

# School self-evaluation – Excellence in Literacy Quality Mark

## **Guidance for working with the self-evaluation**

Approach the self-evaluation in the way that is most meaningful to your school context, practice and goals. Consider whether you will begin to work on particular areas of the framework such as Quality Teaching and Learning for All or on key strands such as Leadership or Communication across the whole framework. Key themes in your school development plan may indicate your priorities.

Download the self-evaluation framework, which can be used as a working document. Decide who will be involved in the self-evaluation of your chosen area/s, how this will be done and the time and resources needed. The self-evaluation process itself may become a form of professional development as colleagues work together to review literacy provision.

For each essential criterion, briefly indicate your evaluation and the relevant evidence/link. Then identify any additional supporting criteria relevant to your school practice and the relevant evidence/link. Evaluation statements are likely to be robust if supported by evidence from more than one source and cross references can be made across the document to save any repetition. Concise responses are preferred over lengthy description. Adapt the vision statements to match your particular school goals.

Note any necessary actions or development areas, who will be involved and what resources will be needed. These are the areas where you will plan for further action before applying for an award of the quality mark.

Consider whether evidence can best be represented through a brief description in the self-evaluation, a link to web-based material such as data, newsletters etc or whether it will be showcased in the visit by the assessor.

<b>School name:</b>  <b>School type: (eg Community Primary, Independent, Academy etc):</b>	<b>Head teacher / Principal:</b>  <b>Contact phone:</b>  <b>Contact email:</b>	<b>Indicate who has been involved in the self-evaluation:</b>  Head teacher Deputy / Assistant Headteacher/s SENCO Literacy Manager/Co-ordinator Class teachers Phase/Key Stage leaders Reading Recovery/Intervention teacher/s LSAs / HLTAs / TAs Learning mentors Parents Students Governors Others (eg critical friend / partner school / volunteers/ consultants etc – indicate roles):
<b>School address and postcode:</b>	<b>Admin contact phone:</b>  <b>Admin contact email:</b>  <b>School website link:</b>  <b>Link to DfE performance data:</b>	
<b>School type: (eg Community Primary, Independent, Academy etc)</b>	<b>Date self-evaluation commenced:</b>  <b>Date self-evaluation completed:</b>  <b>Date of submission of application for the Excellence in Literacy quality mark:</b>	
<b>Number of pupils on roll:</b>	<input type="checkbox"/> 4 <sup>th</sup> October  <input type="checkbox"/> 28th January  <input type="checkbox"/> 5 <sup>th</sup> May	
<b>School context and background information:</b>		

## Quality teaching and learning for all

### Vision for excellence

The school provides carefully matched learning opportunities to ensure that every child is able to creatively engage with the curriculum at the appropriate level and pace. Learners enjoy learning and are able to demonstrate their literacy skills across all subject areas. A variety of evidence-based teaching approaches and groupings ensure equity of access. All teachers have consistently high expectations and aspiration for all learners. Drawing on excellent subject knowledge, teachers plan astutely and set sufficiently challenging tasks based on systematic, accurate formative assessment of learners' prior skills, knowledge and understanding. They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. All staff aim to foster learners' love of reading and writing and the school has a strong culture of literacy based on a foundation of language development. The school has a positive climate for learning in which pupils are engaged and interested, demonstrating positive attitudes to literacy learning.

### Schools systems

### Evidence and evaluation

### Actions planned– timescale and staff involved

### Communication

#### Essential:

- There is a well-communicated policy for the teaching of literacy in the school and consistency to the policy is regularly reviewed, updated in conjunction with monitoring for consistency of application across the school.
- A consistent approach is taken to develop progression through the literacy curriculum from Foundation Stage to the end of KS2.
- Teachers have opportunities to collaborate on planning and moderation of assessment judgments (including cross-phase moderation), ensuring consistency of opportunity for all learners.

