



**GwE and Shirley Clarke Formative
Assessment Action Research Project**

**Tier 2 Research Teams
Action and Impact Report
*September 2018 - July 2019***

Contents

	Page
Introduction	3
Tier 2 Schools and key action dates	4
Focus areas of the action research, methods of measuring impact	5
Action - general	6
Summary of Tier 2 teachers' comments on implementation and impact of project research areas	8
Summary of Bangor University questionnaire findings	18
Summary of Bangor University PhD research work on the impact of the project	19
Findings from Estyn Inspection Reports in Tier 2 schools during the research period	32
Conclusion and next steps	33
Appendix	34
<i>Summary of Inspection Areas 2 and 3 findings in Estyn inspection reports on Tier 2 primary schools between January and July 2019.</i>	

Introduction

Since October 2017, GwE has led a regional formative assessment action research project in conjunction with Shirley Clarke. The project is being implemented in 3 tiers with teachers working in action research teams. The aim is to have two teachers from each school participating in the project by summer 2020.

The project responds to local and national objectives, specifically the need to:

- Improve the quality and consistency of teaching standards across the region, and reduce within school variance in teaching;
- Embed the principles of effective teaching across each school in the region;
- Place strong emphasis on pedagogy, effective teaching and action research;
- Ensure good or better use of formative assessment strategies in all the region's schools to raise standards;
- Help schools become learning organisations able to carry out effective action research;
- Improve schools' capacity of schools to self-improve and support school to-school collaboration;
- Respond to the national agenda for reducing teachers' workload through effective use of formative assessment strategies;
- Prepare for the Curriculum for Wales, e.g. the 4 purposes of the Curriculum for Wales and the 12 pedagogical principles;
- Respond to the requirements of the 5 dimensions of the professional standards for teaching and leadership: pedagogy, leadership, professional learning, innovation and collaboration.

Project Implementation:

Tier 1	October 2017 November 2018	54 teachers from 27 schools selected through a detailed process of application and interview. Collaboration as research teams led by GwE and Shirley Clarke 2017-18.
Tier 2	2018 – 19 academic year	386 teachers from 193 schools collaborating under the leadership of GwE and Tier 1 schools and in conjunction with Shirley Clarke.
Tier 3	2019-20 academic year	The region's remaining schools collaborate led by GwE and Tier 1 and 2 schools and in conjunction with Shirley Clarke.

Tier 2 Schools

The region's schools were invited to make an application for 2 teachers to be part of Tier 2.

Successful applications were received from 386 teachers from 193 schools:

168 primary schools

22 secondary schools

3 special schools

Key action dates	
Training Day 1 with GwE and Tier 1 schools	September 29,30 2018
Presentation by Shirley Clarke and an Showcase of Tier 1 teachers' work	November 15,16 2018
Revision Session 1 in the Tier 1 lead school	January 14-31 2019
Training Day 2 with GwE and Tier 1 schools	April 3,4 2019
Revision Session 2 in the Tier 1 lead school	June 24 – July 12, 2019
A series of 12 showcases across the region displaying Tier 2 schools' work.	October 9 - 24, 2019

In addition to this, a conference was held for all the region's head teachers on March 29, 2019. This was direct training given by Shirley Clarke. 365 attended – mainly head teachers, but also GwE advisers and staff from Bangor and Chester schools of education (CaBan).

Research areas

Over a period of one year, teachers were asked to experiment with the following aspects in their classes:

1. Growth mindset ,learning powers, Learning zone diagram ('bullseye')
2. Talk Partners
3. Prior Knowledge Questioning
4. Learning Objectives - decontextualized, when to present, recording
5. Success Criteria - pupils to co construct, closed (compulsory) and open (choice)
6. Eliminate ability grouping
7. Eliminate comparative rewards
8. Discuss what a good example of work looks like. Ensure that pupils see as many examples of 'excellent' as possible
9. Verbal and written feedback, before, during and after lessons. Experiment with different strategies, e.g., mid-lesson learning stops/pit stops, self-assessment, feedback and peer feedback, using visualiser to discuss successes and improvements, written feedback, 1-1 conferencing, drafting.
10. Reduce cognitive load

The teachers were asked to constantly evaluate the impact of the above on their teaching practice, and on their pupils' learning.

Measuring impact

A range of information sources were used to measure impact and support schools, including:

- Teacher and pupil questionnaires at the beginning and end of the year - Bangor University is collaborating with GwE throughout the project to analyse and report on the main findings.
- Specifically for Tier 2, a PhD student is conducting research to evaluate the impact of the project from a health economics perspective, including impact on well-being and value for money.
- Specific feedback and review meetings during the year – led by GwE and Tier 1 schools.
- Discussions and collaboration with Supporting Improvement Advisers of individual project schools
- Estyn reports for the project's schools, focussing mainly on Inspection Areas 2 and 3.

Implementation

The second year of the project with Tier 2 schools went well. 440 Tier 1 and 2 teachers from 220 schools across the region were part of the project during 2018-19. The impact of the project's activity has therefore directly reached 11,000 pupils across the region (based on each teacher teaching 25 pupils on average).

Substantial action research has taken place and the very positive impacts on pupils' attitudes to learning, their independence as learners and the standard of their work are noted. Also noted are positive aspects with regard to classroom ethos, teaching practices and provision, teachers expectations and a reduction in teacher workload.

The teachers' response has been very positive. Teachers' main comments on action and its impact, by research area, are summarised later in the report. The few aspects that have been more challenging are also noted.

Teachers' general comments

Positive aspects noted:

- The project's research effectively supports their preparations for Curriculum for Wales, especially so in the context of embedding the 4 Purposes and the 12 pedagogical principles.
- Teachers have paid more attention to educational research when considering and developing their classroom practices.
- The enjoyment of working on a project that has solid research behind it.
- The project is valuable professional development and the collaboration and leadership of Tier 1 schools was appreciated.
- An appreciation of working across the region and across sectors.
- Most see a positive impact on their practice and on their pupils in a short period. In turn, this has created enthusiasm and a desire to develop further.
- Teachers fully realise that the first year is a catalyst and that it will take time to embed and disseminate all aspects of the action research.

Some challenges noted :

- Although fully understanding that this is a long term project, many schools have experienced difficulties training other staff and ensuring a consistency of approach across the school.
- Lack of time and school size were noted as the main factors in this respect.
- Disseminating to teaching assistants is a challenge, again due to time constraints.
- About half of the secondary schools noted that the project's context is oriented towards primary schools.
- Some aspects of the research have been more challenging due to schools' current organisation or culture; specifically experimenting with eliminating ability grouping and comparative rewards. Having said this, most of the schools have experimented in these areas and discovered positive impacts.
- A few secondary schools found implementing talking partners challenging, mainly due to class organisation.
- Maintaining momentum and continuing with the work of disseminating and ensuring consistency across schools. This is due to a lack of time but also capacity.

Schools' participation

The commitment of Tier 2 schools and the support of Tier 1 schools to the action research has been very good. Considering the size of the project, the attendance of teachers in training sessions, review meetings and final showcases has been very high with 98.5% of schools completing the year. Two secondary schools and one special school did not complete the year.

Attendance for all training sessions and the review meetings in January was high. The lowest attendance was for the final review meetings at the end of June and the beginning of July. End of term events and commitments were noted as the main reasons for failing to attend.

12 showcases of Tier 2 schools' work and its impact were held across the region in October 2019. Showcase percentages are as follows:

Primary 86%
Secondary 45%
Special 100%

As previously stated, there was a feeling amongst some secondary school teachers that the project was more suited to primary schools. Having said this, many secondary teachers experimented with aspects of formative assessment and found positive impacts.

Dissemination and consistency of practice across the school

As noted above, the first year of the project is a catalyst and it was not expected that all aspects of formative assessment were embedded across the school in this period. Every school has been on an individual journey with dissemination varying from school to school. The work of disseminating and ensuring consistency will continue over the coming years, with the support of GwE.

Where dissemination and consistency of practice have been successful, project teachers have ensured a personal depth of understanding and practice. Their schools have also given specific and regular time to enable them to lead, monitor and support colleagues. They are therefore fully aware of specific areas that require further development in order to ensure consistency and can confidently take action. As a result, good and consistent practice is already well developed in the schools or is currently developing well. This has impacted positively on pupils' learning.

Where dissemination and consistency of practice have not worked as well thus far:

- Teachers have attempted to disseminate too much too soon,
- Teachers have not experimented sufficiently themselves to gain sufficient expertise and confidence before disseminating,
- Insufficient time has been allocated to train and support other staff,
- Training sessions held as isolated events with no follow-up time allocated to further support colleagues, monitor impact to maintain momentum.

This has meant that the understanding of other staff within school is not deep enough to be able to implement effectively and consistently. It has also meant that the project teachers do not have a sufficiently clear picture of the quality of teacher practices throughout the school to be able to support and ensure consistency effectively. In these cases, the impact of the project across the school to date is limited.

Summary of Tier 2 teachers' comments on implementation and impact of project research areas.

The comments below are based on Tier 2 teachers' discussions in project review meetings in the Tier 1 schools, school based review meetings with their GwE Supporting Improvement Adviser and their contributions in the final showcases.

The starting points for teachers in the project varied across the research areas. Some individuals and schools had already embedded some strategies, and therefore the process has been one of revisiting, refining and ensuring consistency. Others have worked on aspects for the first time. Aspects of research are discussed separately below.

Growth Mindset , 'learning powers', 'bullseye' diagram (learning zone)

Growth Mindset

- Researching Carol Dweck's work and embedding growth mindset as a teacher in the first instance.
- Using Katherine Muncaster's book '*Growth Mindset Lessons*' as a guide when presenting lessons and books such as '*Giraffes can't dance*, '*My Fantastic Elastic Brain*'
- Creating a Growth mindset display in a classroom or in all classes throughout the school.
- Using video clips to facilitate discussions e.g. *London taxi driver*, *Austin's Butterfly*.
- Using whole school assemblies to introduce aspects of Growth Mindset or learning powers to pupils.
- Referring to 'Growth Mindset' in discussions with pupils about their work – vocabulary change when discussing with pupils.
- Celebrating mistakes and coaching pupils to see challenge as something natural. e.g. using *John Nottingham's 'Learning Pit'*.
- Celebrating marvellous mistakes as new learning opportunities.
- Giving consideration to the language used to promote pupil confidence e.g. *the power of 'yet'*, using - "you have not fully mastered this...yet"
- Whole school events / days on "Growth Mindset", 'green thinking'.
- Planning units of work / booklets e.g. learning to fail, thrive, combining with PSE.
- Introducing Growth Mindset as part of the preparations for exams.
- Combining it with coaching and mindfulness.
- It formed the main focus for collaboration for many clusters across the region including primary-secondary transition work.
- Training for teaching assistants and, in a few schools, for lunchtime supervisors.
- Teachers in some schools challenged themselves to learn new skills and share them with pupils e.g. learning to play the piano, learning a new language.
- Awareness raising sessions with parents and / or governors.

Learning powers

- Most primary schools have created characters and stories to illustrate the different learning powers. Schools have also adapted this approach for older pupils or secondary pupils e.g. using emojis or symbols better suited to their age.
- Trialling 2/3 learning powers in the first place and then expanding to the rest of the school.
- Clusters have collaborated on developing learning powers characters and teaching resources to ensure cluster consistency and for primary-secondary transition.

