



**Cambridge Assessment  
International Education**

# Talking about impact

Using evidence to present a compelling argument

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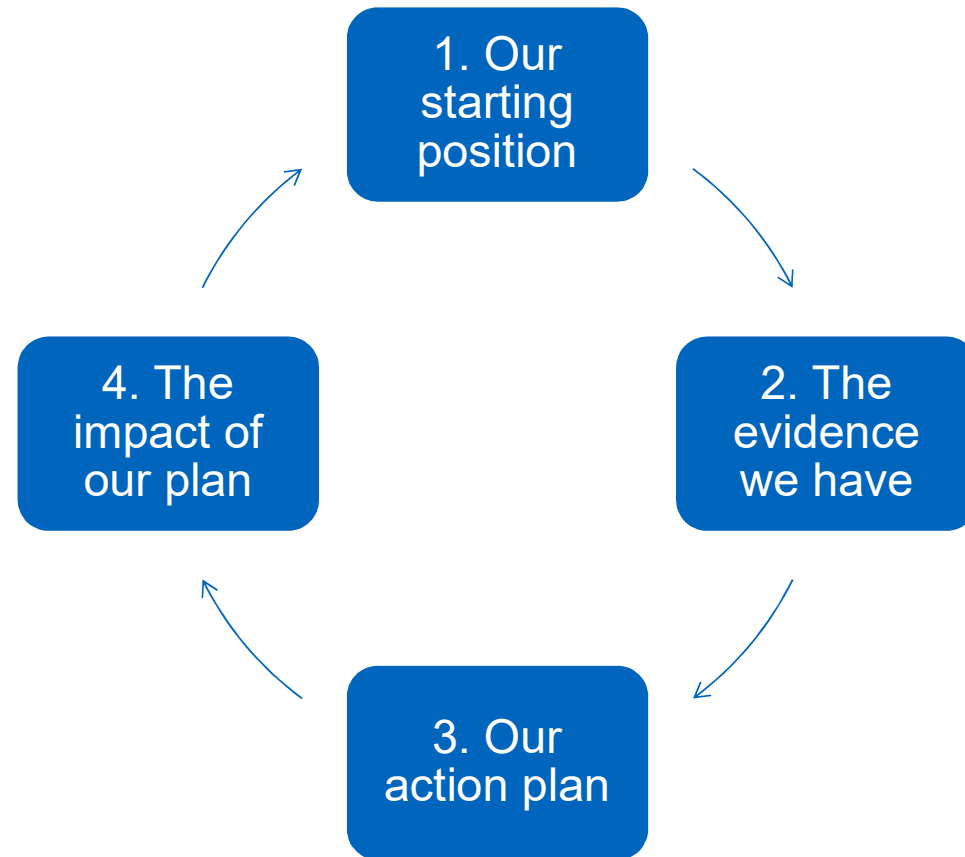


# Outcomes from this workshop

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



*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?

