

**Edinburgh City Council  
Primary Headteacher meeting  
9 September 2014  
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# Inspection advice note 2014-15

**Year of consolidation – still challenging.**

## **Underlining:**

- **Managing assessment**
- **Tackling bureaucracy**
- **Progression in learning**
- **Considering the Wood Commission**

# Areas identified as requiring further improvement in primary schools:

- Curriculum rationale
- **Tracking and monitoring (5.9)**
- Personalisation and choice
- Interdisciplinary learning
- **Progression (5.1)**
- Early level transitions

**See BGE toolkit and new clips on website**

# Curriculum: reflections on where schools have delivered....

- Well developed programmes across the curriculum and stages
- Good balance of discrete curricular areas and interdisciplinary learning
- Interesting and varied range of tasks and activities
- Good use of local environment

# Curriculum: further reflections on where schools have delivered....

- Opportunities to develop leadership skills and act as good citizens....at all stages
- Achievements in and out of school gathered and acknowledged as part of learning
- Strong and productive partnerships with parents and the wider community

# Curriculum, progress and self-evaluation: further reflections on where schools have delivered....

- Arrangements to measure, track and report on children's progress....across the curriculum
- Significant aspects of learning
- Standardised tests

## And.....where schools have not delivered.....

- Lot of extra-curricular work but not brought into the curriculum
- Not planning across the four contexts
- Lack of programmes / **progression** / differentiation
- Stage partners re progression?
- Afraid of tests?
- Not building on earlier learning and strengths
- Transitions

# SSLN results 2014

## Education Scotland quote

- *‘we need to provide more support for primary schools to help them to improve **progression** in numeracy’*
- *‘ inspection evidence indicates that some primary schools do need to improve **planning for progression** in numeracy’*



# Progression in learning: the 3 Rs?

**REDUCE**

**REUSE**

**RECYCLE**

# Curriculum and tracking issues

- **Lots of assessment but not well matched to the Es and Os/CfE. Evidence to support professional judgement of levels? Moderation?**
- **Assessment within IDL?**
- **Tracking all curricular areas**
- **Literacy and numeracy do not equal English and mathematics**

## Primary/ BGE next steps

- What is the total curriculum offer/ story? What is meant by the **totality of the curriculum**?
- **Planning for progression** within that
- **Tracking progress over time** including skills for life and work

**Primary curriculum HT conferences Autumn 14**

# Tracking

Your **analysis** and **intervention** to help every child make the best possible progress through the curriculum, based on a **range** of assessment evidence.

Moderation: both **ongoing** and **focused** activities.



**How do you know how well your curriculum supports progression?**

**How do you know how well children are making progress in their learning?**

# How well are you delivering? How do you know?

## I just know.....



# Self-evaluation and inspection

Starts with the service's self-evaluation proforma – discussed at a scoping meeting with the service and the EA

**Beware!**

## **Self-evaluation or self-deception?**

**To be effective, self-  
evaluation has to be  
robust and supported by  
clear evidence**





## Think.....

On a scale of 1 to 10, how committed are you to self-evaluation?

## Before you answer.....

Where does it lie on the list of things you have to do?

How far up the priority list is it?

Do you honestly see a point in it?

# QI 5.9 Improvement through self-evaluation: 3 themes

- Commitment to self-evaluation
- Management of self-evaluation
- **School improvement**

# How do you know?

What evidence do you have to tell you the strengths and areas for improvement in **children's progress** in your school?  
(Think of 'soft' and 'hard' data)

## Compile a list

# Your school assessment framework: what's in it?

- Purpose and principles of assessment
- Links between learning, teaching and assessment
- Place of formative assessment
- Range of assessment methods
- Place of summative or standardised methods
- Arrangements for moderation
- Arrangements for tracking and improving children's progress
- Reporting, recognising achievement, profiling

# How do you know?

## Look again at your list

- Did you get your evidence systematically?
- Is the evidence robust?
- Which pieces of evidence are the most useful?  
Why?

# Managing self-evaluation

- Monitoring performance **at all levels**
- Using **robust** processes for finding evidence
- Making processes **manageable**

It means prioritising and asking the right questions

# Asking the right questions...

For any aspect of performance look at:

- Data and documentation
- Asking people
- Observations



This is not new! Build up a picture of your place of work which is based clearly on **evidence and on what the evidence tells you**

# Where do we get the evidence? 1.1 Data

- Results of monitoring and tracking achievements of individual pupils
- Range of assessment methods
- Place of formative assessment
- Place of summative or standardised methods
- Arrangements for moderation
- Evidence of progress through the levels of CfE
- **Value added** measures of pupil progress, particularly at points of transition

## What are the messages?



# Where do we get the evidence?

## Documentation and resources

- Samples of pupils' work/displays
- Pupil profiles
- Annotated plans
- Arrangements for tracking and **improving** children's progress

## What are the messages?

# Leading learning

‘The desk is a dangerous place from  
which to watch the world.’