- A number of schools have developed this further by referring to 'learning powers' in discussions about work with pupils, changing the vocabulary used when discussing with pupils.

Learning Zone Diagram ("bullseye")

- Many have used this diagram as a basis for discussion about task selection and to discuss whether they challenge themselves sufficiently in their work. Every school noted that it is a simple but effective tool for discussing learning with pupils and that its impacts were far reaching.

Impact noted by teachers:

Pupils:

- display more resilience, perseverance and independence
- see the value of mistakes as a learning opportunity
- are more willing to persevere when work is challenging, appreciate the value in finding work difficult. In some schools it was noted that this was especially true among boys who were previously unwilling to apply themselves and persevere
- are more willing to challenge their own learning following Learning Zone and Learning Pit discussions
- are more willing to attempt things, take risks with their learning
- are more positive / excited about their work
- enjoy challenges
- persevere better
- discuss their work and learning confidently
- take more responsibility for challenging themselves in their learning
- support each other well
- can talk about their learning and what challenges them
- respond better to feedback - they do not see it as 'fault finding' but rather as an 'opportunity to improve'
- display a positive attitude towards mistakes e.g. use 'can't do it 'yet''
- behave better
- identify their personal strengths and the next steps in their learning rather than having an 'it's good enough' attitude.

Also:

- the learning zone has provided the pupils with a consistent language for pupils when describing and discussing their learning
- teachers are more aware of their use of vocabulary to encourage and praise pupils
- parents indicating a change in their children in relation to attitude towards work, perseverance and confidence.

Talking Partners

Nearly all schools experimented with this aspect and found very positive impacts. Of all the aspects of research, this had the most powerful impact.

The schools had different starting points. Many revisited and further embedded practices / relaunched in school. A few secondary schools did not experiment with this aspect.

Practices implemented:

- Talking partners selected randomly
- Partners generally changed weekly in primary. Weekly change mostly, some fortnightly. The secondary schools that experimented generally changed less often e.g. every unit of work / half term as this better suited their arrangements
- Talk Partners displayed on the wall
- Co-construction of Success Criteria for being an effective Talk Partner
- Pupils present 'thank you' notes to their Talk Partner at the end of collaboration
- Some have used groups of 3 to support specific learners
- Some Foundation Phase classes only use Talk Partners on the carpet at the beginning or end of a session because of classroom organisation. Others have randomly selected mixed ability grouping containing Talk Partners.
- Some have introduced Talk Partners and the rationale behind it to parents
- The use of Talk Partners has increased during the year. They were generally used at the start and end of lessons at first. This was then extended to use in learning pitstops to discuss, self-assess and feedback, with more frequent use of visualiser.

Impact noted by teachers:

- Pupils' social skills developed on many levels – it creates a good relationship between pupils.
- Pupils are more confident to share their ideas.
- Pupils take a more active part in their learning – no one sits back.
- Develops confidence and independence.
- Specific examples of positive impact on individuals e.g. pupils with low self-esteem, shy and quiet pupils.
- Teachers have a better understanding and knowledge for moving pupils forward.
- Improved behaviour both within and outside class.

Prior Knowledge Questioning

Practices implemented:

- Teachers increasingly used chapter 5 of “*Outstanding Formative Assessment : Culture and Practice*” by Shirley Clarke as a basis for their research work during the year, using the examples in the chapter to plan their questioning.
- Many teachers linked the questioning with the use of concept cartoons, mini whiteboards and Padlet.
- Many noted that preparing questions beforehand was useful.
- Many teachers used similar activities for learning pit stops in the middle of lessons and as end of lesson activities, finding this useful.
- Some had created a bank of resources/activities.
- Many noted that it is an especially good way to get pupils to explain themselves and give reasons for their responses/opinions.

Impact noted by teachers:

- pupils make good progress and can move quickly through course work
- pupils’ knowledge is more robust due to continuous revision
- pupils have better understanding, focus and concentration
- better engagement in lessons, pupils challenge themselves more
- pupils are more independent and more willing to share their ideas because the class climate allows for this
- teachers have better knowledge of pupils’ attainment and understanding, this then has a direct effect on the teaching and learning that follows.
- teachers adapt the direction of the lesson at any time rather than persisting with a pre-prepared lesson plan.

Learning Intentions

(decontextualised, when to introduce, concise recording, open and closed)

Practices implemented:

- With regard to ensuring decontextualised Learning Intentions (LI), many schools revisited this following training to refine the wording of their LI and ensure consistency of practice
- Many experimented with presenting more concise LI and introducing them when the time was right rather than mechanically at the beginning of every lesson.
- A number experimented with formulating a concise LI, not recording LI in books, or recording it as a title. Some schools decided to continue recording in books, some recorded the LI on the wall or whiteboard only.
- It is noted that the important principle here is that the LI should be "*continually visible in the room*" – be they in a book, on a wall or flip chart.
- Many teachers noted that their understanding of open and closed had deepened and that they had started to experiment with these later in the school year.

Impact noted by teachers:

- Teachers and pupils have a better focus on the skills to be developed in lessons. why o
- Recording in books has reduced and more opportunities for pupils to set Success Criteria.
- By ensuring that the LI is decontextualized, the Success Criteria are then transferrable when revisiting the skill.
- Pupils show a better understanding of what they learn and why.
- A better focus on feedback, self-assessment and peer assessment.
- Pupils have a greater ownership of their learning and are able to improve their work more confidently.
- Pupils work at an appropriate level and make progress in their learning as they are fully aware of their next learning steps.
- Teachers think more about the learning they want to see.
- Recording LI concisely means that pupils have a better understanding of what is expected.
- Not recording LI in books has meant that pupils feel less pressured to record, thus being able to focus more on discussing their learning and the Success Criteria.
- Teachers adapt the direction of the lesson at any time rather than persisting with a pre-prepared lesson plan.

Success Criteria (pupil co-constructing, open and closed, using models of excellence to raise attainment levels)

Practices implemented:

- Pupils generating Success Criteria (SC) by using a range of methods to do so, e.g. *using models of specific texts, modelling excellence, comparing good and not so good models, two good models) showing how to do something, doing something wrong*
- Experimenting with open and closed SC – ‘Remember to...’ and ‘Choose...’ (“ Should and could”/ “Rules and Tools”)
- Nearly all schools used generic SC for all written work or problem solving in maths. This has meant that all subsequent SC are more outcome/skill specific.
- Experimenting with not differentiating SC so that every pupil has an opportunity to succeed.
- All schools used SC as a basis for self-assessment, feedback and talking partners during lessons.
- Most teachers noted that their use of the visualiser or similar tool had been essential.
- Many have collected or created a bank of different written forms for discussion with pupils: WAGOLL - What a good one looks like e.g. recent pupil work, but also creating their own texts in order to ensure excellent models to extend the quality of pupils’ work.
- Most teachers make more use of learning pit stops for: sharing and revising practice and good examples, pupils to give verbal feedback to each other and for pupils to ‘magpie’ ideas from each other.

Impact noted by teachers:

Pupils:

- feel that they have more ownership of their work
- remember SC better if they have set them themselves
- use and refer to SC more frequently when they have been co-constructed
- can improve their work and effectively discuss feedback with teachers and peers
- more confident to extend themselves as the SC are the same for all
- lower ability pupils gain confidence by constructing their own SC
- can see clearly what “good” looks like in a task
- have more ownership of their learning and can improve their work more confidently.

Also:

- Teachers think more about the learning they want to see.
- Generic SC allow pupils to focus on constructing SC that are specific to the LI
- Closed SC ensure that pupils successfully achieve the LI
- Open SC ensure that pupils stretch themselves effectively and that every pupil has the opportunity to succeed
- The quality of the pupils’ work has improved from knowing what was required to succeed
- Pupils are more comfortable borrowing ideas from each other
- Showing examples of excellent work has raised standards
- Pupils have opportunities to share possible improvements for a piece of writing and are able to highlight aspects that they could ‘magpie’ to improve their own work.

Eliminating Ability Grouping

Last year, with the project's Tier 1 schools, was the first time that Shirley Clarke had asked her research teams to experiment with this aspect. This year's Tier 2 schools were therefore continuing to break new ground and innovate. Over 70% of Tier 2 schools have experimented and have seen positive signs. Of the schools that did not experiment, many of them did not use ability grouping in the first place. Some individual schools' organisation made it difficult to experiment, e.g. established ability grouping system.

Practices implemented:

- Some schools completely eliminated ability grouping from the outset. Others took a more gradual approach, retaining ability groups for some subjects to begin with. In most cases, Mathematics was the subject in which teachers were least willing to eliminate ability grouping.
- A number of secondary schools experimented with mixed ability classes in Year 7, with some extending further to Years 8 and 9. This mostly happened with foundation subjects, but some experimented with language work.
- Most schools continued to use ability grouping for short, specific intervention group activities, which is good practice (e.g. reading groups - 30 minutes). But when these pupils returned to class they were in mixed ability groups.
- Mixed ability grouping was eliminated naturally as part of the work in developing talking partners.
- Nearly all schools noted that eliminating ability grouping coincided with many other areas of formative assessment and with the class climate established e.g. talking partners, Growth Mindset, learning powers.
- The use of differentiated challenges was developed ('chillies' tasks, good, excellent, great tasks) that ensured pupils worked according to their abilities and stretched themselves. The vast majority of teachers noted that pupils selected their tasks wisely.
- A few had prepared a pamphlet for parents explaining the implementation and research.
- Some teachers noted that it was difficult on occasions to persuade other members of staff when attempting to disseminate this aspect through the school.
- Some noted that the advice or opinion of other specialists had meant that they had not experimented yet e.g. behaviour adviser recommending a specific satting plan, Estyn praising ability grouping set-up.
- It was noted that the pressure of preparing for examinations in secondary schools meant that it was not possible to experiment with this throughout the year.

Impact noted by teachers:

- Class ethos has changed; a more supportive climate
- Pupils more willing to challenge themselves
- Pupils work better together in mixed ability groups and support each other well
- Every pupil has access to all tasks and everyone has the same SC. The fact that all pupils could choose the level of their task gave everyone equal access. This increased their desire to learn and their self-respect
- Pupils less likely to compare themselves with others
- Progress in standards for pupils of all abilities.

Eliminating Comparative Rewards

Although rewards can be useful in certain circumstances and situations e.g. promoting desired behaviours during some precision teaching and intervention programmes, during this study teachers were asked to experiment with eliminating comparative rewards and its impact e.g. stickers, class points charts, star of the week.

Last year, with the project's Tier 1 schools, was the first time that Shirley Clarke had asked her research teams to experiment with this aspect. Tier 2 schools this year were therefore continuing to break new ground and innovate.

This was the area of experimenting which caused most concern for some schools. Some schools had a strong culture of rewards and found change challenging, others noted that the elimination of rewards did not concur with other reward based initiatives and programmes in their schools. However, over 60% of Tier 2 schools did experiment with nearly all of them finding positive impacts. Of the schools that did not experiment, many of them did not use comparative rewards anyway.

