Managing for @ School of Success

Indicators

Index

Canas de Senhorim Group of Schools

Well, i liked your examples. These examples make me think that, sometimes we make many things in schools and we don´t realize that those things can be indicators of evaluation (or School's Self-Assessment).

At Canas de Senhorim Group of Schools, we use a lot of indicators, but let me choose some of them we give particular importance and we focus in a special way:

- In external exams, we always compare: the average of our results in the exam, the average of internal evaluation and compare those with external averages, for each subject / discipline. And we do that in a interval of time, usually in the last 5 years.

Internal indicators:

- Efficency of the pedagogical support plans (we see how many students have plans and how many students pass year)

- School success rate of students with poor economical conditions - and we compare those with the success rate of general students. This indicator tells us if the school is doing a good job working with students and families with fragile economic conditions

Well, you asked for one example, i gave you some more. But y like these 3 indicators very much and, in our school, we always watch them in a interval of time, usually 5 years. This interval of time gives us a tendency, a trend. Sometimes, more important than the final result, is the tendency, which means, to see if we are going the right way.

Branston Junior Academy – United Kingdom

Monitoring of Teaching, Learning and Assessment at Branston Junior Academy

Contents:

Managing for @ School of Success

Standard	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set high expectations which inspire, motivate and challenge pupils.	**Y6 SATs Data Analysis** External Data	**Checkpoint 1 Data Analysis (Y3,4,5,6) EAZMAG**	**Y3 Snapshot Data Analysis EAZMAG**	**Checkpoint 2 Data Analysis (Y3,4,5,6) EAZMAG**	**TLA Audit:** • **Lesson Observations,** • **Planning Scrutiny,**	**Checkpoint 3 Data Analysis (Y3, 4,5,6) EAZMAG**
Promote good progress and outcomes by pupils.	**Y3 Baseline Data Analysis EAZMAG**	**Vulnerable Children Data Analysis (CP1) (SENDCo – EAZMAG)**	**TLA Audit:** • **Lesson Observations,** • **Planning Scrutiny,** • **Data analysis,** • **Pupil Voice (*Learning*)** • **Book Scrutiny (*Differentiation and Pupil progress Over Time*)**	**Vulnerable Children Data Analysis (CP2) (SENDCo – EAZMAG)**	• **Data analysis,** • **Pupil Voice (*Learning*)** • **Book Scrutiny (*Pupil Progress Over Time*) (plus Presentation, Differentiation and Marking*)**	**Vulnerable Children Data Analysis (CP3) (SENDCo – EAZMAG)**
Demonstrate good subject and curriculum knowledge.	**TLA Audit:** • **Lesson Observations** • **Planning Scrutiny** • **Data analysis** • **Pupil Voice (*Learning*)** • **Book Scrutiny (*Presentation*)**					**Y6 SATs Data Analysis (*if results are available*)**
Plan and teach well-structured lessons.		**EAZMAG Scrutiny (*Correct, Consistent and Regular Usage*)**		**EAZMAG Scrutiny (*Correct, Consistent and Regular Usage*)**		
Adapt teaching to respond to strengths and needs of all pupils.						**EAZMAG Scrutiny - *Correct, Consistent and Regular Usage***
Make accurate and effective use of assessment.		**TLA Audit:** • **_Lesson walk-round_** • **Book Scrutiny (*Marking and Feedback*)**	**Pupil Voice:** *Personal Development, Behaviour and Welfare Survey*	**TLA Audit:** • **_Lesson walk-round_** • **Book Scrutiny (*Marking and Feedback*)**	**Pupil Voice:** *Personal Development, Behaviour and Welfare Survey*	
Manage behaviour effectively to ensure a good and safe learning environment.	**Pupil Voice:** *Personal Development, Behaviour and Welfare Survey*	**TLA Audit: *Effective Deployment of Teaching Assistants***	**Behaviour: Monitoring of Blue**	**TLA Audit: *Effective Deployment of Teaching Assistants***	**Behaviour: Monitoring of Blue Books.**	**TLA Audit: *Effective Deployment of Teaching Assistants*** • **Walk-round** • **Intervention**

	Behaviour: Monitoring of Blue Books.	• **Walk-round** • **Intervention Scrutiny with TA's (SENDCo)**	Books.	• **Walk-round** • **Intervention Scrutiny with TA's (SENDCo)**		**Scrutiny with TA's (SENDCo)**

TLA Audit / Appraisal: Teacher Lesson Observation Form:

Carried out by:	On:	At:
Teacher Observed:	**Lesson Observed:**	
Reason for Observation:	**Focus of Observation:**	

Notes:

Successful Practice:	Areas to Develop:

Judgements against Teaching Standards	Inadequate	Requires	Good	Outstanding

Managing for @ School of Success

		Improvement		
Set high expectations which inspire, motivate and challenge pupils.				
Promote good progress and outcomes by pupils.				
Demonstrate good subject and curriculum knowledge.				
Plan and teach well-structured lessons.				
Adapt teaching to respond to strengths and needs of all pupils.				
Make accurate and effective use of assessment.				
Manage behaviour effectively to ensure a good and safe learning environment.				

Observer Signature:	**Teacher Signature:**
Carried out by:	**On:** **At:**
Lesson Observed:	**Reason for Observation:**

Questions to consider:
- Was my subject knowledge sufficient?
- Was the lesson interesting and the content useful to move the children's learning on?
- If I had TA /other adult support , was it used effectively?
- Did I adjust my teaching methods/resources/scaffolding/questioning (etc) appropriately; to enable **all** children to progress in their learning?
- Did I use student's exisiting knowledge and skils to build new learning on?
- Were appropriate resources, materials and scaffolding used?
- Did I make it possible for students to work independently?
- Did I make the lesson inspiring, so that all children were motivated to learn?
- Did I maintain a high level of behaviour management?
- Did I maintain an effective and appropriate pace to the lesson?
- At what point in the lesson did the most learning take place? Why?
- How has your teaching / professional skills, knowledge and understanding developed, since the last time you were observed?
- What personal pedagogical development are you currently working on?
- What would you like to develop further?

