

GAER PRIMARY SCHOOL



SCHOOL SELF- EVALUATION POLICY

INTRODUCTION

THIS DOCUMENT is a statement of the aims, principals and strategies for self-evaluation at Gaer Primary School.

IT WAS DEVELOPED during the Summer of 2015 through a process of consultation with teaching staff.

THIS POLICY WILL BE REVIEWED in the Summer of 2018 and then the summer of 2021

Equalities

Self-evaluation at Gaer Primary will be used to inform teaching and learning and the school curriculum in ways that enable each child to have access to the whole-school curriculum. Each child regardless of ethnic group, age, disability, special educational needs and gender will have access to the learning opportunities established. It is the aim of staff at Gaer Primary that a wide range of activities be submitted to the children in ways that stimulate their interest and to instil a love of learning.

AIMS:

- ✚ To ensure the best possible standards of teaching for learning and pupil well being.
- ✚ To ensure that pupils progress and develop.
- ✚ To ensure the best possible standards of pupil performance.
- ✚ To ensure that the school provides a positive and stimulating learning environment that is richly resources.
- ✚ To ensure that school policies are observed and followed.
- ✚ To ensure that children have a positive attitude towards their work and that their behaviour is good.
- ✚ To celebrate success within the school and feed forward into school improvement through an analysis of strengths and areas for development
- ✚ To ensure effective leadership

STRATEGIES:

- It will involve the head teacher, staff, governors, parents and pupils.
- It will lead to action and impact.
- Everyone will be clear about his or her role in the process.
- Everyone will understand the process.
- The system will be manageable.
- The school will work to agreed criteria.

AREAS OF FOCUS – WHAT WE WILL MONITOR:

1. Teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy. This relates both to the curriculum and to wider learning skills e.g key skills, BLP, bilingualism
2. Standards of work and progress.
3. Well Being
4. The learning environment.
5. The attitudes, behaviour and general discipline of the children.
6. The ethos and aims of the school and how we are achieving them.
7. The curriculum, assessment and record keeping.
8. The hidden curriculum and extra-curricular activities.
9. Leadership

CRITERIA FOR EACH AREA:

For 1 above: Teaching and Learning

- Planning will be effective and show clear learning objectives, key skills, differentiation and high expectation.
 - The teaching will reflect these clear learning objectives, differentiation and high expectations and be well paced.
 - A variety of teaching strategies will be used which are appropriate to the learning objectives including the use of ICT.
 - The teaching will stimulate the children and allow for the varying ways that children learn.
 - Teachers will demonstrate a sound knowledge of the subject.
 - Children will be given opportunities to develop independence in their learning.
- .Social and Emotional Aspects of Learning (SEAL) and Building Learning Power (BLP)

For 2 above: Standards and Progress

- The standard of learning in children's books, displays etc will indicate that progress is being made.
 - Presentation of learning will be of a high standard and reflect the school's policy on presentation and marking.
 - The learning will reflect the teacher's high expectations.
- . The learning will show pupils working towards clear success criteria in the form of learning outcomes (WILF) and personal targets (from year 2 on)

For 3 above: Well Being

- SEAL assemblies and follow on work in classes will develop pupils' emotional literacy and well being
- Pupil voice will be taken into account on many levels including project planning, mid point reviews, project evaluations, Listening to Learners etc

For 4 above: The Learning Environment

- Displays will be fresh and imaginative and reflect the very best learning of the children.
- Displays will be varied and, over time, consist of pictures and paintings, the written word and mathematical representations and may reflect all areas of the curriculum.
- Displays will sometimes be 3D.
- Displays may include working displays that will provide a stimulus or reference or contain teaching points.
- The classroom will be tidy and children will have an established routine of keeping their own desks and areas tidy.

For 5 above: Behaviour and Discipline

- The children should display an enthusiastic attitude to learning.
- The children should demonstrate the ability to manage their distractions and 'lock in' to their learning for periods of time appropriate to their age.
- The children should demonstrate the ability to work co-operatively and independently.
- The children should be polite and well behaved at all times and including representing the school in events away from school e.g. sports fixtures, concerts etc.
- The children should conduct themselves appropriately during formal gatherings and when moving around the school.

