



Self-Review Policy

Context

The school that knows and understands itself is well on the way to solving any problems it has. Self-evaluation provides the key to improvement. The ability to generate a commitment among all staff members and to appraise our work critically enables us to challenge ourselves and create a culture for continuous improvement.

Below is a list of points that underpin self-review at Longwood Primary

- A desire for continuous improvement
- An ability to measuring and raise standards
- A need to compare ourselves with others
- A timetable for regularly observing each other teaching, using a set of agreed and rigorous criteria
- An ability to evaluate the effect that teaching has on learning
- Having an open culture
- Time to think, discuss and consult
- A process to ensure that action is supported, monitored and reviewed
- To never stop evaluating

There are four questions that are at the heart of our evaluations:-

1. Are all the children in our school learning as much as they are capable of learning?
2. What can we do to find out?
3. When we answer this question how do we know we are right?
4. What do we do about it when we have the answer?

School Self-Evaluation is based on the collection of evidence from a range of sources. It involves making judgements based on the interpretation and evaluation of data and evidence it looks closely at:

- Pupil attainment and progress
- The quality of learning and teaching
- The quality of leadership and management

It identifies good practice

It examines what pupils are doing well and not so well and addresses how well they are progressing

It identifies strengths and weaknesses in teaching and leadership and management

It looks at trends over time

It involves the whole school community

Action follows identification

Aim

The aim of the self-review strategy is to enable the whole school community to review the work of the school as a whole and to support continual improvement.

Structure

The structure adopted to enable the school to achieve its aim is evidenced by two pieces of documentation.

- 1) The School Development Plan and accompanying Action Plans (including monitoring and evaluations).
- 2) The School Subject and Area Self-Review Files (including monitoring and evaluations).

The School Development Plan

This forms the main thrust for development in the school for the immediate year and gives an outline for the two subsequent years. It is arrived at through audit processes. Alongside this goes an audit involving parents and pupils. Parents are consulted via a written request for feedback and children offer their views via Circle Time and survey.

Action Plans are written by the relevant people and dates for meetings and training identified with approximate costs, in terms of time and money given.

The School Subject and Area Self-Review Files

These files are divided into areas of responsibility / organisation. This system also acts as and reference point for staff. This two-fold system means that every aspect of school life is reviewed on an ongoing cycle. Co-ordinators/Phase leaders are responsible for maintain these folders.

Overall Review

Progress with both the School Improvement Plan is overseen by the SIP and Senior Management Team at their meetings and monitoring and evaluation findings are reported to governors at termly meetings. Reviews take account of input from all members of staff.

Outside Moderation

This is conducted by the school's EIP, Core Group and SIP at their visit and termly meetings. The outside moderator would be concerned with major aspects of review that impact directly on teaching and learning and sample issues so that a general overview of the schools improvement is gained.

The Self -Review Process applied to Lesson Observation

Before lesson observation can take place, the following processes are agreed upon:-

1. Responsibilities
2. Moderation
3. Focus
4. Criteria
5. Evidence gathering
6. Evaluation
7. Feedback

8. Implementation

It is important that we support each other in gaining the skills and confidence associated with lesson observations. For each review, we have to decide who will undertake the responsibility to carry out this particular round of lesson observations.

The purpose of moderation is to validate and support our judgements about quality.

Moderation can be provided by the head teacher, another member of staff, or from someone outside. (This is also the role of the SIP and OFSTED)

For each observation, we agree upon the focus for individuals and possibly whole school. These may include:

- Elements of learning or teaching
- Attainment and/ or progress
- Specific elements of a subject
- Performance Management objective.

Before any classroom monitoring takes place each member of staff involved in the observation will be given a brief outline of the agreed issues, criteria and focus involved in that observation.

A pro-forma will be used to record all information gathered during observations. This will help everyone to understand what is expected of them, before and during the monitoring process and how the monitor will act during the observation time. The one presently being used is the proformas for Performance Management observations.

The member of staff responsible for the review that follows the lesson observation will be encouraged to take charge of the evaluation of evidence, feedback to individuals and any written report.

Support can be given by other members of staff to help with the process. Should the person not want to do this part of the evaluation then the SMT will take over.

Feedback will be both verbal and written.

Individuals involved in observations will be given a personal feedback and have a copy of the completed feedback proforma. A copy of this will also be given to the head but no one else will see it. The staff member responsible for the observation will be encouraged to present a written report of general findings and recommendations. This will be used to inform further school improvement through the School Improvement Plan. Implementation of actions could also take place in the following ways:-

- Simple agreement
- PM review target amendment
- Professional Development issues acted upon
- Future Self-Review linked to this area of development.

The Concept of School Self Review

Verbal and Written Feedback

We have an agreed format for feeding back our considered evaluation of teaching. We feedback to individuals first and then in a general way to the whole staff. Evaluation we hope leads to personal or our team agenda for becoming more effective. Feedback includes strengths, possible weaknesses, areas for development/further development and targets for improvement, against which progress may be monitored through regular structured follow-up observations to see if the targets have been realised.

We as a school will support these agendas in all possible ways, which may include professional development, the acquisition of resources and opportunity to observe teachers in other classes or schools.

Verbal Feedback

A full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. It is important that the person giving the feedback refers to the agreed criteria as a point of reference – thus making any possible criticism less personal and more objective. Any verbal feedback is personal and private. The person being observed will also be given a copy of any notes made during the observation.

Developmental feedback should:

- Recognise and encourage achievement
- Identify areas for development
- Provide constructive comment on how practice could be improved
- Draw the recipient into the process by valuing his/her own evaluation
- Be timely and given when the recipient is ready to receive it
- Invite the recipient's view about the best ways to improve practice
- Discuss possible resource and training needs
- Base all outcome on evidence seen
- Reach agreement on future needs
- Give clear, unambiguous messages even if these are uncomfortable

Written Feedback

When given to a group it should be as follows:

- It should begin with a brief description of what was being monitored and why.
- Findings should be recorded in a general way
- No personal references should be made, no names mentioned.
- Strengths should be recorded first
- Points for development next
- Points of action next
- Focus for next observation

Points of action as reported in the feedback could be used in future monitoring and evaluation or as a School Self Review priority.

Lesson Observation Cycle

Annual cycle involves

- Head's monitoring
- Subject monitoring
- SEN Monitoring
- Performance Management observations
- NQT Monitoring
- LA Monitoring when required
- In some circumstances, more frequent observations may be undertaken if the need is identified.

Dyslexia

At Longwood, we value the needs of all learners and display a positive view towards pupils with dyslexia. We have a management structure and procedures within the school which provide support with regard to issues of dyslexia. We have a systematic and supportive approach to continuing professional development for all staff focusing on dyslexia. We have appropriate levels of provision and resources which are deployed effectively. We have effective procedures for early identification, assessment and intervention procedures. We value partnership with parents and pupils.

This policy should be read in conjunction with the schools'

Health & Safety Policy

Equal Opportunities Policy

Racial Discrimination Policy

Risk Assessment Policy

And the Human Rights, Sexual Discrimination & Equal Opportunities Acts