Ashfield Girls' High School

"Each different. Each talented. All valued."

Self Evaluation and Action Planning Policy

Author(s)	Mrs Louise Hanvey - Principal
Adopted Date:	May 2021
Review Date:	June 2023

Self-evaluation and Action Planning Policy

"We do not learn from experience… we learn from reflecting on experience"

"The first step towards growth, is the ability to make an honest assessment of where you currently are"

AIMS

The aims of the Self-evaluation and Action Planning Policy are to;

- build a culture of reflective practice to bring about sustained improvement in outcomes for learners,

- build capacity to effectively self-evaluate and action plan as a school, to bring about sustained improvements in outcomes for learners,

- establish a timeline for the self-evaluation and action planning process,

- create opportunities for school leaders to regularly monitor and evaluate progress through relevant actions plans linked to the School Development Plan,

- share good practice relating to self-evaluation and action planning,

- create opportunities for staff to contribute to the review of the Self-Evaluation and Action Planning Policy.

RATIONALE

Self-evaluation is a very natural process. We regularly evaluate situations and assign a judgement on performance. This almost automatic process infiltrates all aspects of our lives e.g. judging success at cooking a new recipe. Robust and honest self-evaluation is a much more challenging task. The term robust points to both the frequency and consistency of the self-evaluation. The term honest eludes to the requirement that and judgement draws upon a broader base of evidence than just ones' own opinion. In addition, robust and honest self-evaluation mean little if it is not backed up by concise and co-ordinated actions for improvement.

Therefore, robust and honest self-evaluation should be accompanied by concise and co-ordinated action planning.

CONTEXT

The Education and Training Inspectorate (ETI) publication, the Reflective Teachers outlines the context for teaching as a reflective profession in its quest for improvement. The publication identifies that teachers and school leaders are key drivers in bringing about improvements in outcomes for learners. It therefore concludes that teachers and school leaders should reflect on their practice and performance and evaluate the impact that it has on bringing about improvements in outcomes for learning.

The Education and Training Inspectorate (ETI) self-evaluations document Together Towards Improvement (TTI), which was superseded in 2017 by the Inspection and Self-Evaluation Framework (ISEF) provides a framework for schools to focus on the self-evaluation and action-planning process; by posing key questions linked to improvement in outcomes for learners.

The Department of Education publication Learning Leaders Strategy focuses on developing collegial and networked Teacher Professional Learning (TPL) communities. It is through the model of TPL and using the ISEF template that Ashfield Girls' High School will develop a rigorous and honest self-evaluation process alongside concise and co-ordinated action planning to support the development of teachers and school leaders to be reflective practitioners.

ROLES AND RESPONSIBILITIES

Board of Governors
The Board of Governors have responsibility for;

- the strategic direction of Ashfield Girls' High School,

- having oversight regarding the School Development Planning Process as set out in The Education (School Development Plan) Regulations (Northern Ireland 2010).

Principal
The Principal has responsibility for;

- writing and reviewing the Self-Evaluation and Action Planning Policy,

- developing a culture that promotes robust and honest self-evaluation processes,

- developing a culture that promotes concise and co-ordinated action planning processes,

- ensuring there are opportunities for Teacher Professional Learning to build capacity to bring about improvement in the self-evaluation and action planning processes,

- meeting with school leaders to promote opportunities to discuss progress relating to the self-evaluation and action planning processes,

- monitoring and evaluating the Schools Development Plan,

- supporting school leaders to monitor and evaluate supporting Action Plans,

- provide opportunities for school leaders to update the Board of Governors (BOG) and Strategic Leadership Team (SLT) on progress relating to the self-evaluation and action planning process, to bring about improvement in outcomes for learners,

- challenge areas were the self-evaluation and action planning processes are not in line with school expectations and policy.

School Leaders
School Leaders are responsible for;

- participating fully in the self-evaluation and action planning timeline,

- engaging in robust and honest self-evaluation,

- engaging in concise and co-ordinated action planning,

- completing relevant documentation in consultations with individual team members,

- ensuring a wide range of evidence and stakeholder views have been sought in the completion of the self-evaluation process,

- participating in the bi-annual self-evaluation and action planning meeting with the Principal and Vice Principal,

- providing updates to both the Strategic Leadership Team (SLT) and/or the Board of Governors (BOG) annually.

Teaching Staff

Teaching staff are responsible for;

- being reflective of their own performance through either the Induction (I), Early Professional Development (EPD) or Performance Review and Staff Development (PRSD) programmes,

- engaging as a member of relevant teams (including department team, pastoral team and school improvement team) by providing feedback and suggestions for improvement,

- engaging in the processes to support school leaders bring about improvements in outcomes for learners through the self-evaluation and action planning processes.

