

**Quality Assurance, Monitoring and Evaluation Policy**

**Education and Children’s Services**

**Policy**

**Document**

## June 2018



**QUALITY ASSURANCE POLICY**

**Rationale / Aims**

Crimond School is committed to providing a quality service to pupils, parents, and the local community, taking account of national and local priorities and advice. We aim to provide high quality learning and teaching experiences, in order to ensure that all children reach their fullest potential.

Our School Aims and Values provide the basis for developing policies and guidelines and the foundation for self-evaluation in order to maximise pupil learning and all-round achievement. We also strive to provide opportunities for our pupils to develop as successful learners, confident individuals, responsible citizens and effective contributors, the key capacities outlined in A Curriculum for Excellence.

This requires the implementation of effective processes of Quality Assurance in order to promote continuous improvement for all pupils, staff and parents. All stakeholders within the school environment, including staff, parents, pupils, the local community, the Education Authority and Education Scotland are involved in this process.

Through ongoing self-evaluation, we aim to monitor, measure and evaluate the impact on and outcomes for our pupils. The findings from our rigorous and systematic processes of self-evaluation will enable us to successfully identify our strengths and areas for further development in order that we can best effect improvements for our learners and manage change in our practice.

**The Framework for Self-evaluation**

Our framework for self-evaluation is based on **How Good is Our School 4 (HGIOS4), and HGIOELC** to:

* ensure educational outcomes for all learners are improving;
* address the impact of inequity on wellbeing, learning and achievement;
* consistently deliver high-quality learning experiences;
* embed progression in skills for learning, life and work from 3-18;
* further strengthen school leadership at all levels;
* improve the quality and impact of career-long professional learning;
* extend and deepen partnerships to improve outcomes for all learners;
* increase learning for sustainability;
* tackle unnecessary bureaucracy.

The questions which remain at the heart of self-evaluation:

* How are we doing?
* How do we know?
* What are we going to do now?

Through this approach, we will look **inwards** to analyse our work through self-evaluation, look **outwards** to find out more about what is working well for others locally and nationally challenge our own thinking and look **forwards** to gauge what continuous improvement might look like and plan how to get there.

These document sets out a range of Quality Indicators, arranged under, themes which Education Scotland uses for evaluation purposes.

How good is our leadership and improvement?

How good is the quality of care and learning we offer?

How good are we at ensuring the best possible outcomes for our children?

The framework of Quality Indicators provides a series of challenge questions that we can ask ourselves to stimulate collegiate professional discussion and reflection on the work of the school. This reflection is an aid to evaluating the quality of our work and a means of improving our performance thus raising attainment and achievement for learners. This process helps us to confirm where we are and plan the way forward.

**Early Years**

The Care Inspectorate is a scrutiny body which supports improvement.

Care Inspectorate standards are referenced in themes and self-evaluation is completed regularly.

Themes:

Quality of Care and Support

Quality of Environment

Quality of Staffing

Quality of Management and Leadership

In Early Years we also reference - Building the Ambition National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act 2014.

**Quality Assurance Systems and Activities**

A number of quality assurance processes are in place to gather evidence to inform our ongoing self-evaluation. These include:

***Calendar of Activities***

We use a calendar of activities for planning and evaluating effective learning across the session to ensure a systematic approach in tracking impact on and outcomes for pupils.

***Programme for Self Evaluation - Broad and focused audits***

On an annual basis staff complete a ‘Broad Audit’ using HGIOS4, which covers all aspects of the life of the school. This enables us to identify strengths and weaknesses, which inform the improvement plan for the next session. Information from focused self-evaluation activities carried out over the session will also be used within this broad audit.

***Pupil Tracking System***

A pupil tracking system is in place to monitor pupil progress and attainment. A prediction of where the children are expected to be at the end of the year or end of the level is recorded. The head teacher and class teachers meet each term to monitor individual progress of pupils and discuss next steps. This practice allows us to identify pupils requiring additional support or challenge.

***Monitoring of pupil progress/profiles***

The head teacher meets with staff on a termly basis to discuss individual pupil progress and class work, including IEPs. Twice yearly the head teacher also meets with a small group of children from each class to have a shared look at their work and to discuss their views on various aspects of learning and teaching.

***Monitoring of IEPs/ IBPs***

Class teachers, ASL teachers and pupils work together to devise individual IEPs where appropriate, and these are monitored and evaluated on a termly basis. Parents will be offered the opportunity to be part of the discussion to formulate an IEP / IBP for their child and copies of completed IEPs/ IBPs are given to parents, PPRs and teachers working with the child..

***Monitoring of Teaching and Learning***

Class visits are arranged on two occasions each session, with an agreed focus usually linked to the current school development plan.

Class visits are made by peer supporters or the head teacher. Following discussion, feedback is provided on a written record. These visits recognise good practice, areas for development and provide a basis for discussion and follow-up actions.

***Forward Plans***

Forward planning meetings are held at three times a session. At this time the head teacher and class teachers / EYP discuss and evaluate forward plans together. On 1 occasion, weekly plans and evaluations are looked at with individual teachers to evaluate learning and teaching approaches.

***Self-evaluation of Learning and Teaching***

Teachers reflect on learning and teaching, evaluating impact, evidence and next steps.

As part of their collegiate responsibility, staff are also involved in meetings to evaluate learning and teaching at an upstairs / downstairs or whole school level.

**Pupil Self-evaluation**

As part of ongoing formative assessment approaches, pupils at all stages are encouraged to reflect upon and evaluate their learning, effort and work. This takes place through a range of strategies and activities, including peer and self- assessment.

Groups of pupils are also involved in meetings with the head teacher to put forward their views and opinions on learning and teaching within the school.

Children have been asked to put forward their thoughts on the strengths and areas for development within the school.

Information from all these sources contributes to Improvement Planning decisions.

**Parental Involvement**

The views of parents are sought through both formal and informal channels, including meetings and surveys.

**Professional Development and Review Scheme**

Teacher self-evaluation is encouraged and supported through the Professional Development and Review Scheme, which takes place annually for each individual member of the teaching staff. This meeting provides an opportunity for teachers to reflect on successes during the previous year and to identify CPD needs. A balance is sought between supporting individual and whole school development needs in line with the school improvement plan. Non Teaching staff have annual reviews with the Head Teacher

***Attendance***

Pupil attendance/lateness is monitored by the HT on a monthly basis and any issues arising investigated.

**Standards and Quality and Improvement Plan (SQUIP)**

We use our annual SQUiP plan to report on our self-evaluation, our progress and achievements, and our next steps in improving the service we provide. A summary of the report is provided for parents in leaflet form. The Improvement Plan priorities are negotiated and agreed with all staff and with pupils and parents as appropriate. Staff take a leading role in implementation.

Clear attention is given to:

Targets in line with school Aims, National Priorities and Local Improvement Objectives,

Measurable Criteria for Success

Implementation Strategies

Timescales

Resources

Monitoring and Evaluating Procedures

**Improvement Plan progress**

Progress in implementing action plans for school developments is monitored by the head teacher and staff. Ongoing review is built into staff meetings and recorded. Improvement plans are regularly looked at to identify progress. An overview of actions still to be addressed is developed in Term 3/4.

**Authority Support**

Our school Quality Assurance processes are supported by Aberdeenshire Quality Improvement Framework and a Quality Improvement Officer