



University of
Nottingham

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WELL Programme Evaluation

Workshop with schools

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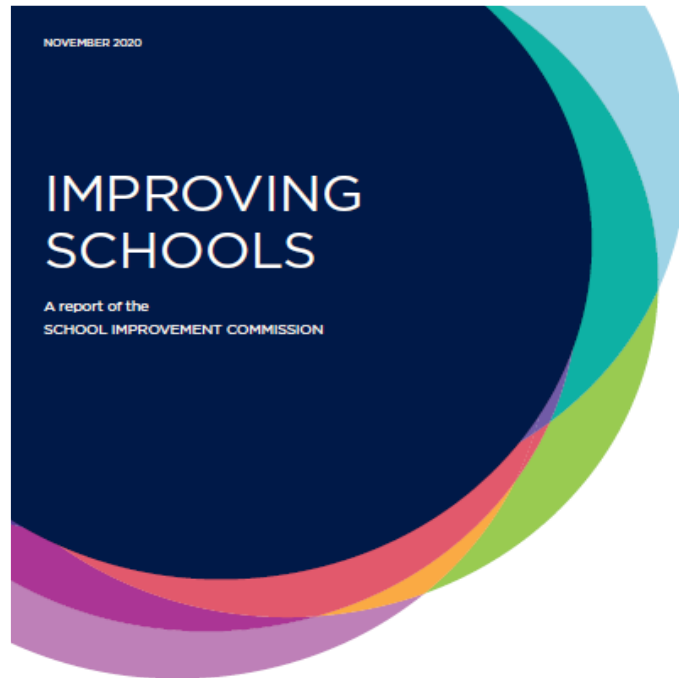


- 4pm / 8am Welcome and Introductions
- What does an 'evaluation' make you think of?
 - Overview of the WELL evaluation
 - What (we think) this means for you and your schools
 - Action Research
- 5.30 / 9.30 Close



What does an 'evaluation' make you think of?





The best schools are the best at getting better.

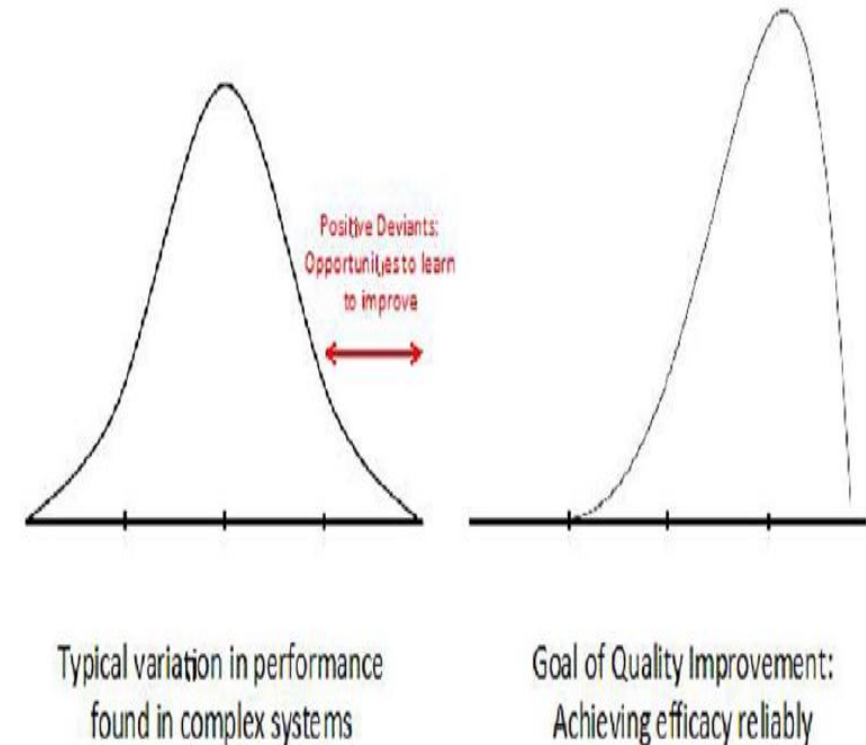
NAHT School Improvement Commission, 2020

... and so are the best school systems.



