



ALSOP HIGH SCHOOL

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Quality Assurance Policy and Procedures

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1. Introduction: Purpose and Context

An outstanding school is a school full of effective teaching that secures strong outcomes for our young people. Therefore, teaching and learning is the cornerstone of everything we do and as such it is at the heart of the School Improvement Plan. The role of excellent teaching, enabled by effective leadership, including SLT and middle leaders, is crucial to achieving our objective of moving the school out of special measures and rapidly progressing towards being a good and then outstanding school. A school in which all teaching is at least good and that all teaching leads to students making at least good progress. At the heart of the role of all leaders lies robust self-evaluation and quality-assurance processes, designed to monitor and evaluate the school's performance and to inform effective improvement planning.

This document outlines and explains the whole-school systems for monitoring and evaluation. The key strands are:

- Curriculum Review
- Developmental Drop Ins
- Work scrutiny
- Data analysis
- Stakeholder voice
- Self-Evaluation

This document also explains how and when the evidence collected during these activities will be used. This cycle of improvement will be the focus of line management meetings with Heads of Faculty/Subject as well as SLT meetings. In addition, this document outlines the process for improving teacher performance where there are concerns about the quality of teaching.

All self-evaluation and quality assurance activities aim to answer the following questions:

1. What are we doing well that we can celebrate and share?
2. What do we need to do better?
3. How can we do it better?
4. What evidence is there of our students making progress?

It is important that our analysis and judgement of the quality of teaching is robust, rigorous, fair and useful; this is why it is important to reach judgements based upon evidence from multiple sources of information, as described in this document, and to provide useful feedback that can be acted upon.

Evidence collected will keep leaders at all levels better informed and will help with the improvement process. It will therefore help the development of all staff and will continue to improve student achievement as a result.

2. Self-Evaluation and Quality-Assurance: Overview of Activities

Curriculum Review – Two curriculum reviews per subject in an academic year

	Faculty Leadership Meeting	Lesson Visit (30 minutes)	Work Scrutiny	Data Analysis	Stakeholder Voice
What is the focus of this activity?	Individual leadership effectiveness, identification of faculty threads	Individual teacher effectiveness, professional development	Teaching teams, year groups, student cohorts, aspects of T&L	Subject, year group, student cohort, disadvantaged students	Representative of stakeholders served by faculty/subject
How often will this take place?	Twice a year	Twice a year	Twice a year	Twice a year	Twice a year
Who will lead on this process? **	SLT	SLT/ HOF/S	SLT/ HOF/S	SLT/ HOF/S	HOF/S
Who will be involved in this activity?	All staff during the bi annual cycle	All staff during the bi annual cycle	All staff during the bi annual cycle	All staff during the bi annual cycle	All staff during the bi annual cycle
What will be the outcome?	Written report identifying strengths and clear target(s). Inform CPD	Written report identifying strengths and clear target(s). Inform CPD	Written report identifying strengths and clear target(s). Inform CPD	Written report identifying strengths and clear target(s). Inform CPD	Written report identifying strengths and clear target(s). Inform CPD

Ongoing Quality Assurance

	Developmental Drop Ins	Targeted Learning Walks	Work Scrutiny	Data analysis	Stakeholder Voice
What is the focus of this activity?	Individual teacher effectiveness, professional development	Teachers to demonstrate improvements made to their teaching	Teaching teams, year groups, student cohorts, aspects of T&L	Subject, year group, student cohort, disadvantaged students	Views of parents, students and staff
How often will this take place?	6 x 15 min Drop Ins across 6 half terms	Once a half term	These will occur throughout the year looking at different cohorts/priorities as outlined on the QA calendar.	As stated in school calendar and in relation to assessment milestones and examination.	1-2 per year per group
Who will lead on this process? **	SLT/HOF (S)	SLT/HOF (S)	SLT/SLs	SLT/HOF/S	SLT/HOY
Who will be involved in this activity?	All staff	All staff	All staff	All staff	All staff
What will be the outcome?	Verbal feedback and discussion. Identify strengths and clear target(s). Informs CPD	Verbal feedback where appropriate. Written feedback where appropriate. Support and CPD	Written summary and evaluation. Support and CPD	Written summary and/or department meeting agenda item. Support and CPD	Written summary and evaluation. Update SIP. Support and CPD

