



THE FULHAM BOYS SCHOOL

<i>Policy Title</i>	Departmental Review and Development Policy
<i>Policy Author</i>	Martin Jeeps
<i>Reviewed By</i>	SLT
<i>Approved By Personnel Committee</i>	Summer 2018
<i>Date of Approval by Governing Body</i>	Summer 2018
<i>Version Approved</i>	Summer 2018
<i>Date of Next Review</i>	Summer 2020

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies Summer 2018.



THE FULHAM BOYS SCHOOL

DEPARTMENTAL REVIEW AND DEVELOPMENT POLICY

Date of Next Review: Summer 2020

CONTENTS:

1. INTRODUCTION	p3
2. AIMS	p3
3. PROCESS	p3
4. REVIEW TEAM	p4
5. REVIEW FOCUS	p4
6. EVIDENCE	p5
7. OUTCOMES	p7
8. APPENDIX 1	p6
9. APPENDIX 2	p7
10. APPENDIX 3	p10

1. INTRODUCTION

- 1.1 Self-Evaluation and School Improvement is at the very core of The Fulham Boys School.
- 1.2 Departmental Review and Development feeds into, and is one of the main drivers in, the school's self-evaluation and improvement planning.
- 1.3 The Departmental Review and Development programme will run over a two year cycle where every department is reviewed bi-annually.
- 1.4 A timetable will be published showing when departments will be reviewed (see Appendix 1).
- 1.5 There will also be a whole school review every year focusing on a particular area from the School Improvement Plan.

2. AIMS

- 2.1 To link Departmental Reviews to the School Development Plan (SDP) and Department Development Plans (DDP).
- 2.2 To ensure that Departmental Reviews lead to tangible illustrations of the specific areas that require development within a department.
- 2.3 To provide user friendly information for Heads of Departments and their team.
- 2.4 To develop a self-evaluation system that facilitates the sharing of practice across the school.
- 2.5 To enable all our middle managers and staff with responsibility for School Improvement to increase their knowledge, understanding and skills through whole-school professional learning experiences.
- 2.6 To develop a strong learning community and achieve a culture of collaboration within our school.

3. PROCESS

- 3.1 The Head of Department (HOD) will produce an up to date self-evaluation report on their department.

- 3.2 The Head of Department, Senior Leadership Team (SLT) member responsible for Departmental Review and Development (R&D) and the Departmental Supporter have a meeting to discuss the report and agree on the SDP and DDP foci of the review.
- 3.3 The SLT member responsible for R&D will produce plan for the review (see Appendix 2).
- 3.4 The Head of Department goes through the plan in a meeting with whole department.
- 3.5 The Review team (see point 3) meet with HOD, SLT member in charge of R&D and departmental supporter to go through the foci of the review, lesson observations, pupil interviews and review of pupils work (see point 5).
- 3.6 Lesson observations and other documentation sent to SLT member in charge of R&D who moderates the lesson observations and then gives all the information to departmental supporter, including any external advisory service report and lesson obs.
- 3.7 Departmental supporter writes up draft report of the review.
- 3.8 Head of department meets with departmental supporter to go through review.
- 3.9 The Head of Department produces a written response to the review findings.
- 3.10 Departmental supporter writes up final report of review (see Appendix 3).
- 3.11 Action plan drawn up which will form part of Departmental Development Plan.

4. REVIEW TEAM

4.1 The Review team consists of:

- 4.1.1 Head of Department
- 4.1.2 Head of another Department
- 4.1.3 Member of the Teaching Team
- 4.1.4 Member of staff with whole school responsibilities e.g. G&T, SEN, Literacy
- 4.1.5 Departmental Supporter
- 4.1.6 SLT member responsible for R&D
- 4.1.7 Member of advisory service

5. REVIEW FOCUS

- 5.1 The Review focus is agreed through discussion between HoD, Departmental Supporter and SLT member responsible for R&D.
- 5.2 Focus is strictly based on SDP and DDP.
- 5.3 Review includes 3 SDP foci, 1 DDP and review of Assessment and Marking.

