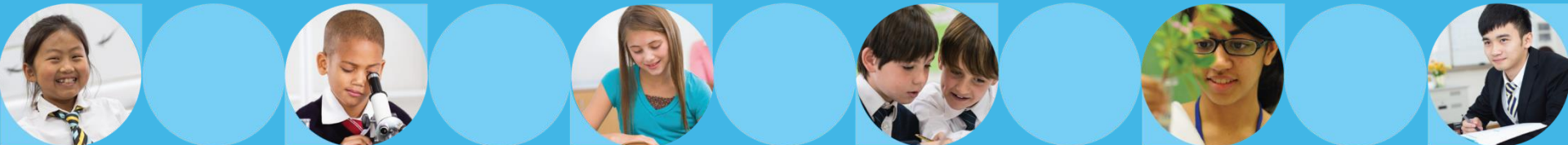


The Cambridge Standards for School Self-Evaluation

The search for the effective school

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Who tells your story?



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- ▶ Who tells your story?
- ▶ Defining an effective school
- ▶ Purpose and dimensions of evaluation
- ▶ Indicators of success (the ‘What’)
- ▶ How? Gathering data
- ▶ Starting the process of improvement

Who tells your story?



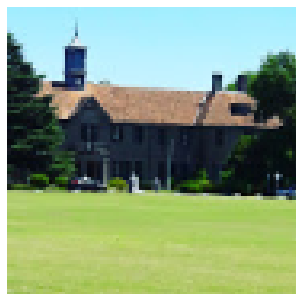
Ezequiel Egea

3 opiniones • 1 foto

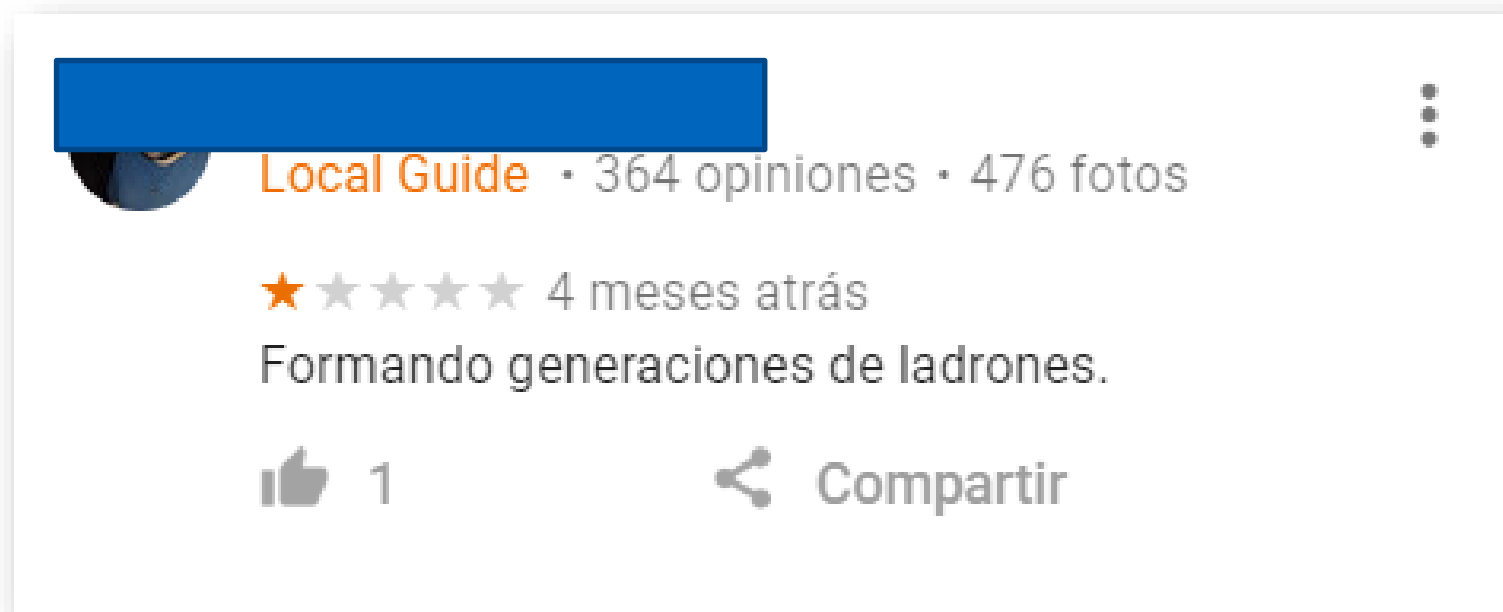


★★★★★ un año atrás

El mejor colegio de Argentina!



Who tells your story?



