

Glasgow's Improvement Challenge (GIC)



Reporting Evaluatively

Early Years Leadership of Learning, August 2023

Glasgow's Improvement Challenge (GIC)

Housekeeping

- **Fire Alarm:** Our fire alarm is tested every Wednesday at 10am. There is no planned fire alarm out with this time. Should you hear an alarm sound, please take guidance from the trainer and make your way to the nearest exit. Please be mindful of the children attending Royston Primary.
- **Parking:** Please be considerate of residents in the area.
- **Refreshments:** Please ensure that at the end of training all cups, spoons etc. are placed in the bins provided.
- **Facilities:** Toilet locations.
- **X (Twitter):** Photographs may be taken for X (Twitter). If you would prefer not to appear, please inform one of the team.



Aims

- To look at the rationale and evidence behind Outcomes and Measures
- To recap what an outcome looks like
- To look at ways to effectively measure impact
- To look at the language of writing evaluatively
- To explore an example of the evaluative writing process

Improvement Planning

Effective planning consists of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners and should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing
- priorities clearly linked to NIF drivers and HGIOELC quality indicators (QIs)
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams
- clear deadlines which ensure priorities are achieved within intended timescales
- clear planning for how to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty- related attainment gap
- measures of success which include performance data, quality indicators and stakeholders' views

Adapted from Education Scotland



www.glasgow.gov.uk



Rationale: Why?

- Developed as a result of self-evaluation processes, analysing your own data and identifying potential gaps
- Identify barriers to learning
- Identify what is working already and how you know – evidence-based

Adapted from Education Scotland



www.glasgow.gov.uk



Evidence-based approaches

Sources include:

- Education Endowment Fund (EEF)
- Evidence 4 Impact (E4I)
- Teaching Sprints by Simon Breakspear
- John Hattie's ranking of 252 influences
- Andy Hargreaves – Collaborative Professionalism



*Tackling disadvantage:
what works in narrowing
the achievement gap in
schools?*

Review of Education Vol.
3, No. 2, June 2015, pp.
138–174 Demie & Mclean

Education Scotland

What do we mean by outcomes and measures?

An outcome is a statement that sets out the change you want to see happen. It describes what ‘better’ will look like.

Measures are the data/evidence that will allow you to determine whether or not the change has taken place.

Consistent features of effective outcomes

- **Specific** – what will change and for whom?
- **Timed** – by when?
- **Aligned** to the gap it is trying to address
- **Numeric** – by how much?

Is clear - unambiguous/not open to individual interpretation

- Achievable
- Measurable

What is in an outcome?

Who?

How?

How?

Practitioners

Learners

Parents

Motivation

Knowledge

Awareness

Understanding

Attitudes

Thinking

Perceptions

Opinions

Aspirations

Skills

Increased

Decreased

More/less

Raised

Lowered

Improved

Enhanced

Higher quality

More effective

Practice

Actions

Behaviour

Policies

Content

Processes

Provision

Decision-

making

Partnerships

Increased

Decreased

More/less

Raised

Lowered

Improved

Enhanced

Higher quality

More effective

What?

What?

Putting together a strong building block

Anatomy of a good outcome



What

Partnership working will be enhanced to meet the needs of identified learners and the development of family learning, by April 2024.

Who

**How /
How
much**

By when



Anatomy of a good outcome



By when

Who

By November 2023 the identified team members will have increased confidence (to at least point 3 on scale) in the delivery of early literacy strategies.

How

What

How could the priorities below be rewritten into the format of an effective outcome?

Early literacy strategies.

Numeracy outdoors.



Early literacy strategies.



By May 2024, more effective listening & talking strategies will be planned for and implemented across the playroom by all staff.

Numeracy outdoors.



By November 2023 the staff will have increased knowledge, confidence and skills (to at least point 3 on scale) to deliver high quality numeracy experiences outdoors.

By May 2024 more effective numeracy experiences will be planned for and implemented outdoors by all staff.



Thinking about measuring...

