



**One school, four viewpoints:
what does effective
assessment look like?**



Who are we?

Luke Rees

Assistant Head

@LukeReesEdu

Amy Mulgrew

Class Teacher

@AmyMulgrew_1

Janine Johnston

Head of Learning and
Progress

@misjjj2

Emma Dibden

Head of Learning
Support

@EmmaDibden

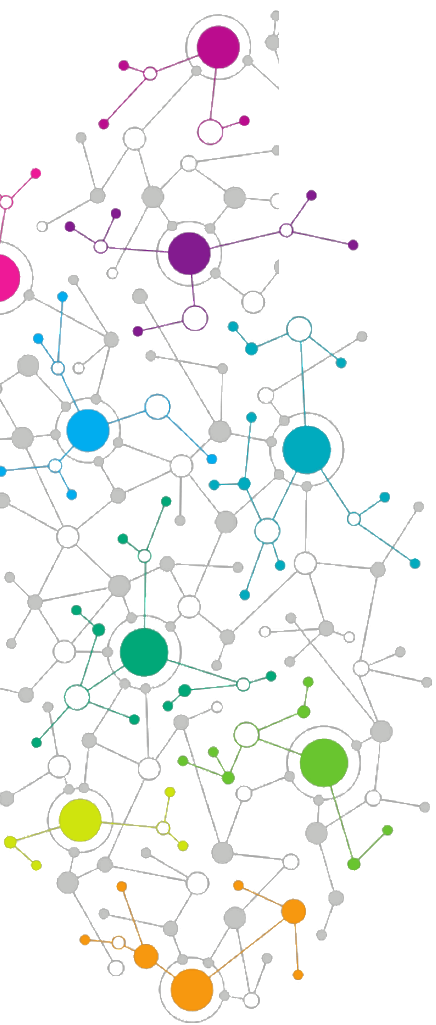
Who are we?










JESS Jumeirah







@JESS_Jumeirah




@JESSDubai



Who are we?

Students	 Gender of students	Boys and girls
	 Age range	3-11
	 Grades or year groups	FS1-Year 6
	 Number of students on roll	703
	 Number of Emirati students	5
	 Number of students of determination	21
	 Largest nationality group of students	UK

Teachers	 Number of teachers	53
	 Largest nationality group of teachers	British
	 Number of teaching assistants	37
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	1
	 Teacher turnover	21%

Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	CAT4, GL
	 Accreditation	BSO, COBIS
	 National Agenda Benchmark Tests	GL



So What?



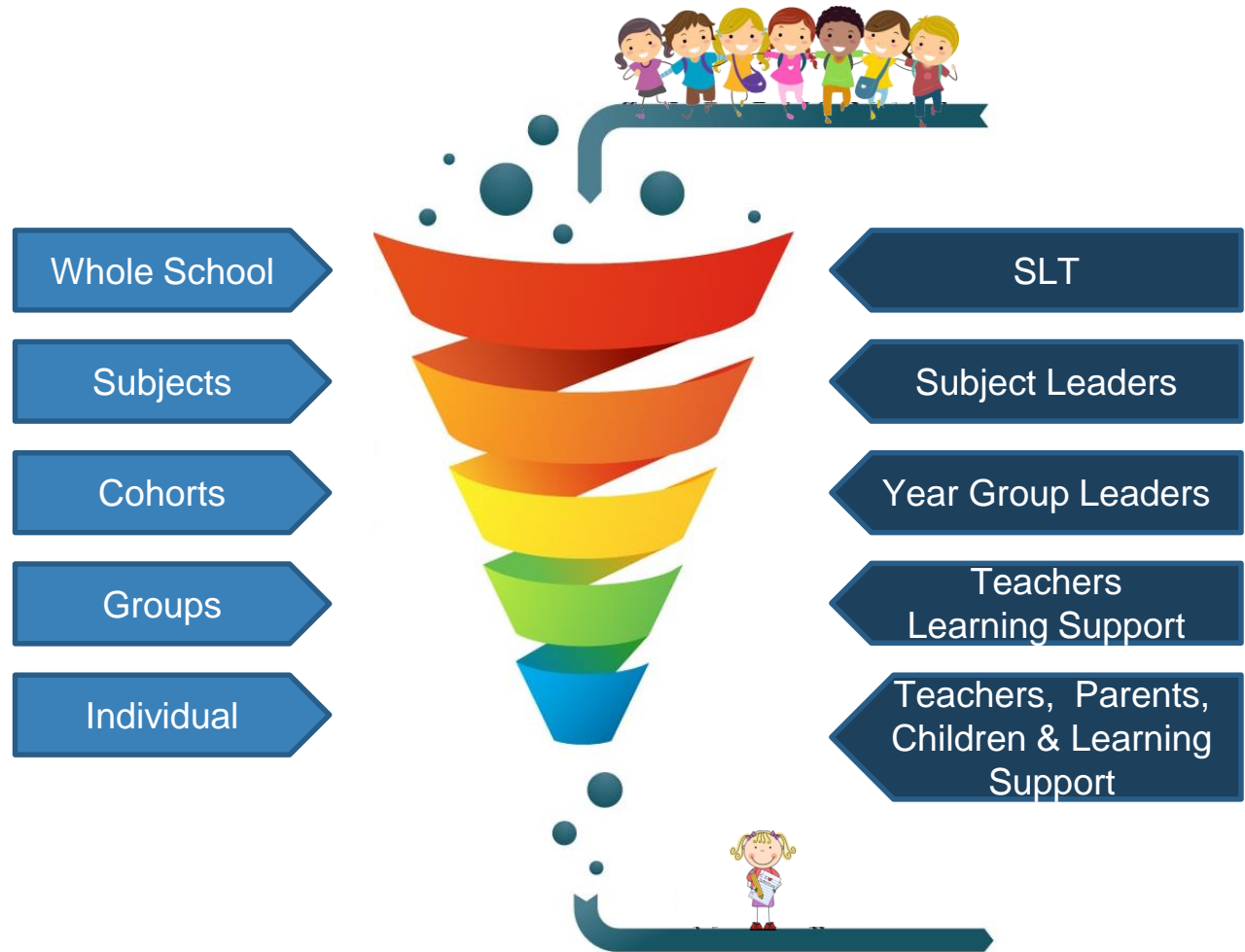
Data for Impact

The power of... **So What?**

The focus of data analysis needs to filter down to the needs of **an individual child.**

