This material is part of a serious game developed for the Agents of Change Toolkit (ACT) project. It should be used in conjunction with the associated rules document (available on our website at https://teacher-act.net/).

EvaluationBusters: Sample questions

These questions are all adapted from the 'challenge questions' of the "How good is our school?" Evaluation Framework at https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf Feel free to replace or enhance these questions for your own specific needs/frameworks.

To ask the question, simply replace the [?] with the letter the player has chosen. The questions have been formatted so that you can print and cut them out if desired. It is recommended that you shuffle the questions within each Quality Indicator and use the references to focus your game on the indicators of most relevance to the group playing (e.g. remove the questions about management if playing with class teachers.)

Quality Indicator	Prompt Question
1.1	
1.1	What [?] describes individual staff responsibility in improvement through self-evaluation?
1.1	What [?] describes the key tools to be used in self-evaluation activities including the General Teaching Council Scotland (GTCS) Standards and other QI frameworks?
1.1	What [?] describes your use of digital solutions to support the interrogation of data?
1.1	What [?]ensures improvement for the learner is central to all self-evaluation activity?
1.1	What [?] describes your aspirations and expectations for all children and young people?

1.1

What [?] describes your knowledge about the local community and understanding of circumstances affecting children's lives and learning?

1.1

What [?] is an action you have taken to remove barriers to success?

1.1

What [?] describes a whole-school, departmental or individual strength or area for improvement?

1.1

What [?] describes the involvement of all stakeholders (children, staff, parents and carers, families and partners) in self-evaluation and planning for improvement?

1.1

What [?] is an opportunity for staff to be involved in and lead aspects of school improvement?

1.1

What [?] is something that encourages staff to reflect on and share their own practice?

1.1

What [?] is evidence that the changes we have made have improved outcomes for children?

1.1

What [?] describes how we use evidence from self-evaluation to drive forward change?

1.2

What [?] describes the learning culture within our school?

1.2

What [?] describes how all staff are involved in leading learning across and beyond our school?

1.2	
	What [?] describes how staff are supported to make use of the Framework for Educational Leadership and Scottish College for Educational Leadership (SCEL) to support their learning and development?
1.2	
	What [?] describes the extent that our professional learning is based on the values and actions within the GTCS professional standards?
1.2	
	What [?] describes how our quality improvement processes lead to improvements in learning and teaching?
1.2	
	What [?] describes how we learn with and from each other?
1.2	
	What [?] describes how we build on individual skills and talents to lead improvements?
1.2	
	What [?] describes how we share our individual and collective learning across the school?
1.2	
	What [?] describes how we engage with research, policy sources and developments in learning and teaching?
1.2	
	What [?] is evidence for our professional learning improving outcomes for learners?
1.2	
	What [?] describes how we support children and young people to take responsibility for their own learning and progress?
1.2	
	What [?] is a strategy we are using to develop resilience and confidence in our learners to lead their own and others learning?

1.2	What [?] shows how our approaches improve learning for all?
1.3	What [?] shows that our school community have ownership of our vision, aims and values?
1.3	What [?] is data and information do we utilise to understand the social, economic and cultural context of the local community?
1.3	What [?] is one of our processes for involving the whole school community in the ongoing review of our vision, aims and values?
1.3	What [?] describes how we translate our vision, values and aims into daily practice within our school?
1.3	What [?] is one way we use our vision, aims and values when making decisions about future improvement priorities?
1.3	What [?] describes how we nurture creativity and innovation?
1.3	What [?] is one of our collective strengths or areas for development?
1.3	What [?] describes how we plan to ensure sufficient time for embedding improvements?
1.3	What [?] describes how we create collaborative conditions for staff to learn with and from others through critical enquiry?
1.3	What [?] is an opportunity to support peer collaborative learning?

1.3	What [?] describes how we evaluate and monitor the impact and sustainability of our professional learning?
1.3	What [?] is one of our approaches to planning for continuous improvement?
1.3	What [?] describes how we focus on improvements in outcomes for learners?
1.3	What [?] describes how our tools for change impact positively on staff and improve outcomes for all learners?
1.4	What [?] describes how our governance arrangements promote a quality culture?
1.4	What [?] shows that all accountable groups and individuals contribute to high-quality outcomes for learners?
1.4	What [?] is evidence that we seek feedback about the effectiveness of our communications and take account of staff views?
1.4	What [?] demonstrates that we learn from complaints?
1.4	What [?] describes how our recruitment and selection policies result in the best candidate for the post?
1.4	What [?] describes how we monitor and track PVG Scheme membership including retrospective checking?
1.4	What [?] is evidence that parents have the recent training and confidence to contribute on appointment panels?

1.4	What [?] shows how our approaches to induction and mentoring support recently appointed staff?
1.4	What [?] shows that line managers know their responsibility within Professional Update with the GTCS?
1.4	What [?] describes how PRD and school improvement planning bring about improved outcomes for children and young people?
1.4	What [?] describes how we keep staff informed and reminded of expectations of their conduct?
1.4	What [?] describes how we promote staff rights and responsibilities?
1.4	What [?] describes the staff handbook?
1.4	What [?] describes the support given to our temporary and short-term staff?
1.4	What [?] shows that our health and safety and risk assessment procedures are appropriate and implemented systematically?
1.5	What [?] describes our approaches to financial management?
1.5	What [?] is a procedure we employ to ensure transparency and equity in the use of our financial resources?
1.5	What [?] describes our systems for managing shared budgets to ensure a clear focus on promoting equity (e.g. cluster or Parent Council budgets)?