QA - monitoring, review and evaluation

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Lesson visits	15 min DDI + 2 targets HOF/SLT 15 min LW follow-up Invite - SLT	15 min DDI + 2 targets HOF/SLT 15 min LW follow-up Invite - SLT	15 min DDI + 2 targets HOF/SLT 15 min LW follow-up Invite - SLT	15 min DDI + 2 targets HOF/SLT 15 min LW follow-up Invite - SLT	15 min DDI + 2 targets HOF/SLT 15 min LW follow-up Invite - SLT	15 min DDI + 2 targets HOF/SLT 15 min LW follow-up Invite - SLT
		or Curriculum Review (includes 30min lesson visit + written feedback) or Area Review (includes pastoral & SEND) In advance of curriculum review HOF to carry out SV			or Curriculum Review (includes 30min lesson visit + written feedback) or Area Review (includes pastoral & SEND) In advance of curriculum review HOF to carry out SV	
Work scrutiny	SLT feedback – compliance check	Work scrutiny SLT line-management meetings or as part of curriculum review. Focus on curriculum/knowledge/progress		SLT feedback – compliance check	Work scrutiny SLT line-management meetings or as part of curriculum review. Focus on curriculum/knowledge/progress	
Data analysis	Summer exam analysis Data analysis	Data analysis	Data analysis	Data analysis	Data analysis	Data analysis
Stakeholder voice	Student voice HOY Every year group – weekly focus	Student voice HOY Every year group – weekly focus	Student voice HOY Every year group – weekly focus	Student voice HOY Every year group – weekly focus	Student voice HOY Every year group – weekly focus	Student voice HOY Every year group – weekly focus
	Staff voice	Staff questionnaire	Staff voice	Staff questionnaire	Staff voice	Staff questionnaire
	Parental voice Parents' Evenings Yr7/Yr10 KAB	Parental voice Parents' Evenings Yr12/Yr13 KAB	Parental voice Parents' Evenings Yr8 KAB	Parental voice Parents' Evenings Yr7 KAB	Parental voice Parents' Evenings Yr11 KAB	Parental voice Parents' Evenings Yr9 KAB
Appraisal	Appraisal – review & targets? How does this look?	Ongoing work against targets		Appraisal – midway review meeting	Ongoing work against targets	
School improvement planning and evaluation	Review area SEF/IP (faculty & pastoral)		Review area SEF/IP (faculty & pastoral)		Review area SEF/IP (faculty & pastoral)	
	SLT SEF/SIP Review		SLT SEF/SIP Review		SLT SEF/SIP Review	

3. Self-Evaluation and Quality-Assurance Activities

What is the nature and purpose of these activities? How will they be used?

3.1 Developmental Drop Ins

Each leader within a subject area will be allocated members of staff (ideally the same people they appraise) to support and develop their teaching practice. Developmental drop ins are no notice drop ins that last for 15 minutes. They are carried out each half term (except half terms where there is a curriculum review in that faculty area) with the SLT link teacher to identify the strengths of teaching and the key priorities for improvement for the individual teacher. In addition, a work scrutiny will take place to ensure that the evidence witnessed in the drop in is secured through the work in students' books. Verbal feedback is provided within 24 hours. Members of staff should be given a maximum of two priorities to work on.

Key documents: see Appendix A for developmental drop in/work scrutiny proforma and the Principles of instruction document

3.2 Targeted Lesson Visits

Targeted lesson visits take place each half term. Every class teacher will be visited by SLT, however the staff member can select what lesson they would like visited. The purpose of the targeted lesson visits is for staff to demonstrate the improvements they have made towards the priorities for improvement identified as part of the developmental drop ins. During the feedback the leader should state clearly whether the priority area has been secured, improvements made but further development required or no improvements made towards addressing the priority area.

Key documents: see Appendix B for targeted lesson visits

3.3 Lesson Visits

Teaching staff should be observed at least two times a year for thirty minutes as part of the curriculum review process, although the number of observations may increase if deemed necessary based on individuals' needs. These will be conducted by SLT, sometimes as a paired observation with other SLT members, HOF, LA or other approved external agencies. NQTs will be observed six times per year – once per half term – as part of their induction programme. Students' work will be examined and observers will talk with students as appropriate to gauge their progress in order to help inform the feedback. Individual lessons will not be graded, but written feedback will be provided, normally within 5 working days, analysing the quality of teaching in relation to the principles of instruction and its impact on learning. Oral feedback will also be given, normally within 24 hours. The purpose of observation is to monitor teaching quality, help support improvements and to share practice; it is part of the appraisal process and helps to inform teachers' CPD. Therefore, feedback will focus on key strengths and areas for improvement, which will be supported through CPD and reviewed subsequently.