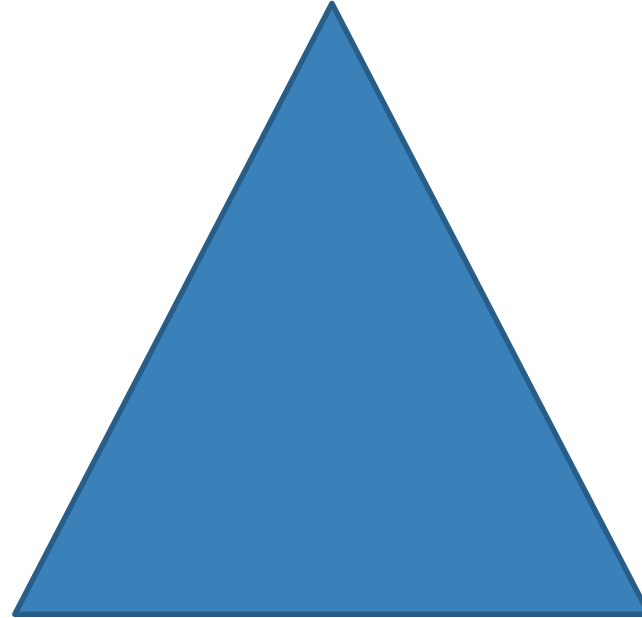


Get to know your students



Get to
know
your
students

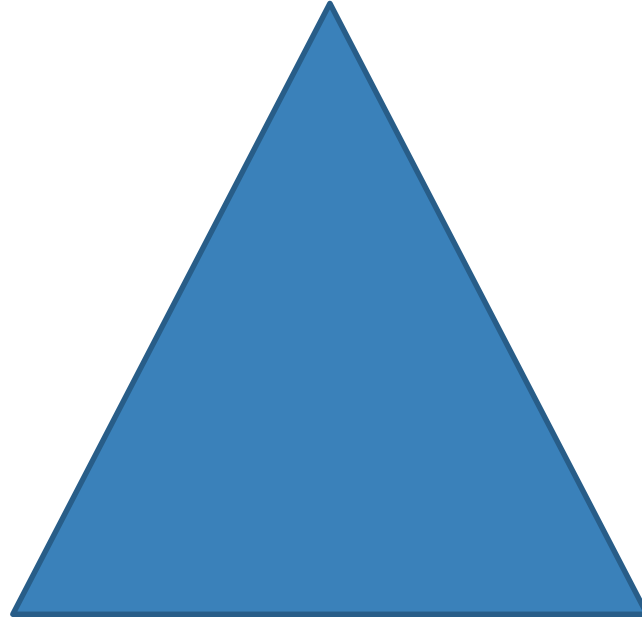
Attainment



Aptitude

Attitude

Attainment



Aptitude

Attitude

Get to
know
your
students

Get to know your students

**Summative
Assessment**



AFL



**Low stakes
testing**

**Learning
Conversations**



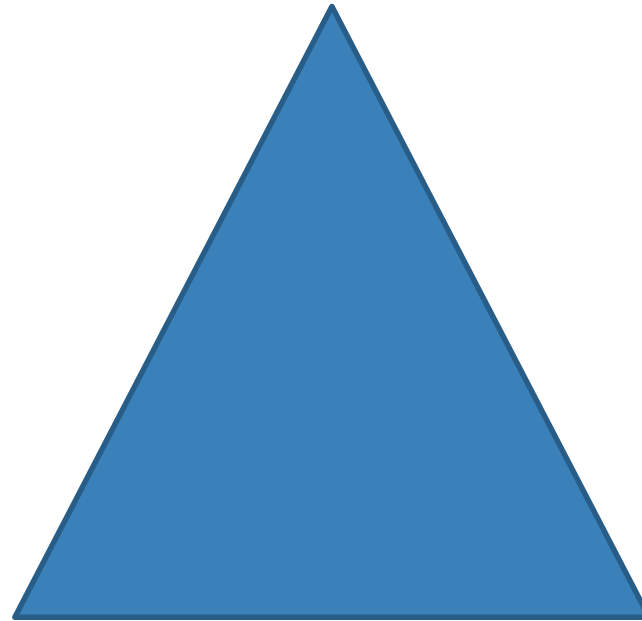
Classwork



**External
Testing**

Get to
know
your
students

Attainment

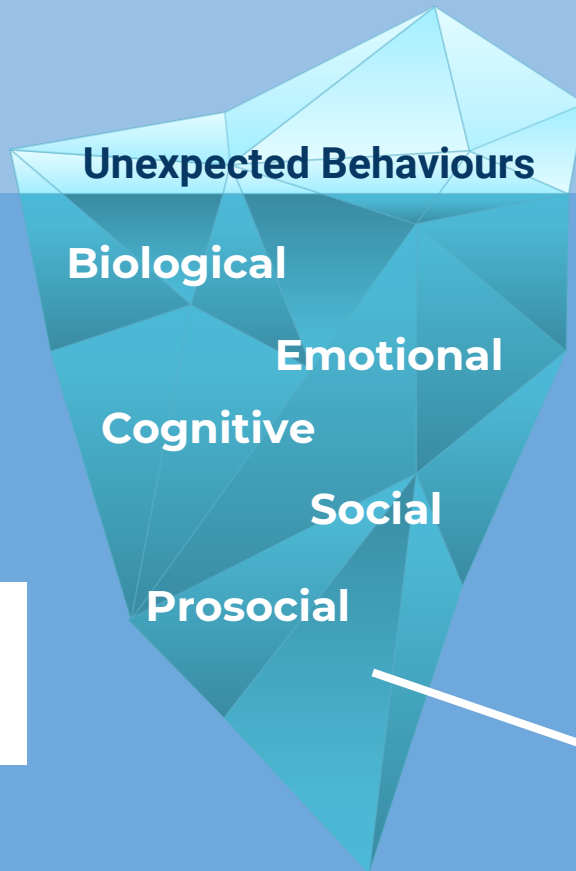


Aptitude

Attitude



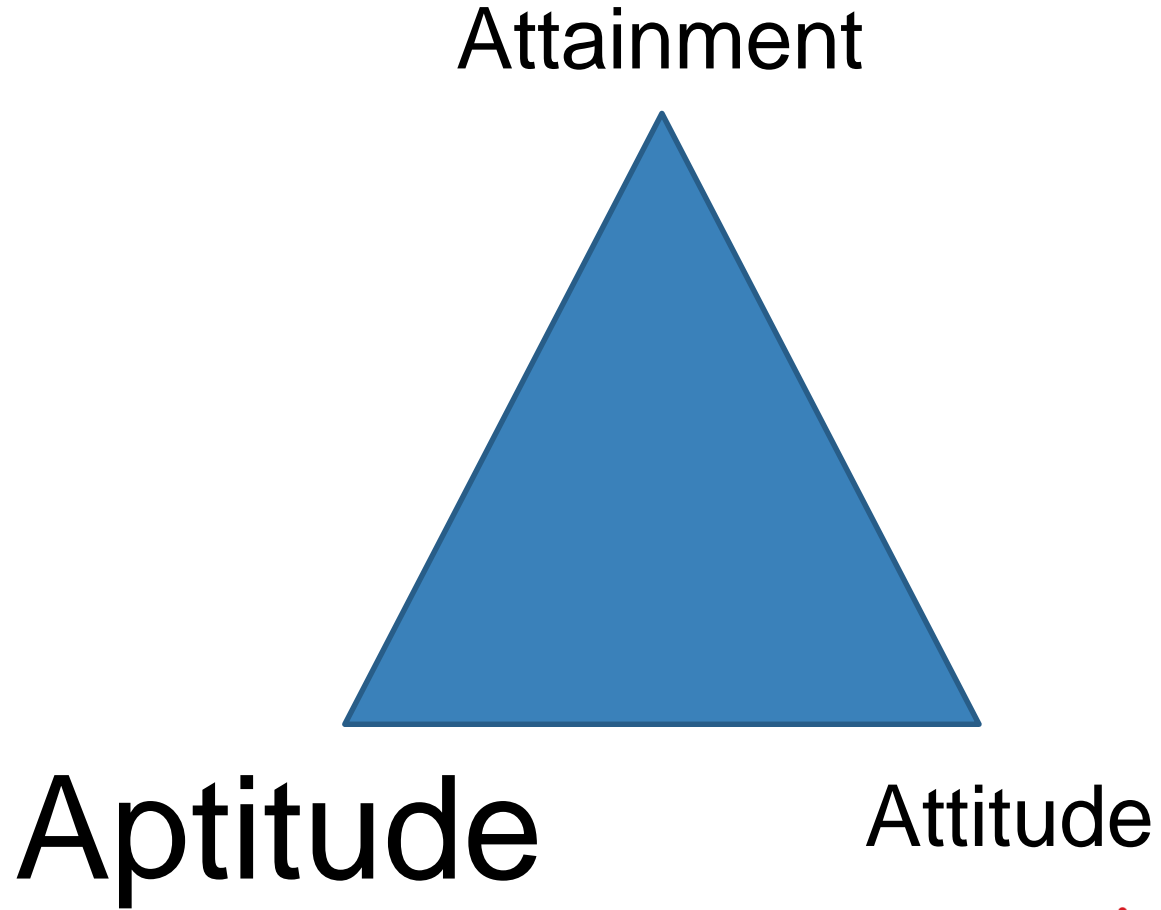
"Stress Detectives" reframe a child's behavior as "Stress Behaviour". They attempt to reduce stressors while teaching the child skills to respond to stressors.



Some people see "misbehaviours". They use rewards and punishment to try and get compliance. This does not address underlying reasons for the behavior.

**5 Domains
of Self
Regulation**

Get to
know
your
students



Get to
know
your
students



Assessment Calendar

Assessment Timeline 2018-2019

	September	October	November	December	January	February	March	April	May	June
FS2	GL + EExat Baselines			EExat Window 1				EExat Window 2		EExat Window 3
Year 1		PASS 1							PTE PTM	
Year 2	SWST	PASS 1		NGRT					PTE PTM	
Year 3	SWST	PASS 2		NGRT			CAT 4A		PTE PTM PTS	
Year 4	SWST	PASS 2							PTE PTM PTS	
Year 5	SWST	PASS 2	CAT 4B					TIMMS	PTE PTM PTS	
Year 6	SWST	PASS 2							PTE PTM PTS	

Follow up PASS in February/March for any pupils identified as a concern. Writing is assessed 7 times over the course of the year to build a writing portfolio.

