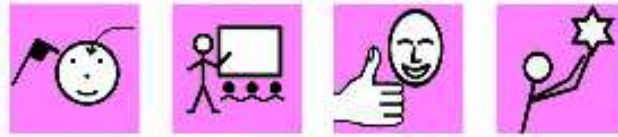


Severndale Specialist School



for
Communication & Interaction

SELF REVIEW POLICY

Policy proposed: Spring 2013
Policy to be reviewed: Spring 2016

The Importance of Self Review at Severndale School

We are all responsible for reflecting on and developing our practice in order to further raise the standards of education we provide for all our pupils.

Self-Review is an expectation of OFSTED and forms a central part of the new inspection process.

We need a transparent, systematic approach to this in order to provide fair and consistent reviews of all systems and individuals' practice.

This policy sets out the framework for a clear and consistent assessment of the overall performance of Severndale School, and for supporting our development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

Ways of Working

The Governing Body is committed to ensuring that the self-review process is developmental and supportive. Those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

See Appendix A for an overview of the annual process

Observations

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' and HLTAs' performance in order to identify any particular strengths and areas for development they may have and also as a way of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this school teachers' and HLTAs' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS.

For the operation of this policy a Classroom Observation Protocol has been agreed and adopted. This is included as Appendix B to this policy.

In addition to the classroom observations arranged to support the self-review process under this policy, headteachers or other leaders with responsibility for teaching standards may "drop in" or undertake other planned or unplanned observations in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations will vary depending on specific circumstances (refer to Classroom Observation Protocol).

Teachers (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed in order to support the self-review process .

Learning Walls

As part of aiding the Self Review Process each classroom will display a Learning wall. This aims to create consistency across the school by visually sharing relevant teaching information. On this wall the following documents need to be displayed:

- Daily and weekly planning
- Medium Term planning
- IEP targets
- Rewards
- Observational assessment folder

Planning

Severndale School has a Curriculum Policy which sets out the departmental expectations on what is taught. As part of the self-review process there will be a scrutiny of Medium Term planning each half term. Teachers and HLTAs will be required to submit their medium term plans to the Leading Teacher in the first week of the Half term on the agreed planning documents.

IEPs and Pupil Profiles

As part of the self-review process there will be a scrutiny of IEPs each term. Teachers will be required to submit their IEPs to the Head of Department in the third week of the Autumn Term and

the Second week of the Spring and Summer term on the agreed IEP formats. Teachers will be expected to submit data from IEPs to their Head of Departments in the first week of each term for analysis.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light during the self-review process. This will normally be within 24 hours for verbal feedback and five working days for written feedback. Feedback will acknowledge achievements and highlight particular areas of strength as well as any areas that need attention.

During feedback there should be the opportunity to have an open and honest discussion and this can be recorded as part of the feedback. Where there are areas of the teacher's performance that require attention this will be discussed and recorded. Such areas should also be addressed by the Appraisal process and if concerns or issues come to light during the course of the self-review process then Appraisal objectives may need to be amended or re-defined. Where Appraisal objectives and support for achievement are amended or re-defined then this should be noted on the Appraisal record.

Development and Support

The Self Review process is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Addressing Concerns and Possible Use of the Capability Procedure

It is hoped that supportive action under the Self Review process will enable a teacher or HLTA to develop and improve their performance and achieve the relevant standards. If, however, areas have been identified that require attention and have not been addressed by the Appraisal process and that there are serious concerns about the teacher's or HLTA's performance, the teacher will be notified of this in writing. The headteacher will consider the records and, following a meeting with the teacher or HLTA, will determine whether the teacher or HLTAs performance will be managed under the capability procedure (in which case assessment of performance through the appraisal policy will cease to apply).

Where concerns relate to the performance of the headteacher it will be for the governors responsible for the appraisal of the headteacher's performance to refer the matter for consideration by the Chair of Governors.

Teacher Appraisal

This is a separate process, governed by its own procedures, but is incorporated into the overall Self-Review cycle in order to spread the number of observations evenly across a year.

Performance Development of Support Staff

This is a separate process, governed by its own procedures, and serves to support staff, their professional development and meeting their job requirements.

Roles and Responsibilities of Staff

Observations will be conducted by members of the Senior Leadership Team, Heads of Department. Leading Teachers will take part in other areas of departmental reviews such as checking Medium Term Planning under the direction of the Headteacher.

The Process will be managed by the Head and Deputy Headteachers.

All staff have a professional responsibility to contribute to the effectiveness of the school through a constructive, developmental self-review process.

Links to Other Policies/Procedures

- School Development and improvement Plan
- Self-Evaluation Form
- Teacher Appraisal Policy
- Capabilities Procedure
- Teaching Standards 2012
- Curriculum Policy
- Teaching and Learning Policy
- CPD Policy