Managing for @ School of Success

If you had to rate yourself/your lesson according to the Ofsted Crtieria; and Teaching Standards, where would you rate it and why?

Judgements against Teaching Standards	Inadequate	Requires Improvement	Good	Outstanding
Set high expectations which inspire, motivate and challenge pupils.				
Promote good progress and outcomes by pupils.				
Demonstrate good subject and curriculum knowledge.				
Plan and teach well-structured lessons.				
Adapt teaching to respond to strengths and needs of all pupils.				
Make accurate and effective use of assessment.				
Manage behaviour effectively to ensure a good and safe learning environment.				

Please use this space to write down any notes from your self-reflections, and bring it to the feedback session with your observer.

Agreed actions, as a result of the feedback session with the observer:

Ofsted Grade descriptors for the quality of Teaching, Learning and Assessment

Outstanding:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good:
- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.

- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

TLA Audit / Appraisal: Teaching Assistant Observation Form

Carried out by:	On:	At:
Teaching Assistant Observed:	Lesson Observed:	
Reason for Observation:	Focus of Observation:	

FOCUS	CRITERIA	ACHIEVED Y/N	COMMENTS
Organisation of support	• TA understands lesson objective. • Appropriate resources reflecting the needs of pupils have been prepared and are available. • TA is aware of IEP targets.		
How does TA help pupils to understand what they are doing?	• TA ensures pupils understand learning objective. • TA ensures pupils understand learning activity. • TA provides appropriate scaffolding for learning. • Appropriate and relevant language is modelled and explained by TA if necessary. • TA uses appropriate questioning techniques.		

How does TA help pupils acquire new knowledge and skills, increase their understanding and work at appropriate pace?	• TA checks that pupils are activating prior knowledge. • TA provides appropriate scaffolded support. • TA ensures that tasks and resources are well matched to pupils' individual needs, • TA provides high expectations of pupils. • TA uses appropriate strategies when pupils encounter difficulties. • TA ensures that there are opportunities to develop independence. • TA checks that pupils can explain what they know/can do during and at the end of the session. • Pupils make good progress as a result of the activity.		
How well does TA help pupils sustain concentration, motivation and appropriate behaviour?	• TA ensures that pupils demonstrate good on-task behaviour. • TA helps motivate pupils so that they show interest in their tasks through questions, responses, discussion with peers/adults. • TA uses positive language, encouragement and specific praise where relevant.		
How well does TA inform pupils and teacher about progress and how the pupils can improve their work?	• TA ensures that pupils are aware of their targets and feedback is directed to achievement of targets. • TA records and feeds back appropriately to class teacher on progress of pupils. • Achievements of pupils is celebrated.		
Successful Practice:		**Areas to Develop:**	

Judgements against Teaching Assistant Standards	Inadequate	Requires Improvement	Good	Outstanding
Personal and Professional Conduct				
Knowledge and Understanding				
Teaching and Learning				
Working with Others				

Observer Signature:	Teaching Assistant Signature:

TLA Audit / Appraisal: Post-Observation: Teaching Assistant Self-Reflection Sheet

Carried out by:	On:	At:
Lesson Observed:	Reason for Observation:	

If you had to rate yourself/your lesson according to the Ofsted Crtieria and Teaching Assistant Standards; where would you rate it and why?

Judgements against Teaching Assistant Standards	Inadequate	Requires Improvement	Good	Outstanding
Personal and Professional Conduct • Was my subject knowledge sufficient? • Did I know what my role was / what was expected of me? Knowledge and Understanding • Was the lesson interesting and the content useful to move the children's learning on? Teaching and Learning • If I had TA /other adult support , was it used effectively? Working with Others • Did I adjust my teaching methods/resources/scaffolding/questioning (etc) appropriately; to enable **all** children to progress in their learning?				
• Did I use student's exisiting knowledge and skils to build new learning on? • Were appropriate resources, materials and scaffolding used? • Did I make it possible for students to work independently? • Did I make the lesson inspiring, so that all children were motivated to learn? • Did I maintain a high level of behaviour management? • Did I maintain an effective and appropriate pace to the lesson? • After the lesson, did I report back relevant information to the Class Teacher? • At what point in the lesson did the most learning take place? Why? • How has your teaching / professional skills, knowledge and understanding developed, since the last time you were observed? • What personal pedagogical development are you currently working on? • What would you like to develop further?				

Teaching, Learning and Assessment (TLA) Audit
"Is teacher's practice having a consistently positive impact on children's learning?"

Carried out by:	On:

BOOKS / PLANNING	Book Scrutiny Focus: Presentation Marking/Feedback Differentiation Progress Over Time
Is progress visible from first to last piece of work; especially in writing and across a variety of subjects?	

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Are teachers promoting a high standard of presentation?	
Is there evidence of regular and effective feedback, with children having the opportunity to respond to the feedback?	
Do children have opportunities to undertake extended pieces of writing across the curriculum?	
Do teachers frequently differentiate learning to meet children's needs?	
Can consistency in learning objectives be evidenced across the classes?	
Is there clear differentiation in planning?	
Are teachers regularly reviewing their practice through notes on their planning?	
Strengths:	**Concerns:**

DATA	
Is formative assessment being updated regularly?	

