



HANDBOOK

An introduction to
WHOLE-SCHOOL EVALUATION POLICY
(Government Gazette Vol. 433, No. 22512, 26 July 2001)

W
S
E





HANDBOOK

An introduction to
WHOLE-SCHOOL EVALUATION POLICY
(Government Gazette Vol. 433, No. 22512, 26 July 2001)

DIRECTORATE: QUALITY ASSURANCE
2002

Copyright Department of Education 2002

All rights reserved. You may copy material from this publication for use in non-profit education programmes if you acknowledge the source. For use in publications, please get the written permission of the Department of Education.

Contact details:

Department of Education
Directorate: Quality Assurance
Sol Plaatje House
123 Schoeman Street
Pretoria

Private Bag X895
Pretoria 0001

Mr TD Masilela
Tel: +27 (12) 312 5471
e-mail: masilela.t@doe.gov.za

Website: <http://education.pwv.gov.za>

ISBN No. 1-919917-03-9

Design and Layout: Triple CCC Advertising and Research



TABLE OF CONTENTS

Page

Introduction	3
1. Framework	5
1.1 What is the WSE Policy Framework?	5
1.2 The National Policy on WSE	5
1.3 The evaluation guidelines for WSE	5
1.4 The evaluation criteria used	5
1.5 What is meant by school self-evaluation?	6
1.6 External evaluation	6
1.7 Evaluation instruments	6
2. Process	7
2.1 Approach	7
2.2 Areas for evaluation	7
2.3 Performance ratings	8
2.4 Evaluation process	8
2.4.1 Pre-evaluation	8
2.4.2 School self-evaluation	8
2.4.3 On-site evaluation	8
2.4.4 Post-evaluation - reporting	8
2.4.5 Post-evaluation - support	8
3. Improvement strategies and capacity building	11
4. Summary of responsibilities at different levels	13
4.1 Ministry	13
4.2 Provinces	13
4.3 The supervisory units	13
4.4 Schools	13
4.5 District support services	13
Appendix 1: Evaluators' Code	15
Appendix 2: Basic functionality of the school	16
Appendix 3: School self-evaluation	18
Appendix 4: Documents for scrutiny during pre-evaluation	19
Appendix 5: Lesson observation form	20
Appendix 6: Evaluation report	21





Introduction

This handbook intends to help readers understand the Whole-school Evaluation (WSE) Policy Framework. In addition, the handbook has been developed as part of the advocacy material to raise public awareness about the use of the WSE instrument in evaluating the performance of schools. The WSE framework comprises three main booklets. The National Policy on Whole-school Evaluation provides the legislative framework for carrying out school evaluation as determined by the National Education Policy Act (Act 27 of 1996). Chapter 1 of this document elaborates in detail on other legislative imperatives informing the WSE framework. The other two documents, Evaluation Guidelines and Criteria and Evaluation Instruments for WSE spell out the modus operandi for carrying out the evaluation as well as the criteria used for reaching conclusions about the performance of evaluated schools.

The handbook has the objective of giving easy access to the principles and practices contained in the three documents to education practitioners - educators, principals, members of the SGBs and district officials. It will also be useful to parents who need to understand the application of WSE, since it will affect the quality of the education their children receive. The handbook, therefore, is designed to map out the salient points of the framework. It should be read alongside the National Policy, the guidelines and criteria and the evaluation instruments in order to gain a good understanding of WSE.





1. FRAMEWORK

1.1 WHAT IS THE WSE POLICY FRAMEWORK?

It is a package including the National Policy on WSE, the Evaluation Guidelines and Criteria, and the Instruments for WSE and School Self-evaluation.

1.2 THE NATIONAL POLICY ON WSE

WSE is a national policy to reinstate the supervision and monitoring mechanisms at school level. The Policy is designed to help supervisors reach conclusions on the overall performance of schools using agreed national criteria. The Policy indicates ways in which very good schools should be recognised and under-performing schools supported. WSE encapsulates school self-evaluation as well as external evaluation. Implementing the Policy is an important step towards improving school education, helping educators work more effectively and ensuring all learners get the best opportunities of success.

1.3 THE EVALUATION GUIDELINES FOR WSE

The Evaluation Guidelines include a document on guidelines and another on criteria. The Guidelines provide a code of practice for carrying out evaluation and the criteria provide the descriptors used for passing judgement. The Evaluation Guidelines are designed to lead to a common and fair national evaluation system for public and private schools. They are for use by both the school for self-evaluation and supervisors for external evaluation.