For 6 above: Aims and Ethos

· There is evidence that school aims and objectives are embedded throughout the school throughout the day. This can be seen in staff modelling behaviour and language for pupils, in displays and in learning opportunities.

For 7 above: Curriculum, Assessment and Record Keeping

- Planning will show that the statutory requirements of the Foundation Phase and Curriculum 2008 are being met.
- Planning will demonstrate effective use of the National Literacy Strategy and the National Numeracy Strategy.
- Marking of children's work will be in accordance with the school's policy i.e. teaching to WALT and marking to WILF and the use of 'Close the Gap' marking.
- Formal assessments will indicate areas and rates of progress and also areas of weakness that will assist in future planning.
- A scrutiny of pupils' work will:
 - a) reflect the teachers' planning,
 - b) show evidence of individual progress and
 - c) show that school policies on marking and presentation together with the individual subject policies, schemes of work and guidelines are being followed.
- That pupils' records are kept in accordance with school procedures and that these are effective in indicating achievement.

OVERVIEW OF MONITORING ARRANGEMENTS

WHAT, WHO, WHEN, HOW CRITERIA FEEDS INTO:

Teaching and Learning (Head Teacher, Subject/Area Leaders/ Co-ordinators):

- a) Lesson Observations (Head Teacher, Subject Leaders, Co-ordinators and SMT) - Carry out formal, agreed lesson observations termly for

each teacher in designated subject areas. In advance the focus of the lesson observations is agreed, e.g.:

- Clarity of success criteria
- Quality of teaching and learning
- Standards of attainment
- Differentiation
- Good subject knowledge
- Whole school strategies e.g Assertive Discipline, BLP, Learning Skills, Thinking Hats
- Effective use of Resources
- Development of Skills

b) Monitoring planning- Head Teacher and Subject/Area Leaders - Look at:

- long and short-term planning and pupil books to ensure coverage of the curriculum.
- Medium term planning for clarity of learning outcomes and differentiation.
- Be specific about the aspects of planning being monitored.
- Subject Leaders to report to the head teacher via their Subject/Area Leader's diary.
- Give Individual teachers feedback about observations.
- Issues that arise are fed into the following year's School Improvement Plan

Standards of work and progress (Head teacher, Subject/Area Leaders and SMT) :

- Self-evaluation by pupils
- Sampling children's work (Subject Leaders)
- Samples of work from each year group representing the range of levels evident.
- Listening to Learners
- Look at standards of presentation.
- Check that marking policy is being followed.
- Check for progress throughout the year.

Learning Environment (Head Teacher, Subject/Area Leaders and Governors):

- Examination of classroom environment during formal and informal lessons observations.
- Governors, head teacher and Health & Safety officer (School and LA) to walk the site to examine the condition of buildings and decoration.
- Report findings at Premises sub-committee/Governors Meeting.

Attitude to Learning and Behaviour (SMT, Governors, Individual teachers, Head Teacher):

- Observed during formal and informal lesson observations.
- Observe how children respond in assemblies and how they enter and exit the hall.
- Observe way in which children respond and behave in out-of-school activities

The School's Aims (Whole staff and Governing Body). In relation to the agreed criteria for achieving the school aims:

- Regular Performance Management meetings with individual staff reflect contributions to the aims of the school.

Curriculum, Assessment, Recording and Reporting (Whole and individual staff, Governors, Head Teacher and Subject Leaders). Through issues 1 and 2 above and also:

- Lesson observations carried out by Subject Leaders
- Reports are written accordingly and shared with all staff
- Analysis of formal assessments (SMT, Subject Leaders)

- Sampling pupil work in core and foundation subjects (Whole staff).
- Bi-annual consultations with parents, teachers and tri-annual with the AEN Leader /Class teacher (where applicable).
- Annual reports to parents
- Annual reviews
-

A. Smith 2015