

# SELF-EVALUATION POLICY

## I. Principles

- 1.1. Self-evaluation involves all stakeholders and is only of benefit when it has impact as measurable improvement for learners.

## 2. Procedures

### 2.1. Annual Team Performance Discussion

An annual performance discussion is held between:

- HOD, Principal, Deputy Principal (Learning), Link LT member
- HOY, Principal, Assistant Principal (KS3/4)

This is held in the Autumn Term to review exam results, other current issues and plans for development. The Team Leader updates and submits the following sections of the Team SEF to prepare for the discussion:

HODs: Section 2, 3, 4, 5, 6

HOYs: Section 2, 3, 4, 5, 6

(See Appendix 4)

### 2.2. Team Reviews:

- 2.2.1. Each team has a link LT member, who also carries out the Performance Management Review of that HOD/HOY (See Appendix 1)
- 2.2.2. The LT member takes a particular interest in that team, including representation of its views at LT, following up issues raised in team minutes, by individuals or the team leader, and support with any particular issues when needed. There is close liaison with the Deputy Principal (Learning) and Assistant Principal KS3/4 who retain overall responsibility for departments and year teams respectively.
- 2.2.3. There is a full team review biennially which follows this procedure:
- 2.2.4. In order to promote a professional dialogue about practice, all teachers are observed teaching by the LT member together with another member of the department to form a triad. Other activities may be observed for Year teams. (See Observation Form – Appendix 2)
- 2.2.5. Each member of the department completes an evaluation form in order to contribute to an overall picture of the department's leadership and management. (See Appendix 3)
- 2.2.6. As part of the self-evaluation process, the link LT member arranges for students from each key stage to complete a departmental on-line barometer survey (10 generic questions plus subject specific ones agreed with HOD). The student groups represent cross teaching groups and abilities. KS3 sample two tutor groups, whilst KS4/5 sample size will vary according to numbers in that subject area.
- 2.2.7. The link LT member:
- Discusses the SEF with the Head of Department
  - Samples evidence and/or carries out any other discussions or activities agreed with the HOD in order to fill evidence gaps in the form.
- 2.2.8. The department uses a twilight session to discuss its performance with the LT member and amends the agreed overall self-evaluation form written by the HOD. (See Appendix 4)
- 2.2.9. The form is amended by the HOD and issued to members of the department, link governor, Leadership Team and Learning Committee.
- 2.2.10. Actions to address issues raised by the Review are incorporated in the TIP cycle.

### **2.3. Individual Performance Management Reviews**

2.3.1. These are carried out according to the College Performance Management Policy.

2.3.2. The outcomes inform the CIP/TIP which in turn inform individual targets.

### **2.4. Consultation with Parents**

2.4.1. Parents are consulted through a questionnaire at Parents' Evenings and the outcomes are disseminated through the regular Newsletter.

2.4.2. Tutors contact all parents who do not attend to discuss overall progress; they conduct the questionnaire by phone call with a sample of those parents.

### **2.5. Barometer Groups**

2.5.1. The aims of barometer groups are:

- to provide the pastoral team with an overview of learning in their year group and how students are cared for as individuals
- to provide regular feedback to departments on student perceptions of learning in their subjects.

2.5.2. The Head of Year selects 5 students each term from each tutor group to complete the pastoral on-line barometer survey.

2.5.3. The Head of Year selects a group of 10 students each term to represent different teaching groups, tutor groups, gender and level of achievement. A meeting is held with each of these students to sample work, discuss learning, and care. An agreed feedback sheet is completed by HOY and discussed with HKS.

2.5.4. HKS informs the link Leadership Team member who gives feedback to HOD and agrees action.

2.5.5. The parents of the 10 students are informed of their participation in barometer group by HOY.

### **2.6. Data**

2.6.1. The College seeks regular feedback from external agencies such as Fischer Family Trust, YELLIS, ALIS. It also publishes its own internal data analysis each September.

## **3. Review of Policy**

This policy is reviewed biennially by the Strategy and Quality Committee.