Where there are concerns about the quality of teaching, any teacher may be expected to be observed more often in order to support improvements. Other observations, such as those conducted as part of coaching or CPD, will not be used for quality assurance purposes.

Key documents: see Appendix C for lesson observation proforma and the Principles of Instruction.

3.4 Work scrutiny

Work scrutiny is designed to help analyse the learning of the students and evaluate the quality of teaching. It can be used to evaluate the learning of a particular cohort (e.g. a year group, SEN, Pupil Premium), a specific teaching and

learning issue (e.g. student response to formative feedback), the progress of individual students or progress with raising the attainment of our students. A clear focus, if appropriate, for work scrutiny will be defined by those carrying out the scrutiny and the focus and timing will be shared with all staff involved in a pre-published calendar.

Subject Leaders, as well as SLT, will conduct work scrutiny as per the QA calendar, and samples will be requested across the year from a variety of subjects, year groups and student cohorts. The focus and frequency will vary depending on the purpose of the scrutiny and the level of support and intervention required. The focus of the work scrutiny will be agreed between the HOF and the SLT line manager for that subject area. Faculty work scrutiny should focus on sharing best practice within the faculty and addressing areas that fall short of the Alsop standards.

Written feedback will be given to colleagues and used to inform analysis of areas of strengths and areas for improvement whilst also being used to promote discussion amongst teams. Targets for improvement will be reviewed subsequently to analyse progress. A copy of all written records will be kept in the QA folder for 'Work Scrutiny' on the shared area.

Key documents: see Appendix D for work scrutiny proforma

3.5 Data analysis

Data analysis enables us to monitor and track students' progress and the progress of groups within subject areas. It can be used to celebrate good progress as well as to identify those who are not making expected progress, which is the first step in making decisions about possible intervention strategies. It also helps to monitor students' response to intervention.

In addition, data analysis helps to inform judgments about the quality of teaching. It helps teachers and middle leaders to identify areas or topics with which students are struggling or areas where they are making better than expected progress. This data will therefore be used to update improvement planning objectives for the school, for faculties or for student cohorts. It is part of the appraisal process and helps identify CPD needs.

Data Analysis should be regular and continuous throughout the year, in line with the Assessment/Quality Assurance Calendars. There are six data inputs, referring to different year groups, throughout the year which should be informed by the identified assessed tasks in the POS. Data analysis will be used in line management, departmental and Head of Year meetings, with an expectation that progress will be rigorously tracked from an individual, department, cohort and group level, as appropriate.

Key documents: see Appendix E for guidance on using data to track progress and plan intervention.

3.6 Stakeholder voice

Stakeholder voice (the views of parents, students or staff) will be used by both middle and senior leaders as part of the quality assurance process. Samples of stakeholders' voice will be collected during each curriculum review and as part of the ongoing Quality Assurance process as per the Quality Assurance calendar. The views of all stakeholders will be used to inform the evaluation and development of teaching and learning. The questions asked in stakeholder surveys should link clearly to an area of the school/department development plans, to ensure the data collected provides clear evidence to monitor progress against the objectives set and also identify areas for further development.

Stakeholder voice data can be collected via questionnaire surveys, interviews and focus groups, amongst others. The data will be collated and analysed and used by both middle and senior leaders. Individual teachers will not receive personalised written feedback from this process but will be able to discuss the findings with their line manager if

appropriate. However, middle and/or senior leaders will provide a written report of the analysis, identifying the key strengths and areas for improvement, to be discussed and used in teaching teams.

Some stakeholder voice activities may need to take place more than once during an academic year in order to obtain data to show a change in practice. When designing stakeholder surveys, middle/senior leaders should consider the most appropriate timing for the process (conducting, analysing, sharing and evaluating the data) to ensure the data is useful for informing the self-evaluation and improvement process, so that action, where necessary, can be taken.

Key documents: see Appendix F for guidelines on collecting survey data and a sample student voice questionnaire.

4. Departmental Self-Evaluation Form and Department Improvement Plan (DSEF/DIP)

Departmental self-evaluation is an essential part of any Subject Leader's toolkit. The process enables you to understand your department and it aids decision making and planning about the next steps to take to develop teaching and learning. A formal system of self-evaluation helps to ensure that our understanding is a result of a comprehensive review rather than being anecdotal and establishing a systemic approach to analysis limits the possibility of taking ineffective action.

Subject Leaders, members of the department, SLT and link governors need to be involved in order to develop common understanding. Involving members of the department and others who work with the department has clear advantages; it ensures that you view the department through different lenses, providing a more balanced and rounded picture and helps to ensure that there is a common understanding of the key issues which face the department, creating coherence. It helps staff gain a fuller picture of the contexts in which they are working and involving the members of the department in making judgements is part of an effective continuing professional development (CPD) strategy.

