

Individual Growth, Individual People'

Head Teacher: Mrs M A Tyers



Self Evaluation & Quality Assurance Policy

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SELF EVALUATION AND QUALITY ASSURANCE POLICY

The school's main aim is to ensure that all students achieve their best. The effective monitoring of teaching, learning and other key aspects of provision, are important ways of improving the school. Monitoring and review information is used to ensure that the school improvement plan and other school improvement work lead to continual development. The school is committed to improving the quality of Education provided.

Monitoring is about building on what we already do well. We need to constantly review the work that we are doing in order to move forward in a way that ensures an optimum learning environment for the students who attend Newark Orchard School.

In order to develop our Curriculum offer we need to know what we are providing at the moment, what standards we are currently achieving and what opportunities we are offering - we have to be aware of our baseline. If we do not constantly review and monitor we will not know whether we have improved or not.

When reviewing our work, we need to consider the standards of achievement of individual students, the quality of learning, the quality of teaching and the quality of assessment. This can be done in a variety of ways, involving students, teachers, teaching assistants, support staff, volunteers, parents/carers and governors. It should be an opportunity to recognise and celebrate strengths and achievements as well as indicating areas for developments.

Monitoring work means that together we can look at the teaching and learning across the school and together we can plan to achieve an excellent environment that offers a broad and balanced curriculum for all students.

THE PURPOSE OF MONITORING, SELF-EVALUATION AND REVIEW

The School Improvement Cycle

Self evaluation and review are based on an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life of the school. This is not an end in itself, but a means of checking the school is performing as it should be and is the key way of identifying areas that require improvement. Areas for improvement that are likely to have the greatest impact on the overall quality of provision are then prioritised. A plan of action is then prepared. The actions are carried out. The plan also includes details of how actions will be monitored and the impact of actions will be evaluated. The evaluation of the action plan thus becomes part of the school's processes of self-evaluation and review.

ROLES IN THE SCHOOL IMPROVEMENT CYCLE

Head Teacher

Responsible for making effective links between:

- Monitoring (gathering information)
- Self-evaluation (analysing information presented)
- Planning improvement (mainly through the production and implementation of the school improvement plan (SIP))

Leadership Team

- Supporting the head teacher in carrying out responsibilities (above) and by managing a clear plan and programme for monitoring, evaluation, review and improvement

Curriculum Team Leader

- Supporting teams in the effective and efficient delivery of well planned and presented lessons through a programme of phase monitoring and evaluation of teaching and learning

Subject Coordinators

- Supporting whole school teams in the effective and efficient delivery of both core and foundation subjects through identifying strengths and areas for development within their subject.

All Staff

- Focusing on priorities within areas of development identified in the school development plan.
- Supporting the whole school by identifying areas for development through the Appraisal process for teachers and personal development reviews for support staff

Governors

- Challenging and supporting the head teacher and leadership team
- Ensuring effective monitoring, evaluation, review and improvement work takes place
- Knowing strengths and developments identified in monitoring and evaluation findings
- Ensuring monitoring findings lead to well focused actions
- Checking the progress and impact of actions

DEFINITIONS

Monitoring

This is the process of checking whether or not planned actions are happening. This is led by the leader of the activity area, supported by the head teacher and is regularly reported to governors. Monitoring arrangements are indicated against each action. Each action has a time-line which makes monitoring a more straightforward process - often by simply checking out whether what was planned has actually taken place.

Evaluation

The key question is 'What is the impact?' Success criteria are included in each action programme and these provide clear benchmarks against which the impact can be measured.

Success Criteria

These are always designed to be as specific and measurable as possible. At best they provide criteria against which students achievements will be evaluated. Success criteria for an action programme often become Appraisal targets for individuals or shared whole team targets.

Appraisal, Staff Development and Target Setting

The SIP needs to relate to ensuring that the school meets its whole school, individual learner's academic, personal and attendance targets. The school improvement plan informs the programme of staff development.

Links with Resources

Each action plan programme has an estimated costing in terms of time included in the plan.

