

Extract from:

Visser, E. (2011) 'Keeping yourselves to account: Monitoring and evaluating the impact of your work to improve outcomes'

NB Other sections of the full document not included here are relevant to all modules.

The issues in safeguarding are similar for all schools and groups of children. However, some particular issues for vulnerable groups must be addressed as indicated below.

Assessing and managing risk/keeping safe

The assumption here is that all the published criteria for routine safeguarding arrangements are in place and implemented to the highest standard and meet statutory requirements.

- Do you have robust systems in place to ensure the most vulnerable child is protected from harm, from themselves or others?
- Is there a range of measures taken to ensure all pupils, if they are able, can communicate, show or say they feel safe in school?
- Are there appropriate programmes in place and a suitable emphasis on enabling pupils to learn about the main risks they may face outside school, and what they can do to keep safe?
- Are parents/carers regularly asked their views about how safe they feel their child is at school?
- Are there secure systems in place to consult with parents/carers who may not be in close contact with the school because of distance or other factors?
- Is your whole school response to children with no sense of fear or who show risk-taking behaviour explicit, clear and consistent?
- Are your arrangements for introducing new staff and other adults to children cognisant with pupil's level of ability and understanding?
- Are your incidents and restraint records kept up-to-date and show subsequent actions that can be traced to improvements for individual pupils?

Assessment, feedback, planning for lessons relating to safeguarding, privacy and dignity

- Are lessons informed to a high level about an individual's response to learning – is this recorded clearly and subsequent action taken?
- Are the recording, collation and tracking of pupils' progress secure across all aspects of learning? Do all teachers know how to analyse the data and use it to improve outcomes?
- Is an appropriate range of strategies used to record individual pupils' learning and progress? Is the collation of records examined regularly to ensure best fit, show progress across different curricular areas and be manageable throughout a pupil's school career?
- Is there a distinction between lessons that constructively reinforce and generalise prior learning and those where there is unnecessary repetition of previous work?
- How well do teachers and other adults systematically in a lesson check pupil's understanding? Do they adjust according to the information they observe and react appropriately to improve access, participation and improve learning?
- Are additional adults in a class or activity used to the full to observe and record interactions and pupils' responses? Are these observations used effectively to inform planning and the next stage of learning?
- How effectively are pupils and their parents/carers kept informed about how well they are doing and given guidance in a range of forms to help them do better and improve?
- How well do pupils respond to and understand suggestions provided in a range of ways to improve their learning?