



Curriculum for Excellence National Expectations: Self-evaluation resource

QI 5.1 The curriculum
and
QI 5.9 Improvement through self-evaluation

August 2013

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Introduction

This document supplements the advice given in [The Inspection Advice Note 2013-14. Taking account of Curriculum for Excellence national expectations in inspections \(June 2013\)](#) which sets out updated expectations in relation to Quality Indicator (QI) 5.1 The curriculum and QI 5.9 Improvement through self-evaluation. It is the first in a series of support for practitioners in evaluating the impact of curriculum change and improvement through self-evaluation. It has been written primarily for pre-school centres, primary, special and secondary schools. Colleges, Community Learning and development (CLD) and other partner providers will also find it useful in evaluating their contributions to the curriculum for learners 3-18 as well as in supporting them in shared self-evaluation.

It is structured to provide:

- an updated illustration of 'very good' for QI 5.1 The curriculum;
- sets of questions that can be used to help evaluate the quality of the broad general education, the senior phase and curriculum transitions;
- an updated illustration of 'very good' for QI 5.9 Improvement through self-evaluation; and
- a set of questions that can be used to help evaluate the quality of improvement through self-evaluation.

To assist schools¹ with their implementation, particular emphasis is given to priority areas for further development highlighted in the [CfE Implementation Plan 2013-14](#). This includes ensuring that approaches to planning, tracking, recording and reporting do not become overly bureaucratic.

Strong and effective leadership is required at all levels to deliver the high quality and promotion of continuous improvement and excellence for all learners expected through CfE. This resource aims to support staff² in collaborating and engaging in purposeful self-evaluation focusing on the impact on outcomes for learners.

¹ Throughout this document, the term 'school' is taken to include pre-school centres, residential and day special schools (including secure provision) and primary and secondary schools.

² The term 'staff' or 'teachers' is used to refer to all staff involved in delivering the curriculum and in self-evaluation, including pre-school practitioners, CLD staff and other relevant practitioners.

Evaluating QI 5.1 The curriculum

The curriculum is defined as **the totality of learning experienced irrespective of where the learning takes place**. This includes learning in and out of school and that delivered through partnerships. In evaluating this QI a holistic, rounded judgement is made on the quality of the curriculum **as experienced by the learners**. When making an evaluation, it is necessary to cross refer to the evidence for QI 2.1 and QI 1.1 to check whether the action taken was successful in having a positive impact on the learning experiences of, and outcomes for, children and young people.

This section is structured to allow staff to focus on different aspects of the curriculum.

- The overall quality of the curriculum – using the updated illustration for QI 5.1;
- The quality of the broad general education (BGE) – questions relating to the rationale and design, development and quality of courses and programmes;
- The quality of the senior phase – questions relating to the rationale and design, development and quality of courses and programmes; and
- The quality of curriculum transitions – questions related to transitions 3-18 including both the BGE and the senior phase.

QI 5.1 The curriculum : Updated Level 5 illustration

KEY FEATURES:

This indicator relates to the curriculum as the totality of learning across curriculum areas and subjects, interdisciplinary learning, the life of the school as a community, and opportunities for personal achievement irrespective of where the learning takes place. It focuses on the quality of the curriculum as experienced by learners across stages and transition points. It highlights the need for the curriculum to be dynamic to take account of innovation, and flexible to meet the needs of all learners.

Theme 1: The rationale and design of the curriculum

❖ Our curriculum has a clear rationale based on shared values and learners' entitlements and develops the four capacities. We have a clear and shared strategy for the development of literacy, numeracy and health and wellbeing across the curriculum. The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. The curriculum is designed to meet the needs of all learners and takes account of our local circumstances and of local and national advice, and reflects the views of parents and carers. It is designed to deliver the entitlements. We ensure coherence and progression in learning with well-planned, joined up learning across the four aspects of the curriculum.

Theme 2: The development of the curriculum

❖ We develop and refresh the curriculum on a regular basis and effectively manage curriculum change and innovation. Staff plan carefully and in consultation with stakeholders in making curriculum change, innovations and adaptations to meet the needs of learners, and provide opportunities for choice and, where appropriate, specialisation. We work with a range of partners to ensure the curriculum provides a coherent experience for learners. Staff and partners clearly identify the benefits to learners from planned curriculum change and innovation including improving the range and quality of outcomes for learners. We involve our parents and carers to help them understand how changes will benefit their child. We monitor and evaluate the impact and outcomes of changes in the curriculum in an on-going way. Staff and partners take any necessary action to ensure that curriculum planning and structures evolve progressively over time to deliver the entitlements of CfE for all young people.