Does the formative assessment match with children's work and teachers expectations?	

Strengths:	Concerns:

LESSON AND ACTIVITIES	
Is there an effective use of adult support?	
Is behaviour management to a high standard?	
Is there a clear and effective pace to the lesson?	
Is teaching and learning inspiring and are all children engaged?	
Are effective changes being made to support children with specific needs? *(Vulnerable children, SEND, G&T and behavioural)*	

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Strengths:	Concerns:

TLA Audit: Lesson Walk-Round

Carried out by:	On:

Criteria	CLASS					
	Mercury	Neptune	Venus	Saturn	Mars	Jupiter
Time on carpet						
Engagement of children						
Questioning						
Use of TA						
Use of resources to scaffold learning						
Strengths						

Managing for @ School of Success

Concerns					

TLA Audit: Walk-round: Effective deployment of Teaching Assistants

Carried out by:	On:

Learning Walk for:	Date: Time:	Date: Time:	Date: Time:	Date: Time:	Date: Time:
TA deployment shown clearly on planning?					
TA listening to teacher?					
TA working 1:1 with child in class?					
TA working 1:1 with child out of class?					
TA working with SEN in class?					
TA working with SEN out of class?					
TA working with LA in class?					
TA working with LA out of class?					

Managing for @ School of Success

TA working with MA in class?				
TA working with MA out of class?				
TA working with HA in class?				
TA working with HA out of class?				
TA 'finding and fixing'/ roaming?				
TA doing 'other'? Please note.				

TLA Audit: Pupil Voice

Carried out by:	**On:**
Year Group: 3 4 5 6	**Gender: M F**

Statement	Agree	Disagree	Not Sure	Statement	Agree	Disagree	Not Sure
I enjoy learning at school				I get help when I need it			
Work is interesting and challenging				We get a good amount of homework			
I sometimes find work too easy				Teachers help me to improve my learning			
Teachers' explanations are clear and easy to follow				Teaching assistants are helpful			
Teachers encourage me to speak in class				I worry about getting things wrong			

Managing for @ School of Success

	Agree	Disagree	Not Sure		Agree	Disagree	Not Sure
We sometimes work in groups or pairs				Teachers mark our work fairly			
I work on my own most of the time				Teachers are interested in what I have to say			
Teachers praise me when I have done something well				I know what to do to improve			
I know who to ask for help				There is a friendly atmosphere in our classroom			

The key ingredients for a good lesson are:

It can be hard to learn when:

TLA Audit: Pupil Voice Summary

Carried out by:	On:
Year 3: ＿＿＿＿ Year 4:＿＿＿＿ Year 5:＿＿＿＿ Year 6: ＿＿＿＿	Gender: Male: ＿＿＿＿ Female: ＿＿＿＿＿

Statement	Agree	Disagree	Not Sure	Statement	Agree	Disagree	Not Sure
I enjoy learning at school				I get help when I need it			

Managing for @ School of Success

Work is interesting and challenging				We get a good amount of homework			
I sometimes find work too easy				Teachers help me to improve my learning			
Teachers' explanations are clear and easy to follow				Teaching assistants are helpful			
Teachers encourage me to speak in class				I worry about getting things wrong			
We sometimes work in groups or pairs				Teachers mark our work fairly			
I work on my own most of the time				Teachers are interested in what I have to say			
Teachers praise me when I have done something well				I know what to do to improve			
I know who to ask for help				There is a friendly atmosphere in our classroom			

The key ingredients for a good lesson are:

It can be hard to learn when:

Vila Nova de Paiva Group of Schools

Examples of indicators used to monitor the situations of indiscipline

2nd task

As part of the monitoring of indiscipline in Agrupamento de Escolas de Vila Nova de Paiva we use the following indicators:

- Number of disciplinary participations per class/ year/ cycle and school term

- Rate of disciplinary participations per class/ year/ cycle and school term

- Number of students with disciplinary participations per class/ year/ cycle and school term

- Rate of students with disciplinary participations per class/ year/ cycle and school term

- Number of disciplinary procedures per class/ year/ cycle and school term

- Rate of disciplinary procedures per class/ year/ cycle and school term

- Number of students with corrective disciplinary measures per class/ year/ cycle and school term

- Rate of students with corrective disciplinary measures per class/ year/ cycle and school term

- Number of students with sanctioning disciplinary measures per class/ year/ cycle and school term

- Rate of students with sanctioning disciplinary measures per class/ year/ cycle and school term

- Reason for disciplinary participation per class / year / cycle and school term

I Spoleczne Liceum Ogolnoksztalcace im Unii Europejskiej w Zamosciu – **Poland**

Examples of indicators used for internal evaluation
at I Społeczne Liceum Ogólnokształcące in Zamość

Instead of an introduction:

In Poland conducting internal evaluation is the responsibility of state schools and it is the basis of the pedagogical supervision system of Polish schools and educational institutions. The purpose of the system is to support schools in their development and maintain high quality of education. The process of self-evaluation should answer two basic questions: Where are we? and What direction should we take to develop further? Although the legislator gives a lot of autonomy to head teachers and teachers' school councils in selecting the subject and scope of research, in practice, internal evaluation is used by schools as a process preparing them for external evaluation. For this reason, while planning internal evaluation, schools refer to requirements defined by the Ministry of Education. These are as follows:

Requirement 1: The school or institution implements the concept of work aimed at the students'development.

Requirement 2: The educational process is organised in a way supporting learning.

Requirement 3: Students gain knowledge and skills that are specified by the school curriculum. Requirement 4: Students are active.

