Supporting school leaders to make effective use of assessment data and what to do next

A sample of Moodle Plus resource
Workshop for Governors or SLT

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Moodle Plus preview

Overview

In this document

There are a series of slides that can be used to stimulate discussion about how a school could reflect on current practice to ensure that they make effective use of assessment data and have a clear understanding of what to do next.

It could be used with senior or middle leaders, governors or whole staff groups

Using data effectively

- How could you efficiently analyse and report pupil achievement to a range of audiences so that it prompts action and alignment?

- How could you ensure that those who generate the data feel they own it and use it positively?

- How could you eliminate unnecessary workload associated with data management ?

- What data do you actually need so you are not data rich and exhausted or unable to act?

Assessment is not just …

- Data

- Numbers

- A stick and a carrot

- Useful for 'measuring' something

- A label

Why were levels removed? Discuss.

Pseudo levels?

- Despite being intended only for use in statutory national assessments, too frequently levels also came to be used for in-school assessment

- Use of pseudo levels distorts the purpose of in-school assessment, particularly day-to-day formative assessment

- How can you ensure that your data is accurate?

- How have you ensured that you are not using your assessment system like pseudo levels?

Workload Challenge

- When used well, data can have a profound and positive impact. Enables school leaders to focus on the right issues.

- School leaders, and teachers, rather than starting with what is possible in collecting data, should challenge themselves on **what data will be useful** and **for what purpose**, and then collect the minimum amount of data required **to help them evaluate how they are doing.**

- Decisions about the identification, collection and management of data should be grounded in educational principles.

- In this way schools can have greater freedom to balance professional autonomy and agency against the demands of the accountability system.

Workload Challenge

There are common overarching principles that should apply to all:

Be streamlined: eliminate duplication – 'collect once, use many times'

Be ruthless: only collect what is needed to support outcomes for children. The amount of data collected should be proportionate to its usefulness. Always ask why the data is needed.

Be prepared to stop or adjust activity: do not assume that collection or analysis must continue in the same way just because it always has

Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks

What do you do now?
How have you responded to the workload challenge?
Ongoing challenges?

Ofsted Inspection Handbook

'Assessment information is used to plan appropriate teaching and learning strategies, including identifying pupils who are falling behind in their learning or who need additional support, enabling pupils to make sufficient and sometimes more than sufficient progress and achieve well.'

'… will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially those pupils at risk of underachieving.'

'Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning.'

Data analysis
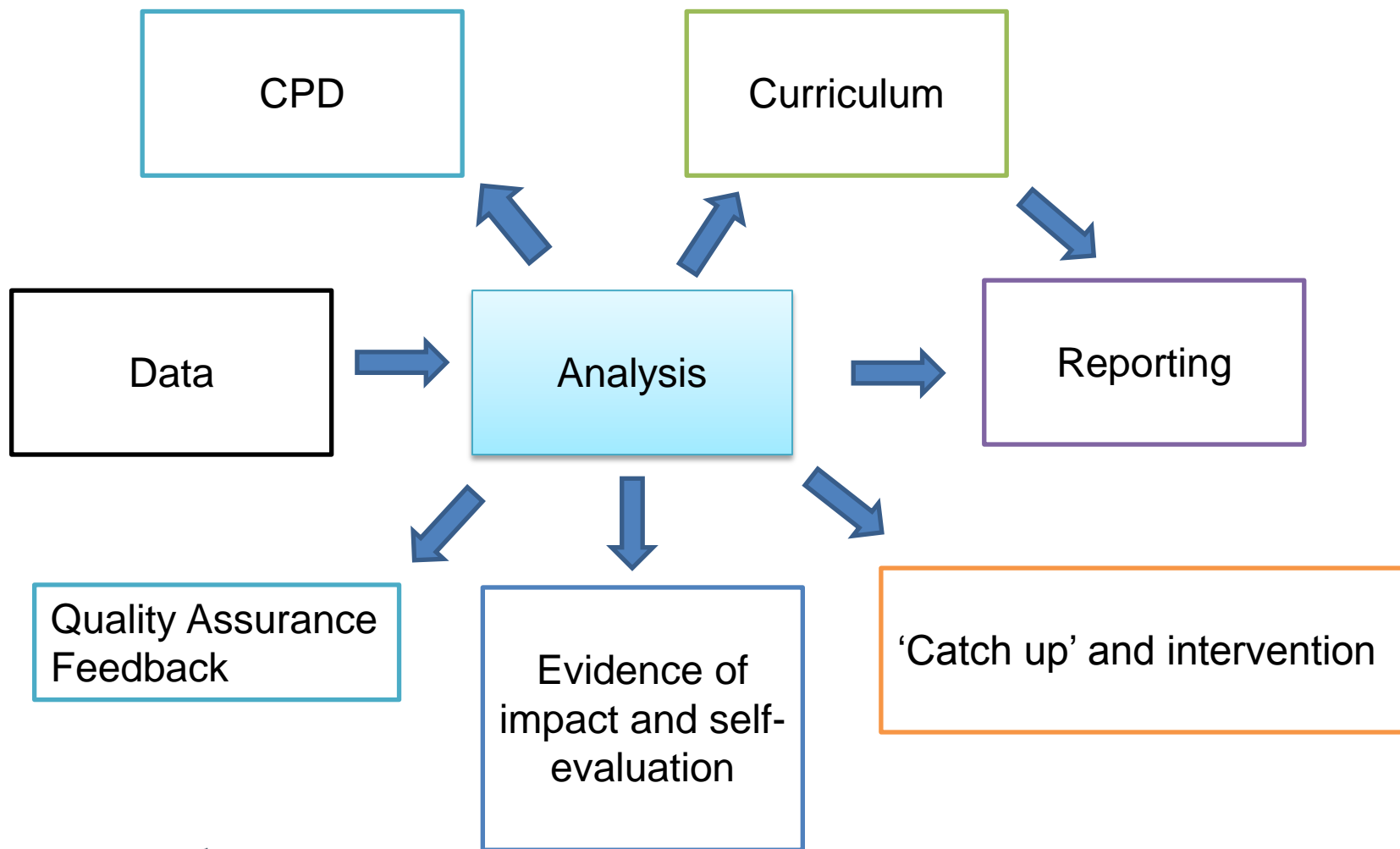
Questions to develop effective approach to assessment

- What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?

- How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?

- How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

- How will I ensure my approaches to assessment are inclusive of all pupils?

Hampshire Inspection and Advisory Services

HIAS is able to support you in all aspects of leadership development linked to effective use of assessment data, including:

How you could efficiently analyse and report pupil achievement to a range of audiences so that it prompts action and alignment

How you could ensure that those who generate the data feel they own it and use it positively

How you could seek to eliminate unnecessary workload associated with data management

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: **hias.enquiries@hants.gov.uk**

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