Schools therefore went on different journeys to establish their own rationale and practice, based on further research and discussion.

Practices implemented:

- Some completely eliminated rewards from the outset. Others took a more gradual approach.
- Some discussed the aim of the research with pupils beforehand. Several teachers noted that what pupils said about rewards was revealing e.g. *"the school's reward system is not fair"*, *"many children work hard but only one gets a reward."*
- Some have eliminated rewards in their own classes, but the rest of the school currently continues to use them
- Staff in some schools worried about eliminating the use of stickers as they are popular with parents
- Some have moved towards rewarding the use of learning powers, others state that this continues to be comparative rewarding so are not doing this
- More praising and celebrating in the moment with verbal praise and celebration rather than any visual rewarding. Some celebrate as a group.
- Reward systems used with individuals as part of specific behaviour promotion schemes
- Some note that other schemes used in schools have rewards and create uncertainty or inconsistency.

Impact noted by teachers:

- Reduced competitive element in class
- Better class ethos
- Pupils are more enthusiastic and confident
- Much more verbal praise and celebrating successes in the moment
- Reduced teacher and assistant workload, (recording star of the week, distributing stickers, filling in reward walls, counting points etc)
- Those who eliminated rewards noted that pupils did not miss it and that there was no negative impact of not receiving a reward. One school noted that the pupils asked for rewards to be re-introduced.

Feedback

Practices implemented:

All schools have experimented with methods of improving verbal feedback, peer feedback and self-assessment. Experimenting with verbal feedback meant that there would be fewer teacher comments in books. There was great deal of discussion around accountability and marking for different audiences. Also valuable and timely discussions around “who are we marking for?” and the value and impact of marking. It was noted that the use of some of the strategies referred to below had a very positive impact on pupil standards and independence and teacher workload. The research in this area is ongoing in nearly all the schools.

- Emphasis was placed on the fact that feedback is a two-way process:
 - the teacher receives feedback on the pupils’ understanding and knowledge and then adapts the next learning / teaching steps in the moment
 - the teacher gives feedback to a pupil in order to identify the next steps to improve the learning.
- Most schools have worked well on developing verbal feedback in lessons and ensuring that pupils work on it immediately and naturally as part of their work.
- Nearly all teachers regularly use a visualiser or similar tool for modelling work and sharing good practice and examples and also for mid lesson feedback, self and peer assessment.
- Most teachers make regular and successful use of learning pit stops to share pupils’ work via visualiser. In these periods there are opportunities to give and receive peer feedback and to ‘borrow’ ideas from each other.
- Some have trialled ‘One to One Coaching’, and see this as a very useful practice. It was noted that it’s difficult to find the time to implement this but the returns on the time invested were substantial.
- Many schools have introduced strategies such as ‘Three before me’, ‘the 4Bs’ (Brain, Buddy, Book, Boss)
- Many schools have reviewed/ revised their feedback policy with positive results with regard to consistency of practice. A few schools have included no marking outside lessons as part of their policy.
- Most schools have trained pupils to self and peer-assessment and to give and receive effective feedback and modelling it, ensuring effective LI and SC as a basis for feedback.
- Many schools have trialled using highlighters (pink for good, green for what needs improvement) and others have introduced another colour – for thinking further about part of the work e.g. yellow for ‘thinking’.
- Many have experimented with putting a box around a specific piece of work for improvement/ redrafting. In other cases, pupils box a section of work a box to show the teacher which part of their work they would like feedback on.
- Many have also trialled a blank page for feedback and making improvements, using codes when giving written feedback
- Many have allocated specific times during the working week to improve work, e.g. Feedback Friday, clean-up time, ‘DIRT time’.
- Some schools have experimented with using “rules and tools” feedback mats to assist pupils with self and peer assessment
- Some schools have set up research groups among staff or staff and pupils to regularly review feedback effectiveness.

Impact noted by teachers:

- Much more self-assessment and peer-assessment taking place. Pupils' ability to do this effectively has increased greatly.
- Pupils give better verbal feedback, including very young pupils
- Pupils receive feedback and make improvements continually during the lesson rather than waiting until the end of the lesson to do so.
- Pupils see more purpose to the feedback
- The learning and the process of improving work is visual for pupils
- Visible improvement and progress in pupils' books
- Less marking outside the class. Ensuring effective within lesson feedback has reduced teacher workload without compromising on pupil progress
- Pupils can solve and self correct more independently
- Pupils remember their improvements better
- More time given by the teacher to discuss work and ensure that they understand how to improve
- Verbal feedback and feedback during lessons give teachers a better picture of pupils' achievement and next learning steps in the moment. This promotes pupil progress.

Cognitive Load

This is the aspect where the least implementation and experimenting has occurred so far. Most schools noted that they were only just beginning to research and work on this aspect. Of those who had experimented, the positive impact of their research on pupils' cognitive load and their ability to remember was noted.

Practices implemented:

- Pie Corbett learning walls to reinforce and support recall
- Encouraging pupils to make notes during lessons or presentations
- Developing the use of learning organisers as part of a cluster project and in KS3
- Training staff on cognitive load and recall practice, some trained pupils
- Emailing presentations to pupils beforehand
- Recording action guidelines for various mathematical methods – pupils can then refer back to them as required
- Using a working wall to record the learning as it happened e.g. including LI, SC, key words, examples of successful work, any planning. This is currently happening more in language work than in other subjects.

Impact noted by teachers:

- Pupils are more confident recalling learning from one session to the next
- Good use of walls to support the class' learning
- Retrieval practice and revisiting learning regularly has a positive impact on pupils' ability to recall learning and to deepen their learning and understanding
- Pupils are better at discussing and assessing their learning
- Pupils are more confident discussing the next steps in their learning
- Pupils are more committed to work.

Summary of Bangor University questionnaire findings – Tier 2 schools

Two questionnaires were administered to gauge impact of different aspects of the project. Two were for teachers:

1. Attitudes and opinions on using evidence and research to inform practice,
 2. Formative assessment - to assess knowledge, confidence and perceived impact
- and one for pupils on feedback

Evidence Informed Practice – teacher Questionnaire

(Note below: M- Mean SD – Standard deviation)

This questionnaire contained four subsections:

1. General Attitudes toward EIP,
2. Application of EIP in Practice,
3. Self-assessment of EIP skills, and
4. Observed Impact of EIP on students.

For the general attitudes toward EIP, two questions were reverse coded. A mean score was calculated across the questions for both Attitudes and Skills sections. In these sections, responses ranged from 1 = Strongly Disagree to 5 = Strongly Agree. A higher mean score represents a generally more positive attitude to each dimension.

This survey was administered at two points, in September – November 2018 and June - July 2019. Response received after the close of data collection period were excluded. Late responses were submitted on four occasions for the EIP questionnaire, leaving 235 responses from the Baseline period (Time 1) and 150 for the Follow-up period (Time 2).

Figure 1 shows that General attitudes to EIP were largely positive at Baseline ($M = 3.94$, $SD 0.52$) and showed little change at Follow-up ($M = 4.10$, $SD = 0.53$).

Figure 2 shows a general positive shift in uptake of in practice from Baseline to Follow-up. At Follow-up .89.33% (134/150) of teachers said that a moderate amount of all their practice was based on EIP, compared to 71.06% (167/235) at Baseline.

Figure 3 shows that there was a similar pattern for questions that asked about making informed decisions based on EIP - the use of the internet, professional literature and educational resources for informing teaching practice.

Figure 4 shows that teachers' performance ratings in their own EIP skills improved at Follow-up ($M = 3.66$, $SD = 0.47$) compared with Baseline ($M = 3.18$, $SD = 0.62$).

Finally, Figure 5 shows a general positive shift in the attribution of improvement in standards, core subjects, teaching and assessment, and behaviour and well-being.

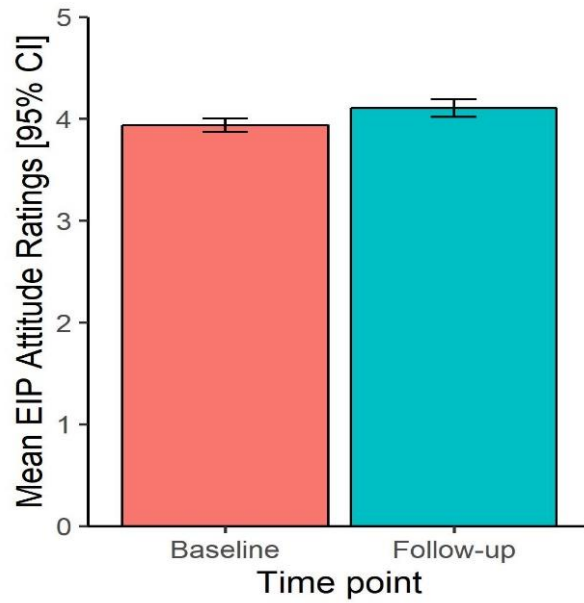


Figure 1. Mean agreement ratings to nine statements regarding general attitudes towards EIP.

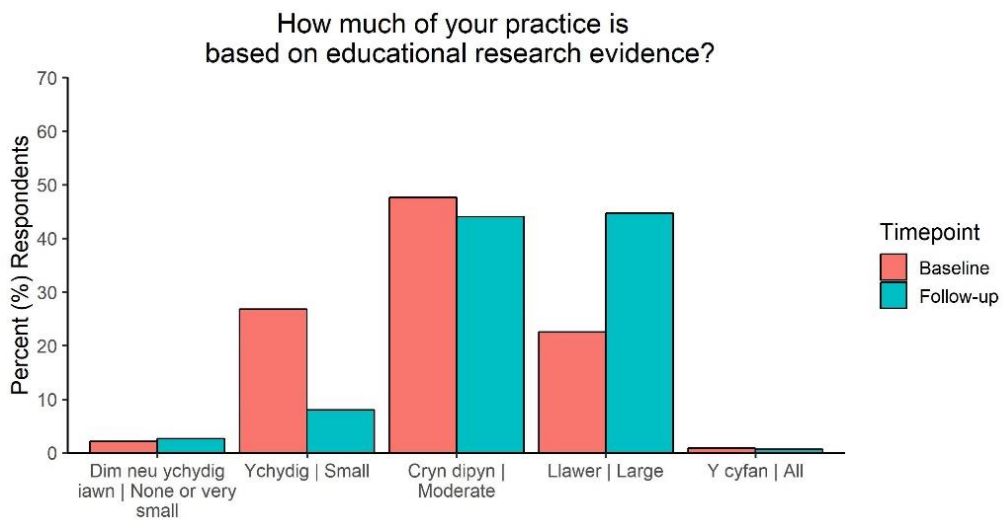


Figure 2. The blue bars show a general positive shift in uptake of EIP in teacher practice, with a much larger proportion of people reporting large proportion of practice based on educational research evidence.