An improvement science approach

1. Start with the question: “What specifically is the problem we are trying to solve?”
2. Variation in performance is the core problem to address, so we help everyone learn together how to improve at scale.
3. Explore how local conditions shape work processes. Make your hypotheses for change public and clear.
4. We cannot improve at scale what we cannot measure. Anticipate unintended consequences and measure these too.
5. Anchor practice improvement in disciplined inquiry. Engage in rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast, and improve quickly.
6. Accelerate and broaden improvements through networked communities.



Working in partnership - with the WELL programme team and participating schools – we aim to help identify, distil and expand evidence-informed approaches that are working well to improve outcomes, so that more children can benefit.

We will:

- support volunteer schools to undertake action research and facilitate networked learning from this
- provide formative feedback on how the programme is working, including at school level
- gather summative evidence on impact over time.



What (we think) this means for you and your schools (2021-2024)

- Three online surveys – first one for all headteachers later this term
- School case studies – targeted and universal schools, annual and longitudinal
- Observations of programme sessions/events
- Action research by schools – drawn together to build collective evidence base
- Impact Evaluation – using National Pupil Database and data from participating schools to assess changes over time, including for disadvantaged students



Two strands – running in parallel, in annual cycles over three years:

- WELL target schools: How (successfully) are we using evidence to inform our school's improvement journey and work?
- Cumbrian Award Schools: To what extent, and how, does participation in the Cumbrian Award impact on student outcomes and/or school-wide approaches to teaching and curriculum?

Ethics – schools opt in to one or both strands. Head teachers will be asked to complete a consent form after half term.

Action research (or “systematic enquiry made public”) can address two kinds of problems:

- Problems of understanding the world in which we are called upon to act
- Problems of understanding what we ought to try and do (Stenhouse)

For the WELL project’s action research strands, the goal is to understand both:

- the needs of our colleagues and learners; and
- what approaches to meeting those needs are the most practically effective in our context

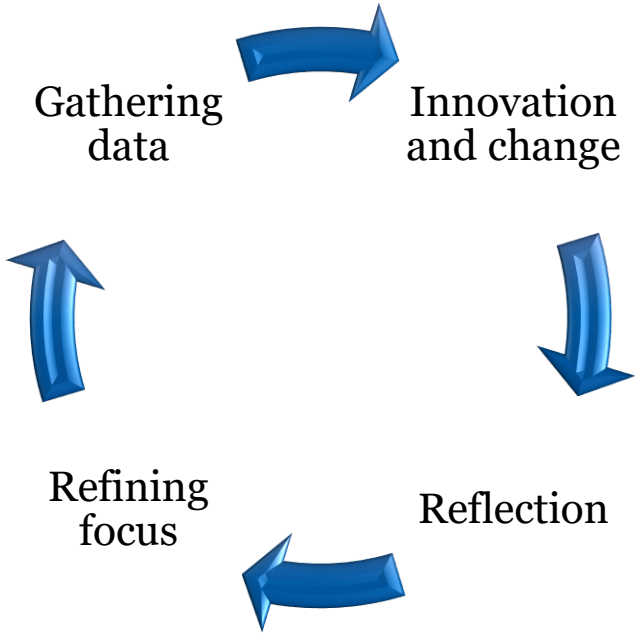
To achieve this, we are building it around some key principles to ensure that it:

- is linked to powerful, relevant questions about what we are doing (defining our research question/s)
- is based on joined-up thinking about the difference our practice makes to learners (producing an outline Theory of Change)
- causes as little disruption to school life as possible (uses naturally-occurring evidence where it exists).



Baseline	Enquiry activities	Impact
<p>What are pupils achieving / feeling / doing / saying now?</p> <p><i>Pupils are...</i></p> <p>What's our practice like now?</p> <p><i>We are...</i></p>		<p>What will pupils be achieving / feeling / doing / saying?</p> <p><i>Pupils will...</i></p> <p>What will our practice be like?</p> <p><i>We will...</i></p>



Baseline	Enquiry activities – which, in this project, will include the WELL funded projects to address your priority	Impact
<p>What are pupils achieving / feeling / doing / saying now?</p> <p><i>Pupils are...</i></p> <p>What's your practice like now?</p> <p><i>I am...</i></p>	 <p>Gathering data</p> <p>Innovation and change</p> <p>Refining focus</p> <p>Reflection</p>	<p>What will pupils be achieving / feeling / doing / saying?</p> <p><i>Pupils will...</i></p> <p>What will your practice be like?</p> <p><i>I will...</i></p>



What difference do you want to make? What will success look like?

What will we be achieving?

What will we be doing?