The self-evaluation process is an important contribution to the school's overall analysis and development plan as well as contributing directly to the department's plans to raise achievement. The initial SEF Report should be first tackled at the end of the summer term and then completed 4 weeks into the Autumn term once exam analysis has been completed however, there is scope for updates at each 6 weekly tracking point and therefore the SEF needs to be a living document.

There are 3 sections to complete including data analysis, a review of the quality of teaching and learning and plans for the coming academic year. This is a document that all teachers should be aware of so that every colleague has an understanding of the role they play in helping the department to secure the plans and ambitions outlined within it.

The departmental self evaluation form directly informs the faculty improvement plan in conjunction with the whole school SEF and SIP.

Key documents: see Appendix G for the template for a Departmental SEF/DIP

5. Line Management

Purposes

- To support and challenge leaders to ensure all our students and staff thrive.
- To be confident about our self-evaluation of professional practice.
- To recognise and celebrate achievements and good practice.
- To clarify and action plan for areas of underperformance.

Schedule

The meetings will take place on a weekly basis and will be a mixture of formal meetings and joint lesson visits. Each meeting will last for approximately 1 teaching period as required. If a meeting is postponed, it should be rescheduled rather than cancelled. The predetermined agenda item on the QA calendar must be discussed in the meeting.

Meetings will include:

- Self-evaluation of examination data and other evidence focusing on student outcomes and progress (this may be across the whole cohort or specific groups)
- Analysis of plans to raise achievement through effective teaching and strong positive relationships
- Appraisal i.e. analysis of progress towards professional objectives and the setting of new professional objectives
- Monitoring and evaluation activities e.g. developmental drop ins, lesson visits, work scrutiny and curriculum reviews

The outcomes from the line management meetings will be shared at SLT meetings and will inform our self-evaluation and improvement planning. The minutes of the meetings must be stored in the SLT folder on Universal.

Key document: please see Appendix H for outline of link meeting minutes

6. Appraisal

Please read the Appraisal Policy in conjunction with these notes.

Appraisal is in place to help secure the best outcomes for students, ensure colleagues receive appropriate support and CPD and to help support the development of teaching and learning at Alsop High School through an intelligent, fair and consistent approach to accountability.

Appraisal will be conducted by a nominated lead from within the faculty or SLT line management.

There are several stages to the Appraisal process:

1. During September/October, the reviewer will meet with the reviewee to:
 - a) Review of the objectives from the previous year and the individual's progress towards them – reviewing the evidence collated by the reviewee in relation to each objective.
 - b) Agree the objectives for the coming academic year
2. **Lesson observations.** The allocated three hours of observations will be covered through the curriculum reviews/developmental drop in processes and no separate appraisal observation will take place.
3. **Interim review meetings:** During the spring term, the reviewer meets with the reviewee to discuss progress towards the appraisal objectives.
4. If concerns/ issues are raised as a result of the interim review meeting or any data/feedback, other meetings and support must be arranged. The Deputy Headteacher must be made aware.
5. Review meetings for staff who are leaving take place in the last half-term of the academic year.
6. All meetings must be recorded on CPD Genie by the stated deadline.

If the reviewer is unable to conduct a meeting or observation within the set time frame, they must explain the reasons in writing to the Headteacher in advance of the planned activity.

The Objectives

There will be 3 objectives for each member of teaching staff.

The objectives must be agreed but if either the reviewer or the reviewee believes that the objectives are too challenging or not sufficiently challenging, they must meet to discuss this with the Deputy Headteacher or the Headteacher. The target must be relevant to the experience and context of the individual staff member. If a reviewee holds a TLR, it will usually be appropriate to link at least 1 target to their teaching and learning responsibility. Objectives must relate to the School Improvement Plan as that all of our work must help drive the school forward.

Objective 1: Embed responsive teaching through the effective use of whole class questioning

Objective 2: This will be linked to a specific aspect of **teaching and learning** focused on subject knowledge or a specific Rosenshine principle

Objective 3: This may be linked to another aspect of the reviewee's **professional practice**. Examples of this could be tutoring, behaviour management or a specific leadership skill e.g. leading departmental/whole school strategies. It may have a focus on a national accredited course however, the objective must explain how this impact school improvement. UPS 3 staff should have an objective that contributes to faculty or whole school developments.

