

Tasker Milward VC School – Strive to Achieve Respect
Ysgol RG Tasker Milward- Safwn Er mwyn Rhagoriaeth



Self-Evaluation Policy

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4	HL	Updated Jan 16	Oct 2016	

SELF-EVALUATION POLICY

Vision

The key to raising standards is to create a learning culture and to improve the quality of provision for students. We are committed in Tasker Milward School to a continuous process of school improvement. The role of self-evaluation is to answer the questions 'How are we doing?' and 'How can we do better?'

Principles of Self-Evaluation

Self-evaluation:

- is an important part of school improvement and should focus on student outcomes, student provision and practice in the school.
- originates from the concept of the reflective practitioner. Working as individuals or teams, we need to review our organisation and teaching, regularly monitoring and evaluating the impact of our work.
- works well if focussed on classroom practice and factors that impact upon planning , preparation and resources for teaching.
- should cover all aspects of school from management, departments, year groups, teams and individual teams and students.
- should be non-threatening and become part of the culture and ethos of the school
- should highlight our strengths, identifying and sharing best practice and also areas for development, feeding these into the whole school and departmental development plans.

Aims of the Self-Evaluation Policy

- To outline the processes and procedures in place
- To define the expectations for all staff in the process of self-evaluation
- To ensure we are confident and prepared for external review

Roles and Responsibilities in School Self-Evaluation

Governors should

- ensure the policy is carried out
- review the effectiveness of the policy on a regular basis
- assume responsibility for areas of self-evaluation specifically designated to the Governing Body

The Headteacher should

- ensure that staff fulfil the requirements of the self-evaluation policy
- ensure the Performance Review Process is linked to the process of school improvement
- ensure the views of parents and pupils are sought regularly as part of the evaluation processes

Line Managers should

- monitor, challenge and support their subject areas to improve learning

- meet subject and year group leaders as laid out in the Line Management Meetings Schedule and keep records of the discussions
- assist in departmental review and improvement planning as required

Subject and Year Group Leaders should

- monitor, challenge and support staff in their subject areas and year groups to improve learning
- regularly monitor the work of the students in the subject or year
- use processes that involve students in reviewing the work of the subject
- interrogate internal and external data to review students progress and as a basis for setting departmental and student targets
- carry out an annual departmental /year review with the members of the department / year group, report the review and plan priorities for improvement in an annual departmental / year group improvement plan

Non teaching Team Leaders should

- monitor, challenge and support the work of staff in their teams
- review the work of the team, setting targets for improvement in an annual action plan

Teachers should

- be accountable for the learning of their students regularly reviewing the progress of the students they teach
- take part, with their team leader, in an annual review (including self-review) of their work as part of the Performance Management process
- participate in subject area monitoring, evaluation and review meetings

Self-Evaluation Framework

Aims

- To improve the quality of teaching and learning throughout the school.
- To systematically review and evaluate the work of all departments/year teams/management.
- To encourage teams to reflect on practice, identifying and sharing the best and innovative practice.
- To provide a quality assurance tool so that department/team leaders can evaluate their team's performance in line with best practice locally and nationally.
- To link department/team priorities with wider school priorities.

Process of Department Review

- There will be three calendared times for department reviews per academic year.
- The review will involve SLT and the relevant department. It will be lead by HL.
- The review will include an analysis of data, a review of documentation, input from student interviews/questionnaires, student work sampling and lesson observation.
- Discussion of the monitoring and evaluation of the findings will result in a report written by HL.
- Feedback will be given to all staff and discussion will take place in departmental meetings.
- Outcomes of the review will feed both into the departmental SERs and the Department Improvement Plan and the whole school evaluation.

- Priorities for development from the review (and other monitoring) will inform the focus of the next annual departmental improvement plan.
- Be reported to the Governing Body

Generally, monitoring and evaluation should be ongoing and undertaken by members of the department led by the department Head as a matter of normal practice.

Whole school Review

In addition to the departmental reviews, other whole school issues e.g. homework, pastoral issues, will be monitored by the SLT and appropriate responsibility holders. Procedural plans will be drawn up for each issue monitored and the monitoring will be led by the appropriate member of the SLT.

Planning Cycle

September	Whole School & Departmental Improvement Plans completed.
Sept - July	Implement and review strategies in DIP
March	Set budgets Staff Development Planning
September	Review KS3 results; Review and revise Year 10 targets Interim review of departmental progress Review external examination results and set new targets Review MidYis results
Sept-July	Lesson observation (link with Performance Review)
October	Review PASS data
October	Complete Performance Management Reviews

Line Manager Meetings

These are conducted every half term – agendas are agreed in advance in SLT meetings to link with the planning cycle.