Talking about impact

Using evidence to present a compelling argument

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Outcomes from this workshop

During this breakout, participants will:

- Know how to use evidence to have an informed conversation about teaching and learning
- Understand how to use a range of evidence to evaluate impact
- Be able to present a comprehensive and evidence based evaluation of impact to different stakeholders.
Four steps to a compelling argument

1. Our starting position
2. The evidence we have
3. Our action plan
4. The impact of our plan
Step 1

Our starting position
Creating a plan

- Read Handout A: Creating a school development plan pages 11-12
- If you were to RAG rate your school against the Cambridge Quality standards, what would your priorities be?

<table>
<thead>
<tr>
<th>Meeting our registration quality standards</th>
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</thead>
<tbody>
<tr>
<td>Table 1: Cambridge registration quality standards</td>
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</tbody>
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<table>
<thead>
<tr>
<th>1. The school’s mission and educational values</th>
<th>2. School management and leadership</th>
<th>3. Quality of teaching and learning</th>
<th>4. The physical environment of the school</th>
<th>5. Legal requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The school has a clear mission statement that makes reference to its educational values.</td>
<td>a. The school principal is suitably qualified and experienced in educational leadership.</td>
<td>a. The school is appropriately resourced with sufficient staff employed in management, teaching and support roles.</td>
<td>a. The school premises create a positive learning environment for students.</td>
<td>a. Fire certificate.</td>
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<td>b. The culture of the school is learner centered and supports students and teachers to become confident, responsible, reflective, innovative and engaged.</td>
<td>b. The senior management team and the governing body demonstrate clear goals for the successful introduction of Cambridge qualifications and can evidence planning to support effective implementation.</td>
<td>b. The school curriculum is clearly expressed and accessible to teachers, students and their parents.</td>
<td>b. Library or learning resources adequately support delivery of the curriculum.</td>
<td>b. Government approval to operate, including any approvals needed to provide the Cambridge curricula you wish to offer.</td>
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<td>c. International awareness and global perspectives are promoted through the curriculum and other activities.</td>
<td>c. Senior staff are committed to setting targets for school improvement and staff development, supported by well-designed performance review and self-evaluation.</td>
<td>c. Assessment outcomes are monitored and evaluated with clear feedback into teaching and learning strategies.</td>
<td>c. Specialist facilities are provided (e.g. for Cambridge syllabuses in art and design, music, languages, ICT, physical education and the sciences).</td>
<td>c. Health and safety policies in line with government requirements.</td>
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<tr>
<td>d. Relationships between staff and students are positive, demonstrate mutual respect, and the school has established and consistent expectations of behaviour.</td>
<td>d. There is effective and transparent management of school budgets.</td>
<td>d. Teachers have appropriate qualifications to deliver Cambridge programmes and qualifications successfully.</td>
<td>d. Secure storage arrangements for question papers and other examination materials comply with our regulations.</td>
<td>d. First aid provision in line with government requirements.</td>
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<td>e. A complaints procedure is in place that effectively manages complaints for parents and other stakeholders.</td>
<td>e. Teaching takes account of students’ diverse learning styles and individual needs.</td>
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<td>e. Appropriate policies that comply with our regulations for accommodating examinations have been identified.</td>
<td>e. Child protection policies in line with government requirements.</td>
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</tbody>
</table>
Part 2

The evidence we have
Activity: What can be measured?

- In small groups, list at least 5 ‘measurable things’ in classroom practice
- What important things cannot be measured?
- Just because something can be measured doesn’t mean it’s important
The range of evidence

Evidence? Might include:

- Work sampling
- Learner voice and questionnaires
- Peer observation/Lesson study
- Formal lesson observations and learning walks
- Planning monitoring
- Data monitoring including examination results
- Performance management
- Whole school self-evaluation

What else?
More than one source of data will give a richer understanding of the issue.
What’s the position in your school now?

- What whole-school data do you currently have available?
- Think about data for attainment (internal and external), progress, attendance…
  - What form is it in?
  - Who has access to it?
  - How do you use it?
  - Can you separate out different groups within your data e.g. by gender?
External examination/test results data

- What does it tell you?
- What does it not tell you?
- How do you use it currently? Who is involved?
- Do you benchmark with comparable schools?
- How could you develop this further?
Data from internal examinations/tests

- What examinations/tests are taken by all pupils in your school?
- What are the advantages and disadvantages of using this data?
- How do you know what students’ attainment level is on entry?
- How do you track learners’ progress during the course of the year and from year to year?
Considering individuals and groups

- Can you track the progress of an individual in different subjects in your school?
- Who has the overview of a particular student’s progress?
- What expectations are there about progress? Who would be alerted and how if they weren’t being met?
- How is progress, attainment and attendance of different groups (e.g. girls) monitored?
Part 3

Our action plan
Keep things simple

- School improvement goals (what did you want to do and why)
- What actions will you undertake to achieve your goals (How did you do it)
- Who will do what... roles and responsibilities
- Timeline and stages for completion (when was it done)
- Milestones
- What is your evidence of success - quantitative and qualitative data (What impact has it had)
# Handout B: A Simple Action Plan Template

**Action Plan: Area of Focus <XXXX>**

<table>
<thead>
<tr>
<th>Target</th>
<th>Impact</th>
<th>Strategies</th>
<th>Timescale</th>
<th>Progress</th>
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Step 4

Understanding impact
Making inferences about impact

- On your desks are descriptions of 'impact'. Which do you think represent the greatest impact?
- In groups of 4, decide which you will discard, until you are left with 9 descriptions
- For the top 9, create a diamond shape, showing which you think is the best, which are in the middle and which is at the bottom.
Evaluating impact: from monitoring to evaluating

- Monitoring pupil progress seeks to identify whether pupils are meeting targets/learning milestones. Are they on track?
  - Results tend to be binary – yes/no
  - Regular assessment allows for updated evidence
  - Straightforward, familiar process in most schools

- Evaluating specific interventions leads to a judgement about how effective a new teaching strategy/approach was.
  - Tells us HOW something happened
  - Requires analysis of findings to determine cause-effect relationship
  - Often difficult to ascribe results to a single factor
Activity: What can be measured?

- In small groups, list at least 5 ‘measurable things’ in classroom practice
- What important things cannot be measured?
- Just because something can be measured doesn’t mean it’s important
Activity: evaluating impact in the classroom

- Identify ONE innovative strategy being trialled in your school
- How could you begin to evaluate its impact?
- Who might be involved?
- What sources of evidence might you use?
- What’s the timeline?
Part 5

Communicating with stakeholders
Four steps to a compelling argument

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Keep things simple

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- Who will do what….roles and responsibilities
- Timeline and stages for completion (when was it done)
- Milestones
- What is your evidence of success - quantitative and qualitative data (What impact has it had)
Thank you
Any questions?