



# Quality Assurance and Self - Evaluation Policy

2022-23

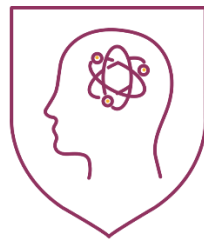
**Date last reviewed** | June 2022

**Review period** | Annually

**Lead Reviewer** | Primary Principal & Secondary Principal



***“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”***



The Science of Learning



Social Enterprise



Student Agency and Innovation

## Introduction

Self-evaluation is the process by which the school continually monitors all aspects of its performance. The purpose of self-evaluation is to enable the school to accurately identify its strengths and any areas for development; so that this information can be used to plan school improvements that will result in **improved performance**, particularly **improved outcomes for students**.

It is important that all members of the school community contribute to the self-evaluation process. To ensure that this occurs, the school has adopted a process whereby meaningful self-evaluation is carried out by senior leaders, middle leaders, and their teams.

Effective self-evaluation is a continuous process that reflects, and is linked with, the priorities of the whole school and of each individual phase.

A phase, led by their relevant senior and middle leaders, are responsible for self-evaluation and for ensuring continuing improvement in their areas. They have the freedom to develop their own approaches to self-evaluation and to ensuring continuing improvement. However, with this freedom comes accountability and the responsibility for ensuring that self-evaluation is accurate and effective and, in particular, that it results in **improved performance**, particularly in relation to **student outcomes**.

Middle leaders, supported by their relevant senior leaders, are responsible for rigorously and honestly evaluating their team's performance.

The expectations and rigour in relation to self-evaluation within and between teams must be consistent. Senior leaders play an important moderation role in relation to developing this consistency.

Self-evaluation can not be viewed in isolation and it links in with the other related processes and elements listed below, which also contribute to effective school improvement planning:



- The cycle of reports (progress reports, full written reports, and the real-time access to Go4Schools) for parents and students
- The Performance Management and Professional Development cycle
- The current DSIB Framework



## Quality Assurance Calendar

Quality Assurance	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Jun.
<b>Data Analysis</b>	GCSE & A Level	CAT4, Baseline and Targets			Term 1 Data			Term 2 Data			Whole Year Data
<b>Pupil Progress Meetings</b>	Term 3 HOY					Term 1			Term 2		
<b>Formal Lesson Observations</b>		Formal Observation 1					Formal Observation 2				
<b>Lesson Drop Ins</b>	On-going										
<b>Book Look / Feedback</b>		Book Look 1	Book Look 2		Book Look 3		Book Look 4		Book Look 5		
<b>Student Voice</b>		Student Voice 1			Student Voice 2			Student Voice 3			
<b>Parent Voice</b>			GEMS Survey	WEK Survey	DSIB Survey		WEK Survey		GEMS Survey		
<b>Staff Voice</b>	Survey 1					Survey 2					Survey 3
<b>PMOs</b>		Review, finalise and set new objectives				PMO review and probation review					PMO review
<b>Formal Moderation</b>			Formal Moderation 1 Eng/Mat/Sci/Ar/Isl					Formal Moderation 1 Eng/Mat/Sci/Ar/Isl			
<b>Subject Audits</b>			FS Audit					Science Audit			

*(Example)*

The Quality Assurance Calendar shares with staff how and when the main Quality Assurance processes will take place across an Academic Year. Its purpose is to ensure there is balance of approaches to ensure data is gathered in both an in-depth and broad way.



## Self-Evaluation Processes

Honest, rigorous and effective self-evaluation is the responsibility of every member of staff and therefore operates at all levels within the school, beginning very importantly with the classroom teacher.

### Monitoring & evaluation by Teachers

Teachers are required to ensure that they take ownership over the monitoring and evaluation of their own teaching and professional standards in accordance to the Teaching Standards of the UAE and England's National Teacher's Standards. They should be reflective on the following aspects:

- Attainment, Progress and Learning Skills
- Students' Personal and Social Development, and their Innovation Skills
- Teaching and Assessment
- Curriculum
- The Protection, Care, Guidance and Support of Students
- Leadership and Management

To ensure that teachers are reflective and seeking to improve their practice, teachers will undertake the following target setting and reflecting activities:

- Setting Performance Management Objectives
- Frequently reviewing and reflecting on Performance Management Targets
- Engaging with a range of CPD activities to support improvement and reflection

### Monitoring & evaluation by Middle Leaders

Middle leaders are required to ensure that they have processes in place to ensure that they (and their teams) are able to effectively monitor and evaluate the quality and consistency of the key areas listed below:

- Attainment, Progress and Learning Skills
- Students' Personal and Social Development, and their Innovation Skills
- Teaching and Assessment
- Curriculum
- The Protection, Care, Guidance and Support of Students
- Leadership and Management

To ensure that they have the information needed to complete accurate and meaningful self-evaluation, subject leaders will need to complete the following monitoring activities:



- Evaluations of Student Assessment Data
- Learning observations (both formal and drop-in style)
- Curriculum and Planning Reviews (long, medium and short term)
- Evaluation of Student Work and Feedback
- Evaluation of student, teacher and parent opinions and views (voice)
- Subject and Department Audits

Middle leaders should be able to:

- Accurately describe the quality and consistency of each of the key features above
- Describe the processes they have used to come to their judgements
- Have an evidence base to support their judgements
- Accurately carry out self-evaluation of their phase / department via completion of appropriate documentation
- Link self-evaluation to effective phase improvement via the completion and maintenance of an up-to date Phase / Department Action Plan

Effective evaluation and monitoring linked to effective Phase / Department improvement is a key competency for all senior and middle leaders.

