

Self-evaluation Policy

Statement of Purpose

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

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

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

Using the Framework

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

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

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

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

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

We will keep notes, minutes and other relevant data to track our reflections, decisions, outcomes and impact.

Using the Quality Indicators

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

We will use the Aberdeenshire RAG Self Evaluation document to identify strengths and weaknesses and the Action Plan template to plan improvements linked to the relevant frameworks and guidance.

We will use the features of highly effective practice within the quality indicators as a basis for our observations, discussions, data collecting and reflections and as a benchmark for our own practice.

We will collaborate and consult widely with all staff and stakeholders in seeking a true evaluation of our practice. The challenge questions contained in each quality indicator will inform our discussions.

Using Self-evaluation for Self-improvement

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

Monitoring of this Policy

It will be the responsibility of the Manager to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. Monitoring and evaluation of the policy will be achieved by all staff continuously reflecting and evaluating their practice. This will be monitored in our documentation and will be reviewed regularly to assess impact.