

# Kirkwall Grammar School



## Quality Improvement Policy

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## Background and Rationale

This policy sets out how the systems of evaluation and review operate within a culture of continuous improvement to provide a high quality educational experience for all pupils in our school. The process of self-evaluation, the cornerstone of the Quality Improvement Policy, occurs at various stages during the session and at all levels. Teaching staff, as a matter of course, will constantly reflect on their teaching and learning and the resulting impact on the pupils' learning experience as a whole.

'How Good is our School' The Journey to Excellence Part 3 March 2007 is an invaluable tool in this process.

### 1. Aims

This policy aims to:

- Set out the evaluation and review procedures at whole school, faculty, department and classroom level
- Set out a timescale for the systematic review and evaluation of all areas of the school's work and an annual calendar of evaluation activities
- Indicate the responsibilities of each member of staff for review and evaluation
- Clearly identify the continuous nature of the evaluation and review cycle

### 2. Implementation Strategies

The review and evaluation process takes place at three different levels:

Whole School

Faculty/Department

Classroom

The SMT has overall responsibility for review and evaluation at all three levels. However, all members of staff also have a responsibility at all three levels.

Both quantitative and qualitative data will be used to self-evaluate and monitor standards and qualities. The triangulation of Quantitative Data, People's Views and Direct Observation will help to provide a holistic view of the quality of education in Kirkwall Grammar School and to identify areas for improvement.



*(See Appendix 1, Calendar of Activities, adapted from 'How good is our school?' The Journey to Excellence Part 3)*

### 3. Self Evaluation

Self-evaluation involves every member of staff playing a full and active part to help inform what happens in their classroom, their department, faculty and school. Self-evaluation activities are carried out in an atmosphere of collegiality and trust in which it is understood by all teachers involved that the whole process is directed to improve learning and teaching.

The aims of Self-Evaluation are to:

- Improve the effectiveness of learning and teaching
- Share good practice
- Encourage collaboration
- Motivate and enthuse staff through recognising strengths
- Know ourselves better
- Encourage and foster a development culture
- Identify areas for development
- Help prepare a structured plan for improvement
- Move the school forward on The Journey to Excellence

An important aid is **How Good Is Our School 3** and this should be familiar to all staff. There is a copy available in the School Improvement Plan folder in the staff folder on KGS One.

All staff should use the quality indicators based on 3 questions:

- How are we doing?
- How do we know?
- What are we going to do next?

How Good Is our School advocates reviewing all key areas over a number of years, with a system of self-evaluation based on:

- A **broad view** of performance across the key areas of the school
- A **closer look** at specific areas viewed as successful or causing concern

#### **Self-evaluation using Quality Indicators**

The overview provides information for a progress report on standards and quality. This should be evidence based and the evidence should be collected and collated. From this we should be able to identify our priorities for improvement.

#### **Using QIs for Routine Monitoring**

As we go through the process of self-evaluation each faculty/department should keep evidence to support their assessment of the current situation. This approach:

- Ensures that the self-evaluation is rigorous and systematic.
- Ensures that hard evidence is available from self-evaluation that can be used to produce the Standards & Quality Report.

**Self-Evaluation - Consultation with parents and carers**

We have strong links with parents. Parents and carers views are sought through a variety of means including questionnaires, feedback on the reporting system, consultation with the Parent Council and Parent Forum.

**Self-Evaluation - Consultation with pupils**

Consultation is undertaken at whole school, faculty and departmental level, through a variety of means including the pupil councils, course reviews, discussion groups and questionnaires.

**4 Evidence**

Evidence must be gathered to support our professional judgement or the opinions of others. Teachers, Principal Teachers and Senior Management Team all have a key role in monitoring and evaluating the work of the school at different levels. There are a number of ways in which we collect evidence:

<b>Ask people what they think</b>	
<ul style="list-style-type: none"> <li>• Individual interviews</li> <li>• Group discussions</li> <li>• Working groups</li> <li>• Staff reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys and questionnaires</li> <li>• Written responses</li> <li>• Department and other meetings</li> <li>• Pupil and Parental feedback</li> </ul>
<b>Look at documentation and resources</b>	
<ul style="list-style-type: none"> <li>• Pupils' work</li> <li>• Pupil Planners</li> <li>• Reports to parents</li> <li>• Teacher Planners or records of work</li> <li>• Programmes of study/schemes of work</li> <li>• Cross-marking</li> <li>• Forward planning</li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports on improvement and action plans</li> <li>• Course materials</li> <li>• Departmental Handbooks</li> <li>• Policies and Guidelines</li> <li>• Minutes of Meetings</li> <li>• ICT eg electronic media /computer work</li> </ul>
<b>Engage in direct observation</b>	
<ul style="list-style-type: none"> <li>• Shadow individual pupils</li> <li>• Follow a class</li> <li>• Observe lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observation</li> <li>• Co-operative teaching</li> </ul>
<b>Analyse Data</b>	
<ul style="list-style-type: none"> <li>• PIPS / CfE level data</li> <li>• Midyis test data</li> <li>• STACS analysis</li> <li>• UPS Analysis</li> <li>• Jardine Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Subject take up rates</li> <li>• National/ Local Authority data</li> <li>• Value added measures</li> <li>• Department exam results reviews</li> <li>• Secondary Tracking and Monitoring</li> <li>• On the Button</li> </ul>

