

This guidance document outlines the approach to ensuring continuous improvement through assisted self-evaluation. This is a working document and should be referred to in matters relating to quality improvement. The content of this document applies to all educational establishments, including ELC.

# Ensuring Quality: The Improvement Framework

Updated December 2016

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# Foreword

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The content of this document applies to all educational establishments, including ELC settings. Session 2016-17 started with a request for you to share with your teachers and non-teachers a summary of the key messages contained within Scottish Government's plan for education delivery (Appendix C). *The National Improvement Framework* (January 2016) and *Delivering Excellence in Education* (June 2016) are two key national documents driving transformation in our schools and local authority over the next few years. It is essential that headteachers, teachers and non-teaching staff engage with the plans for how education will be delivered in Scotland in the near future, so that everyone has the opportunity to contribute to the consultation process and be prepared for changes as and when they are implemented. It is also important that all headteachers, teachers and non-teaching staff are aware of local and national priorities and policies in order to understand factors such as accountability, needs and pressures. The introduction of the 'Assessment of Children's Progress' as part of the National Improvement Framework has called for positive assessment practices that permit evaluation of performance at all levels. Teachers and headteachers are required to collect reliable data and use it in planning for interventions, either at individual, class or school level, to ensure all children and young people achieve as well as they can. The summative data is also required to be submitted to Scottish Government – the subsequent publication increasing the stakes. There will be CPD opportunities to support the development of assessment practices.

During this period of local and national transformation **Scottish Borders Council** will continue to prioritise positive educational outcomes for **all children**, particularly for those who experience high levels of social, emotional or economic deprivation. We recognise the interconnections across the key drivers of leadership, quality of learning, teaching and assessment, and intelligent use of data to inform next steps as essential to enable continuous improvement and maximise attainment and achievement. We will build on the work already started to support schools in striving for excellence and equity for all our children and young people. Last session we introduced a number of events to provide 'support and challenge' for Headteachers to develop and lead self-improving schools. This session, as well as 'Headteacher Engagement' days, we will be providing focused events for targeted audiences, including teachers and promoted members of staff.

Some things have not changed – there is still a clear expectation that school leaders will demonstrate that they are using data effectively and evidencing improvement on learning, teaching and achievement for all learners. Senior Lead Officer engagement has been amended this session to focus on supporting headteachers to fulfil this expectation.

I hope this document provides clear guidance on the expectations and entitlements relating to Quality Improvement within Scottish Borders.

Michelle Strong

Chief Officer for Education

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## **APPENDICES**

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Appendix D - Departmental Peer Review - Secondary Schools

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# Our vision

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Our vision for education in the Scottish Borders is that all our children and young people are achieving the highest possible standards with the appropriate skills to allow them to enjoy success now and in the future.

Using this Improvement Framework we can ensure our vision is being realised, with children and young people benefitting from excellent learning and teaching and being at the heart of all practice, policy and decision making in our schools and centres.

## What is the Improvement Framework?

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The Improvement Framework for Scottish Borders Council (SBC) brings together the necessary information which allows the evaluation of our educational provision and informs the key actions we need to take to drive continuous improvement. It will ensure we are supporting all schools to improve year on year. In particular, it will ensure we remain committed to breaking the link between deprivation and underachievement by narrowing the attainment gaps between groups of children and young people and schools.

Under the Standards in Scotland's Schools Act 2000 the local authority has a statutory duty to ensure the quality of provision in its schools and establishments. The local authority is required to produce an annual statement of improvement objectives with an agenda to raise standards and deliver continuous improvement. The Improvement Framework allows the local authority to see where we are successful and where we need to improve.

This Improvement Framework:

- is founded on the principle of self-evaluation against nationally agreed indicators contained within *How Good is our School ?* Edition 4. Schools are expected to evaluate performance using all relevant quantitative and qualitative data and involving all stakeholders.
- recognises the importance of having school-to-school collaboration and involving an integrated approach with wider involvement of all school staff as central to individual school improvement.

- utilises a proportionate, validated self-evaluation approach to school reviews, including peer reviews, cyclical reviews, thematic reviews and pre/post Education Scotland inspection reviews.
- requires all primary and secondary schools to hold dependable information including data on attainment, qualifications, attendance, exclusions and positive destinations.
- delivers a proportionate approach to supporting and challenging schools and centres based on rigorous and accurate self-evaluation using an intelligent use of data. The level of support required by a school or centre will be agreed by the headteacher and Senior Lead Officer/Chief Officer and reviewed on a regular basis.
- requires all staff in schools and centres to recognise the shared responsibility in delivering high quality learning provision for our children and young people.
- promotes continuous engagement with professional learning opportunities and literature for developing the knowledge and skills required for effective learning and teaching and for asking critical questions about our own practice.

The following section outlines the roles and responsibilities of staff in relation to the Improvement Framework along with the expectations and entitlements around the positions.

# Roles and Responsibilities

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## Teachers including promoted staff with a teaching commitment will:

- Provide a welcoming, stimulating and inclusive environment where children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included
- Plan and deliver differentiated learning opportunities to meet individual/group needs for all curriculum areas
- Communicate high expectations and ambition for all pupils through their daily work
- Use a range of assessment evidence for reporting progress of individuals and for determining next steps in learning
- Provide timely and appropriate feedback that supports next steps in learning and delivered in a way that the learner understands
- Provide appropriate and timely interventions for those either not reaching or who are exceeding their targets
- Prioritise professional learning time to develop practice
- Recognise professional support in the form of discussions and observations from peers, SMT and SLO
- Be aware of and demonstrate commitment to their statutory codes of practice and duties, for example, GTCS, GIRFEC, etc
- Develop a culture and practice of self-reflection, self-evaluation, and self-improvement
- Recognise the importance of collaborative working in developing their own and others' practice.

### **Headteachers, supported by DHTs and PTs, will:**

- Promote a culture of high aspiration, expectations and ambition for the school community
- Ensure the school has a clearly communicated strategic plan for self-improvement which is ongoing and evidence-based
- Use information and attainment data intelligently to guide self-evaluation and improvement planning
- Invite the engagement of all stakeholders in self-evaluation and value their contributions
- Ensure attainment data is quality assured within and across schools
- Engage fully with cross-school working
- Ensure all staff fulfil their statutory codes of practice and duties
- Encourage professional engagement for staff through the PRD process
- Promote an environment and culture where all staff and partners feel valued and supported
- Provide pastoral care for all staff
- Lead staff in driving up standards and improving attainment through the highest quality of learning and teaching provision, including the environment
- Regularly track, monitor, evaluate and feedback to staff on school provision and pupil performance
- Make available all relevant school information and attainment data to the SLO/local authority representative, including councillors, when requested
- Provide timely and appropriate support and challenge to ensure the best possible outcome for pupils and young people.



### **Management Teams in schools leading and managing ELC will:**

- Implement Early Years policy, procedures and legislation to raise attainment of all children
- Meet all regulatory, contractual and legislative requirements
- Ensure there is a strong focus on inclusive and nurturing approaches, linking with named person as required and particularly at times of transition
- Lead ELC development and improvements ensuring that robust self-evaluation is embedded in all processes
- Lead and support staff team
- Lead regular practice focussed meetings with the ELC staff group
- Ensure that all staff team in ELC actively engage in high level professional learning
- Ensure that the learning environment in ELC facilitates learner entitlements and has a consistent focus on literacy, numeracy and health and wellbeing through a play-based curriculum
- Support, develop and manage the ELC team in setting
- Establish and support strong links with parents at the earliest stages, working with families to engage them in their child's learning and development
- Regularly meet SNN
- Liaise with EY teacher team
- Support the ELC staff team in planning appropriately for the age and stage of each child
- Ensure that staff time is focused on play-based learning approaches and that planning is responsive to children's development and needs.

### **Early Years Teacher (EYT) will:**

- Develop strong, open and productive relationships with operational staff team and management team link in setting
- Provide support to setting in terms of; engaging and relevant learning environments, quality of play, interactions, progress in learning, planning and evaluation cycle

- Provide advice and support on creating or developing inclusive and nurturing approaches, including ASN
- Support curriculum balance and entitlements, helping staff towards a consistent focus on literacy, numeracy and health and wellbeing through a play-based curriculum
- Sign-post staff to improvement opportunities through modelling, sharing good practice, possible professional learning activities/visits
- Support and challenge pedagogical aspects of ELC setting
- Monitor and support the evaluation and reporting of children's progress
- Where required, use modelling or teaching as a support to professional learning for staff
- Work with the staff team to support pre and post inspection processes.