The key question the reviewer and reviewee must ask is "How does this objective help me to achieve a culture "Excellence" for my students?" In other words, "So what?" If the target is to raise achievement, is this for all students or a particular group as identified in the self-evaluation and planning cycles? How will it be assessed at the end of the year?

Key Documents: please see the Appraisal and Capability policies

7. Improving the Quality of Teaching and Learning at Alsop High School

Learning is the core purpose of Alsop High School and effective teaching is central to ensuring that all students succeed. Teachers should, therefore, provide accessible, knowledge rich lessons that engage and challenge students and which enable students of all abilities to make good progress. Expectations for teachers are set out in the DfE's *Teachers' Standards in England*. We have set out our own aspirations for good and outstanding teaching in our Teaching and Learning Policy – more specifically our agreed principles of effective teaching.

Teacher performance is managed through a professional dialogue, as described in the Appraisal and Capability policies and in this document. The key purpose of the appraisal processes is to recognise and celebrate good and outstanding teaching, whilst to also provide support and challenge to enable all of us to develop our professional practice. There may be occasions when a teacher's performance is below the expected standard. In such cases, support will be given to try to ensure rapid improvement. The flow chart below outlines the stages of support and challenge designed to help bring about improvement in teacher performance in such cases.

The primary responsibility for knowing the quality of a teacher's performance and for leading any improvement process lies with the immediate line manager (the appraiser). The DfE's *School Teachers' Pay and Conditions Document 2012* shows that any TLR holder or SLT member is expected to know the quality of teaching of any member of their team(s).

Teacher performance, including underperformance, is characterised below and is informed by a body of evidence gathered by appraisers, subject leaders and SLT; this evidence includes student progress data, observations, work scrutiny and parent and student voice.

Teachers' expected performance

Teachers are expected to:

- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes by students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

Teachers' Standards in England, 2012

Underperformance

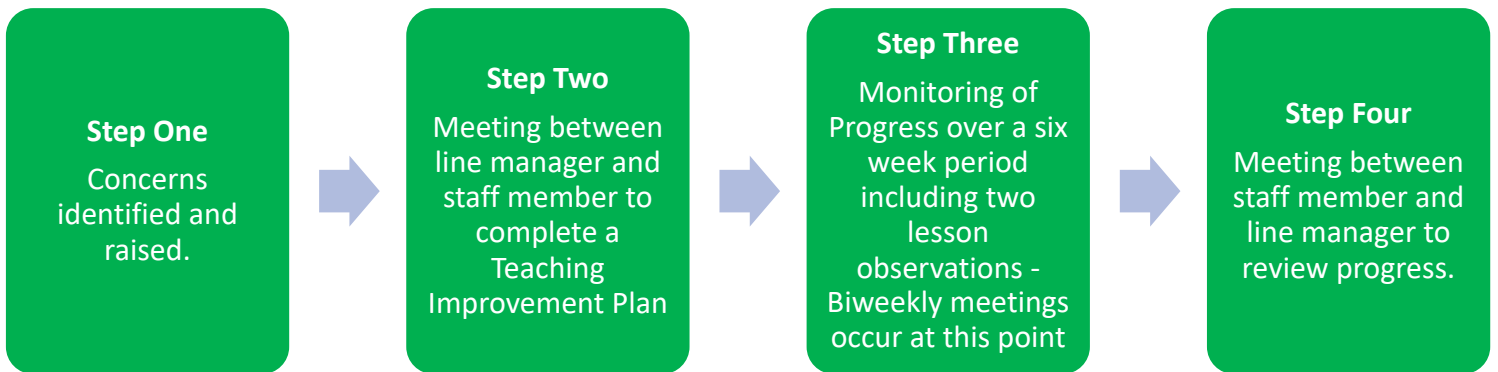
Might be characterised by:

1. Progress of students over time is weak
2. Teachers do not have sufficiently high expectations
3. Students are not able to demonstrate learning independently
4. Subject and curriculum knowledge is weak
5. Teaching does not engage or interest students
6. Behaviour of students disrupts learning
7. Planning does not cater for the range of students' needs
8. Feedback is not regular or does not help students understand what to do to improve
9. Performance Management targets are not met
10. There are parental concerns/complaints

Where there are concerns regarding the performance of a member of staff, the line manager should discuss this with their SLT line manager and then present their concerns to the Head and Deputy Headteacher (Progress). Only the Headteacher or Deputy Headteacher (Progress) can authorise a member of staff being supported through TIP