Strategic Calendar

Plan
the
Structure

Assessment

Strategic Calendar (Master Plan)

Plan
the
Structure

Induction

Pupil Progress

INSET

Quality
Assurance

Assessment

Trips and
Events

Parental
Engagement

Whole School
Development

Appraisal

Health &
Safety

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3									
4									
5									
6									

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3									
4									
5							Mental Health Day		
6									

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3									
4									
5					PASS		Mental Health Day		
6									

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3									
4									
5		PASS			PASS		Mental Health Day		
6									

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3									
4									
5		PASS			PASS		Mental Health Day		
6		Wellbeing							

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3									
4									
5		PASS			PASS	Mental Health Counsellor Coffee Morning	Mental Health Day		
6		Wellbeing							

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3									
4									
5									
6									
7									
8						Parents Consultation			

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3									
4									
5									
6									
7					CAT4b				
8						Parents Consultation			

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3									
4									
5		CAT4							
6									
7					CAT4b				
8						Parents Consultation			

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1									
2									
3	Assessment and Feedback								
4	Differentiation								
5	Learning Teaching & Progress	CAT4							
6	Difficult Conversations								
7					CAT4b				
8						Parents Consultation			

Week Number	Calendar Name								
	Induction	INSET	Quality Assurance	Appraisal	Pupil Progress	Parental Engagement	Trips and Events	WSD	Health and Safety
1	Behaviour	Planning			F1/F2 Baseline			SEF jobs	
2	Assessment and Feedback	SEND Passport	Self Assess (Ind)		F1/F2 Baseline SWST	Meet the Teacher			Fire Drill
3	Differentiation	Planning	YGL Validate (Ind)		F1/F2 Baseline SWST	Meet the school counsellor	Favourite Things Day	SEF Cul	
4	Learning Teaching & Progress	CAT4 / PASS / EExAT	SLT Validate (Ind)		PASS				
5	Difficult Conversations	Maths	CT Self Asses		PASS	M H Counsellor Meeting	Mental Health Day	SEF 1 st Draft	Civil Defense Fire Drill
6		Wellbeing	YGL Validate	Bar Point Application					

Plan the Structure

Strategic Calendar (Master Plan)

Week	Staff Development	PRAP	Appraisal	Term	Parental Engagement	Health & Safety
1	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
2	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
3	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
4	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
5	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
6	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
7	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
8	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
9	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
10	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
11	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
12	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
13	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
14	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
15	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety
16	INSET (New Staff)	PRAP	Appraisal	Term 1	Parental Engagement	Health & Safety


Pupil Progress

- Decide what you need to know
- Ask the right questions
- Give people at each level achievable tasks to complete
- Each task should focus on a different element of analysis
- Encourage clear communication
- Allow teachers to focus on individuals

**Plan
the
Structure**

Plan the Structure

Pupil Progress

	JUMEIRAH ENGLISH SPEAKING SCHOOL
'Making a Difference'	
Mid-Year Pupil Progress - 2018-19	

Class/YG: 3

Teacher: **Mr. Bloggs**

Date: 2019

Subject	% Students On Track to be Below at EOY	% Students On Track to be Meeting at EOY	% Students On Track to be Exceeding at EOY
Reading			
Writing			
Maths			
Science			

When identifying key pupils, focus on key interventions for pupils at on track to Below(W) or Meeting (W+)

Reading Key Identified pupils- Actions to implement Simon working below – Learning Support recommendation of Ed Phycologist report. Daily reading with adult. Better Reading Programme , completed so far by Dave, Jane, Term 2 Sarah. Year group actions for reading: <ul style="list-style-type: none"> Extra Guided reading slot per class Read theory to develop comprehension Novel studies Term 2 book theme AR for G&T CA continuous provision
Writing Key Identified pupils- Actions to implement Abdul and Karen on track to meet EOY. Continue support in class. Simon not on track to meet EOY. Continue use of books to record ideas etc. Year group actions for writing: <ul style="list-style-type: none"> Training for LSA's to run Phonics groups Term 2 Fine motor Learning support: Tom, Amy, Emma, Jose Dictation and sentence structure LSA group: Jean, Carol, Kayleigh, Jason More guided writing on English planning More S&L activities on planning to aid writing process SPAG and writing PLT boxes differentiated to each class
Maths Key Identified pupils- Actions to implement
Science Key Identified pupils- Actions to implement
Social Studies Key Identified pupils- Actions to implement
Agreed Pupil Progress Targets with YGL:

Pupil Progress

Plan the Structure

	JUMEIRAH ENGLISH SPEAKING SCHOOL
<i>'Making a Difference'</i>	

Mid-Year Pupil Progress - 2018-19

Class/YG: 3

Teacher: ~~Mr~~ Bloggs

Date: 2019

Subject	% Students <u>On</u> Track to be Below (at EoY)	% Students <u>On</u> Track to be Meeting at EoY	% Students <u>On</u> Track to be Exceeding at EoY
Reading			
Writing			
Maths			
Science			

Pupil Progress

Plan the Structure

When identifying key pupils, focus on key interventions for pupils at on track to Below(W) or Meeting (W+)

Reading

Key Identified pupils- Actions to implement

Simon working below – Learning Support recommendation of Ed Phycologist report.

Daily reading with adult.

Better Reading Programme completed so far by Dave, Jane. Term 2 Sarah.

Year group actions for reading:

- Extra Guided reading slot per class
- Read theory to develop comprehension
- Novel studies
- Term 2 book theme
- AR for G&T
- CA continuous provision

Writing

Key Identified pupils- Actions to implement

Abdul and Karen on track to meet EOY. Continue support in class.

Simon not on track to meet EOY. Continue use of inads to record ideas etc.

