



## Self Evaluation Policy

### 1. Statement of Purpose

#### 1.1

As an Early Education and Childcare (ELC) setting we recognise the importance of self- evaluation in improving the quality of the service we provide. Partnership working and collaboration are at the heart of the self-evaluation process. To ensure the setting provides a service of the highest quality, the needs of all children and families within the setting should be met. By working together, practitioners and stakeholders can reflect on the quality of the provision and the impact this will have on children and families.

#### 1.2

The self-evaluation national framework ["How Good is our Early Learning and Childcare \(HGIOELC\)?"](#) enables settings to monitor progress and identify areas of good practice and areas for development.

Throughout the policy the term 'parents' is used to include all main care givers.

### 2. The Context for Self-evaluation

[HGIOELC?](#) was devised taking into account legislation, frameworks and policy initiatives relevant to the early years. The ['Children and Young People \(Scotland\) Act 2014'](#) highlights the importance of early learning for the future of individual children and their families. HGIOELC? takes full account of [Building the Ambition \(2014\)](#), Pre-Birth to Three (2010) [GIRFEC \(2006\)](#) and [Curriculum for Excellence \(2004\)](#).

"The term self-evaluation is used to cover the way in which individuals and settings explore their progress, development and practice to identify what has improved and what still needs to improve." *How good is our early learning and childcare?* (Education Scotland 2016 p3.)

### 3. Using the Framework

#### 3.1

We will follow the guidance contained in HGIOELC? in carrying out self-evaluation of all our functions and practices. Self-evaluation will be a continuous practice and an integral part of the work and life of the setting.

### 3.2

We will strive to be rigorous in our self-evaluation processes and procedures, involving all staff. We will work in partnership with parents, children, other relevant professionals such as educational psychologists and speech therapists, as well as other stakeholders to arrive at a common view of our strengths and areas for development. We will use a variety of approaches to seek views, enabling as many stakeholders as possible to contribute to the process. Our self-evaluation reflections will be based on the themes, descriptor and illustrations within the quality indicators outlined in the framework, in order to ensure a common understanding of strengths and areas for development.

### 3.3

Self-evaluation will start by looking inwards to evaluate current practice, then outwards to learn from others, from national guidance and from current research. We will use this knowledge to move forwards and improve our practice, gathering evidence to evaluate the impact on learners and families. A key feature of this process will be to assess our capacity for continuous improvement, determining how good we can be, and seeking to maximise this potential. (See diagram page 4, HGIOELC?)

### 3.4

The focus for self-evaluation and quality indicators which will be explored as a setting will be informed by self-knowledge of areas requiring closer consideration, by current improvement planning objectives, by local and national priorities and by the current inspection focus of both HMI and the Care Inspectorate.

### 3.5

Quality indicators *2.3: Learning, teaching and assessment* and *3.2: Securing Children's Progress* are at the heart of our work and will form a continual part of self-evaluation (See policies on Tracking Children's Progress and Observation and Assessment). There will also be continual review and reflection on *2.2 Curriculum* and its impact on learners as we routinely move through the curriculum planning cycle. In line with national guidance we will review *2.2: Safeguarding and Child Protection* at least annually.

### 3.6

While some aspects of our work may be reviewed in more depth than others, we will seek to ensure that all areas are addressed over a two-year period. We will also endeavour to achieve a balance and spread of quality indicators reviewed across the three key areas each year. We will keep notes, minutes and other relevant data to track our reflections, decisions, outcomes and impact.

## 4. Using the Quality Indicators

### 4.1

The quality indicators contained in HGIOELC? are central to our self-evaluation reflections. Having focused on an aspect of our work for self-evaluation, based on the advice contained above, we will identify the main quality indicator for our enquiry and select the relevant theme(s). Not all themes within the main quality indicator will necessarily be reviewed at one time.

#### 4.2

The remaining quality indicators within HGIOELC? will be examined to ascertain whether reviewing any of their themes will support us in getting a full picture of our strengths and areas for development in our chosen aspect for review. These quality indicators may be chosen from any of the three key areas described in HGIOELC? to give us a balanced view of how leadership and management, learning provision and successes and achievements are linked and mutually dependent.

#### 4.3

We will use the features of highly effective practice within the quality indicators as a basis for our observations, discussions, data collecting and reflections and as a benchmark for our own practice. Please note, that these features are not fully comprehensive and reflections/discussions may identify additional features to support our assessment.

#### 4.4

We will collaborate and consult widely with all staff and stakeholders in seeking a true evaluation of our practice. The challenge questions contained in each quality indicator will inform our discussions. We will be rigorous in collecting and assessing evidence to substantiate our evaluations.

#### 4.5

Evidence will come from what is observed, from data of various kinds and from collating views of stakeholders including children and parents. In order to make a sound evaluation evidence will be gathered from all three categories (where possible) and from a minimum of two (if this is not possible). Evidence will be thoroughly assessed to ensure that it is valid and fit for purpose.

*HGIOELC? Appendix 1: The six-point scale describes evaluations from unsatisfactory through to excellent.* These will be used to help us assess and understand our performance.

### **5. Using Self-evaluation for Self-improvement**

Effective self-evaluation is the starting point for improvement. We will be able to identify the difference self-evaluation is making to practice within the setting. Evidence of self-evaluation and the impact on practice will be recorded in development plans, improvement plans and monitoring reports. Rigorous self-evaluation will inform the introduction of new initiatives and the impact on the service will be monitored and assessed.

#### **Monitoring of this Policy**

It will be the responsibility of Sophie Startin to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. Monitoring and evaluation of the policy will be achieved by all staff continuously reflecting and evaluating their practice. This will be monitored in our documentation and will be reviewed regularly to assess impact. We will ensure parents and other stakeholders have regular opportunities to support improvement by participating in a range of formal and informal activities.

**See also:**

Parent/Carer Participation Policy

All relevant policies should be considered when undertaking self-evaluation under any of the three key areas within the HGIOELC framework: *Leadership and Management, Learning Provision and Successes and Achievements*.

**Links to national policy:**

When reviewing your policy, please reflect on the 'Health & Social Care Standards My support, My life'

<https://www.gov.scot/Resource/0052/00520693.pdf>

Care Inspectorate "How We Support Improvement"

<https://hub.careinspectorate.com/how-we-support-improvement/>

**Find out more:**

Parental Engagement and Family Learning Resource

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

Developing a positive whole school ethos and culture: relationships, learning and behaviour

[www.gov.scot/Publications/2013/03/7388](http://www.gov.scot/Publications/2013/03/7388)

Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families

[https://stirling.gov.uk/media/1389/elc2\\_prebirthtothreebooklet.pdf](https://stirling.gov.uk/media/1389/elc2_prebirthtothreebooklet.pdf)