Improving Teaching at Alsoop High School – Support Process

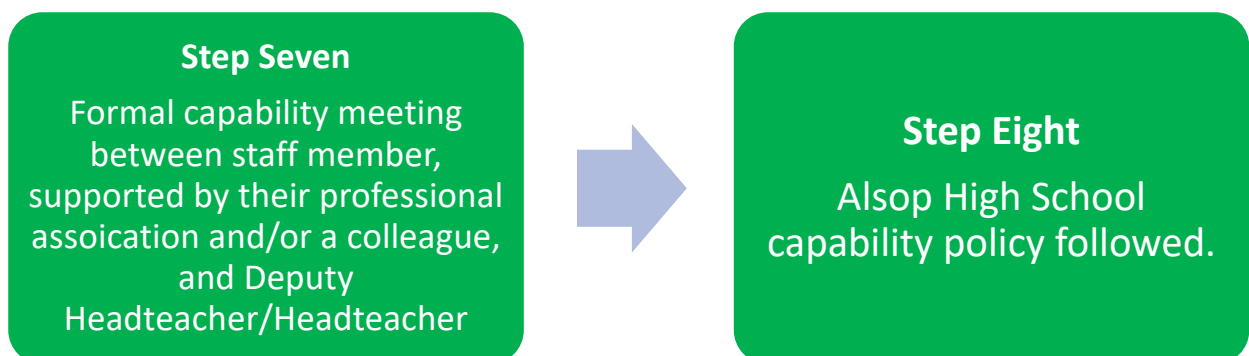
Support through Section 5 of the Appraisal Policy



If the concerns have been addressed, then normal appraisal resumes. If not, then the process continues as below, moving to Section 8 of the Appraisal Policy.



If the concerns have been addressed, then normal appraisal resumes. If not, then the process continues as below.





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Teaching Improvement Plan (TIP)

Name of Teacher:

Name of Line Manager:

Reason(s) for the TIP:

Meeting 1

Date:

Target(s) for improvement:

1.	2.	3.
----	----	----

Outline of activities (inc. CPD) designed to achieve targets:

1.	2.	3.
----	----	----

Signed by teacher:

Signed by Line Manager:





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Monitoring and review of progress towards targets:

Date	Target for improvement	Action taken	Evidence of impact & progress



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Formal Meeting 2

Date:

Overall review of progress:

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<input type="checkbox"/>
<input type="checkbox"/>

Continue with TIP/refer to SLT

Resume normal appraisal

Signed by teacher:

Signed by Line Manager:

Any new targets?

1.	2.	3.
----	----	----

Any new activities (inc. CPD)?

1.	2.	3.
----	----	----

Signed by teacher:

Signed by Line Manager:



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Monitoring and review of progress towards new targets:

Date	Target for improvement	Action taken	Evidence of impact & progress



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Formal Meeting 3

Date:

Final review of progress:

Continue with TIP/Refer to SLT

Resume normal appraisal

Signed by teacher:

Signed by Line Manager:



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Developmental Drop In/Lesson Visit

Subject _____ Teacher _____ Year _____ Class _____ No of pupils _____

Principle of Instruction	Strengths	Developments
Sequencing concepts and modelling <ul style="list-style-type: none"> • Present new material using small steps • Provide models • Provide scaffolds for different tasks 		
Questioning <ul style="list-style-type: none"> • Ask questions • Check for student understanding 		
Reviewing Material <ul style="list-style-type: none"> • Daily review • Weekly and monthly review 		
Stages of Practice <ul style="list-style-type: none"> • Guide student practice • Obtain a high success rate • Independent practice 		

Strengths

1.

2.

Areas for Development

1.

2.



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Work Scrutiny

Subject _____ Teacher _____ Year _____ Class _____ No of pupils _____

<p>General</p> <ul style="list-style-type: none"> • Are the Alsop expectations being adhered to? • Subject specific vocabulary is being developed through the use of the Frayer model 	
<p>Building on previous learning</p> <ul style="list-style-type: none"> • Pupils' knowledge is logically sequenced so that it can develop over time. • There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. • Pupils' work shows that they are securing knowledge and skills over time. 	
<p>Depth and breadth of coverage</p> <ul style="list-style-type: none"> • The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject. • Tasks challenge students to think about subject-specific concepts and making connections to prior knowledge. 	
<p>Pupils' progress</p> <ul style="list-style-type: none"> • Pupils make strong progress from their starting points. • They acquire knowledge and understanding appropriate to their starting points 	
<p>Practice</p> <ul style="list-style-type: none"> • Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. • They can recall information effectively, which shows that learning is durable. • Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work. 	

Strengths

- 1.
- 2.