John Le Carré

# Where do we get the evidence?

## Observe practice directly

- Shadow individual pupils or a class
- Observe a sample of lessons and observe what pupils can do – fact
- Social areas
- The four capacities – **impact** of personal development opportunities on skills for life and work and on progress in curricular areas

# Where do we get the evidence?

## Ask people what they think

- **Surveys and questionnaires (teachers/learners/parents)**
- **Focus groups**
- **Informal and formal evidence – are children confident in their learning? Are there gaps you would not expect? Do they find their lessons challenging? Not challenging enough?**

## What are the messages?

# Self-evaluation: it's everyone's job

Increasing focus on self-evaluation at all levels in **all** organisations. It saves time and money

The greater the changes, such as Curriculum for Excellence, the greater the need to evaluate their impact – and identify future priorities

# QI 5.9 improvement through self-evaluation updated expectations

## Theme 1: commitment to self-evaluation

highlighting:

➤ involvement of all key players: ownership

➤ leadership

➤ career-long professional learning

➤ support for newly-qualified teachers

➤ PRD and professional update

Impact?



# QI 5.9 improvement through self-evaluation updated expectations theme 2: management of self-evaluation

- **quality of learning & teaching**
- **partnerships**
- **sharing good practice**
- **quality assurance across schools & authorities**

## highlighting:

- **monitoring and tracking progress across all subjects in a manageable way**
- **evaluating the impact of curriculum change**

# QI 5.9 improvement through self-evaluation updated expectations theme 3: school improvement

- self-evaluation leads to improvements in learning, teaching and learners' achievements

How do you know?

What's the evidence of impact?





# Recording the results of self-evaluation

- Systems are a means to an end
- Systems have to suit your context
- Systems must be manageable and simple
  
- Consider use of e-portfolios
- Vary the way you get the information
- The focus will shift from year to year but outcomes for learners are core

**What will it look like for evaluation of progress?**

# Impact of self-evaluation: act on the messages from your self- evaluation

Attainment in writing had dipped. Following discussion, a new set of writing prompts were prepared, writing input was more regular and staff moderated writing pieces across the stages. Progress improved significantly the following year

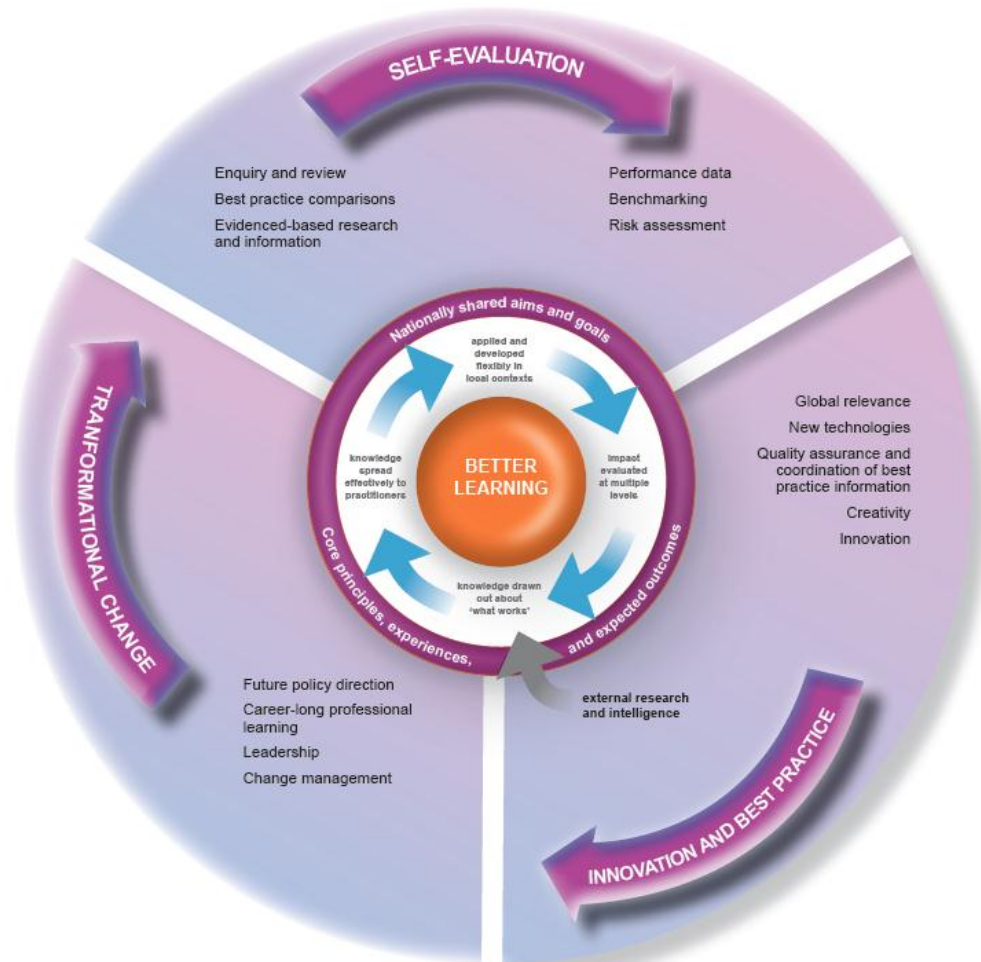
# Improvement through self-evaluation: looking inwards in order to move forward

