



# Quality Assurance and Self - Evaluation Policy

2023-24

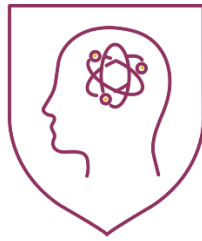
**Date last reviewed** | June 2023

**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.
Data Analysis	GCSE & A Level	CAT4, Baseline and Targets			Term 1 Data			Term 2 Data			Whole Year Data
Pupil Progress Meetings	Term 3 HOY					Term 1			Term 2		
Formal Lesson Observations		Formal Observation 1						Formal Observation 2			
Lesson Drop Ins	On-going										
Book Look / Feedback		Book Look 1	Book Look 2	Book Look 3	Book Look 4	Book Look 5					
Student Voice		Student Voice 1			Student Voice 2			Student Voice 3			
Parent Voice			GEMS Survey	WEK Survey	DSIB Survey		WEK Survey		GEMS Survey		
Staff Voice	Survey 1					Survey 2					Survey 3
PMOs		Review, finalise and set new objectives				PMO review and probation review					PMO review
Formal Moderation			Formal Moderation 1 Eng/Mat/Sci/Ar/Isl					Formal Moderation 1 Eng/Mat/Sci/Ar/Isl			
Subject Audits			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. <sup>[OBJ]</sup>

## 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 with the Teaching Standards of the UAE and England's National Teacher's Standards.

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



- Setting Growth targets in relation to their development with the school's Teaching Principles, Department Improvement Plans or the Academy Improvement Plan. Objectives set must be aligned to address whole school improvement foci.
- The PD cycle allows staff regular planned in reflection opportunities in relation to their performance and engagement with the above and schedules in regular conversation about meeting of growth objectives.
- Teachers are expected to engage with a range of CPD activities provided within school to support improvement and reflection. As such all staff should regularly access StepLab to record and undertake drop ins, and participate in fortnightly coaching opportunities to demonstrate continual engagement and development with their own practice in the classroom.
- Through various mechanisms, teachers are expected to engage with school data and quality assurance processes in order to implement timely actions as required from the findings of these. These processes include, but are not limited to: IQA processes, data drops, book looks and student/teacher voice activities.

### 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
- Drop ins and ongoing coaching and feedback cycles with identified staff
- 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 (IQA)
- Oversight of department T+L data through use of StepLab to inform departmental PD to improve T+L in their own team, subject or phase.

Middle leaders should be able to:



- Accurately describe the quality and consistency of each of the key features above
- Use the whole school processes in place 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/SAPM meetings)*

Pupil Progress Meetings//SAPM meetings are carried out by middle and senior leaders as part of the quality assurance processes. Teachers and Middle Leaders should approach these collaboratively ensuring clear action steps are set and outcomes of these meetings are reviewed and monitored.

### *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, teacher's/middle leaders might be asked to 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.



### *Drop ins*

Drop ins should be carried out by all staff members as part of the 'Grow' element of professional development.

Drop in foci are set and boundaried by whole school priority or that of our Academy Teaching Principles. Drop ins are an opportunity to share and note best practice, through the Steplab platform, and should foster positive and developmental conversation around potential 'next steps' to improve teaching practise. These next steps should come from the Steplab library of content.

### *Instructional Coaching*

Staff will be offered the opportunity to both be a coach and be coached as part of our Steplab partnership.

Staff are asked to observe and feedback on a weekly or fortnightly basis in order to set bespoke, granular, action steps to support the improvement of teaching and learning in the classroom. All action steps will be linked to the Academy Teaching Principles or as identified whole school priority from the AIP.

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

Staff members will carry outs review of subject planning.

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.



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

#### *Internal Quality Assurance Audit.*

Subject and Department Audits are carried out by Middle leaders and ALT. Additional cross cluster support may also be requested to quality assure our own judgements in this respect.

The purpose of the IQA is to take a more focused look at specific subjects or AIP foci, to evaluate the impact of whole school PD and thematic areas for whole school development. They methodology of the approach aims to replicate that of areas of the DSIB inspection and as such the process includes the following:





- Meeting with subject leaders and teachers to triangulate data with IQA foci
- Evaluation against performance of the DIP and progress towards agreed objectives
- Lesson drop ins and observations to assess the quality and consistency of teaching and learning within a team, subject, phase or across the whole school.
- Identifying best 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
- Focus on student group attainment and progress in relation to their peers' performance
- Trends in data performance and predicted results for the coming year.
- Impact review of curriculum implementation as well as wider curriculum journey
- Quantity and quality of the student work in relation to timetabled allocation
- Student voice.