Theme 3: Programmes and courses

❖ We are designing and refreshing programmes and courses using the experiences and outcomes and in qualifications and awards to plan a coherent approach to learning, teaching and assessment. We have a clear rationale for change and the expected outcomes for all learners. We respond to and meet the needs of all learners and are delivering the CfE entitlements. We are developing programmes and courses to effectively balance the progressive development of knowledge and skills as well as the attributes and capabilities of the four capacities. We have flexibility in determining the content to be covered to provide stimulating, challenging, relevant and enjoyable experiences. We are planning for progression through the Curriculum for Excellence levels and into the senior phase with a range of provision and flexible pathways to meet the needs of all learners. We provide a range of progression routes to meet young people's needs allowing young people to progress at different rates and in different ways at a good pace appropriate to their prior learning in line with the highest aspirations.

Theme 4: Transitions

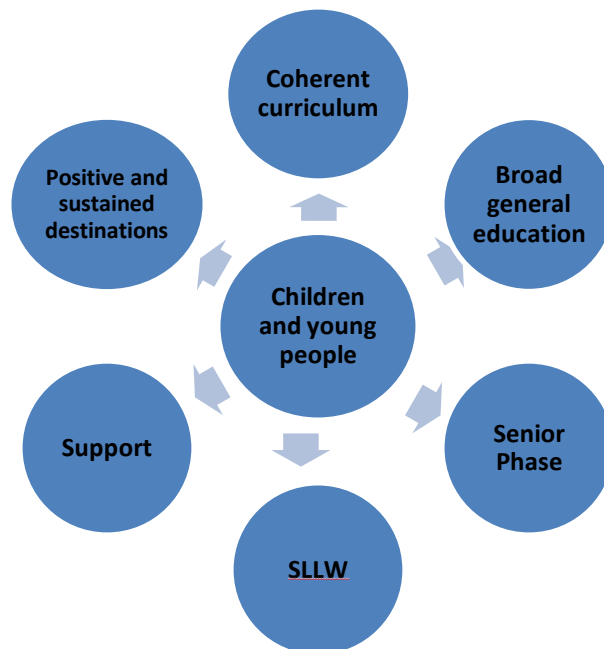
❖ Curriculum transition procedures and programmes are designed to meet the needs of all learners, including those with additional support needs, to ensure continuity and progression in learning. Shared activities, experiences and placements are effectively planned to support progress and achievement. Arrangements for universal and targeted support and induction into the next phase of learning, including preparation for the world of work and future careers, ensure our learners are creative, enterprising and prepared for positive and sustained destinations. We are taking steps to improve the curriculum in providing a range of opportunities for support and induction to the next phase of learning for all children and young people. We are improving the curriculum to support children and young people in developing an increased awareness of themselves as learners, including through further developing profiling.

QI 5.1 The curriculum: evaluating the BGE

Children and young people can expect the following **entitlements** to be delivered, building on their earlier experiences and achievements in their broad general education from age 3 to 15.

Children and young people are entitled to:

- a curriculum which is coherent and continuous from 3 to 18.
- a broad general education, based on the experiences and outcomes and planned across all the curriculum areas, from early years through to S3.
- opportunities for developing skills for learning, skills for life and skills for work.
- continuous focus on literacy, numeracy and health and wellbeing.
- universal and targeted support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.
- support in moving into positive and sustained destinations beyond school.



In reviewing and further developing the BGE, staff need to ensure a 'joined-up' approach is taken to improve planning for progression and coherence while ensuring approaches do not become overly bureaucratic. The following tables provide questions for staff to support their evaluation of the quality of the BGE.

The focus should be on evaluating and further developing the BGE so that the curriculum is evolving to better meet the range of learners' needs so **all** are benefiting from their entitlements. The BGE should promote citizenship, independence, responsibility, collaboration and employability and provide a range of opportunities to extend and apply learning as well as to develop skills, including higher order thinking skills.