“The story is powerful because it is crucial to recognise that schools have a history, a unique cast of characters and a narrative that unfolds over time in unanticipated directions.”

(MacBeath 1999)

Context

- ▶ Is everything!
- ▶ Community matters
- ▶ Values matter – attainment or other outcomes?
- ▶ Whose perspective?

Whose perspective?



Whose perspective?



Whose perspective?



Whose perspective?



Whose perspective?



Whose perspective?



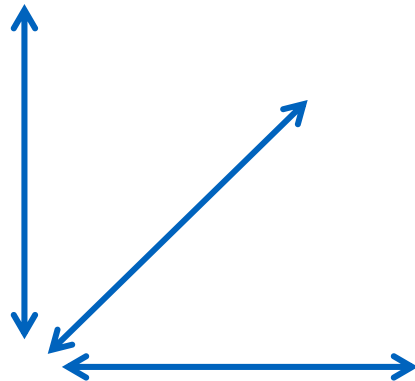
“What you do not know... is often more important than what you do know. The darkness does not destroy what it conceals.” Frost, R (1995)

The purpose of evaluation

- ▶ Political
- ▶ Accountability
- ▶ Organisational development
- ▶ Improvement of teaching
- ▶ Improvement of learning

Three dimensions of school evaluation

External	↔	Internal
Pressure	↔	Support
Top-down	↔	Bottom-up



Optimum blend of all three – determines whether schools will grow and flourish or stagnate and decline.

Evaluation models



Cambridge: 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)

What is an effective school?

Effective schools:

....are those that successfully progress the learning and development **of all of their students**, regardless of intake characteristics, beyond the normal development curve.

What does an effective school look like?

- ▶ Expectations of high academic standards
- ▶ A school climate which focuses on student progress and 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).

Cambridge Model - Domains

1. School mission and values
2. School management and leadership
3. Quality of teaching and learning
4. Resources for learning
5. School community engagement

Cambridge Model - Domains

1. School mission and values
2. School management and leadership
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4. Resources for learning
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Cambridge - 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 - Standards

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Gathering data from Students

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 the 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.*

Gathering data from Teachers

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.*
- ▶ *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 key concepts are for my curriculum area and pay particular attention to them in my classroom practice.*