1.4 THE EVALUATION CRITERIA USED

The criteria indicate what questions supervisors should ask, and provide descriptors that guide them on how to interpret the criteria. Appendix 1 provides an insight to the judgement of the supervisor's code of practice, whereas Appendix 2 gives an example of descriptors for evaluating one of the key areas for evaluation - Basic Functionality of the School.

1.5 WHAT IS MEANT BY SCHOOL SELF-EVALUATION?

School self-evaluation is a school-based evaluation carried out by principals, School Management Teams (SMTs), SGBs and school communities at large. The guidelines, criteria and instruments provide an important resource for school self-evaluation. In addition, this resource provides the framework against which performance is to be measured consistently across provinces. (See Appendix 2 for an example.) Through self-evaluation, schools will be able to prepare effectively for external evaluation, and ultimately school self-improvement.

1.6 EXTERNAL EVALUATION

External evaluation is the process carried out by trained supervisors in selected schools. External evaluation follows immediately after school self-evaluation. The supervisors verify the findings presented through school self-evaluation in order to formulate the performance profile of a school, commend schools that are doing well to do better and make recommendations that will enable the school to institute an improvement plan or well-targeted intervention strategies.

1.7 EVALUATION INSTRUMENTS

The WSE Policy Framework includes instruments to be used for both self-evaluation by the school and whole-school evaluation by the supervisors. For consistency, both levels use similar instruments linked to the areas for evaluation. There are school evaluation forms for recording judgements against the nine areas of evaluation and lesson observation forms to be used for evaluating teaching and learning. In order to probe for in-depth perceptions, several interview schedules are provided targeting the SGB members, educators, learners and parents.





2. PROCESS

This section provides a summary of the *Evaluation Guidelines and Criteria*, with specific reference to:

- i the procedures to be followed;
- ii the focus areas to be evaluated; and
- iii the ratings for performance.

For details of the above, refer to *Sections 2 and 3 of the Evaluation Guidelines and Criteria*, respectively.

2.1 Approach

The approach is designed to help a school measure to what extent it is fulfilling its responsibilities and improving its performance, whilst providing an external evaluation of the school's work. The findings from these procedures will be used by schools, supported by the district support services, in their endeavours to improve the quality of their provision and raise the standard of attainment of their learners. The ensuing reports written by supervisors will be published and will provide valuable information for the provinces and the Ministry. This means that there will be:

- (a) School-based self-evaluation.
- (b) External evaluation by the supervisory unit, i.e. personnel trained and accredited to evaluate schools.
- (c) Published written reports on the performance of individual schools.
- (d) Annual reports published by provinces and the Department of Education on the state of education in schools.
- (e) Adequate and regular district support leading to professional development programmes designed to provide assistance and advice to individual staff members and schools as they seek to improve their performance.

2.2 Areas for evaluation

The evaluations will focus on the following areas:

- i Basic functionality of the school.
- ii Leadership, management and communication.
- iii Governance and relationships.
- iv Quality of teaching and learning, and educator development.
- v Curriculum provision and resources.
- vi Learner achievement.
- vii School safety, security and discipline.
- viii School infrastructure.
- ix Parents and the community.

2.3 Performance ratings

The school's overall performance will be rated using the following scale:

- 5 = Outstanding
- 4 = Good
- 3 = Acceptable
- 2 = Needs improvement
- 1 = Needs urgent support

Where it is not possible to give a rating, 0 will be used.

2.4 Evaluation process

The WSE process includes:

- Pre-evaluation surveys/visits
- School self-evaluation
- On-site evaluation
- Post-evaluation reporting
- Post-evaluation support

2.4.1 Pre-evaluation

Evaluation teams prepare for a WSE by:

- (i) Agreeing with the school on dates for a pre-evaluation visit, arrangements for the collection of the school's documentation, and the arrangements for post-evaluation feedback to appropriate personnel.
- (ii) Completing an analysis of the school's documentation in preparation of the formal on-site evaluation.

2.4.2 School self-evaluation

The school prepares for the WSE by:

- (i) Completing a self-evaluation document (see Appendix 3) and providing supervisors with a copy.
- (ii) Providing supervisors with appropriate documentation.