Self-evaluation resource QI 5.1 The curriculum³

BGE expectations	Key questions	Evidence/Comments
<p>Theme 1: The rationale and design of the curriculum</p> <ul style="list-style-type: none"> • The curriculum has a clear rationale based on shared values and learners' entitlements and develops the skills and attributes of the four capacities. • Staff have a clear and effective strategy for the development and assessment of literacy, numeracy and health and wellbeing to ensure smooth progression across the curriculum. • The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. • Staff are developing the curriculum to ensure coherence and progression in learning using the Es and Os to provide well-planned and joined up learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school. 	<ul style="list-style-type: none"> • How well do our school's approaches to planning, developing and assessing literacy, numeracy and HWB across the curriculum provide a coherent experience and ensure smooth progression for all? • In what ways are interdisciplinary learning (IDL) experiences and opportunities for personal achievement planned to provide the entitlement to a BGE and complement opportunities for specialisation in curriculum areas and subjects? • How well does the range, variety and depth of IDL support coherence and progression in learning linked to the Es and Os? • How well are children and young people involved in planning and identifying opportunities for personal achievement? • How well does IDL contribute to providing breadth and depth in learning? In what ways does our school's ethos and approaches to IDL contribute to raising attainment and achievement of all young people? • In what ways do planned opportunities for personal achievement ensure coherence and progression linked to the Es and Os? 	

³ The emphasis here is on priority areas for further development highlighted in the [CfE Implementation Plan 2013-14](#) - it does not provide a comprehensive coverage of the QI.

Self-evaluation resource QI 5.1 The curriculum

BGE expectations	Key questions	Evidence/Comments
<p>Theme 1: The rationale and design of the curriculum (cont.)</p> <ul style="list-style-type: none"> • The curriculum is designed to raise standards of attainment and achievement, advance equality of opportunity, reduce disadvantage and meet the needs of all learners including those with additional support needs. • Schools are further developing the curriculum to improve planning for progression through the BGE across all curriculum areas to meet the needs of all learners. • Staff continue to evaluate and further develop the BGE to ensure all young people benefit from their entitlement to a BGE. In secondary schools this include through providing appropriate specialisation and continued breadth of experience during S1-S3 so that young people can achieve as well as they can and to provide a firm foundation for progression into the senior phase. 	<ul style="list-style-type: none"> • In what ways is our curriculum designed to reduce the attainment gap, address inequalities and reduce the impact of disadvantage? • In what ways are choices and specialisation provided in the BGE designed to ensure coherence of experience while avoiding potential fragmentation of learning (eg through too many subjects/teachers)? • How well are electives/short courses etc, (where being used from S1-S3) designed to support progression, challenge and continued breadth in learning? • How well do arrangements for choice provide all young people with their entitlement to a BGE to the end of S3? • How well are opportunities for specialisation balanced by a breadth of experience in S3 but with a continued focus on improving achievement of all? • How well are we designing the BGE to provide a strong educational base for moving onto the senior phase and beyond? 	

Self-evaluation resource QI 5.1 The curriculum

BGE expectations	Key questions	Evidence/Comments
<p>Theme 2: The development of curriculum</p> <ul style="list-style-type: none"> • Schools, along with partners, are further developing the curriculum to improve planning for progression through the BGE across all curriculum areas and through the senior phase to meet the needs of all learners. • Staff have planned opportunities to collaborate across schools and with partners and to share resources and evolving practice, including in the senior phase. • Achievement pathways are increasingly informed by realistic and manageable tracking and profiling of learners' progress through the BGE so that the curriculum is under review and evolving to better meet learners' needs. 	<ul style="list-style-type: none"> • How well do staff develop the curriculum to provide different progression routes through the BGE to support young people in progressing at different rates? (vs common course provision?) • How well does planning support progression by providing challenge and application of learning (moving away from focus on just covering Es and Os)? • How well do we ensure planning is as streamlined and effective as possible and not overly bureaucratic or time-consuming? • How well do we work with partners to ensure opportunities for shared experiences and placements in the BGE are of high quality? • How well do we work with a range of partners, including college, CLD and employers and with stakeholder, including learners and parents, in curriculum change and innovation? • How well do we use information on learners' progress and achievements to plan different achievement pathways through the BGE to better meet their needs? • How well do we help parents understand how the BGE meets the needs of learners and prepares them for the senior phase? • How well do we monitor and evaluate the impact and outcomes of our curriculum? 	