Requirement 5: Attitudes are shaped and social norms are respected.

Requirement 6: The school or institution promotes the students' development, taking their individual situation into consideration.

Requirement 7: Teachers take active part in educational processes' planning and implementation.

Requirement 8: The value of education is promoted.

Requirement 9: Parents are the partners of the school or institution.

Requirement 10: The school, institution and community resources are used for the mutual development.

Requirement 11: The analysis of the standarised external exam results (primary school, junior-high school, high school leaving exams and vocational qualification exam) and other internal/external evaluation results are taken into consideration by the school or institution while organising the educational process.

Requirement 12: The management of the school or institution fosters their development.

Non-public schools are not obliged to conduct internal evaluation. In schools run by

Zamojskie Towarzystwo Oświatowe (the association running the schools), it is conducted only in justified cases, when it is necessary to take a closer look at some weaker aspects of the institution's functioning. This knowledge is essential for introducing necessary changes and ensuring continuous development.

The import ant fact is that in Poland there are no ready and standardized tools for self-evaluation - each evaluation team develops research tools independently (e.g. diagnostic sheets and surveys, interviews, evaluation surveys), conducts observations and group discussions, and interprets the results.

Internal evaluation at I Społeczne Liceum Ogólnokształcące

The issues of internal evaluation at I Społeczne Liceum Ogólnokształcące are mainly related to the quality of education, which influence other aspects of the school's activity, such as the recruitment process and the number of students wanting to continue education in our school, after school activities range, selection of the teaching staff, implementation of EU projects, school atmosphere, the prestige of the institution, etc.

The quality of education – evaluation indicators

A. Particular assessment of students.

During each of the four school terms students systematically get grades – according to the scale from 1 (the lowest) to 6 (the best) for the current knowledge and skills in particular subjects. This allows for the quick diagnosis of students with learning difficulties.

The factors taken into consideration are as follows:
- number of grades 1 and 2 in particular classes;
- student's grade point average in particular classes;
- the teacher's opinion about the student's abilities.

The analysis of gathered information allows for the creation and implementation of individual help for young people with educational problems. For such students with low educational potential and special learning difficulties, the school organises extra-curricular activities, which are often individual sessions, and classes with a psychologist or teacher of the particular subject. The purpose of these activities is to support students in their own development and to convince them that success depends not only on one's talents but also on effort and systematic work. It is important to discover successful learning strategies that lead to success. The activities' efficiency indicator is the long-term progress confirmed by current assessment and grades.

B. Students' final term results

At the end of each of the 4 school terms, during the teaching staff meeting, the form tutor presents the students' final term results in particular subjects according to the scale from 1 (the lowest) to 6 (the best).

The following factors are taken into account:

- the number of particular grades in educational activities;
- grade point average of particular students and their learning progress;
- class performance summary.

By comparing the above data, an overview of students' progress in acquiring knowledge and competences is formed. It also helps to create a plan of activities allowing students to perform better, accordingly to their individual abilities and predispositions.

C.   School leaving final exam results (Matura Exam results):

The Matura Exam is the same for all graduates of high schools in Poland, the exam papers are checked and assessed by teams of examiners appointed by the Central (Regional) Examination Board. The result is impartial and comparable countrywide in a given year.

The factors taken into consideration are:
- the average percentage results in particular subjects respectively in a given class, school, district, region, Poland;
- graduates' individual results in particular subjects together with the centile result;
- individual scoring for particular tasks, indicating their level of difficulty;
- Matura Exam results ranking published by 'Perspektywy' magazine, presenting the school's position among the best schools in Poland.

The above information, derived from external sources, and its analysis in relation to the examination paper, allow to determine the degree to which the graduates have mastered the curriculum contents and to identify issues or types of tasks that require teachers' special attention in the teaching process. At the same time, the nationwide ranking allows to compare the results achieved by students, compared to the results achieved in other institutions in the country.

D.   The number of laureates and finalists of nationwide competitions in particular subjects

Competitions in particular subjects are annual thematic competitions related to the selected field of knowledge, intended for students of upper secondary/high schools. Each year over 30 competitions are organised in Poland, usually under the auspices of scientific/artistic associations or colleges/universities. Each competition usually consists of three stages: the first organised at the school or district level - sometimes it involves sending written work or solutions to tasks prepared by the committee of the given competition.

The second stage is usually of sub-regional or regional level and the participants are the first stage best performers. The final stage is the final nationwide competition, in which the laureates and finalists are selected. They do not have to take the Matura Exam in the given subject and are automatically granted 100% points in it (at the extended level – A level). The participants of the competition finals are also offered preferential recruitment conditions while applying to universities. The factors taken into consideration are:
- the number of laureates and finalists of the particular competition;
- the competition ranking according to the 'Perspektywy' magazine, presenting the school's position among the best schools in Poland.

