

Guidance and Support Tool



THE ST. MARY'S PARTNERSHIP

Strategy: Rapidly Improving Pupil Outcomes



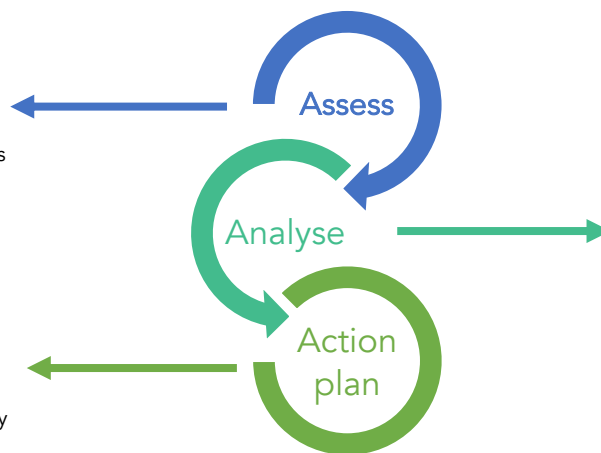
Data Conferences – Post-assessment (30 minutes x 3 per year)

Leading effective meetings around Interim assessment results

Assessment takes place as per the schools' Accountability Calendar (Appendix A)

- Salford Reading Tests
- PiXL Reading and Mathematics tests.

The 'SO WHAT' of forensically examining data is the action plan – how are going to use this data/information to inform teaching and learning and improve the quality of education?



We use the following sources of data to understand outcomes:

- Utilising the heatmaps from PiXL – linked to content domain strands
- Analysis of pupil workbooks against performance in the test.
- Salford Reading Tests

Key Principles for leading analysis meetings:

- The data from the recent tests needs to do the talking.
- The teacher needs to present the data - or be pushed to explain what the data is telling them.
- Always go back to the specific questions on the test. They are the window into pupil understanding.
- Make explicit, detailed action steps and ensure these are feeding into lessons and are monitored.

Precursors for effective analysis meetings:

Before giving the interim assessments:

- (A few weeks prior) Are pupils needs being considered for sitting the tests? For example - modifications made for pupils with known needs. This needs to be planned explicitly for pupils to be successful.
- (PDM schedule) Teachers need to receive model of how to do assessment analysis and complete their action plan. Discussion regarding effective and ineffective analysis meetings.

Effective Analysis Meetings

Immediately following interim assessment administration:

Teacher analysis:

- Teachers to look at the maths and reading papers - the fundamental question for them to answer is: *Why did the children not learn this?*
- Teachers need to look child-by-child. This isn't about broad-brush analysis. They need to understand how a child's underperforming in order to be able to teach to need.
- Teachers should then compare performance in the test against performance in class. Is there a disparity? Is this what you expected? If there appears to be better application in lessons - is that because they were provided with good quality models that enabled them to be successful? What needs to change?
- Teachers sketch out an action plan for the 6 weeks. Careful consideration given to: what needs to be immediately re-taught?, what needs to be added in as starter activities to build fluency or a deeper knowledge for mastery? Teacher needs to be explicit about how that will be interwoven, or if the sequence of learning will change to accommodate re-teaching.

Example of a section of a teacher action plan:

Re-teach concepts (what needs to be completely re-taught to the whole class?)	Analysis: (why didn't pupils get this? What went wrong?)	Instructional delivery: (what changes to teaching are required to address these gaps?)	When?
<ul style="list-style-type: none"> • <i>Re-teach retrieval in fiction texts(2b) (7/14 marks on the test were linked to this content domain.) 60% of the pupils scored low in this domain.</i> 	<ul style="list-style-type: none"> • <i>Pupils struggled with the multiple-choice retrieval questions but were fine with finding and locating individual words. This highlights that there wasn't enough practice using multi-modal formats for questions.</i> • <i>Some pupils didn't look closely enough at the question requirements - i.e. tick 2 and simply ticked 1.</i> 	<ul style="list-style-type: none"> • <i>In lessons - during whole-class modelling - at least one question per week will use that type of multi-modal response to build pupil fluency.</i> • <i>During input, further work will be undertaken to model underlining what the question requires.</i> • <i>Blue table will receive support to highlight the question.</i> 	<ul style="list-style-type: none"> • <i>Tuesday 5th September - retrieval starter activity.</i>

Leader preparation for the meeting:

- Leader to analyse the maths and reading results - creating an analysis of key areas such as:
 - Determine which content domain areas require deeper analysis to ensure deeper action steps.
 - Review the class/sets exercise books to triangulate. Do their errors in the test match evidence in the book that the sequence of teaching was poorly taught? Could teaching have been rushed? Are there examples of assessment (exit tickets or mini quizzes) to demonstrate pupil understanding? Do books show that they were struggling with the content?
 - Speak to a few pupils (no more than 5) what can they tell you about the areas they didn't do well in? What do they say was the barrier?