Gathering data from Parents/Carers

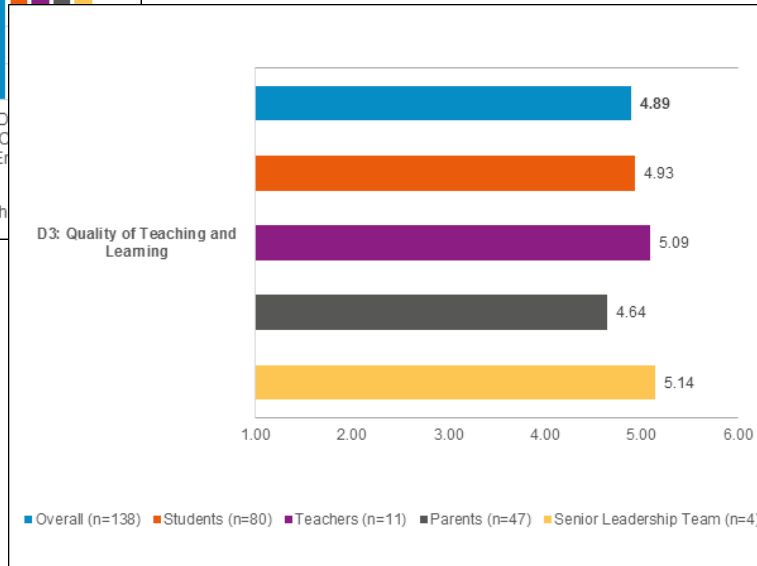
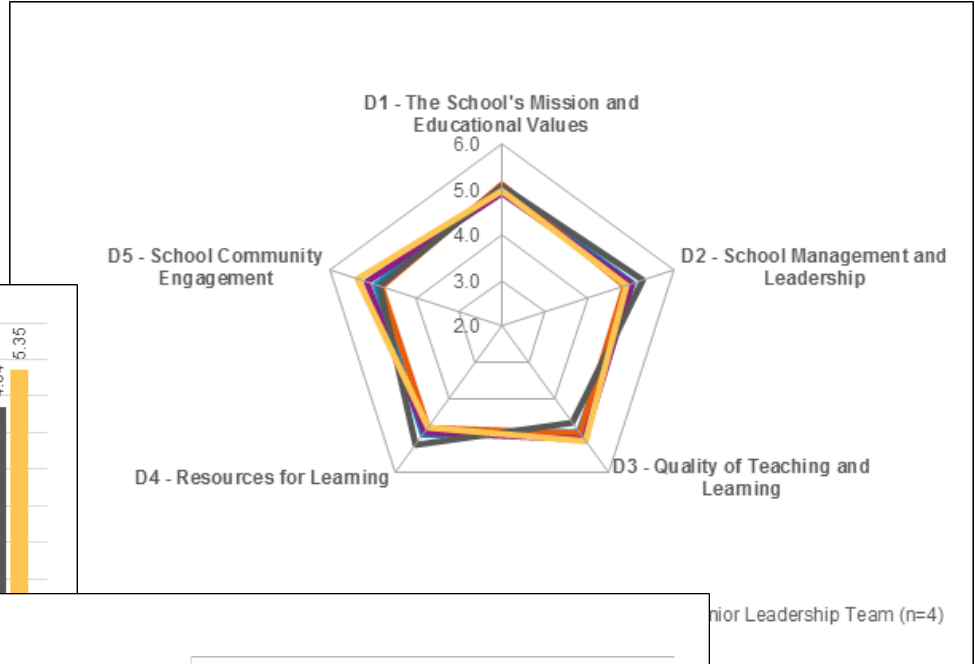
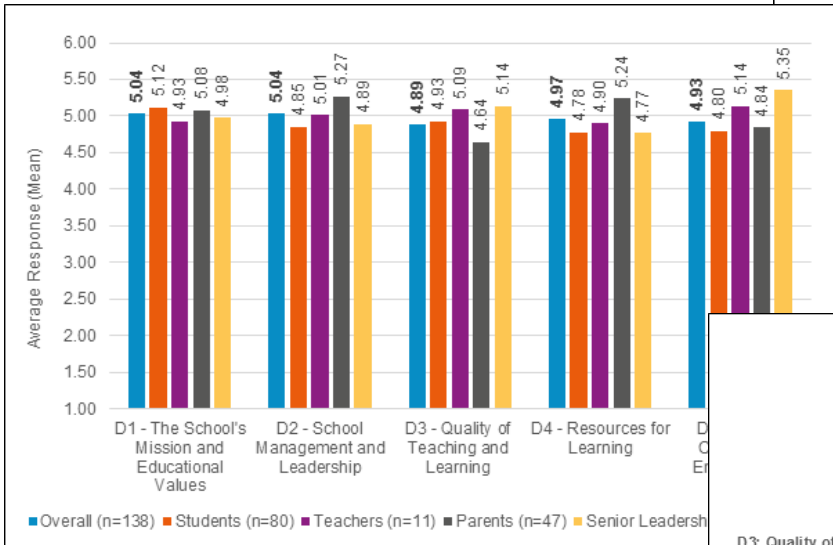
Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]

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.*

School Self-Evaluation

Examples of charts included in the Self-Evaluation report, showing school performance based on feedback.



What other data can we look at?



Student voice

Did the lesson/topic achieve its stated aims?

- Yes, completely
- Mostly
- Not at all

Did you find the work:

- Too easy
- Just about right
- Too difficult?

Were you able to ask for help if you didn't understand something?

- Yes, from the teacher
- Yes, from another student
- No

Did the feedback you received from the teacher help progress your learning?

- Yes, a lot
- A little
- Not at all

Which of the following ways of working was most helpful to you?

- Individually
- In pairs
- In groups
- As a class
- With technology

Teaching and learning examples

Student Questionnaire

We are interested in hearing about how you learn.

Write down the "things that help you learn" and the "things that make learning more difficult" below.

Place the completed form in the box provided.

Thank you!

Things that help me learn

Things that make learning more difficult

_____→

←_____

_____→

←_____

_____→

←_____

_____→

←_____

_____→

←_____

_____→

←_____

Teaching and learning examples

Student Questionnaire

We are interested in hearing about how you learn.

Write down the "things that help you learn" and the "things that make learning more difficult" below.

Place the completed form in the box provided.

Thank you!

Things that help me learn

telling you why you are
learning something. →

examples and stories which
help you understand. →

showing you how and why
you went wrong. →

the teacher can control
the class. →

helping you learn in different
ways. →

letting you set targets
for yourself. →

when your friend helps
you. →

Things that make learning more difficult

← teacher making fun of you
in front of the class.

← teacher making you feel
stupid.

← other pupils laughing at
you for trying hard.