N.B. The EYT is not responsible for curricular planning or curricular reports within the setting.

#### **SBC Central Early Years Team will:**

- Lead the Early Years Teacher Team
- Monitor contractual requirements
- Deploy the EYT team, in a proportionate manner according to need
- Ensure availability of opportunities for professional learning for ELC staff
- Support management Pre and post inspection
- Work closely with cluster SLO
- Ensure all settings are appropriately staffed
- Access to referral pathway to parenting programmes.

# The role of the Senior Lead Officer

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Senior Lead Officers (SLO) hold a strategic remit and have responsibility for clusters of schools and ELC centres.

The areas of strategic responsibility include:

1. Quality Improvement and Assessment
2. Inclusion and Additional Support Needs
3. Curriculum, Learning, Teaching (Primary)
4. Curriculum, Learning, Teaching (Secondary), ICT
5. Health and Wellbeing (including GIRFEC and Child Protection), Sport and Culture
6. Professional Learning, Leadership and Partnerships
7. Community Partnerships, Employability Skills and Performance (Partnerships)
8. Early Learning and Childcare
9. Policy, Planning and Performance

As well as leading on the strategic remit, a key role of the SLO is to support self-evaluation and quality improvement. The school can expect the SLO to:

- Provide feedback on the Standards and Quality Report and School Improvement Plan with the HT/SMT
- Engage with pupils, staff and parents to support increased quality within the school
- Provide advice and support on local and national priorities and developments
- Support headteachers in maintaining a focus on raising attainment and self-evaluation for continuous improvement
- Participate in school reviews
- Support the working of the Learning Community
- Support the school with moderation activities that increase the dependability of assessment data
- Provide pastoral care for the wellbeing of the headteachers

- Encourage professional engagement for the headteacher through the PRD process
- Identify and share good practice across SBC
- Provide support before, during and following inspection by Education Scotland. The level of support and follow-up required will be agreed by the headteacher, the SLO and the Chief Officer.

The level of support within a school should be agreed with the individual headteacher and be based on available data arising through the process of continuous self-evaluation. Support may include participating in learning visits to classrooms, providing advice and support to staff, analysing information and data, attending meetings of staff, pupils or parents, or any activity which assists the SLO in fulfilling the expectations set out above.

## SLO Engagement

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Schools can expect regular engagement with their Senior Lead Officer throughout the year. The level of engagement will be determined by the needs of the individual school at any given time. Engagement may be through a formal visit where specific preparation will be required; this will be communicated by the SLO in advance, for example, Attainment Visits in September/October. Other visits may be informal where the SLO will gather information about the school by, for example, talking to teachers and pupils or sitting in on a meeting.

Schools are encouraged to develop a self-improving culture by continually looking inwards, outwards and forwards– How are we doing? How do we know? What are we going to do now?

The main focus of engagement throughout Session 2016-17 will be:

1. (QI 1.3) Leadership of change – *Impact of school improvement planning and interventions*
2. (QI 2.3) Learning, Teaching and Assessment– *Quality of feedback for learners and teachers*
3. (QI 3.2) Raising attainment and achievement– *Continuous improvement over time*

# School Review Process 2016-17

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Approximately 18 primary schools, 2 SEBN centres and 7 private and voluntary ELC settings will have a local authority review during session 2016-17. In addition, by December 2017, all secondary schools will have been reviewed in the last two years.

## Why are there different types of review?

The School Review process is always centred on a validated self-evaluation approach and led by the headteacher. Carried out effectively, a school review can tell the school and the local authority a great deal in a relatively short space of time. It is not always necessary to gather the same size of team for every review. Therefore, the Improvement Framework contains 3 specific types of review:

1. Local Authority Review – this process is at the discretion of the local authority and will involve a fixed team comprising SLOs, HT colleagues and possibly an external member from a neighbouring local authority.
2. Validated Self-Evaluation – this process is initiated by the individual school and involves HT colleagues within the same cluster group. It does not require a local authority representative.
3. Thematic Review – this process is carried out by the local authority with a specific focus. For example, the level of involvement of all stakeholders in self-evaluation and planning for improvement.

## Local Authority Review

The core indicators for Review taken from HGIOS 4/HGIOLEC will be:

QI 1.3 Leadership of change

QI 2.3 Learning, teaching and assessment

QI 3.2 Raising attainment and achievement/securing children's progress

In addition, schools may also include an indicator of choice.

The plan for a review will be as follows but the process will be proportionate to the size of the school.

**Preliminary Visit** - On announcing the review, the team leader visits the school and shares with staff the arrangements for the forthcoming week, negotiates any additional

QIs for consideration, identifies areas of good practice, identifies areas of recent investment, identifies areas requiring support.

**Day 1** am Team walkabout  
pm Self-evaluation presentation

**Days 2 /3** (proportionate) Evidence gathering through Focus groups and Classroom observations

**Day 4** am Collating evidence identifying areas of uncertainty or concern and then discuss with HT  
pm Draft report shared with HT and SLO

**Follow up** Improvement Plan drafted by HT and SLO within 4 weeks of Review  
Regular engagement of SLO with HT regarding progress  
Members of the Review Team will return within 3 months to monitor progress.

The findings of the School Review should be reflected in the subsequent School Improvement Report (SIR) and School Improvement Plan (SIP).

In a **Thematic Review** the team would focus on one particular area, for example, the impact of the literacy strategy

### **Validated Self-Evaluation**

Individual HTs can invite colleagues to carry out a peer review in their school. The agenda is set by the school, including the scope of the review. The findings would be reflected in the SIR and SIP.

### **Departmental Peer Review - Secondary Schools - See Appendix D**

Validated Self Evaluations in Scottish Borders Council aim to support and challenge departments in secondary schools to improve the quality of provision and outcomes for learners, building on good practice and securing continuous improvement.

### **Review of Early Learning and Childcare (ELC) Settings**

The review process for ELC settings is as the school process however the length of the review will be shorter in response to the size of the setting.

By the end of session 2016/17 approximately 7 ELC Settings will have been reviewed.

# HT, DHT and Teacher Engagement

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## Business meetings for headteachers

Date
Thursday 29 <sup>th</sup> September 2016 (S) Thursday 6 <sup>th</sup> October 2016 (P)
Wednesday 30 <sup>th</sup> November 2016
Thursday 23 <sup>rd</sup> February 2017
Thursday 11 <sup>th</sup> May 2017

## Early Years Managers Meetings

Date
Thursday 8 <sup>th</sup> September 2016
Wednesday 17 <sup>th</sup> November 2016
Wednesday 8 <sup>th</sup> February 2017
Wednesday 19 <sup>th</sup> May 2017

## Engagement Days for headteachers

Date
Wednesday 19 <sup>th</sup> October 2016
Tuesday 24 <sup>th</sup> January 2017
Wednesday 15 <sup>th</sup> March 2017
Thursday 1 <sup>st</sup> June 2017

## Targeted School Support - Self-evaluation for continuous improvement

In addition to Engagement Days, headteachers may be invited to a two day tutorial style event designed to support self-evaluation for continuous improvement. Headteachers have the opportunity to listen to others' experiences and work collaboratively to develop their own self-evaluation for continuous improvement. These events are conducted in small groups of 8-10. These are two separate day events held within working hours.

## DHT Leadership Days for 2016-17

These events will support the development of management skills and attributes as well as support effective collaborative working. In addition, DHTs will be encouraged to participate in ESCI 360° self-evaluation.

## Induction and Mentoring

SBC is aware of the challenges that headteachers face in successfully leading and managing schools and is committed to providing the best support possible in order that they can fulfil the roles and responsibilities expected. Headteachers are entitled to support from their assigned SLO as well as from their colleagues within their cluster. Headteachers new to SBC

will be provided with an induction programme and assigned a mentor in the form of a currently serving headteacher.