**Ratified by the S&Q Committee  
2<sup>nd</sup> October 2008**

**LINK LEADERSHIP TEAM MEMBER**

(who also conduct Performance Management and Team Review)

**PH**

Learning Support  
PSHE/WRL  
Technology

**BR**

Science  
Geography  
Maths

**PL**

Art  
Music  
Drama  
Media  
MFL  
English

**GR**

Social Sciences  
Library  
KS5

**OH**

History  
KS3/4

**GN**

ICT  
PE  
RE

# Classroom Observation Record



Teacher:  Observer:  Date:

Class:  Ability:  No. of Students:

## Work and Planner Sample:

Name three students:

## Learning

Grade:

<p>Students show new learning (knowledge, skills, understanding) and progression</p> <p>Students have good attitudes to work and respond to challenges</p> <p>Students enjoy their learning</p> <p>Students are encouraged to develop the skills of working independently</p> <p>Students have opportunities to talk about and reflect on their learning</p>	<p><b>Evidence:</b></p>
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## Teaching

Grade:

<p>Activities incorporate high expectations, challenge and inspiration for students of all abilities</p> <p>Teachers explain the lesson objectives clearly</p> <p>Teachers have good subject knowledge</p> <p>Teaching styles are varied and appropriate</p> <p>Teachers use ICT to aid learning (where appropriate)</p> <p>The pace of the lesson is appropriate and makes use of prime/down time</p> <p>Students are managed well to promote a positive learning ethos</p> <p>Teaching Assistants are deployed well</p>	<p><b>Evidence:</b></p>
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## Assessment for Learning

Grade:

<p>Assessment informs learners how to improve</p> <p>Learners are guided to assess their own work</p> <p>Questioning probes students' understanding and promotes higher order thinking</p> <p>Students know how well they are doing and what to do to progress towards their targets</p>	<p><b>Evidence:</b></p>
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Overall Observation Grade:

## Co-operative Learning

<p>Student grouping arrangements are appropriate and encourage students to work together and depend on each other to succeed (<b>P</b>ositive Interdependence)</p> <p>Methods of feedback ensure that each student is accountable for their learning (<b>I</b>ndividual Accountability)</p> <p>Group/pair tasks ensure that all students participate equally on tasks (<b>E</b>qual Participation)</p> <p>Group/pair tasks ensure a high proportion of students are on task at once (<b>S</b>imultaneous Interaction)</p>	<p><b>Evidence:</b></p>
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## Feedback

Date:

<p><b>Strengths:</b></p>
<p><b>Action to help further development:</b></p>
<p><b>Teacher's comments:</b></p>

## REVIEW AND IMPROVEMENT LEADERSHIP AND MANAGEMENT FEEDBACK

<b>Leadership and Management</b>		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1.	There is strong leadership in the department				
2.	The department is managed effectively				
<b>Communication</b>					
3.	I contribute to the forming of the TIP				
4.	I am clear about where our department is going				
5.	I find department meetings useful and constructive				
6.	Communication about departmental/college developments is effective				
<b>Teaching and Learning</b>					
7.	There is effective department support in dealing with difficult students				
8.	My work (planning, marking, homework-setting, teaching) is monitored regularly				
9.	I am involved in planning schemes of work				
10.	There is a culture of sharing ideas in the department				
11.	Performance management has helped me improve in my job				
<b>Resources</b>					
12.	Resources are well managed in the department				
<b>Valuing Each Other</b>					
13.	I feel supported by my Team Leader				
14.	I feel valued for the work I do in the department				
15.	There is good morale in the department				

Other comments:

## TEAM SEF

**2. VIEWS OF LEARNERS, PARENTS/CARERS AND OTHER STAKEHOLDERS**

**What are the views of learners, parents/carers and other stakeholders and how do you know?**

**2a How do you gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services, how often do you do this, and how do you ensure the impartiality of the information?**

**2b What do the views of learners, parents/carers and other stakeholders tell you about the learners' standards, personal development and well-being, and the quality of your provision?**

**2c How do you share with parents/carers and other stakeholders the collated findings about their views?**

**2d Can you give examples of action you have taken based on the views of learners, parents/carers or other stakeholders, with an evaluation of the effectiveness of what you did?**

- Are there examples of actions you decided not to take (with the reasons for this)?
- Are there examples of ways in which your stakeholders have influenced the priorities noted in section 1e? (Please cross-refer to any relevant comments in the leadership and management section.)

### 3. ACHIEVEMENT AND STANDARDS

#### How well do learners achieve?

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the *Guidance for Inspectors of Schools*.

In answering the following questions, please make clear the main evidence, such as performance data, assessments and records of learners' progress, on which your evaluation is based (but please use data selectively, avoiding the copying out of tables of descriptive information).