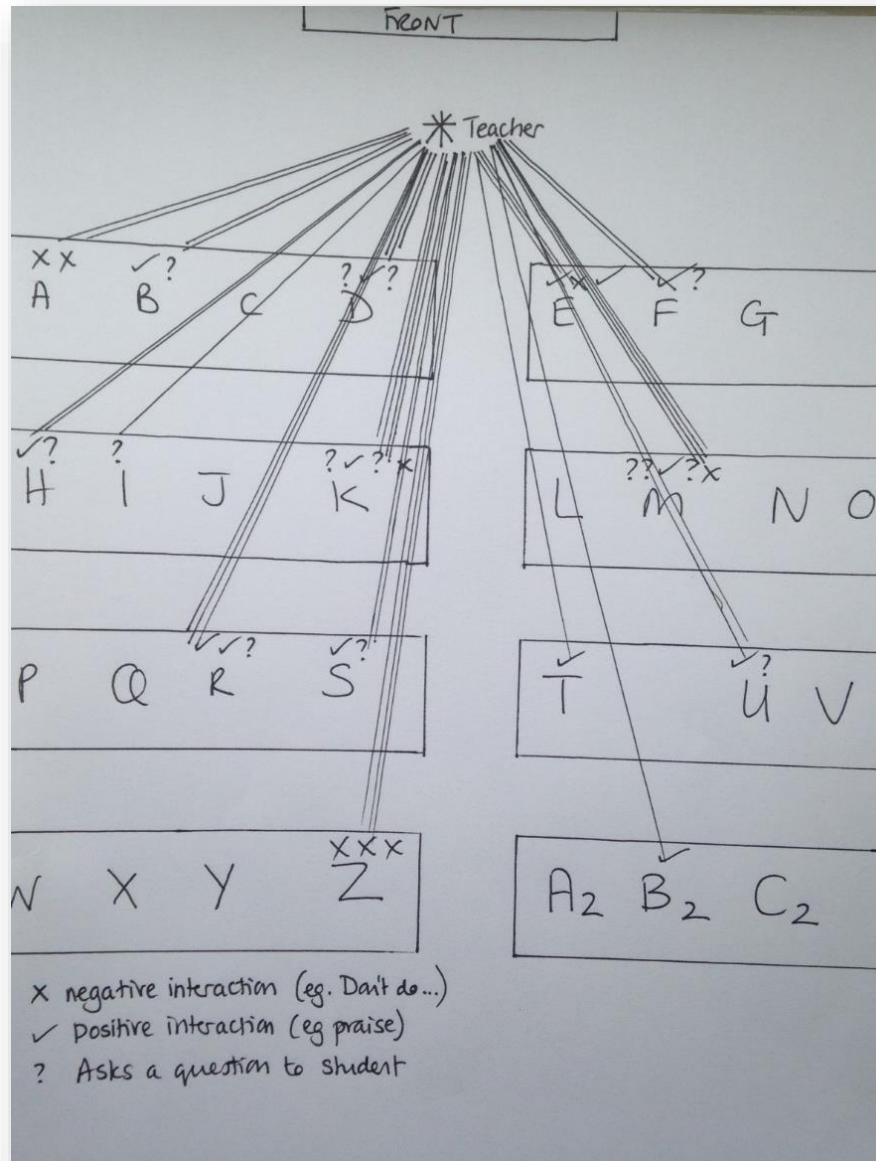
← people mucking about.

← when the work is too
easy.

← when you get too many
examples of stuff you already know

← when there is a tense
atmosphere.

Classroom climate examples



School climate examples

The Foyer Folio

Visitor questionnaire

	Yes	No	N/A
I knew where to go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt welcome in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was clear sign-posting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office staff were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils were polite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People said hello or smiled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was kept waiting without explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write one word to describe your impression upon entering the school: -

Do you have any suggestions as to how we might improve things for parents and visitors to the school?

Feed back to stakeholders

“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 the information we have, this is what we intend to do.”

‘Evaluation alone will not improve practice.
Productive feedback must be accompanied
by opportunities to learn.’

Darling-Hammond, 2013

Cambridge Consultancy Services

- ▶ Whole-school improvement strategies
- ▶ Improving classroom practice
- ▶ Developing effective leadership and management
- ▶ Inclusive education
- ▶ Teacher recruitment and retention, etc
- ▶ Assessment for learning
- ▶ Teacher evaluation and growth
- ▶ Supporting the whole-child's development
- ▶ The school community – engagement and communication
- ▶ Good governance
- ▶ Programme evaluation
- ▶ Etc...

Recap

- ▶ It is critical that the school tells its own story about the effectiveness of its leadership and the quality of teaching and learning in the classroom
- ▶ The Cambridge Standards for schools are a benchmark against which schools can measure themselves
- ▶ The instruments that schools use to measure teacher and school efficacy should be owned by the school – but Cambridge can provide guidance

School Self-Evaluation

Costs for this service are below:

School Self-Evaluation	£1,250
Customisation of surveys (additional questions)	£250
Additional data analysis (post surveys)	£300

Prices shown are in GBP (£)

For further information, please visit:
<http://www.cambridgeinternational.org/support-and-training-for-schools/school-improvement/>

