

# Self-evaluation, Monitoring and Development Planning Policy



*Learning together in a changing  
world, creating success for all.*



## Trinity Fields School and Resource Centre

### Policy for Self-Evaluation, Monitoring and Development Planning

## Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

### Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

### Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

### Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

## Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in "Education in Wales: Our national mission (2017)". These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

## Rationale

Purposeful self-evaluation makes an important contribution to improving quality and raising the attainment and achievement of pupils. Its key purpose is to improve outcomes for pupils, in addition to:

- improving the quality and effectiveness of teaching and learning throughout the school;
- strengthening the organisation and management of the curriculum;
- enhancing the role of lead staff for Areas of Learning and Experience (AoLE).

We acknowledge that as a school we have the responsibility for raising standards and quality of our provision. Self-evaluation lies at the heart of this process of continuous improvement and is essential to effective leadership and management of our school. These well-established processes feed into our development planning by identifying good of our provision, along with any aspects that require further development.

## Introduction

Self-evaluation and development planning are continuous processes that are based upon 3 key questions that provide evidence for ensuring that the school is an improving school. These are:

- How well are we doing?
- How do we know?
- How can we improve things further?

Through our well-established and effective self-evaluation processes we will bring about improvement in:

**Standards** (Inspection area 1: standards, inspection area 2: wellbeing and attitudes to learning)

**The quality of our provision** (Inspection area 3: teaching and learning experiences, inspection area 4: care, support and guidance)

**Leadership and management** (Inspection area 5: leadership and management)

Leading and managing self-evaluation and school improvement is the responsibility of the headteacher, working in partnership with the school leadership team (SLT), all school staff, governors, other professionals and parents/carers. School improvement will be facilitated through a process of systematic monitoring, self-evaluation and development planning.

## **Aims of self-evaluation**

The aims of our well-established self-evaluation processes are to review and evaluate:

- **Standards**
  - How well do pupils achieve?
  - What progress do pupils make in developing their skills?
- **Wellbeing and attitudes to learning**
  - Do pupils feel safe at school?
  - Are they able to develop the key attitudes and behaviours that will help them to learn throughout their lives?
- **Teaching and learning experiences**
  - How effective is teaching?
  - Do learning experiences stimulate and challenge pupils so that they engage fully in their learning and make the best possible progress?
  - Do the curriculum arrangements ensure that pupils acquire the necessary skills in literacy (Welsh/English), communication, numeracy and ICT to support their work across the curriculum?
- **Care, support and guidance**
  - How does whole school monitoring, tracking and reporting impact on the progress of pupils?
  - How well does provision help pupils develop skills, knowledge and understanding to make healthy lifestyle choices?
  - Do our safeguarding arrangements meet all statutory and local requirements?
- **Leadership and management**
  - Have leaders established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies that focus on meeting pupils' needs?
  - How accurately do leaders know the school's strengths and areas that require further improvement?
  - How have leaders created a culture and ethos to support the professional learning of all staff, including the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills?
  - How effective do we use our resources?

We use a well-established range of strategies to monitor and evaluate all aspects of school life.

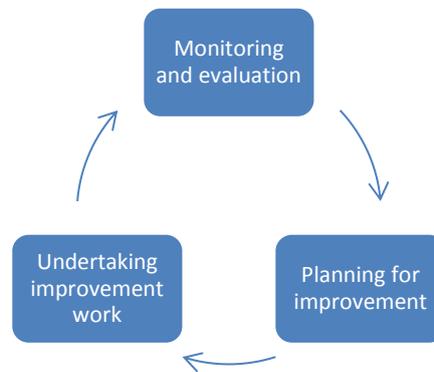
## **The process of self-evaluation**

The process of self-evaluation and development planning are a regular part of our everyday working practices. Everyone is encouraged to take part in identifying priorities for improvement, monitoring provision and assessing outcomes. The characteristics of effective self-evaluation include:

- open and honest discussions about strengths and areas for further development;
- a focus on pupils' achievements and experiences;
- systems as part of a continuous process and not just a 'snapshot';

- supporting strategic planning;
- involving all staff in assessing outcomes and performance; and systematically seeks the views of pupils other stakeholders;
- making judgements in the light of measurable performance information and identify trends over time;
- leading to improvement plans which are monitored against clear targets and success criteria;
- resulting in improvements in standards and quality of provision for all pupils.

The diagram below shows the cyclical nature of effective self-evaluation:



### The judgements made from effective self-evaluation processes will be:

- **secure**: based on sufficiently robust, reliable and accessible evidence;
- **first-hand**: based on direct observation;
- **reliable**: based on common, well understood criteria;
- **valid**: accurately reflecting what is achieved and provided;
- **free of bias**: valuing equality of opportunity and diversity;
- **comprehensive**: covering all parts of Estyn's current Common Inspection Framework (CIF);
- **corporate**: reflect the collective view of staff and other stakeholders.

