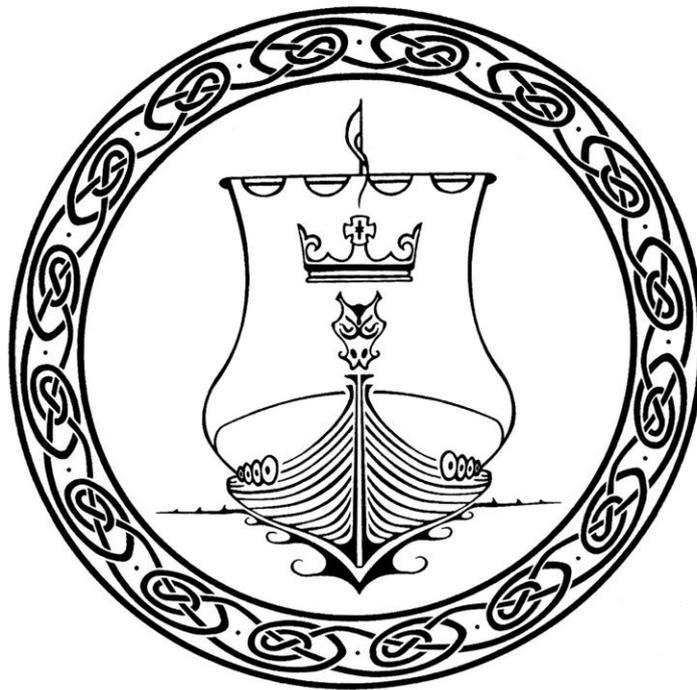




Queen Elizabeth II High School

Policy for School Self-Review and Evaluation



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Preamble

As professionals, teachers and support staff in school are responsible for ensuring that students receive the best possible education within the resources available. This requires continual evaluation of the impact of our provision based on review of relevant, timely and accurate data and evidence. This policy sets out the framework for our approach to SSRE and should be read in conjunction with the DESC SSRE Framework and Toolkit and the Arrangements for the Monitoring and Evaluation of Schools. SSRE links with Appraisal and with the school's development plan (SDP).

Scope

This policy applies to all teachers and support staff working at the school. Middle and senior leaders have more specific roles to play within the SSRE process but all staff are required to participate in the process.

Responsibilities

All staff are responsible for evaluating the impact of their work, collecting and reviewing data and evidence and for engaging in appraisal and continuous professional development. All staff contribute to the process of collecting evidence, reviewing it and evaluating strengths and areas for development. The appraisal process is used to agree specific objectives for individual staff to enable them to contribute to the achievement of the School's aims and the SDP. Teachers are responsible for the progress and achievement of the students in their classes and for reporting this to students, parents and their HOS in line with the Assessment policy and teaching for learning policies.

Middle leaders (TLR holders) are responsible for the line management of specific staff and the outcomes for specific groups of students as indicated in their job descriptions. Middle leaders collect and review evidence such as lesson observations, student assessment data, feedback from students and parents via surveys and interviews, work scrutiny etc. This evidence is used to evaluate areas of strength and priorities for improvement. Team leaders should include SSRE in their team meetings. Line managers are responsible for discussing with the staff they line manage any concerns (based on evidence) and the contributions made by that member of staff to outcomes for students and to school improvement. TLR holders are also required to be members of a School Board.

School boards regularly review aspects of the SSRE framework, outcomes, provision and school policies to ensure that provision meets student needs and leads to continuous improvement.

'Senior and middle leaders are responsible for creating a climate of continuous improvement and for implementing and developing the process of school self-review and evaluation. This will include strategies for monitoring and evaluating teaching, learning, pupil progress and achievement.'
(Arrangements for the Monitoring and Evaluation of Schools)

Senior leaders are responsible for the overall drawing together of evidence and the monitoring of provision and outcomes. They lead school boards and update MESMA accordingly. With the Governing Body, they set the strategic direction of the school and formulate the SDP to set priorities for development and improvement.

The SLT will publish an annual cycle of review and monitoring of learning and a calendar for board meetings to ensure a biannual review of each section of the SSRE Framework.



The outcomes (section1) will be reviewed annually as will the curriculum offer. Progress on the SDP will be reviewed in March and the new SDP agreed in the summer term.

Governors will review aspects of the SSRE at each of their meetings. See Cycle of governance linked to SSRE.

The School Link adviser will inspect aspects of the SSRE and the process will be externally validated in line with the DESC Monitoring of Schools policy.

Sue Moore
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