

**INTERNAL EVALUATION PROCEDURE**

**Philosophy**

School internal evaluation involves reflective inquiry leading to action, planning for improvement that is informed by evidence gathered within our unique context. The process enables our teachers to use this evidence to identify meaningful and specific targets and actions for improvement, that inform teaching and learning practices. It enables them to create and implement improvement plans, to measure their progress and to identify their achievements. Internal evaluation will also look to the further development of initiatives to improve Māori and Pacifica students’ engagement and achievement, and use this information to achieve optimum progress and achievement for all pupils..

**Goal**

To conduct robust self evaluation twice yearly following ERO guidelines to maintain a reflective process of review across all teaching practice, pupil progress and appropriate policies and procedures which are effectively followed in the daily running of the school and mindful of the Special Character. The school will therefore create and follow a three yearly cycle of internal evaluation achieving objective reflection and review of all aspects of school life as identified in policies and procedures as needing to be reviewed by following this procedure.

**Procedure**

We use an evidence based approach which involves gathering evidence from a range of sources and making judgements with a view to bringing about improvements in pupils’ learning. Self-evaluation requires our school to address the following key questions with regard to all aspects of our work:-

* How well are we doing?
* How do we know
* How can we find out more?
* What are our strengths?
* What are our areas for improvement?
* How can we improve?

Our work will refer to The Education Review Office’s document “Effective Internal Evaluation for Improvement”. See Appendix B for table of process.

1. **Quality Framework that we work with**

See appendix A for our quality indicators

1. **Evaluation approaches and methods**

Internal evaluation will use these sorts of evaluation processes:

1. **Individual and collective professional review of teaching and learning:**

* teacher discussion and reflection
* teacher reflection on own practice
* professional collaborative review of teaching and learning
* principal appraisal
* peer observation and follow up
* team teaching and review
* professional collaborative review of teaching and learning
* mid year and end of year assessments – the assessment schedule/ school reports
* teacher planning
* individual and collective review of pupils’ work
* Child Study

1. **School community perspectives on teaching and learning:**

* views of pupils (in keeping with our Steiner philosophy on child development)
* views of teachers
* views of parents

1. **Data review of pupil outcomes arising from teaching and learning:**

* analysis of quantitative and qualitative data on achievement and progress of pupils, including standardised test results as appropriate) in literacy, numeracy and other curriculum areas
* comparison of the outcomes of standardised tests with national norms (where available) and SEANZ annual report on national assessment performance levels in all Steiner schools in NZ
* review of current assessment records

1. **Schoolwide review of policies and procedures which reflect the teaching and learning environment and general school practice including:**

* review of Behaviour Management Policy and procedure and its implementation
* analysis of attendance rates
* analysis of suspension and detention rates
* review of school assessment policy
* health and Safety policy and procedures review
* health and safety inspection of classrooms, playground and other learning settings
* review of class materials and resources
* review of annual and strategic plans
* Steiner Special Character attestation process and reporting to SEANZ

Signed:

Print Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dated: / / Review Date: / /

Appendix 1 – our quality indicators

Appendix B

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| **Process** | **Steps** | **Evaluation reasoning: questions we might ask** | **Action** | **Review** |
| **Noticing** |  |  |  |  |
| **Investigating** |  |  |  |  |
| **Collaborative sense making** |  |  |  |  |
| **Prioritising to take action** |  |  |  |  |
| **Monitoring and evaluating impact** |  |  |  |  |