

Self-Evaluation and Review

At

The Whitby High School 2018-2019

Over recent years the focus on self-review has continued to develop across the curriculum and pastoral systems. Some systems are continuing to develop and embed themselves effectively whilst colleagues have embraced new initiatives and procedures. Colleagues now recognise the importance of reviewing individual and collective performance in the drive to raise standards.

At The Whitby High School, we are committed to being ‘Outstanding’ in every aspect of our provision. We believe that our pupils have a right to expect high quality Learning and Teaching and that consistent and professional self-review will help us to achieve this.

At The Whitby High School, we believe that our approach to self-review should be multi-faceted and gather evidence from a variety of sources in order to gain the fullest possible picture of current practice.

In drawing up these procedures, the following principles have been adhered to:

Review activities should provide the necessary evidence for the Senior Leadership Team to be able to make summative judgements about the quality of Learning and the quality of Teaching. Data will be used effectively to inform school Development Planning.

Opportunities should be taken wherever possible, to ensure that the review process has a developmental aspect and works in a positive way to support improvements in Learning and Teaching.

Review procedures should ensure that effective evidence is gathered for Appraisal purposes (see TWHS Appraisal Policy).

Review Process

A revised self-review policy was introduced in 2013, which included procedures to review and evaluate the performance of the curriculum and pastoral systems within the school. This policy provides guidance on individual curriculum self-review procedures including:

1. Annual review meetings
2. Peer observations
3. Learning walks
4. Appraisal lesson observations
5. Senior management lesson observations

6. Pupil achievement link meetings
7. Departmental reviews
8. Work scrutiny
9. Student and colleague voice (attitudinal data)
10. Climate for learning walk

In addition, this policy provides guidance on individual pastoral self-review procedures including:

1. A House Improvement Plan and Year 11 exam review
2. Interim review and end-of-year review
3. Pastoral learning walks
4. Planner checks
5. Pupil voice activities

The Self-Review policy is reviewed on a yearly basis and the latest model contains a number of additional processes. The process is linked to a calendar of events, which clearly maps out the pastoral and curriculum activities. New documentation was added in September 2017 to the process to ensure consistency across the school. A number of meetings between SCL's and SLT link were added to incorporate a more focused discussion between Senior Curriculum Leaders (SCL) and the Senior Leadership Team link. These meetings follow a pre-set format and result in the submission of review documentation to the Assistant Headteacher responsible for Self-Review.

The **Self-Evaluation and Review Procedures 2018-2019** document provides full details of the TWHS self-review process. This procedure and accompanying documentation can be located on the school network. A paper copy of the schedule and documentation used are issued at the start of each academic year. A file copy is also kept centrally and be found in the office of the Assistant Headteacher responsible for Self Review. The Assistant Headteacher also collates all the documentation completed during the process in a curriculum file. House Progress Managers collate all pastoral review findings and forward to the appropriate SLT link and the Pastoral Deputy.