WHAT IS MONITORED, EVALUATED AND REVIEWED

1. Effectiveness of Leadership and Management

2. Quality of Education
3. Behaviour and Attitudes
4. Personal Development
5. Effectiveness of Early Years and Foundation Stage Provision
6. Effectiveness of Post 16 Provision

The school has a comprehensive set of assessments that are outlined in the school's assessment policy. Assessment information is analysed to identify whole-school strengths and development needs. It is also used to set targets for individual students including termly, annual and end of Key Stage targets. The analysis also informs teacher appraisal objectives for student progress. Tracking information on individual students is stored on computerised systems and maintained by close collaboration with the teacher and administration staff.

The school is working with similar schools across the county to develop systems whereby the progress of students at Newark Orchard School can be compared with students of similar abilities at other special schools.

The quality Education is a significant aspect of the school's provision that influences students' attainment and progress. An annual programme for monitoring comprises of several elements:

- An observation is undertaken by the SLT each term which is highlighted on the termly planner and the Quality Assurance Schedule. The purpose of this is to ascertain the overall quality of the teaching in the school and to identify particular strengths in teaching in the school as a whole or areas that require attention. Observation findings are recorded on observation sheets agreed by the school staff. After the observation a copy of the observation sheet is retained by the head teacher as part of monitoring evidence. The original is given to the teacher and a feedback discussion takes place. These sheets remain confidential to the head teacher and the teacher concerned. At the end of the cycle of observations the head teacher will complete a monitoring summary report that includes findings and recommendations. This will be shared with staff and governors and retained as monitoring evidence. The report will be used to inform improvement activities.
- Learning walks take place each term with a specific focus and are carried out by SLT and Subject Coordinators. The findings are recorded as an overall summary and shared with staff and governors and retained for monitoring evidence. The governors also carry out learning walks as part of the monitoring process linked to their identified areas on the School Improvement Plan. A summary report is completed and retained as monitoring evidence. This will be shared with SLT and with all other governors.
- Work Scrutiny takes place each term by SLT and has a particular subject focus. A summary report is produced and shared with staff and governors. A copy is retained for monitoring evidence.
- The Curriculum team leader is responsible for long and medium term planning. An agreement with the team leader defining this role is reviewed annually. They are responsible for ensuring that agreed plans are implemented during their monitoring of planning. A summary report is produced each term and shared with SLT and the Governors. A copy of this is retained for monitoring evidence. The head teacher also

ensures, during monitoring, that teaching in all classes is in line with agreed school policies.

- The school governors have a policy and implementation cycle to inform them on a regular basis of the status of policies.
- The Governors have an action plan which is reviewed at the full Governing Body meetings which take place each term. They also have identified link areas from the school development plan to monitor. A summary report is produced for each area and shared with SLT and the rest of the Governing Body. The report is retained for monitoring evidence.
- The SLT, through the school improvement plan, liaises with parents to ensure their views are embedded in any future plans. This is done through consultation at parent evenings, parent workshops, parent open mornings and questionnaires.

Who monitors what?

The Governing Body monitors:

All aspects of the School through:

- Monitoring the link areas they are responsible for.
- Reading and approving policies identified on an annual cycle
- Head Teachers' Report
- Link visits and learning walks
- Appraisal targets
- Monthly committee meetings

Policy development and implementation:

All policies are considered by the governing body. A review plan is circulated each year and the SD&P committee are invited to form part of this review cycle by checking amendments to policies and meeting with key staff in school to discuss how they are implemented.

The Head Teacher:

- Arranges the overall programme, which is shared with all teachers and timetable of monitoring and evaluation each year
- Provides resources to enable monitoring to take place. An annual Quality Assurance Schedule is produced indicating who will monitor what and when
- Evaluates the implementation of the Quality Assurance Schedule
- Ensures planning is effectively monitored
- Undertakes observations of teaching three times during the year
- Holds formal and informal discussions with teachers, students, parents and governors
- Completes, maintains and disseminates (to all staff and governors) an update on the School Improvement Plan.

Deputy Head Teachers:

- Undertake observation of teaching
- Undertake learning walks
- Undertake work scrutiny
- Carries out Appraisal on all assigned teachers
- Holds progress meetings with the assigned teachers

Curriculum Leader monitor:

- Planning and implementation

Subject Coordinators monitor

- Strengths and Developments in their curriculum subjects

Individual Teachers:

- Monitor attainment and progress through work analysis and on-going assessment and marking
- Hold discussions with other teachers, teaching assistants, students and parents concerning teaching and learning in the class
- Mark work and analyse individual student progress
- Maintain summative assessments on individual students

WHAT HAPPENS AFTER A MONITORING ACTIVITY?