6. EVIDENCE

6.1 The evidence for the review will be:

- 6.1.1 Lesson observations
- 6.1.2 Structured Pupil interviews
- 6.1.3 Structured review of pupils' work
- 6.1.4 Structured review of departmental marking and assessment policy
- 6.1.5 Department Self-Evaluation report

7. OUTCOMES

7.1 The outcome of the review will be succinct summary report which will include:

- 7.1.1 Statistical analysis
- 7.1.2 Brief explanation of the statistical analysis
- 7.1.3 Strengths and areas for Development identified
- 7.1.4 Departmental response
- 7.1.5 Action Plan

Appendix 1

REVIEW AND DEVELOPMENT TIMETABLE

2016-2018

Review Timetable 2016-2017

Term	Review
Autumn 1 st Half	
Autumn 2 nd Half	
Spring 1 st Half	
Spring 2 nd Half	
Summer 1 st Half	

Review Timetable 2017-2018

Term	Review
Autumn 1 st Half	
Autumn 2 nd Half	
Spring 1 st Half	
Spring 2 nd Half	
Summer 1 st Half	

Whole School Reviews

Year / Term	Review Area
2016-2017	
2017- 2018	

Appendix 2

DEPARTMENTAL REVIEW AND DEVELOPMENT REVIEW PLAN

1. Plan

Subject	
Date	
Review Team	SLT Supporter:
	Member of Advisory Sservice
	Head of Department:
	Head of another Department:
	Member of Teaching Team:
	Teacher with Whole School Responsibility:
Focus	1. SDP Priority:
	2. SDP Priority:
	3. SDP Priority:
	4. DDP Priority:
	5. Marking and Assessment
Evidence Base	Lesson Observations
	Pupils' Work
	Pupil Interviews
	Assessment Policy
	Departmental Self Evaluation Report

2. Lesson Observations:

Teacher	Class	Date/ Lesson	Observer

Note:

- 1) Lesson observations should be based upon the SDP & DDP criteria provided
- 2) Written feedback should be provided on the school's Lesson Observation form

6. The Final Report

It is the responsibility of the Departmental Supporter to liaise with the review team to collate information and produce the final report.

7. Action Plan

HOD produces an action plan which forms part of the Departmental Development Plan.

Appendix 3

**DEPARTMENTAL REVIEW AND DEVELOPMENT
SUMMARY REPORT**

1. SDP Priority:

a. Lesson Observations

Statistics

Commentary

b. Review of Pupils Work (percentages below relate to the ??? books folders reviewed)

Statistics

Commentary

c. Pupil Questionnaire (percentages below relate to the ?? pupils interviewed)

Statistics

Commentary

Good Features

Areas for Development

2. SDP Priority:

a. Lesson Observations

Statistics

Commentary

b. Review of Pupils Work (percentages below relate to the ??? books folders reviewed)

Statistics

Commentary

c. Pupil Questionnaire(percentages below relate to the ?? pupils interviewed)

Statistics

Commentary

Good Features

Areas for Development

3. SDP Priority:

a. Lesson Observations

Statistics

Commentary

b. Review of Pupils Work (percentages below relate to the ??? books folders reviewed)

Statistics

Commentary

c. Pupil Questionnaire (percentages below relate to the ?? pupils interviewed)

Statistics

Commentary

Good Features

Areas for Development

4. DDP Priority –

a. Lesson Observations

Statistics

Commentary

b. Review of Pupils Work (percentages below relate to the ??? books folders reviewed)

Statistics

Commentary

c. **Pupil Questionnaire**(percentages below relate to the ?? pupils interviewed)

Statistics

Commentary

Good Features

Areas for Development

5. Marking and Assessment

a. **Lesson Observations**

Statistics

Commentary

b. **Review of Pupils Work** (percentages below relate to the ??? books folders reviewed)

Statistics

Commentary

c. **Pupil Questionnaire**(percentages below relate to the ??? pupils interviewed)

Statistics

Commentary

Good Features

Areas for Development

N.B. The above are general follow up actions that should be noted by all members of the department. Other follow up actions that are specific to individual lessons have been shared with the relevant teacher and the HOD. The HOD should work with the teacher(s) concerned to address the follow up actions as noted on the Lesson Observation form