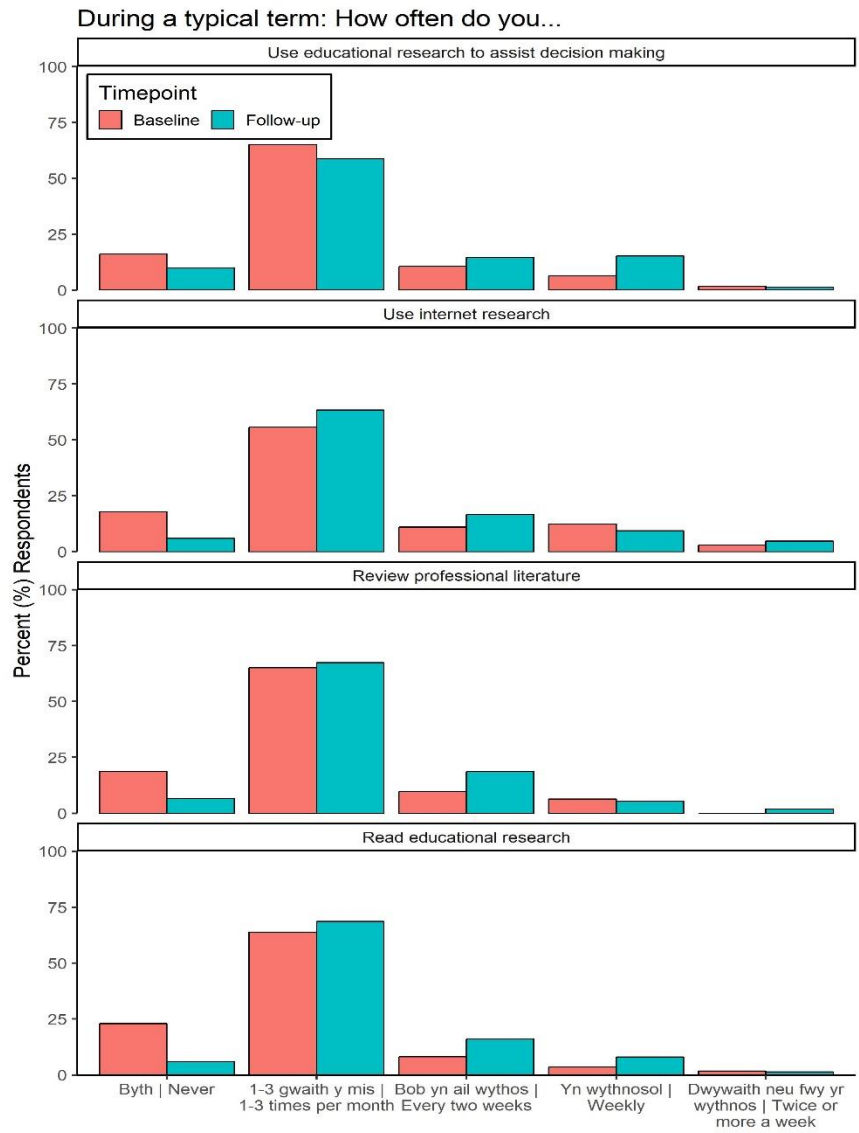


Figure 3. Blue bars show a more positive uptake of different research-based strategies at Time 2.

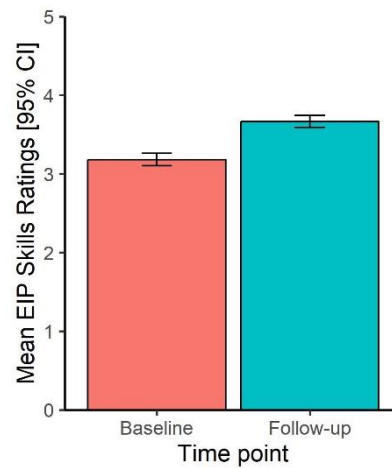


Figure 4. More positive appraisal of EIP skills at Time 2 compared to Time 1

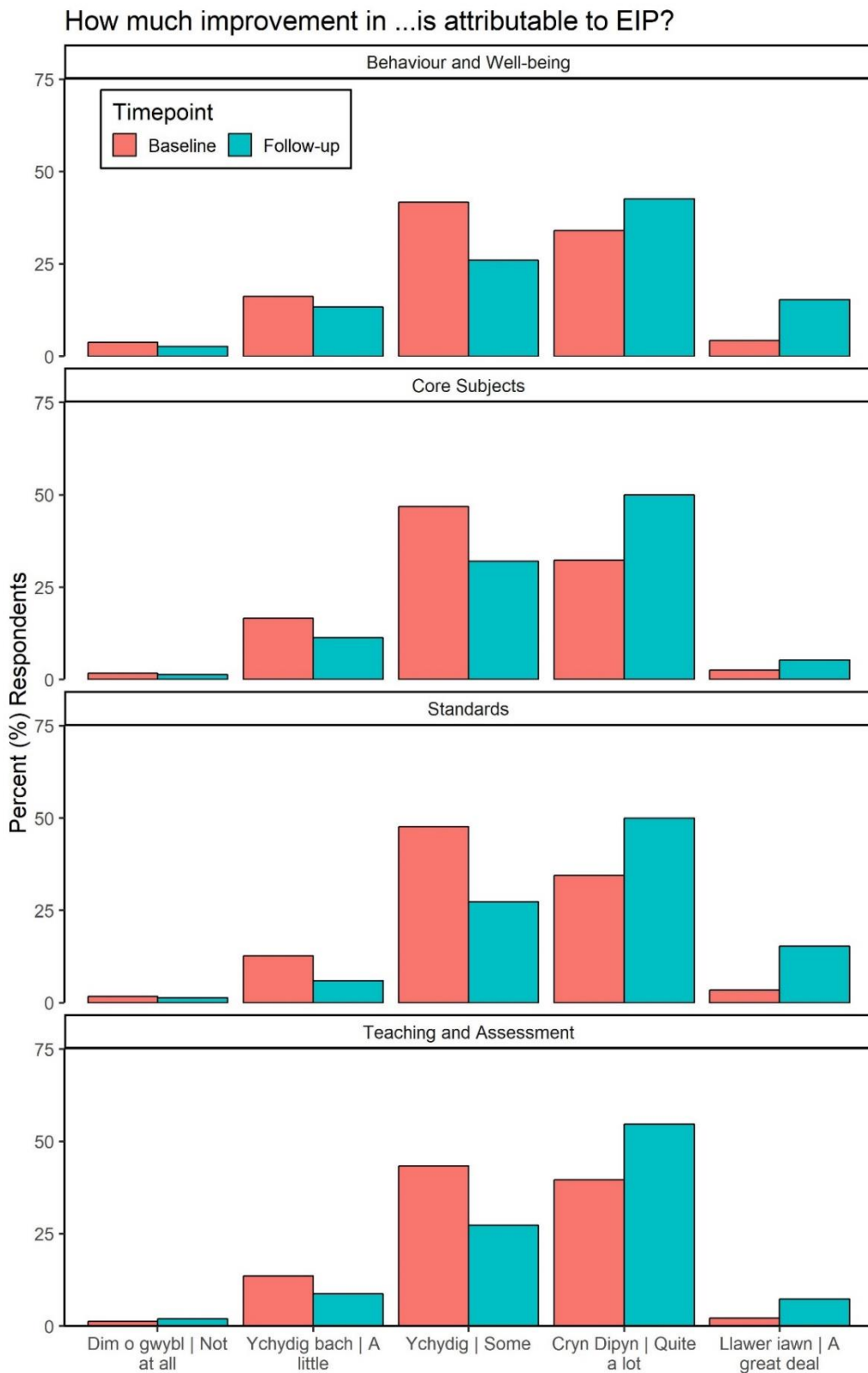


Figure 5. Generally positive shift in the perceived impact of EIP on core areas at Time 2 compared to Time 1.

Formative Assessment Teacher Questionnaire

This questionnaire asked about teachers' attitudes towards, use of, and perceived effectiveness of formative assessment strategies at two timepoints, Baseline and Follow-up.

An additional question asked about pupils' awareness in relation to being effective learners and another additional question around ability grouping. Mean scores were calculated across a set of likert scale questions in Section 1 on attitudes, Section 3 on effectiveness, and the question asking about children's awareness. Of all responses submitted, 42 were submitted after the data collection period, with 365 valid responses collected at Baseline and 149 at Follow-up.

There was generally positive shift in confidence/understanding, effectiveness and pupil awareness of formative assessment.

Figure 6a shows a shift towards a more positive ratings of confidence/understanding of formative assessment components from Baseline ($M = 3.51, SD = 0.85$) to Follow-up ($M = 4.18, SD = 0.75$).

Figure 6b shows a generally positive improvement in perceived effectiveness in formative assessment (Baseline: $M = 3.47, SD = 0.85$; Time 2: $M = 4.11, SD = 0.73$) and Figure 6c demonstrates an improved awareness of how to be effective learners by pupils (Baseline: $M = 3.19, SD = 0.85$; Follow-up: $M = 3.98, SD = 0.70$).

Figure 7 shows a general shift in the implementation of formative assessment strategies within the classroom, in particular the use of a visualiser and talking partners.

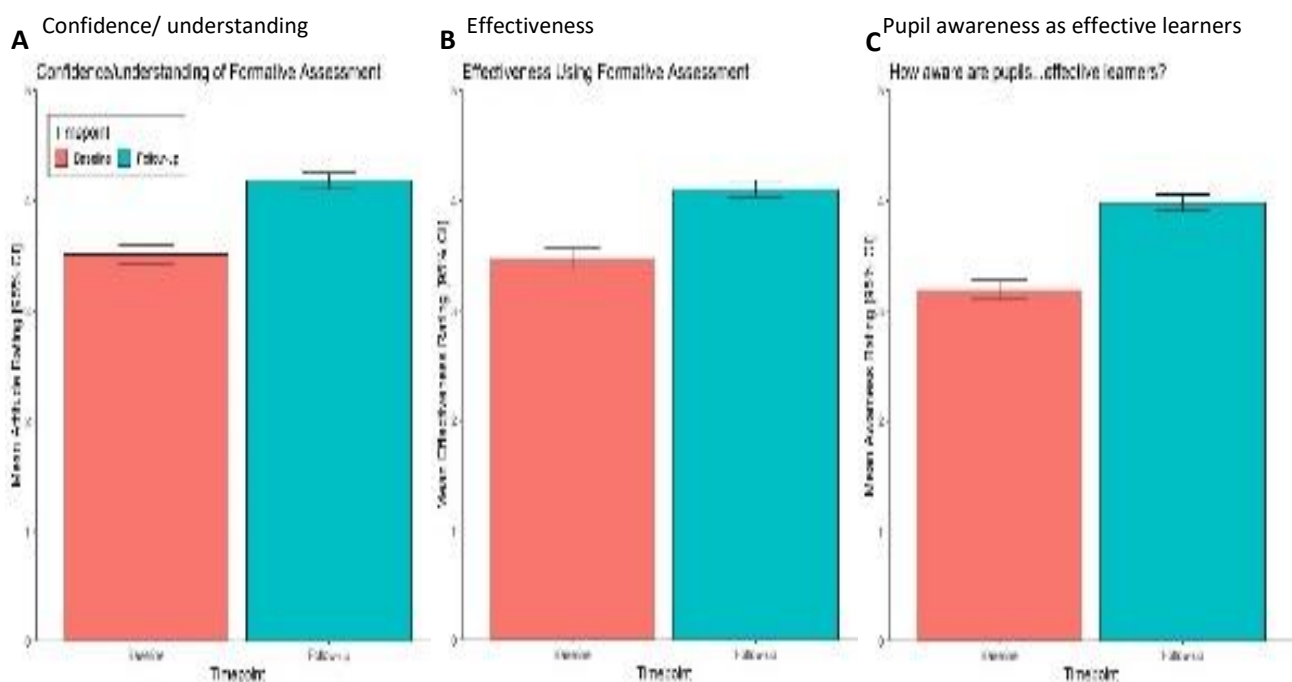


Figure 6. Teacher confidence/understanding (A), Teachers' perceived effectiveness (B), and pupil awareness of themselves as effective learners (C) improved at Follow-up