## Meeting our registration quality standards

Table 1: Cambridge registration quality standards

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

*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

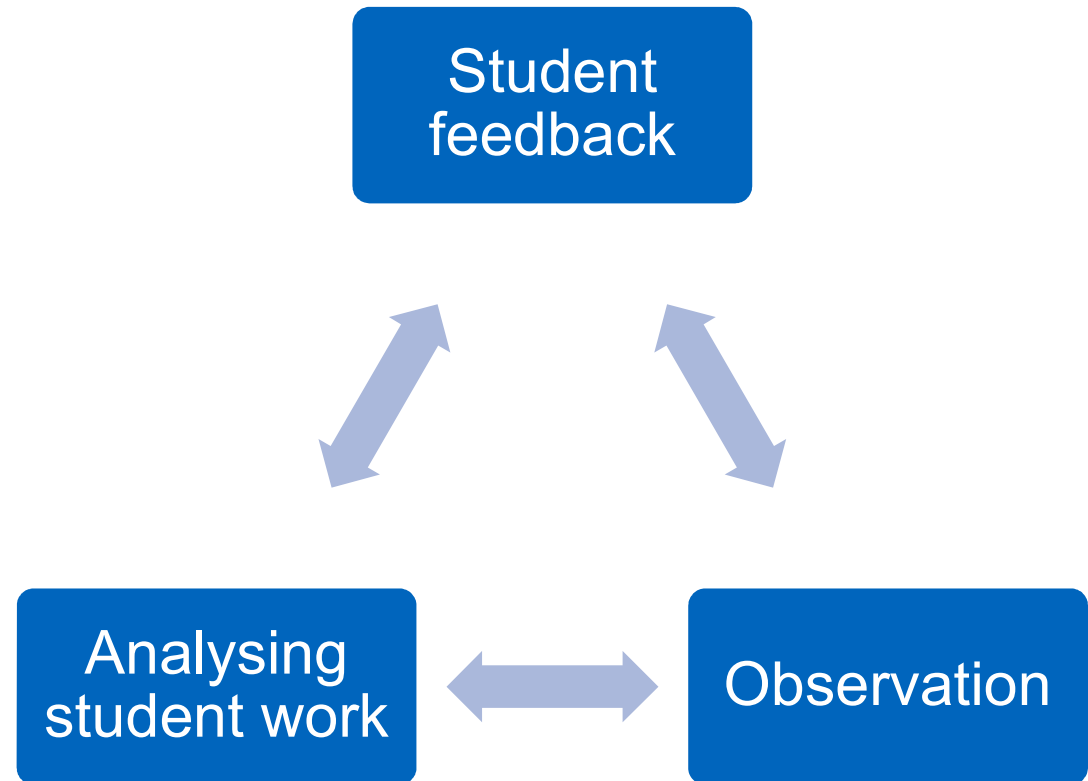
What else?





