



Self Evaluation for Self Improvement

(February 2016 - Updated August 2019)

'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 judgements about the impact of learners should be central to self-evaluation.'
(HG105 4)

In Meadowburn Primary we aim to provide a safe, happy and caring environment where children learn respect for themselves and for others. We offer a broad and balanced curriculum and work hard to ensure that 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.

School Improvement Planning

Effective self-evaluation and planning for improvement requires the involvement and commitment of all. In Meadowburn, 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, school website, Parent Council meetings, assemblies and inset days. Priorities are monitored and evaluated regularly by staff and shared visually through a traffic light display in the staffroom. Professional learning opportunities for staff are clearly linked to the School Improvement Plan in order to maximise the impact any development will have on learners. Professional development opportunities are discussed and recorded through the PRD process for teachers and PDR process for support staff. Staff at all levels are involved in leadership opportunities and take responsibility for leading school improvement.

Assessment

Effective use of both formative and summative assessment provides data to inform planning, teaching and learning ensuring that learners maximise their successes and achievements. Teachers assess as a matter of course using a range of different assessments throughout the session to track learners' progress across the curriculum whilst considering national standards e.g. benchmarks, standardised tests, annotated examples. Results of these are analysed and recorded in the class assessment folders as appropriate.

As part of this range of evidence teachers will deliver summative assessments on three agreed occasions throughout the session during planned 'Assessment Weeks.' Specific details of the range of assessments undertaken during these weeks are detailed within the 'Assessment Weeks Overview' which can be located at the start of each assessment folder. The assessments take the form of moderated assessments in numeracy and reading, cold pieces of writing and spelling assessments. Teachers will refer to the benchmarks for literacy and numeracy when planning these assessments and will adapt and amend as appropriate to reflect the skills progression as detailed in the forward plan for each class, group and individuals. Shanarri based health and wellbeing assessments will also be undertaken each session with P1 - P7 classes and this data will be analysed and tracked by teachers and the Depute Head Teacher.

After the assessments have been undertaken, the teacher will mark and analyse the assessments and traffic light progress for each learner in relation to this assessment and associated unit of work. This marked assessment will be submitted to SMT accompanied by an evaluative comment for each group or individual. The assessments, evaluative comment and associated next steps will be discussed and agreed at the Progress meetings which the Head Teacher or Depute Head Teacher will chair. In support of this discussion, SMT should have this information the week before the meeting to enable them to have an overview across the whole school. Formal, standardised testing provides us with another set of useful data. The outcomes from the tests below are analysed by teachers and SMT and enable us to develop a holistic view of each pupil.

P4	SNSA in Numeracy, Reading and Writing
P7	SNSA in Numeracy, Reading and Writing
Gaelic P3	Phonological Screening Assessment

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, engage in dialogue with their teacher and identify next steps in learning. Learning Stories play an integral part in this. Children have a crucial part to play in gathering evidence to demonstrate that they are making progress and achieving their targets and this is kept in Learning Story folders and trays.

SMT 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 through Learning Stories, homework diaries, feedback at parents' evenings, open evenings, reporting feedback sheets and through yearly questionnaires. They also play an active role in terms of support planning and reviews for children with additional support needs.

In addition to all of the above, careful consideration is taken by the Head Teacher and Gaelicstream PT to ensure that Gáidhlig assessments reflect the principles of immersion and that an appropriate balance of assessments are undertaken in Gáidhlig and English for Gaelic Medium pupils from P4 onwards, this is carried out in line with 'Advice on Gaelic Medium Education' (February 2015).

Forward Planning

Forward planning is the responsibility of each member of the teaching staff and will be moderated the Head Teacher or Depute Head Teacher. Plans should be written with reference to the progression frameworks and have a clear focus on skills development for each curricular area. Forward plans will be monitored by SMT on a termly basis as well during informal learning visits to classes. Teachers should plan with their stage partners, across Mainstream and Gaelicstream, to ensure consistency and moderation across stages.

Literacy and numeracy plans should be differentiated for each group/individuals. These groupings will be defined through analysis of standardised test results and SIMD data, assessment week data, ongoing performance in class as well as professional judgement. Time is set aside within the collegiate calendar to ensure that moderation of planning across and within stages takes place with the link member of SMT. As part of that moderation, professional dialogue is key and it is expected that as reflective practitioners there will be discussion and evaluation of lessons as well as of learners' progress to identify next steps. Opportunities for peer evaluation will also be planned with a clear focus and will enable colleagues to observe the impact on learners of planned learning and teaching. This will also support the process of moderation across the school.

Tracking and Monitoring

Across the year we have regular focussed, collaborative meetings to discuss monitoring and evaluating learning and teaching, children's achievements, progress and development needs and how best to improve. Formal and informal learning observations are planned to ensure that this is delivered effectively. During feedback teachers are asked to critically evaluate practice and the subsequent impact on learners.

Achievement of a level is underpinned by the moderation process. Teachers agree standards for a level and examine a range of evidence to determine if children are secure at the level. Moderation takes place at school, cluster, Regional Collaborative and inter-authority level (Gaelic). As part of moderation, professional dialogue is key and it is expected that as reflective practitioners there will be discussion and evaluation of lessons as well as of completed pieces of work. Opportunities for peer observations will also be planned throughout the year. These will have a clear focus and will enable colleagues to observe the impact on learners of planned learning and teaching. This will also support the process of moderation across the school.

All of the above activities are planned for in the Quality Assurance Calendar, which should be referred to further information including planned dates, and are used to inform improvement planning to ensure impact on learners' progress and raising attainment.