Self-evaluation resource QI 5.1 The curriculum

BGE expectations	Key questions	Evidence/Comments
<p>Theme 3: Programmes and courses</p> <ul style="list-style-type: none"> • They are planning for appropriate progression through breadth, challenge and application in learning and further developing realistic and manageable approaches to assessing progress and achievement across all curriculum areas at early to fourth curriculum levels. • The BGE promotes young people's independence, responsibility and collaboration in learning engaging them in applying their learning and developing their skills. • Staff provide a range of progression routes through the BGE to meet young people's needs allowing young people to progress at different rates and in different ways at a good pace appropriate to their prior learning in line with the highest aspirations. 	<ul style="list-style-type: none"> • How well do we provide a long-term overview of planned learning within and through levels in each curriculum area that can be used flexibly to plan for a consistent and progressive learning experience to meet all our learners' needs? • How well are our programmes of learning designed to use a range of learning and teaching methodologies (eg active learning, open-ended problem solving, collaborative challenges, outdoor learning and using technologies) to support progression and meet a range of learners' needs? • How well do our BGE programmes of learning develop skills, including higher order thinking skills and the attributes and capabilities of the four capacities? • How well do our programmes of learning build in an appropriate range of assessment approaches including periodically providing opportunities to draw together and link and apply learning? • How well do our programmes of learning provide opportunities for learners to revisit, extend and apply their learning in new and more challenging contexts? 	

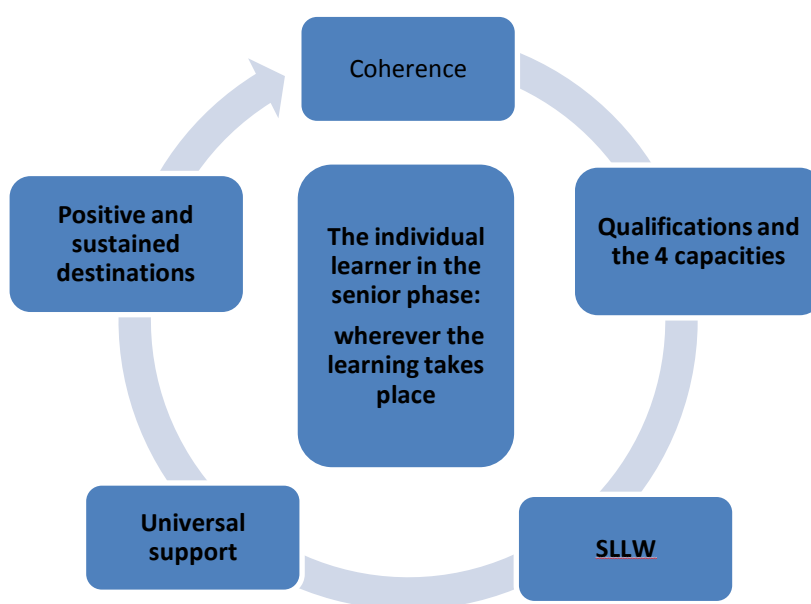
QI 5.1 The curriculum: evaluating the senior phase

The senior phase of young people's education follows their broad general education and takes place in the final stages of compulsory education and beyond (normally around 15-18 years of age).

In the senior phase all young people can expect the **entitlements** to be delivered, whatever their individual aspirations and needs, wherever their learning takes place.

They are entitled to:

- A curriculum which is coherent;
- The opportunity to obtain qualifications as well as to continue to develop the attributes and capabilities of the four capacities;
- Opportunities to develop the skills for learning, life and work with a continuous focus on literacy, numeracy and health and wellbeing;
- Universal and targeted support to enable them to gain as much as possible from the opportunities that curriculum for excellence can provide, and;
- Support in moving to a positive and sustained destination beyond schools.



In evaluating the senior phase, staff should be considering how well they are creating space for more in-depth and application of learning, ensuring more time for challenging learning at higher levels, developing skills, including higher order thinking skills, literacy, numeracy, HWB, skills for work, better meeting learner needs—by building on the BGE by providing flexible progression pathways based on sound tracking of progress. Overall, the focus should be on how well the senior phase is improving attainment and achievement of all. The following tables provide questions for staff to support them in their evaluation of the quality of the senior phase.