The induction programme will cover areas such as expectations, SBC policies and practices and will include mandatory training in Child Protection; Attendance management and Performance management. Induction and mentoring is not an optional entitlement and should be viewed as a necessary professional learning opportunity to ensure headteachers are fully prepared to manage and lead a school in SBC.

### **Professional Learning Opportunities – mandatory and optional**

Throughout the year professional learning opportunities can be accessed through the professional learning programme on the Soprasystem. Some professional learning opportunities are mandatory and this will be indicated within the communication. It is the responsibility of the individual to ensure that mandatory training is undertaken.

### **National Improvement Framework - Training and support**

The introduction of the ‘Assessment of Children’s Progress’ as part of the National Improvement Framework has called for positive assessment practices that permit evaluation of performance at all levels. Teachers and headteachers are required to collect reliable data and use it in planning for interventions, either at individual, class or school level, to ensure all children and young people achieve as well as they can. The summative data is also required to be submitted to Scottish Government – the subsequent publication increasing the stakes. Throughout the year there will be CPD sessions for teachers and headteachers on developing assessment practices including constructing dependable assessment tasks, understanding and applying assessment terminology and analysing data intelligently.

### **Moderation events**

Moderation is a process of comparing and sharing judgments ensuring teacher assessment is in line with national standards and to help to develop a shared understanding of the attainment outcomes. Teacher assessment by its nature tends to provide valid assessment information but moderation is necessary if it is to be considered dependable. The professional dialogue which takes place within the moderation setting encompasses teaching as well as assessment so moderation also serves to deliver professional development for participating teachers. **Best-fit criteria for assessing writing can be found in Appendix E of this document.**



# Developing Numeracy using a ‘Learning schools’ Approach

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All schools aspire to excellence in learning and teaching. For the second half of this session schools will have a particular focus on Numeracy. Schools will look *inwards* at their own practice, look *outwards* by working in partnership within others and look *forward* to realising the aspiration of consistent, excellent practice. We recognise the importance of highly skilled staff and the value and impact professional and thus will expect to see evidence of staff using the framework below in practice:

<p><b><u>Pedagogy and Play</u></b></p> <ul style="list-style-type: none"> <li>• Deep content knowledge</li> <li>• Knowledge of learners and their needs</li> <li>• Planning content/experiences</li> <li>• Be open to new learning &amp; challenges</li> <li>• Talk, listen &amp; involve pupils in learning</li> <li>• Develop thinking &amp; learning skills</li> </ul>	<p><b><u>Quality instruction/interactions</u></b></p> <ul style="list-style-type: none"> <li>• Effective/skilled questioning</li> <li>• Review previous learning</li> <li>• Feedback which moves learning forward/promotes curiosity, independence and confidence</li> <li>• Quality dialogue</li> <li>• Time to practice new skills/ and follow their interests</li> <li>• Model responses</li> <li>• Differentiation</li> <li>• Learning which is collaborative, active and cooperative</li> </ul>
<p><b><u>Classroom/Playroom environment</u></b></p> <ul style="list-style-type: none"> <li>• Learning that is challenging</li> <li>• High expectation</li> <li>• Warmth, nurture and enjoyment</li> <li>• Motivating and engaging lesson</li> <li>• Success is celebrated though mistakes are ok</li> <li>• Respect and rapport</li> </ul>	<p><b><u>Classroom management</u></b></p> <ul style="list-style-type: none"> <li>• Effective time management/time to wallow in their play</li> <li>• Activities that maximise engagement</li> <li>• Independent learners</li> <li>• Well organised learning spaces/stimulating, exciting and challenging</li> <li>• Positive behaviour strategies</li> <li>• Appropriate use of resources</li> </ul>
<p><b><u>Teacher/Practitioner behaviours/beliefs</u></b></p> <ul style="list-style-type: none"> <li>• Reflective practitioners</li> <li>• Focussed feedback from colleagues</li> <li>• Professional learning which encourages staff to grow and develop</li> <li>• Influencing others and challenging mindset</li> <li>• Communicating with families</li> </ul>	

# Working Collaboratively

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**inwards... outwards... forwards**

## **Working collaboratively within schools and across schools**

All schools are committed to continuous improvement in learning and teaching and improved outcomes for learners. When teachers work together, whether to observe each other's practice, or to consider work learners have produced, or to decide appropriate next steps, or to share ideas/problem-solve, they bring collective wisdom of all the people in the group to the activity. More eyes and minds result in more reliable decisions and judgements. Policies and practices in all schools should promote a collegiate learning culture rich in peer learning, constructive feedback and professional dialogue and debate.

## **Working collaboratively with partners**

Partnerships are integral to the way a highly-effective school works. To achieve the best possible outcomes, schools work with partners and businesses to maximise the learning experiences for all learners. All partnerships are based on mutual trust and respect and understand, appreciate and value the range of expertise from which learners can benefit. Parents, carers and families can provide successful partnerships.

## **Working collaboratively across local authorities**

Looking outwards involves not only working across schools but investigating best practice within our neighbouring local authorities. This session SBC is committed to sharing ideas within the areas of ELC, Professional Learning, ASN/Inclusion and the Review process within Quality Improvement. All partners recognise that as well as being at different stages of development within these areas, there are also specific issues directly related to the demographics of each and what works in one local authority may not meet the needs of another. However, by participating in a collegiate learning culture, underpinned by professional dialogue and debate, we can learn from what happens elsewhere to challenge our own thinking, as advocated in HGIOS? (4<sup>th</sup> Ed).

This session SBC is participating in the National Moderation of Numeracy and Writing with 8 teachers acting as Quality Assurance Moderation Officers. This important work will support all schools in developing a shared understanding of standards.

# Expectations of Leadership of Self-evaluation

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## inwards... outwards... forwards

- Leadership of self-evaluation is everyone's responsibility
- Schools are responsible for their own improvement. Self-evaluation is the key principle to school improvement and is everyone's responsibility
- Self-evaluation has to be valued and led by all with a clear steer on processes and on expected outcomes
- Where schools use self-evaluation effectively, the experiences and achievements of learners continue to improve
- When schools act on the messages from rigorous self-evaluation, they can engage in well-judged innovation
- Schools should use the self-evaluation and improvement tools which best suit their context and purpose
- Self-evaluation processes should be robust, data rich, and manageable, avoiding unnecessary bureaucracy
- The greater the changes made, the greater the need to evaluate the impact of those changes to inform future improvements in provision and improve outcomes for learners
- Where schools know themselves well, they can focus energies on where they really need to improve and on what is most important for them in their context.
- Good leaders develop the skills of leadership and self-evaluation in others
- Key questions on self-evaluation – Is there evidence of:

Improved attainment and achievement for all?