Year group actions for writing:

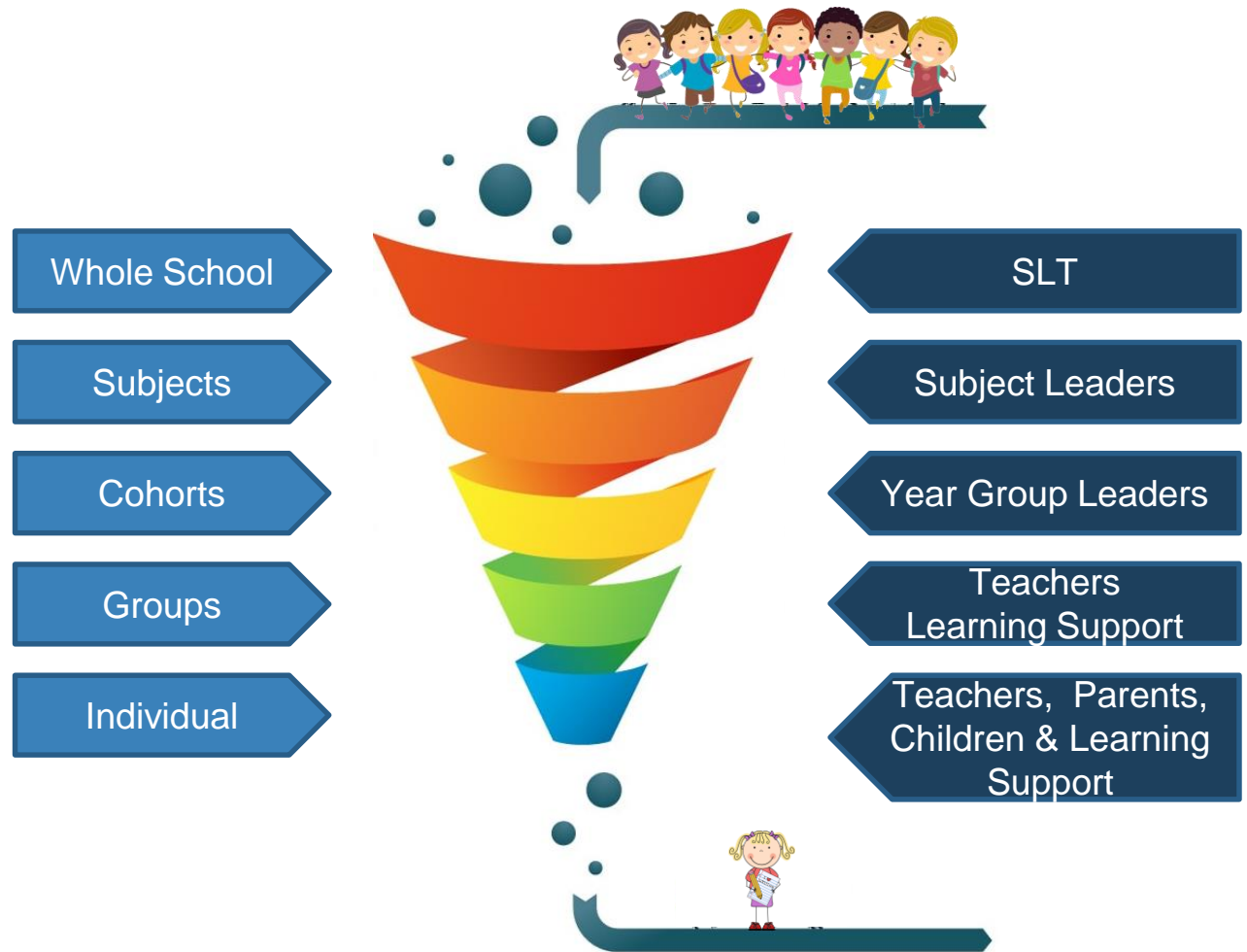
- Training for LSA's to run Phonics groups
- Term 2 Fine motor Learning support: Tom, Amy, Emma, Jose
- Dictation and sentence structure LSA group: Jean, Carol, Kayleigh, Jason
- More guided writing on English planning
- More S&L activities on planning to aid writing process
- SPAG and writing PLT boxes differentiated to each class

Pupil Progress

Plan the Structure

Agreed Pupil Progress Targets with YGL:

Get to know your students



The Rubix Cube Solution



CATs Rubix Cube Solution

CATs School Response

Class Teachers	Year Group Leaders	Learning Support	Core Subject Leaders	Senior Leaders
IDENTIFY INDIVIDUALS THAT MAY BE UNDER ACHIEVING	IDENTIFY YEAR GROUP TRENDS	IDENTIFY PUPILS THAT MAY BE AT RISK	IDENTIFY SUBJECT TRENDS	DOWNLOAD SENIOR LEADER REPORT
IDENTIFY INDIVIDUALS THAT MAY BE OVER ACHIEVING	IDENTIFY INDIVIDUAL PUPILS WITH SIGNIFICANTLY DIFFERENT SCORES	IDENTIFY PUPILS WITH UNEVEN PROFILES	COMPARE APTITUDE & ATTAINMENT	COMPARE SCORES WITH PREVIOUS CATs
CONSIDER CONTEXT	CONSIDER CONTEXT	CONSIDER CONTEXT	Specialist Teachers	REFLECT ON PUPIL PROGRESS FEEDBACK
CONSIDER ACTION	CONSIDER ACTION	CONSIDER ACTION	IDENTIFY PUPILS THAT MAY BE UNDER OR OVER ACHIEVING IDENTIFY GIFTED & TALENTED PUPILS	CONSIDER ACTION

1

IDENTIFY PUPILS THAT MAY BE UNDER ACHIEVING

i.e CAT scores significantly higher than attainment.
Triangulate with teacher assessment, Progress Test and AFL.



2



IDENTIFY PUPILS THAT MAY BE OVER ACHIEVING

CAT scores significantly lower than attainment.
Triangulate with teacher assessment, Progress Test and AFL.