Non-Teaching Staff

Non-teaching staff are responsible for;

- being reflective of their own performance,

- engage as a member of each team by providing feedback and suggestions,

- engage in the processes to support school leaders bring about improvements in outcomes for learners through the self-evaluation and action planning processes.

SELF EVALUATION AND ACTION PLANNING TIMELINE

	August	September	October	November	December	January	February	March	April	May	June
Governors		• Review of ISEF Document • Review of SDP					• Review of SDP				
SLT	• Review of ISEF Document • Review of SDP • Review of Policies					• Review of SDP					Review of SDP
HOD's	Departmental Action Plan	• Principal, VP & HOD meeting • Review of Self-Evaluation document • Review of Action Plan				Departmental Action Plan Review	• Principal, VP & HOD meeting • Review of Action Plan (progress check)				Department Self-evaluation
HOP's	HOP Action Plan	• Principal, VP & HOP meeting • Review of Self-Evaluation document • Review of Action Plan				HOP Action Plan Review	• Principal, VP & HOP meeting • Review of Action Plan (progress check)				HOP Self-evaluation
Co-ordinators	Co-ordinator Action Plan	• Principal, VP & Co-ordinator meeting • Review of Self-Evaluation document • Review of Action Plan				Co-ordinator Action Plan Review	• Principal, VP & Co-ordinator meeting • Review of Action Plan (progress check)				HOP Self-evaluation
Induction (I)	Inductions	Induction Programme with Teacher Tutor									
Early Professional Development (EPD)	EPD1 Teachers EPD2 Teachers	EPD 1 Programme with Teacher Tutor EPD 2 Programme with Teacher Tutor									
Performance Review and Staff Development (PRSD)	All other teachers	• Reviewee meets with Reviewer (planning meeting)	Reviewee engages with staff development targets Lesson Observation				• Reviewee meets with Reviewer (update meeting)	Reviewee continues to engage with staff development targets Lesson Observation / Leadership Observation			Follow up meeting

*Updates to SLT will be scheduled across the academic year

*Updates to BOG will be scheduled across the academic year, as requested by the Governors

DEVELOPING ROBUST AND HONEST SELF-EVALUATION

Inspection and Self-Evaluation Framework (ISEF)
- the questions in the ISEF can be used as initial prompts to evaluate standards attained, quality of provision, leadership and management and care and, welfare in line with the annual timeline.

Encourage honest reflection
- well intentioned honest feedback is a key driver for effective change,
- acknowledge positive feedback,
- if you only get positive feedback, investigate further, (just to check).

Impact
- use data (qualitative and quantitative) to calculate impact of current practice on outcomes for learners,
- evaluate effectiveness of strategies and their impact on improving outcomes for learners,
- high impact strategies should be maintained (or developed), low impact strategies should be considered in relation to the resources required and removed, if deemed necessary.

DEVELOPING CONCISE AND CO-ORDINATED ACTION PLANNING

List Actions
- Develop a list of actions that all relevant stakeholders judge to be effective in improving outcomes for learners.

Prioritise Actions
- Prioritise actions that have the greatest positive impact to bring about better outcomes for learners.

Limit Actions
- Limiting actions to manageable high impact actions will focus your time and energy on what will have the biggest impact.

SPECIFIC ISSUE STATEMENTS

CONTINIOUS PROCESS AND THE NEED FOR WORKING DOCUMENTS

Self-evaluation is itself a continuous process. The self-evaluation document should be frequently revisited to add observations, judgements and evaluations. The Action Plan, by its nature will require frequent adaptions and record keeping. Either document that has had no amendments or adjustments is not really fulfilling its true purpose. Keeping a central document available for staff to comment or pose adjustments would be a valuable part of the process.

USE OF DATA TO INFORM SELF-EVALUATION

A robust and honest self-evaluation cycle must be based on more than perceptions. These professional judgements and perceptions should be backed by data to provide reliability. Data can be quantitative and qualitative.

While not exhaustive, this below provides examples of effective data sources;

- standardised assessments e.g. PTE/PTM/CAT/PASS,
- assessment for learning e.g. homework, projects, tests,
- assessment of learning e.g. external and internal examinations,
- surveys,
- questionnaires,
- oral feedback,
- sharing good practice opportunities,
- focus group discussions,
- data trends e.g. falling pupil numbers, engagement data, attendance data,
- professional observations.

ENGAGEMENT WITH STAKEHOLDERS

It would be difficult to self-evaluate without engaging with stakeholders. Depending on the area to be self-evaluated the following stakeholders can be a valuable source of information and data.

- members of staff,
- pupils,
- parents/carers,
- external agencies,
- external businesses/charity organisations.

These groups can often be referred to as;

- staff voice,
- pupil voice,
- parental/ carer voice,
- external stakeholder voice.