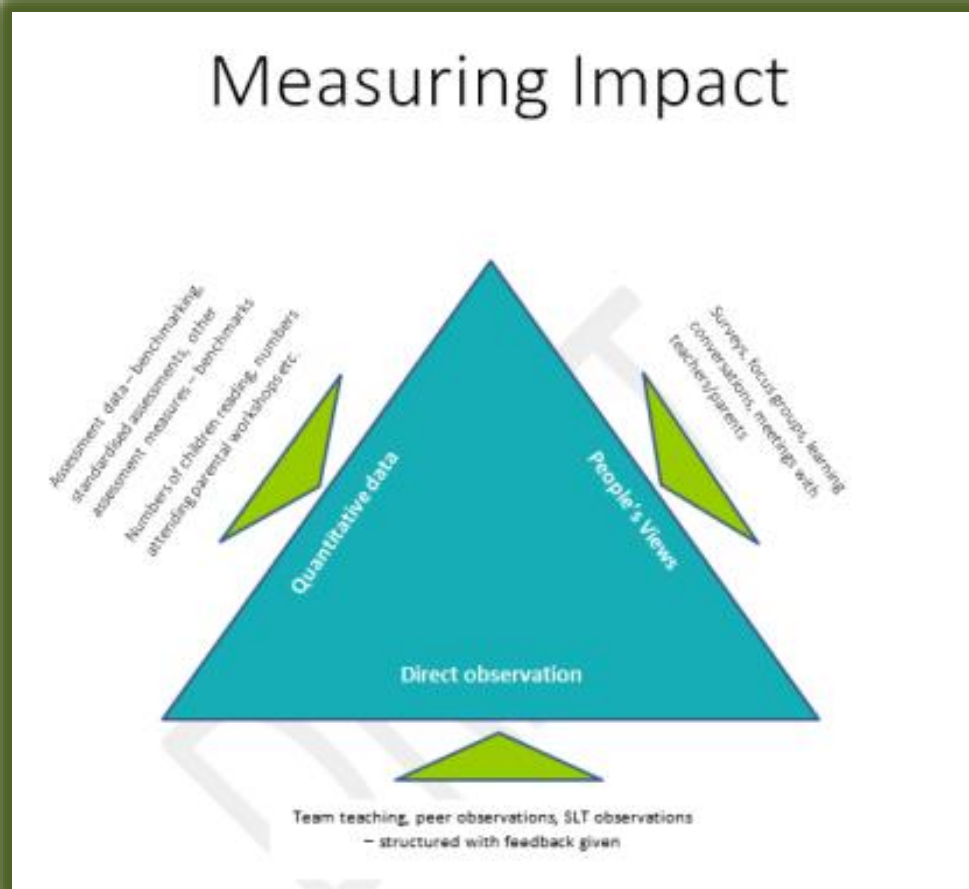
What tells us this isn't happening at the moment?

What would we expect to see/hear if this was being done well/had increased etc.?

Are there existing exemplars?

'Effective' 'high quality', 'emerging', 'improved interactions'all need defined before you can think about how to measure them.