<ul style="list-style-type: none"> <li>• Feedback is used consistently to improve both learning and teaching (for example, feedback from learner to teacher and teacher to learner).</li> <li>• Language enrichment is fostered in encounters with adults in all aspects of school life, both in class and in incidental daily encounters, such as meal times and in the playground, and through special events.</li> <li>• Assemblies, concerts and newsletters / other publications showcase learners' literacy skills offering purposes for literacy learning.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Leadership</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• The HT and SMT engage fully in the provision for literacy and are committed to their role in leadership of literacy throughout school.</li> <li>• Teaching provided for lower attaining learners is of an excellent quality. In class, teachers regularly teach all learners in guided reading / writing / talking and phonics groups. Lower-attaining learners are not predominantly taught by teaching assistants.</li> </ul>		

<ul style="list-style-type: none"> <li>• Key leaders regularly observe literacy provision and negotiate potential areas for development with teachers, putting in place relevant professional development opportunities. These might include team-teaching, coaching, lesson-study or school/key stage training.</li> <li>• Key leaders monitor planning in conjunction with progression and consistency of practice and expectations throughout the school.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Evidence-based decision-making</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• All those with responsibility for teaching literacy access and collect up to date assessment information and refer to it in planning and talking about provision and learners' progress, including pupil progress meetings.</li> <li>• Teaching approaches and learning opportunities are based on formative analysis of the learning needs of particular groups and individuals.</li> <li>• Learners receive clear and regular feedback about what they do well and what they need to do next to continue to be successful with literacy skills and are given set time to act on the feedback.</li> </ul>		

<ul style="list-style-type: none"> <li>• A systematic synthetic phonics programme is used consistently across the school in a multisensory manner to enable all learners to blend and segment effectively and apply these skills in reading and spelling.</li> <li>• The writing process is actively taught at whole class and group levels.</li> <li>• Digital media are integrated in learning approaches and outcomes.</li> <li>• Learners in F Stage and KS1 rapidly build up banks of words they can read and write automatically and are able to read a varied range of age-appropriate texts fluently.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Assessment and monitoring</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for formative assessment for learning are purposefully planned within sequences of learning.</li> <li>• Teachers are able to evidence individual pupil progress in order to plan next steps for teaching (for example, evidence of progress in text reading and writing is available to give clear feedback to learners and to report to parents).</li> </ul>		

<ul style="list-style-type: none"> <li>• Teachers are able to make secure judgements about learners' reading abilities and match books well to their needs at an instructional level to teach reading skills and at an easier level to build up reading mileage.</li> <li>• Learners are involved in assessing their own progress.</li> <li>• Assessment judgments are regularly moderated.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Resourcing</b></p> <p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• An inviting library is well-stocked with quality books and linked resources which encourage reading for pleasure.</li> <li>• There are tempting book displays throughout the school, including in classrooms and an obvious profile about the importance placed on reading.</li> <li>• High quality resources for guided and individual reading are organised according to level of difficulty (for example by using book Bands where readers are still developing skills) and/or thematically.</li> <li>• The classroom learning environment clearly communicates the importance of literacy and is well-resourced and used independently by learners.</li> </ul>		

<ul style="list-style-type: none"> <li>• Materials and lesson resources are in good order, fit for purpose and available in sufficient quantity.</li> <li>• Learners have opportunities to use a range of digital media and applications as learning tools for literacy.</li> <li>• Specific events are organised to promote and celebrate literacy.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Targeted literacy intervention</b></p>		
<p><b>Vision for excellence</b>  For those learners/groups identified as needing additional support to meet age-related expectations, the school provides appropriate, time-limited, evidence-based intervention. The SENCO/Literacy Manager/Intervention Manager/Reading Recovery teacher has expertise in and manages a range of evidence-based literacy interventions. There is a clearly stated expectation, owned by all staff, that learner receiving intervention will make between two and four times the normal rate of progress. Intervention lessons are high quality, pleasurable experiences for learners where self-esteem is raised along with literacy outcomes. Learners are able to apply new knowledge and skills in class lessons.</p>		
<p><b>Schools systems</b></p>	<p><b>Evidence and evaluation</b></p>	<p><b>Actions planned prior to verification of the award – timescale and staff involved</b></p>
<p><b>Communication</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Interventions used in the school are documented, recognised and agreed and provision is updated each year depending on need. There are clear rationales for their adoption, including evidence of effectiveness and guidelines for their target groups, purpose and expected outcomes.</li> </ul>		



<ul style="list-style-type: none"> <li>• Class teachers know the expected outcomes from different intervention programmes. They monitor the application of learners' new skills in the classroom and make appropriate adjustments to class groupings and book levels for guided work as learners make accelerated progress.</li> <li>• Parents of learners receiving literacy intervention are invited to observe lessons and are supported to work with their child during the intervention period on homework activities and reading practice on familiar texts.</li> <li>• Learners have take-home tasks from intervention sessions and parents are supported to help learners in completing this homework. Where this is difficult because of particular circumstances, similar support is offered from teaching assistants/learning mentors and/or older siblings or buddies during school time.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Leadership</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• The current SEN Code of practice is followed in allocating additional literacy support and resources.</li> </ul>		