FOCUSED ACTION PLANNING

An action plan will usually reveal itself if robust and honest self-evaluation has taken place. The action plan should be written as an annual action plan. Areas for improvement can continue in the action and be developed in a continuous way along a continuum. The overall aim is to embed the action to bring about sustained improvement. Action points can remain on the action plan for a number of years until they are embedded. Action points can be removed from the action plan if they are no longer relevant (action has been embedded) or they are no longer an action worth pursuing.

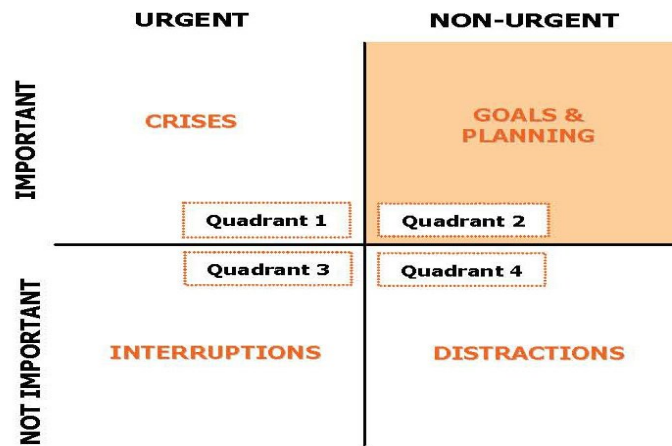# THE INTERLINKED SELF-EVALUATION AND ACTION PLANNING PROCESS

Ultimately self-evaluation and action planning are interlinked.

Having completed the self-evaluation process and identified what change is necessary the action plan should provide clear and concise actions outlining what and how to being about improvement .The most important stage in the process, which can often be derailed in a busy school year is making the actions happen. How does a school leader monitor and evaluate their action plan?

Monitoring and Evaluating the Action Plan
Stephen Covey wrote a book called the 7 Habits of Highly Effective People. One of the key messages from this book is that effective people are able to identify the type of work they are undertaking and categorise it in one of the four quadrants below.   Covey suggested that as busy people we often get caught up in the crises, interruptions and distractions. We cannot avoid these aspects of our working life and often they are part of the life of a school; but allowing them to consume the majority of our time, to the detriment of our goals and planning, is costly to progress.

Covey argued that time should be set aside for setting goals and planning. Writing, monitoring and evaluating action plans is important work. Ashfield Girls' High School will set aside designated time to engage in self-evaluation, action planning and monitoring opportunities.

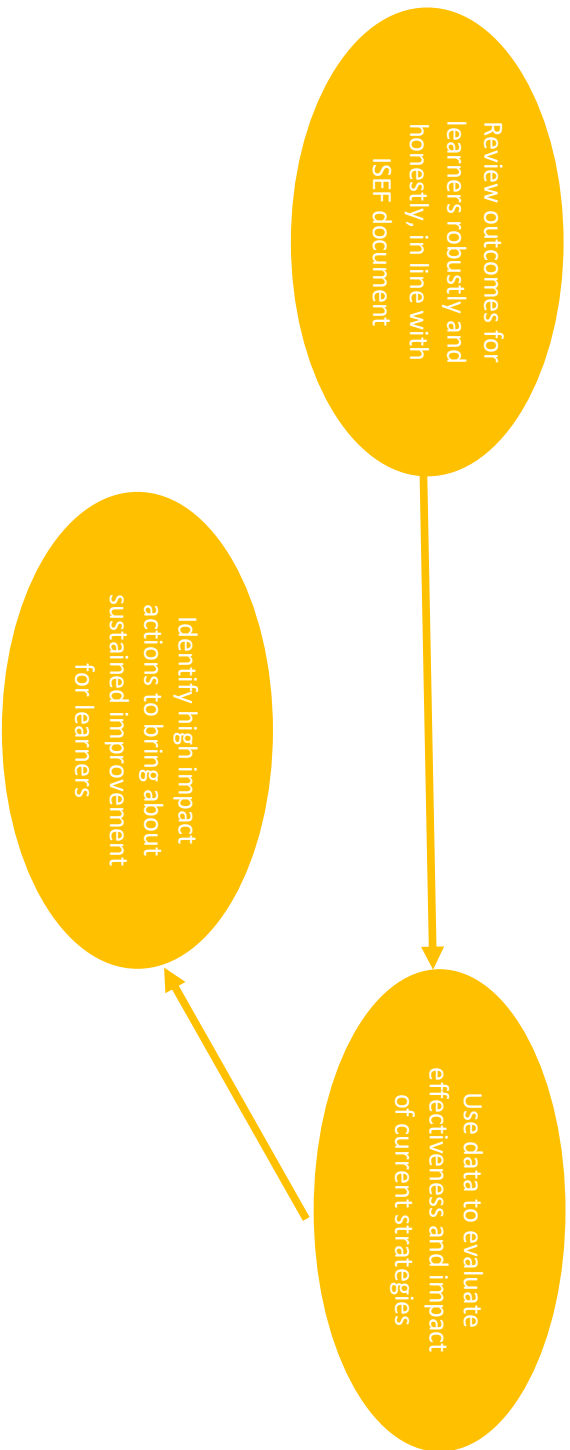|	URGENT	NON-URGENT
IMPORTANT	CRISES	GOALS & PLANNING
	Quadrant 1	Quadrant 2
NOT IMPORTANT	Quadrant 3	Quadrant 4
	INTERRUPTIONS	DISTRACTIONS

