

AC

ARUN COURT THERAPY & EDUCATION

*'Resilience and Perseverance lead to success'*



## SETTING SELF-EVALUATION POLICY AND PRACTICE

### Introduction

Arun Court School is committed to self-review and self-improvement through a systematic process of self-evaluation. This is supported by a meeting structure which focuses on development rather than administrative issues, and an open management structure whereby all colleagues (teaching and support staff) are encouraged to contribute to leadership and management processes.

Why have a self-evaluation process?

1. To give us evidence on which to base our judgements about the school and its future direction.
2. To recognise and celebrate good practice and use this to help others.
3. To raise the performance of the school and it's students
- . 4. To help us fulfil our leadership role
5. To develop more reflective practice.
6. To assess value for money in the allocation of resources

Self-evaluation links to all key aspects of school improvement - planning, training, quality of teaching and learning, raising achievement and breaking down the barriers that hinder achievement.

### Who should be involved?

All stakeholders need to be involved in evaluating the school to make it effective

- leadership team - staff - EMAT - students - parents – Local Authority

### School Improvement Planning Cycle

September - October

- Whole School and Departmental Reviews amended in light of results

-Whole School One year and Three year Plans finalised by using the audit tools

- Training Review amended in light of results - Whole School and Departmental Training Plan

- Partnership plans agreed with outside agencies

- Performance Management annual reviews submitted to Head - Performance Management targets negotiated in line with School Improvement Plan

## February

- Whole School and Departmental Improvement Plans monitored. Report on progress to Board of Directors, LEA and EMAT

## March

- Review of School Improvement Plan and Training Plan in Report to parents

## May -June

- Reviews of Whole School Improvement Plans drafted.
- Training Plan reviewed against outcomes
- Targets and priorities for Whole School Improvement Plans agreed

Monitoring and Evaluation are the key to the success of any plan.

term progress data will be reviewed and intervention plans drawn up for targeted students. Informal review should be on-going and this should inform all planning in the school.

### Whole School Plans

- Reviewed monthly against target dates by Leadership Group

-Each term classes will undergo a formal review using OFSTED guidelines. The review will include student and staff interviews, document and policy review, book sampling, lesson observations and data analysis. The review will be open, supportive and developmental at all stages.

### Performance Management

Performance Review and management exists at all levels and for all staff in the school (see Performance Management policy). All performance review includes self evaluation, task/lesson observation, review of data as appropriate and a formal review meeting.

### Target-Setting and Data Analysis

A class group profile establishes the targets for performance across the year. Each student has a target grade set at the beginning of the year and a current work grade to evaluate progress. These targets are monitored against termly progress checks which are reported to parents. They form the basis of regular progress discussions between tutors and students.

### Lesson Observation & Work Samples

The school recognises the critical importance of structured observation in raising achievement. All teachers will be observed annually by their Team Leader for Performance Management and their Senior Leadership Team Line Manager, as well as by the Head Teacher. Peer observation is also strongly encouraged. Training is regularly organised to ensure staff have the skills necessary for effective observations and feedback. The Senior Leadership Team will regularly sample exercise books, homework and other examples of students' work. The Senior Leadership Team will undertake monitoring of homework each half term and work scrutiny each term.

## Supporting Policies

School self-evaluation is underpinned by the following policies and documents:

- Assessment
- Continuing Professional Development Performance Management
- School Improvement Plan
- Staff Handbook
- Teaching and Learning Policy
- Anti-bullying Policy
- School Behaviour and Attendance Policies

## Involving Students and Parents

The attitudes and feedback from students and parents are crucial to self-evaluation. The analysis of questionnaires to parents will inform planning. Parents' clinics or workshops on issues will be used to garner the views of parents if policy changes are being considered. Students will be consulted by discussion and questionnaire twice a year.