

School to school collaboration

Ysgol Merllyn

Ysgol Clawdd Offa

Ysgol Glan Gele Infants

Ysgol Mynydd Isa

Ysgol Croes Atti

Bodnant Community School

Ysgol Owen Jones

Ysgol Esgob Morgan

Incerts

Why?

- Working collaboratively is an essential part of school improvement. Latest research has evidenced the power of schools working collaboratively together (Hattie 2015). The substantial work has been based on strengthening assessments but we have all become little magpies in each others schools. This has been a treasure hunt....

How?

- Incerts schools were sent an invitation last year to become part of the assessment network (yes, you had to pay) Assessment and progress is a fundamental part of school life, so schools that joined had a common goal to work collaboratively in order to secure accurate and reliable assessments. Cluster moderation is at various stages with all our schools, but this gave us more quality assurance and of course it directly linked to Estyn CIF KQ1.1, 2.2, 2.3, 3.1, 3.2, 3.3

Getting started

- I drew the short straw, Incerts asked would I take on the road as lead school, not to lead but keep everyone in line, arrange dates of meetings, keep minutes and liaise with Incerts. The first meeting was held in Ysgol Merllyn in December 2014 attended by most schools. What made it more effective was the fact we had schools from three different authorities, small schools, our Welsh school, large schools and all with different areas of challenge

- **Positives**

- Strength in experience
- Helping each other with solutions and ideas
- Didn't feel so alone
- CPD
- Securing processes
- Sharing good and excellent practice
- Points of view from different perspectives

- **Challenges**

- Time
- Money

Getting started part two

- The importance of a circle of trust!
- All schools that had joined the network had done so for different reasons. However, with assessments we were exposing our schools to scrutiny by colleagues from other schools. It was vital that we had very good relational trust with each other. This has been a real strength of the project.

A bit of money coming our way- thanks Gwe

- In January, thanks to Martin at Clawdd Offa, we had produced a joint action plan focused on our area of work and linked to all our own school improvement plans. This coincided with the S2S funding from Gwe. This enabled us to release key staff to complete the first piece of work in February.

 Incerts N.E. Cross Hub		Project Action Plan										2014-15			
Priority:		Eslyn – Key Questions and Aspects													
Priority Number	Eslyn Quality Indicator	Key Question 1 Outcomes	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10			
1.	2.2.2 Assessment of and for learning	Key Question 2 Provision	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12	2.13
	3.3.1 Strategic partnerships	Key Question 3 Leadership	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	3.12	3.13
To strengthen and quality assure our assessment, recording and reporting procedures and in doing so, develop common working practices.		Denbighshire's 'Big Plan' (Containing CYFP)													
		Outcome	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10	√ 3.3		
Current Position (Autumn 2014)		Anticipated Objectives													
<ul style="list-style-type: none"> The Assessment Effectiveness Framework (Incerts Reflect) has been introduced in Sept 2014 to help all schools in the Incerts Network to evaluate how effectively they're use assessment and identify ways of improving. A number of schools in Wales who use incerts to record and report pupil assessment have signed up to Incerts Reflect. Schools have been grouped into networks, initially around a 'hub' school. In the case of our network, this is Ysgol Merlyn in Baglit, Flintshire. An initial meeting was held at Ysgol Merlyn on 7th Nov 2014 to establish a working relationship between the network schools and determine our 'next steps' Our next meeting at Ysgol Clawdd Offa in Prestatyn, Denbighshire was on 2nd Dec 2014. At this meeting we discussed the quality of assessment in each school and how we'd like to improve it. We also discussed the frequency and quality of reports to parents. It was decided that our working focus should be a project which improves assessment quality through tracking vulnerable groups and improved engagement with parents. This will be achieved through joint planning and working between the schools with teachers being released to work through the English statements first. (Paid for through GwE project funding) 		<ul style="list-style-type: none"> Excellent working relationships between the eight schools in three different counties Project action plan incorporated into the school development plans of all participating Network schools A 'knock-on' beneficial effect for other schools using the Incerts Framework who can consult with the network schools to improve practice Improved self-evaluation of assessment (2.2.2) through the use of the four 'milestones' in Incerts Reflect to accurately gauge each schools procedures Improved parental engagement through consultation An improvement in the quality of summative reports to parents More accurate tracking of attainment of vulnerable groups and individuals. This will enable better focussed IEPs and reports to parents Better informed parents who are able to support their own children in their development and who may feel more confident in engaging with school to seek advice. 													
Outcomes:															
By the end of 1st Year		In the future?													
<ul style="list-style-type: none"> Highly effective school to school partnership working and collaboration Highly effective tracking of vulnerable groups in all Network schools with staff able to make increasingly accurate judgements in relation to future planning and assessment Improved pupil outcomes as a result of more accurate assessment, recording and reporting Jargon free, parent friendly reports in place leading to increased parental engagement All schools in the Network to be at Milestone 3 in the majority of the nine incerts' assessment quality areas with associated evidence to verify judgements 		<ul style="list-style-type: none"> All schools in the Network to achieving Milestone 4 in the nine assessment quality areas with associated evidence to verify judgements Schools considered to show best practice in their assessment procedures/ graded outstanding in this area The Network of schools to expand the project into: <ul style="list-style-type: none"> maths and science/PSD Pupil self-assessment and peer assessment 													