<ul style="list-style-type: none"> <li>• The SMT in conjunction with other key staff regularly reviews the learning needs of learners falling below age-related expectations in literacy, deciding how best to allocate existing in each term. Gaps in provision which have implications for further investment and professional development are noted.</li> <li>• Governors receive and review an annual report on the outcomes of the school provision and cost effectiveness of literacy intervention.</li> <li>• The SMT allocates time for class teachers to liaise with teaching assistants and /or Intervention teacher/ Reading Recovery teacher/ learning mentors involved in leading intervention programmes, to review pupil progress and make connection with class provision.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Evidence-based decision-making</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Selection of intervention programmes/approaches is based on evidence of outcomes which must lead to acceleration of at least twice the rate of average progress in the class, in order for learners to catch up.</li> <li>• Interventions are delivered with fidelity to the goals, content and timescales of the particular programmes.</li> </ul>		

<ul style="list-style-type: none"> <li>• Literacy interventions are monitored in terms of cost-effectiveness and successful outcomes for learners.</li> <li>• Intensive early intervention is used to offer learners the best opportunity to catch up, before the learning gap widens.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Assessment and monitoring</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Pupil tracking, in conjunction with effective and accurate assessment quickly identifies learners falling behind in literacy learning and action is taken to provide the appropriate support as quickly as possible.</li> <li>• Pre and post-intervention assessment data are used to monitor efficiency and quality of chosen interventions and to report to parents on pupil progress.</li> <li>• The SMT / SENCO / Reading Recovery teacher regularly monitors the quality of delivery of intervention programmes and supports improvement through coaching.</li> <li>• The continued progress of any pupil who has received an intervention programme is monitored and included on the pupil tracking system. Any sign of progress stalling is addressed through discussion in pupil progress meetings and action is planned to address the needs of the pupil.</li> </ul> <p><b>Additional:</b></p>		

## Resourcing

### Essential:

- A provision map indicates how staffing and other resources including working space, resources and funding will be used each term, to offer intervention programmes relevant to the target group of learners.
- Learners only receive additional literacy intervention, if their needs cannot be met by excellent class provision.
- Teachers and teaching assistants delivering literacy intervention programmes have received quality initial training / professional development from accredited specialist professionals.
- Dedicated teaching spaces are identified and timetabled to provide suitable learning environments for literacy intervention programmes.
- The relevant resources for each intervention programme are made available as part of the provision map.

### Additional:

## Progress and pupil voice

### Vision for excellence -

The school has high aspirations for every learner and will not tolerate failure in literacy. Most learners make age-related progress evidenced by sound methods of moderated teacher assessment. Learners who are supported by intervention make accelerated progress<sup>1</sup>. Progress is expected both over time and within a series of lessons. All staff know about learners' progress and no child slips through the network of planned support. The school is confident in making appropriate provision for any learners who are falling behind based on assessment of their needs and knowledge of evidence-based practice in literacy difficulties. Learners can talk about their own literacy learning and what they need to do to improve in reading, writing, speaking and listening.

Schools systems	Evidence and evaluation	Actions planned prior to verification of the award – timescale and staff involved
<p><b>Communication</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"><li>• A simple policy indicates the school's goals for learners' progress and the approaches used to monitor progress are communicated to and understood by learners, staff and parents.</li><li>• Regular pupil progress meetings are held to review and set targets for all learners, while those at risk of falling behind are identified on at least a termly basis.</li><li>• When pupil progress is below national/age-related expectations, further focused assessment takes place to aid selection of appropriate and evidence-based intervention.</li></ul>		

<sup>1</sup> For example, for Key Stage 1 learners in Reading Recovery programmes, this will be four to five times the normal rate and in other interventions, should be at least twice the rate of progress of average learner in the class.

