



CASE STUDY REPORT

No-one left behind: Effective use of performance data to inform Wave 1 and Wave 2 interventions

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This study was originally published in 2010 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.

Abstract

Background: The purpose of the study was to improve standards and achievement of identified pupils in English and Maths and raise whole-school GCSE examination outcomes to above 30% 5A-C including En & Ma.

Aims: The main aim is to improve standards and achievement of identified pupils in English and Maths and raise whole-school GCSE examination outcomes to above 30% 5A-C including En & Ma, through personalised learning and improved AfL practices.

Methods: Headteacher, LA adviser, middle leader, SLT, SIP, subject leader, teacher, pupils, parents. Methods used include whole school INSET, department meeting cycles, coaching approach, use of progress data, AfL strategies, use of data to inform lesson planning, and use of the Teaching and Learning Framework.

Findings: The main findings are that communication and understanding of a vision for improvement, effective use and understanding of progress data by all stakeholders, and personalisation based on evidence are essential for successful impact on pupil learning, teaching, and school organisation and leadership.

Implications: The findings suggest that effective communication, understanding of vision for improvement, and use of progress data are essential for successful personalisation of support and improved pupil learning outcomes. Additionally, AfL strategies, CPD, and a coaching approach are important for successful implementation.

This abstract was generated by Camtree using a large language model (LLM) and added to the original report in 2023.

Keywords: Secondary education; English - reading; English - speaking and listening; English - writing; Mathematics

Introduction

What were your reasons for doing this type of development work?

We are a National Challenge school. Performance was below age-related expectations: 28% 5A-C including En & Ma(07/08). We wanted to improve standards and achievement of identified pupils in English and Maths and raise whole-school GCSE examination outcomes to above 30% 5A-C including En & Ma.

Who might find this case study useful?

- Headteacher
- LA adviser
- Middle leader
- Senior leadership team (SLT)
- SIP (School Improvement Partner)
- Subject leader
- Teacher

Description

What specific curriculum area, subject or aspect did you intend to have impact on?

- English - reading
- English - speaking and listening
- English - writing
- Mathematics

How did you intend to impact on pupil learning?

We aimed to increase personalised learning and improved AfL practices in English and mathematics lessons through the use progress data. As pupils worked on how to reach challenging target levels, they would achieve more highly.

We aimed to develop understanding of progress data by both pupils and parents.

What were your success criteria?

Positive impact on C+ outcomes in English and Maths. Our targets for 08-09 were:

- 5A-C including English and Maths: 35%
- 5A-G: 85%
- English A-C: 45%
- Maths A-C: 45%
- Earlier identification of pupils whose progress was causing concern leading to wave 2 support
- Greater self awareness by pupils in the learning process; increased pupil confidence and independence

What information or data did you use to measure progress towards your success criteria?

- Pupil consultation data
- Test results

Describe the CPD approaches you used

We started this programme in August 08. Whole school INSET took place using a twilight programme (six per academic year). These twilight sessions formed part of a cohesive quality assurance programme which involved department meeting cycles and quality assurance line management meetings between HOD and SLT to reinforce key action points and to evaluate the impact of new practices on learning particularly for targeted pupils.

Twilight CPD was led by middle and senior leaders within the school and used a delivery model which began from a whole school and systemic viewpoint and then moved towards an individualised and pupil-led perspective using an application of good practice approach. The content of twilight sessions included:

- the understanding of uses of performance data by staff: data collection, data storage, and data manipulation
- standardisation of assessment, and target setting; the difference between teacher assessments and target levels (See Target setting INSET materials, below)
- use of progress data to inform AfL i.e. formative assessment in lessons via targeted questioning, marking and feedback, oral rehearsal to support writing and the use of the Teaching and Learning framework.

The twilight INSET on AfL to support personalisation emphasised key themes of activating prior knowledge, modelling, scaffolding, explanation, questioning and exploration, discussion and dialogue so that pupils can identify what they have learned and to support planning of next steps.

Department meeting cycles were then used to allow further discussion and to consolidate key points for action and development with an emphasis on pupil learning and outcomes. Whole school observation was used to monitor the extent to which progress data, INSET recommendations and department action points informed lesson planning and personalisation and hence pupil outcomes.