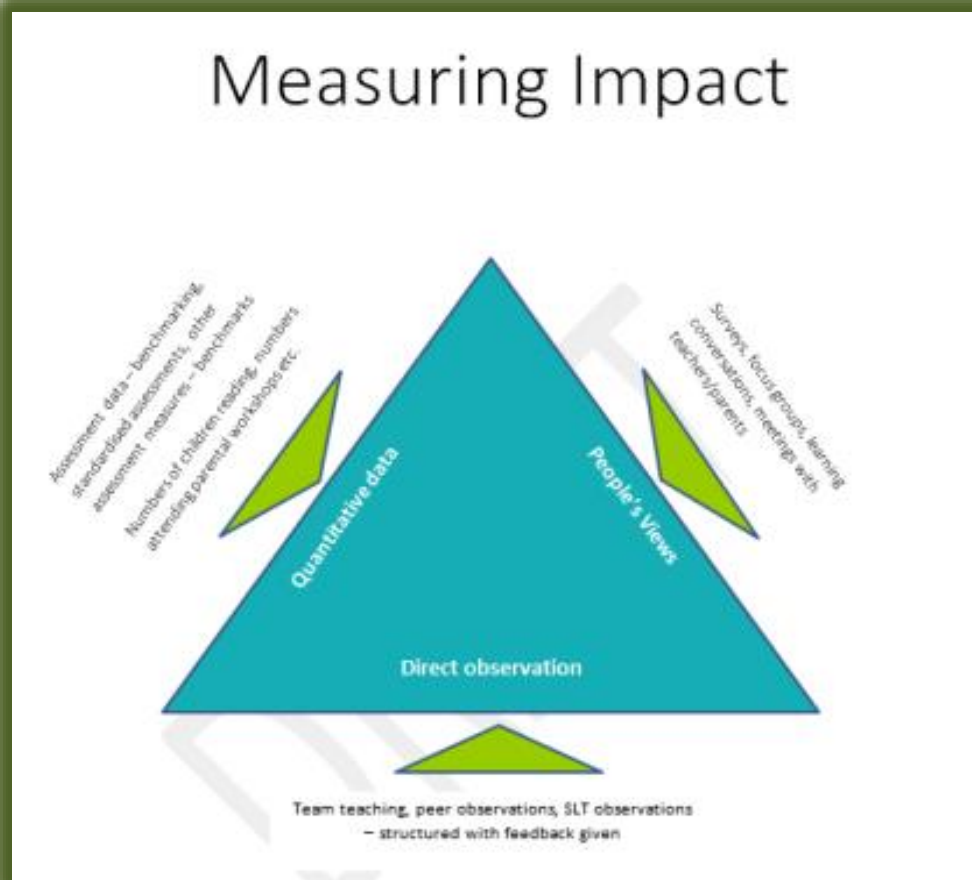
**Quantitative
Data**



**People's
Views**

Direct Observation

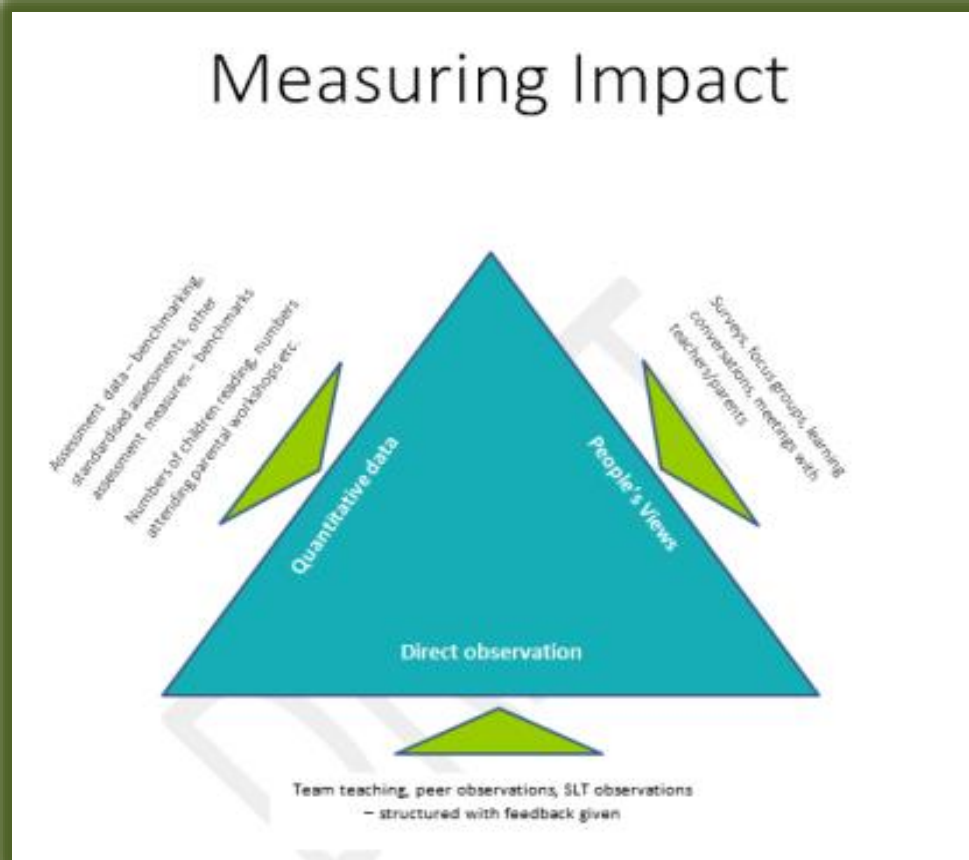
Quantitative
Data



1.
People's
Views

Direct Observation

2. Quantitative Data



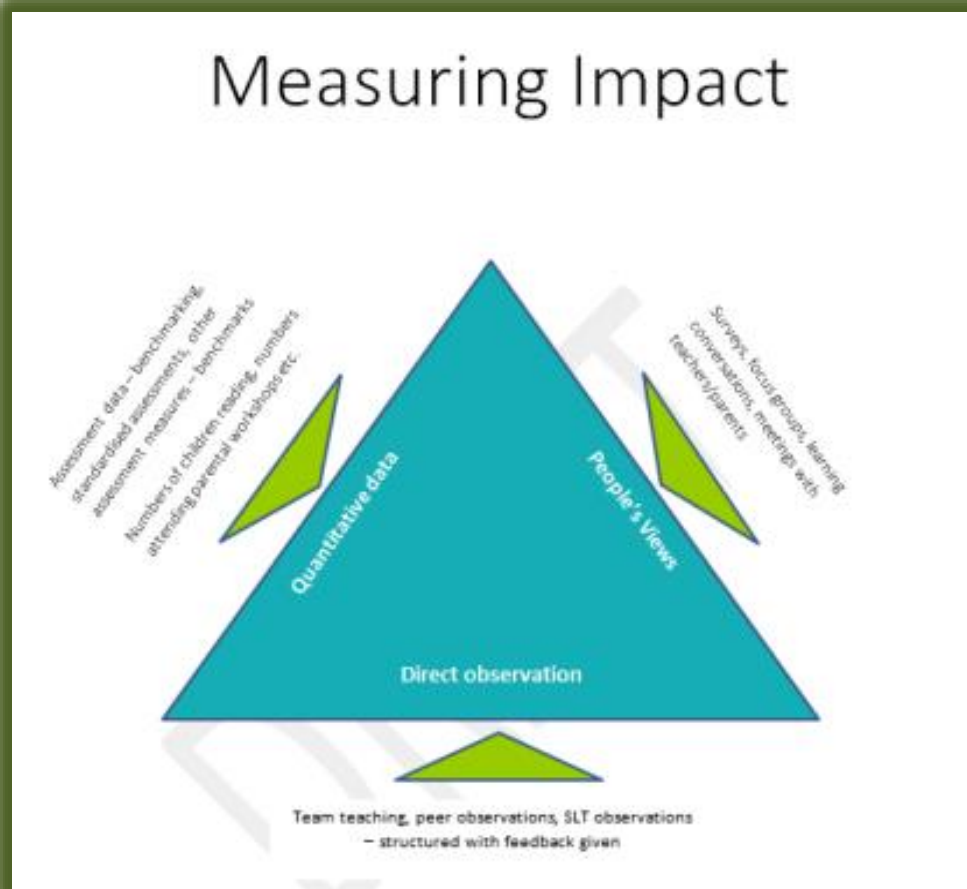
People's
Views

Direct Observation

Features of robust quantitative data

- Comparative
- Expectations
- Predicted progress: actual progress
- Added value
- Early gains/Plateau
- Next steps:
 - In learning
 - For the intervention

Quantitative
Data



People's
Views

3. Direct Observation

Analysing data from measures

Ask if:

- there is evidence you can measure or demonstrate
- the evidence has an impact on learners.
Does it make them successful, confident, effective, responsible, independent, give them new skills.....



Identifying measures

Engagement	Health & wellbeing	Progress/Attainment	Participation/ Achievement
<p>Attendance data</p> <p>Time on task</p> <p>POLLI</p> <p>Leuven Scale data</p>	<p>Levels of:</p> <ul style="list-style-type: none"> - Confidence - Self-esteem - Emotional wellbeing - Anxiety <p>Friendships</p> <p>Relationships</p> <p><i>Surveys and observations can be used to measure the impact on the above</i></p>	<p>Assessment evidence</p> <p>Tracking