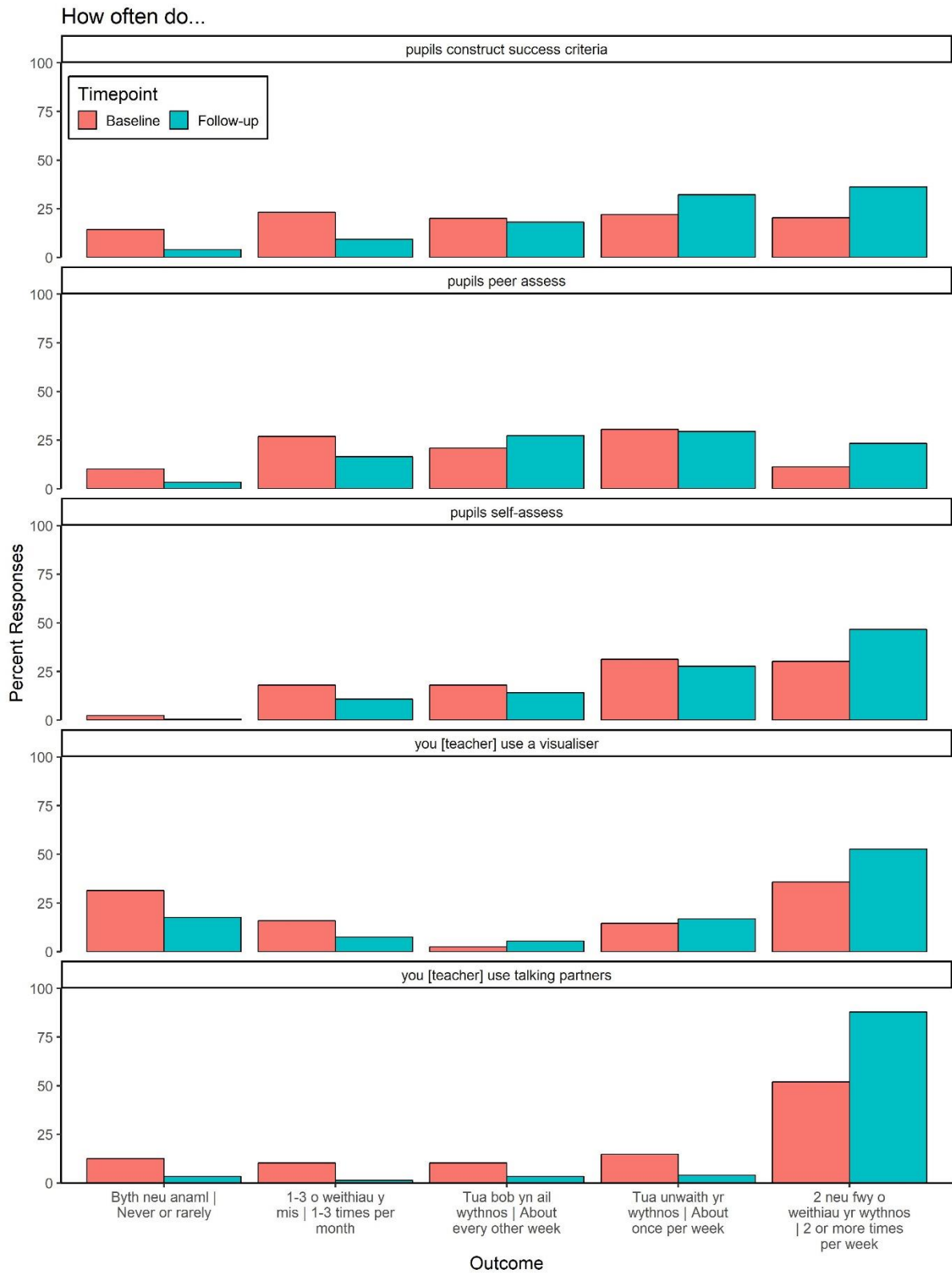


Figure 7. Generally positive improvements in application of formative assessment strategies at Follow-up. Greatest gains appear to be in the use of talking partners and visualisers.

Pupil Questionnaire - Feedback

Responses from pupils in the classes of Tier 2 teachers were collected assessing general appraisal of feedback and assessment strategies used by their teachers. A total of 5500 responses were collected from pupils during Tier 2 of this project: 320 were submitted late, 3544 responses were submitted during the Baseline period, and 1636 responses were submitted during the follow-up period.

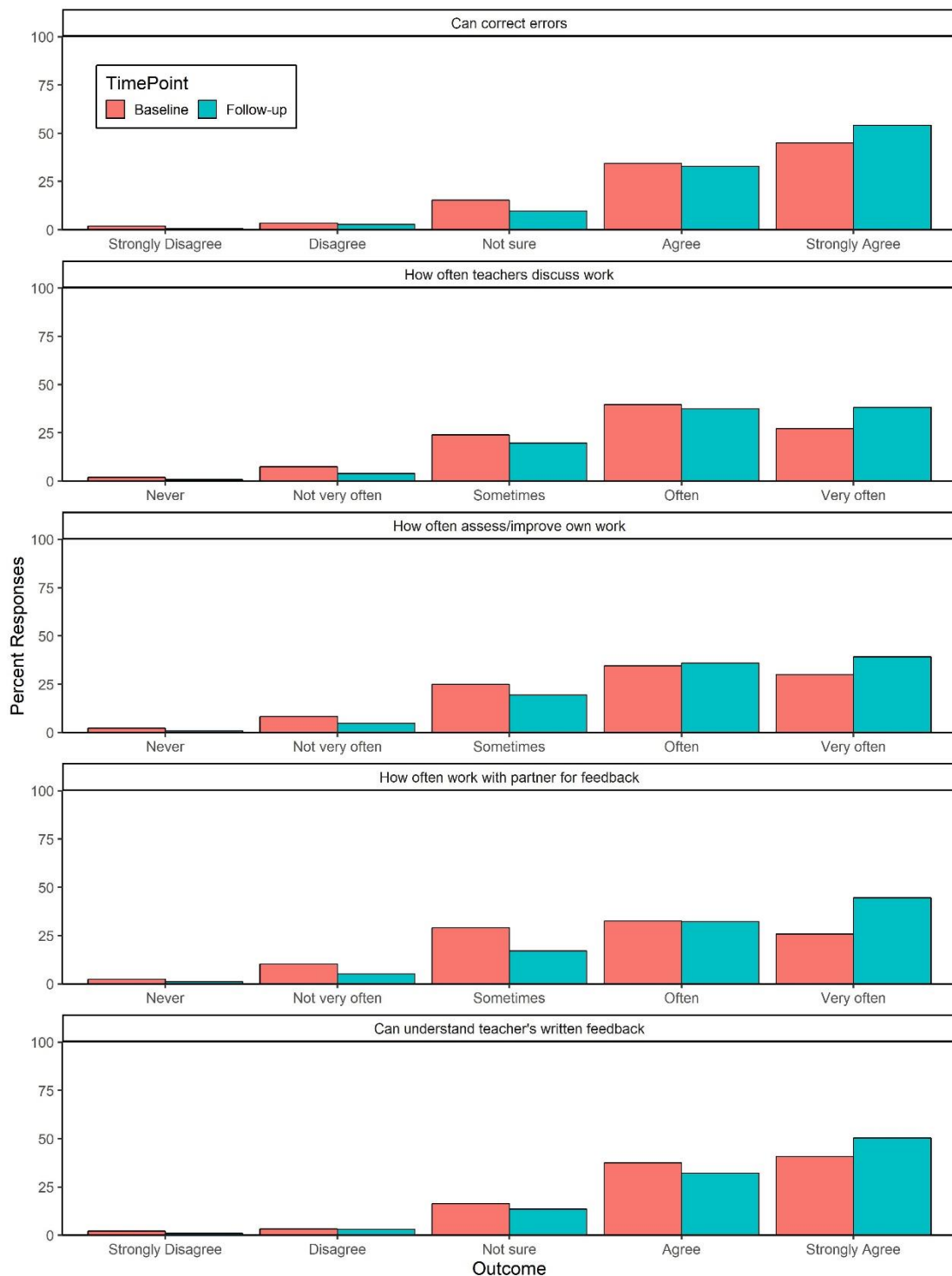


Figure 8. Responses to five questions assessing pupils' perception of the frequency and understanding of feedback strategies.

In general, most students were engaged in practices to improve their own work, with some moderate improvement from Baseline to Follow-up in the five aspects asked about in section 1, particularly in the frequency of using partner feedback and in understanding written feedback from teachers (see Figure 8).

Additionally, there was a moderate increase in the percentage of pupils who found peer assessment most useful at Follow-up (Baseline: 16.25%; Follow-up: 20.23%), and a relative decrease in pupils who found written feedback from teachers most useful (Baseline: 25.85%; Follow-up: 20.48%). See Figure 9 for summary of these data.

There was little difference in the types of feedback pupils wanted to receive from Baseline to Follow-up. However, there was a general, positive shift in pupils’ perceptions of the effectiveness of teacher and peer feedback for improving all of their work and in written and mathematics work specifically.

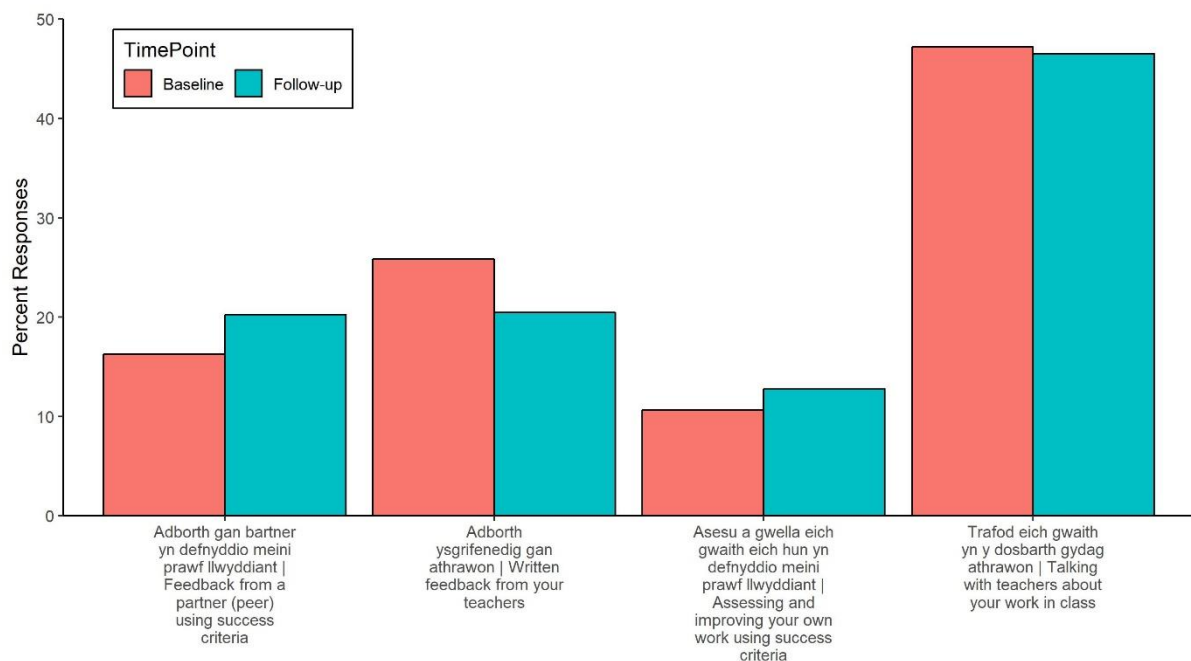


Figure 9. Percent responses from the question “Which type of feedback is most helpful to you in improving your work?”