2.4.3 On-site evaluation

Supervisors use three main techniques for collecting evidence about the school's work. These are:

- (i) Scrutiny of other relevant school documentation, district records, development plans and appraisal systems (for details refer to Appendix 3);
- (ii) discussion with appropriate personnel associated with the school; and
- (iii) observation of the school's work, especially lesson observation. Because school evaluation aims to bring about improvement in teaching and learning, a key element in the process is the amount of time spent, at least 50% of the WSE, observing lessons (see Appendix 5 for the lesson observation form).

2.4.4 Post-evaluation - reporting

All school evaluations will result in a report presented orally and in writing to the principal/senior management of the school. This will include recommendations on how the school might improve its practice. Supervisors will also provide:

- (i) a brief oral report to individual educators on the quality of their work; and
- (ii) a brief oral report to the heads of each subject evaluated on the quality of work in that subject.

2.4.5 Post-evaluation - support

Within four weeks of the evaluation, the lead supervisor will provide a written report that follows an agreed format (see Appendix 6 for a specimen of the format). The summary of recommendations will inform the school development

plan and improvement strategies. The key elements are:

- (i) School evaluation reports and improvement plans should naturally lead to district, provincial, and national improvement plans that address areas needing improvements within specified time frames.
- (ii) The included observations and recommendations regarding developmental appraisal strategies should inform the professional growth plans and reports.

On the one hand, the reports form the basis for future reviews and serve as an important tool for self-evaluation at all levels within the respective provinces and the country. On the other hand, they will be used to highlight elements of good practice in teaching and provide evidence to commend schools that are doing well to do better and make recommendations to improve under-performance.





3. IMPROVEMENT STRATEGIES AND CAPACITY BUILDING

District support teams/professional support services will assist schools in implementing the recommendations of the evaluation reports. The districts must ensure appropriate provision for updating the supervisory unit, support services and schools under their jurisdiction in matters concerning WSE and improvement.

Human capacity and development are the central aspects of WSE. Pre-service and in-service training will be an essential and integral component of preparing for the WSE. The capacity programmes will be designed to ensure that supervisors understand the WSE Framework and its application in a fair and consistent manner.





4. SUMMARY OF RESPONSIBILITIES AT DIFFERENT LEVELS

4.1 The Ministry undertakes to:

Ensure that the evaluation system is administered effectively by providing professional guidance and support to provinces on how the evaluations will be organised and conducted. The Ministry will be responsible for overseeing the training, accreditation and registration of supervisors. For schools needing emergency interventions, the Ministry will discuss the special arrangements to be made with the relevant province.

4.2 The provinces will be responsible for:

Identifying a competent, well-trained and accredited supervisory unit, with appropriate administrative support, capable of ensuring that the evaluation of schools is carried out effectively on an annual basis.

4.3 The supervisory units will be responsible for:

The day-to-day operation of WSE under the direction of the Head of the Provincial Department and within a nationally co-ordinated framework. This is to ensure synergy and the integration of all activities associated with quality assurance. The supervisory unit will, partly, be responsible for orientating the district officials in respect of WSE processes.

4.4 Schools:

Will carry out internal evaluations in line with the requirements of the National Policy and Guidelines on WSE, formulate and implement the school action plans in response to the findings and recommendations from evaluation reports.

4.5 The district support services will take responsibility for:

Monitoring and supporting schools in their efforts to raise standards and the quality of educational provision. When a need arises, they must provide relevant information to the provincial supervisory units. The district officials will also be responsible for inducting the school principal/community to WSE processes.



APPENDIX 1: Evaluators' code

The following descriptors, based on the Evaluators' Code of Practice, are designed to help evaluators carry out their work in a professional way.