data</p> <p>ACEL data</p> <p>Stages of development</p>	<p>Number of target children participating in:</p> <p>Groups</p> <p>Events</p> <p>Activities/ Programmes</p> <p>Awards</p> <p><i>Feedback from children and staff</i></p> <p><i>Adapted from Education Scotland Attainment Advisor Guidance</i></p>

Gathering evidence

- Monitoring
- Questionnaires
- Focus groups
- Comments/complaints books/boxes
- Active Listening: “open door”
- Learning conversations
- Documentation of learning, teaching and assessment
- Staff working groups



Monitoring Progress

- Plan regular dates to review and analyse data from your measures
- From analysis of the data, decide whether to adopt, adapt or abandon



Education Scotland Attainment Advisor Guidance

What measures and evidence would you plan and gather?

By May 2024, more effective early literacy strategies will be planned for and implemented across the playroom by all staff.

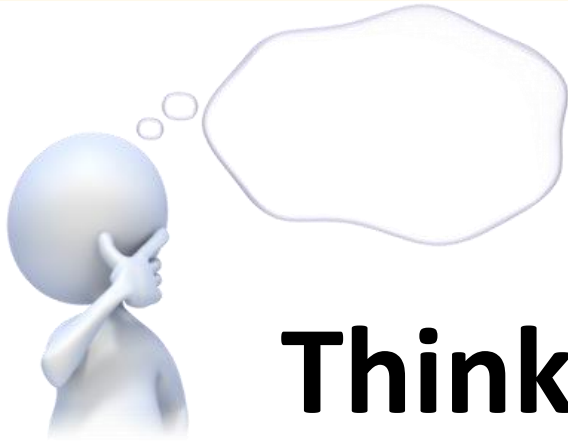
By November 2023 the staff will have increased knowledge, confidence and skills (to at least point 3 on scale) to deliver high quality numeracy experiences outdoors.

By May 2024 more effective numeracy experiences will be planned for and implemented outdoors by all staff.