- Use the **knowledge from self-evaluation** to prevent problems
- Use it to seek out **relevant best practice** elsewhere and share it
- Use it to **assess any risks and deliver transformational change, based on evidence**

# The cultural cycle of improvement



# Making the connection





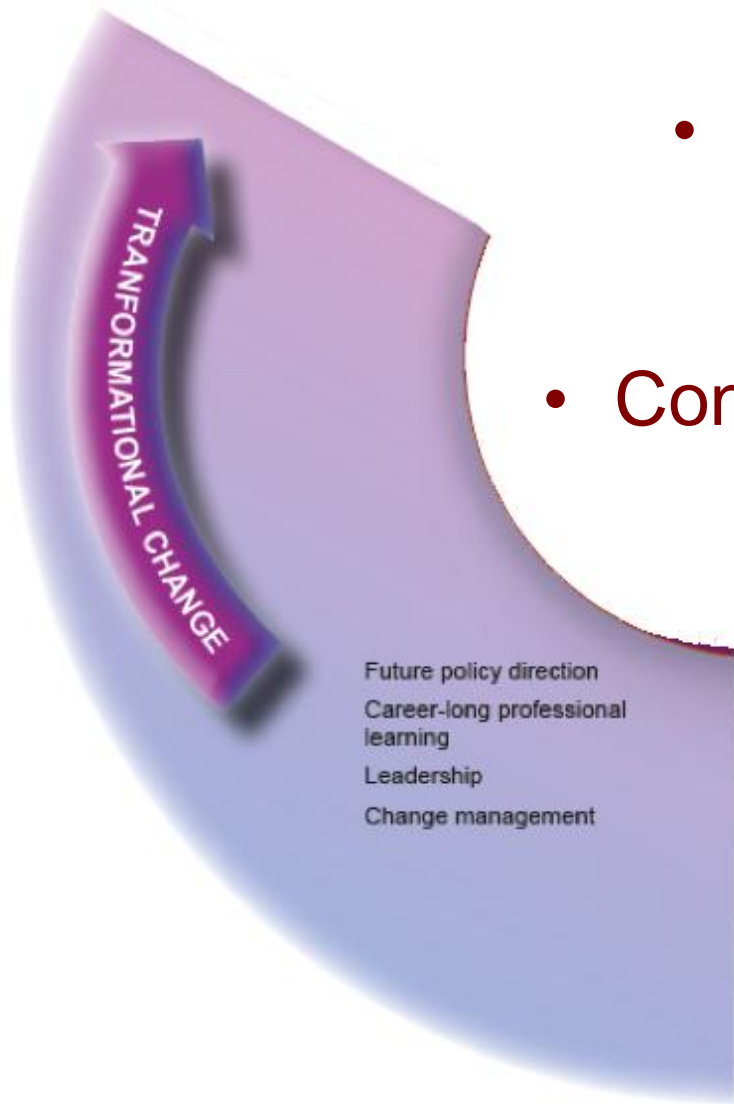
- Inquisitive
- Open minded

Q. Are you only looking at what  
you can see?

- Able to harness imagination

Q. Are you already looking backwards?





- Able to identify and solve problems
- Confident in their right and ability to influence change



# Building on self-evaluation

**Transformative change from a sound knowledge base  
using the tools that work for you**