



Leading Learning in Schools



Cambridge Standards for School Self-Evaluation



Overview

- ▶ Concept/model
- ▶ Academic rationale
- ▶ Next steps and timeline

Activity - Part 1

- ▶ What, in your view, are the **Desired Outcomes** of (primary and secondary) education?
- ▶ Come up with a list of between 5 and 10 key outcomes and write a short descriptor for each (1 sentence only).
- ▶ When ready, share them with the person(s) sitting next to you and agree on one list of outcomes.

Outcomes – examples

- ▶ **Confident** in working with information and ideas – their own and those of others
- ▶ **Responsible** for themselves, responsible to and respectful of others
- ▶ **Reflective** as learners, developing their ability to learn
- ▶ **Innovative** and equipped for new and future challenges
- ▶ **Engaged** intellectually and socially, ready to make a difference

Cambridge Learner Attributes

Outcomes - examples

- ▶ A **confident** person who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
- ▶ A **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;
- ▶ An **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence; and,
- ▶ A **concerned citizen** who is rooted to [country deleted], has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.

Activity – Part 2

- ▶ Using your list of desired outcomes as a reference point, come up with as many phrases as you can, starting with “A good school...” which you think will help the school achieve those desired outcomes. Examples might include:

“A good school has a well-equipped science laboratory.”

Or

“A good school has a well-respected head/principal.”

Or

“A good school communicates regularly with parents.”

Activity – Part 3

- ▶ Look at your list of phrases and see if there are any patterns.
- ▶ Can you group them at all?
- ▶ Can you give an over-arching name/title to each grouping?
- ▶ Write the names on the paper provided and arrange the phrases, as appropriate, underneath.

Activity – Part 4

You now have a set of *Domains* and *Standards*, but...

- ▶ What questions need to be asked?
- ▶ How do you go about asking these questions?
- ▶ Of whom are they asked?

(Think, Pair, Share)

Evaluation models



Cambridge model: self-evaluation

“Self-evaluation is a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and organisational learning.” (MacBeath 2005)

Cambridge Model - Domains

1. School mission and values
2. School management and leadership
3. Quality of teaching and learning
4. The physical environment of the school
5. School community engagement

Cambridge Model - Standards

Domain 3 – Quality of Teaching and Learning

1. The school's written curriculum is fully articulated and made available to the school community.
2. The school is committed to an ongoing and rigorous review of its academic programme to ensure quality outcomes for all.
3. Teachers and teaching are of an excellent quality and are enhanced by systematic, high quality professional development opportunities.
4. The teaching and learning programme caters effectively for individual student needs.
5. Formative assessment (assessment for learning) is embedded into classroom practice throughout the school.
6. Students at the school are actively engaged in their studies, think reflectively, and exhibit a love of learning.
7. Students demonstrate behaviours and attitudes that are consistent with the school's mission and values.
8. Student transitions from year to year are managed effectively and seamlessly.

Cambridge Model – gathering data

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Students**:

- ▶ *My teachers provide me with feedback about my learning on a regular basis.*
- ▶ *My teachers help me to understand mistakes I have made.*
- ▶ *My teachers regularly mark my work and return it to me promptly.*
- ▶ *My teachers provide support when I am having difficulties.*
- ▶ *I am encouraged to give feedback to teachers on my learning.*
- ▶ *In my assignments, I know what I have to do to be successful.*

Cambridge Model – gathering data

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Teachers:**

- ▶ *In my classes, I use a broad range of assessment tasks.*
- ▶ *Students have opportunities to provide written feedback about their learning in their classes.*
- ▶ *Students have opportunities to improve their work after they receive feedback.*
- ▶ *It is important to show students what success looks like in their learning.*
- ▶ *I always give students written feedback about their work.*
- ▶ *I use a range of formative assessment strategies to plan the next steps in my students' learning.*
- ▶ *I know what the threshold concepts are for my curriculum area and pay particular attention to them in my classroom practice.*

Cambridge Model – gathering data

Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

Data from **Parents and Carers:**

- ▶ *Teachers provide feedback through written comments on assignments.*
- ▶ *Our children receive individual attention with any difficulties they may encounter.*
- ▶ *Our children know where they are in their learning and what they have to do next to improve.*

Activity – Part 5

- ▶ Look at the sample reports.
- ▶ What conclusions might you draw from the feedback on the school leader? Successes? Areas of concern?
- ▶ If you were receiving this report, what would you do next?
- ▶ Where would you go for help?

“We want to know what you think, because we value what you have to say.”

Crucial, however, is the follow-on statement:

“We have listened, taken note of what you have said, and, based on this information we have, this is what we intend to do.”

Academic rationale

- ▶ Expectations of high academic standards
- ▶ A school climate which focuses on achievement
- ▶ Instructional leadership
- ▶ High performing teachers
- ▶ Students – strong self-efficacy and confident
- ▶ Parents with high aspirations and expectations
- ▶ Resources that are fit-for-purpose
- ▶ Excellent school governance (and financial management)

Timeline

- ▶ School pilot: Oct 2016 – Dec 2016
- ▶ Review and refine: Feb 2017 – Apr 2017
- ▶ Marketing and communications: Apr 2017 – Sept 2017
- ▶ Launch: Sept 2017



Thank you!

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