The project

- **Incerts Reflect is a tool which has been produced to enable schools to judge assessment processes across different indicators**

The Self-Evaluation System

Although the Framework itself is a short, printed document, school leaders in the Network can also access it within our online Self-Evaluation System.

School leaders are encouraged to log in to this System to record their self-evaluation of their school's use of assessment, and to allow others in the Network to share it. They can browse through the descriptions and examples of practice that other schools have shared, particularly where those schools are "one Milestone ahead" in an Area of Effectiveness. They can showcase their practice with photographs and video.

Initially, the link schools will contribute guidance alongside each of the Milestones in the Framework, and over time a wealth of different ideas and approaches for progressively extending and improving the use of assessment will build up in the System

The Welsh Network

Reflect Log Out

Edit **View** Evaluate Report Resources

View Network View Partnership View School

The Incerts Network

The North East Wales Partnership	8
The Aber-Nedd Partnership	14
The Abertawe Partnership	6
The Blaenau Gwent Partnership	10
The Bridgend Partnership	9
The Cardiff Partnership	12
The Carmarthenshire Partnership	6
The East Conwy Partnership	7
The Gwynedd Partnership	9
The Isle of Anglesey Partnership	6
The North Cardiff Partnership	7
The Rhondda Cynon Taff Partnership	10
The Vale of Glamorgan Partnership	3
The West Conwy Partnership	8
The Wrexham Partnership	8

A map of Wales and surrounding regions in the UK, showing school locations marked with green and red dots. The map includes labels for major cities like Dublin, Manchester, Sheffield, Liverpool, and Cardiff, as well as geographical features like Snowdonia and the Peak District National Park. The map is credited to Google and includes copyright information for GeoBasis-DE/BKG (©2009).

The North East Network

Reflect Log Out

Edit **View** Evaluate Report Resources

View Network View Partnership View School

[← The North East Wales Partnership](#)

- Merlyn C.P. School
- Bodnant Community School
- Ysgol Clawdd Offa
- Ysgol Esgob Morgan
- Ysgol Glan Gele
- Ysgol Gymraeg Croes Atti
- Ysgol Mynydd Isa
- Ysgol Owen Jones



Making Accurate Assessments

Milestone 1

To arrive at an overall level or sub-level for a pupil in a subject, teachers gather "objective" data, such as levels they have given to individual pieces of work, and the results produced by informal and formal tests. Their judgements are mainly informed by these - more than by their own observations of that pupil over a period of time.

Milestone 2

In making detailed judgements of a pupil's attainment against individual requirements of the levels for a subject, teachers are largely informed by their observations of that pupil over a period of time, although subject to ensuring that the overall level or sub-level they arrive at agrees with "objective" data such as levelled pieces of work or formal test results.

Milestone 3

In making detailed judgements of a pupil's attainment against individual requirements within a subject, teachers are informed by their observations and by specific skills the pupil demonstrates in work they have produced and in answers they have given in tests. Teachers occasionally record examples of those answers alongside the judgements that they support.

Milestone 4

In making detailed judgements of a pupil's attainment in a

Report

Resources

School

	D	A

	N	P	V	S

Making Detailed Assessments

Milestone 1
Teachers assess all of their pupils one or two times a year in most of the core subjects. Each time, and for each subject, they record an overall score, usually a sub-level.

Milestone 2
Teachers assess all of their pupils several times a year in all the core subjects. They record detailed judgements against all of the individual requirements of the levels for that subject, as well as an overall score or sub-level for it.

Milestone 3
Teachers assess all of their pupils in all the subjects, assessing regularly in the core subjects. For each subject, they record detailed judgements as well as an overall score/sub-level. They write occasional comments or identify examples of their pupils' work to support and expand on some of those judgements.