Conversation starters and re-direction during analysis meetings

Starters

- *"I can see clear improvement indomain, from the last interim assessments"*
- *"So, what is the data telling you?"*

Re-directors and data-focused comments

- *"Lets look at question..... What do you think the pupils were doing so wrong here?"*
- *"Looking at how the pupils tackled the question (method, justification) what have you learnt?" "How will you develop this?"*
- *"What did the pupils need to be able to do to get that question right?" "How was this more than what they are typically able to do for you in class?"*
- *"What's so interesting is that they all did well on question..... but struggled on question..... which is the same content domain. Why do you think that is?"*

Making the next steps actionable

- *"What SHOULD pupils do when they hit this struggle next time? What should they be told to do differently?"*
- *"Lets have a think about your approach for re-teaching this lesson on.... What will be deliberately different to support pupils to understand?"*
- *"Lets summarise the action steps, from your action plan, and add them to perspective".*

PPA – Leadership presence weekly for 30 minutes

Leading face-to-face meetings to guide unit/lesson planning and sequencing of learning

Leader should bring: <ul style="list-style-type: none"> ▪ Laptop ▪ Previous week’s LI/SCs for that half-term 	Teacher should bring: <ul style="list-style-type: none"> ▪ Laptop ▪ School Accountability Calendar ▪ Curriculum Planning Documents – LAT ▪ Have access to the data ▪ Pupil learning examples – R/W/M
1 Map out the week	<p style="text-align: center;">Whole School Accountability + Year Group Calendar</p> <p>Leader and Teacher talk about the upcoming week:</p> <ul style="list-style-type: none"> ▪ School events (inc changes to the weekly timetable/routine) ▪ Scan through books to look at what was achieved in the sequence of learning planned from the previous week – including misconception teaching. ▪ Discussion about standards.
2 Set Core Content	<p style="text-align: center;">Core-content - Decide the core content needing to be taught for each day of the week</p> <p>Plan the LI/SC chart considering:</p> <ul style="list-style-type: none"> ▪ Data-driven – aligned to teaching to need from the reading/maths assessments and writing moderation. ▪ Curriculum-driven – aligned to the curriculum unit plans. <p>Consider:</p> <ul style="list-style-type: none"> ▪ What objectives require more time given pupil misunderstanding on the last assessment? ▪ How is this best delivered considering the gaps? E.g. is this a starter activity need to support whole-class development or is this a group tables need?
3 Dive into Key Lessons	<p style="text-align: center;">Dive into key lesson planning - learning intention, success criteria and appropriate task design</p> <p>Choose a key lesson in the upcoming week and consider:</p> <ul style="list-style-type: none"> ▪ What do pupils need to know and remember to support their development? ▪ Are there gaps highlighted in the last round of interim assessments? ▪ Are gaps in knowledge from previous year(s) and how can they be filled quickly? ▪ Use the LAT pathways for Writing, Maths and Reading to ensure coverage of skills to be taught in the expected term. I.e. are we teaching key skills in reading from the Spring Term in February? ▪ Design an assessment task for the lesson – does it answer the learning intention? If it doesn’t is the LI right? ▪ Task design needs to also match the demand of the learning intention. If the lesson intention focuses on inference – the task should not be retrieval. ▪ Does the task design enable challenge? For example: if the task is linked to a learning intention for inference. Does the task push beyond literal interpretation?

