



Heywood Community School

Self-Evaluation Report and School Improvement Plan

1. Introduction

Following on from the successful introduction of new teaching and learning strategies in the classroom by all subject departments this year it has been decided to focus on the area of assessment and reporting for the 2019/20 school year. As the number of CBAs being completed by second and third year students increases, the assessment practices in the school have come under review.

2. Focus of Review

The focus of this review is grounded in Domain 3 and 4 of the Statements of Practice from Looking at our Schools where highly effective practice is described as follows:

- a) The teacher selects and uses planning, preparation and assessment practices that progress student learning.
- b) Teachers collectively develop and implement consistent and dependable formative and summative assessment practices

3. Data Gathered

During the 2018/19 school year data was gathered in relation to assessment and reporting from a survey of parents, a survey of students and from feedback from teachers through the subject departments.

4. Findings

While formative and summative assessments are taking place across all subject departments, the implementation of collective and consistent assessment tends to be of a summative nature. Teachers agreed that there was a discrepancy in terms of where we are, and where we would like to be in terms of reporting. Students indicated that they are often unsure of the progress they have made, the level they are at and how they can improve. Teachers, students and parents alike believe that the range of achievement reported on is too narrow.

5. 2019/20Area for focus.

- Providing consistent and dependable formative assessment for students and for parents
- Reporting on a wider range of achievement

6. Improvement Plan

- Introduction of e-portfolios for incoming first year students
- Increasing the provision of formative feedback for students and parents