The number of successful competitors allows for better assessment of the teachers' work with talented students and further planning of such work in the future.
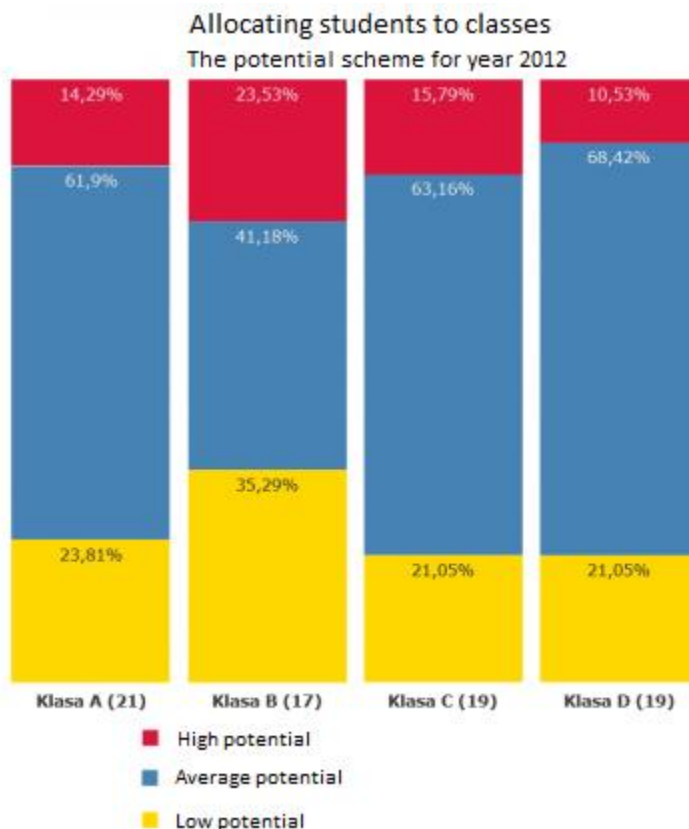
E.   Educational value added

Educational value added is one of the statistical methods for analyzing exam results. It shows the students' external exam results in a particular school compared to the results of students with the same level of knowledge gained at earlier educational stages. The position of the school is illustrated by the ellipse, located in the coordinate system, where the vertical axis indicates the result of the exam and the horizontal axis indicates the school's efficiency in the three years of learning. The position of the ellipse in particular quarters of the graph determines the main features of the head teacher's and the school staff's work.
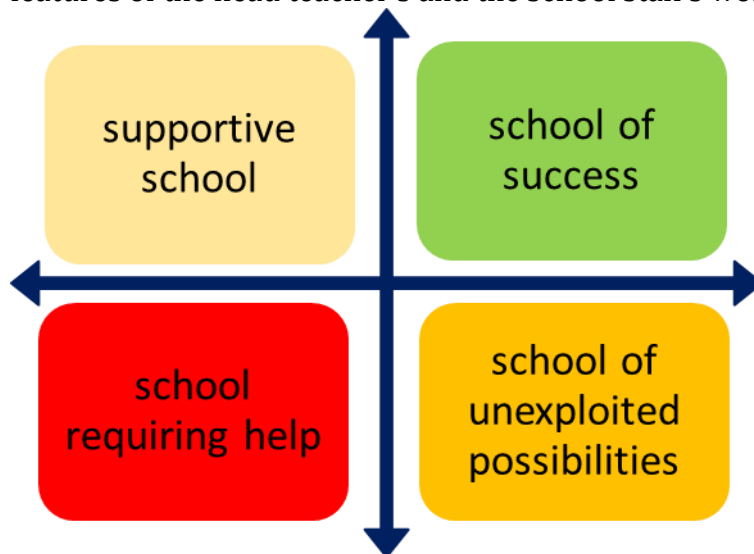
The Educational Value Added (EWD) indicator calculated on the basis of the published data.

To calculate the Educational Value Added (EWD) in the evaluation process the following are taken into consideration:

-   the position of the ellipse in the coordinate system;
-   the changing position of the ellipse in the coordinate system in the course of time;
-   graphs and charts from the Educational Value Added (EWD) calculator, e.g.:

Allocating students to classes
The potential scheme for year 2012

	High potential	Average potential	Low potential
Klasa A (21)	14,29%	61,9%	23,81%
Klasa B (17)	23,53%	41,18%	35,29%
Klasa C (19)	15,79%	63,16%	21,05%
Klasa D (19)	10,53%	68,42%	21,05%

The Educational Value Added (EWD) analysis is also a reliable measure of the school and teachers' work. It presents changes in Educational Value Added (EWD) over the years and helps indicate factors of positive or negative influence on the educational institution efficiency.

F. Graduates studying at prestigious universities

The task of a comprehensive high school is to prepare its students in the best possible way to continue university education in their chosen fields. The most prestigious, and at the same time demanding high final external exams result, courses in Poland are considered the following: medical courses (all universities), technical courses (Warsaw University of Technology, Wrocław University of Science and Technology, AGH University of Science and Technology in Cracow), economic courses (Warsaw School of Economics, Cracow University of Economics).

The following indicators are taken into consideration while evaluating these areas:
- the percentage of graduates continuing university education;
- the percentage/number of graduates studying at prestigious universities;
- careers of our school's graduates.

The above information allows for the school's work practical verification and introduction of activities helping students with achieving their own long-term goals.

Sátão Group of Schools

INITIAL FRAMEWORK

The Schools Group of Sátão opted for an internal evaluation model articulated with the strengths of the existing external evaluation model in Portugal.
Every year, the data collection mode is adjusted, constituting an activity of self-assessment and an opportunity for reflection and organizational learning.
Although the culture of self-assessment is recent, the Grouping has already integrated this practice into its procedures. The periodicity of data collection is based on a two-year cycle. In the first year the report and the improvement plan are made and in the second year a report is prepared on the implementation of the Improvement Plan, collecting new data for the new Improvement Plan. At the same time, data collection instruments are being adjusted.
There are, therefore, some examples of how the director's participation in the M@ss project has influenced the reflection of the Sátão Schools Group.