3

CONSIDER THE CONTEXT

Does this accurately represent what you know about the pupil?
Consider class observation / classwork / observed behaviour.
Triangulate with attainment and attitudinal data.
e.g TA, Progress Test, PASS



4

CONSIDER ACTION

1. Provide targeted support.
2. Have conversations with parents.
3. Have conversations with Learning Support, where required.
4. Adapt differentiation / challenge.
5. Look at specific report recommendations about preferred learning biases.
6. Inform middle leader through pupil progress.



1

IDENTIFY YEAR GROUP TRENDS

Look for areas of relative strength or those for development;
to do this, use the mean score of each battery.

V. Q. NV. S.



2

IDENTIFY INDIVIDUAL PUPILS WITH SIGNIFICANTLY DIFFERENT SCORES

Initially check for scores that are different by 20
when you compare batteries.

Quantitative vs Spatial

Verbal vs Non-verbal

V = 85
NV = 123

Significant
Difference

3

CONSIDER THE CONTEXT

Compare CAT 4A and CAT 4B results of the same cohort.

Triangulate with attainment and attitudinal data.

e.g. TA, Progress Tests, PASS



4

CONSIDER ACTION

1. How can you change the Curriculum to suite the needs of this cohort?
2. What learning opportunities do you now need to provide?
3. Organise targeted intervention groups.



1

IDENTIFY INDIVIDUALS THAT MAY BE AT RISK

Look for students that may have
SAS less than or equal to 85

2

IDENTIFY INDIVIDUALS WITH UNEVEN PROFILES

Check for students with spikes or dips in their scores
To begin with, use SAS=20+

V = 85
NV = 123
Significant
Difference

3

CONSIDER THE CONTEXT

Are there any surprises?

These pupils may be well known to you and provision in place.
AEN/SEN/EAL/Current Provision/Screening Data
These scores can provide another piece of your jigsaw.
However, these scores may require further investigation.

Lucid **COPS**
Cognitive Profiling System



YARC

PASS

PT SERIES

4

CONSIDER ACTION

1. Undertake further assessment where required.
2. Plan intervention provision for pupils where needed.
3. Conversations instigated with class teacher, parents and SLT where needed.

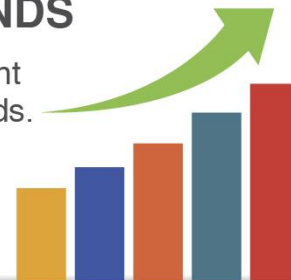
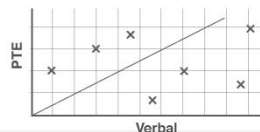


1

IDENTIFY SUBJECT TRENDS

Strengths or Area for Development
across 'subject-related' test strands.

English - V
Maths - Q, S & NV
Science - Q & NV



2

COMPARE APTITUDE & ATTAINMENT

Average of Results - All students average SAS			
PTS Standard ...	PTM Standar...	Mean SAS	Verbal SAS
117.67	114.78	110.15	109.01
PTE Standard ...	Quantitative ...	Spatial SAS	Non-verbal ...
116.63	112.52	110.02	108.59

PTE SAS and Verbal SAS



i.e. triangulate Progress Tests, TA and CATs to identify potential
areas of over or underachievement, incl vulnerable groups.
(Boys/Girls, SEN, EAL).

3

USE ANALYSIS TO INFORM ACTION PLAN

1

DOWNLOAD SLT REPORT

Contextualise cohort with comparison of mean scores from previous year groups.
(3Year Average)



2

COMPARE SCORES

with previous CATs for this cohort where available.
CAT4A vs CAT4B

3

REFLECT ON PUPIL PROGRESS FEEDBACK

Speak to Core Subject Leaders & Year Group Leaders regarding implications of aptitude, attainment and attitudinal data.
CSL & YGL should identify areas of strength and areas for development.
CSL should suggest and action plan once data is triangulated.



4

CONSIDER ACTION

1. Set realistic ambitious targets for whole school pupil progress
2. Provide necessary resourcing for empowering staff
3. Strategically review planned actions for impact



CATs Rubix Cube Solution

CATs School Response

Class Teachers	Year Group Leaders	Learning Support	Core Subject Leaders	Senior Leaders
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IDENTIFY INDIVIDUALS THAT MAY BE OVER ACHIEVING	IDENTIFY INDIVIDUAL PUPILS WITH SIGNIFICANTLY DIFFERENT SCORES	IDENTIFY PUPILS WITH UNEVEN PROFILES	COMPARE APTITUDE & ATTAINMENT	COMPARE SCORES WITH PREVIOUS CATs
CONSIDER CONTEXT	CONSIDER CONTEXT	CONSIDER CONTEXT	Specialist Teachers	REFLECT ON PUPIL PROGRESS FEEDBACK
CONSIDER ACTION	CONSIDER ACTION	CONSIDER ACTION	IDENTIFY PUPILS THAT MAY BE UNDER OR OVER ACHIEVING IDENTIFY GIFTED & TALENTED PUPILS	CONSIDER ACTION

**Focus
your
efforts on
the
So What?**



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Power BI

- Will do the heavy lifting on the data analysis
- Can link to MIS for interactive, real time analysis
- Free with Office 365 account
- Bespoke dashboards will allow you to filter to what you want to see