Engagement	Health & wellbeing	Progress/Attainment	Participation/Achievement
Attendance data	Levels of: - Confidence - Self-esteem	Assessment evidence	Number of target children participating in:
Time on task	- Emotional wellbeing - Anxiety	Tracking data	Groups
POLLI	Friendships	ACEL data	Events
Leuven Scale data	Relationships	Stages of development	Activities/ Programmes Awards
	Surveys and observations can be used to measure the impact on the above		<i>Feedback from children and staff</i>
			<i>Adapted from Education Scotland Attainment Advisor Guidance</i>

Adapted from Education Scotland Attainment Advisor Guidance



Thinking Evaluatively to Write Evaluatively



5 key features of Evaluative Report Writing

- Consistent, coherent messages
- Evaluative writing
- Using language which reflects evaluation
- Clear and concise writing
- Technical accuracy and use of appropriate language



The following words are used by inspectors use when making judgements.

•Excellent	outstanding, sector-leading
•Very Good	major strengths
•Good	important strengths with areas for improvement
•Satisfactory	strengths just outweigh weaknesses
•Weak	important weaknesses
•Unsatisfactory	major weaknesses

The following words are used to describe numbers and proportions:

- Almost all over 90%
- Most 75% to 90%
- Majority 50% to 74%
- Less than half 15% to 49%
- A few up to 15%

Please avoid use of SOME and MANY

Useful comments: Positive

effective, effectively, clear, rigorous, rigorously, successful, very good, good, excellent, valuable, comprehensive, user-friendly, accurate, systematic, robust, helpful, accessible, strong, responsive, promptly, very-well used, satisfactory, thorough, child-centred

Useful comments: Negative

Unclear, unsuccessful, weak, unsatisfactory, unplanned, inappropriate, unreliable, inaccurate, ineffective, limited, inconsistent, inefficient, poor, unhelpful

How good is our early learning and childcare?

February 2016

Transforming lives through learning

QI 1.1: Self-evaluation for self-improvement

Themes

Collaborative approaches to self-evaluation
Evidence-based improvement
Ensuring impact of success for children and families

Descriptor

This indicator underlines that rigorous self-evaluation is the responsibility of all practitioners and stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and a shared understanding of strengths and areas for development. A key factor is how to demonstrate the impact of self-evaluation and how evidence is used to improve outcomes for children.

Level 5 illustration:

Collaborative approaches to self-evaluation

- All practitioners understand that self-evaluation is an integral aspect of our approach to continuous improvement. Our team reflect well together and use these reflections to bring about positive change for our children and families. We work very well with our stakeholders and partners over a sustained period of time. We have an agreed rationale outlining the purpose and focus of our relationship with partners, and continually review this to ensure that there are positive outcomes for our children and families. We actively seek to develop and extend our range of partners to further enhance our provision for children and families. We consistently use a wide range of approaches to engage with and listen to the views of children, stakeholders and partners to build a shared understanding of our strengths and areas for development. We can show how their views inform change and improvement. This has led to the identification of agreed steps to secure improvement.

Evidence-based improvement

- Our self-evaluation focuses on improving outcomes for children. Our identified priorities reflect this focus. To help us improve, we take account of relevant local, national and international advice and research. This enables us to make thoughtful changes and innovations. We follow a clear process when putting new initiatives into practice, which includes regular opportunities for reflection and evaluation of progress. We make very good use of evidence to draw conclusions about the quality of our provision and identify effective approaches to improvement. We involve all practitioners in gathering a wide range of information and evidence to document, assess and record children's progress which is manageable and appropriate. This includes focused observations of what children can do and relevant examples of children's work. We involve children and their families in regularly reviewing learning and progress. We use all of this evidence to make sound judgements about the quality of children's learning.

Within our setting and learning community, we engage regularly in effective quality assurance and moderation activities and have agreed standards and expectations. We share good practice within and beyond the setting and can confidently show the improvement this has made to the setting and outcomes for children.

Ensuring impact of success for children and families

- Continuous improvement, successes and achievements for children and families are vital to our setting's strategic direction. We ensure that high-quality learning through play is the central focus of our improvement planning. All of our plans and actions are directed at improving experiences and outcomes for children. We can evidence clearly the link between self-evaluation and improved approaches to how young children learn within our setting. As a result, children are making very good progress with their development and learning. We share these successes with stakeholders and partners and use them as a starting point for future improvements.