Self-evaluation resource QI 5.1 The curriculum

Senior Phase expectations	Key questions	Evidence/Comments
<p>Theme 1: The rationale and design of the curriculum</p> <ul style="list-style-type: none"> • Staff and partner providers are clear about the purposes of changes to the senior phase and their role in designing provision in line with the rationale. • The senior phase is designed to: <ul style="list-style-type: none"> ➢ build on achievements in the broad general education (BGE); ➢ take advantage of local flexibilities in delivering the senior phase entitlements; ➢ provide a range of flexible progression pathways within and beyond the senior phase to meet the needs of all learners; ➢ promote the highest level of attainment in literacy and numeracy for all; ➢ meet the needs of young people who leave school at the end of S4; ➢ build on college partnerships; ➢ promote and support employability skills, skills for learning, life and work; and ➢ take account of the transition and interim arrangements for the period of dual running of existing and new qualifications. • The rationale for the number of subjects/qualifications individual and groups of learners study throughout the senior phase takes account of partnerships with the education authority and other providers and views of parents and carers. 	<ul style="list-style-type: none"> • In what ways is the senior phase designed to improve attainment and achievement of all young people and ensure progression to positive and sustained post-school destinations? • How does the design of the senior phase create space for more in-depth learning and allows more time to be spent on challenging learning at higher levels? eg does the senior phase allow young people to learn over variable time-frames (eg 1 or 2 year programmes)? • How well does the senior phase enable the development and improvement of approaches to learning that motivates learners across the totality of their experiences? • How well does the senior phase ensure a continued focus on literacy, numeracy and health and wellbeing, as well as provide for appropriate provision of RME and PE? • How well does the senior phase provide opportunities for, and progression in, personal achievement and interdisciplinary learning? • How well does timetabling focus on outcomes for learners whilst taking account of staffing and available resources? 	

Self-evaluation resource QI 5.1 The curriculum

Senior Phase expectations	Key questions	Evidence/Comments
<p>Theme 2: The development of curriculum</p> <ul style="list-style-type: none"> • Staff are aware of and take account of the implications and changes to qualifications including recognising positive achievement, evidence for SQA's exceptional circumstances consideration service and verification. • Staff have planned opportunities to collaborate across schools and with partners and to share resources and evolving practice in the senior phase. • Partners work together to ensure opportunities for shared experiences and placements in the senior phase are of a high quality. • Achievement pathways are increasingly informed by realistic and manageable tracking and profiling of learners' progress through the BGE and senior phase so that the senior phase curriculum is under review and evolving to better meet learners' needs. 	<ul style="list-style-type: none"> • How well do we take a collegiate approach to developing the senior phase in collaboration with other schools, the education authority, colleges, CLD, other partner providers, employers, parents and learners? How well do we ensure they have a clear and agreed strategy for improvement and to maximise the range of provision to meet all learners' needs? • How joined-up are the whole school-department and faculty approaches to developing the senior phase? • How well do we collaborate within and across schools and with partners to develop and deliver flexible progression routes and programmes of learning for the senior phase? • How well do we track, manage and support learners' achievement pathways in the senior phase developed and delivered by colleges and/or CLD or other partners? • How well do we use available evidence about young people's progress, and choices to inform and develop the senior phase? • How well do we, along with partners, monitor and evaluate the impact and outcomes of change and take action to ensure the curriculum delivers the entitlements and better meets learners' needs? 	

Self-evaluation resource QI 5.1 The curriculum

Senior Phase expectations	Key questions	Evidence/Comments
<p>Theme 3: Programmes and courses</p> <p>Programmes and courses in the senior phase are designed to:</p> <ul style="list-style-type: none"> • meet the needs of all learners in progressing from their prior levels of achievement in the broad general education and through the senior phase; • maximise the benefits of qualifications design and allow young people to learn across levels to encourage them to progress and attain as highly as possible; and • provide progression through opportunities for personal achievement with a continued focus on developing the skills and attributes of the four capacities. 	<ul style="list-style-type: none"> • What are the key improvements being made to learning programmes in the senior phase? • In what ways do programmes of learning in the senior phase emphasise depth and application of learning? • How well do programmes of learning in the senior phase develop skills, including higher order thinking skills? • How well do programmes of learning in the senior phase provide increased opportunities for personalisation and choice and learning through relevant real-life contexts? • How flexible are programmes of learning in allowing young people to learn across levels? • In what ways are programmes of learning designed to allow progression through different contexts in the senior phase (especially when progressing from eg N4/5 to N5/H programmes of learning)? 	