## a) Improvement Planning

This involves formulation, review and evaluation of:

School Improvement Plan (3 year plan / annual plan)

Department Improvement Plans

- **School Improvement Plan**

The 3-year plan is for the overall strategic direction of the school. This plan is formulated to address systematically National Priorities, Authority Priorities and School Priorities.

Agreement and implementation of the School Improvement Plan follows consultation involving pupils, teachers, non-teaching staff and parents. Relevant partners engage in the consultation process through Parent Council, Pupil Councils, Union Representatives, Whole School Meetings and Departmental Meetings.

- **School Improvement Plan Review**

Review of the School Improvement Plan is ongoing and undertaken more fully in February and in the third term each session. The School Improvement Plan is issued annually to aid the Department Improvement Planning process. It is placed on the school network to facilitate ease of access to all staff.

The following session's School and Departmental Improvement Plans are completed during the summer term. In the same term, information on progress is gathered and in June a final evaluation of the work of the session is produced for inclusion in the Kirkwall Grammar School's Standards & Quality Report which will be finalised in the autumn term.

- **Departmental Improvement Plan**

Annually, departments identify priorities for the following session, producing the Departmental Improvement Plan by the end of each session which reflects agreed priorities from the 3-year School Improvement Plan. Detailed action plans are produced specific to each priority. An Appendix is produced after the Departmental Review meetings in the autumn term.

- **Department Improvement Plan review**

Progress in implementing the Departmental Improvement Plan will be reviewed by the department throughout the session. This will be monitored through the minutes of Departmental Meetings and through the SMT link.

The final review of the session in May will be an evaluation report by the PT to SMT showing progress in implementation. The next session's Improvement Plan will be discussed with SMT

- **Improvement Planning Cycle**

- *February*: audit of progress with School and Departmental Improvement Plans; consultation on future whole school and departmental needs for following session.
- *April / early May*: School Improvement Plan Summary for following session.
- *May*: completion of departmental evaluation of Departmental Improvement Plans
- *June*: completion of School Improvement Plan and Departmental Improvement Plan.
- *October*: appendix to School Improvement Plan and/or Departmental Improvement Plan, taking account of review of SQA results.

## b) Use of National Examination Data

STACS and the Jardine analysis provide a great deal of evidence to support self-evaluation. Comparisons at school level supply evidence on which to make objective assessments of areas that may require further investigation or action.

- **DEPARTMENT EXAMINATION RESULTS REVIEW TERM 1**

This review will take place annually to analyse results and set strategies for improvement which will form an appendix to Departmental Improvement Plans. The whole department is invited to attend, to encourage collegiate working, a meeting with the SMT link and the Principal Teacher.

The PT will have discussed and analysed the results with the department and completed the meeting proforma to be submitted to the HT prior to the meeting. This should include any noticeable or significant results or trend with suggestions for improvement.

## c) Department Quality Improvement

- Each PT has responsibility for ensuring Quality Improvement Procedures are in place within their subject area(s).
- Schemes of work/records of work/forward plans/planning documents for pupils with Additional Support Needs should be in place, as appropriate, and readily available.
- Records of marks will be monitored regularly by the PT.
- Homework will be monitored regularly by the PT.
- Department Improvement Plans and their implementation are the responsibility of individual PTs.
- Monitoring and evaluation of the plan should be systematic, robust and evidence based.
- The role of the PT is one of Quality Improvement across departments and includes sharing best practice.

## d) Classroom Observation

- Classroom observations are important evidence for and will form a key part of Quality Improvement.
- SMT and PTs will engage in classroom observation during each session.
- As part of their CPD, every member of staff is encouraged to engage in peer observation each session.
- Feedback should be given timeously to the individual and opportunities will be available to share good practice.
- These observations may form part of the ongoing review of Learning & Teaching and will use the agreed observation sheet (See Appendix 3). They may be part of the evaluation of a specific focus for the department improvement and may be carried out by a member of the SMT, the PT or a peer as agreed.
- Head Teacher to share an overview of good practice with whole school, Parent Council and Pupil Councils.

### e) **Tracking, Monitoring and Reporting**

Validation and analysis of Seemis Tracking, Monitoring and Reporting data provides a valuable avenue for Quality Improvement at classroom, departmental and whole school level.