Monitoring an Action Plan
Reference should be made in the monthly department, pastoral or school improvement meetings to self-evaluation. This section in the meeting minutes template will provide a place to reflect on any progress towards actions identified on the action plan.
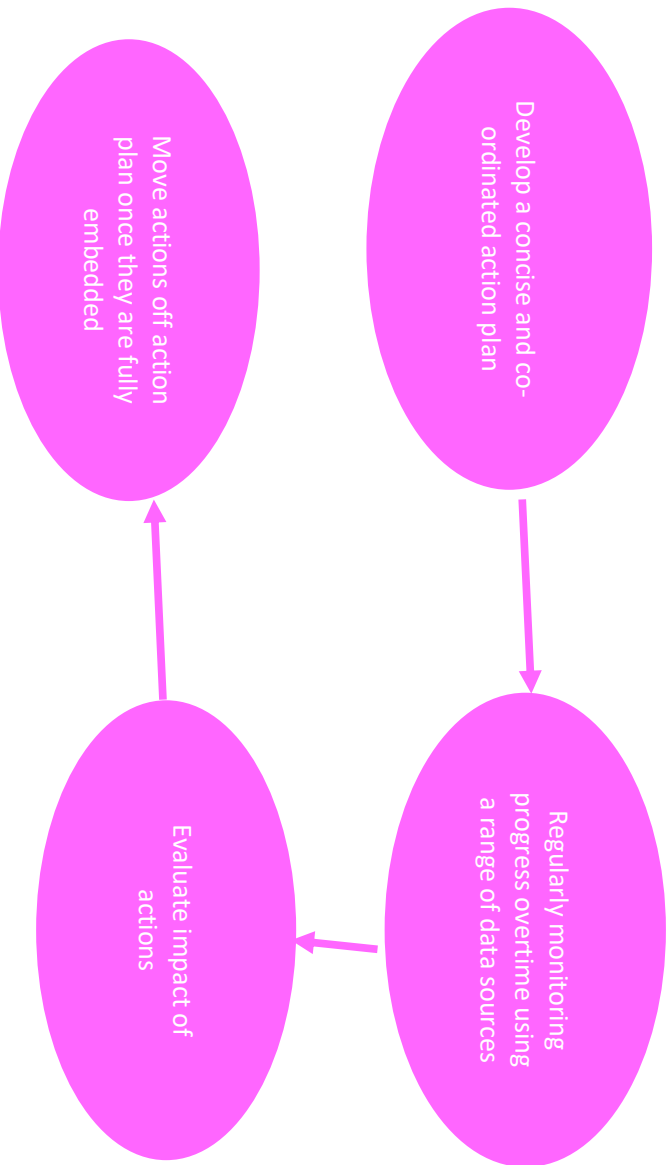
Reviewing an Action Plan
While action plans can be reviewed at any time. It is good to identify key review points. The end of each term is a good review point. An end of year formal review should take place. This is part of the self-evaluation process and will identify which actions have been met, need to continue on the action plan or need to be further developed (if the action is a more longer-term action).

SELF-EVALUATION CYCLE

Review outcomes for learners robustly and honestly, in line with ISEF document

Use data to evaluate effectiveness and impact of current strategies

Identify high impact actions to bring about sustained improvement for learners

ACTION PLANNING CYCLE

Develop a concise and co-ordinated action plan

Regularly monitoring progress overtime using a range of data sources

Evaluate impact of actions

Move actions off action plan once they are fully embedded

MONITOR, EVALUATIONS, REVIEW AND COMMUNICATION OF POLICY

The Self-Evaluation and Action Planning Policy will be monitored and evaluated by the Principal on an annual basis.

The Self-Evaluation & Action Planning Policy will be reviewed on an annual basis.

The Self-Evaluation and Action Planning Policy will be communicated to all stakeholders on the school website.

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Principal: Mrs Louise Hanvey BSc (Hons) PGCE, PQHNI, PGDH