

Framework for Evaluating School Performance

Overview

School evaluation is a formative process that enables schools to review their performance and identify strengths and successes, as well as potential areas for development. The aim is to secure improvement in terms of institutional development, school performance, teacher performance and, most importantly, learner performance (both academic and in terms of their social and emotional well-being).

At OMG Education (OMG), we will use a wide range of information to look at the progress of all pupils and the systems that support them to arrive at a holistic view of learner progression. All stakeholders will also have access to this information, depending on their relationship to the learner.

1. Key Stakeholders

- Parents and guardians
- Governors
- Students

2. Use of Learner Assessment Information

The purpose of assessment is to support individual learner progression. Information from OMG Education's assessment arrangements will inform school self-evaluation arrangements and guide improvement in teaching and learning. It will also support discussions within clusters and wider networks, where appropriate, to build collaborative approaches for learner progression within the curriculum.

For example, assessment information will enable teachers and SLTs within OMG Education to understand whether different groups of learners are making expected progress and to consider any gap between disadvantaged and their peers. This analysis will be used to identify strengths and areas for improvement in both the school curriculum and teaching practice, thus contributing to self-evaluation and continuous improvement.

While the use of assessment information is not for external reporting and accountability, using it effectively to support learner progression and to help improve teaching practice is a core professional responsibility of a school's teaching staff. Headteachers should therefore use the assessment guidance as a basis for professional discussions and learning within their schools.

3. Pupil Personalised Plans

At the beginning of each half term, every pupil in the school shares a 1:1 meeting with their class teacher to review the progress made in the previous half term and to identify their next steps in learning. During the meeting, the teacher and learner work together to generate an updated pupil report, which summarises achievements (including information about what has helped or hindered the learner's learning most recently) and identifies targets for the coming half term.

The updated learner report is then filed in the child's mentoring folder, along with any assessments undertaken during the previous half term. Mentoring folders are readily accessible within the classroom so that pupils can refer back to them at any time.

4. Pupil Intervention Plans

Occasionally, it is not possible to close gaps in an individual's learning through short-term personalised interventions, and it will be necessary for the school to support the pupil on a more long-term basis through a Personal Intervention Plan.

Where a pupil's class teacher has recognised this, they will make an appointment with the school's Youth support worker, who will arrange for observations to be undertaken of the learner in the classroom. Following these observations, the YSW will call an iTAC (Internal Team Around the Child) meeting, to which all professionals within the school who work with or know the child well are invited.

At the meeting, professionals will discuss the child's strengths as well as their areas of need, identifying long-, medium- and short-term targets for closing the gaps and agreeing on a package of support which will enable the child to achieve these targets.

Following the meeting, the YSW will share the PIP with the child's parents, while the Learning Mentors undertaking the agreed intervention work will share the PIP with the child.

Every 6-9 weeks, the PIP is reviewed, and new targets are agreed. Should progress towards targets be slower than expected, the YSW will make a referral to the appropriate specialist teaching support service.

5. Termly Reports

At OMG Education, we will provide parents and learners with termly reports that highlight learners' progress in their learning, attitudes and behaviours and key skills. These reports will be completed by each tutor for each subject. It will explain whether the learner is underachieving, has met their target, or has exceeded targets.

6. Parents Evening

Following Teacher-Pupil Mentoring Meetings in October, January and April, parents are invited to attend Parent Consultation meetings at which they can discuss their children's achievements and next steps with their child and their class teacher. This will allow tutors to discuss learners' development and progress in depth with both parents and the child at the same time. It will also provide an outlet for discussions based on progression and integration back into the mainstream.

7. Trackers

At OMG Education, teachers will use a tracker to identify learners' progress against learning aims. Learner's progress will be identified through a RAG rating system (Red= Learning aim not met, Amber= Learning aim almost met, Green= Learning aim met).

The tracker will also identify learners' attitudes and behaviours, their well-being and learning needs. This will provide teachers and SLTs with a deeper understanding of barriers to learning.

Learners will also have a student-friendly tracker at the front of their portfolios where they will track their own learning and work completed or outstanding. This will also support learners in becoming more responsible for their own learning and developing their independence skills.

8. Progress 8

Although Progress 8 can be used in alternative provisions, scores calculated for APs can only be used in local authority (LA), regional and national data.