



مدرستنا الثانوية الإنجليزية، الشارقة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
A GEMS SCHOOL



POLICY ON SDP AND SSE

Implemented : April 2014

Reviewed : May 2020

Next Review : May 2021

Compiled by : SLT & SMT

Approved by: Ms. Asma Gilani, Principal & CEO



Aim

To establish a process that enables the school to be able to clearly answer two key questions:

'How well are we doing?' and 'How can we do better?'

Rationale

As a school, Our Own English High School, Sharjah wants to improve the outcomes for all of its learners within a caring learning environment.

The Key, however, is that both the self-evaluation and development planning processes are appropriate, meaningful and manageable. School self-evaluation must inform the priorities of the School Development Plan.

The SEF and the SDP together form the basis for the future direction of Our Own English High School, Sharjah.

The SEF will be evaluative and not a descriptive commentary. The evaluation of impact will be clearly linked to evidence. The SEF will be fully updated at least annually.

Whilst there is no specific start or end point to the self-evaluation or development planning process, it is accepted that it will be largely based on the school year.

Responsibilities

The Principal takes up the leadership and management of the school self-evaluation and school development planning processes. The Principal then designates the Headmistress as the manager of these two documents. The Headmistress will be working with the heads of different sections to ensure that effective systems are in place with clear lines of responsibility and accountability.

School Self Evaluation (SSE) is an ongoing and continuous process. We use SSE for the benefit of our learners, teachers and our parents.

Our SSE process is rigorous and focused, with a commitment to act upon the outcomes. The SSE process reflects the following areas:

1. Pupils' achievement – the standards that they reach and their progress – is at the heart of our SSE, as a key element of the 'Every Child Matters'.
2. Our approach to review and improvement is systematic and structured throughout the year, and is integral to the schools' management systems.
3. Our management systems enable a good range of evidence to be collected, analyzed and evaluated. We use this evidence to identify the needs of pupils.
4. We consult key stakeholders to help us to evaluate the impact of our provision compared to what it was intended to achieve.
5. Our identified improvement areas are prioritized against outcomes identified by the inspection body.

The Management have determined that SSE must not just happen at whole school level. To be truly effective and meaningful, the SSE must be happening also at departmental and section level. This, in turn, will feed into whole school SSE.

In seeking to address the previous areas, the SSE process will consider the following:

1. Data of varying types will be used to raise questions. Teachers will answer those questions using, data, other information and professional expertise. Pupils' progress will be evaluated at:
 - Whole school level
 - Section level
 - Subject level
 - Gender group level
 - Pupil level

A key starting point in using the data is looking at how well the school has performed in relation to its targets. Questions must be asked about actual performance in relation to targets.

2. Observation and appraisals of teacher is an essential part of the SSE process in helping SMT to evaluate the quality of education being provided. Discussions based upon the observations and appraisals should help to inform practice and improve quality. It is not just about monitoring.
3. SSE will include consulting stakeholders for their views. These stakeholders include pupils, parents, staff and governors.

All of the above will generate significant information and evidence that will then need to be analysed and evaluated. This will form the basis of the SDP.

School Development Plan (SDP)

The priorities for improvement arising out of SSE and the suggestions from the inspection body will form the basis of the SDP. This single plan will incorporate specific issues as well as the more generic whole school priorities.

The SDP will show how any weaknesses in delivering the objectives and targets from previous plans are being prioritised and addressed.

At the heart of the SDP must be a continued focus on driving up of whole school standards but also there will be a need to integrate and summarise and link our priorities with local/national initiatives, e.g. UAE vision 2021.

To enable the SDP to be meaningful, it will be focused on a few short-term 1 year operational priorities, clearly actioned, linked to specific success criteria or targets. Responsibilities and a timeline will also be clearly identified, as well as detail on monitoring and evaluation.

Essential to the SDP, and to clearly link to Performance Management, will be the identified staff training needs to enable the plan to be delivered.

Stakeholders

The Principal will ensure that there is wide consultation with all the stakeholders on a regular basis.

Within school, it is essential that staff are involved with SSE and SDP at all levels. Mechanisms will be in place to enable that to occur via departmental/ section SEFs and departmental/ Section development plans.

Monitoring

The SEF should be updated at least annually, both at whole school and departmental/ section level.

Recognizing the key role that exam performance plays in the process, much work can be done in April-June to feed into the SDP, which is produced June-September. Crucial, however, is the flexibility that must be there to allow significant alterations to both documents in September, if required.

A mid-year review of both documents is advised.

Review

This policy will be reviewed in March each year.