A coaching approach was used to develop expertise with termly quality assurance of outcomes by SLT i.e. action planning cycle of planning, implementation and review. These cycles used a common agenda to stimulate discussion and ended with review by SLT with action planning where appropriate.

CPD was whole-school and department-specific with monitoring of impact via SLT and HOD using termly quality assurance line management meetings that used a standardised and common agenda which was then pooled by SLT to assess the degree of impact.

The AfL best practice table (below) was done under the Teaching and Learning framework. All Departments contributed and it was shared with all staff. This document is used as a support tool for evaluation of Teaching and Learning practices in the context of the Department Operational plans.

What CPD materials, research or expertise have you drawn on?

In-school analyses of whole school and department specific data to inform action planning. A new Teaching and Learning Framework was created which was distributed to every member of staff. Lesson observation and QA line management review meetings informed further twilight content and delivery.

Relevant National Strategies materials:

Who provided you with support?

- Middle leader
- Senior management
- Subject leader

How were you supported?

Senior Leadership team and line management structures. The teams involved were SLT, KS4 Manager, Year Attainment Manager, HOD English and Maths.

Impact

What has been the overall impact on pupil learning?

Increase in attainment and achievement; increased pupil self-confidence and self-esteem.

Increased levels of independence by pupils were also seen particularly with targeted pupils. Previously, pupils were less confident as learners and relied on teacher prompting and direction to improve their work. Following introduction of the Teaching and Learning Framework and the communication of progress data with pupils, pupils became much more aware of themselves as agents in the learning process. The use of the A5 target sheet also reinforced pupil targets and reminded pupils what they needed to do to improve the quality of their work and hence their outcomes. This focus on improvement was continuously reinforced via the regular and more extended use of AfL strategies which served to make the learning process a much more interactive and two-way process for pupils. As a result, we saw more pupils ask questions about their learning within lessons, greater focus and attention in lessons and less off-task behaviours. More regular attendance, focus and engagement were also seen by targeted pupils were also receiving support via wave 2 interventions such as booster sessions, coursework catch-up and academic mentoring.

Thoughts you think are relevant to overall impact on learning

Needs-led and evidenced-based personalisation of support are essential. Communication with all stakeholders was vital throughout, as was challenge to low expectations and under-performance. Pupils need to be active participants in the learning process.

Quotes you think are relevant to overall impact on learning

'No-one left behind'

'Stand up, step up, and deliver'

Quantitative evidence of impact on pupil learning

- CVA data
- Periodic teacher assessment
- Test results

Qualitative evidence of impact on pupil learning

- Observation outcomes
- Pupils' work

Describe the evidence of impact on pupil learning

2009 GCSE attainment:

- 5A-C including English and Maths: 38% (increase of 10%; target was 35%)
- 5A-G = 86% (increase of 8%; target was 85%)
- English C+ = 45%
- Maths C+ = 45%

- KS2-4 conversion rates from L4+ to C+ now 82% in English and 83% in Maths
- CVA 1013.5 +/- 10.4. Report card pilot CVA = 1039.5

Also, increased numbers of applications to post-16 provision.

What has been the impact on teaching?

Improved understanding of the use of data and how data can inform planning and lesson delivery. Improved AfL practices within lessons also resulted in significant changes in practices related to questioning e.g. there was greater awareness of the uses of questioning and the uses of different question forms. This was seen through more inclusive and directed questioning, greater emphasis on Bloom's Taxonomy with higher order questioning, and questioning that related to the lesson objectives.

Improved practice was also seen in relation to written feedback which became much more formative in that pupils were given direction on how work could be further improved. This was further supported by the dialogue between teacher and pupil within the classroom which reflected lesson objectives and pupil targets.

An increased range of activities within lessons supported personalisation but also improved lesson pace. These activities also supported peer and self assessment against targets and success criteria such as grade descriptors. Improved lesson pace also gave pupils an opportunity to reflect on what they have learned and how they have learned.

The improved use of data supported lesson planning and delivery which had a particular impact on the amount of opportunity given to students to improve and redraft work.

Quotes you think are relevant to the impact on teaching

'No-one left behind'

'Disadvantage is not a barrier'

'Own your data'

'Know your grades'

Evidence of impact on teaching

- Evidence from observation and monitoring
- Improvements in curriculum documentation

Describe the evidence of impact on teaching

- Creation of Teaching and Learning Framework
- Development of new Rewards and Sanction policy and Framework
- Improved use of pupil specific target sheets (including development points)
- Greater use of MIS to inform lesson delivery and planning

What has been the impact on school organisation and leadership?