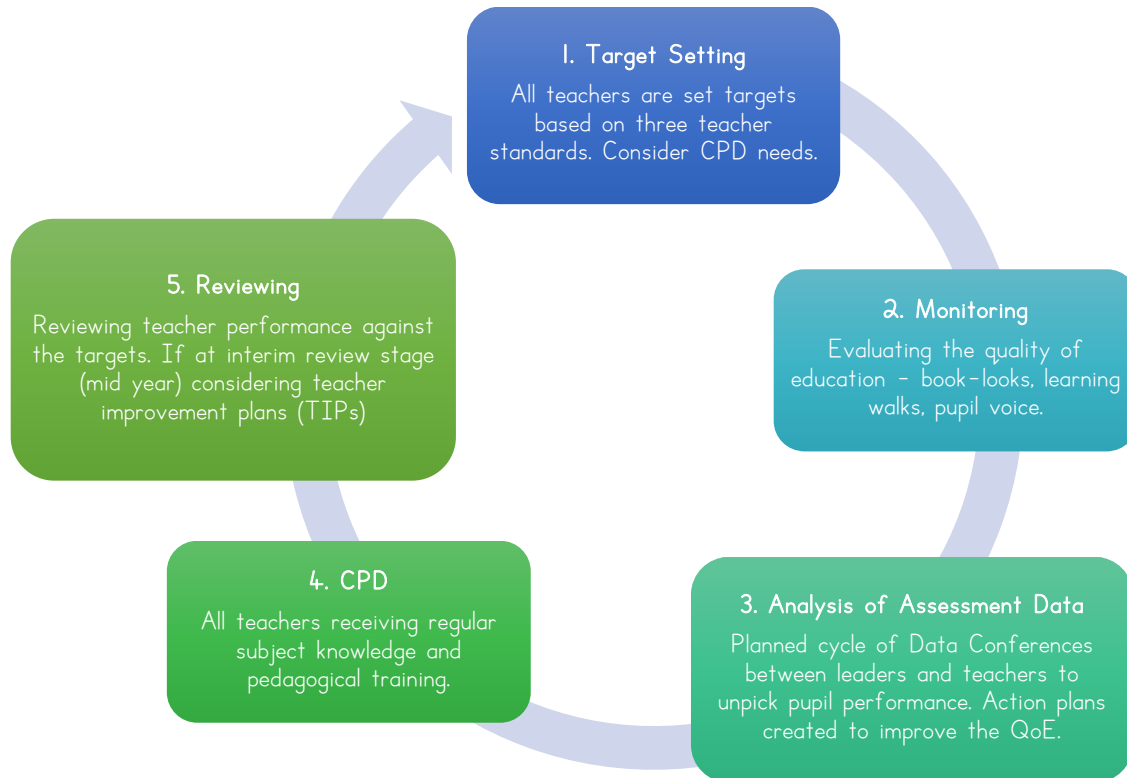
PPA – Expectations

Colleagues need to celebrate learning and share practice weekly – the first 15 minutes:

Subject Area	Sharing books to look for progression in learning:
<p>5 minutes</p> <p>Each bring 1 green/blue and 1 yellow/red</p>	<p>Maths books:</p> <ul style="list-style-type: none"> • How progressive are the maths bookmarks between the sets? • Are children receiving learning specific to their current deficits? Is this taken from maths pre/post tests - prior assessment deficit knowledge. • Is there evidence of children achieving and working on the reasoning questions each day - to demonstrate independent practice of the skill? • Can you see evidence of intervention where children are consistently getting things wrong? • Are the books marked properly? • Is there NSL completion daily using green pen and extended response to teacher answers? • Are pupils using a range of methods – including mental calculation – to choose the most efficient way of answering questions? • Are the areas covered consistent with the gap analysis from the most recent tests?
<p>5 minutes</p> <p>Each bring 1 green/blue and 1 yellow/red</p>	<p>Reading books:</p> <ul style="list-style-type: none"> • Have children understood, across the groups, the skill(s) covered during the week? • How progressive are the reading lessons between the sets? • Is there evidence of the children consistently applying the skill in a variety of contexts? • Can you see evidence of pupils unpicking vocabulary and dialogue in a way that unlocks/decodes the text to enable understanding? • Are the books marked as per policy? • Is there NSL completion daily using green pen and extended response to teacher answers? • Are the areas covered consistent with the gap analysis from the most recent tests?
<p>5 minutes</p> <p>Each bring 1 green/blue and 1 yellow/red</p>	<p>Writing books:</p> <ul style="list-style-type: none"> • Are the lessons progressive in terms of skills/knowledge taught? E.g. is Set 1 working on GD objectives or key curricular targets from the LAT writing progression doc? • Have children consistently demonstrated understanding of the skill(s) covered during the week? • Are independent writes regular and marked? Do they show children writing increasingly more as time goes on? • Can you see evidence of handwriting application tasks? • Can you see evidence of use of agreed pedagogical models including: vocabulary diamond etc. • Is there NSL completion daily using green pen and extended response to teacher answers?

Teacher Appraisal (three times per year)

Improving outcomes through shared accountability



Sources of evidence gathered for Teacher Appraisal:

- Monitoring feedback located on Perspective - learning walks, book-looks and pupil voice. Not isolated - always triangulated.
- Data proficiency - how well teachers have used the information from interim assessments to adequately *teach to need*.
- Data Conferences located on Perspective - capturing the conversations between leaders and teachers about what has been learnt during interim assessments and the plan of action for moving forward.
- LI/SC planning sheets. Collated and sent to leaders weekly. Providing an insight into breadth, depth and sequencing of learning.

What cannot be used for the purposes of Teacher Appraisal?

- Coaching feedback and coaching notes.
- We do not set 'percentage' targets for individual classes/sets. *However, we expect ALL pupils to make progress throughout the year. Therefore there is an expectation that teachers do whatever they can to facilitate improving pupil outcomes.

What if there are concerns about teacher performance?

- Leaders will be appointed to provide support to the teacher **informally** first. We want all teachers to feel confident to express when they experience difficulty.
- Leaders will create a Teacher Improvement Plan for 6 weeks - this will monitor the impact of support given and provide both teacher and leader with a running-commentary of impact/improvements made.
- Beyond this level of support - formal routes to capability will be considered.