Areas for Development

- 1.
- 2.

Exam Analysis

The Data Manager/Deputy Headteacher will provide comprehensive data concerning exam results by the first week in September for all Departments. This includes a summary of results including all key groups and threshold performance indicators; and results for all students in teaching groups.

Internal data

APA provides continuous live data but at each 6-weekly tracking point there is also a comprehensive summary for all faculties, year heads and SLT to use. At the end of the academic year there will be end-of-year data to use.

The aim of data analysis is to understand how groups of students are achieving. Through your analysis you should be able to identify patterns in the data. Are these patterns specific to individual teachers, topics, types or groups of student?

Comparisons should be against school, local and national data but also it is vital to look at progress against prior attainment. Whilst being aware of the ability of your cohort, in your analysis and evaluation you are looking for reasons not excuses. Do not forget that you are searching for success as well as failure. Take care when analysing results; there can be many contributory factors to performance, some of which are not easily measurable. The richer education that contributes to the students' spiritual, moral, cultural and social development are important, as well as the more measurable facets like examination results.

The main question to ask is:

“Why are some students successful and others doing less well?”

When examining internally generated data, you need to consider the validity and reliability of the results. Validity refers to the degree to which the results reflect or assesses the specific concept that you are attempting to measure. What the assessment was designed to measure affects how the results can be used. Consider the data from a year 7 maths designed to test space and area. Does the test give you sufficient understanding of student mathematical thinking and competence? Should this be your only evidence for setting? Reliability is about whether the marking is consistent and accurate across all staff. Have you conducted moderation?

Data Tracking Points

Subject Leaders

Using the information on APA:

At the data tracking points it is important to examine each teaching group with members of the faculty and discuss any action/ intervention needed. It is also vital to monitor the performance of identified groups and to take appropriate action as needed. It could be the focus of a departmental meeting or individual conversations as appropriate.

Intervention may be for a whole group/cohort or for individuals as appropriate. E.g. The department may feel that all of the cohort need additional work on an aspect of the course. A teacher may decide that all of a teaching group need some specific work to address a gap in understanding or it may be that 2 students in a group require specific attention. It is important to determine how *impact* of intervention will be measured.

Heads of Year

At the data tracking points it is important to gain a picture of which students are doing well and which students there are concerns about. It may be that a student is underperforming in several subjects or just one. It is also vital

to monitor the performance of identified groups and to take appropriate action as needed. Again, action will need to be determined whether this involves the tutor working with the student, involving parents , conversations with Subject Leaders, SENCO or additional intervention.

SENCO and SEND Manager

At the data tracking point the SENCO will specifically monitor the performance of those students with SEND again to determine progress and to take swift action as appropriate in consultation with HoY/Subject Leaders/SLT as appropriate.

Senior Leadership Team

The data tracking points should be the focus of line management meetings with HOY/Subject Leaders/SENCO at the appropriate time in order to focus on students' progress and ensure swift intervention is taking place as needed but also to see where there is considerable progress being made. The performance of key groups will also be an important part of these discussions.

The Deputy Headteacher will use the data tracking points to gain an overall view of progress and this will form the basis of informed discussions with SLT, Subject Leaders and the Teaching and Learning Governor Group. The data tracking points' data analysis will be shared with this group.

The Pupil Premium Champion will use the data tracking points to gain an overall view of progress and impact of intervention. Rigorous monitoring of pupil premium students and their performance will be a key part of this.

Most recent dataset				Accuracy of data	
Minutes of Discussion				Evidence base – what evidence base has been used?	
				Standardisation/moderation – What level of standardisation and/or moderation has taken place?	
				Assessment Validity – What methodology has been used and why?	
Gaps and significant groups				Class Variance	
P8 MLO (Current)	P8 MLO Data One	P8 MLO Data Two		Class code/teacher	Comment
				Class code/teacher	Comment
Disadvantaged Pupils	Gap against ALL			Class code/teacher	Comment
Male/female	Boys behind by			Class code/teacher	Comment
Low Attainers				Class code/teacher	Comment
Mid Attainers				Class code/teacher	Comment
High Attainers				Class code/teacher	Comment
SEN K				Class code/teacher	Comment
Other comments (perhaps EAL)				Class code/teacher	Comment

Key interventions and actions		Teaching and Learning – What knowledge/skills do the students – need to develop next?
Review of last term's actions		
Action		
Action		
Action		
Curriculum – How is the curriculum supporting pupil progress?		

Collecting Stakeholder Voice

The following links to documents include: guidance for researching with young people and also example questions in surveys used by others involved in educational research.