Comparison of CAT4 Data Over Time

JESS
Dubai

CAT4 Tests Data

107

Count of Students

Gender

- ☐ F
- ☐ M

Cohort

- ☐ JJ 2018 Leavers
- ☐ JJ 2019 Leavers
- ☒ JJ 2020 Leavers

SEN Star

- ☐ (Blank)
- ☐ Blue
- ☐ Grey
- ☐ Red

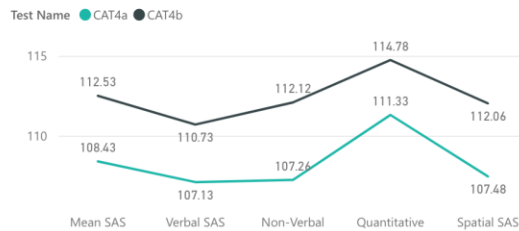
Nationality

- ☐ Emirati
- ☐ Non-Emirati

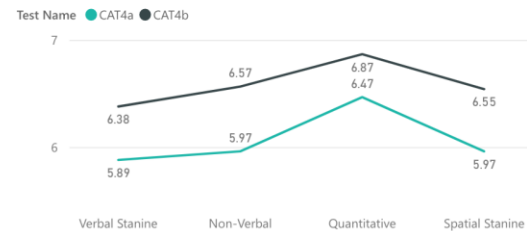
Test

- ☐ Mean SAS
- ☐ Non-Verbal SAS
- ☐ Non-Verbal Stanine
- ☐ Quantitative SAS
- ☐ Quantitative Stanine
- ☐ Spatial SAS
- ☐ Spatial Stanine
- ☐ Verbal SAS
- ☐ Verbal Stanine

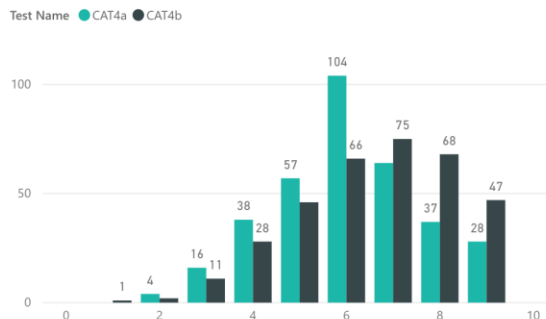
Average of SAS results - CAT4 Test



Average of Stanines - CAT4 Test



CAT4 Stanine Progress



CAT4a - Year 3

Test	5+	Below 5
Mean SAS	87.36%	12.64%
Verbal Stanine	79.31%	20.69%
Non-Verbal Stanine	83.91%	16.09%
Quantitative Stanine	87.36%	12.64%
Spatial Stanine	82.76%	17.24%

CAT4b - Year 5

Test	5+	Below 5
Mean SAS	89.53%	10.47%
Non-Verbal Stanine	89.53%	10.47%
Quantitative Stanine	89.53%	10.47%
Spatial Stanine	88.37%	11.63%
Verbal Stanine	83.72%	16.28%

Test	6+	Below 6
Verbal Stanine	64.37%	35.63%
Spatial Stanine	67.82%	32.18%
Quantitative Stanine	73.56%	26.44%
Non-Verbal Stanine	62.07%	37.93%

Test	6+	Below 6
Verbal Stanine	70.93%	29.07%
Spatial Stanine	76.74%	23.26%
Quantitative Stanine	79.07%	20.93%
Non-Verbal Stanine	70.93%	29.07%

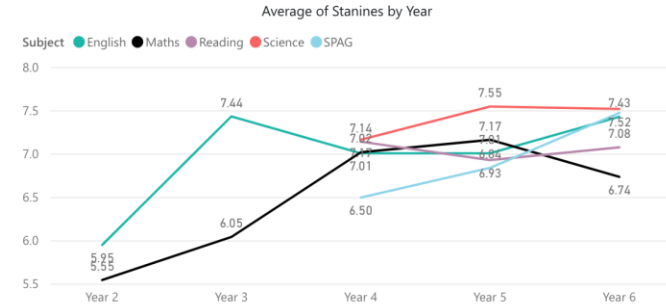
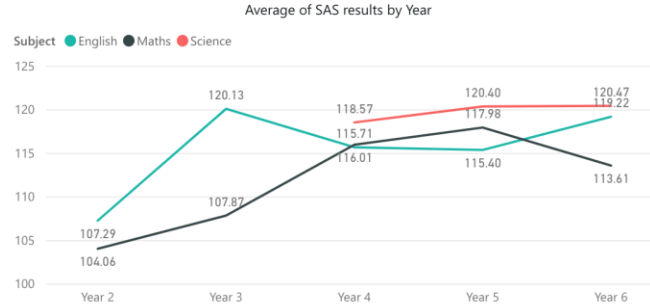
Test	7+	Below 7
Non-Verbal Stanine	34.48%	65.52%
Quantitative Stanine	49.43%	50.57%
Spatial Stanine	31.03%	68.97%
Verbal Stanine	33.33%	66.67%

Test	7+	Below 7
Non-Verbal Stanine	51.16%	48.84%
Quantitative Stanine	62.79%	37.21%
Spatial Stanine	54.65%	45.35%
Verbal Stanine	52.33%	47.67%

Focus
your
efforts on
the
So What?

Comparison of Progress Test Data Over Time

Progress Test Attainment - Year on Year



Cohort

- JJ 2018 Leavers
- JJ 2019 Leavers
- JJ 2020 Leavers
- JJ 2021 Leavers
- JJ 2022 Leavers
- JJ 2023 Leavers