Features of highly effective practice:	Challenge questions:
<ul style="list-style-type: none"> Self-evaluation is at the heart of everything that we do in our setting. All of our practitioners are actively engaged in continuously evaluating and improving our setting. The views of children, parents/carers and families are effectively used to improve the life and work of the setting. Everyone involved with the setting's community has a shared understanding of its strengths and improvement needs. Parents/carers have regular opportunities to support improvement by participating in a range of formal and informal activities. All practitioners have a clear focus on monitoring and evaluating the quality of children's learning and on tracking their progress and achievements. They work effectively as a team. There is a strong ethos of improvement through sharing practice, and through peer support and challenge. Professional learning activities for all practitioners are clearly linked to the results of self-evaluation and identified areas for improvement. Our practitioners are inward, outward and forward looking in their evaluation and improvement activities. We make very effective use of information from our learning community, up-to-date research from Scotland and beyond to inform our learning and developments. Our practitioners have high aspirations and expectations for all children and families. We use a well-informed range of approaches to assess children's progress across their learning. 	<ul style="list-style-type: none"> How well do all practitioners understand their responsibility in improvement through self-evaluation? How has using <i>Building the Ambition</i> to support reflection, led to improvements in children's experiences? What do we know about the community in which children live and learn; and, in what ways are we using this knowledge to improve outcomes for children? How effectively do we identify our strengths as professionals and as a setting, to improve children's experiences and progress? What progress are we making in addressing our identified areas for improvement? To what extent are all stakeholders (children, practitioners, parents/ carers and partners) involved in self-evaluation and planning for improvement? What approaches do we use to support our children to reflect on and evaluate our practice and provision? How do we demonstrate that all practitioners are involved in and lead aspects of improvement in our setting? In what ways are our practitioners encouraged to reflect on and share their own practice in taking forward agreed areas for improvement? To what extent do we look inward, outward and forward in our evaluation and improvement activities? What evidence do we have that changes we have made are as a result of our self-evaluation and have improved outcomes for children?

‘So what?’

Evaluative statements should be about **impact** on outcomes

Process:

Practitioners provide opportunities for children to explore numeracy outdoors.

Outcome:

All practitioners provide opportunities for children to explore numeracy outdoors. As a result, almost all learners are more engaged in experiences and can demonstrate numeracy skills in a variety of contexts including spontaneous interactions.

Some good examples from HMI reports on 2.3

Highly effective questioning supported children to use **very good** higher order thinking skills.

A **few** children were making appropriate progress in their learning. However, the lesson lacked pace and too many children were not sufficiently challenged.

Most children are observed to have increased levels of engagement and motivation during the times outdoors.

Practitioners' prompting and questioning, alongside...results in learning experiences enjoyed by **all**.

Examples: Measuring Impact and Reporting Evaluatively

OFFICIAL

LEARNING AND TEACHING

1. Planning
 - Reducing bureaucracy, so teachers can focus on teaching.
 - Involving pupils
 - Responsive
2. Context
 - Making meaningful links which are relevant to your learners.
 - Curriculum
3. Formative Assessment
 - (a) Sharing LI + SC, learners understanding why they're learning.
 - (b) Effective feedback, so learners know how to progress, and act on it.
 - (c) Self and peer assessment
 - (d) Skilled questioning
 - (e) Child led – learning
4. Managing Resources
 - Being adaptive
 - Being creative with what we have
 - Looking outwards
 - Investing carefully
 - Partners (West OS, etc.) *including CLPL offerings
 - Accessibility
 - Ensuring everyone can access learning
5. Modelling
 - SLT
 - CLOs
 - Peer-to-Peer (teachers) (POLLI)
 - Peer-to-Peer (learners)

*building confidence
 *providing challenge
 *sharing good practice
6. Consistently high standards of pedagogy
 - CLPL
 - GTC strategies
 - Sharing of good practice
 - Working collaboratively

OFFICIAL

CLPL

Collaborative working/sharing practice

Modelling/Peer learning/POLLI

Children leading learning

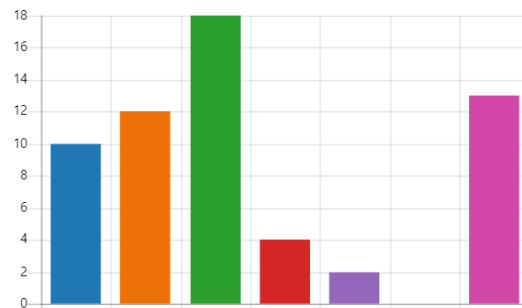
Within learning and teaching **almost all** participants recognised the necessity for consistently high standards of pedagogy based on collaborative research which reflected the features of highly effective practice as illustrated in 2.3 of HGIOS 4. The feedback also highlighted the consistency of the **CLPL** provided from the wider GIC team, the sharing of **good practice and collaborative working** to develop consistency across staff teams. The high level of investment in skill development and training for all staff was reflected including **Modelling and Peer Learning** particularly through the **POLLI** process. The use of strategies within **formative assessment** and **effective planning** alongside supporting **children to lead their learning** were described as key to success. **Almost all** head teachers recognised the need for effective management and allocation of resources ensuring adaptability, creativity and investing carefully both in people and physical resources which are accessible to all.

