OXFORDSHIRE SCHOOL INCLUSION TEAM (OXSIT)

Closing the Gap

Self- Evaluation Tool for schools

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This self-evaluation tool has been designed for school settings to develop meaningful targets to improve outcomes for children and young people vulnerable to underachievement in education. It is designed to support school leaders to identify the next steps towards improved outcomes for all learners with the aim of closing the achievement gap. Further information, support and guidance is available at ww.oxsit.org.uk.

	Emerging	Establishing	Embedding	Evidence	Action
	Knowing the Gaps				
Knowing every learner	Data is carefully analysed to identify patterns of underachievement. Leaders and teachers have high expectations of targeted named learners.	Data is regularly reviewed by leaders and teachers to evaluate the impact of any intervention on the improved outcomes for learners.	Leaders and all staff challenge ceilings to achievement and continually explore creative solutions for all learners.		
	Assessment informs teaching and is used to plan appropriate early intervention.	Diagnostic and formative assessment informs actions for individuals. Moderation informs practice for any learner not meeting age related expectations. Concerns about pupils' progress are picked up early, and any special educational needs identified in Early Years.	Formative assessment is integral to all teaching and learning and results in rapid progress for all learners. Moderation within schools ensures a consistent approach to the use of assessment and informs and improves practice for learners not meeting age related expectations so that their barriers to learning can be overcome.		
	The school actively engages hard to reach families in the learning process.	Families are regularly engaged in a collaborative approach to understanding the learners' needs.	All staff proactively engage with families to promote high expectations and aspirations for learning.		

Staff are supported through targeted quality information sharing and CPD to meet the needs of all learner.	Leaders guide the professional learning of all staff to meet the needs of all learners	All staff take initiative and ownership for developing knowledge and expertise for individual learner		

	Emerging	Establishing	Embedding	Evidence	Action
		Closing the Gaps			
Owning every learner	Leadership fosters a strong purpose and commitment to including all learners.	Well distributed leadership inspires a strong purpose, commitment and aspiration in the whole school community. Strategies that work best are applied consistently and relentlessly which empowers all staff to take responsibility for all learners. Families are encouraged to contribute to this purpose.	All staff and families take full ownership for the highest expectations for all learners.		
	Distributive leadership fosters mutual support and ownership of all learners	There is a culture of collective responsibility for all learners both within school and in the wider community.	All staff are equipped to take responsibility for all the learners in their class. They are held to account by the leaders in the school for the outcomes of all learners.		
	Specialist guidance is sought and teachers are informed of key actions	Specialist guidance informs provision for learners.	All staff engage with specialist guidance and use this to inform practice and provision for each learner.		

	Leaders promote an understanding of the needs of learners: their educational progress, personal development and well-being in order to inform provision. Their views are listened to and acted upon.	Time is taken to understand the needs of each learner: their educational progress, personal development and well-being, in order to apply what works best. Their views are valued.	The learner is at the centre of everything: there is complete regard for educational progress, personal development and well-being, in order to apply relentlessly and consistently what works best. Learners' views are routinely valued.		
	The school has regular progress meetings between teachers and leaders to monitor impact and adjust provision	The school has regular progress meetings between teachers and leaders to monitor progress and adjust provision. Where necessary outside agencies and specialists are involved to support improved outcomes	The school has regular progress meetings between teachers and leaders to monitor progress and adjust provision. The impact of adjustments to provision is reviewed regularly to inform action planning for individuals. Where necessary outside agencies and specialist are involved to support improved outcomes.		
Teaching Every Learner	Assess, plan, do review is developing through costed evaluated provision management	Regular observations of quality first teaching and provision management of interventions to accelerate learning are cross referenced to inform action planning for individuals.	Data is rigorously triangulated to ensure high expectations and aspirations.		
	Leaders are beginning to develop staff skills in order to plan next steps for all learners.	Leaders and some staff have a good understanding of next steps in learning and the need to master skills before moving on.	All staff are rigorously planning the next steps in learning for each pupil. Teachers ensure that individual learners have secured knowledge and skills before moving on in learning.		

Teachers share planning with teaching assistants (TAs); planning for individual learning is not yet resulting in accelerated progress	Some teachers plan collaboratively which is resulting in accelerated progress.	All teachers plan collaboratively within year groups and across Key Stages so that best practice is shared and develop resulting in accelerated progress for all learners. Subject, phase leads and SLT regularly monitor planning and teaching and learning.		
The teaching of vulnerable individuals and groups is often left to TAs with some guidance from the teacher.	Leaders recognise the complexity of teaching vulnerable groups; some groups are still supported predominantly by TAs.	Teachers' planning for TAs is detailed and effectively focusses on improved outcomes.		
Teachers are not always planning effectively planning for TAs so that pupils are not progressing rapidly nor building independence.	Teachers indicate the role of the TA on plans but these are not always clear enough about the desired outcomes to ensure accelerated progress	There is a culture of collaboration, peer observation and sharing of best practice that ensures the quality of teaching is consistently high and results in accelerated progress for all learners. Leaders always allocate the best teachers to the most vulnerable groups. Teachers are skilled at preparing their own teaching that of any support staff to accelerate the progress of the most vulnerable learners.		

