



How good is our school?

Empowering children and young people to participate in self-evaluation and school improvement.

20th September 2017



Transforming lives through learning

#HGIOS4

Education Scotland
Foghlam Alba

How good is our school?

4th EDITION

LOOKING INWARDS:
knowing ourselves inside out through effective self-evaluation

LOOKING OUTWARDS:
learning from what happens elsewhere to challenge our own thinking

LOOKING FORWARDS:
exploring what the future might hold for today's learners and planning how to get there

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If we are serious about ensuring equity for children and young people then we must take their views seriously and provide them with the tools to empower their active engagement in school improvement.

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Pupil participation workshops

What matters most to children and young people about the life and work of their school?

1. Feel **safe and secure** while at school.
2. Be taught using a **range of teaching methods**, with **feedback tailored** to meet their own needs.
3. The necessary **resources** should always be available to them.
4. Schools keep pace with advances in **technology**
5. Pupils experiencing bullying behaviour should feel that their **concerns are acted upon**.
6. All pupils are given **adequate careers guidance** throughout their time at secondary school.

Theme	Linked Quality Indicator
Relationships / ethos	2.3 and 3.1
Effective teaching and learning including use of quality resources	2.3
Facilities	1.5
Wider achievement opportunities and friendships	3.2, 2.5, 2.7,
Feeling safe	3.1 and 2.1
Good quality nutritious food	3.1
Curriculum	2.2
Personal support	2.4, 2.4
Equality and fairness	2.3, 3.1,
Digital technologies	3.3
Employability	3.3
Cost/equity	3.1 and 1.5
Pupil voice	1.1, 2.3, 2.4
Opportunities for energetic outdoor play	2.2, 3.1

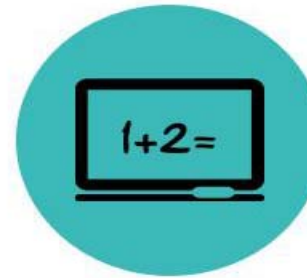
5 overarching themes

- **My relationships.**
- **My learning and teaching.**
- **My school.**
- **My health and wellbeing.**
- **My achievements.**



My Relationships

Discussing areas such as pupil voice; feeling safe; relationships/ethos; personal support and equality and fairness



My Learning and Teaching

Discussing areas such as the curriculum and effective teaching and learning including the use of quality resources



My School

Discussing areas such as facilities; digital technologies; cost/equity; and opportunities for energetic outdoor play



My Achievements

Discussing areas such as wider achievement opportunities and friendships and employability



My Health and Wellbeing

Discussing areas such as good quality nutritious food

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“Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement....All stakeholders, including children and young people, have a shared ownership of this evidence and use it to plan continuous improvement.”


HGIOS?4 p.20: QI 1.1 Self–evaluation for self-improvement.



Learner Participation in Schools and Pre-schools


Guidance for Educators



 Comment

 Fill & Sign

Store and share files in the

 15 of 24 - Clipboard

Item not Collected: Delete items to increase available space

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Our vision is that in all schools and pre-schools young people should have opportunities to...

(i) provide inputs that shape educational provision and have a say in planning where and how learning takes place

(ii) learn through participating in many kinds of educational processes as part of everyday school/pre-school life

(iii) create impactful outcomes for themselves and others as a result of intergenerational dialogue

How good is our school?

Empowering children and young people to participate in self-evaluation and school improvement.

A resource in two parts:

- **Guidance for schools**
- **A toolkit to support pupil led self-evaluation**

2018 – Scotland’s Year of Young People – allow young people to have more say in their education and learning.

Guidance for schools

- Understand what we mean by learner participation.
- Developing a culture of learner participation.
- Features of highly-effective practice
- Challenge questions
- Triangulation – sharing evidence
- Analysing evidence
- Communicating key messages



Self-evaluation: Is your school ready to engage with the toolkit?

Features of highly-effective practice:

- All staff, partners, parents and pupils have a range of regular opportunities to deepen their knowledge and understanding of children's rights.
- Children and young people are confident their views are valued by all staff and partners.
- Children and young people are knowledgeable about what has been improved as a result of their opinions.
- Staff and pupils work together to evaluate a range of aspects of school life including teaching and learning.

Challenge questions:

- To what extent does the school promote an ethos and culture of active participation by all learners?
- Does the programme for professional learning include sufficient focus on children's rights and learner participation?
- To what extent does the curriculum include a focus on children's rights, equality and inclusion?
- To what extent do children and young people have access to data which supports their understanding of how well their school is doing?



Direct Observation

Analysing Data

Gathering views

Triangulation

If children and young people are to be recognised as full participants in self-evaluation they must be well supported to access and interpret a range of evidence.

They need to develop skills that help them avoid making snap judgements or jumping to conclusions based on hearsay and limited evidence.

They will need to learn that sometimes they have to set aside their own personal views and to understand it's their collective self-evaluation that is important.

Pupil Toolkit:

- My relationships.
 - My learning and teaching.
 - My school.
 - My health and wellbeing.
 - My achievements.
- What might this look like?
 - How can we gather evidence of what this looks like in our school?
 - What questions can we ask to find out more this in our school?

Alignment with HGIOS4

My Learning and Teaching	
QI	Key aspect:
1.2	Children and young people leading their own learning
2.2	Learning pathways, skills for learning, work and life
2.3	Learning and engagement, quality of teaching, effective use of assessment
2.4	Removal of barriers to learning
2.6	Collaborative planning and delivery, Continuity and progression in learning

Our Learning and Teaching

What might this look like?

In our school everyone understands that we all have the right to learn and achieve. We respect that right.

Children and young people take responsibility for their own learning.

We feel confident enough to ask for help when we need it and learn from our mistakes.

The books, equipment and other resources we use for learning are easily available and in good condition. We have everything we need to learn and achieve our best.

In our school learning is challenging and enjoyable. Everyone is motivated by the learning which is interesting and relevant.

During lessons and other learning activities we listen attentively to our teachers. everyone behaves well and we are able to get on with our learning.

Our learning is varied. Our learning experiences include learning in the outdoors, learning in the community and further afield.

Gathering evidence

PLAN	DO	REFLECT, SUMMARISE and SHARE
<p>A learning walk to have a good look at your school. Before you set off decide what aspects of learning you want to focus on. For example, you might look at wall displays, digital resources, outdoor facilities or the layout of classrooms.</p>	<p>During your learning walk make notes about things you think support learning well and things you think need changed, fixed or improved.</p>	<ul style="list-style-type: none">• How can your school create more of what is working well?• What difference would these changes make?• How might the changes support everyone to learn better?

Discussion and dialogue

- How attractive and well maintained is our school?
- Do we all have the resources and equipment we need to learn?
- To what extent do all pupils respect each other's right to learn?
- Do all pupils know how to get help with their learning? How do staff respond when we make mistakes or ask for help?
- To what extent do we all enjoy coming to school and feel motivated by their learning?
- How would we describe the behaviour of pupils who attend our school?
- How varied and motivating are our learning experiences?
- Are we given enough opportunities to choose how and what we learn?
- Are we all able to learn in ways that suit our needs or is everyone generally expected to do the same things the same way?
- How helpful is the written and/or oral feedback we get from teachers?

Self-evaluation for self-improvement

- No six-point scale
- Pupils summarise their findings
- Pupil evidence contributes to whole school self-evaluation
- Focus on one of the five themes
- Focus on QIs and look across themes
- Focus on a particular group of pupils
- Broad whole-school evaluation



Comments, ideas and/or questions please

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