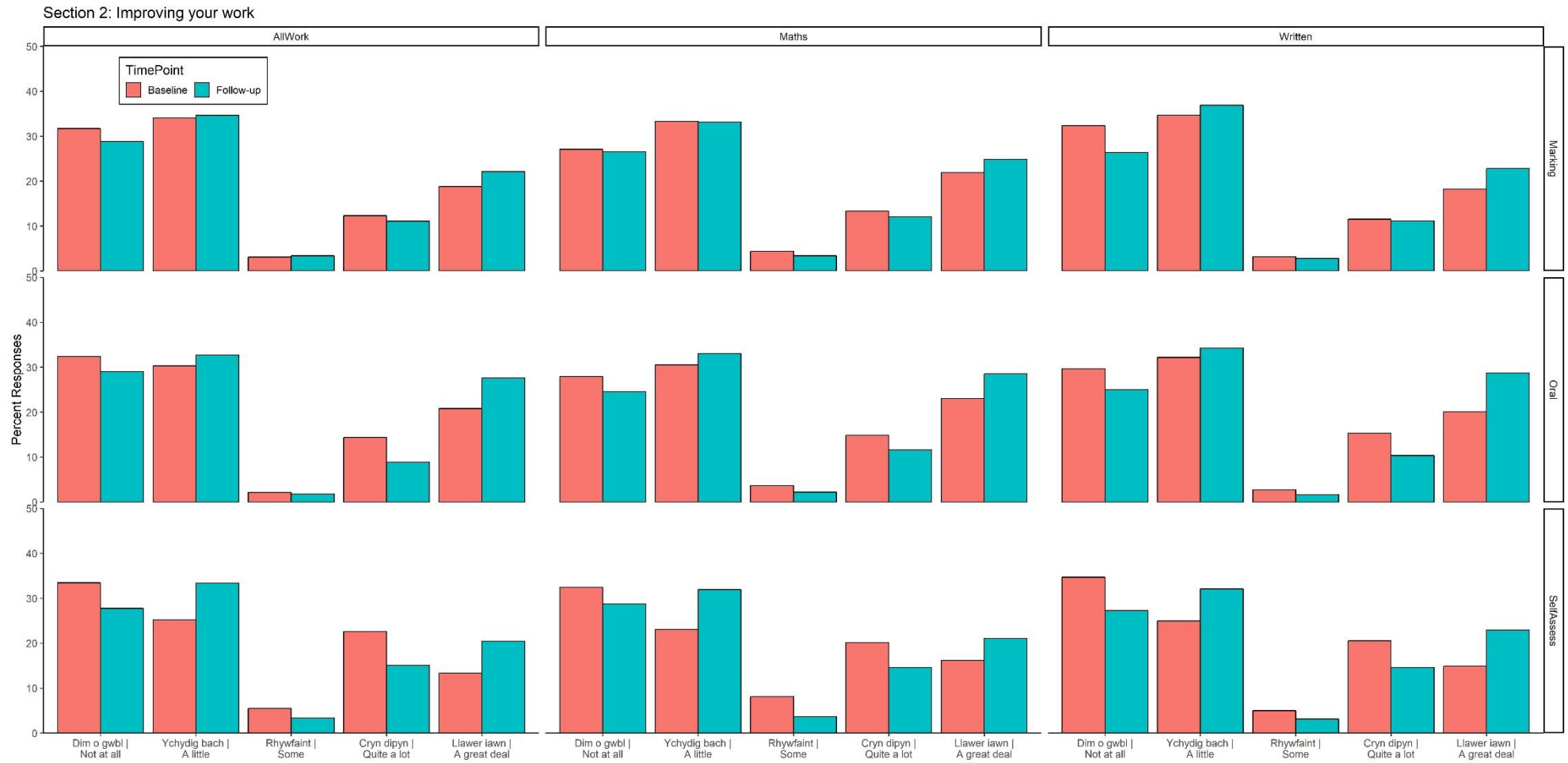


Figure 10. Assessment of perceived effectiveness of written, verbal and peer feedback in all, written and maths work. Blue bars show a shift towards greater perceived effectiveness at Follow-up.

Secondary and Primary school response comparisons

Teacher questionnaires – EIP and Formative Assessment

Responses to the EIP and Formative Assessment Questionnaires was noted as very poor at Follow-up in both secondary and 3-16 schools, compared to primary school responses

EIP questionnaire teacher responses: 3-16 schools (Baseline = 2, Follow-up = 1) and secondary schools (Baseline = 23; Follow-up = 12). Formative assessment teacher questionnaire was slightly better - 3-16 schools (Baseline = 7; Follow-up = 2) and secondary schools (Baseline = 48; Follow-up = 12).

The poor response rate at follow-up renders any primary/secondary comparisons for the teacher questionnaires largely uninformative.

Pupil feedback questionnaire

Pupil responses for the Feedback questionnaire were as follows:

3-16 schools – 9 responses submitted at Baseline only

Secondary schools - 630 responses received at Baseline and 162 response received at follow-up (25.71% from baseline).

Primary schools fared much better with a response rate of 50.74% at follow-up (n = 1474) compared to baseline (n = 2905).

Comparisons between pupil responses from primary and secondary schools were conducted for questions 1-6 of the pupil questionnaire.

Figure 11 shows generally stronger trends for improvement amongst primary school ratings of feedback frequency and effectiveness. Some improvement can be seen for secondary school pupils in the frequency of discussion with teachers, as well as self and peer assessment of work.

The pattern of response observed earlier for most helpful methods of feedback was most pronounced amongst the secondary school pupils. A greater proportion of secondary school pupils found that feedback from partners around success criteria was most helpful at follow-up compared to baseline, with slight reductions for other forms of feedback addressed (Figure 12).

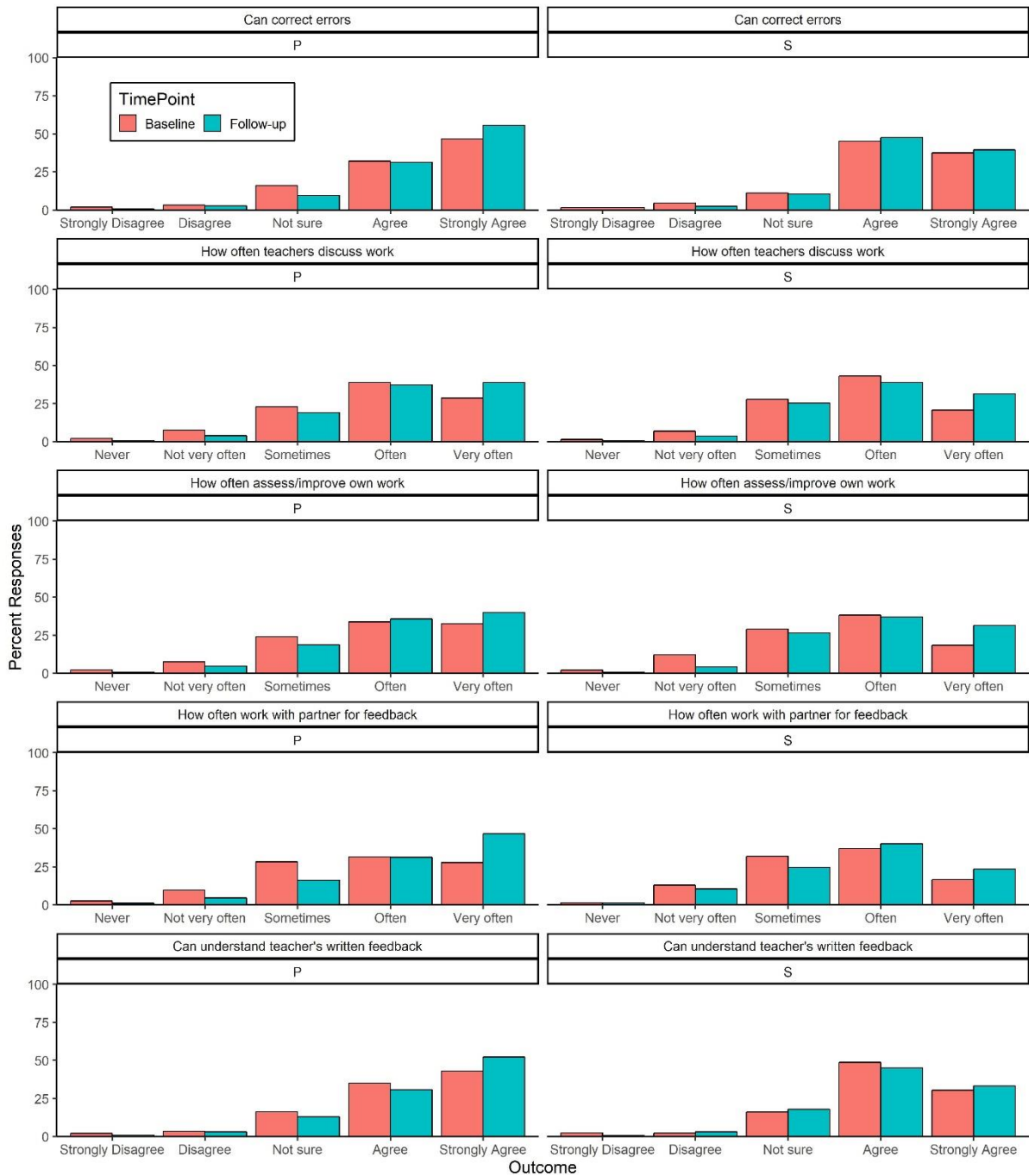


Figure 11. Comparison between primary and secondary school responses on general questions about the frequency and perceived effectiveness of feedback strategies.

