

Using outcomes to support practice in the Scottish Attainment Challenge Round table discussions

A. Improve numeracy skills of all our pupils enabling them to achieve the appropriate levels at all stages and be confidently numerate by the time they leave primary 7.

Who experiencing change? All pupils – or only those in primary 1?

What is changing for them? Numeracy skills. Confidence

How is it changing? Improving

Suggested revision:

Outcome 1: **Improve numeracy skills of all primary one pupils.**

Outcome 2: **Improve confidence in numeracy in all primary one pupils.**

B. Offer one to one tutoring support beyond the school day for students from decile 1 and 2, as additional support to help young people as their progress towards their national qualifications.

Who experiencing change? Students progressing towards national qualifications in decile 1 and 2

What is changing for them? N/A

How is it changing? N/A

Indicator:

All primary one pupils achieving appropriate levels at all stages by the end of primary one – (would also need some comparative evidence from previous years to show this was a change)

C. The numbers of pupils requiring intensive intervention will have decreased significantly and be able to be supported by the school

Who experiencing change? 1. Pupils requiring intensive intervention. 2. School

What is changing for them? 1. Requirement for intensive intervention 2. Support offered

How is it changing? 1. Decreases 2. More effective (?)

Suggested revision

1. Fewer pupils requiring intensive intervention and/or More pupils are supported by the school (needs better defined).

2. School is more able to offer (effective?) support to pupils (target group and support needs defined)

D. Improve the engagement of pupils and parents in learning through the development of a positive can do mindset that improves attainment, increases achievement and develops greater aspirations.

Who experiencing change? Pupils and parents

What is changing for them? 1. Their mindset 2. Engagement in learning

How is it changing? 1. Becomes more positive and 'can do' 2. Improves

Suggested revision

1. Parents and pupils have a more positive mindset in relation to learning

2. Parents and pupils have greater engagement in learning.

E. Teachers are much more aware of those pupils who are in the target group (SIMD 1&2) within literacy

Who experiencing change? Teachers

What is changing for them? Awareness of who is in the target group for literacy

How is it changing? Increased awareness

Minor suggested revision:

Teachers are more aware of which pupils are in the target group (SIMD 1&2) for literacy.

F. Teachers have linked their CLPL activities, through their PRD, to look at different approaches to closing the attainment gap. This will include engaging in professional reading and dialogue and sharing practice to increase attainment in literacy of target group of children.

Who is experiencing change? Teachers

What is changing for them? Unsure – alignment of CLPL to attainment gap, range of CLPL, collaboration.. - no mention of increased understanding, knowledge or changing practice.

How is it changing? N/A

G. Improve knowledge & Understanding of PSAs and staff through training in targeted literacy strategies which significantly increase literacy levels of children living in poverty.

Who is experiencing change: Staff and PSAs

What is changing for them? Knowledge & Understanding

How is it changing? Significantly increase

H. Create a numeracy PSA (or part time family learning workers) who will work with Maths and Targeted support faculties to focus on support for improved numeracy levels for targeted pupils.

Who experiencing change? Maths and targeted support faculties (?)

What is changing for them? Support for improved numeracy levels

How is it changing? Improve (?)

Suggested revision:

Improve support provided by Maths and targeted support faculties.

Comments – might want to define more closely what type of support is being targeted and how you want to see it change – e.g. are there specific approaches not in place that need to be, or change of emphasis in support given?

I. The level of engagement and impact will be demonstrated individually and by class and level through the number of successfully completed activities.

Who experiencing change? N/A

What is changing for them? N/A

How is it changing? N/A

This tells you a lot about an activity, but not the change they expect to see amongst those engaging with it.

Measures

- **Regular pupil forums will promote opportunities for children to talk about their learning (Metacognition)** – this doesn't describe what you're monitoring to know whether the project is working, only how you'll create opportunities for data collection.
- **Evaluations from teacher daily diaries of literacy lessons to provide a narrative qualitative data of progress** – this tells you the data source, and the type of data, but it doesn't tell you what is being monitored – how frequently they're applying a method? Change in focus of their practice? Pupil engagement?

Defining this more closely might help build shared understanding and expectation amongst staff of what the project is trying to change, and help build a template for the diaries they're using to capture that information.

- **Supported study sessions will have a direct impact on a targeted group of pupils as they work towards their SQA examinations and will improve their attainment. Each pupil identified will be tracked from their prelim exam result to their SQA examination.**

Suggests what is being monitored is prelim exam results and some sort of measure collected within the study sessions, and final SQA examination...?

To measure impact of programme a rigorous tracking system will be put in place including:

- **Setting aspirational SQA targets for the targeted pupils in S1 – S3** – tells you what is going to happen, not what is being monitored
- **Setting aspirational targets for the targeted young people for SQA examinations to ensure the highest possible outcomes** – as above
- **Attendance and exclusions will also be monitored and tracked to collate impact**
- **Baseline assessments in literacy and numeracy** – doesn't tell you what is being monitored
- **Engagement in learning** – doesn't tell you what is being monitored.

1) Rather than 'measures' think about **indicators** first: What would indicate to you that this was working? What do you need to monitor to check whether change is happening as you expect? – that should be easy to identify if the outcome statement is working well. e.g. levels of understanding, specific changes in support given, specific changes you expect to see in practice, levels of engagement amongst pupils, levels of engagement amongst staff.

2) Think about **data sources** you'd use for this – staff survey, diaries, assessment data.

3) Then think about a performance measure or **target** – if it was performing well, to what extent would things need to change – e.g. how many staff (or which staff) need to be reporting changes in levels of understanding – is a wee bit of a shift in understanding ok, or do you need to see a big difference?.

4) This in turn helps you assess whether the project you have in place is likely to achieve those results, what risks there might be to achieving them, and to collectively establish and agree those standards with the team delivering and participating in the project.