1.5	What [?] is evidence that our approaches improve outcomes for all learners?
1.5	What [?] describes how financial expenditure improves the quality of learning and teaching?
1.5	What [?] describes how our buildings and grounds are being used to deliver learning experiences and to support learner, staff and community wellbeing?
1.5	What [?] describes how we monitor the use and impact of available resources on learning and teaching?
1.5	What [?] shows that we work collegiately with pupils, parents and partners to inform appropriate resourcing decisions?
1.5	What [?] describes how we use our resources to meet the learning needs of all and ensure equity?
1.5	What [?] describes our health and safety procedures?
1.5	What [?] is evidence that learners use a range of resources including outdoor spaces and community resources to support their learning?
1.5	What [?] describes how our auditing processes to enable us to effectively plan, monitor and manage our resources?
2.1	What [?] describes our approach to child protection and safeguarding across the school community?

2.1	What [?] describes a good leadership in driving forward important area of practice?
2.1	What [?] describes safeguarding arrangements as an integral part of our self-evaluation processes?
2.1	What [?] is evidence that staff up-to-date with safeguarding practice?
2.1	What [?] describes support of children and young people following a safeguarding or child protection concern?
2.1	What [?] describes how we act upon incidents related to equalities?
2.1	What [?] is evidence that we take account of the views and experiences of children and young people that may impact on their life choices?
2.1	What [?] describes our approaches to supporting wellbeing?
2.1	What [?] describes how our school promotes an ethos and culture of positive engagement and participation with its pupils and parents?
2.2	What [?] describes how we use local and national policy and guidance when agreeing the rationale and design for our curriculum?
2.2	What [?] describes how we use all the factors that make our school unique?
2.2	What [?] describes the curriculum experienced by our learners?

2.2	What [?] describes how we make use of available support materials and information to inform the development of our curriculum?
2.2	What [?] is evidence that our curriculum promotes equity and raises attainment for all children and young people?
2.2	What [?] describes the leadership of curriculum development at all levels?
2.2	What [?] describes our level of personalisation and choice for children?
2.2	What [?] describes our shared understanding of what progression looks like?
2.2	What [?] describes our school's interdisciplinary learning?
2.2	What [?] describes our whole school overview in ensuring children's knowledge and skills are built appropriately over time?
2.2	What [?] describes our approaches to develop children's and young people's awareness of themselves as learners?
2.2	What [?] is something we do for young people to recognise the skills for learning, life and work?
2.2	What [?] describes a partnership opportunity we have for young people to develop skills and achieve?
2.2	What [?] describes how knowledgeable and up-to-date we are about career and employability prospects?

2.2	What [?] describes our engagement with Learning for Sustainability?
2.3	What [?] evidences learners' ability to select and make use of high-quality resources and equipment including digital technologies?
2.3	What [?] describes our use of community and spaces to deliver outdoor learning?
2.3	What [?] describes how we motivate and engage all learners in all aspects of school life?
2.3	What [?] describes how we enable learners to become independent learners and develop the four capacities?
2.3	What [?] is evidence that our learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
2.3	What [?] describes how well we communicate the purpose of learning?
2.3	What [?] describes our questioning strategies to enable higher-order thinking skills?
2.3	What [?] describes our use of innovative and creative resources and teaching approaches, including digital technologies?
2.3	What [?] describes planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
2.3	What [?] describes our use of assessment information to identify development needs?

2.3	What [?] describes how we involve learners and parents in planning and evaluating learning?
2.3	What [?] describes a benefit of self- and peer-assessment to improve learning?
2.4	What [?] describes our assessment systems?
2.4	What [?] describes if/how we ensure all learners have regular communication with a key adult to review their learning?
2.4	What [?] describes how we access support and training to build our capacity to engage with the needs of diverse learners?
2.4	What [?] evidences if personalised support is having the desired impact of improving outcomes for learners?
2.4	What [?] is evidence that our school is an inclusive learning environment?
2.5	What [?] is evidence that family learning is improving the life chances of the families involved?
2.5	What [?] describes how family learning helps to promote wellbeing?
2.5	What [?] is a type of data in our community to help us target interventions and support?
2.5	What [?] could be a GIRFEC wellbeing indicator?
2.5	What [?] describes a type of support for our strategies for positive relationships, better learning, and better behaviour?

3.1	What [?] describes our role or responsibility in supporting learners' health and wellbeing?
3.1	What [?] is evidence that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?
3.1	What [?] describes how our children and young people demonstrate positive behaviour and relationships?
3.1	What [?] describes how we involve children and young people in making decisions about their wellbeing, their lives, and their future?
3.1	What [?] is evidence of communication and learning with parents and partners across health and wellbeing?
3.1	What [?] evidences improved attainment for groups and individuals facing barriers to learning, e.g. poverty?
3.1	What [?] describes an inclusive learning environment?
3.1	What [?] describes how our school celebrates diversity?
3.1	What [?] describes how our curriculum design promotes equality and diversity, or eliminates discrimination?
3.1	What [?] describes our school ethos?
3.2	What [?] is evidence that we remove barriers to learning and ensure equity for all?
3.2	What [?] describes our approach to raising attainment?

3.2	What [?] is something children and young people gain from our outdoor learning experiences?
3.3	What [?] describes how our learners and practitioners develop creativity skills?
3.3	What [?] is an opportunity to develop creativity skills?
3.3	What [?] describes our use of digital technologies to enhance learning?
3.3	What [?] is evidence of transferring creativity skills to new contexts?
3.3	What [?] is a general principle that underpins all digital technology?