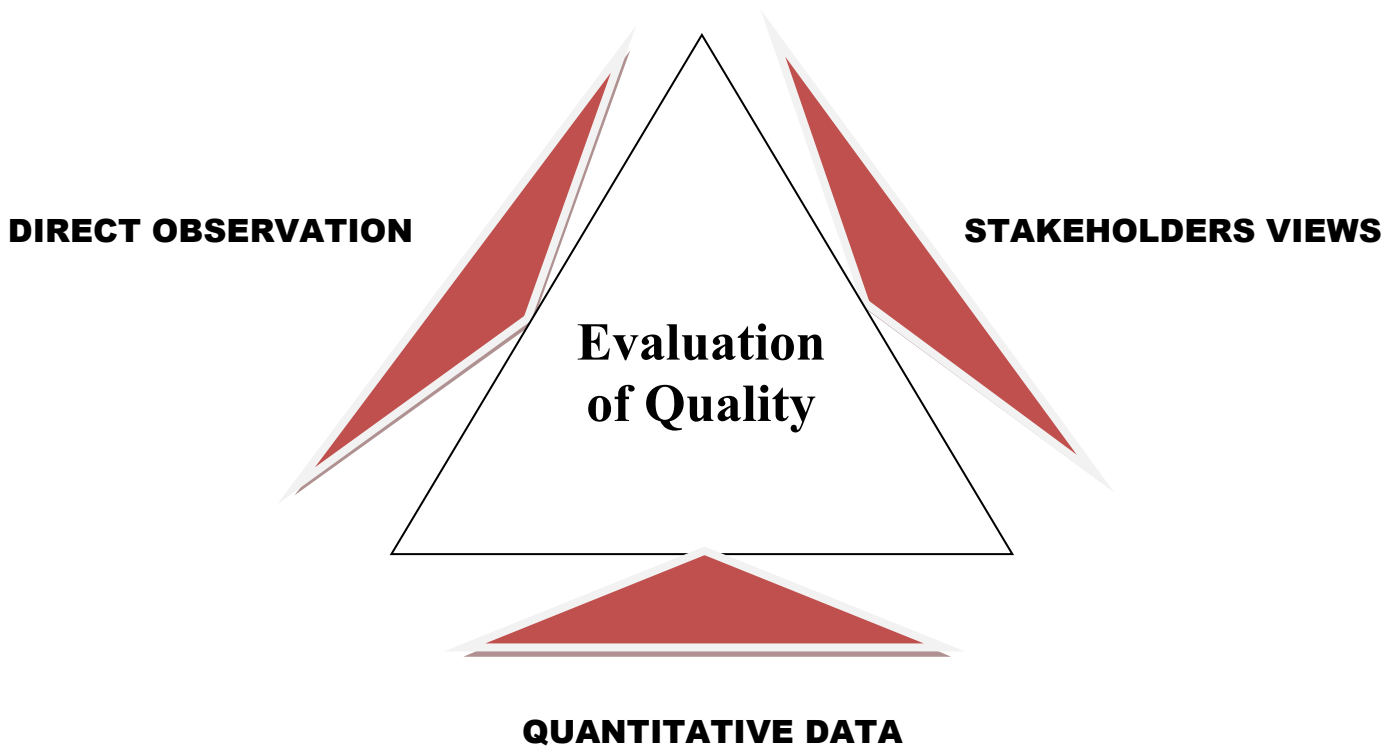
Learning and teaching strategies helping raise attainment for all?

The curriculum raising attainment for all?

An impact on identified school priorities?

'Buy-in' from staff, pupils, parents and partners for the school's vision?

- Robust evidence of impact can be gathered through data/documentation, views of stakeholders and observations of practice.



# Performance Framework for Schools

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Schools should use a range of evidence to evaluate performance. Sources of evidence will include, for example, interrogation of SQA data and data from PIPS, INCAS and MidYiS including trends over time; views of stakeholders; School Improvement Plans and Reports; Positive Destinations; data pertaining to attendance, exclusion and achievements eg DoE award; School Review and Education Scotland inspection reports.

## Tracking and monitoring – Data collection and reporting

SBC's Improvement Framework is designed to support schools in ensuring continuous improvement through robust self-evaluation involving all stakeholders. This section outlines the expectation of all schools in relation to collecting and using data intelligently to promote continuous improvement.

Evaluation of quality requires pulling together the following 3 sets of information to form an evidence-based approach to self-evaluation:

- Quantitative data – for example, SQA results; standardised test results; quality assured teacher-based assessment; attendance; exclusion; subject uptake etc
- People's views – for example, focus groups with pupils and parents; on-going professional dialogue with staff; surveys involving all stakeholders; learning visits etc
- Direct observation –teaching and learning observations within and out with the classroom; sampling pupils' work.

All schools should have a timetable of activity and a system for recording which ensures that all 3 sets of evidence-based information and data is generated and made available for reporting to all stakeholders, including pupils, parents, staff, local authority representatives, Education Scotland and Scottish Government. It is insufficient to just collect data; the emphasis is on what use is made of the data to improve outcomes for our children and young people.

## National Improvement Framework

From 2016 all schools will self-evaluate and report annually on their work to raise attainment in relation to the priorities of the National Improvement Framework. These are in line with our current priorities of improving attainment in literacy and numeracy; closing the gap between our most and least disadvantaged children and young people; improving the health and wellbeing of our children and young people, and improving positive destinations for our young people.

The local authority will be required to report annually on these 4 priorities and it is essential that schools provide dependable information. Therefore, primary schools should be ensuring quality assurance and moderation activity is undertaken within and across schools.

All Primary Schools and Secondary Schools must have a quality improvement calendar in place for the beginning of the session to ensure the collection and use of evidence-based information and data is a continuous, on-going process. To ensure dependability which includes the notion of ‘fairness’ there has to be moderation at the 3 key stages of the learning and teaching cycle:

- At the beginning to ensure programmes can result in success and achievement for all
- In the learning and teaching phase to ensure all children and young people are accessing the highest quality provision
- At the ‘product’ or ‘folio’ stage to ensure children have been given the ‘best-fit’ achievement.

**Moderation at these key stages is only effective if followed up with: “if not, why not, and what are we going to do to bring about change?”**

All schools will receive at least one formal attainment visit but attainment will be a regular focus for conversation throughout SLO visits.

### **Teacher/Practitioner-based assessment**

All schools should have a system for carrying out and recording teacher/practitioner-based assessment throughout the session. In school and across school benchmarking and moderation should be taking place to ensure the dependability of the assessment information.

**Best-fit criteria for assessing writing can be found in Appendix E of this document.**

### **Standardised assessment**

In addition to any standardised assessment a school deems necessary, the following assessments must be carried out by all schools:

P1	PIPS	September and June
P4	INCAS	May
P7	INCAS	March
S2	MidYIS	Between January and March

## **Attainment visits**

### **Secondary schools**

Secondary schools and Officers will make effective use of benchmarking resources within Insight, including comparator school data, authority wide data and national data, to evaluate progress and determine priorities for development, as well as NIF data (see Appendix B). During attainment visits from local authority representatives, the Senior Management Team will present NIF data, SQA data and SQA predictions, explaining where the school is and what interventions are being put in place to ensure improvements. These visits will take place during October.

The format of these visits will be the responsibility of the school. However, the following 3 questions should be addressed:

1. What does our attainment look like?
2. Where is the capacity for improvement?
3. What activity is planned to improve attainment?

### **Primary schools including ELC**

Primary schools and Officers will make effective use of standardised assessment data and quality assured teacher-based assessment. During these attainment visits, the Senior Management Team will present teacher-based assessment data and available standardised assessment data, explaining where the school is and what interventions are being put in place to ensure improvements (see Appendix A). Attainment data for LAC/LAAC pupils and young people should be recorded. These visits will take place during September/October.

The format of these visits will be the responsibility of the school. However, the following 3 questions should be addressed:

1. What does our attainment look like? (ELC – children’s progress over time)
2. Where is the capacity for improvement?
3. What activity is planned to improve attainment?

# School Improvement Reporting (SIR) and Planning (SIP)

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## Purpose

The Scotland's Schools Act 2001 made it a requirement for Schools/centres to provide an annual report on progress. The report's function is to provide information about the strengths and areas for improvement of an establishment.

## School Improvement Report (SIR)

The SIR is a summarised reflection of the school's ongoing self-evaluation and school improvement activity in light of the national guidance contained within HGIOS<sup>24</sup> and responds to the 3 main questions which lie at the heart of self-evaluation:

1. How are we doing?
2. How do we know?
3. What are we going to do now?

HGIOS<sup>24</sup> directs schools towards:

*Looking inwards* – knowing ourselves inside out

*Looking outwards* – learning from what happens elsewhere to challenge our thinking

*Looking forwards* – exploring what the future might hold for today's learners and planning how to get there.

A proforma will be available. However, the format and layout of the report may be decided by the school, but it must make clear:

**How good we are now**

**How good we can be**

The self-evaluation which informs the content of the SIR should reflect all information generated from different sources throughout the Session and include the voice of all stakeholders, including pupils, staff, parents and partners.



## School Improvement Plan (SIP)

The School improvement plan (SIP) should build on from the evaluations and next steps contained in the SIR and should describe the impact intended. The link between self-evaluation, the actions/activity, and the improved outcomes must be clearly evidenced. The SIP should also link to the local cluster plans, wider business plans and national drivers. The SLO will support the school in their development and agree priorities for improvement. Headteachers may be invited to present the school's SIP to a panel of local authority representatives.

## Submission of reports

The SIP and SIR should be submitted electronically to the link SLO no later than the end of June each year. The SIP and SIR should be developed with the on-going support of the SLO and be made available to all stakeholders at the start of the Session via the school website. A number of hard copies should be made available at the school reception area.

Headteachers may be invited to present their SIR and SIP during the following session.

# Professional Learning

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## Vision

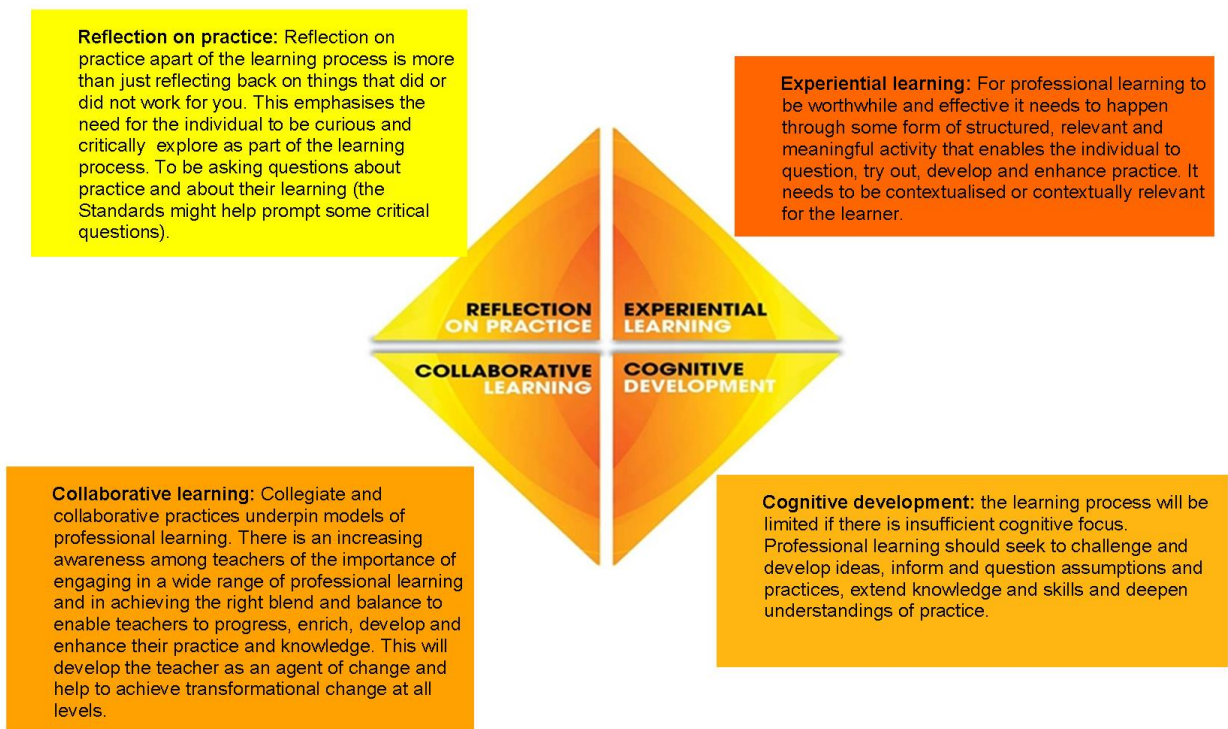
Across SBC we aim to have an ethos which promotes and expects professional engagement and collegiality at all levels. The impact of this will be continuous improvement in teaching and learning and improved outcomes for learners.

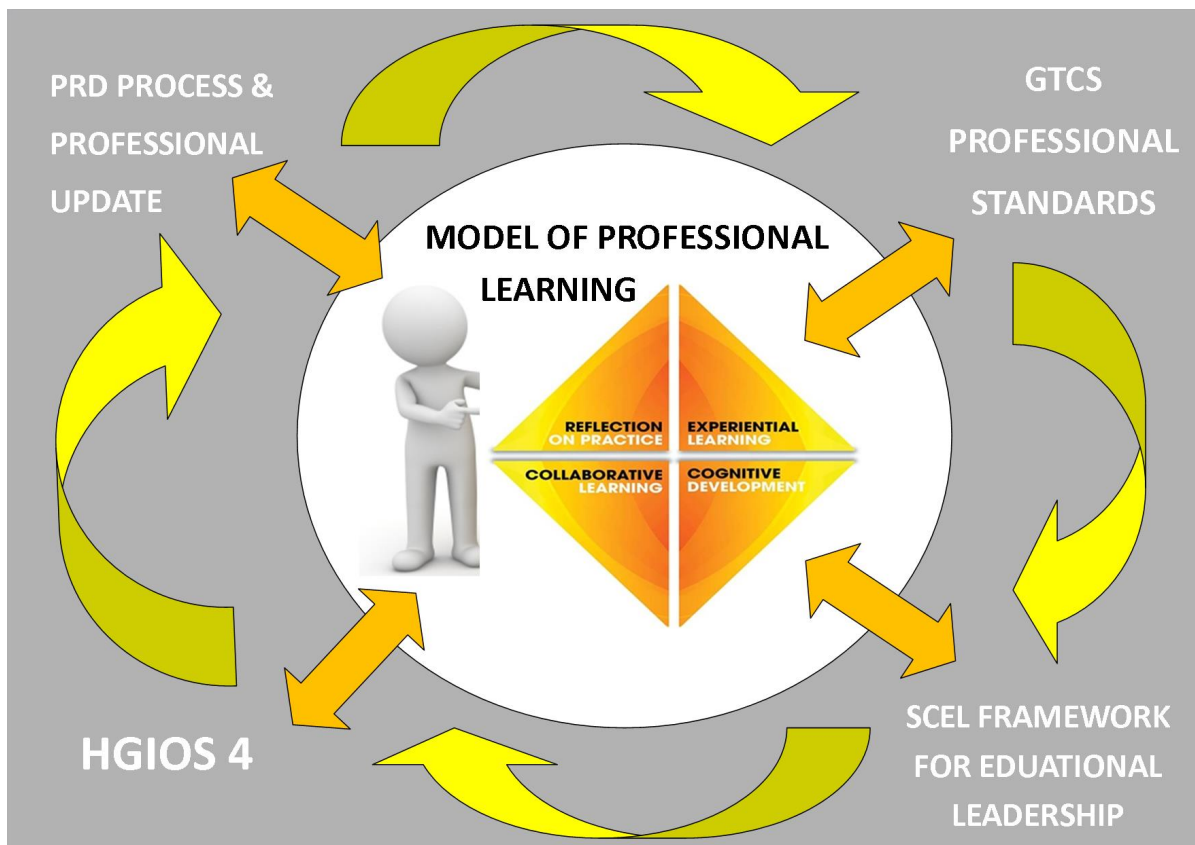
## Principles

- We will develop and support strong leadership of learning by practitioners at all levels across a range of contexts
- We recognise the importance of building constructive relationships which foster collective responsibility and mutual support
- Our authority has a collegiate and collaborative learning culture demonstrated through; for example; learning networks, practitioner enquiry; professional dialogue and debate

- All staff understand and embrace the concept of career long professional learning and work towards developing enquiring and coherent approaches which build and sustain their practice
- The model of professional learning is understood and used by all staff
- We will use research and evidence to support and inform the process of leading and developing learning
- All staff will be proactive in extending and deepening their knowledge and understanding of both pedagogy and curricular areas
- We can evidence the impact our professional learning through the progress, achievement and attainment of learners over time.

## Model for Professional Learning





## Professional Learning

- Self-evaluation and critical reflection processes
  - Experiential, action or enquiry-based learning
  - Professional dialogue with colleagues, other professionals, parents, and learners
  - Focused professional reading and research
  - Leading or engaging in practitioner enquiry/action research
  - Critical analysis of reading, learning and impact on professional practice
- Learning about aspects of the curriculum or pedagogical practice
  - Peer support e.g. coaching or mentoring
  - Classroom visits/peer observation
  - online learning/blogs
  - Work shadowing
  - Co-operative or team teaching
  - Participation in collaborative activity e.g. teacher learning community, learning round
  - Leading or participating in a working or task group
  - Planning learning which is inter-disciplinary or cross-sector
  - Participation in activities relating to assessment and moderation
  - Secondments, acting posts and placements
  - Masters study and qualifications
  - Accredited courses or activity related to achieving national professional standards for teachers
  - Professional/ Academic conferences

# Professional Review and Development (PRD) and Professional Update Sign off

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All teaching and support staff are entitled to access the PRD process to review their professional skills and knowledge and to a personal action plan to meet identified and agreed needs. Whilst it is the school's assigned SLO who is responsible for carrying out the PRD of the headteacher, it is the headteacher who is responsible for ensuring that all staff within the school receive annual PRD by the end of session.