#### 3a What are learners' achievement and standards in their work?

- the **standards** learners reach as indicated by their test and examination **results**, taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets
- the **standards** of learners' **current work** in relation to their learning goals (noting any significant differences between current work and recent results)
- learners' **progress** relative to their starting points and capabilities, with any significant variations between groups of learners (**making clear whether there are any groups that are underachieving and could be doing better**)

#### 3b Where relevant: how well do learners achieve in the sixth form?

#### 3c On the basis of your evaluation, what are your key priorities for development?

**3Grade** Please enter grades. To guide judgement, please consult grade descriptions in the *Guidance for Inspectors of Schools*

		Outstanding	Good	Satisfactory	Inadequate
Learners' achievement and standards in their work	Overall				
	Sixth Form				

#### **4. PERSONAL DEVELOPMENT AND WELL-BEING**

**How good is the overall personal development and well-being of the learners?**

**To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.**

In answering the following questions, please make clear the main evidence on which your evaluation is based.

**4a To what extent do learners adopt healthy lifestyles?**

- whether learners take adequate physical exercise, and eat and drink healthily
- learners' growing understanding of how to live a healthy lifestyle

**4b To what extent do learners feel safe and adopt safe practices?**

- whether learners feel safe from bullying and racist incidents
- the extent to which learners have confidence to talk to staff and others when they feel at risk

**4c How much do learners enjoy their education?**

- take account of learners' attitudes, behaviour and attendance
- learners' spiritual, moral, social, emotional and cultural development

**4d How well do learners make a positive contribution to the community?**

- learners' growing understanding of their rights and responsibilities, and of those of others
- how well learners express their views and take part in communal activities

**4e How well do learners prepare for their future economic well-being?**

- how well learners develop skills and personal qualities that will enable them to achieve future economic well-being
- learners' understanding of career options, and the acquisition of workplace skills

**4f Where relevant: how good are learners' personal development and well-being in the sixth form?**

**4g On the basis of your evaluation, what are your key priorities for development?**

**4Grade**      **Please enter grade. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools.**

	Outstanding	Good	Satisfactory	Inadequate
Learners' personal development and well-being				

## 5. THE QUALITY OF PROVISION

*To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.*

*Your evaluation of the quality of provision should take account of the impact on the standards achieved and the personal development and well-being of learners.*

*In answering the following questions, please make clear the main evidence, such as monitoring of teaching, on which your evaluation is based.*

### 5a How good is the quality of teaching and learning?

- how well teaching meets the needs of the full range of learners and course requirements
- the suitability and rigour of assessment in planning learning and monitoring learners' progress
- the diagnosis of, and provision for, individual learning needs
- the involvement of parents and carers in their children's learning and development

### 5b How well do the curriculum and other activities meet the range of needs and interests of learners?

- the extent to which the curriculum or activities match learners' needs, aspirations and capabilities, building on prior attainment and experience
- how far the curriculum meets external requirements and is responsive to local circumstances
- the extent to which the provision enables and encourages learners to be healthy and stay safe
- the extent to which learners have opportunities to develop enterprise, financial skills and work in teams
- the extent to which enrichment activities and, where appropriate, extended services contribute to learners' enjoyment and achievement
- where appropriate, the extent to which employers' needs are met through developing work-related skills

### 5c How well are learners guided and supported?

- the care, including as appropriate integrated day care, advice, guidance and other support provided to safeguard welfare, promote personal development and make good progress in their work
- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes, and, where applicable, career progression
- the extent to which the school and any additional services contribute to the learners' capacity to be healthy, including vulnerable groups, such as looked after children

### 5d Where relevant: what is the quality of provision in the sixth form?

### 5e On the basis of your evaluation, what are your key priorities for

development?

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**5Grade** Please enter grades. To guide judgement, please consult grade descriptions in the **Guidance for Inspectors of Schools**.

		Outstanding	Good	Satisfactory	Inadequate
Quality of teaching and learning	Whole School				
	Sixth Form				
Quality of the curriculum and other activities	Whole School				
	Sixth Form				
Quality of care, guidance and support for learners	Whole School				
	Sixth Form				

## 6. LEADERSHIP AND MANAGEMENT

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

### 6a What is the overall effectiveness and efficiency of leadership and management?

- how effectively leaders and managers at all levels set **clear direction** leading to improvement and promote high quality of integrated care and education
- how effectively performance is **monitored and improved** to meet challenging targets through quality assurance and self-assessment
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (ie **inclusion**)
- the adequacy and suitability of staff, specialist equipment, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money
- how effectively links are made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning
- the extent to which governors (and, if appropriate, other supervisory boards) discharge their responsibilities

### 6b Where relevant: what are the effectiveness and efficiency of leadership and management in the sixth form?

### 6c On the basis of your evaluation, what are your key priorities for development?

**6Grade** Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools.

		Outstanding	Good	Satisfactory	Inadequate
Effectiveness and efficiency of leadership and management	Overall				
	Sixth Form				