The purpose of monitoring is to contribute to the continual development of outcomes, teaching, learning and assessment in the school. All monitoring information is analysed with a view to ascertaining key messages that are then used to inform the school's improvement planning and / or staff development activities.

Each monitoring event leads to the production of a monitoring summary report. This records the main finding, including the key strengths identified, the key aspects that require attention and recommendations.

Monitoring summary reports are always shared and discussed at a staff meeting and then retained in the head teacher's SEF Evidence file so that these can then be used to inform the preparation of the next year's improvement plan.

Monitoring summary reports are shared with governors to enable them to keep an up to date view of the school's strengths and weaknesses.

Self-Evaluation Form

The SEF is used as the reporting format for school self - evaluation to governors and staff. The head teacher is responsible for maintaining an up to date SEF and for sharing it with staff and governors.

SCHOOL IMPROVEMENT PLANNING

During the summer term the Senior Leadership Team will consider the SEF and all monitoring summary reports and any recommendations of the governing body. The leadership team identifies from all monitoring information the most important areas that require attention and then identifies key areas to include on the improvement plan to bring about the necessary improvement.

The full staff team is made aware of the priorities of the improvement plan and is consulted to determine that the priorities are agreed as the most important aspects to improve next year.

School Improvement Plan

This single plan provides a focus and a road map to the key improvement actions for the school. The plan provides a programme of activities for one academic year. The annual plan should focus

on only a few key priorities which are selected as a result of school self-review findings. The issues selected should be those which have the greatest potential to improve achievement and the quality of education.

The programme of actions in the school improvement plan is organised in a way that enables clear links to be made with the school's processes and procedures for monitoring and self evaluation.

Who is involved in the SIP?

The school provides clearly-defined opportunities for all to be involved. The overview of the development of the plan rests with the head teacher and the senior leadership team. Governors have a key role, not only in the final approval of the plan, but also in identifying its priorities and being involved in aspects of its preparation. All staff contribute to identifying areas of strength and development.

APPENDIX 1

Quality Assurance Schedule

This Quality Assurance Schedule is to be shared with all key stakeholders to ensure a consistent approach across the whole school. It is to be used as a guide of when to carry out the required activities and which governors will be holding the school to account.

Activity	When	Responsibility	Impact	Link Governor
Appraisal Meetings	Annually by October 31 st March June	Head Teacher-SLT Leanne & Lisa- Teachers	Teaching, Learning & Assessment is consistently good or better. Poor teaching is addressed quickly	Chris and Laura
Work Scrutiny	November February May	Leanne-Lower site Lisa- Upper site	The work in books represents the pupils' current level of understanding. Feedback is fit for purpose.	Laura and Brian
Learning Walks	September February April	Leanne & Lisa Subject Coordinators	The Learning Environment is conducive to supporting pupils to feel safe and secure. Policies and procedures are being followed. Teaching, Learning and Assessment is consistently good across the school.	Laura and Brian
Lesson Observations	October March June	Margot Subject Coordinators	Teaching, Learning & Assessment is consistently good or better. Poor teaching is addressed quickly and improvement is evident.	Laura and Brian
Monitor Planning	September January April	Kelly- Oversees Subject Coordinators for each subject	Planning is consistent with curriculum maps and is matched appropriately with pupils' levels	Laura and Brian
Target Setting	September January	Leanne & Lisa	Targets are aspirational and appropriate. They build on	Chris and Brian

	April		previous learning.	
Monitor Progress	Throughout year	All class teachers	Pupils are making progress towards their targets. Where this is not occurring then alternative strategies are employed	Chris and Brian
Analyse Data	December March July	Margot- whole school Leanne & Lisa	Pupils are making progress towards their targets. Where this is not occurring then alternative strategies are employed	Chris and Brian
Progress Meetings	January April	Leanne & Lisa	To hold teachers to account for the progress of their pupils. To ensure deadlines are being met	Chris and Brian
Report to Governors	September January April	Margot	To ensure that information is regularly shared with all governors to ensure they have a good understanding around all appropriate aspects of the school	Laura
Link visits	Autumn Term Summer Term	See Link Governors	To ensure that governors have an up to date knowledge about their areas of responsibility and this is shared with the whole governing body.	Laura