- Teaching staff, learners and parents are aware of next steps in learning for every child in conjunction with pupil progress meetings, parent information meetings and SEN reviews where appropriate.
- Parents know how the SEN Code of Conduct is followed and resourced in the school.
- Learners' work and effort is highly valued. Learner-teacher interactions are positive and affirming and continually communicate high expectations; learners are praised for effort made as well as attainment; learners' work is displayed attractively and used for further learning by other learners; celebrating the successes of lower attaining learners is given a high profile in order to raise motivation and self esteem.
- Learners know about and receive feedback on what they do well in literacy. They can talk about what they need to do to improve their reading and writing, including more than surface level skills such as sounding out in reading or spelling, or better handwriting. They can act on feedback and are given allocated time to do so.

**Additional:**

<p><b>Leadership</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Leaders and managers at all levels demonstrate an ambitious vision for the school and have high expectations for what every learner and teacher can achieve.</li> <li>• Leadership of literacy provision is devolved with shared responsibility for all learners and clear roles for all staff.</li> <li>• The current SEN Code of Practice is followed and the school acknowledges and responds to the needs expressed by learners and parents.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Evidence-based decision-making</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• School leaders know about the expected outcomes of a range of intervention programmes which aim to address difficulties with reading, writing, speaking and listening and use this evidence to build sound provision.</li> <li>• The leadership team’s predictions of pupil progress, as measured by moderated baseline and key stage assessments, is accurate.</li> </ul> <p><b>Additional:</b></p>		

## Assessment and monitoring

### Essential:

- Most learners are reading and writing at age-related expectations at the end of each key stage.
- Pupil data in the public domain indicate that literacy progress of learners is at least in line with statistically similar schools, if not better.
- A robust tracking system is in place which includes regular teacher assessment, outcomes of national assessment and pre and post-intervention outcomes. Tracked data is an accurate reflection of learners' abilities as readers and writers.
- Teacher assessment of reading and writing is accurate and there is regular moderation of teacher assessment judgements.
- Almost all learners are making expected or more than expected progress, relative to starting points.
- Follow-up assessment for any learners supported by intervention programmes is monitored to check that gains are maintained.
- Learners are prepared for the next stage of their education.

### Additional:



## Resourcing

### Essential:

- Funding which the school receives in particular grants is used to target learners for additional support and provision. Cost-effectiveness of decisions made about using the funding can be verified.
- The school website is used to communicate to parents and other stakeholders about the use of such funding.
- A school database indicates the teachers and teaching assistants who have specialist training in SEN and intervention programmes and is used to inform an annual provision map and identify further professional development needs.

### Additional:

## Professional Learning and Development

### Vision for excellence

A high value is placed on continuous professional learning, reflective analysis and self-evaluation to develop teachers' pedagogy and literacy subject knowledge. A planned professional development programme ensures that all adults understand the core theoretical principles of teaching and learning underpinning their work. Theory is linked with practice through ongoing collaborative classroom-based professional development and learning led by school staff and external specialists. Adults leading literacy intervention programmes have accessed quality training and receive on-going mentoring linked with observation and quality assurance. Continuing professional development impacts both teaching and learning.

### Schools systems

### Evidence and evaluation

### Actions planned prior to verification of the award – timescale and staff involved

### Communication

#### Essential:

- Teachers and teaching assistants have regular opportunities to update / refresh literacy subject knowledge.
- Professional development sessions are planned to cater to both individual needs and school priorities, calling on both internal and external expertise.
- Teachers and teaching assistants and other relevant staff have input into the selection of professional development priorities and offer feedback about their learning and further needs.
- Every staff member has a clear job description which includes their responsibility and contribution towards developing and improving learners' literacy skills.

#### Additional:

<p><b>Leadership</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• School leaders engage in professional development along with teachers and also teach classes and groups to trial/demonstrate approaches or participate in lesson study or coaching.</li> <li>• Professional development in school is balanced to include responses to whole school literacy priorities and individual needs of groups of teachers and teaching assistants.</li> <li>• Professional development is not limited to one-off sessions – any development activity is embedded in on-going class practice with opportunities to trial new approaches, reflect and adapt, then make links with theory in further sessions.</li> <li>• Governors are well-trained and knowledgeable about literacy provision, including literacy intervention.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Evidence-based decision-making</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Research-informed PD enables teachers to make sound professional judgements on the basis of what works in a particular school setting for particular learners.</li> </ul>		

<ul style="list-style-type: none"> <li>• All those involved in teaching understand the role of observation, formative assessment and feedback in teaching and learning.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Assessment and monitoring</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• The SMT links performance review with professional development through shared observation, feedback, and feed forward to improve teaching and learning.</li> <li>• Knowing how to support vulnerable learners is built into professional development and staff review/performance management.</li> <li>• There are informal and planned opportunities for critical reflection on practice.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Resourcing</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Access is provided for professional development led by external specialists to enrich staff expertise</li> <li>• The school is growing its own expertise through extended and intensive professional development with practical focuses.</li> </ul>		