Appendix A - SELF REVIEW PROCESS

Observations	Drop Ins/learning Walks	Planning	IEPs and Pupil Portraits	Pupil Targets and Assessment
<ul style="list-style-type: none"> Formal Observations of HoDs, LTs, teachers and HLTAs to support SDIP to be undertaken each half term Observations to be undertaken by HT/DHTs/HoDs Verbal feedback normally given back in 24 hours Written feedback normally given back with 5 working days Evaluation of Teaching and Learning done each half term identifying action points Appraisal observations to be undertaken as planned for in the Initial Appraisal meeting between Appraiser and Appraisee Appraisal observations to total no more than three hours 	<ul style="list-style-type: none"> Drop ins and learning walks be undertaken by HT/ DHs/HoDs/LTs throughout the academic year To include – scrutiny of books, learning wall, displays and learning environment, communication and interaction paperwork, assessment Feedback given via email usually within five working days 	<ul style="list-style-type: none"> MTP to forwarded to the LT by the end of the first week of each half term. MTP checked by LTs each half term and written feedback passed to teacher usually within five working days MTP and Daily planning displayed on learning wall each day and viewed as part of learning walks 	<ul style="list-style-type: none"> IEPS written and submitted to HoDs in the third week of the Autumn term and the second week of the Spring and Summer term. Written feedback usually given within five working dates Analysed IEP data will be submitted to HoDs at the beginning of the Spring and Summer term and in the penultimate week of the Summer term for evaluation Pupil portrait updated by class teacher in July reading for the new academic year. 	<ul style="list-style-type: none"> Pupil targets set by October half term. HoDs to check targets Upload of assessment data penultimate week of Autumn Term Data scrutinised by SMT second week of Spring Term Upload of assessment data penultimate week of Spring Term Data scrutinised by SMT second week of Summer Term Final upload of assessment data during given date in Summer Term Scrutiny of Data in Summer term

Appendix B

CLASSROOM OBSERVATION PROTOCOL

Introduction

The Governing Body is committed to ensuring that classroom observation is developmental and supportive in accordance with school's Self Review Policy. Those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

All teachers HTLAs in this school will be regularly observed as part of supporting whole school improvement and to identify any particular strengths and areas for development.

The amount and type of planned classroom observation should reflect and be proportionate to the needs of the teacher or HLTA and the overall needs of the school.

Purpose of Classroom Observation

Classroom observations help inform the Self Review process by ensuring that all teachers and HLTAs have the skills and support they need to carry out their role effectively. Dependent on the decision the Headteacher makes based on the needs of the school and is continuing improvement, Classroom observations may be unannounced.

Review of Planned Classroom Observation

Where evidence emerges about the teacher's performance which gives rise to concern during the self-review process, further classroom observations may be arranged in addition to those planned for in the self-review process. The focus of any additional planned observations will relate to the areas for action identified and how improvement might be achieved. Any revised arrangements for classroom observations should be recorded.

Persons Qualified to carry out Classroom Observation

Classroom observations will only be undertaken by persons with QTS. Careful consideration will be given to the choice of person undertaking classroom observation so as to ensure as far as possible that it is a teacher with the appropriate skills to undertake observation and provide constructive oral and written feedback and support in the context of professional dialogue between colleagues (see Feedback below).

Feedback

Oral feedback will be given by the person undertaking the observation as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will normally be provided within five working days of the observation taking place. If issues emerged from an observation these should also be covered in the written feedback and the appropriate action taken in accordance self-review policy.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher may wish to append written comments on the feedback document.

“Drop in /Learning Walks”

In addition to planned classroom observations used for supporting teacher’s performance and school improvement, headteachers or other leaders with responsibility for teaching standards may also carry out “drop in/learning walks” or other planned or unplanned observations. They will also ensure that the expected standards of professional performance are established and maintained. The length and frequency of “drop in” will vary depending on circumstances.

Appendix C

Drop In - Checklist

Class		Teacher	
Date		Time	

Focus	😊	😐	☹️	Action required?
Timings in relation to timetable				
Learning wall – planning				
Learning wall – assessments				
Learning wall - Rewards				
IEPs inc correct documentation such as IMBPs and are all in date				
Marked work where applicable				
Displays and learning environment				
Communication and interaction				

Observer name _____ Observer signature _____

Lesson Observations

Class:		Grouping:		No. of pupils:	
Teacher:			Observer:		
Support Staff :					
Date:			Start time:		
			Finish time:		

Lesson/subject	
Learning objective/focus	

Focus area	Evidence	Action points
Quality of teaching and progress made		
Expectations of pupils and planning of the lesson		
Checking of pupils understanding		
Teaching of reading, writing, communication and mathematics		
Effectiveness of communication strategies		
Engagement and commitment to learning generated by all adults		

Quality of assessments, quality of marking and feedback given		
Quality and relevance of teaching strategies including appropriate differentiation, support and intervention which support the learning		
Pupils attitude to learning		
Pupils conduct and ethos in the lesson		
Management of behaviour		
The spiritual, moral, social and cultural development of pupils		

Grade given	
Discussion with teacher	
Review date as required	

Observer name _____ **Observer signature** _____

Grade descriptors – Quality of teaching in the school: Outstanding (1)

- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.
- Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

Grade descriptors – Quality of teaching in the school Good (2)

- Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

Grade descriptors – The behaviour and safety of pupils at the school: Outstanding

- Pupils' attitudes to learning are exemplary.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety.
- Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

Grade descriptors – The behaviour and safety of pupils at the school : Good

- Pupils' attitudes to learning are consistently positive and low-level disruption in lessons is uncommon.
- There are few well founded concerns expressed by parents, staff and pupils about behaviour and safety.
- There is a positive ethos in the school, and pupils behave well, attend regularly, have good manners and are punctual to lessons.
- Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.
- Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- Pupils feel safe at school and at alternative provision placements and understand how to keep themselves safe.

Summary of Teacher Support Plan
(For Staff Who Have Delivered Lessons Which Have Been Graded As Requires Improvement/Inadequate)

Name of Teacher:

Head of Department:

Date of Plan:

Lesson grade triggering support:

Number of Lessons observed:

Identified Areas of Development:

Support Focus	Detail	Offered	Undertaken on which date	Impact	Next steps
Targets set with deadline					
Feedback on planning					
Weekly meeting with HOD – Specify detail					
Peer observations					
Paired teaching					
Joint planning					
Inreach support – specify focus					
Internal training - specify focus					
External training specify focus					
Change of staffing					
Support with staffing organisation					
Change of grouping					
Other					
Follow up observation grade and next steps:					

Appendix D