EXAMPLES OF INTERNAL EVALUATION INDICATORS FOR IMPROVEMENT ACTIONS

Domains	Issues	Improvement Actions	Indicators
Academic Resulta	What factors are success promotors?	- Coordination between teachers - Class unfolding - Imediate interventio in situations of school dropout or failure.	- Success rates of class pupils with coadjustments - Success rate of students in unfolded classes - Comparative success rates of the same class over the last 3 years - Drop out rate
Social Results	Does teaching enable students of lower socio-economic background to succeed? Does the social action of the school allow the effective	- Reduce the failure rates of pupils with grades A and B in school social action - Imediate interventio in situations of school dropout or failure.	- Success rates of students with School Social Action - Employability rates of students who completed professional courses

	improvement of the learning conditions of the most disadvantaged students?		- Continuity rate in higher education of students who completed professional courses
Relation with the Community	Does the school have the support and recognition of its local partners?	- Intensify the communication with the broader education community	- Rate of partnerships that finance school activities
Curricular Planning and Articulation	Is the school curriculum horizontally and vertically articulated? Are teachers in the same school year/ subject preparing their classes and their evaluation tools together?	- Promote a greater link between cycles and levels of education. - Create an opportunity for joint work among teachers.	- Number of classes / subjects with coadjuvations - Number of unfolding classes / subjects - Monitoring of vertical articulation memos at the beginning of the school year - Average of the students in common tests
Teaching practices	Do teachers use diversified teaching-learning methodologies? What situations / spaces and opportunities make possible the introduction of new	- Encourage the diversification of teaching strategies	- Identification by teachers of the differentiation strategies they use in the classroom - Level of satisfaction of students with teaching

	methodologies?		
Evaluation monitoring	Are the evaluation tools diversified? Are the evaluation tools essentially formative? Is the evaluation a fair process?	- Provide ongoing reflection on evaluation processes and their significance.	- Identification by the teacher of the evaluation methods used - Level of student satisfaction with assessment
Liadership	Does the top leadership have a "door open" and stakeholder hearing policy? Are conflict situations resolved effectively? Does the top leadership respect the internal hierarchies and articulate with the intermediate leaderships?	Intensify the articulation between the top leadership and the intermediate leaderships. - Clarify the conflict resolution process	- Satisfaction degree of the intermediate leaderships concern the top leadership - Custumer satisfaction degree about conflict resolution procedures - Recognition by clients of the competence to resolve conflicts
Management	Have the school spaces that lack intervention been the subject of concrete actions to improve it?	- Promoting faster intervention in spaces	- Record of interventions in school spaces in the strategic planning report
Overall satisfaction with the operation	What suggestions for improvement could be proposed for the functioning of the school?	- To organize for each service an improvement plan	- Implementation of the Improvement Plan in each area

Data collection is based on the cross-checking of various monitoring sources (surveys of several stakeholders in the school community, reading of documents and other records) and cross-reporting of the various areas under assessment.

Istituto Omicomprensivo "Ridolfi- Zimarino" – Italy

Self -Evaluation: criteria and indicators

Our Institute, whose name is "*Omnicomprensivo Ridolfi-Zimarino*" situated in Scerni, involves the first and second cycle of education and it needs to apply different methods, in order to monitor the educational and organizing process. In September, during the first school days, pupils do some tests to attest their knowledge, skills, competences and other logical activities. The results offer some basis which are the point to start an inclusive way of teaching. The process of evaluation is shared with the headmaster and teachers during a monthly reunion (called the Class Council), whose results are given at the end of the first four-month period (from September up to January). Teachers are available for families for an hour, once a week. These meeting are fundamental because the cooperation between school and families is very useful for students' school success. Sharing strategies and common objectives can help pupils (from three up to fourteen years old) to overcome their difficulties.

The Invalsi (that is a National Institute for the evaluation of the educational system) monitors the work of teachers and headmasters; the results have been positive. These data show an improvement at the end of the Low Secondary School. Teachers, headmasters and all the staff are seriously committed in their tasks. There is a difference between teachers' studies in the Primary and Secondary Schools, owing to their different university courses. Besides it's difficult monitoring the use of new technologies, laboratories and the bad phenomenon of bullying. They are thinking of preparing some questionnaires to be filled in, by students and their families.

Bullying

Our Institute is busy in the creation of an educational strategy which could stop bullying. The solution can be found in the promotion of a culture full of democracy, equality and social rules, shared by students, their parents and teachers. The final purposes are the following: school politics, improving culture and discouraging all bad attitudes. For that the headmaster has appointed a work group who has to monitor the situation and intervene when it's needed. The first step is a

questionnaire built following these references:
- A. a questionnaire based on the appointment of peers;
- B. a questionnaire called "My school life", by Sharp-P. Smith;
- C. a questionnaire about the arrogances, by D: Olweus.

Besides questionnaires, there will be direct remarks, discussions, interviews and individual conversations, in order to monitor and solve this great problem. Italy started to worry about bullying only in 1995, so it was late if we compare it to other European countries.

Criteria and indicators used for monitoring

Criterion	Processes indicator	Results indicator
Cooperation	• Frequency of discussions about the planning of the project among the members of all Councils. • Keeping on the work • Involving all the teachers who work in the classes, whose pupils are working at the project	• Positive results about teachers' relationships • Good cooperation among teachers
Exchanges among teachers	• Teachers who cooperated to plan and carry out the project and teachers who teach in the classes involved in the project	• Highlighting some specific competences of some teachers
Involving students	• Involving concretely pupils who join the project	• Good relationships between students and teachers and among students' themselves

Erasmus+

Communication	• Relationships between Institutions outside the school	• Improvement of relationships between schools and external Institutions
Accomplishment	• Previous organization of times, spaces and materials	• Respect of programs established previously

The evaluation report, dating back to 2015/2016, has shown some difficulties connected with the following areas:
- Results
- Processes

RESULTS AREA

Difficulties / Some ways to improve have been found	Good achievements
Good school results, common basis competences and equal results 1. **School results** 2. **Results given by the National Tests (INVALSI)**	Good school results, common basis competences and equal results 1. **Key competences about citizenship** 2. **Long-term results**

PROCESSES AREA

Difficulties / Some ways to improve have been found	Good achievements
Educational strategies 1. **Curriculum, planning and evaluation** 2. **Learning environment** 3. **Inclusion** Organizing strategies 1. **Development and esteem of human resources**	Educational strategies 1. **Continuity and orientation**

Nelas Group of Schools

To what extent/How is school time facilitating student success?