<ul style="list-style-type: none"> <li>• Appropriate funding is allocated to professional development in the school budget and the outcomes of investment in professional development are reviewed.</li> <li>• Appropriate time and support is given to staff to trial and embed new practices following professional development activity.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Parents, carers and partnerships</b></p>		
<p><b>Vision for excellence</b>  The school aims to work in collaboration with parents and carers as partners in their child’s learning pathway and clearly demonstrate and communicate shared high aspirations for learners. Parents and carers feel welcome in the school and know how to approach school staff for information and advice. Parents know learning focuses at each year level and the expected outcomes of any intervention are made clear. The school works with parents and carers to develop an understanding and appreciation of their child’s language and literacy needs, and actively assists the parents’ ability to support their child’s learning.  The school also builds effective working partnerships with local and national organisations and with other schools, to enhance or broaden school-based expertise. A goal is to place the school at the centre of the community and to draw on what parents can offer as well as supporting their continued growth in understanding about their child’s literacy learning.</p>		
<p><b>Schools systems</b></p>	<p><b>Evidence and evaluation</b></p>	<p><b>Actions planned prior to verification of the award – timescale and staff involved</b></p>
<p><b>Communication</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Literacy policy is readily available to parents/carers and governors and is easy to understand.</li> <li>• The school's policy on working with parents and carers is clearly documented and readily available.</li> </ul>		

<ul style="list-style-type: none"> <li>• There are a wide variety of opportunities for two-way communication with parents - informal conversations in the playground, parent evenings, homework record books and reports, to which both staff and parents contribute.</li> <li>• Communications from teachers to parents are non-threatening, easy to understand and avoid jargon and acronyms.</li> <li>• Parents' opinions and knowledge of their learners are valued in conversations with school staff.</li> <li>• The school website offers information and support for parents about the literacy curriculum (NC 2014), literacy policy, activities and home learning and is regularly updated.</li> <li>• All parents know about termly focuses for literacy learning and expected outcomes for learners.</li> <li>• Parent volunteers are well-briefed and supported by a named member of staff.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Leadership</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Named members of the school team have designated roles in parent liaison and all parents know who they are and how to make contact.</li> </ul>		

<ul style="list-style-type: none"> <li>• The leadership team collate and respond to viewpoints of parents from surveys, meetings and informal contact.</li> <li>• Effective partnerships with relevant local and national bodies and other schools/experts help the school to examine and continually improve literacy practice.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Evidence-based decision-making</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Parents are involved in decision-making about SEN provision and the selection of evidence-based literacy intervention to address learners' individual needs.</li> <li>• Use of and response to written reports to parents and homework record books, is reviewed to ensure these are fit for purpose.</li> <li>• Information collected about parental engagement is correlated with data on achievement of learners to evaluate the impact of parental engagement.</li> <li>• The school draws on 'critical friends' to help identify development areas.</li> </ul> <p><b>Additional:</b></p>		

<p><b>Assessment and monitoring</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Parents are involved in setting targets for their child’s literacy learning and know how to support them to work towards the targets.</li> <li>• Parents are informed when learners are selected for intervention support and ways of supporting learners at home during the intervention are modelled and discussed.</li> <li>• Parents are invited to observe their child in literacy intervention lessons and to discuss progress with the intervention teacher/ SENCO.</li> <li>• Teachers regularly share good news about learners’ achievements and progress with learners, parents and colleagues.</li> </ul> <p><b>Additional:</b></p>		
<p><b>Resourcing</b></p> <p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Positive home-school relationships are supported by regular tasks that are designed for each learner’s attainment and to increase parental support for pupil learning.</li> <li>• A well-stocked library is a space shared with parents and used by parents with their children.</li> <li>• Home visits and mentoring is available to parents.</li> </ul>		



- Parent skills are drawn into the school where possible to enhance the literacy curriculum.
- Support is provided for literacy in the home such as sessions on introducing books and supporting talk, reading and writing at home.
- The school offers innovative and non-threatening ways to support the literacy learning of parents, where this is appropriate and involves external organisations to extend the range of what the school can offer.

**Additional:**