

## **INTERNAL EVALUATION PROCEDURE**

### **Philosophy**

School self-review 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 focus on teaching and learning practices. It enables them to create and implement improvement plans, to measure their progress and to identify their achievements.

### **Policy**

#### **Goal**

To ensure stringent/ robust self evaluation takes place to effectively guide and support teachers and pupils in the school, mindful of the Special Character.

### **Objective**

Achieve a three yearly cycle of internal review.

### **Procedure**

It is 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

### **2. Evaluation approaches and methods**

Self review will use these sorts of evaluation processes:

#### **A. Individual and collective professional review of teaching and learning:**

- teacher discussion and reflection

- teacher self reflection
- 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
- teacher planning
- individual and collective review of pupils' work
- Child Study

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

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

**C. 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

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

- 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 and other learning settings
- review of class materials and resources
- review of annual and strategic plans

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Signed: \_\_\_\_\_

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

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Appendix 1 – our quality indicators

Table 1: Quality Framework for Primary Schools – Overview

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	<p>Pupils:</p> <ul style="list-style-type: none"> <li>enjoy their learning, are motivated to learn, and expect to achieve as learners</li> <li>have the necessary knowledge and skills to understand themselves and their relationships</li> <li>demonstrate the knowledge, skills and understanding required by the primary curriculum</li> <li>achieve the stated learning objectives for the term and year</li> </ul>
	Learner experiences	<p>Pupils:</p> <ul style="list-style-type: none"> <li>engage purposefully in meaningful learning activities</li> <li>grow as learners through respectful interactions and experiences that are challenging and supportive</li> <li>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</li> <li>experience opportunities to develop the skills and attitudes necessary for lifelong learning</li> </ul>
	Teachers' individual practice	<p>The teacher:</p> <ul style="list-style-type: none"> <li>has the requisite subject knowledge, pedagogical knowledge and classroom management skills</li> <li>selects and uses planning, preparation and assessment practices that progress pupils' learning</li> <li>selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs</li> <li>responds to individual learning needs and differentiates teaching and learning activities as necessary</li> </ul>
	Teachers' collective / collaborative practice	<p>Teachers:</p> <ul style="list-style-type: none"> <li>value and engage in professional development and professional collaboration</li> <li>work together to devise learning opportunities for pupils across and beyond the curriculum</li> <li>collectively develop and implement consistent and dependable formative and summative assessment practices</li> <li>contribute to building whole-staff capacity by sharing their expertise</li> </ul>
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	<p>School leaders:</p> <ul style="list-style-type: none"> <li>promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment</li> <li>foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil</li> <li>manage the planning and implementation of the curriculum</li> <li>foster teacher professional development that enriches teachers' and pupils' learning</li> </ul>
	Managing the organisation	<p>School leaders:</p> <ul style="list-style-type: none"> <li>establish an orderly, secure and healthy learning environment, and maintain it through effective communication</li> <li>manage the school's human, physical and financial resources so as to create and maintain a learning organisation</li> <li>manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</li> <li>develop and implement a system to promote professional responsibility and accountability</li> </ul>
	Leading school development	<p>School leaders:</p> <ul style="list-style-type: none"> <li>communicate the guiding vision for the school and lead its realisation</li> <li>lead the school's engagement in a continuous process of self-evaluation</li> <li>build and maintain relationships with parents, with other schools, and with the wider community</li> <li>manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</li> </ul>
	Developing leadership capacity	<p>School leaders:</p> <ul style="list-style-type: none"> <li>critique their practice as leaders and develop their understanding of effective and sustainable leadership</li> <li>empower staff to take on and carry out leadership roles</li> <li>promote and facilitate the development of pupil voice, pupil participation, and pupil leadership</li> <li>build professional networks with other school leaders</li> </ul>

Appendix B

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