QI 5.1 The curriculum: evaluating curriculum transitions

Improving curriculum transitions 3-18 continues to be an area of high priority. This theme applies both to the BGE and to the senior phase and relates to arrangements the school has in place to ensure continuity and progression in all aspects of learning.

Such transitions include from:

- pre-school centres to primary school
- stage to stage within a school
- one school to another
- primary to secondary school
- the BGE to senior phase
- shared placements and activities, including those provided by partners
- outwith and beyond school.

The focus should be on aspects of the curriculum which support children and young people through such transitions and includes the ways in which staff and partners collaborate in planning the curriculum across transitions to meet the needs of all learners, including those with additional support needs, arrangements for universal and targeted support and approaches to developing and embedding profiling to improve the quality and impact of P7 and S3 profiles in Informing and improving future learning.

Self-evaluation resource QI 5.1 The curriculum

Transitions: BGE and senior phase expectations	Key questions	Evidence/Comments
<p>Theme 4: Transitions</p> <ul style="list-style-type: none"> • Staff across early years centres, primary, special and secondary schools collaborate in planning learning to ensure smooth transitions for learners across all curriculum areas • Schools further develop and embed approaches to profiling, including where appropriate using e portfolios and improving the quality and impact of the profiling process and the P7 and S3 profiles. This involves a clearer focus on skills development, discussions informing and improving future learning and using profiling to inform and improve future learning. • Staff in secondary schools further develop flexible progression pathways from the BGE to the senior phase so that learning planned and delivered using the Es and Os can contribute directly to qualifications and awards. 	<ul style="list-style-type: none"> • How well do we ensure that when learners transfer between stages in our school or transfer to and from our school and another, they are supported to ensure continuity and progression in their learning? • How well do we plan the curriculum with partners to support smooth transitions for learners? How well do we use assessment information to inform transition planning? • How well are shared activities, experiences and placements leading to progress and achievement for children and young people? • How well is the curriculum designed to provide universal support that provides opportunities for all learners to discuss progress and achievement across all their learning with an adult who knows them well? • How well do our approaches to profiling develop learners' awareness of themselves as learners and the skills they are developing to inform planning future learning? • How well do we ensure our learners are creative, enterprising and prepared for the world of work and their future careers? 	

Self-evaluation resource QI 5.1 The curriculum

Transitions: BGE and senior phase expectations	Key questions	Evidence/Comments
<ul style="list-style-type: none"> • The senior phase curriculum supports transition planning beyond school so that young people have an appropriate place in learning, training or employment including those with additional support needs. • The provision of universal support in the senior phase ensure young people make informed choices and are aware of and have the opportunity to meet requirements for achievement pathways to support positive and sustained destinations. • In secondary schools, staff are taking steps to ensure their work/department/faculty has an impact on positive and sustained destinations for all learners, including 16+ learning choices with a focus on opportunities for all. 	<ul style="list-style-type: none"> • How well are we ensuring that young people who are likely to leave at the end of S4 have the qualifications and awards, and a range of skills for learning, life and work that will support them in progressing to further education or employment? • How well do we ensure that young people are aware of the requirements for progression pathways in and beyond school? How well do we support them in making informed choices and provide the opportunities to meet the requirements for their chosen pathways? • How well do we ensure that young people get relevant and high quality experiences, including work experience, to prepare them for life and work? 	

Evaluating QI 5.9 Improvement through self-evaluation

This QI relates to the overall outcomes for the school and the impact on individuals. In evaluating this QI, rounded judgement is made of how well the school or centre brings about improvement through self-evaluation. The QI is concerned with:

- The roles of those involved in self-evaluation, emphasising leadership of self-evaluation for improvement, including support for career-long professional learning and joint self-evaluation with partners.
- The focus of self-evaluation activities on learners' successes and achievements, learning and teaching and the curriculum using a wide range of advice, evidence and benchmarking information and sharing good practice, including through engaging in quality assurance and moderation activities.
- How well the results of robust and rigorous self-evaluation are leading to improvements in learning and teaching, the curriculum, and leading to an understanding of standards and raised attainment and achievement for all learners.