All staff registered with GTC Scotland are required to engage in on-going professional learning as part of their self-evaluation against the appropriate GTC Scotland Professional Standards. Discussion of this engagement and the impact forms part of the PRD process.

It is the individual's responsibility to maintain a reflective professional learning record and associated evidence of impact and to ensure the statutory 5 yearly confirmation of this engagement to GTC Scotland (Professional Update sign off).

## Additional support for Session 2016-17

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For the next 12 months SBC has funded an additional support resource in the form of two headteacher supporters.

### **Headteacher Supporters**

The role of the Headteacher Supporter is to work closely with a headteacher to provide coaching and mentoring in order to further develop management and leadership skills and build capacity. Headteachers receiving coaching and mentoring from the Headteacher Support will continue to have the full input of the SLO. Input from the Headteacher Supporter may be either directed by the SLO or requested by an individual headteacher.

Feedback from the class teacher and headteacher should be forwarded to the SLO with responsibility for Quality Improvement on the effectiveness of the support.

# Developments for Session 2016-17

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## **National Improvement Framework - Training and support**

The introduction of the ‘Assessment of Children’s Progress’ as part of the National Improvement Framework has called for positive assessment practices that permit evaluation of performance at all levels. Teachers and headteachers are required to collect reliable data and use it in planning for interventions, either at individual, class or school level, to ensure all children and young people achieve as well as they can. The summative data is also required to be submitted to Scottish Government – the subsequent publication increasing the stakes. Throughout the year there will be CPD sessions for teachers and headteachers on developing assessment practices.

## **Scottish Borders Council Learning Festival**

The Scottish Borders Learning Festival will take place on Friday 19 May 2017 at Springwood Park, Kelso. SBC schools will be invited to share the good practice that is happening in their schools. There will be guest speakers and exhibitors from a range of organisations. Further information regarding the festival will be shared throughout the year.

## Appendices

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## Attainment Performance

School: \_\_\_\_\_

- Summative judgement based on teacher assessment and standardised test results
- LAC/LAAC requires the number of children expected to achieve 'n' / total number of LAC/LAAC children 'T'\*

<b>NIF 15/16</b>	<b>P1 %</b>	<b>LAC/ LAAC Actual n/T*</b>	<b>Targets 16/17</b>	<b>P1 Target %</b>	<b>P1 Actual %</b>	<b>LAC/ LAAC Target n/T*</b>	<b>LAC/ LAAC Actual n/T*</b>
<b>Reading</b>			<b>Reading</b>				
<b>Writing</b>			<b>Writing</b>				
<b>L&amp;T</b>			<b>L&amp;T</b>				
<b>Numeracy</b>			<b>Numeracy</b>				

<b>NIF 15/16</b>	<b>P4 %</b>	<b>LAC/ LAAC Actual n/T*</b>	<b>Targets 16/17</b>	<b>P4 Target %</b>	<b>P4 Actual %</b>	<b>LAC/ LAAC Target n/T*</b>	<b>LAC/ LAAC Actual n/T*</b>
<b>Reading</b>			<b>Reading</b>				
<b>Writing</b>			<b>Writing</b>				
<b>L&amp;T</b>			<b>L&amp;T</b>				
<b>Numeracy</b>			<b>Numeracy</b>				

<b>NIF 15/16</b>	<b>P7 %</b>	<b>LAC/ LAAC Actual n/T*</b>	<b>Targets 16/17</b>	<b>P7 Target %</b>	<b>P7 Actual %</b>	<b>LAC/ LAAC Target n/T*</b>	<b>LAC/ LAAC Actual n/T*</b>
<b>Reading</b>			<b>Reading</b>				
<b>Writing</b>			<b>Writing</b>				
<b>L&amp;T</b>			<b>L&amp;T</b>				
<b>Numeracy</b>			<b>Numeracy</b>				

## Attainment Performance

School: \_\_\_\_\_

- Summative judgement based on teacher assessment and standardised test results
- LAC/LAAC requires the number of young people expected to achieve 'n' / total number of LAC/LAAC young people 'T'\*

**Level 3**

<b>NIF 15/16</b>	<b>S3 %</b>	<b>LAC/ LAAC Actual n/T*</b>	<b>Targets 16/17</b>	<b>S3 Target %</b>	<b>S3 Actual %</b>	<b>LAC/ LAAC Target n/T*</b>	<b>LAC/ LAAC Actual n/T*</b>
<b>Reading</b>			<b>Reading</b>				
<b>Writing</b>			<b>Writing</b>				
<b>L&amp;T</b>			<b>L&amp;T</b>				
<b>Numeracy</b>			<b>Numeracy</b>				

**Level 4**

<b>NIF 15/16</b>	<b>S3 %</b>	<b>LAC/ LAAC Actual n/T*</b>	<b>Targets 16/17</b>	<b>S3 Target %</b>	<b>S3 Actual %</b>	<b>LAC/ LAAC Target n/T*</b>	<b>LAC/ LAAC Actual n/T*</b>
<b>Reading</b>			<b>Reading</b>				
<b>Writing</b>			<b>Writing</b>				
<b>L&amp;T</b>			<b>L&amp;T</b>				
<b>Numeracy</b>			<b>Numeracy</b>				

The National Improvement Framework (NIF) published in January 2016 sets out how Scottish Government will provide the information needed to drive improvement in the system. ‘*Delivering Excellence and Equity in Scottish Education*’ (June 2016) sets out the plan for delivery. The following summarises some of the key actions and dates of which schools should be aware:

### CLOSING THE GAP

#### Scottish Government actions will include, for example:

- Providing almost double the hours of early learning and childcare to 1,140 per year **by 2020**.
- Ensuring that nurseries in the most disadvantaged areas benefit from an additional teacher or degree qualified early learning and childcare professional **from August 2018**.
- Sharing and developing ways in which the vocabulary gap can be closed through a literacy-rich curriculum in P1-3 **from August 2016**, with an expectation that all schools will have clear strategies in place in **school session 2016-17** to reduce the gap in their context.
- Using NIF data **from October 2016** to identify the attainment gap in P1, P4, P7 and S3 and at school and local authority level - and agree targets to reduce this.
- School inspection and self-evaluation focusing more directly on closing the gap **from September 2016**.
- Allocating directly to school from **financial year 2017-18** the additional £100 million per annum that will be raised each year from our Council Tax reforms, based on the numbers of children in primary and S1-3 in secondary school who meet the eligibility criteria for FSMs.
- Launching **in December 2016** a new framework of fully evidenced and proven educational interventions and strategies to improve attainment. This Framework will inform the decisions schools make to spend the additional funds and monitor the impact on improving individual children's progress.
- Using the data available from the Framework to help the Attainment Advisors work directly with schools where they can make the biggest difference to accelerate efforts to close the gap.
- Working with all 32 local authorities to develop local action research based projects on closing the gap led by educational psychologists **from August 2016**.
- Continuing to focus on delivering equity for all children and consider the impact of issues such as looked after status, additional support needs and English as an additional language.
- Publishing the Digital Learning and teaching Strategy **in September 2016**.