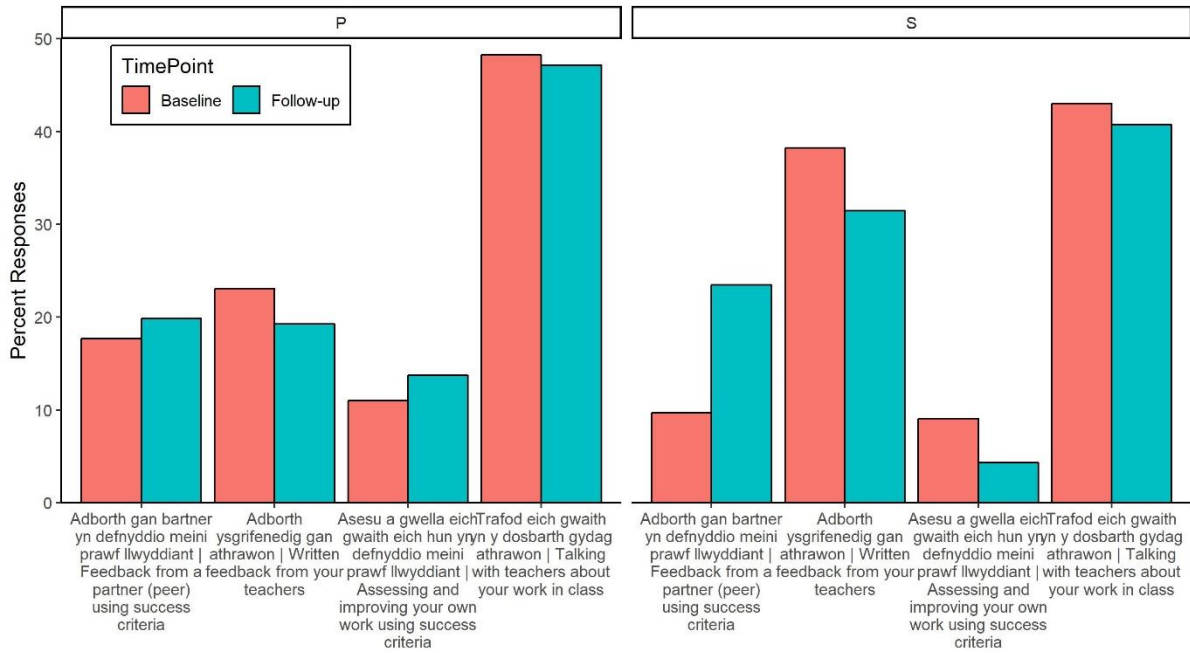


Figure 12. Comparison between primary and secondary school pupil responses on the most helpful types of feedback from Baseline to Follow-up.

Summary

Taken together the findings from these assessments appear to support a general improvement in teachers perceived effectiveness of evidence-informed practice and formative assessment.

This appears to have led to some slight improvements in pupils' perception and awareness of feedback strategies. Patterns of improvements appear to be relatively consistent between primary and secondary schools, although secondary pupils appear to like the peer-assessment aspects of this intervention.

Response rates from different school types varied greatly.

Further Bangor University Research - ongoing PhD study

A Bangor University PhD Student is currently working on research which will evaluate formative assessment using a health economics perspective.

This research aims to use a health economic perspective to evaluate the regional formative assessment action research with a focus on a cross section of Tier 2 schools. Health economics have many methods of evaluating interventions that measure not only the effectiveness of an intervention but can also look at whether the project is cost effective (other methods include cost utility, cost benefit and so on). The aim for this evaluation is to look at the cost effectiveness of the project in relation to the benefits

Working with a sample of Tier 2 schools for a yearlong evaluation there is a two-stage data collection.

- The first stage of the research collected quantitative data on the wellbeing, connection to school and generic health questionnaire. As well as this pupil's attainment data is tracked.
- The second data collection stage was group interviews with the pupils, this will help to understand the pupil's perspective and impact. Class teachers have also been interviewed in depth to gain an understanding of any facilitators or barriers to running a project in their class and in their school. The interviews will be used to collect impact data and time and resource data.

From the effectiveness data and the costing of the project a cost effectiveness analysis will be performed, this will be compared to other interventions as is commonly done in health research. Once all this data is collected a Social Return on Investment (SROI) will be completed. This is a method used in health and other social evaluative research. It allows researchers to fully cost any benefits of an intervention that would not have traditionally been tangible or measurable and calculated in to a monetary value. .

This evaluation is the first of its kind in the North Wales area and hopes to be an example of good practice when evaluating interventions in education. More research is needed in the area of 'Education Economics' to give decision makers full and robust evaluations. This research hopes to support the move to evidence informed practice, but to also incorporate cost effectiveness as a way of supporting decision makers.

To date, all the questionnaire data has been collected for the 9 intervention schools and the 8 control schools. 7 focus groups have been completed with the pupils from the intervention schools. The focus groups looked at the experience and impact of the principles of formative assessment from the point of view of the pupils. Seven teachers have taken part in one to one in-depth interviews. From this data we will be able to see the impact of the project on teaching staff and how formative assessment works within the classroom and the school environment. Time and resource data was also collected to support the costing of the project.

The questionnaires consisted of Child Health Utility -9D (CHU-9D), The Strengths and Difficulties Questionnaire (SDQ) and Quality of Life of School Children Questionnaire (QoLS).

Data is currently being analysed to see if there are common themes that can be drawn from the participant's experience and to see if there are any changes pre – post on the wellbeing, connections to school and a generic health questionnaire that will support a cost utility for the project. Analysis will also take place of pupil attainment and cost effectiveness will be researched.

Findings from Estyn Inspection Reports in Tier 2 schools during the research period, November 2018 - July 2019

For this section of the report, data was gathered from Tier 2 schools inspected by Estyn between January 2019 to July 2019 focusing on Inspection Area 2 (Wellbeing and Attitudes to Learning) and Inspection Area 3 (Teaching and Learning Experiences)

Six Tier 2 schools were inspected between September and December 2019, including one secondary school, but have not been included as this was too early to measure impact.

The narrative below is therefore based on the 18 regional primary schools inspected during January 2019 to July 2019. No Tier 2 secondary schools were inspected during this time.

Estyn judgements on Inspection Areas 2 and 3 in all the Tier 2 primary schools inspected between January 2019 to July 2019 have been at least good with and a high percentage outstanding.

Number of Primary schools inspected

Authority	Number
Gwynedd	7
Môn	1
Conwy	0
Denbighshire	3
Flintshire	1
Wrexham	6
Total	18

Judgement	Inspection Area 2	Inspection Area 3
Good	9 schools (50%)	12 schools (66.7%)
Excellent	9 schools (50%)	6 schools (33.3%)

See appendix for relevant narrative on individual schools.

Conclusion

Significant action research and innovation has taken place in classes across the region and impact of this is clear. The project's work has had a positive impact, not only on the quality of teaching in class, but also on pupils' standards of wellbeing, their attitudes towards learning and their development as independent learners. Schools that are part of the project are developing well as learning organisations and have had beneficial opportunities to collaborate with schools across the region and across sectors.

They have deepened their knowledge and understanding of effective pedagogy based on extensive and current local and international research. They have undertaken action research work in their schools, and have collaborated professionally and innovated confidently. There is an increased focus on effective pedagogy within the regions cluster collaboration groups.

Being involved in the project's work has contributed substantially to schools' readiness and preparation for the Reform Journey and the Curriculum for Wales, in particular the four purposes, the 12 pedagogical principles, the development of schools as learning organisations, the professional standards for leaders and teachers along with the agenda for reducing teachers' workload.

Next steps

In order to ensure continuity of the initial work during the year and to maximize impact across the region's schools, Tier 2 schools need to:

- Continue to experiment at class level, deepening personal practice
- Take time to embed a personal and whole school vision and philosophy
- Provide sustained guidance and support to deeply embed practice and ensure consistency for maximum impact
- Collaborate within clusters across the region to deepen practice and support Tier 3 schools alongside GwE and Tier 1 schools
- Ensure effective use of GwE support resources to guide staff and to self evaluate progress and areas for further development
- Collaborate with the project team within GwE to ensure the support for all teachers to access the opportunity to undertake this kind of action research in their classes
- Share good practice more widely through case studies on GwE's G6

GwE continues to support and collaborate with Tier 1 and 2 schools in their developmental work both in their own schools and in their role of supporting and leading Tier 3 schools who commenced their action research in September 2019.

APPENDIX:

Relevant Estyn narrative on the project's primary schools January – July 2019

Inspection date	INSPECTION AREA 2	INSPECTION AREA 3
<p>School 1 January 2019</p>	<p>GOOD Most pupils show motivation in their work, co-operate harmoniously and apply their tasks diligently. This contributes successfully to the ethos of effective learning that exists within the school and has a positive impact on pupils' standards.</p> <p>Foundation phase are always ready to learn, and show a strong level of independence. Almost all are well focused, and show resilience when faced with new challenges.</p> <p>Most pupils in key stage 2 show an increasing ability to plan together and express opinions on what they learn. As a result, many become independent, confident and ambitious learners.</p> <p>From an early age, most pupils have a good understanding of how to improve their work. At the upper end of the school, pupils show maturity when evaluating what they have achieved and identifying what they need to do to move their learning forward</p>	<p>GOOD Teachers provide their pupils with a broad and balanced curriculum, and exciting experiences and challenges, which stimulate their interest and enthusiasm for learning. They plan effectively to develop a curriculum based on Wales and the Welsh heritage. This contributes successfully to pupils' understanding of their local area, history and culture. By including the voice of their pupils in the planning, most teachers build successfully on previous learning experiences effectively. A range of imaginative and challenging activities that foster independence among pupils are used effectively. As a result, pupils are confident to take risks and to think for themselves. They use very effective open questioning to encourage pupils to think independently. Imaginative presentations and the pace of lessons are a strong feature of the teaching.</p> <p>Teachers provide sound feedback to pupils to make improvements and further develop their work. Staff intervene sensitively to assist pupils at appropriate times during the lesson, for example to encourage them to check their progress against lesson objectives and success criteria. There are regular opportunities for pupils to evaluate their work and that of others. This ensures that, at a very early stage, pupils understand how well they are doing and know how to improve their work</p>
<p>School 2 January 2019</p>	<p>EXCELLENT From the first days in the Nursery class, nearly all pupils develop as confident and independent learners. By the end of Year 6, nearly all pupils face challenging tasks with perseverance and explain clearly how feedback from peers, teachers and parents helps them to improve.</p>	<p>EXCELLENT Nearly all teachers are effective role models and support pupils effectively to develop strong attitudes to learning. There are strong systems in the school to fully engage pupils in their learning and help them understand how to improve. Teachers help pupils make good progress in lessons by checking their understanding and correcting misconceptions sensitively.</p>

