

Hillhead Primary School
Self Evaluation & Raising Attainment Policy
June 2017

Introduction

Hillhead Primary aims to ensure that all young people develop the attributes, knowledge and skills they will need for learning, life and work. As a key strategy to achieve this vision regular opportunities are provided for self-evaluation both formal and informal. Effective, ongoing self-evaluation through reflecting on school values, ethos, policies and practices provides valuable information about what is having a positive impact on learners and allows identification of school strengths and areas for improvement.

A culture of self-evaluation and planning for improvement is central to the work of Hillhead Primary and all staff have a vital role to play in ensuring better outcomes for children and families. Through effective leadership at all levels, engagement with this rigorous and collaborative self-evaluation process will ensure that attainment is raised for all pupils.

School Improvement Planning

Self-evaluation and planning for improvement requires the involvement and commitment of all. Identifying priorities for improvement account is taken of national and local priorities and views of all stakeholders are considered including staff, learners, parents and the wider community; agreed priorities are written up in the School Improvement Plan. Priorities are manageable and monitored regularly by those responsible for leading particular improvement priorities. Professional learning opportunities for staff are clearly linked to planned improvement priorities in order to maximise the positive impact of developments on learners. Professional development opportunities are discussed and recorded through appropriate review processes for staff.

Assessment

Effective use of both formative and summative assessment provides data to inform planning, teaching and learning ensuring that learners maximise their successes and achievements. Class teachers assess continually using a wide range of strategies and approaches throughout the session to track learners' progress across the curriculum using national benchmarking material.

Formative assessment is used as a core element of the teaching process to monitor progress and inform next steps in learning and is complemented by the range of summative assessments planned by class teachers.

As part of this range of evidence teachers will deliver summative assessments on 3 occasions throughout the session. Each teacher will plan appropriate assessments for literacy and numeracy as detailed in the school assessment policy and procedures paper. These assessments are planned for groups and individuals as appropriate and reflect the skills progression as detailed in the forward plan for each class. Prior to the tracking progress meetings to discuss pupil progress class teachers should submit, to their link SLT, the literacy and numeracy assessments which will be undertaken in order that these can be moderated across levels.

Early Years SDQ
P1 Baseline and POLAAR
P4 & P7 NGRT, Progress in Maths

After assessments have been undertaken, class teachers will mark and analyse the assessments and traffic light progress for each learner; this data will be added to the individual tracking profile of each child. This marked assessment will be submitted to SMT in line with agreed procedure. The assessments and associated next steps will be discussed at termly Tracking Progress Meetings where assessment evidence is analysed and auctioned. In support of

this discussion, SMT should have this information a week before the meeting to ensure an appropriate agenda for discussion.

Tracking & Monitoring

As part of the summative assessment process teachers record scores on a spreadsheet for each child and identify children who they feel have over or underperformed with their classwork/formative assessment. SMT scrutinise the assessments and results and note comments for a discussion with the class teacher about children's achievements, progress and development needs and how action to improve. During professional dialogue meetings, teachers critically evaluate practice and the impact on learners. Actions from this meeting are recorded and both SMT and teachers ensure any action points are followed up. During this meeting trackers are updated to show progress towards Curriculum for Excellence levels and notes are made to record key discussion points/additional support in place/actions for SMT or class teacher.

Achievement of a level is underpinned by the moderation process. Teachers agreed standards for a level and examine evidence to determine if children are secure at the level. Moderation takes place at school and cluster level. As part of moderation, professional dialogue is key and it is expected that as reflective practitioners there will be discussion and evaluation of lessons as well as of complete pieces of work.

As a result of this rigorous process teachers will have clear evidence of improvement based on actions taken as a result of their self-evaluation ie. planning/assessment/evaluation cycle. Teachers will ensure that opportunities are made for learners to reflect on their progress and engage in dialogue with their teacher. This is done through the weekly whole school target setting process and review of targets. Children have a central role in gathering evidence which shows they are achieving their targets and this evidence is recorded in a Profile of Achievement.

The SMT will use all data and intelligence (including eg. SIMD/Risk Matrix) gathered to report on the number of children who have achieved a level.

Forward Planning

Forward planning is the responsibility of each member of the teaching staff and will be moderated by a link member of the SMT. In order to share standards and expectations across all levels the head teacher will moderate planning across the school. Plans are written using experiences and outcomes and benchmarks and have a clear focus on developing skills for each curricular area. Where appropriate teachers should plan with their stage partner to ensure consistency across stages.

Literacy and numeracy plans are differentiated for each group/individuals. These groupings will be defined through analysis of standardised test results, summative assessments, ongoing performance in class and professional judgement and are agreed at the tracking meetings with SMT.

SMT Class Visits & Pupil Focus Groups

Members of the SMT will undertake formal class visits twice a year as well as weekly informal regular class visits. These observations will be planned with a clear agreed focus linked to the school improvement plan and all class visits will be carried out in accordance with EDC policy. The purpose of class visits will be to focus on the learning experiences of children and will be followed by professional dialogue with individual teachers and the staff team as a whole and will be used to inform a range of further school activities.

Peer Visits

Opportunities for peer evaluation will be planned for twice a session and will enable class teachers to observe learning and teaching in classroom and the impact on learners of planned interventions. Each observation will be planned with a

clear focus linked to school improvement priorities and a pro forma for recording observations and impact will be completed and shared with all staff. These visits will support the process of moderation across the school.

All of the self-evaluation activities are planned for in the Quality Assurance Calendar which should be referred to for dates.

Conclusion

The analysis of a range of data is a key strand of all self-evaluation activities and provides an evidence base for areas of improvement in attainment and achievement. The combined purpose of all these processes is to enable the gathering of reliable information and evidence about the quality of children's learning experiences and to identify areas for improvement - see appendix 1 for the range of data gathered as part of the self-evaluation processes.

Appendix 1

A range of evidence across the life of the school will be generated as a result of all self-evaluation activities.

View of Stakeholders

1. Individual interviews
2. Surveys and questionnaires
3. Group discussions
4. Written responses and detailed comments
5. Working parties
6. Team meetings

Documentation

1. Pupils' work
2. Forward plans
3. Reports to parents
4. Progress reports - improvement plan
5. Course materials
6. Diaries or records of work
7. Policies and guidelines

Observations

1. Shadow individual pupils
2. Observe lessons
3. Work alongside class teachers

Data

1. Progress from prior levels of attainment
2. Levels of attainment
3. Overall progress towards school targets
4. Data collected nationally or locally
5. Attendance
6. Exclusion