More time spent in school favors more and better learning as long as the quality (and intentionality) of the activities is guaranteed.

Indicators:

1- **Characteristics of the students** (Age, Grade, Attendance of pre-school education,

Parents´academic qualifications (mother), Social Support, Residence in Nelas or in the surroundings)

2- **How much time do you spend in school** (number of hours per day at school, lunchtime at school)

  i. How suitable is time dedicated to learning skills in the classroom context (not enough, enough, plenty of time)

  • time spent in reading, writing and literature

  • time dedicated to languages

  • time dedicated to mathematics

  • time using information and communication technologies (ICT)

  • time spent on sciences and experimental activities

  • time dedicated to projects

  • time dedicated to the arts

  • time dedicated to sport

  ii.How long does it take in class to …. (Class time spent in

  • maintain order and discipline
  • do administrative and organizational tasks
  • get technological equipment into use

  iii.   How often in class do sts participate in …
  • project work

- activities to consolidate your learning

- peer work

- formative evaluation

- projects to deepen the knowledge acquired

- interdisciplinary work

- recovery activities of learning

- regional and local subjects

- activities of research, evaluation, reflection, critical and autonomous information

- problem solving activities

- activities to develop communication skills and oral expression

- activities to develop communication skills and written expression

- activities to develop communication skills and visual expression

iv.   **How much time in class do teachers spend in …**

- lecturing students

v. **How much time a week do sts spend in pedagogical support classes**?

(Portuguese, English, Mathematics, Study skills…)

vi.   **How much time a week do sts spend in curricular enrichment activities** (on average)

- Clubs (sports, science, theatre, heritage, robotics, school radio….)

- Projects (Apps for good, Eco-schools, PIC

-

3- **How much time do sts spend in other activities outside school (n**umber of hours per week, on average, dedicated to

- homework or study defined by teachers

- external lessons to solve difficulties

- arts and sports activities

4- Degree of satisfaction with time in …

    a.   the classroom

    b.   informal activities at school

    c.   curricular enrichment activities

    d.   activities outside of school

Is school time facilitating student success?
More time in school favors more and better learning as long as the quality (and intentionality) of the activities is guaranteed.

Indicators:
1- **Characteristics of the students** (Age, Year of schooling, Repetitions, Frequency of pre-school education, Academic qualifications of mother and father, Social Action Support, Residence)
2- **Specific characteristics of clubs**
3- **Specific characteristics of the projects**
4- **Involvement of students in the project / club**
5- **Degree of student satisfaction** with their participation in the project
6- **Utility of learning** in the project
7- **Quality of organization** of activities
8- **Support of the parents** to the project
9- **Perspectives of parents** about the project (encouragement, involvement, perception about the motivation and involvement of learners, added value for the students who participate in the project)
10 – School results of the students

Confederacion Espanola de Centros de Ensenanza Asociacion C.E.C.E. – Spain

As indicators I think it is important to outline the ones that provide us a lot of information in order to create an improving plan. The reason why families have chosen our school believing in our educational methodology and to check their satisfaction grade is one of the points we have to pay more attention.

In our school we give parents a satisfaction survey. P1 parents (the first year when students come to nursery) and in P3 (first stage in pre-school) are the interviewed years. These are the indicators we check in the selection survey (figure 1) and into the satisfaction survey (figure 2)

Figure 1

Tick the correct option/s

1. **How did you meet us?**

☐ I'm an old Student of the school
☐ By a friend reference
☐ By the newspaper
☐ By the web
☐ By the bus marketing
☐ By the nursery
☐ Other: ....

2. **Why did you decide to come and visit our school?**

☐ Because of the area
☐ We had nice comments and recommendations
☐ Other: ....

3. **Why did you choose our school to join in?**

☐ Because of the guided tour
☐ Because of the educational project
☐ Because it is a trilingual school

☐ Because of the values of the school
☐ Because of the familiar environment
☐ Because of the price

4. Which other school have you already visited?

....

5. Is there anything you would improve in our school?

Figure 2

1. In which grade have your expectations acomplished?

☐ Very high   ☐ High   Medium ☐   Low   ☐

Why? ....

....

2. How would you evaluate your first year at school?

	VERY HIGH	HIGH	MEDIUM	LOW
Education quality				
Individualized atention				
Daily work in the class				
English project				
Teachers-students relationship				
Atention against parents				
School celebrations				
Familiar environment				
School-family communication				
Lunchtime service				
Morning time (before 9 o'clock)				

Secretary				
Summer camp				

Other comments:

3. **How would you improve our school?**

Comments:

4. Have you got Internet acces at home? **YES** ☐ **No** ☐

Related to technological aspects, our school has already got a new technology coordinator who coordinates and teaches other staff in relation to the use of the new technologies in the different lessons. The importance we want to transfer to our teachers is that NT are a very useful tool to help students in the learning process. We use computers, ipads, interactive boards and other staff to work cooperatively and through group projects but also to find information or to create and do presentations.

