

# Fraserburgh Academy Whole School Policy Document

## Self-Evaluation and Quality Assurance Policy



Date

September 2023 E. Carlin.

## Our VALUES

Aspiration  
Community  
Integrity  
Kindness  
Trust

## Our ROUTINES

Hands up for Silence  
Meet & Greet  
End & Send  
Walk & Talk

## Our REPAIR

What Happened?  
How were you feeling?  
Who was affected?  
How might they have been feeling?  
What needs to happen now?

# the FRASERBURGH way

## Our RECOGNITION

Praise in Public, Reprimand in Private  
Recognition Boards  
Post Cards  
Lighthouse Awards

## Our PHRASES

“Right Time, Right Place, Right Tone,  
Thank You”  
“I hear what you’re saying, now I need  
you to...”  
“Phones away for Learning, Thank You”  
“Round in 5 for Learning, Thank You”

## Our RESPONSE

“I hear what you’re saying. The rule  
was about being R/R/S. I have seen  
you doing this really well before. I  
need you to be more R/R/S. Thanks  
for listening.”



TOGETHER CREATING  
POSITIVE FUTURES

## **Introduction: Purpose and Context**

In the pursuit of educational excellence, the importance of effective quality assurance procedures cannot be overstated. An outstanding school is not merely a place of education; it is an institution where rigorous evaluation and continuous improvement lead to exemplary outcomes for our young learners. At the heart of this endeavor lies the fundamental principle that teaching and learning are the bedrock upon which all other educational aspirations are built. As we embark on our journey towards educational greatness, it is imperative that we emphasize the pivotal role of excellent teaching, enabled by effective leadership at all levels within the school, including Senior Leadership Team (SLT) and middle leaders.

Our commitment to achieving this objective is underscored by four critical areas of focus, which form the core of our School Improvement Plan (SIP) and encapsulate our school priorities:

1. Curriculum Review: Crafting a dynamic and responsive curriculum that equips our students with the knowledge and skills they need to thrive in an ever-evolving world.
2. Faculty Review: Empowering our teaching staff with the support and resources necessary to excel in their roles, fostering professional development and growth.
3. Learning and Teaching Review: Ensuring that the classroom experience is engaging, effective, and aligned with the best educational practices, fostering a culture of continuous improvement in pedagogy.
4. Data Analysis: Leveraging data-driven insights to inform decision-making, tailor instruction, and monitor progress toward our educational goals.

In this context, we employ a comprehensive array of self-evaluation and quality assurance activities, each designed to address key questions that drive our pursuit of excellence:

- What are we doing well that we can celebrate and share? Recognizing and amplifying our strengths, fostering a culture of recognition and celebration.
- What do we need to do better? Identifying areas for improvement, acknowledging that growth is a continuous process.

- How can we do it better? Seeking innovative approaches and strategies to enhance our educational practices.

- What evidence is there of our students making progress? Ensuring that every action we take is ultimately geared towards facilitating student growth and development.

### Self-Evaluation and Quality-Assurance: Overview of Activities

Our commitment to self-evaluation and quality assurance is not theoretical; it is woven into the very fabric of our school's operations. Here are the key activities that form the cornerstone of our approach:

1. **School Self-Evaluation/QA Cycle:** A structured, ongoing process where every aspect of our school's operation is systematically examined, evaluated, and improved.
2. **SIPs and FIPs (School Improvement Plans and Faculty Improvement Plans):** These plans serve as roadmaps, outlining our strategic goals, action steps, and timelines for improvement.
3. **Lesson Observation Cycles:** Regular classroom observations by experienced educators to provide constructive feedback, support professional development, and ensure high-quality teaching.
4. **Reporting QA:** Scrutinizing the accuracy and effectiveness of our reporting processes to ensure that parents and stakeholders receive clear, meaningful information about student progress.
5. **Faculty Moderation:** Collaborative reviews of teaching materials and assessments to ensure consistency and fairness across different classrooms and subject areas.
6. **Impact Team Progress Reports:** Teams dedicated to monitoring and evaluating the impact of our improvement efforts, allowing us to make data-informed decisions.
7. **Faculty Attainment/Performance Reviews:** A holistic assessment of faculty members' performance, encompassing not just classroom teaching but also contributions to the wider school community.
8. **Pupil Voice:** Listening to and valuing the perspectives of our students, involving them in shaping their educational experience, and gauging their satisfaction.

9. Parental/Staff Surveys: Collecting feedback from parents and staff to gain insights into their experiences, concerns, and suggestions, which inform our improvement strategies.

In conclusion, our school is committed to an unwavering pursuit of excellence through the systematic application of self-evaluation and quality assurance processes. These activities, aligned with our core priorities and guided by the imperative to continuously enhance teaching and learning, are the means by which we endeavor to provide our young people with the best possible educational experience, equipping them for success in an ever-changing world.

(see below for QA Cycle graphic)

# Fraserburgh Academy Quality Assurance and Self-Evaluation Annual Cycle