130
Students

Subject

- English
- Maths
- Reading
- Science

- SEN Star
- (Blank)
 - Grey
 - Red
 - Yellow

Gender

- F
- M

Nationality

- Non-Emirati

PT7 - Year 2

Subject	5+	Below 5
English	80.72%	19.28%
Maths	71.95%	28.05%

PT8 - Year 3

Subject	5+	Below 5
English	94.25%	5.75%
Maths	79.31%	20.69%

PT9 - Year 4

Subject	5+	Below 5
English	98.89%	1.11%
Maths	95.56%	4.44%
Science	96.67%	3.33%

PT10 - Year 5

Subject	5+	Below 5
English	95.51%	4.49%
Maths	97.78%	2.22%
Science	96.63%	3.37%

PT11 - Year 6

Subject	5+	Below 5
English	97.73%	2.27%
Maths	94.32%	5.68%
Reading	95.45%	4.55%

Subject	6+	Below 6
English	60.24%	39.76%
Maths	51.22%	48.78%

Subject	6+	Below 6
English	88.51%	11.49%
Maths	60.92%	39.08%

Subject	6+	Below 6
English	86.67%	13.33%
Maths	84.44%	15.56%
Science	80.00%	20.00%

Subject	6+	Below 6
English	85.39%	14.61%
Maths	88.89%	11.11%
Science	91.01%	8.99%

Subject	6+	Below 6
English	92.05%	7.95%
Maths	77.27%	22.73%
Reading	89.77%	10.23%

Subject	7+	Below 7
English	34.94%	65.06%
Maths	31.71%	68.29%

Subject	7+	Below 7
English	71.26%	28.74%
Maths	41.38%	58.62%

Subject	7+	Below 7
English	56.67%	43.33%
Maths	62.22%	37.78%
Science	65.56%	34.44%

Subject	7+	Below 7
English	65.17%	34.83%
Maths	64.44%	35.56%
Science	79.78%	20.22%

Subject	7+	Below 7
English	78.41%	21.59%
Maths	57.95%	42.05%
Reading	70.45%	29.55%

Comparison Aptitude and Attainment

PTE SAS and Verbal SAS



PTM SAS and NV+Q SAS



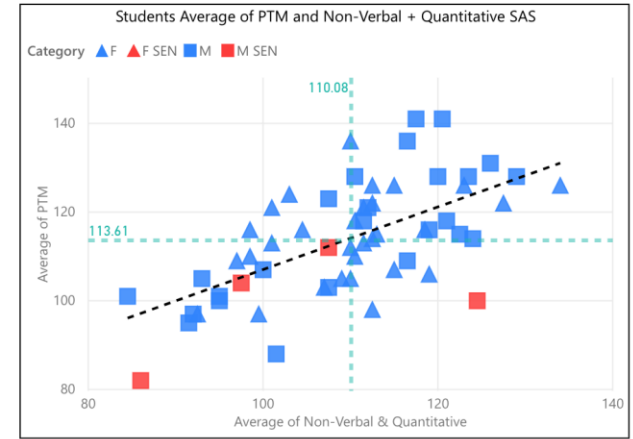
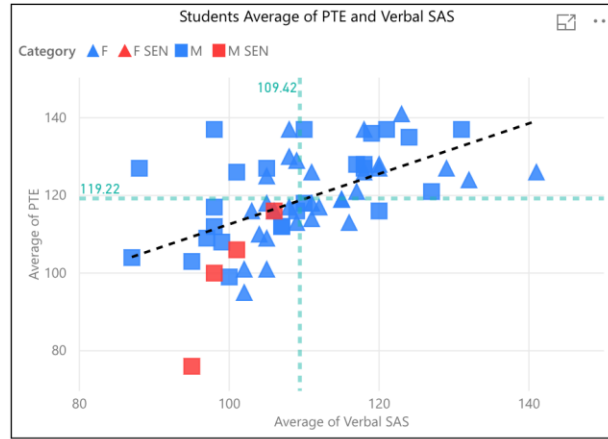
PTS SAS and NV+S SAS



Focus
your
efforts on
the
So What?

Comparison of Individual Data against the JESS Average

Analysis of Individual Student Attainment With the JESS Average - CAT4 Vs Progress Tests

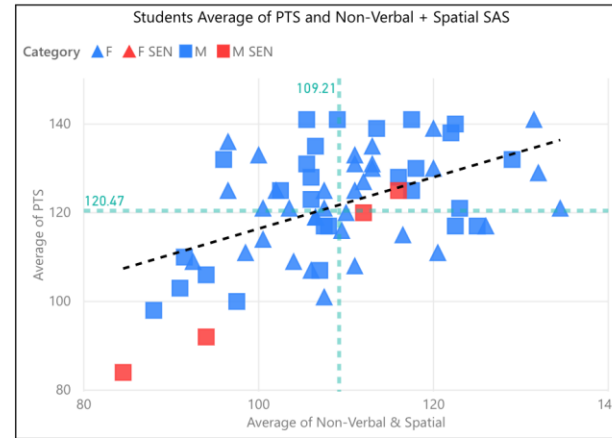


Tests To Compare

- ☒ CAT4a
- ☐ CAT4b
- ☐ PASS 2
- ☐ PT07
- ☐ PT08
- ☐ PT09
- ☐ PT10
- ☒ PT11

Cohort

- ☒ JJ 2018 Leavers
- ☐ JJ 2019 Leavers
- ☐ JJ 2020 Leavers



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1

DOWNLOAD SLT REPORT

Contextualise cohort with comparison of mean scores from previous year groups.
(3Year Average)



2

COMPARE SCORES

with previous CATs for this cohort where available.
CAT4A vs CAT4B

3

REFLECT ON PUPIL PROGRESS FEEDBACK

Speak to Core Subject Leaders & Year Group Leaders regarding implications of aptitude, attainment and attitudinal data.
CSL & YGL should identify areas of strength and areas for development.
CSL should suggest and action plan once data is triangulated.



4

CONSIDER ACTION

1. Set realistic ambitious targets for whole school pupil progress
2. Provide necessary resourcing for empowering staff
3. Strategically review planned actions for impact



So What?

- Data for Impact – the power of So What?
- Get to know your students
- Plan the Structure
- Empower all staff
- Find a tool that makes analysis easy
- Focus on the So What?