- KS4 Manager in place.
- Teaching and learning approaches being cascaded to KS3 via SLT and core HODs.
- Schemes of Work reflect assessment opportunities.
- Preparation of Assessing Pupils' Progress (APP) tasks to support teacher assessment and summative assessments.
- Functional skill development in English, maths and ICT to support basic skill acquisition in numeracy

and literacy so that key skills are reinforced and embedded through KS3 and into KS4.

- Extended school programme now extended with capacity to develop additional forms of intervention to support wave 2 interventions.
- Appointment of Extended school co-ordinators in English, Maths and cross-curricular areas to support targeting of students. Monitoring of impact of interventions and progress data for targeted pupils.

Evidence of impact on school organisation and leadership

Very stable and committed middle leadership. High morale and engagement amongst middle leaders; modelling of best practice by core subject heads to other subject areas. A cohort of middle leaders now taking part in Leading from the Middle pilot programme which uses a cluster delivery model. Greater challenge of underperformance by HODs and a more standardised approach to expectations of subject teachers around lesson design and delivery.

KS4 model using prior data to group into 'Should, Could and Might' (SCM) to be used whole school 2009 – 2010.

Summary

What is the crucial thing that made the difference?

- Communication and understanding of vision for improvement - modelled by HT and reinforced by key staff
- Effective use and understanding of progress data by all stakeholders.
- Ownership of this data by staff and pupils; prompt challenging of underperformance.
- Personalisation must be evidenced-based.

What key resources would people who want to learn from your experience need access to?

- Prior pupil-level performance data, based on APP, to support categorisation of pupils into SCM groupings and monitoring of progress.
- Storage, collection and monitoring of progress data by MIS.
- Bank of AfL strategies to support lesson design, peer and self assessment.
- Twilight INSET opportunities to support continuous delivery of key themes (as in 2 below) by key staff to support delivery by all staff and hence further development into routine practice.

What CPD session and resources were particularly useful?

- INSET and modelling to all staff on use of performance data (manipulation, periodic collection, difference between teacher assessment and target levels).
- Bespoke INSET given for key staff in English and Maths using live data with opportunity for follow-up available to all staff.
- Coaching approach used to develop expertise with termly quality assurance of outcomes by SLT.
- Twilight INSET on AfL to support personalisation.

If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?

- Need for system to support identification of underachieving pupils using prior data. Methodology to support pupil groupings (and, hence, personalised intervention). Model to cascade progress data to pupils. Linkage to the school operational plan to support coupling of key elements such as progress data and AfL practices and communication of rationale to staff by SLT and key members of staff such as middle leaders or ASTs. Coaching of staff and modelling of good practice opens debate and stimulates

dialogue.

- MIS required supporting collection, storage and manipulation of data; staff required who can understand and communicate key messages through a range of forums using coaching and modelling to stimulate and challenge all stakeholders. Multi-disciplinary team of professionals with complementary skill repertoires.

What further developments are you planning to do (or would you like to see others do)?

Cascading of model of identification, monitoring, tracking and intervention to KS3. Use of APP to support standardisation of teacher and summative assessment; acquisition of key skills by Functional Skills delivery and embedding of key skills by application across contexts via cross curricular delivery model in KS3 with impact on KS4.

Supplementary Materials

This report is accompanied in the library by the following supplementary material:

- Action Point and Target sheet
- Action point target sheet example
- Teaching and Learning Framework
- Final Year 11 Draft Action Plan Spring 2010.doc
- AfL best practice table
- Target-Setting INSET materials

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About 'What Works Well'

This case study was originally published as part of the 'What Works Well' section of the National Strategies for Education in England. The National Strategies were professional programmes aiming for improvements in the quality of learning and teaching in schools in England. 'What Works Well' involved teaching practitioners from all phases and areas of education sharing accounts of real developments which had improved learning and teaching, and made a difference to pupil progress. 'What Works Well' case studies were designed to support practice transfer and include sufficient detail and resources to enable others to implement the effective practice described. They were reviewed by experts prior to publication as 'User Generated Content' (UGC) under a licence which encouraged reuse and derivative works, but which precluded commercial use.

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