



Westerton Primary School

Self-Evaluation Policy



Westerton Primary School

November 2020

Rationale

Effective self-evaluation in Westerton Primary will support teachers and the school leadership team to:

- Ensure educational outcomes for all learners are improving
- Address the impact of inequity on wellbeing, learning and achievement
- Consistently deliver high quality learning experiences
- Embed progression in skills for learning, life and work from 3-18;
- Strengthen school leadership further at all levels
- Improve the quality and impact of career-long professional learning
- Extend and deepen partnerships to improve outcomes for all learners
- Increase learning sustainability
- Tackle unnecessary bureaucracy

'Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgments about the impact of learners should be central to self-evaluation.' (HGIOS 4)

In Westerton Primary we aim to provide a safe, happy and caring environment where children learn respect for themselves and others. We offer a broad and balanced curriculum and work hard to ensure our pupils fulfil their potential. We aim to help our pupils become independent learners, be creative, healthy and develop a positive attitude to life. Effective, ongoing self-evaluation (both formal and informal) provides unique and valuable information about what is having an impact on learners and is therefore essential in raising attainment for all pupils.

Meeting the wide range of needs of all children, young people and their families is the heart of everything done at Westerton Primary School. Westerton cannot achieve this by itself. As noted in the *Building the Curriculum* series, strong, effective partnerships are the key to future improvement and maintaining Westerton as a highly-effective and high-performing school.

In Westerton Primary we have robust internal approaches to self-evaluation and also highly value the input of external partners. In Westerton we understand that self-evaluation should be an ongoing process. We continually reflect and evaluate our work and use the evidence from these activities to plan future improvement. Thus, the direction for future improvement comes from the school and its partners. This is the definition of self-improvement.

In line with HGIOS 4, the significant relationship between effective self-evaluation and school improvement can be seen as an “inwards, out words, forwards” approach to help Westerton Primary and its partners answer the question at the heart of self-evaluation:

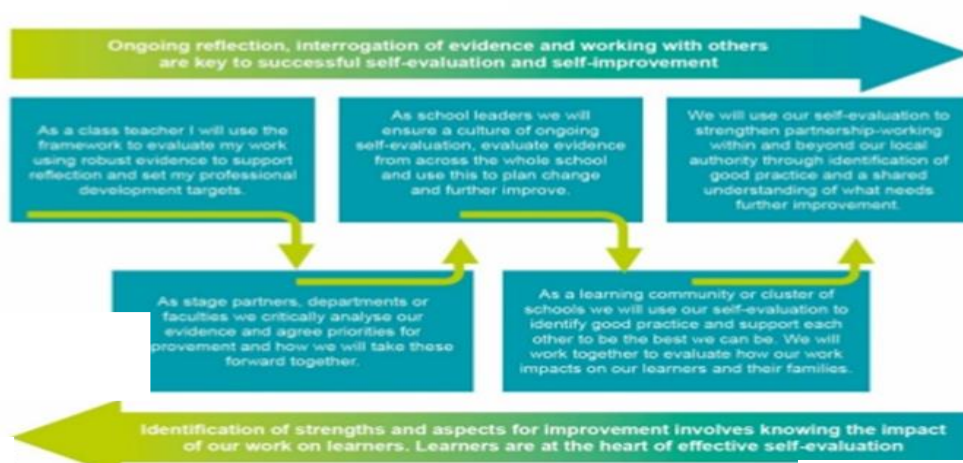
- How are we doing?
- How do we know?
- What are we going to do now?

Using this approach in Westerton will allow us to look inwards to analyse our work, look outwards to find out more about what is working well for others locally and nationally and look forwards to gauge what continuous improvement might look like in the longer term.



Effective self-evaluation in Westerton involves a level of reflection and critical enquiry which is best achieved through a mixture of internal and external analysis. Making sound judgments about the impact on learners is central to self-evaluation in Westerton. Effective ongoing self-evaluation provides a unique and valuable picture of what is having the most and least impact on learners in a single stage, within school or across a cluster or local authority. In Westerton we continually ask the question ‘how good can we be?’ once the quality of the impact on learners has been evaluated, then improvement plans are drawn up. Looking outwards, learning from what happens elsewhere, and looking forwards, exploring what the future might hold for today’s learners, supports our improvement planning process. Looking outwards and forwards provides Westerton with the justification for moving things in a different direction, and the motivation and inspiration the underpins Westertons vision to be the best it can be.

Collaborative approaches to self-evaluation:



The triangulation process is used at Westerton Primary to ensure evaluative statements about strengths and aspects for development are grounded in a robust evidence base. The triangulation of evidence-based on information and data, people's views and direct observation of practice involve all school staff, learners, partners and other stakeholders.



Self-Evaluation in Westerton Primary School HGIOS 4

Using HGIOS 4's quality indicator framework school staff, learners, partners and other stakeholders will use part of the indicators for effective self-evaluation. Self-evaluation in Westerton Primary using the HGIOS 4 indicators will focus yearly on the core indicators of:

- 1.3 – Leadership of change
- 2.3 – Learning, Teaching & Assessment
- 3.2- Raising attainment & Achievement

Self-evaluation – taking a closer look



Appendix 1 shows the structure used in Westerton to 'take a closer look' at specific indicators.

Quality indicators or themes from different quality indicators are also bundled together to enable staff, learners, partners and other stakeholders to focus on a particular area of work. This method allows the school to develop more specific self-evaluation questions and identify aspects of school life which need greater focus through individual professional development or collegiate working.