Descriptor for Grade 4	The supervisor operates in a way that does not affect the normal process of education in schools. The supervisor is competent, objective and behaves professionally in the school. The supervisor respects the educators and learners and treats them with sensitivity. The Evaluation Guideline and Criteria are used effectively during evaluations and the supervisor has clear and comprehensive communication with those being evaluated. The supervisor is able to explain why judgements have been reached and does so willingly. The supervisor gives clear and unambiguous oral reports to the school, and these will be accurately reflected in the final written report. The final report, based on clear evidence, will be well written, will cover the aspects designated in the Evaluation Framework fully, will contain balanced judgements and will pay attention to the opinions of those evaluated. The supervisor keeps information confidential and is impartial and objective at all times.
Descriptor for Grade 3	The supervisor does not deliberately affect the normal process of education in schools. The objectives of the evaluation and the way it will be carried out are outlined to the school, but they are not explained in detail. The supervisor communicates with the school staff but does not keep them fully informed of what evidence is being collected or how judgements are being reached. The oral feedback to the school is hesitant and although the judgements are reported, they are not explained clearly. The final report is mainly based on objective evidence, but sometimes the writing is ambiguous and barely pays attention to the opinions of those evaluated. Although the evaluation is carried out in line with the Evaluation Framework, the supervisor rarely distinguishes between important and minor points. The supervisor keeps information confidential, and seeks to be impartial and objective.
Descriptor for Grade 2	The supervisor interferes with the normal educational process in schools. The supervisor is often not professionally competent to judge a subject /learning area/programme or an aspect. Judgements lack objectivity and are based on questionable evidence. Those evaluated are not kept informed about the evaluation process or its progress. Educators and learners are sometimes treated with disrespect. The oral feedback is disjointed and confused, and the supporting evidence is not always secure. The final report is full of ambiguities, it is based on doubtful evidence, and disregards opinions expressed by those evaluated. It does not follow the Evaluation Framework properly. The supervisor does not always respect confidentiality.

APPENDIX 2: Basic functionality of the school



Purpose: To judge whether the school can function efficiently and effectively and realise its educational and social goals.

Sources	Criteria	Descriptors
<p>The school's policies and procedures.</p> <p>Attendance records.</p> <p>Staff job descriptions.</p> <p>Responses from parents and learners.</p> <p>The principal's statement.</p>	<p>Does the school have appropriate policies and procedures in place to enable it to run smoothly?</p> <p>The supervisor to look at the policies, procedures, regulations, etc. in order to judge whether they are appropriate and implemented successfully.</p> <p>The willingness of staff to implement policies and procedures consistently and the impact this has on the learners need to be assessed.</p> <p>Does the school have effective procedures for dealing with absence, lateness and truancy?</p> <p>The supervisor check that registers are kept up to date and regularly monitored. The school's systems for checking on absence and lateness and the reasons for them to be judged as to their effectiveness and any rewards or sanctions that are applied to encourage prompt attendance will need to be evaluated as to how well they work.</p> <p>Do pupils respond to the school in a positive way, contributing to an ethos that is orderly and work oriented?</p> <p>Supervisors will need to assess how much interest learners show in school and how keen learners are to make progress and how keen they are to be involved in lessons. Reasons why learners like or dislike the school need to be investigated.</p>	<p>Descriptor Grade 4:</p> <p>The school has well-structured policies, and procedures that are clearly articulated to learners and their parents. Many are on display and readily accessible to the learners. Absences and lateness are followed up and appropriate sanctions and rewards used to encourage an appropriate response from learners. Attendance is rarely below 94 per cent and learners are mostly on time for school and lessons. The timetable is well structured. Behaviour is good and learners are interested in the learning activities. They show initiatives in their approach to their studies and are keen to make progress. They keep the buildings and furniture in good shape. Learners take on responsibilities willingly and contribute to the positive working and caring ethos of the school. Transport is well organised and highly effective.</p> <p>Descriptor Grade 3:</p> <p>Policies and procedures are in place. On occasion, they are drawn to the attention of parents and learners. They operate more through learners' familiarity with what is accepted by the school than through clearly articulated procedures, applied consistently and fairly. The school is concerned about absence and lateness, but a tolerance exists that does not put sufficient pressure on learners to mend their ways permanently. The timetable is satisfactorily organised. The school is satisfied with about a 90 per cent attendance rate. Behaviour is satisfactory, but there are some instances when learners challenge their educators and cause minor disruption. Learners have a sound attitude to learning. They are interested in their work,</p>



Sources	Criteria	Descriptors
	<p>How well behaved are learners?</p> <p>The behaviour of learners during lessons and at school needs to be evaluated. The supervisor needs to comment on the respect learners' show their educators. The contribution the learners make to the positive learning environment in the school needs to be considered, along with their respect for school equipment, materials, furniture and the school premises. For example, the extent of graffiti and of damage to school property caused by learners needs to be commented upon.</p>	<p>though they do little beyond what they are asked. They participate in extracurricular activities in moderate numbers. Generally, they respect equipment and furniture, but examples of damage and graffiti exist. They respect the rules and school regulations, but do not always abide by them. Most learners contribute to an ethos characterised by support for one another and a willingness to do as asked. Transport arrangements are satisfactory.</p> <p>Descriptor Grade 2:</p> <p>The school has few well-structured procedures and regulations and they are to implement. There is confusion as to what is acceptable and unacceptable behaviour and learners are not sufficiently checked when they disregard the rules. Attendance is poor, often below 90 per cent and some learners are endemically late. Lessons often start late and the school programme is disorganised. Learners show limited interest. They show no interest in their own development and few participate in extracurricular activities. Learners display violent behaviour to one another, have no respect for their educators and damage the school's furniture. A good deal of graffiti is all over the school walls. The ethos is characterised by a lack of care and urgency to learn. Transport arrangements are poor.</p>