How will we be feeling?

What will we be saying?

How will we be responding?



- What evidence needs to be collected at the baseline about the focus of your enquiry to gauge impact?
- Evidence about what...pupils? Your practice?
- Is this evidence readily available or do you need to collect it?
- If you need additional evidence, what methods what will you use and why?



- This activity explores the kinds of evidence you already have available in your school, and what it is used for.
- The aim is to explore the rich evidence occurring “naturally” within day-to-day school life, and the different ways it can be used to capture the progress colleagues make as part of the project
- We’ll also complete this to capture your ideas about how you would like this to develop over the life of the project
- And repeat the exercise towards the end



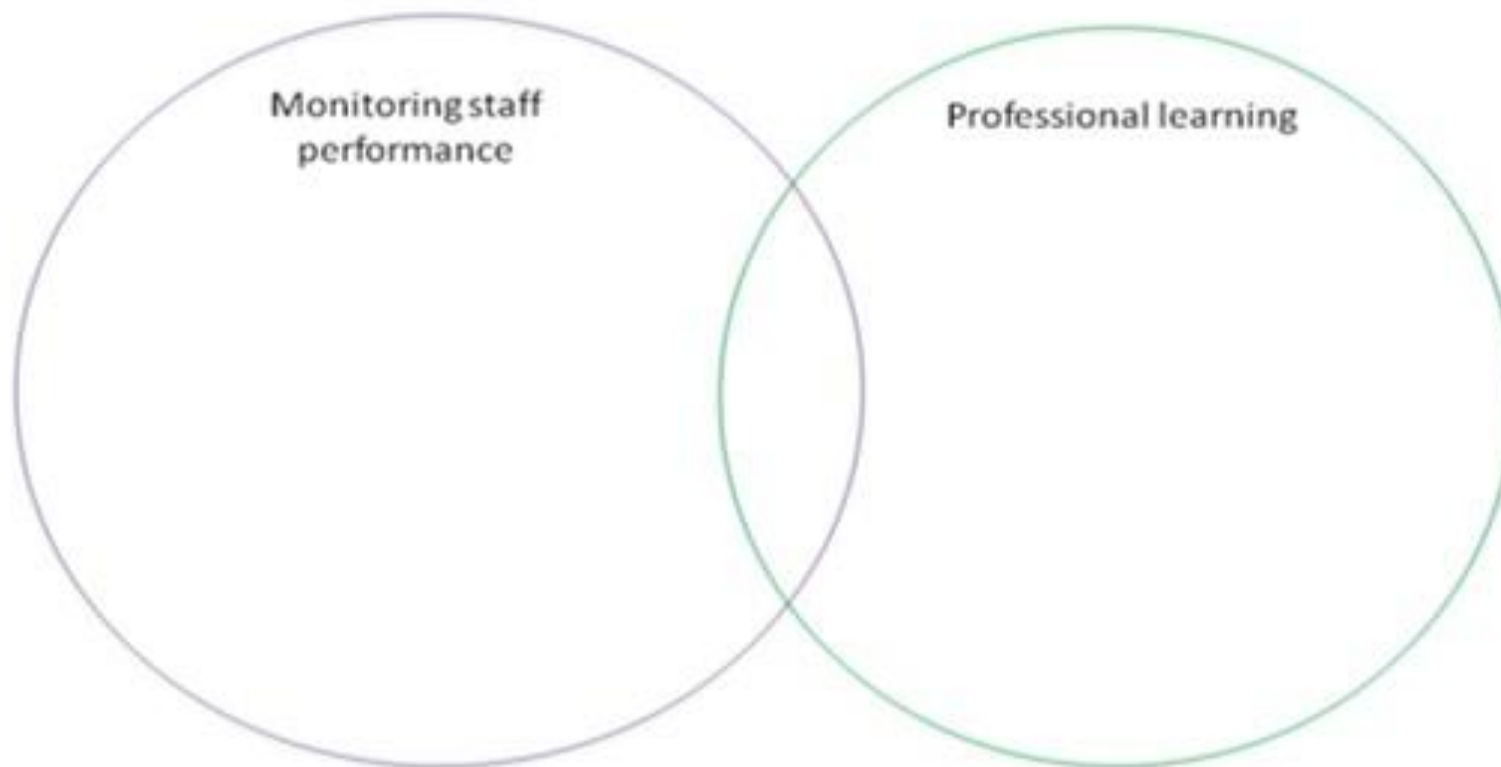
- Start by looking through the cells on the next slide showing different types of evidence which schools tend to produce as part of routine life, discarding those which don't apply and adding any important local ones
- Review the to identify those which you use now in school
- Draw these into the circles on the flip chart paper to show whether naturally-occurring evidence is used for accountability, professional development, or both in your own school at present
- Put your school name on the sheet
- We'll take photos
- Now repeat the activity for how you would like this to look as after working through WELL and Cumbria award, in 2 years' time – note on your sheets that they now show how you hope things will look in the future
- We'll take photos again