# Triangulation

- ▶ 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>

<i>Target</i>	<i>Impact</i>	<i>Strategies</i>	<i>Timescale</i>	<i>Progress</i>

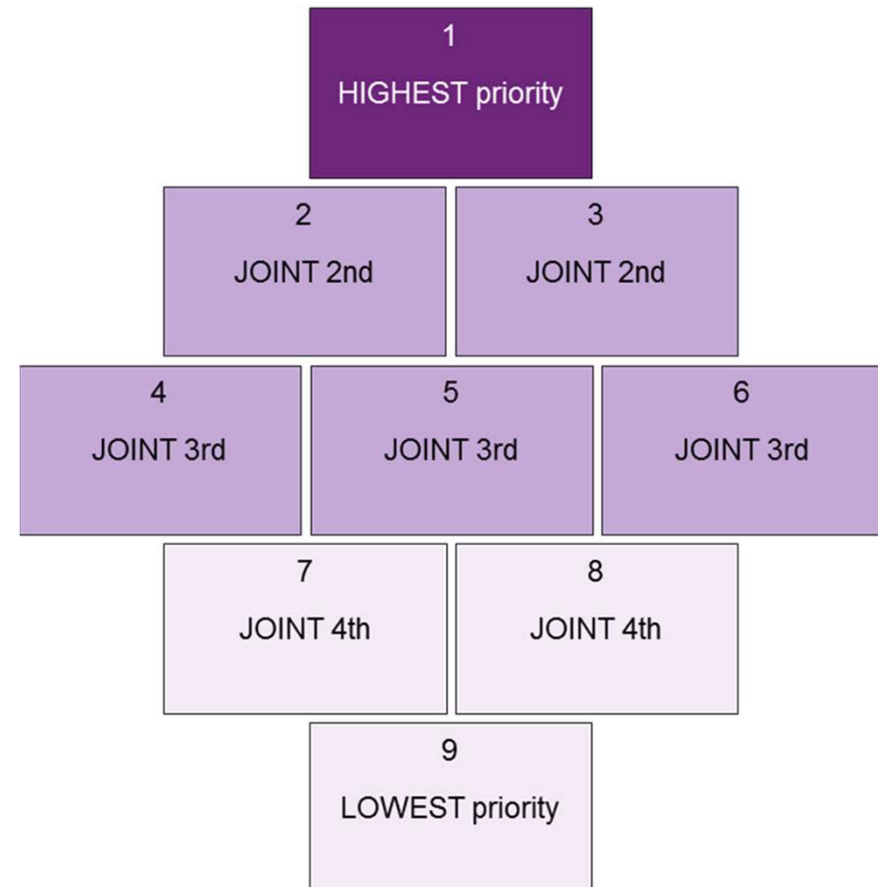


*Step 4*

# 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

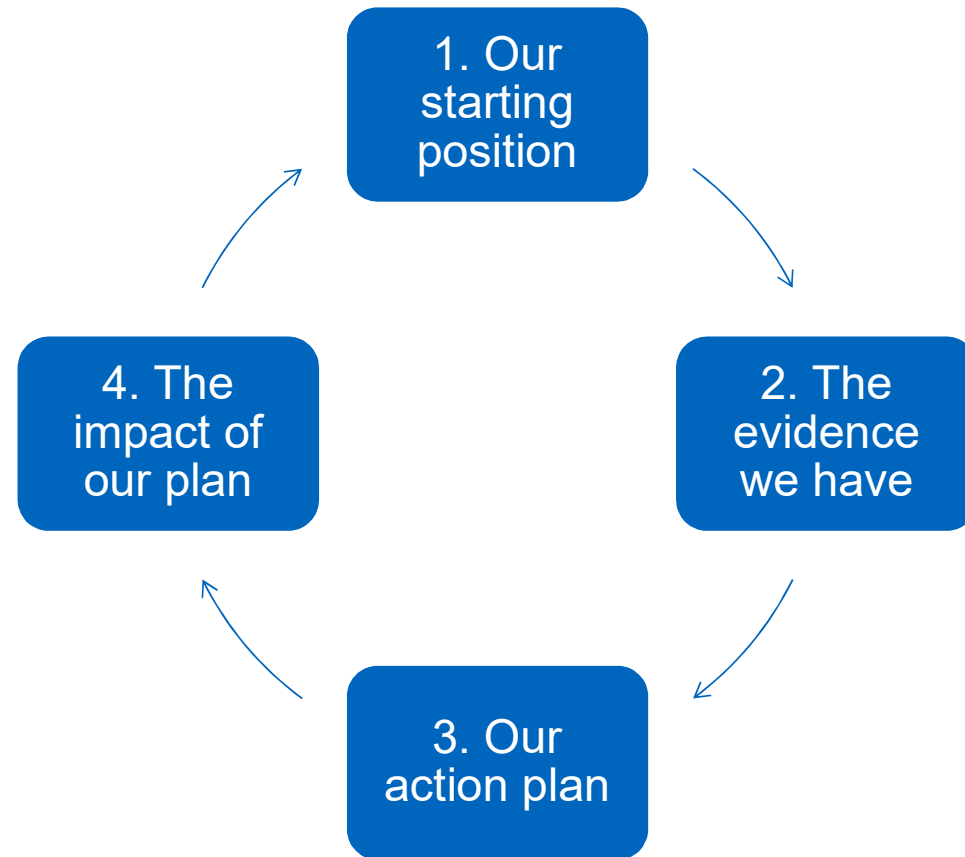
- ▶ Identify ONE innovative strategy being trialled in your school
- ▶ How could you begin to evaluate its impact?
- ▶ Who might be involved?
- ▶ What sources of evidence might you use?
- ▶ What's the timeline?



*Part 5*

# Communicating with stakeholders

# Four steps to a compelling argument



# 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)





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Thank you  
Any questions?