Self-evaluation must give high priority to rigorously monitoring high quality learning and teaching while ensuring that approaches to planning, tracking, recording and reporting do not become overly bureaucratic or take unreasonable time away from learning and teaching. Staff should ensure that self-evaluation and improvement planning processes focus on key priorities and actions to improve outcomes for learners and are founded on and promote professional dialogue and engagement.

Staff should be using a range of evidence to monitor and evaluate the impact of curriculum change on outcomes for learners to inform on-going improvements in provision. An important aspect of this QI is the quality of arrangements in place to assess and track learners' progress and achievements in all aspects of their learning in the BGE and senior phase.

The updated level 5 illustration for QI 5.9 on the next page is followed by tables which provide questions for staff to support their evaluation of improvement through self-evaluation.

QI 5.9 Improvement through self-evaluation: Updated level 5 illustration

KEY FEATURES:

This indicator relates to the school's arrangements for improvement through self-evaluation. It highlights the importance of leadership of self-evaluation, including effective support for career-long professional learning, and evaluating its impact on the work of staff and the progress and achievement of learners. Ensuring shared self-evaluation with partners is especially important.

Theme 1: Commitment to self-evaluation

❖ We work with partners, learners and stakeholders, including parents and carers, in self-evaluation and are aware of resulting strengths and development needs and are committed to take action to effect improvement. Effective systems are in place to monitor and evaluate the quality of provision, including with partners, and to gather and respond to views of stakeholders. We have strong leadership at all levels with a vision for the outcomes of change. This vision gives direction to self-evaluation. High quality support for career-long professional learning is in place to support improvement. This is founded on effective arrangements for professional review and development of staff. We take ownership of professional learning, including reflection and enquiry on practice as individuals and with others, in order to engage more deeply and meaningfully with Curriculum for Excellence. We are aware of the impact of our professional learning on our work and on the experiences of learners. We use the GTCS Professional Standards as a starting point for personal reflection and self-evaluation. We are ensuring a continued focus on support for leadership development, including leadership for learning. We ensure appropriate mentoring and support for students and newly qualified teachers.

Theme 2: Management of self-evaluation

❖ Self-evaluation focuses on key aspects of learners' successes and achievements. It draws on a wide range of advice and evidence and is rigorous, systematic and transparent. We reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced. Self-evaluation gives a high priority to the quality of learning and teaching. We also focus on the impact of changed methodologies on outcomes for learners. We identify important strengths and areas for improvement through self-evaluation from a range of evidence. This includes using effective arrangements to assess and track progress and achievement in the BGE and senior phase. We have clear knowledge and understanding about how learners are progressing and achieving at department/faculty and whole school level across all curriculum areas and subjects. We use self-evaluation to help share good practice. We use self-evaluation and work collaboratively to develop a shared understanding, consistently apply and improve standards and expectations including through moderation, sharing best practice and benchmarking with other establishments.

Theme 3: School/centre/learning community improvement⁴

❖ Our school and partners take a joined-up approach to improvement across all that it does. We act on the results of robust and rigorous self-evaluation and can show clear evidence of improvement based on actions as part of our self-evaluation. We focus particularly on continuing improvements to learning and teaching, our curriculum and the achievement of all learners. We work with partners to focus on eliminating barriers to achievement and progress of different groups of learners and their characteristics.

⁴ In evaluating the third theme of QI 5.9 account should be taken of QI 5.6 Equality and fairness