At Alsop High School, one of the most convenient ways of obtaining a large quantity of stakeholder voice is through the use of Google forms, as this collates the results ready for analysis. The bottom link provides guidance on how to create a form using google drive.

Link to Guidelines for Research with Children and Young People:

http://www.ncb.org.uk/media/434791/guidelines_for_research_with_cyp.pdf

Link to Teaching and Learning International Survey (TALIS) 2013:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/323128/TALIS_2013_England_Teacher_Questionnaire.pdf

Educational survey templates:

<https://www.surveymonkey.com/mp/education-survey-templates/>

Example of teacher and student survey:

http://www.whatkidscando.org/specialcollections/student_as_allies/pdfs/saa_samplesurveys_final.pdf

Science Department Feedback: GCSE Students 2017.

Teacher: _____ . Year _____ .

Name (optional):.....

How far do you agree with the statements?

1=I do not agree at all. 5=I agree completely.

- 1. I have enjoyed my physics lessons this year.
1 2 3 4 5
- 2. I value this subject and the work we are doing.
1 2 3 4 5
- 3. I complete work in class to the best of my ability.
1 2 3 4 5
- 4. I behave in class and follow instructions.
1 2 3 4 5
- 5. I believe that I can achieve my potential in this lesson.
1 2 3 4 5
- 6. I believe the school wants me to do well in this lesson.
1 2 3 4 5
- 7. I understand the content that is being covered in this lesson.
1 2 3 4 5
- 8. I understand the exam skills (questions) that are set in this subject.

1 2 3 4 5

9. I revise outside of lessons and want to do well in assessments.

1 2 3 4 5

10. I believe that my teacher wants me to achieve in this subject.

1 2 3 4 5

11. I value the input from my teacher when they try to help me.

1 2 3 4 5

12. I believe my teacher understands the requirements of the course and explains them to me well.

1 2 3 4 5

13. I believe that the department provides me with the resources (booklets/revision sheets etc) to help me succeed.

1 2 3 4 5

14. I believe that my teacher always encourages me and explains the importance of trying my best.

1 2 3 4 5

15. I have enjoyed the topics studied.

1 2 3 4 5

16. I believe the course is being delivered at the right pace.

1 2 3 4 5

17. My work is marked well and I am shown how to improve by my teacher.

1 2 3 4 5

Item 1 : matters arising from last meeting	
Discussion	Action
Item 2 (SLT Link Agenda Item):	
Discussion	Action
Key cohorts: (Disadvantaged, SEND, Boys)	
Item 3:	
Discussion	Action



ALSOP HIGH SCHOOL

Alsop High School

Subject Self-Evaluation Form:

Subject:

Date:

Contents:

Section 1: Attainment and progress of students in KS5, KS4 and KS3.

Section 2: Quality of teaching and learning.

Section 3: Department Improvement Plan (DIP).

Section 1: Attainment and progress of students.

Attainment and Progress at KS5 – Y13 A Level results.

Please summarise the action points arising from the analysis of your results:

Attainment and Progress at KS4 – Y11 GCSE results.

Main headline figures against FFT targets

Sub-groups:

(please analyse the difference in attainment and progress between boys and girls, EAL, Disadvantaged students, SEND, MA and prior attainment bands)

Please summarise the action points arising from the analysis of these headline figures:

Attainment and Progress at KS4 – Y10 last data capture.

- Looking at your subject, what is the overall 'currently working at' attainment residual in your subject? What is it for each class in Y10?
- What is the difference between the percentages of boys 'on target' compared to the girls?
- Analyse the performance of different cohorts within your department including EAL/Pupil Premium/SEND/HPA/MPA/LPA (Prior Attainment)

Attainment and Progress at KS3.

Assessment at KS3 is in a period of uncertainty at the moment with 'life after levels, so we are asking you to comment on the Attitude to Learning of students in your subject from the last data capture of the year (we will provide you with a spreadsheet that will enable you to see how many ATL grades have been awarded to students in your subject areas).

Section 2: quality of teaching and learning

Overall summary of the department:

Provide a brief summary here of the quality of T&L in your department, including strengths and areas for development, alongside an overall judgement about the quality of teaching students receive in your department.

Strengths:

Areas for Development:

Staff name	Summary of their contribution to the department (e.g. writing a SoW module, subject based club, staff/ITE mentoring)
Bill Bloggs etc	

Feedback from Student Voice:

Provide a summary of the student voice results of the surveys undertaken in the previous academic year and what actions you intend to take as a result of it:

