Kilwinning Academy

Self–Evaluation & Quality Assurance

Policy

Ambition

Inspiration

Belonging

Respect

Dedication
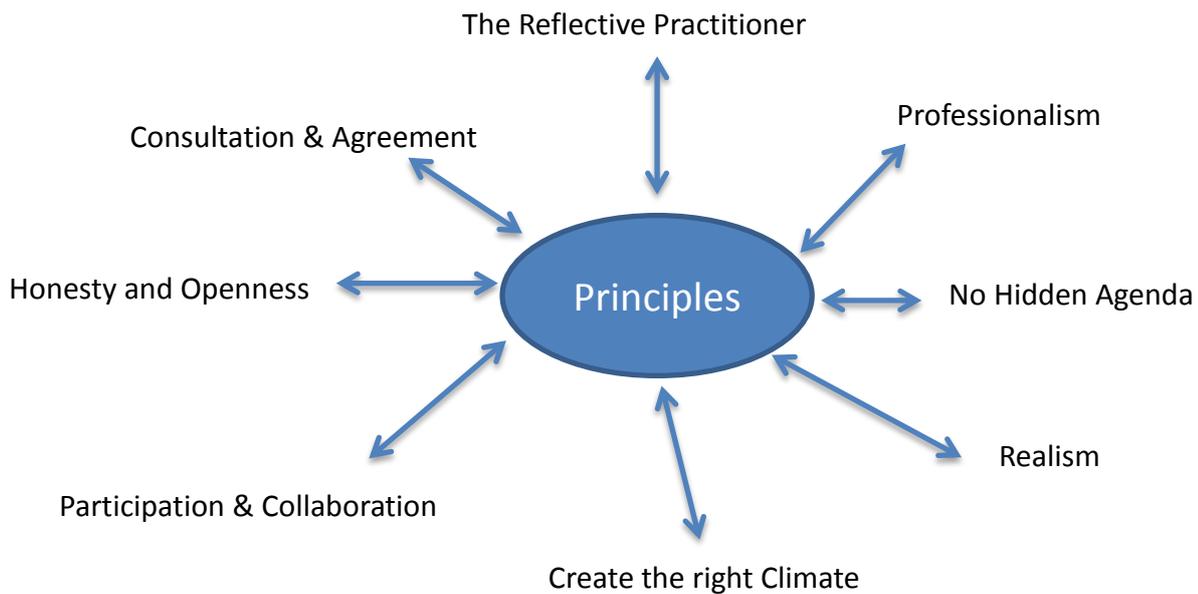
Responsibility

FORWARD TOGETHER.

Introduction

The prime function of our self-evaluation structure is to ensure:

- We provide an excellent education for all our pupils
- That the aims and principles of the school are fulfilled
- That the key elements of the work of the school are regularly and systematically reviewed as part of normal school routines and planning cycles

The Reflective Practitioner

Consultation & Agreement

Professionalism

Honesty and Openness

Principles

No Hidden Agenda

Participation & Collaboration

Realism

Create the right Climate

Aims

- To ensure that all students achieve their potential
- Improve Attainment and Achievement
- Know ourselves better
- To prepare a structured plan for development
- Encourage collaboration and Sharing of good practice
- Motivate and enthuse staff through recognising strengths
- Identify areas of need

Ambition   Belonging   Dedication   Inspiration   Respect   Responsibility

The Self-evaluation Process

The information and experiences gathered from the methods of monitoring and evaluating must be used to identify good practice in the classroom, identify where there is potential for improvement and identify the appropriate action and support that will improve learning and teaching.

The self-evaluation process will:

- encompass aspects of the work of individual faculties and whole school issues

- will be linked to school priorities

- be based on a collection of evidence from a range of sources

- involve making judgements based on the interpretation and evaluation of data and evidence

- look closely at the quality of teaching; pupils' attainment and progress; leadership and management

- identify effective practice and seek to establish an open climate for discussion and support

- examine what pupils are doing **so** well and not so well and address how they are progressing

- identify strengths and weaknesses in teaching and management

- look at trends over time

- celebrate success

- be followed by appropriate action

How? - Quality Assurance Calendars (Appendix 1)

Key to Kilwinning Academy's monitoring and evaluating processes are our Quality Assurance Calendars which identifies the scheduling of all planned activities. These calendars will be reviewed and updated on an annual basis. The core calendar is customised to give three role specific calendars:

- SMT

- Faculties

- Pupil Support

Each group must follow their Quality Assurance Calendar which categorises activities into 11 organisers:

- Planning and Review - QI's the school will be examining that year

- Attainment

- Curriculum and Courses

- Homework

- Pupil Progress

- Sharing Good Practice

- Reporting to Parents

- Pupil Behaviour

- Pupil Achievements

- Sampling Pupil Views

- Staff Views

How? – Quality Assurance Folder

In addition each Faculty including Pupil Support has an Electronic Quality Assurance Folder found in their Faculty shared area which can be accessed by SMT at any time and holds the following folders:

- **QI's**
  - Containing copies of Faculties self-evaluation measured against agreed QI's

- **Results Analysis**
  - Containing copies of all class Teacher and Faculty Head SQA and STACS Analysis

- **Record of Marks**
  - Containing a copy of all Homework and Test marks.

- **Observations**

- **Questionnaires and Surveys**
  - Results of Staff and Pupil feedback

- **Jotter Sampling**
  - Containing all records of Cross marking and jotter sampling carried out within the Faculty

- **Staff PRD's**

- **Departmental Handbook**

The documents held within these folders will form the primary evidence of the self-evaluation process and provide the basis for decisions on school developments.

A copy of the School handbook and School Polices can be found in the School Information Folder found within Document Exchange**.**

Tools used for the implementation of our Quality Assurance Processes.

The primary tools to be used are included as appendices:

1. Quality Assurance Calendars

2. Quality Indicator Forms

3. Teacher self-evaluation pro-forma

4. Classroom Observation Guidelines

5. Classroom Observation pro-forma

6. Cross marking/ jotter sampling pro-forma

7. Guidance and exemplar on sampling pupil views

8. Faculty Handbook Template

Appendix's 1- 8 (Found within your Quality Assurance Folder)

1. Quality Assurance Calendars

- Faculty Calendar
- Support Calendar – To Follow
- SMT Calendar – To Follow

2. Quality Indicator forms

- Quality Framework
- Copy of QI's which can be found in the Quality Assurance Folder
- Suggested Evidence for Self-Evaluation
- Guidelines for using the six point scale

3. Teacher self-evaluation pro-forma

A Self-Evaluation form has been designed to allow you to assess the learning and teaching that goes on in your classroom. It may be completed after a single lesson, at the end of a term, the end of a unit of work, or after a particularly good/bad lesson.

It should be completed in preparation for an annual Professional Review and Development meeting or observation.

The form allows staff to self-evaluate all year groups, selected year groups or individual year groups.

4. Learning & Teaching Policy

5. Classroom Observation pro-forma

The purpose of classroom observation or visits by an agreed member of staff must be to support the learning experiences within the teaching environment. These visits must be planned in advance and have an agreed focus. At the conclusion of an observed lesson, time must be set aside during non-contact time for the class teacher and the observer to discuss the learning experiences. This meeting should be arranged as soon after the observed lesson as is practical.

It must be noted that all of the above class observations or visits must be conducted in a respectful and supportive manner.

6.   Cross marking/jotter sampling pro-forma

7.   Guidance and exemplar on sampling pupil views

Pupil and student questionnaires can be used to sample views on the content of coursework, the degree of difficulty of coursework, the pace of teaching and learning, the style of teaching and learning and the next steps for the individual pupil or student. Teaching staff must be clear in the purpose of class questionnaires and to when and how they should be used, relative to the learning experiences.

Further guidance on the implementation of pupil evaluations can be found in the appendix.

8.   Faculty Handbook Template