School Improvement Planning

Effective self-evaluation and planning for improvement require the involvement and commitment of all. In Westerton we take account of national and local priorities when identifying priorities for improvement as well as the views of all stakeholders including staff, learners, parents and the wider community. The agreed priorities are included in the School Improvement Plan and are shared with all staff, parents, pupils and the wider community through newsletters, the school website, Parent Council meetings, assemblies and inset days. Priorities are monitored and evaluated regularly by staff. Professional learning opportunities for staff are linked to School Improvement Plan are provided to maximise the impact any development will have on learners. Staff willingly take on leadership roles within Westerton Primary and are often responsible for leading priorities linked to the School Improvement Plan.

Assessment

Assessment is an integral part of learning and teaching. In Westerton Primary School it helps to provide a picture of a child's progress and achievements and to identify the next steps in learning. Assessment approaches promote learner engagement and ensure appropriate support so that all learners can achieve their potential (see Assessment Policy).

A range of assessment approaches are used to assess progress across a breadth of learning and to ensure application of skills in a variety of contexts.

The Progression Frameworks and the Benchmarks for each curricular area are integral to planning and assessment and these are used effectively to assess children's progress within and achievement of a level of Curriculum for Excellence.

The Broad expectations about progression are:

- Early Level in Early Years and Primary 1 or later for some;
- First Level to the end of Primary 4, but earlier or later for some;
- Second Level to the end of Primary 7, but earlier or later for some;
- Third and Fourth Levels – S1 to S3 but earlier or later for some. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and programmes of study will not include all Fourth level outcomes.

These levels should not be seen as a ceiling on achievement. Teachers should consider the level above and below when planning learning, teaching and assessment.

The learner and teacher must be clear on what is being assessed, why it is being assessed and how it is being assessed.

What will be assessed?

- Knowledge and understanding
- Skills
- Attitudes and capabilities

Why do we assess?

- To support the children in their learning journey by providing evidence about what they say, write, do or make, to demonstrate their learning
- To gather information for pupils, teachers and parents about each learner's achievements and strengths
- To provide quality feedback to pupils, teachers and parents about learners' next steps
- To determine the nature of support required by individual learners.
- To promote learner engagement. When the learners are clear about the aims of the work, for example, through Learning Intentions and Success Criteria, they know how to succeed. This can raise self-esteem
- To provide information to ensure attainment throughout the school.
- To create improved links between pre-school, primary, secondary schools and other settings, to promote smooth transition in learning

When do We Assess?

- **On-going Assessment** – Routinely as part of the day-to-day teaching and learning process (formative assessment/targets for Learning Journeys). Planning for assessment will begin at the same time as planning the learning. The validity of assessment is

increased when assessment tasks and activities are designed to closely match the learning intentions and success criteria

- **Periodic Assessment** - As and when considered necessary (summative assessment). In Westerton this includes Standardised assessments for Reading, Spelling, Numeracy and Mathematics as well as assessment grids and moderation procedures in Writing
- **Assessment at Points of Transition** – At transition, between stages, levels or nursery to primary and primary to secondary school. (Summative assessment)
- Assessment to indicate strengths and difficulties. If we feel a child has a particular difficulty or capability, we may use an objective or diagnostic test to help us plan a suitable programme of work (diagnostic assessment)

After the assessments have been undertaken, the teacher will mark and analyse the assessments. The assessment results and associated next steps will be discussed and agreed at the Tracking Meetings with the Head teacher and the Depute Head Teacher

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 i.e. planning/assessment/evaluation cycle. Teachers will ensure that opportunities are made for learners to regularly reflect on their progress and engage in dialogue with their teacher, learning journeys play an integral part in this. Children have a crucial part to play in gathering evidence and using it to plan their next steps in learning

SLT regularly sample children's work and talk to children about their learning through planned Pupil Focus Groups as well as informal and formal class observations. Parents are involved throughout this process and are given opportunities to give opinions and also play an active role in terms of support planning and reviews

2.3 Learning, Teaching and Assessment

Themes: <ul style="list-style-type: none"> ▪ Learning and engagement ▪ Quality of teaching ▪ Effective use of assessment ▪ Planning, tracking and monitoring 	Key Features: <p>This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.</p>
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Features of highly-effective practice: <ul style="list-style-type: none"> ✓ The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes ✓ Learners' achievements in and out of school are recorded and recognised ✓ They understand how these achievements help them develop knowledge and skills for life, learning and work ✓ Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve ✓ Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve ✓ Staff access and apply relevant findings from educational research to improve learning and teaching ✓ Planning is proportionate and manageable and clearly identifies what is to be learned and assessed ✓ Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning ✓ A quality body of evidence is used to support ✓ assessment judgements and decisions about next steps ✓ Processes for assessment and reporting are ✓ manageable and very effective in informing ✓ improvements in learning and teaching. ✓ Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after ✓ All teachers have well-developed skills of data analysis which are focused on improvement 	Challenge questions: <ul style="list-style-type: none"> ✓ How well are learners enabled to select and make use of high-quality resources and equipment including digital technologies? ✓ How well do we use our community and spaces to deliver high-quality outdoor learning? ✓ How well do we motivate and engage all learners in all aspects of school life? ✓ How well are we enabling learners to become independent learners and develop the four capacities? ✓ How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? ✓ How well do we communicate the purpose of learning and give effective explanations for all learners? ✓ How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills? ✓ How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies? ✓ How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? ✓ How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? ✓ How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? ✓ How effectively do we involve learners and parents in planning and evaluating learning? ✓ How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? <p>How do we know this benefits learning?</p>
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