### Our self-evaluation report will:

- be evaluative and concise;
- identify shortcomings as well as good features;
- give clear judgements on each statement in the CIF;
- ensure that judgements match the evidence and include cross reference to the supporting evidence;
- provide and comment on statistical data about outcomes over recent years;
- refer to recent assessments or reviews of provision;
- relate clearly to development plans and targets.

## Evaluating standards

The following questions support the evaluation of standards:

- What was the prior attainment of pupils on entry to school or at the start of a key stage?
- What do tests and examination results and teacher assessments tell us?
- Do pupils make the expected progress over a key stage?
- Are there variations in the performance of different groups of pupils? (including pupils from different racial groups, disadvantaged, looked after pupils, boys, girls)
- How does the performance compare with other groups of similar pupils in other special schools?

- What does the analysis of pupils' work tell us?
- What do staff feel about the standards achieved by pupils?
- What do parents/carers think about the standards achieved by their children?

The effective monitoring of standards will help in evaluating the impact of the quality of education.

### **Evaluating wellbeing and attitudes to learning**

The following questions support the evaluation of wellbeing and attitudes to learning:

- Do pupils feel safe and secure in school?
- How good is pupils' wellbeing?
- How are pupils encouraged to keep safe online?
- How are pupils encouraged to make healthy choices in relation to food and exercise?
- In what ways are pupils encouraged to take on leadership roles?
- What support do pupils access to help them develop as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance, sustainability and children's rights?
- To what extent are pupils ambitious, confident, capable and independent?
- Do pupils show good behaviour during lessons and around the school?
- How well do pupils persevere and remain purposeful when they face difficulties; do they begin to seek other solutions and problem solve?

### **Evaluating teaching and learning experiences**

The following questions support the evaluation of teaching and learning experiences:

- In what ways does teaching successfully engage pupils' interest and how well does it develop their skills across the curriculum?
- Do all staff have high expectations of all pupils?
- In what ways is teachers' planning carefully matched to pupils' needs?
- Are there clear objectives for pupils' learning and are there a range of approaches and resources being used to engage pupils' interest and to challenge all groups of pupils to achieve as well as they can?
- How well do staff manage pupils' behaviour and are all pupils treated equally and with appropriate respect?
- How do staff let pupils know how well they are doing and what they need to do to improve?
- How do the learning experiences stimulate and challenge all pupils?
- How does the curriculum build upon pupils' existing knowledge and skills?
- How do the learning experiences ensure that pupils acquire the necessary skills in literacy (Welsh/English), communication, numeracy and ICT to support their work across the curriculum?
- In what ways do the learning experiences support the development of pupils' Welsh language skills?

The monitoring and evaluation of the quality of teaching are central to judging the effectiveness of our school. Our systematic approaches include lesson observations and learning walks. The observation and evaluation of teaching and learning will be based upon clear and well understood criteria. Full details will be found in the lesson observation and learning walks policies.

## **Evaluating care, support and guidance**

The following questions support the evaluation of care, support and guidance:

- How well do we track and monitor pupils' progress and wellbeing, including progress towards their individual targets, attendance and behaviour?
- What strategies do we use to establish productive relationships with parents/carers so that they can support their child's learning and wellbeing?
- How does our provision help pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing?
- How do we support pupils, in line with their needs, to take on responsibilities and to play a full part in the school and wider community?
- How are pupils supported to make decisions about the life and work of the school?
- How effective is our school council?
- How do our learning experiences provide help to prepare pupils for the opportunities, responsibilities and experiences of adult life, including education about careers and the world of work?
- How well do we help pupils to understand issues relating to equality and diversity, and develops the values of tolerance and respect?
- What opportunities do we provide for pupils to develop secure values and to establish their spiritual and ethical beliefs?
- What strategies do we use to encourage pupils to use their imagination and to engage with the creative arts through their studies, extracurricular activities and educational visits?
- How do our safeguarding arrangements ensure that all pupils are protected?
- How effective are arrangements for preventing and addressing bullying, harassment and discrimination?
- In what ways are our procedures for checking the suitability of staff and others who are in contact with pupils robust?
- How do we ensure the safety and security of the school site?

## **Evaluating leadership and management**

The following questions support the evaluation of leadership and management:

- Do we have clear aims, strategic objectives, plans and policies that focus on meeting pupils' needs, with roles and responsibilities clearly defined? Are these understood by staff?
- How well do we use performance information to identify strengths and areas for development?
- Do we agree and achieve challenging and realistic targets for ourselves and others?
- How well do leaders model and promote behaviours and values that contribute positively to creating an ethos in which pupils and staff feel valued?
- How do we build a shared understanding and distributed leadership to create a responsive, learning culture?
- How well do leaders know the school's strengths and areas for development?
- How well do priorities for improvement link to the outcomes of our self-evaluation processes?
- How well do we manage the performance of staff in order to help them to improve their practice?
- Do all staff have targets for improvement that support our strategic aims?
- Does performance management help to improve the quality of teaching and pupil outcomes?
- How well do we use our resources?
- Do we have an appropriate level of staffing and learning resources to deliver our curriculum effectively?
- In what ways do we make effective use of specific grants?