## Evaluation Methods

Staff members at all levels are involved in the self-evaluation and quality assurance process. At The Academy, a number of approaches are used to gain a data to support self-evaluation

### *Evaluations of Student Assessment Data (Pupil Progress Meetings)*

Pupil Progress Meetings are carried out by middle and senior leaders as part of the professional development and performance management (PM) process.

### Group-level progress data

Data is used to evaluate and focus on the performance of different groups of pupils in a teacher's class.

The following groups are focused on:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Male and Females
- Pupils of Determination
- English Language Learners
- Emirati Pupils



### Individual case studies

Based on the data and teachers' own knowledge, they should select case studies of individual pupils who either:

- Demonstrate the trends they've spotted, both positive and negative, or
- Are causing particular concern due to insufficient progress

The teacher should provide examples of work from the pupils and records on interventions they've received to complement the case studies.

### *Learning observations (both formal and drop-in style)*

Learning observations are carried out by all staff members as part of the professional development and performance management (PM) process.

The observed performance of individual teachers is used strictly and only to inform and support staff development. However, anonymous aggregated data from these observations is used to determine the overall quality of Teaching & Learning and other aspects of the DSIB Framework.

### *Curriculum and Planning Reviews (long, medium and short term)*

Staff members will carry out a review of subject planning as calendared.

The purpose of curriculum and planning reviews is to evaluate and provide formative feedback, for the purpose of ongoing phase development, on the quality of medium term and long-term planning. The focus of the reviews will include:

- Progression
- Differentiation, particularly for the most and least able
- Range of learning activities, particularly active learning activities
- Assessment for Learning/formative assessment opportunities (including use of learning outcomes, self and peer assessment activities, level/grade ladders and plenaries)
- Summative assessment arrangements
- Homework
- Support for ICT, and other aspects relating to National Agenda

Middle and senior leaders will complete the appropriate proforma following the review which will then be discussed in a scheduled departmental meeting.

### *Reviews of Students Work and Feedback*

Middle and senior leaders will carry out reviews of students work as calendared.

Teachers should ensure that, on the dates of each work review, all of the students' work is readily accessible in their classrooms so that it can be provided for the review at short notice at the start of the identified review day.



The purpose of work reviews is to evaluate and provide formative feedback, for the purpose of ongoing departmental development, on:

- The condition of students work
- The quantity and quality of work completed by students
- The frequency and quality of marking and assessment, including whether or not the schools feedback for learning policy is being implemented
- The frequency and quality of self and peer assessment opportunities for students
- The use made by students of assessment or grading criteria
- The frequency and quality of homework
- The quality of support for the National Agenda / 2021 Vision

Middle and senior leaders will complete the appropriate proforma following each review, which will then be discussed in a scheduled departmental meeting.

#### *Evaluation of student, teacher and parent opinions and views (voice)*

Student, parent and staff voice acknowledges that various stakeholders at The Academy have unique perspectives on learning, teaching, and schooling, and should have the opportunity to actively shape the education provided.

All stakeholders should be regularly involved in providing feedback on The Academy in order to provide valuable data for self-evaluation. Data is gathered from the following sources:

- Student and Parent Councils
- Pupil Voice Conversations
- Teacher Surveys
- Parent Surveys

#### *Subject and Department Audits*

Subject and Department Audits are carried out by leaders as calendared in the summer term and evaluate departments using the relevant parts of the DSIB Framework which enables judgements to be reached in a number of key areas. The dates of the reviews will be given with appropriate notice.

The purpose of the reviews is to:

- Identify good practice so that it can be shared within and between departments
- Support improvement planning within departments by providing constructive formative feedback across the key areas, which is consistent across departments
- Identify whole school areas for development to enable effective planning for the improvement of these areas





The reviews include an evaluation of the following data/elements:

- End of key stage results achieved over the past three years and the estimated results for the current year
- Anonymous aggregated data obtained through lesson observations during the school year
- Data on the number of relocations for low level disruptive behaviour
- Quality of long, medium and short term planning
- Quantity and quality of the student work
- Student voice
- Phase SEF reports and progress in relation to Phase Action Plans

***NB: Self-evaluation Paperwork***

*Forms used during the self-evaluation and improvement cycle are available on Blue Sky*