Observation notes	Student progress/ <u>performance data</u>	CPD evaluation forms	Feedback from senior leadership team/line manager
Video of own practice	Outcomes of pupil voice activities (interviews, surveys, focus groups, etc)	Post-training action plans	Completed skills <u>assessment/ diagnostic activity</u>
Students' workbooks or similar	Planning notes	Learning journal	Notes of <u>coaching/mentor-ing discussion</u>



Use of evidence in staff development



Gathering baseline data – before we meet in January, complete the self-assessment of how your school uses evidence

CHARTERED COLLEGE OF TEACHING

EVIDENCE-INFORMED TEACHING:

Self-assessment tool for schools




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January 2018

Awareness: School-wide

Understanding what research evidence is, knowing how to access research, being able to objectively judge how robust research evidence is, knowing that it can help improve practice, how it does that, and how to go about being 'evidence-informed'

Area of development	Starting out (Descriptor)	Deepening (Descriptor)	Embedding (Descriptor)
A1 - Headteachers and senior leaders understand evidence-informed teaching and what high quality evidence looks like	Senior leaders are aware of some research evidence, but are not confident in how to judge the quality of research.	Senior leaders are aware of some research evidence. They tend to do things because 'the research says' or rely on others' judgment to assess the quality of research. They do not necessarily engage critically with findings.	Senior leaders are very aware of research evidence. They are able to judge its quality and to engage critically with findings. They also refer to trusted research sources eg EEF/Sutton Trust toolkit, John Hattie etc.
Illustrative quotes from the research	"I didn't know there was research out there that helps you decide ... what you should and shouldn't do. It was like a different world we hadn't even realised was there". [Headteacher] "I think evidence based just sounds a bit scary really. It sounds perhaps a little bit more highfalutin than the way I think we work. We're more of a common sense school here". [Headteacher]	"Some of our partner schools do things just because it says in research but we go well that isn't necessarily applicable to your context and you can begin to see cracks". [Headteacher] "You know, you hear it more times and so you understand it better". [Headteacher]	"Whatever we take, we take with a health warning attached to it ... It's just part of our research but we test everything out". [Headteacher] "It's not a simple case of saying 'we must follow the evidence'. We have to be critical of that evidence". [Headteacher]
Your examples			
Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.			

Frame the difference you want to make as a question.

Be specific about the change you want to evaluate – who, how, what?

- How can we... with (x) group... and what difference ...?
- What strategies/ conditions... are effective... in enabling ?
- What can we do to ... so that...?



Action Research next steps

- November – confirm that your school will participate in the targeted schools strand and complete headteacher consent form
- November/December - undertake baseline self evaluation of how you currently use evidence in your school - using the CCT matrix (Stoll et al, 2018 – to be circulated). Involve your senior and middle leaders in the discussions.
- Early January - prepare provisional school-level Action Research question/s and send in so we can take an overview.
- Jan/Feb – attend workshops we run to finalise questions, work up Theory of Change and plan approach.
- Half termly virtual workshops and or coaching sessions depending on stage in the cycle and termly workshops i.e. :
 - i. Spring (second half/term?) - virtual coaching
 - ii. Summer (first half/term?) - virtual workshop and follow up trouble shooting workshops
 - iii. Summer (second half/term?) - face to face workshop to undertake analysis collaboratively and start to complete year one summary report plus follow up virtual coaching

Repeat – but develop further - in years 2 and 3.



Next steps for you....

Confirm that your school will participate in the action research:

- be aware that this has implications for attendance at sessions and work in schools, so be prepared to commit time and resources!
- if yes, complete consent form (head teachers) and undertake baseline activity before January workshops

Headteachers - complete online survey when issued (late November)

All schools will be asked if they are willing to become potential case studies

All schools will be asked to share data for impact evaluation