## CURRICULUM

### Scottish Government actions will include, for example:

- Publishing a clear and concise statement of the basic framework within which teachers teach. This statement will be published in time for the new school session **in August 2016**.
- Making clear, for example, that the 'Experiences and Outcomes' of CfE should not be used for assessment - that is the exclusive role of the 'Significant Aspects of Learning'.
- Making clear that you do not need to cover each and every E & O individually, or in a 'tick-box' way. It will also make clear that primary teachers do not need to cover every curriculum area every week – a factor that can lead to the curriculum feeling 'cluttered'.
- Ensuring above all else every child achieves the best possible progress in the key areas of literacy, numeracy, health and wellbeing and to maintain their commitment to PE.
- **By August 2016**, asking Education Scotland to provide clear, practical advice on assessing achievement in literacy and numeracy - making clear the expected benchmarks for each level.
- **By the end of 2016**, asking Education Scotland to have provided similar advice on the achievement of curriculum levels in every curriculum area across the BGE.
- Significantly streamlining the current range of guidance and related material on CfE, based on feedback from teachers. **By January 2017**, a new, much simpler set of key resources will be available on the new National Improvement Hub.
- **From September 2016**, instructing SQA to consult stakeholders on how best to streamline its course documentation for the national qualifications.
- Formulating a more intense new programme of reducing workload in schools.

## EMPOWERING STAKEHOLDERS

### Scottish Government actions will include, for example:

- Launching a Governance Review **in September 2016** to examine the system changes required to deliver its commitments to empower schools, decentralise management and the support through the encouragement of school clusters and creation of new educational regions. The objective is to devolve decision making and funding to schools and communities. This process will run in parallel with the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland (NPFS).
- Using information gathered from the NIF, the NPFS review of the 2006 Act and through the Governance Review to develop a National Improvement Plan on Parental and Family Engagement.

- Developing proposals for a fair and transparent national funding formula immediately, listening to the views of teachers, parents, system leaders, local authorities and communities through the Governance Review. Building on the responses to this review Scottish Government will consult on proposals for a funding formula in **March 2017**.
- Supporting the development and expansion of school clusters and increased regional working **throughout 2017-18**.
- Extending to individual schools responsibilities that currently sit with local authorities, that is, the legal responsibilities for delivering education and raising standards.
- Working with teachers, headteachers, parents, and communities throughout to ensure that every support is provided to them to build capacity and ensure that these changes support a reduction in bureaucracy and workload.

## A CLEAR FOCUS ON IMPROVEMENT

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**Key actions to continue implementation of the NIF will include, for example:**

### **SCHOOL LEADERSHIP**

- Continuing to support the Scottish College for Educational Leadership with an ambitious new package of support in place **by March 2017** for aspiring, new and experienced headteachers.
- As part of the Governance Review **in September 2016**, considering leadership throughout the system, building on existing shared headship models and supporting the development of school clusters and regional models.
- Holding the Standard for Headship mandatory for all new Headteachers by **August 2019**.

### **TEACHER PROFESSIONALISM**

- Ensuring the right number of teachers, with the right skills, in the right places to educate young people. All local authorities in Scotland have been allocated an appropriate share of £88 million funding provided to meet the agreement to maintain teacher numbers.
- Introducing new and innovative routes into teaching and promote the teaching profession.
- Encouraging more people into early learning and childcare and teaching, particularly those groups under-represented in teaching (men and minority ethnic communities) as well as in particular subjects (STEM) and geographical areas.

## PARENTAL ENGAGEMENT

- Publishing a review looking at the available evidence on family learning programmes.
- Leading a revolution in transparency on school performance through further improvements to ParentZone - the national online resource for parents by **August 2018**. Scottish Government will publish additional clear information on each school on a range of key measures, such as attendance rates, children's progress and grades from school inspection.
- Providing support for learning communities in the Scottish Attainment Challenge to develop progressive family learning programmes **by the end of 2017**, and providing support for all learning communities to roll out this approach **by the end of 2018**.
- Developing guidance on reporting to parents **by January 2017**.
- Working with local authorities to understand the nature of parental demand for early learning and childcare in their areas, so that provision can be sufficiently flexible to respond to need.

## ASSESSMENT OF CHILDREN'S PROGRESS

- **From August 2016**, collecting teacher professional judgement data on an annual basis on whether individual children have achieved the expected Curriculum for Excellence levels in literacy and numeracy by the end of P1, P4, P7 and S3.
- **From October 2016**, providing further support for local and national quality assurance and moderation of teacher judgement of Curriculum for Excellence levels.
- **From December 2016 until May 2017**, carrying out testing of new standardised assessment materials in schools across Scotland. The results will inform teacher assessment judgements.
- **From August 2017**, ensuring the new standardised assessments will be used by all schools.
- **In December 2016**, publishing plans for gathering information about the health and wellbeing of children and young people, including the data gathered at early years stages.
- **In December 2016**, publishing appropriate performance indicators on employability skills and positive school leaver destinations for inclusion in the National Improvement Framework.

## SCHOOL IMPROVEMENT

- **From September 2016**, gathering evidence through school inspections on the quality of learning, teaching and assessment (QI 2.3), progress in raising attainment and achievement (QI 3.2), and the leadership of change (QI 1.3) through school inspection.
- **By June 2017**, developing a new Standards and Evaluation Framework, which will set out clear expectations for schools and the focus and frequency of school inspection.

- **By the end of 2016**, providing advice and support to ensure that schools, parents, communities are effectively involved in improvement planning on the basis of the evidence generated by the National Improvement Framework and school self-evaluation.
- **By January 2017**, issuing advice to support more consistent and robust annual reporting on school improvement.
- **In September 2017**, gathering information from 2016-17 school inspections and other evaluative activity on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the quality of partnerships.
- **By the end of 2017**, supporting the publication of school-level reporting for parents and communities against their own action plans.

## PERFORMANCE INFORMATION

- **In August 2016** establishing a panel of teachers to discuss key developments in Scottish education and to monitor workload demands.
- **In December 2016**, publishing an annual National Improvement Framework report, with progress against the four priorities and evidence against all of the 6 drivers of improvement.
- **By December 2016**, publishing an improvement plan and any revisions to the National Improvement Framework in consultation with key stakeholders.
- **By February 2017**, sharing evidence of what is working in achieving the four priorities and where further research or evaluation is needed.
- **In March 2017**, publishing Statutory Guidance to support local authorities in carrying out their duties to plan and report on the National Improvement Framework, including advice on how they use performance information for this purpose.
- **By March 2017**, publishing information for parents on a school-by-school basis, including for the first time information on achievement of Curriculum for Excellence levels in literacy and numeracy at stages P1, P4, P7 and S3.
- **By summer 2017**, publishing a draft information 'dashboard' covering the Broad General Education - making detailed performance information available to teachers and local authorities.

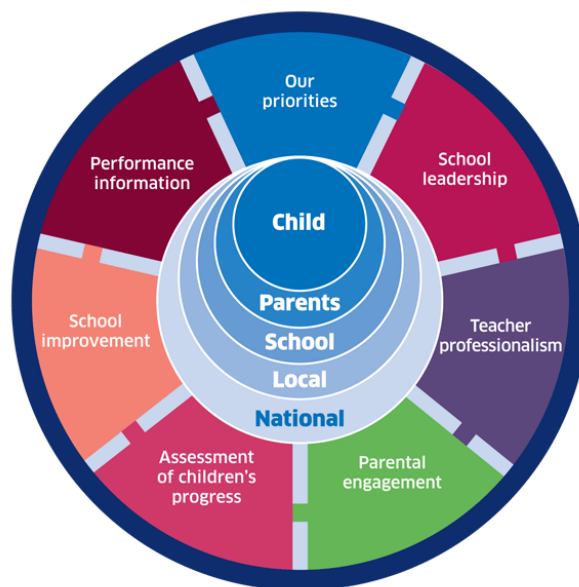
# Validated Self Evaluations: Peer Review Secondary Schools

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Validated Self Evaluations in Scottish Borders Council aim to support and challenge departments in secondary schools to improve the quality of provision and outcomes for learners, building on good practice and securing continuous improvement.

High quality self-evaluation should be flexible, with the scope to recognise differences in the school context achievement and proportionate to need. Schools will do this by:

- Promoting the use of effective practice and supporting establishments to increase their capability to self-evaluate their own performance.
- Providing assurance to all stakeholders within education services of the quality of provision and learning outcomes achieved;
- Developing a robust evidence base, drawn from professional evaluations of key aspects of educational provision which is rigorous and transparent
- Providing a clear timeframe to allow engagement with the process. As part of the School Improvement Plan, schools should select at least one subject per year to be involved in this process.
- All subjects should expect to have their self-evaluation validated at least every 5 years and schools will review this cycle annually and amend according to need. Departments should be made aware of their involvement in VSE at the beginning of the new school session.