APPENDIX 3: School self-evaluation



1. Schools are advised to do the following as part of self-evaluation:
 - Carry out an audit of the areas for evaluation, using information in the *Guidance and Criteria* document.
 - Grade what they regard as an honest assessment of their current state in each of the areas for evaluation.
 - Provide a brief outline of the evidence they can produce to support the rating.
2. A school's self-evaluation will be used by the supervisory team to help them when completing the pre-evaluation analysis. The team leader will discuss the form with the Principal during the preliminary visit to the school.
3. **A school's self-evaluation and the preliminary evaluation commentary will form the basis on which the early part of the external evaluation will be conducted.**

SCHOOL SELF-EVALUATION FORM AND PRE-EVALUATION COMMENTARY

AREA FOR EVALUATION: CURRICULUM PROVISION AND RESOURCES

PURPOSE: *To evaluate the quality of the curriculum and how closely it matches the needs of learners and any national or local requirements, as well as an evaluation of the range of other activities that enhance the curriculum.*

INSTRUCTION: *To complete the form, refer to Guidelines and Criteria documents.*

STRENGTHS:

SUPPORTIVE EVIDENCE

AREAS FOR DEVELOPMENT:

COMMENTS:

RATING 5 4 3 2 1

N.B: The slot provided for the comments may also be used by district officials and members of the SGB.

APPENDIX 4: Documents for scrutiny during pre-evaluation

Administrative and legislative documents:

Registers:

- Admission
- Class
- Attendance
- Leave
- Assets and inventory, etc.

Others:

- Occurrence book
- Timetables (class/subjects/teacher)
- Minutes (staff/SGB/PTA, etc.)
- Learning and teaching material and resources
- Record of learner performance
- Learners' work and profile
- Learner reports
- Homework, etc.

Policies:

- School
- Availability of SASA
- Code of Conduct
- Language
- Dress code
- Fees, etc.

Constitutions:

- SGB constitution
- Finance committee
- PTA
- Security
- Staff supervision, etc.

Finance Management

- Income records
- Expenditure
- Budget
- Audited financial statement, etc.

Plans

- Vision and mission
- School development plan
- Development appraisal strategy, etc.

APPENDIX 5: Lesson observation form (No.)



School Subject..... Date

Supervisor Educator Q/ UnQ (ring)

Time in lesson Grade of group

No on roll boys () girls () No present boys () girls ()

Describe content/context of lesson
Topic/Activities/Organisation

Quality of teaching

- Planning
- Knowledge
- Strategies
- Use of time
- Use of resources
- Class control
- Assessment
- Evaluation and review

Overall rating 5 4 3 2 1

Learning and response

- Knowledge
- Skills
- Understanding
- Attitudes
- Behaviour

Overall rating 5 4 3 2 1

Achievement

Outcomes

Overall rating 5 4 3 2 1

Other significant evidence

5 = outstanding 4 = good 3 = acceptable 2 = needs improvement 1 = needs urgent attention

APPENDIX 6: Evaluation report



Name of the School:

District:

Date of Evaluation:

The evaluation team consisted of supervisors, led by

INFORMATION ABOUT THE SCHOOL

Number of learners: **Full-time:**
 Part-time:
 Full-time equivalent:

Number of educators **Full-time:**
 Part-time:
 Full-time equivalent:

Learner/educator ratio:

Number of learners with special education needs:

Number of languages spoken:

A SUMMARY OF THE MAIN FINDINGS

MAIN FINDINGS

Taking into consideration the particular circumstances of the school, its overall performance is:

The school has the following strengths:

The school needs to improve in the following areas:

MAIN RECOMMENDATIONS

The school, with the help of the District Support Services, must draw up a school improvement plan within five working weeks, showing how the recommendations that are made below will be tackled. The improvement plan must be supplied to parents/guardians of learners at the school and to the appropriate authorities. It will form part of the next whole-school evaluation.

Main recommendations: