepare response to QI Checkpoints
- Submit Departmental Improvement Plan Return, Departmental Self-Evaluation Calendar, and Departmental Analysis for attainment review purposes.

### ***Senior Leadership Team***

- Engage in self-evaluation using the relevant GTCS Professional Standards (MyGTCS) and maintain a Career Long Professional Learning Plan and Record.
- Promote the vision and values of the school, undertake strategic planning for continuous improvement, including building and sustaining a professional staff team.
- Conduct focus groups and collate data from all stakeholders.
- Provide feedback to stakeholders on school progress with school improvement priorities.
- Engage in professional dialogue via SLT meetings on school priorities.
- Prepare School Improvement Plan Checkpoints in October, December, March, and June.
- Prepare School Improvement Plan.
- Prepare School Self Improvement Report.
- Prepare Reports for Attainment Review Meetings (NLC).
- Lead a culture of self-evaluation within the school and wider school community.

## Self-Evaluation Calendar Session 2025-2026

| Month for Completion | Quality Indicator | Self-Evaluation Task                                         |
|----------------------|-------------------|--------------------------------------------------------------|
| <b>August</b>        | <b>3.2/1.1</b>    | FH/DHT Support and Challenge Meeting 1                       |
| <b>September</b>     | <b>2.3</b>        | FH/PT Learning Rounds (wb 22 <sup>nd</sup> Sept for 2 weeks) |
|                      | <b>3.2</b>        | Data Collection (post SQA exam results)                      |
|                      | <b>3.2</b>        | HT Attainment Review Meeting – Department review             |
|                      | <b>1.1</b>        | DIP Finalised                                                |
|                      | <b>3.1</b>        | HGIOS4 QI 3.1 Department Review                              |
| <b>October</b>       | <b>3.2</b>        | HGIOS4 QI 3.2 Department Review                              |
|                      | <b>3.2</b>        | S4 DHT/FH Attainment Meeting 1                               |
| <b>November</b>      | <b>1.1</b>        | DIP RAG Audit 1                                              |
|                      | <b>3.2</b>        | S5/6 DHT/FH Attainment Meeting 1                             |
|                      | <b>3.2</b>        | Early Warning Procedures completed for S4, S5 and S6.        |
|                      | <b>1.3</b>        | HGIOS4 QI 1.3 Department Review                              |
| <b>December</b>      | <b>1.1</b>        | FH/DHT Support and Challenge Meeting 2                       |
| <b>January</b>       | <b>2.3</b>        | SLT Learning Rounds (wb 19 <sup>th</sup> Jan for 2 weeks)    |
|                      | <b>3.2</b>        | S4 DHT/FH Attainment Meeting 2                               |
| <b>February</b>      | <b>3.2</b>        | S5/6 DHT/FH Attainment Meeting 2                             |
|                      | <b>2.3/1.1</b>    | QI 2.3 Department Review                                     |
|                      | <b>3.2</b>        | Data Collection (post Prelim exam results)                   |
| <b>March</b>         | <b>3.2</b>        | HT Attainment Review Meeting – Department review             |
| <b>May</b>           | <b>2.3</b>        | Peer Learning Rounds (wb 4 <sup>th</sup> May for 2 weeks)    |
|                      | <b>1.1</b>        | FH/DHT Support and Challenge Meeting 3                       |
|                      | <b>1.1</b>        | DIP RAG Audit 2                                              |
|                      | <b>1.1</b>        | DIR                                                          |
| <b>June</b>          | <b>1.1</b>        | Draft DIP for next academic year                             |
|                      | <b>1.1</b>        | FH/DHT Support and Challenge Meeting 4                       |

\*\*\* Departmental moderation to be ongoing at appropriate time for individual departments

\*\*\* Verification dates TBC – G Russell to advise