Example 3: DHT Networks

3. Which training input have you found most relevant to your current remit? You can choose more than one option.

[More Details](#)

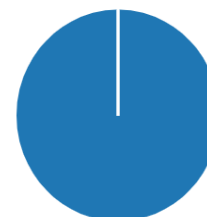
SAC/GIC key messages	10
FOCUS tool	12
Making Sense of Data	18
LfA/Glasgow Counts overviews	4
Family Learning (if you have h...	2
Into Headship	0
Effective Tracking Conversations	13



4. Do you feel the content so far will impact on your practice?

[More Details](#)

Yes	18
No	0



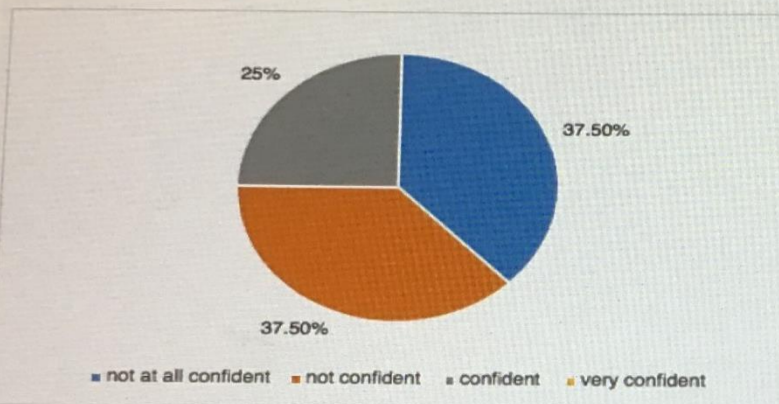
OUTCOME 2

Impact of partnership working:

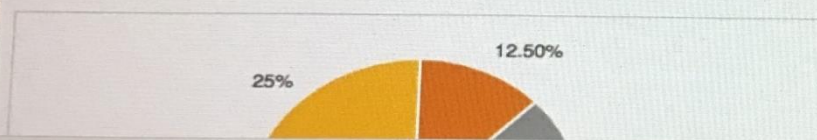
All staff show increased confidence using the numeracy framework to identify children's learning and next steps in learning

- At the start of the PDSA most (75.5%) staff felt either **not confident or not at all confident** in using the Glasgow Counts Framework to help identify children's learning and next steps in learning.
- At the end of the PDSA, **less than half (25%)** felt **very confident** and the **majority** felt (62.5%) felt **confident** in using the Glasgow Counts Framework to help identify children's learning and next steps in learning.
- At the start of PDSA most (75%) had **some idea** of each child / a **few (12.5%)** had **some idea** of some children / a **few (12.5%)** were **not clear** of their child's stage of learning of numeracy (in their own group).
- At the end of the PDSA, most (75%) had a **clear idea**

Staff confidence in using the Glasgow Counts Framework to help identify children's learning and next steps in learning. (start PDSA)



Staff in using the Glasgow Counts Framework to help identify children's learning and next steps in learning. (end PDSA)