Self-evaluation resource QI 5.9 Improvement through self-evaluation⁵

Self-evaluation expectations	Key questions	Evidence/Comments
<p>Theme 1: Commitment to self-evaluation</p> <p>a) All staff, partners, learners and stakeholders are involved in self-evaluation, are aware of resulting strengths and development needs and are committed to take action to bring about improvement. Effective systems are in place to monitor and evaluate the quality of provision, including with partners, and to gather and respond to views of stakeholders.</p> <p>b) The school/centre has strong leadership at all levels with a vision for the outcomes of change. This vision gives direction to self-evaluation.</p> <p>c) Good quality support for career-long professional learning is in place to support improvement</p> <ul style="list-style-type: none"> • Staff are engaging in joint professional learning with partners including in the senior phase. • Staff are engaging in a range of professional learning to support Curriculum for Excellence implementation including using, sharing and developing good practice in assessment and profiling; and continuing to work with the new qualifications, developing courses and programmes and improving learners' transitions from the BGE into the senior phase. • Staff are ensuring a continued focus on support for leadership development, including leadership for learning and in particular for lead practitioners, principal teachers and faculty heads. 	<ul style="list-style-type: none"> • How well do we use evidence from self-evaluation to work with partners in informing improvements? • How well do those of us with specific responsibilities (HT, SMT, FH/PTs, college, CLD partner lead officers, Parent Council) lead improvements? • How well do we engage parents and carers in self-evaluation and improvement planning? • How well is evidence from self-evaluation used to provide leadership and direction for improvement? • How well do PRD systems and individual teacher's self-evaluation support career-long professional learning? • How well are teachers in their early phase of education supported? • How well do we promote leadership development at all levels to support improvement? 	

⁵ The emphasis here is on priority areas for further development highlighted in the [CfE Implementation Plan 2013-14](#) - it does not provide a comprehensive coverage of the QI.

Self-evaluation resource QI 5.9 Improvement through self-evaluation

Self-evaluation expectations	Key questions	Evidence/Comments
<p>Theme 2: Management of self-evaluation</p> <p>a) Self-evaluation gives a high priority to the quality of learning and teaching. Staff maintain a strong focus on evaluation of practice to ensure a high quality of teaching, consistent with the Es and Os. They also focus on the impact of changed methodologies on outcomes for learners.</p> <p>b) Schools use a range of evidence to monitor and evaluate the impact of curriculum change in the BGE and the senior phase to inform on-going improvements to provision.</p> <p>c) Staff identify important strengths and areas for improvement through self-evaluation from a range of evidence. This includes using effective arrangements to assess and track progress and achievement in the BGE and senior phase. They have clear knowledge and understanding about how learners are progressing and achieving at department/faculty and whole school level across all curriculum areas and subjects. The school has robust evidence of standards of achievement across all curriculum areas and trends over time.</p> <p>d) Staff use self-evaluation to help share good practice. Staff use self-evaluation and work collaboratively to develop a shared understanding, consistently apply and improve standards and expectations including through moderation, sharing best practice and benchmarking with other establishments.</p> <p>Staff are increasingly engaged in a range of quality assurance and moderation activities within schools/centres, between schools and other centres, between authorities and colleges and at a national level to develop their skills and confidence in assessment approaches.</p>	<ul style="list-style-type: none"> • How well are we using a range of evidence to evaluate the impact of curriculum change and improvements in methodologies to monitor improvements in outcomes for young people ? • How well do we analyse and use information on learners' choices (in subjects, electives, IDL) to ensure they make appropriate progress and to inform developing the curriculum? • How well are we engaging with the Senior Phase Benchmarking Tool developments? How well do we use a range of research evidence and local, national and international benchmarking information, including SSLN and PISA? • How well do we use evidence collated from progress and achievement, at subject and whole school level and from learning outwith school, to support improvement planning and to plan the curriculum and appropriate progression routes to meet the needs of all young people? • How well are approaches to QA and moderation impacting on staff's confidence in assessment and understanding standards and leading to improved attainment and achievement of all learners? 	

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Self-evaluation expectations	Key questions	Evidence/Comments
<p>Theme 3: School/centre/learning community improvement</p> <p>Staff are committed to acting on the results of robust and rigorous self-evaluation and can show clear evidence of improvement based on actions as part of our self-evaluation. Improvements focus particularly on continuing improvements to learning and teaching and the achievement of all learners.</p>	<ul style="list-style-type: none"> • How well do we draw together a range of evidence to demonstrate the impact of improvements? • How well do we act on the evidence of self-evaluation to prioritise and inform improvement planning and put in place a range of strategies to raise attainment of all? • How well do we take account of factors such as disabilities, gender and social background? • How well aligned are priorities for career-long professional learning to priorities in the school improvement plan and do they lead to positive impact on outcomes for learners? • How well do we take account of issues arising from diversity and equality? • How well do we ensure that improvement planning processes focus on key priorities and actions to improve outcomes for learners and not become overly bureaucratic? 	

Next steps

Education Scotland will work with partners to build on this resource to explore curriculum approaches to the BGE and senior phases they are developed, supporting practitioners in evaluating the impact of these approaches and disseminating the learning.

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