## **Research demonstrates that leadership and management are most effective where there is:**

- a rigorous analysis of standards;
- continuous monitoring of the quality of education;
- wholehearted commitment from all staff to change and improvement;
- a set of easily understood and reasonable challenging targets;
- support for development and improvement.

## **Outcomes of self-evaluation**

We have developed over time a well-established and agreed approach for feeding back the outcomes of self-evaluation that lead to personal, departmental and whole school developmental plans. These plans include targets for improvement against which progress can be monitored, supported by appropriate professional development, resources and opportunities to share expertise with others.

Our processes for self-evaluation and improvement planning are a regular and routine part of our working practices; with the focus of on identifying priorities requiring further development, monitoring provision and evaluating the outcomes. Our systems for improvement planning flow naturally from our self-evaluation activities and result in a school development plan that will:

- be a working document that helps achieve the required changes;
- address recommendations raised in the self-evaluation report;
- identify steps which need to be taken to address each area requiring development;
- clarify priorities, targets and timescales;
- identify persons responsible for actions, timescales, along with resources and support;
- specify clear outcomes, related to improvement in standards and quality, against which our progress can be measured;
- provide details of how, when and by whom progress will be monitored and evaluated.

## **The monitoring process**

Monitoring is carried out within a culture of sharing and developing and is implemented through the following strategies:

- **Recognising achievement by:**
  - Recognising and celebrating individual success of both pupils and staff;
  - Reporting the school's progress and successes where and whenever possible; such as governing body meetings, staff meetings, meetings with and information sent to parents/carers, meetings with LA/EAS officers and other outside school bodies.
- **Providing appropriate challenges by:**
  - Setting realistic, achievable targets through IEPs and the SDP;
  - Encouraging staff to develop their professional knowledge and skills;
  - Encouraging all stakeholders to take responsibility for school development.
- **Providing opportunities for development by:**
  - Setting professional standards and targets for all staff through our well-established and robust performance management system;
  - Facilitating staff development through effective professional learning opportunities;

- Using staff skills and expertise to enhance and improve the school;
- Using the expertise of other professionals (physiotherapists, speech and language therapists, sensory impairment teachers etc.) to support the development of school staff.

### **The self-evaluation and monitoring processes at Trinity Fields enable us to:**

- Achieve the best possible outcomes for all our pupils;
- Celebrate success;
- Share good practice;
- Effectively and accurately plan for the future;
- Enhance professional development;
- Identify areas for development.

### **The role of senior leaders and the school leadership team (SLT)**

Senior leaders and the SLT will have a crucial role to play in leading and monitoring the self-evaluation processes across the school. The monitoring process will involve:

- Listening to pupils;
- Lesson observations;
- Learning walks;
- Observations during playtimes and lunchtimes;
- Review of data and documentation including reports from AoLE leads, challenge advisers, external agencies etc.;
- Informal discussions;
- Formal meetings;
- Questionnaires and audits.

Our processes will always involve pupils (using a range of strategies, including technology to effectively engage them, parents/carers, governors, LA/EAS officers and where appropriate other agencies and the community.

### **The role of AoLE leads**

All teachers, including senior leaders and special teaching assistants are assigned to an area of learning and experience in line with their qualification and/or expertise and interest. The role of the AoLE teams is seen as crucial in the monitoring process. Literacy, numeracy and digital competence each have a member of the SLT as the lead member of staff.

#### **The role of AoLE leads will include:**

- Reviewing and developing any schemes of work including the development of key skills;
- Ensuring continuity of the curriculum between key stages;
- Reviewing and developing policy documentation;
- Reviewing assessment arrangements;
- Identifying good practice and areas of development in their area;
- Knowledge of pupils' learning and progress;
- Knowledge of the resources being used/required in their area.

Monitoring will take place through informal and formal meetings, classroom observations, learning walks, including the sharing of expertise between staff and audits.

## Lesson observations/learning walks

The heart of education is teaching and learning in the classroom. All members of staff have an interest in working together to develop the best possible teaching and learning.

We are committed to developing excellence in teaching and learning by creating a culture of professional dialogue that includes the discussion of classroom practice and ideas. The skills, experience and expertise of our teaching assistants and specialist teaching are vital to supporting pupils' outcomes, as well as providing invaluable support to teachers in the planning and delivery of learning and experiences.

Learning walks will involve participants should spend a maximum of 10 minutes in each classroom. They will '**look and listen**' to the learning and make notes that are relevant to the focus. Participants may speak to pupils and staff only if the learning allows for such interactions. Any discussion should be brief and unobtrusive.

After leaving a classroom/area participants should have a few minutes discussion between each visit; this should be quiet and confidential with the purpose of sharing their observations. The evidence gathered must be specific to the focus. This is not a time for open discussion or judgements.

**Further details will be found in the "Lesson observations" and "Learning Walks" policies.**

All of the proformas that are used to support our self-evaluation, monitoring and development planning processes will be found in the attached appendix.

## Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>Date of Review: Autumn 2020</b>		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.