Experience indicates that reviews work best when conducted in partnership with those involved in the review and are most successful when:

- The DHTs / PTs prepare the staff for the process of validation.
- Participants engage with the review team in an open, constructive and professional way.
- Participants provide the information which will enable the team to report accurately, fairly and reliably.

**Documentation required prior to visit:**

- Self –evaluation proforma (see attached)
- Course plans / curriculum pathways
- Evidence of staff and student evaluation of courses
- Department Improvement Plans / Improvement Plan Reviews
- Evidence of routine monitoring and evaluation
- Evidence of impact based on actions taken.

**(Additional resources may be requested depending on areas of HGIOS 4 chosen for the validation).**

**Further examples of evidence which may be requested depending on target areas:**

- Tracking and monitoring records
- Continuous self-evaluation evidence – classroom observations, QI calendar, audit materials, surveys etc.
- A sample of student work.
- Samples of communication with parents
- Transition materials – Primary to Secondary , BGE to senior phase
- Interdisciplinary lesson plans including cross cutting themes

### **In all validated self-evaluations:**

A small team of 3 to 4 staff will visit the department and look for evidence to validate the subjects own self-evaluation. The team should typically contain:

- the DHT line manager for the subject
- a DHT from another school or from another authority
- a Principal Teacher subject specialist from another school
- A classroom teacher from another school.

The team leader will work with the Principal Teacher and school management to identify three key themes for review. It is suggested that these include an area of strength, an area for development, identified by the self-evaluation, and the Q.I. 2.3 Learning, Teaching and Assessment.

The team leader will then create a proportionate programme, depending on number of staff and other factors, of a 2 to 3 day validation programme, that will ensure a clear focus on raising educational standards, promoting improvement and supporting the effective delivery of education. The review team should understand and agree to the following protocols:

- The validation team throughout their visit will treat people with respect, engage them in professional dialogue, recognise their efforts and provide constructive feedback which will include feedback, as soon as is practically possible from observations.
- Maintain a professional objectivity, challenging views and checking evidence before evaluating.
- *At all stages of this process, the review team must maintain a high level of confidentiality and it is hoped that this experience would impact on their own professional learning*
- The team will listen carefully to the views of all stakeholders, but reach their own professional, evidence-based judgements
- Provide a concise, evidence-based report, written collaboratively on site, as a team, and presented to the school in draft, before the end of the visit, on which they will have the opportunity to comment.
- Provide clear and concise verbal feedback to the PT and Head teacher on the outcomes of the review. This will be provided by the lead officer of the review (normally the school's DHT - Curriculum) and shared with the relevant senior education officer.

## Example of a 3 day Validated self-evaluation visit

### Day 1

		Period 1	Period 2	Break	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
	0830-0850	0850-0940	0940-1030	1030-1045	1045-1135	1135-1225	1225-1315	1315-1400	1405-1450	1450-1540
Team member 1	Prep	Team meeting	PTC : Self evaluation presentation		S1 – S3 Student Focus Group	S1 class observation	Reading Documents			Jotters S1 – S3 (targeted based of self eval)
Team member 2	Prep	Team meeting	PTC presentation		S1 – S3 Student Focus Group	Reading Documents	S3 Class observe			Jotters S1 – S3
Team member 3	Prep	Team meeting	PTC presentation		S1 – S3 Student Focus Group	S1 class observation			Reading Documents	Jotters S1 – S3

### Day 2

		Period 1	Period 2	Break	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
	0830-0850	0850-0940	0940-1030	1030-1045	1045-1135	1135-1225	1225-1315	1315-1400	1405-1450	1450-1540
Team member 1	Prep	S5 class observe	4A1		Reading Documents		S4 – S6 Student Focus Group	Meeting with Staff		Jotters S4 – S6 (targeted based of self eval)
Team member 2	Prep	S5 class observe			S2 class observation	S4 class observe	S4 – S6 Student Focus Group	Meeting with Staff	Reading Document ation	Jotters S4 – S6
Team member 3	Prep	S5 class observe	Reading Documents		S2 class observation	S4 class observe	S4 – S6 Student Focus Group	Meeting with Staff		Jotters S4 – S6

### Day 3

		Period 1	Period 2	Break	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
	0830-0850	0845-0935	0935-1025	1025-1040	1040-1130	1130-1220	1220-1310	1310-1350	1350-1440	1440-1530
Team member 1	Prep	Draft validation discussion	PT directed observation			PT directed observation	Report		Report	Report
Team member 2	Prep	Draft validation discussion	PT directed observation		PT directed observation		Report		Report	Report
Team member 3	Prep	Draft validation discussion	PT directed observation			PT directed observation	Draft Report		Draft Report	Draft Report

Initial feedback session will take place from 1545 – 1615 on day 3.



### Example of a 2 day Validated self-evaluation visit

Day 1				
9 – 9.40	PT Self Evaluation Presentation			
	<b>Team member 1</b>	<b>Team member 2</b>	<b>Team member 3</b>	<b>Team member 4</b>
9.40 - 10.30	Documentation	Staff Meeting	Documentation	Staff Meeting
10.30–10.45	Interval			
10.45-11.35	S5 Observation	S4 Observation		S3 Observation
11.35–12.25	S4 Observation	S3 Observation	S3 Observation	
12.25 – 1.15	Pupil Group S4-S6	S5 Observation	S4 Observation	Pupil Group S4-6
1.15 – 2.00	Lunch			
2.05 – 2.50	S1 Observation	PT Meet	S5 Observation	PT Meet
2.50 – 3.40	College link - observation		S2 Observation	S2 Observation
Day 2				
8.50 – 9.40	Documentation	Pupil Group S1-3	Documentation	Documentation
9.40-10.30	Documentation	Documentation	Documentation	Documentation
10.30–10.45	Interval – PT discussion			
10.45–11.35	PT Directed Observation	PT Directed Observation	PT Directed Observation	PT Directed Observation
11.35–12.25	Pupil Group S4-6	Staff Group	Documentation	Documentation
12.25 – 1.15	Team Meeting			
1.15 – 2.00	Lunch			
2.05–3.40	Draft Report			

**Self-evaluation Pro forma –**

**Context of the Curricular Area**

*(E.g. features that you feel are significant to mention which affect the Curricular Area/Subject Department such as staffing, timetabling, significant trends, characteristics etc.)*

**COMMENTS:**

**What approaches to learning and teaching are employed to deliver consistently high-quality experiences for young people? Q.I 2.3**

**Existing Strengths:**

**Evidence:**

**Priorities for future development**

**Please add any other information that you feel would be helpful to the team**

*(e.g. you should include any examples of good practice which you would like to bring to our attention)*

**Best-fit Criteria for 1<sup>st</sup> and 2<sup>nd</sup> Level in Writing**

**Notes to consider:**

- Read the piece of writing, ideally more than once.
- Take a holistic approach. Do **NOT** count words/paragraphs/errors etc.
- Do not refer to any other criteria.
- Do not penalise a piece of writing where it appears the writer has a specific difficulty with spelling.
- Credit for what is there rather than penalise for what is not there.

**Writing achieving 1<sup>st</sup> Level**

Overall the writing is ordered in a manner that makes sense, has sufficient detail to make the given circumstances/response clear and includes important points/feelings. Most of the points are relevant to the task and attempts have been made to use words and phrases to attract the reader. Basic punctuation is correct and relevant and appropriate conjunctions are used to link ideas and sentences. Commonly used words are spelled correctly and there is an attempt to use knowledge of spelling rules or patterns to spell more demanding words.

**Writing achieving 2<sup>nd</sup> Level**

The writing has a clear overall shape which flows and is rounded off in a suitable manner. It clearly describes a given circumstance/point of view/plot, providing sufficient detail to support the scene or stance. Genre/task specific markers are evident. The choice of words and phrases holds the attention and informs the reader. The writing shows an attempt at matching an appropriate style and tone to the given purpose. The writing demonstrates a variety of sentence structures with correct punctuation and is paragraphed. Most of the spelling is correct.

**There may be occasional errors but, in the main, they do not seriously flaw the writing.**