Milestone 4
Teachers assess all of their pupils in all the subjects regularly. For each subject, they record detailed judgements as well as an overall score/sub-level. They systematically record comments and examples of their pupils' work that build up a narrative or a profile of their learning, in the core subjects at least.

school

	E	N	P	V	S
Store 1					
Store 2					
Store 3					
Store 4					

Save

School/Partnership:

Merilyn C.P. School

D ⓘ A ⓘ R ⓘ T ⓘ E ⓘ N ⓘ

Engaging Parents

Milestone 1

Annual reports include the pupil's overall attainment in core subject areas presented in a way that's meaningful to parents. The reports tell parents how to respond with their comments, and these comments could relate to their child's attainment.

Milestone 2

Periodic reports to parents are made that, as well as overall attainment in core subject areas presented in a meaningful way, include details of individual skills and the extent to which the pupil has developed them. Similarly, the reports set out some specific "next steps" the pupil must take to make further progress. The reports encourage parents to respond with their comments, which could relate to those "next steps".

Milestone 3

Alongside periodic reports that clearly present overall levels of attainment, details of the individual skills the pupil has learned and specific "next steps" for further progress, parents are given online access to some examples of the pupil's work that relate directly to the skills learnt. Parents are encouraged to access these examples and to give their comments.

Milestone 4

Alongside periodic reports that clearly present overall levels of attainment, details of the individual skills the pupil has learned and specific "next steps" for further progress, parents are given online access to a comprehensive profile of comments and examples of work that relate directly to the skills learnt.

Bodnant Community School

- I have really enjoyed working alongside the other schools on issues that we are all best working together on. To us the information on reading was of great benefit to our parents. We gave this out on World Book Day and again it reinforced the importance of reading but also allowed the parents to gain a better understanding of what they could do to support their children at this essential stage of their education. This has then led to us looking at reading in our school where we have asked the parents what they feel would be a manageable amount of reading homework and we have now increased the amount of books that go home each week. I think the Incerts Reflect will benefit the school and give us a the areas we need to work on for assessment. This will be beneficial to the teachers and guide some of them.

Hope that gives you some information of where it has helped Bodnant.

Peer Review

School leaders in the Network will make judgements about how their school's use of assessment compares with the Assessment Effectiveness Framework. These self-evaluations are "formative": they are made so that the next Milestone for the school, in each Area of Effectiveness, is apparent.

Towards the end of the year, schools will get together in small groups for a peer review. The leader of the link school of another partnership will attend as a facilitator: not to provide external pressure or challenge, but to support the group in understanding the Framework and in using the online Self-Evaluation System to showcase their progress.

Improving pupil engagement with their learning at Ysgol Merllyn

As part of a further school to school collaboration, we have invested in the Visible Learning intervention based on the research of John Hattie

This links into the Incerts network through improvements in pupil engagement in their learning and assessments

Visible Learning-what's it all about?



Inspired and Passionate Teachers

- *Teachers deliberately and actively create a climate of trust in their classrooms*
- *Staff and team meetings provide opportunities for teachers to plan and problem solve collaboratively*
- *Teacher feel it is ok to take risks, to say "I don't know" or "I need help"*

Know Thy Impact

- *Lesson planning makes learning intentions and success criteria clear.*
- *We have a team responsible for monitoring **PROGRESS***
- *Our self evaluation is based on what we know about the impact on learning and achievement*
- *The impact we are having and aspire to have on learning is reflected in all we do*

Learner progressions



Growing Garden



It is important to keep the bees safe from harm. Bees need to be protected from the harmful effects of pesticides and herbicides.

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Thank you to all who helped with the garden.



The learning Pit (James Nottingham)



Ysgol Mynydd Isa

Ysgol Mynydd Isa joined Incerts reflect to help the school to use Incerts effectively across the school. It was believed that INCERTS Reflect, as well as being able to share good practice that is in place but also help with areas in which Ysgol Mynydd Isa can develop.

What we have done:

- 1) Parents questionnaire was sent out, this had a very successful response. It gave us an insight to how parents wished to receive information as well as how often.
- 2) We have set up groups of what YMI class as 'vulnerable groups'.
- 3) Beginning to fill in the milestone on INCERTS Reflect website. Staff were shown the INCERTS milestones as well as the milestones being displayed in staff rooms.

Impacts within Ysgol Mynydd Isa:

1) Different methods via the internet (HWB, Twitter, school website) has been set up to help support parents with what is being taught at school. This will be further developed to include you tube links or recommended resources to support learning which was a request from the questionnaire.

Literacy booklets will be sent to parents to help with reading at home.

Looking to develop an interim report to give to parents before parents evening to support teachers when discussing child's progress.

2) The vulnerable group have been tracked which has enable us to track each child's attainment.

3) This gave the staff to be involved in the effective use of INCERTS and how INCERTS reflect can improve the way that INCERTS can be used across the school.