- Quality of comments - SMART and proactive targets, agreed through pupil/teacher discussion.
- Continuity of level and target grades
- Overview of effort and behaviour.
- Progression - including Recommendation for Future Study
- Monitoring of whole school targets through comparisons of various elements of the reports during the session and after the SQA results.
- Standardisation within departments

### f) **Senior Management Team Meetings (SMT) / Principal Teachers' Meeting (PT) / Whole School Meetings / Departmental Meetings (DM)**

- Senior Management Team Principal Teachers meet on a regular basis and through discussion and consultation, conduct an ongoing process of review and evaluation
- Learning & Teaching should be a focused discussion point on departmental agendas, including sharing of good practice. This ensures an ongoing process of monitoring and evaluation.
- Minutes of these meetings are shared with SMT.
- Matters arising from departments and departmental meetings are a standing item on the agenda for the SMT meeting.

### g) **Moderation**

- Moderation can take place within subject areas and at authority, inter-authority and national level.
- Records should be kept of moderation opportunities, their outcome and impact (eg amendment to practice).
- Opportunities for moderation include Departmental Meetings within KGS; Cluster meetings during In-service, for example; between secondary schools on Orkney; at SQA meetings; through SQA marking or verification.

### h) **Appendices**

Appendix 1 Exemplar Calendar of Activities

Planning a routine of Quality Improvement activities provides a structure to follow throughout the session.

Appendix 2 Exemplar Quality Improvement Schedule

The Quality Improvement Schedule in Appendix 2 provides an alternative way of planning for the session. Although the dates and times indicated are not prescriptive, they do offer a basic process to follow.

Appendix 3 Kirkwall Grammar School Observation Proforma (4 Ps)



## Appendix 1 Exemplar CALENDAR OF ACTIVITIES

Routine monitoring can be drawn together into one calendar and spread evenly throughout the year. If linked to quality indicators, the evidence can be used to support improvement and for school's standards and quality report. Here is an example of one school's calendar for monitoring.

How well do we do?	Frequency	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
The curriculum	Annual programme			✓								✓
School attainment data		✓				✓			✓			
National qualifications and other forms of accreditation		✓				✓			✓			
Assessing, planning, monitoring and reporting progress and achievement	Six-weekly	✓	✓				✓		✓		✓	
Homework diaries	Termly		✓			✓		✓			✓	
Pupil jotters and classwork	Monthly sample	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Working in classrooms	Planned programme of class visits	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reports to parents	By reporting calendar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pupil progress/profiles	Termly			✓				✓		✓		
Monitoring individualised educational programmes	Termly			✓		✓			✓		✓	
Attendance	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Behaviour	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff Views	Termly			✓			✓					✓
Sampling pupils' views	Planned programme		✓			✓			✓			
Sampling parents' views	Annually							✓				
Health & Safety checks	Termly			✓				✓				✓
Progress towards targets in school improvement plan	Monthly at DMs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Although the focus, order and frequency within each department will probably differ from this example, the aim remains the same: to know the school well.

AREA	DETAILS	DATE(S)	COMMENTS
Staff Reviews	To be completed by end of session. To include self-evaluation and CPD record.	Ongoing throughout session	
Departmental Improvement Plan	Written in June. Finalised by Sept/Oct. Review ongoing. Final review in May.	Sept through to May	
National Assessment Data	Use of Primary data (PIPS)/Midyis/STACS/Jardine to analyse potential and performance.	End of October	
Monitoring of courses	Review of new courses, updated elements etc.	December	
Classroom observation including class and homework records	Agreed focus for observation. Good practice shared. Improvements for future practice identified. Opportunities created for any member of staff to observe.	Ongoing throughout session	
Moderation of Assessment Procedures	Cross-marking, review of marking schemes, forms of assessment, record keeping etc.	Key assessments	
Reporting to Parents/target setting	Quality of comments (proactive and positive), realistic targets, continuity and progression.	As per calendar	
Review of Course timelines	To establish any changes to be made to existing timelines.	May/June	
Self-evaluation, including target setting	Continuous evaluation by pupils and staff, also included in classroom observation and as part of staff review.	Throughout year	
Behaviour	Discussion of issues arising from indiscipline and implementation of Positive Discipline.	Weekly	

**Classroom Observation Report****Teacher Name****Class Observed****Date****PREPARATION****Good planning****Punctuality****Stimulating learning environment****PURPOSE****Share lesson objectives with the class****Review learning at the end of each lesson****Continuity - link to previous and future learning****PACE****The work is set at an appropriate level to engage all pupils and effect progress****Tasks are differentiated to meet the needs of all pupils****POSITIVE ETHOS****Enthusiasm****Praise****Effective classroom management**