About being decisive and resolute as well as to give answers to the problems or troubles that school has to afford, the directive team works with the assessment and opinion of the teachers team. We have elaborated different actuation protocols to fight and prevent bullying and to have immediate and efficient answers.

Teachers team have got 25 school hours in which they have to be in the class and teach students but also 5 hours used for:

- Familiy interviews (2 hours a week)
- Project teaming (2 hours a week)
- Individual students interviews (1 hour a week)

At the beginning of the year the directive team writes down a document (NOFC) that

compiles the organisation and functioning rules of the school. This document is shared with all members of the institution and all team evaluates and changes the necessary aspects. There is a section which explains the improvement of the academic results and we consider it as a very important indicator in an internal and external ambit.

Every year it is written down a communication plan. In this plan appear all activities and tasks we must do every year to make our school been known by the neighbourhood and the rest of the city. These activities are also uploaded on the social media and they show the participation of our students and teachers in different entities. We use the school newsletter to inform families about their children's daily life in the class. In this communication plan there is also a section to go in deep with the communication between directive team- teachers team- teacher-teacher. We use gdrive and whatsapp to communicative and to upload all interesting reflections and conclusions when someone attends to a formation course.   We use agenda and Groupnote application to communicate with families and also individual interviews with families (twice a year) to talk about problems, worries or their work in the different subjects.

Penalva do Castelo Group of Schools

EVALUATION OF ACADEMIC SUCCESS

From the existing self-evaluation experiences in the Agrupamento de Escolas de Penalva do Castelo I chose to disclose the internal academic analysis results obtained at the end of each term. This analysis not only provides a general view on the general internal academic results obtained by the pupils attending different subject areas (primary education) and subjects (2nd 3rd basic education cycles and secondary education), as well as the knowledge of results of each subject area (primary education) and subject (2nd 3rd basic education cycles and secondary education) in accordance with the assessment framework built for this specific purpose.

The internal assessment of the academic success occurs according to the following phases:

1. The building of a framework that takes into account the definition of success at the school cluster;

FRAMEWORK				
Dimension:	*Built*	**Area to evaluate:** 5. *Results*		**Evaluation timeline**
		Subarea: 5.1. *Academic success*		
	External	**Central Administration** *(Norm published about evaluation on pupils learning)):* *Law nº 31/2002* *Normative Dispatch n.º 24A/2012* *Ordonnance nº 243/2012 (Secondary Education)* *Law n.º 46/86 from October 14th*		

Managing for @ School of Success

Referential		Decree n.º 139/2012 Law nº 51/ 2012 **Research** (Published research Works about student assessment: Lima, Jorge Ávila, 2008 Bolivar, 2003 Scheerens,2004 Thurler,1998	SCHOOL YEAR 2016/2017
	Internal	Educational Project of the school cluster Education inspection report on external evaluation	

Data	Criteria	Indicators	Leads
Basic Education	Internal efficiency	1. The success rates in the different subjects are greater than or equal to those obtained in the previous school year; 2. The passing/conclusion rates of the final school years are in accordance with the defined goals (4th, 6th and 9th grades); 3. The passing/conclusion rates by school year are above those obtained in the last school years (remaining school years).	Grade reports; Central administration reports
	External efficiency	1. The success rates obtained in the external evaluation process (national exams) are in accordance with the defined goals;; 2. . The success rates obtained in the external evaluation process (national exams) are above national average results.	

	Internal quality	*1. The percentage of the number of students without any grade lower than 3 is higher than the percentage obtained in the previous year.; 2. The grade average of the different subjects is above the average registered last year.*
	External quality	*1. The average grade of the national exams are above national average.; 2. The average grades obtained by students in the external evaluation are above the ones obtained the previous year.*
	Coherence	*1.The grade average of the internal evaluation and the external evaluation (subjects with compulsory national exam) have an integrated difference of a 0.4 (level) interval.*
	Fulfilment	*1. The number of assessed students by subject is the same as the number of students enrolled by subject.*

2. At the end of each term, the school, the form teacher gathers all evaluation data and makes it available to the coordinator of the self evaluation team;

3. The self-evaluation team reorganizes the data and sends it the department coordinator;

4. Department coordinators resend the data to their several department teachers in the following documents: Guide, organized data file (MSExcel 2007) and grid corresponding to each of the taught levels;

5. The subject coordinators are responsible for promoting this academic result evaluation with their fellow subject teachers. This evaluation focuses on internal efficiency and internal quality (criteria pointed out in the Framework)

		Term _
Subject:	_	

FRAMEWORK			Analysis [1]				Analysis		
Criteria	Items						(Exs. global description, reasons that account for results…)		
Internal efficiency	How do success rates compare to those obtained the previous year?		↘	↔	↗		–		
		5th							
		6th							
		7th							
		8th							
		9th							
Internal quality	How do average grades compare to those obtained the previous year?		↘	↔	↗				
		5th							
		6th							
		7th					[1] Mark with **X** the result analysis **Caption: ↘ - Under; ↔ - Identical; ↗ - Above.**		
		8th							
		9.º							
Were remedial strategies defined / remedial strategies of the weak points / or reinforcement of strong points (Mark with **X**)			**Yes**		**No**				
If YES, identify strategies:									

6. In the department meetings, coordinators, besides presenting the results, can also encourage the sharing of the results obtained in each subject and this way collect all necessary data.

7. Filled in evaluation spreadsheets have to be sent to the email account of the self-evaluation team.

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8. With all filled in spreadsheets, the self-evaluation team will write a report on the academic success that will be put for consideration and analysis. This will allow for future decision taking in relation to strategic organization propositions to improve success and good practices suggested by teachers.

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