	Staff have some knowledge of research based practice but leaders are not ensuring that this is universally applied.	Staff are aware of the key research based approaches to teaching but have not yet embedded this knowledge into their teaching.	All staff use evidence based research to inform teaching	
	Provision management is in the earliest stages of development and is not yet fully evaluated to show impact and value for money.	Provision management is in place and evaluated but not all provision is yet highly effective. There are a range of interventions in place to accelerate progress but not all of these are being delivered effectively as yet.	Interventions to accelerate progress are effective and provision is robustly evaluated to ensure value for money and maximum impact.	
	There is an awareness of the importance of developing oral language	There are some elements of good practice in the teaching of language skills but these are not shared across every aspect of the school.	There is a relentless focus on developing language skills to underpin all learning	
	There is an awareness of the need to develop a focus on literacy and numeracy however this has not yet impacted on progress for all pupils.	Leaders have identified where good practice in the teaching of literacy and numeracy for all learners exists but this is not yet universal across the school.	There is a culture across the whole school community of rigorously developing literacy and numeracy skills especially for vulnerable learners	

	Pupils at risk of underachieving or with barriers to learning are not sufficiently challenged and targets set are not yet aspirational leading to closing the gap.	All vulnerable groups are not yet set sufficiently challenging and aspirational targets to ensure that the gap is beginning to close	All attainment and achievement targets are challenging and aspirational to promote accelerated progress. All curricular targets are precise and are regularly reviewed to ensure there is a relentless focus on closing the gap.		
Engaging Every Learner	Leaders are beginning to develop the curriculum to meet the needs of all individuals and engage disaffected learners.	The curriculum in its widest sense is relevant to learners and most individuals are well planned for.	The curriculum is rich and relevant to all learners and well-targeted to meet individual need; particularly equipping pupils for the next stage in their education.		
	There is an awareness of the need to give pupils opportunities to develop independence with a view to life beyond school	There are some opportunities for pupils to develop independence and skills to prepare them for life beyond school.	The school provides a wealth of opportunities for learners to develop independence and to prepare for life beyond school.		
	Learners are sometimes involved in discussion about their learning	Learners are consulted about the provision made for their learning. They are supported in understanding and achieving their next steps.	Learners are equipped to understand their learning, progress and next steps. There is a culture of a joint dialogue with learners.		

	The school behaviour policy is applied consistently and focused on behaviour for learning. Rewards and sanctions data is analysed to ensure learners vulnerable to underachieve are identified early.	The school behaviour policy is focussed on engagement in learning and progress. Learners with SEMH are identified early and reasonable adjustments applied to the behaviour policy according to individual's needs. Robust procedures to improve attendance and reduce exclusion are monitored and evaluated regularly External agencies support the school where needed and advise is acted upon.	The school behaviour policy is focussed on engagement in learning and progress. Learners with SEMH are identified early and reasonable adjustments applied to the behaviour policy according to individual's needs. Robust procedures to improve attendance and reduce exclusion are monitored and evaluated regularly by school leaders and are demonstrating clear impact on school data. External agency support is valued and quickly acted on by all the relevant members of the school community who have growing understanding of how to meet high level needs.		
	The curriculum is beginning to address the cultural context of the school and to map areas of development in ensuring all learners cultures and heritages are valued and celebrated through their school journey from admission to transfer to the next setting.	The curriculum is regularly reviewed engaging all stakeholders in a dialogue about where different cultures and heritages are celebrated through the school journey from admission through to the next setting. Care and attention is taken to ensure all groups of learners vulnerable to underachievement and their families are represented and understood.	School values are embedded through the curriculum which is regularly reviewed with the outcome of celebrating the culture and diversity of all the learners at the school from admission the school journey to the next setting. The school have lead teachers responsible for every groups vulnerable to underachieve who ensure all member of staff are briefed on best practice for meeting needs of individual groups.		
	Attendance, punctuality and exclusions for vulnerable groups are monitored	Attendance, punctuality and exclusions for vulnerable groups are regularly monitored. Actions are identified to improve attendance for these groups	Attendance, punctuality and exclusions for vulnerable groups are constantly monitored leading to improved attendance which is at or above national for these groups.		

	Most leaners have positive attitudes to learning, take pride in their work and this has a good impact on the progress they make	Vulnerable/all learners have positive attitudes to learning They are engaged with their learning, the task and other learners and they take pride in their work.	Vulnerable/all learners have excellent attitudes to learning. They are engaged with their learning, the task and other learners. They take pride in their work and have aspirations to succeed.	
	Vulnerable/all learners conduct themselves well in lessons and incidences of low-level disruption are rare	Vulnerable/all learners conduct themselves well throughout the day and at lunchtimes. Incidences of low-level disruption are rare.	Vulnerable/all learners have good standards of behaviour and incidences of low-level disruption are rare.	

Celebrating Every Learner	What works well is celebrated across the school, students and families	What works well is routinely celebrated in a variety of ways through agreed whole school systems and shared with the whole school community.	What works well is routinely celebrated in a variety of ways through whole school systems and is fully understood by the whole school community.		
	Individual learners successes are celebrated within the framework of a whole school system	Individual learners' successes are celebrated in a variety of ways within the framework of a whole school system: in relation to attainment, progress, attitudes to learning and contribution to the school.	Individual learners successes are celebrated within the framework of a whole school system and learners understand this as part of their on-going learning development.		
	What works well is shared, documented and applied in some provision for learning	What works well is shared, documented as a record for all and is applied in provision for learning across the school.	What works well is shared, documented and evaluated in order to inform development of provision for learning across the school.		