Example 4: PDSA

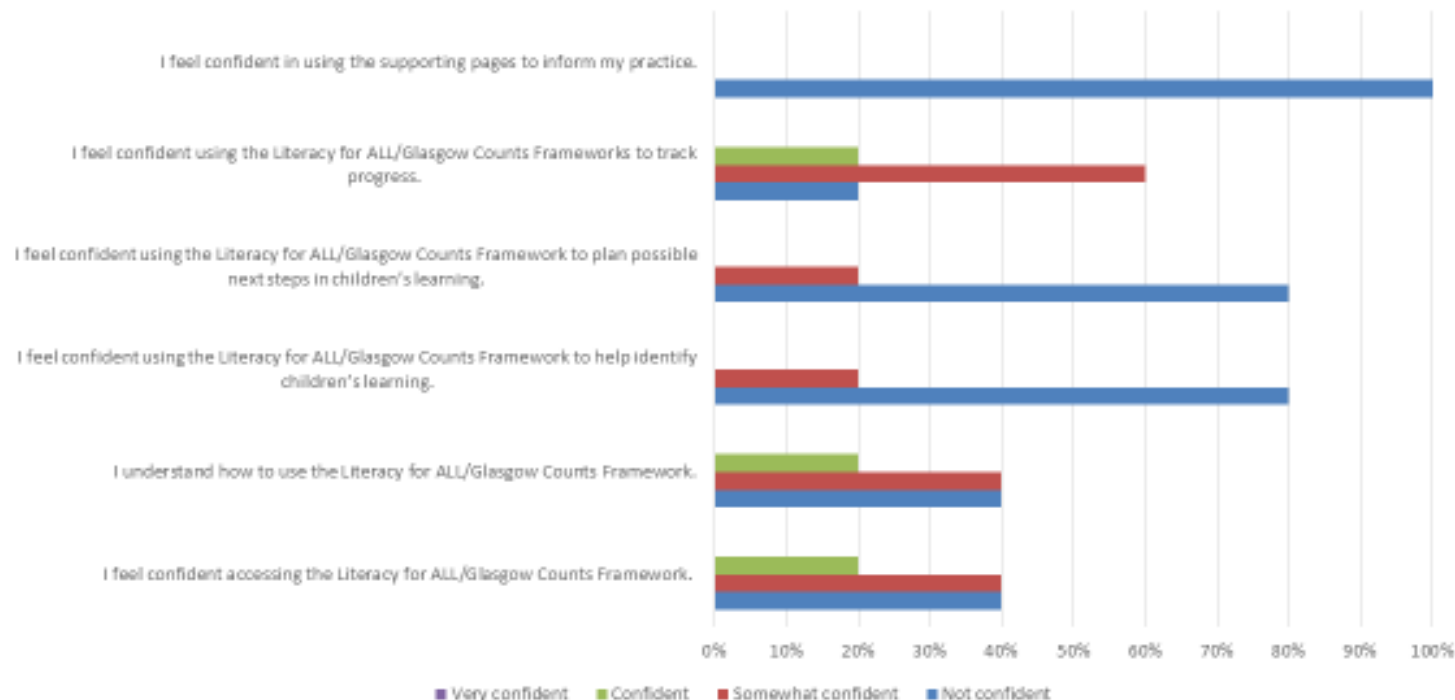
Example 5: HGIOP

HGIOP Outcome: By May 2024 more effective numeracy experiences will be planned for and implemented outdoors by all staff.

Analysis (direct observations): From quality assurance observations between November and April, almost all staff had consistently planned for and implemented outdoor learning experiences in numeracy. Most staff have made use of the outdoor learning support materials to enhance experiences. As a result, almost all children were actively engaged and could demonstrate and discuss their skills in numeracy.

Analyse Data

Literacy for ALL Coaching Wheel Pre Feedback



Less than half the staff (20%) are confident accessing the LfA/GCIP framework, whilst **most** staff (80%) are somewhat confident or not confident

Most staff (80%) are either not confident or somewhat confident in using the LfA/GCIP framework. Whilst **one** staff member is confident.

Most staff (80%) are not confident using the framework to identify children's learning and plan possible next steps in children's learning.

Examples of Evaluative Statements

The **majority** of staff, (60%) are somewhat confident in using the framework to track progress. Whilst **one** staff member is confident and one is not confident.

All staff (100%) **do not** feel confident using the supporting pages to inform their practice.

Key points to consider: evaluative statements

- Select the best pieces of evidence to illustrate your story.
- Ensure you evidence and discuss **all** of your outcome(s).
- Analyse your evidence using evaluative and descriptive language.

Evaluative Language	Quantifier
Almost all	Means over 90%+
Most	Means 75% to 90%
Majority	Means 50% to 74%
Less than half	Means 15% to 49%
Few	Means less than 15%

Increased/More	Raised
Decreased/Less	Lowered
Improved	Enhanced
More effective	Higher quality



Collaboration

Take time to reflect on your outcomes and think of the measures you have in place for these...

- What evidence do you expect to gather?
- Where can this be found?
- Who has responsibility for gathering evidence?
- How confident do you feel in reporting on your outcomes in an evaluative way?
- What next?

Questions



References

- [The Robertson Trust poverty-related attainment gap Time to think differently](#)
- [Closing the poverty-related attainment gap: a report on progress 2016-21](#)
- [Defining Good Outcomes | Self-evaluation | National Improvement Hub \(education.gov.scot\) School inspection findings: Addressing the poverty-related attainment gap 2018-20](#)
- [Equity Audit 2021](#)
- [Effective use of data for equity | Scottish Attainment Challenge 2020-21: Equity in education | Resources for practitioners | Scotland Learns | National Improvement Hub](#)
- [Delivering equity and closing the poverty related attainment gap | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

Leadership of Learning Evaluation 2023-24