<p>School 3 January 2019</p>	<p>GOOD Pupils work well individually, in pairs and groups. They readily discuss their work with peers and do this effectively. As a result, most pupils respect the contributions of others and respond positively to their ideas.</p>	<p>GOOD Teachers across the school use a range of successful teaching methods, which have a positive impact on pupils. They successfully use Assessment for Learning strategies as a core part of their teaching. Most teachers give effective feedback to pupils. This enables pupils to identify clearly how to improve their work.</p>
<p>School 4 February 2019</p>	<p>GOOD Most pupils show good levels of motivation, interest and pride in their work. This contributes successfully to the ethos of effective learning that exists within the school.</p>	<p>GOOD Teachers have very high expectations and use open-ended questioning very successfully to encourage pupils to think for themselves. As a result pupils are confident to take risks and to undertake tasks enthusiastically and independently</p>
<p>School 5 February 2019</p>	<p>GOOD Many pupils show good levels of resilience and perseverance. Older pupils have a sound understanding of what they need to do to improve their work. Most pupils are aware of their targets for improvement, and the strategies they would use to achieve them.</p>	<p>GOOD Most teachers provide useful feedback to pupils. Pupils respond well to comments (for example using purple pens) to redraft sections of their writing. Many teachers use peer feedback and success criteria purposefully to encourage pupils to assess their own and others' work constructively. As a result, most pupils have a clear understanding of what they are doing and what aspects of their work to improve.</p>
<p>School 6 March 2019</p>	<p>GOOD Most concentrate for periods appropriate to their age and ability. They develop perseverance skills when facing difficulties confidently. Most pupils work maturely and realize the importance of responding to feedback when trying to improve their work.</p>	<p>GOOD Across the school, staff motivate pupils to work conscientiously, to persevere with their tasks and to develop a growth mindset. As a result, most pupils make good progress, whatever their ability.</p> <p>Teachers share clear lesson objectives, and from the start in the nursery class, share success criteria with pupils to build their ability to evaluate their own work, and to measure their success. They plan opportunities for pupils to develop their own success criteria and as a result, most understand how to evaluate their work against specific criteria.</p> <p>Staff provide regular and effective oral feedback to pupils and give them valuable opportunities to respond to written feedback. Pupils across the school are given effective and regular opportunities to reflect on feedback, and to evaluate the work of a partner against specific criteria. As a result, most pupils have a sound understanding of what they need to do to improve their work.</p>

<p>School 7 March 2019</p>	<p>EXCELLENT By contributing to the planning of creative and practical themes in areas across the curriculum, most pupils are successfully engaged and motivated to learn.</p> <p>By using a variety of effective strategies, nearly all pupils have some of the essential skills for effective learning and show a willingness to engage with new experiences. The pupils excel in supporting each other. This is reflected in their enthusiastic response to the 'three before me' strategy, which encourages them to work independently and to suggest alternative ways of solving problems or improving their work to their peers. As a result, they develop into ambitious, eager and confident learners.</p> <p>Nearly all pupils realize the importance of persevering, and that making mistakes is a natural part of the learning process. From an early age, most pupils have a good understanding of how to improve their work. At the upper end of the school, they show maturity when evaluating what they have achieved and identifying what they need to do to move their learning forward</p>	<p>EXCELLENT By including their pupils' voice in the planning, teachers provide valuable opportunities for them to play an active role in guiding their learning. This ensures that most pupils build successfully on previous learning experiences and strengthen their involvement in their work very effectively. A range of imaginative and challenging activities that foster independence among pupils are used very effectively. As a result, pupils are confident to take risks and to think for themselves.</p> <p>Teachers make very effective use of a variety of successful teaching methods that ensure that nearly all pupils are fully engaged in their learning.</p> <p>Teachers have very high expectations. They question skilfully in order to extend pupils' understanding and knowledge, and at times challenge them to think and reason their answers at a higher level. They use open-ended questioning very successfully to encourage pupils to think independently.</p> <p>Teachers provide sound feedback to pupils to make improvements and further develop their work. Staff intervene sensitively to assist pupils at appropriate times during the lesson, for example to encourage them to check their progress against lesson objectives and success criteria. Pupils are given regular opportunities to reflect on their work and make improvements.</p>
<p>School 8 March 2019</p>	<p>GOOD Many pupils, throughout the school, have positive attitudes to learning. Many pupils have an appropriate understanding of what needs to be done to improve their work. They are beginning to lead their own learning by choosing challenges related to the seasonal themes. As a result, many pupils develop satisfactorily to become independent learners.</p>	<p>GOOD Across the school, teachers share the learning objectives and success criteria of the activities effectively with the pupils.</p> <p>Most teachers make effective use of a range of assessment for learning procedures. They provide good opportunities for pupils to assess their own work, which strengthens their understanding of how to make improvements. The teacher feedback celebrates the achievements of the pupils and shows them how to improve their work constructively.</p>

<p>School 9 March 2019</p>	<p>GOOD The willingness of most to discuss their work and co-operate successfully with their peers is a strong feature of pupils. As a result, they show respect for the contributions of others and respond positively to their ideas.</p>	<p>GOOD They design interesting themes that promote learning and successfully complement pupils' knowledge and understanding. They include pupils' ideas meaningfully when planning interesting lessons, which maintain their interest and motivate them to succeed. The effective use of mind maps strengthens pupils' ownership of their work. Nearly all teachers succeed in making their classes stimulating and enjoyable places where almost all groups of pupils can learn productively.</p>
<p>School 10 March 2019</p>	<p>EXCELLENT Nearly all pupils have a sound understanding of what they need to do to improve their work and contribute positively to support and improve each other's learning. Pupils' attitudes to their learning and their ability to use their independent learning skills are outstanding features.</p>	<p>EXCELLENT Teaching is very effective in all classes. A particular feature is the way in which pupils choose the themes they would like to learn with the teachers then very skilfully building on their ideas. Assessment for learning strategies are firmly established throughout the school. Increased opportunities are provided for pupils to reflect on their own learning and the efforts of their peers, and to contribute effectively to the process of setting their own levels of challenge. This element of the school's work is a strength and contributes successfully to pupil' progress and achievement.</p>
<p>School 11 April 2019</p>	<p>GOOD Most pupils show positive attitudes to their learning. Nearly all foundation phase pupils work enthusiastically, independently and stay on task. They show high levels of motivation, interest and pride in their work, and make regular decisions about how and what they learn. Many key stage 2 pupils apply their tasks diligently, and work together harmoniously.</p>	<p>GOOD Where teaching is at its best, teachers have very high expectations and use open-ended questioning very successfully to encourage pupils to think for themselves. As a result, pupils are confident to take risks and to undertake tasks enthusiastically and independently. The school has recently strengthened the use of assessment for learning strategies. Most teachers provide valuable feedback to pupils during lessons and encourage them to persevere and reflect further on how to improve their work.</p>
<p>School 12 May 2019</p>	<p>EXCELLENT The standard of wellbeing and the attitude of nearly all pupils to learning is excellent. Nearly all pupils have some of the essential skills for effective learning and show a willingness to tackle new experiences immediately. They enjoy being challenged and work well independently,</p>	<p>EXCELLENT Teachers skilfully use a variety of techniques to ensure the ready involvement of almost all pupils. This leads to very effective co-operation and developing pupils' enthusiasm and drive for learning</p>

	<p>displaying a high level of perseverance. A great example of this is the natural use that pupils make of the learning powers and the learning pit to discuss how making mistakes is an integral part of their learning. As a result, almost all show high levels of motivation, interest and pride in their work and develop into ambitious, confident and independent learners.</p> <p>One of the strengths of the school is the mature way in which nearly all pupils voice their opinions on what they learn, including the choice of themes. By contributing to the planning of practical themes in areas across the curriculum, pupils commit very successfully to their learning. They often choose the level of challenge they follow in specific tasks and explain the reasons for this. Nearly all pupils respond very positively to the constructive feedback that teachers give them.</p> <p>From an early age, most have a very good understanding of their personal abilities and how they can further develop and improve their work. By Year 6, most pupils show outstanding maturity when evaluating what they have achieved and identifying what they need to do to improve their work.</p>	<p>They question skilfully to extend pupils' understanding and knowledge in order to challenge them to think and reason their answers at a higher level. As a result, pupils are confident to take risks and to undertake tasks enthusiastically and independently.</p> <p>Assessment for learning strategies are embedded very effectively and have a very positive impact on the learning and progress of nearly all pupils. Teachers provide sound feedback to pupils to make improvements and further develop their work. Pupils are given regular opportunities to reflect on their work and make improvements. Teachers intervene sensitively to assist pupils at appropriate times during lessons, for example to encourage them to check their progress against lesson objectives and their personal targets and to use the working wall as a tool to improve their work. As a result, by Year 6, nearly all pupils know their development as a learner very well, take responsibility for their work and progress and can discuss this confidently.</p>
<p>School 13 May 2019</p>	<p>EXCELLENT</p> <p>An outstanding feature of the school's work is the way in which most pupils persevere with their tasks and are keen to 'carry on' until they succeed.</p> <p>Nearly all pupils realize that making mistakes is a natural part of the learning process and, as a result, they are very willing to 'try again' in order to succeed. Often, when reflecting with their discussion partners, they identify and develop new ideas well related to the topic under discussion.</p> <p>They are keen to explore new things and to take an active part in various activities. For example, most pupils take good advantage of the opportunity to offer sensible ideas about the kinds of tasks they would like to do as part of their work at the start of each specific theme. As a result, most work together effectively, discuss maturely, show respect for the feelings and</p>	<p>EXCELLENT</p> <p>The quality of teaching is consistently strong throughout the school, with staff establishing very effective working relationships with pupils and providing them with a supportive and effective learning environment.</p> <p>They question them skilfully in order to extend pupils' understanding and knowledge successfully, and at times challenge them to think and reason their responses at a high level. Teachers give pupils timely and helpful oral feedback and provide them with valuable written comments to help them appropriately know how to further improve their work.</p> <p>Teachers plan together effectively and provide valuable opportunities for pupils to develop various skills in a range of interesting contexts. A good feature is the way teachers plan activities that result from lines of inquiry set by the pupils themselves. This contributes successfully to</p>

	contributions of their fellow pupils, and develop an increasing ownership of the content of their work.	developing pupils' independent learning skills as well as giving them ownership of their learning.
School 14 Mai 2019	<p>EXCELLENT</p> <p>Nearly all pupils work extremely well with their peers in groups and in pairs and show a high level of maturity and respect for the opinions of others. Effective use of growth mindset techniques and talk partners enables pupils to support each other extremely effectively. They make a significant contribution to developing the pupils to become ambitious and confident learners. They are always ready to learn and demonstrate a very good level of independence. From an early age, many pupils develop a sound understanding of what they need to do to improve their work.</p>	<p>EXCELLENT</p> <p>From the outset, there is an emphasis on planning activities that ensure that pupils develop resilience and perseverance when carrying out their work.</p> <p>A clear strength of the planning is the way in which they skilfully build on previous work and ensure continuity and progression in pupils' independent learning skills as they move through the school.</p> <p>Assessment for learning strategies are firmly established throughout the school. Pupils are given constructive verbal and written feedback. There are good opportunities for pupils to reflect on their own learning and that of their peers and to contribute effectively to the process of setting targets for improving their work. This is a strength of the school and contributes successfully to pupils' progress and achievement.</p>
School 15 June 2019	<p>EXCELLENT</p> <p>They are enthusiastic learners who work very effectively with their peers in groups and pairs and show a high level of maturity and respect for the opinions of others. As a result nearly all pupils take good ownership of their learning and become increasingly aware of what they need to do to improve their own work.</p>	<p>GOOD</p> <p>Assessment for learning strategies are firmly established throughout the school. Pupils are given constructive oral and written feedback so that they understand what they need to do to improve the standard of their work. Pupils are given good opportunities to reflect on their own learning and that of their peers and to contribute effectively to the process of setting targets for improving their work.</p>
School 16 June 2019	<p>EXCELLENT</p> <p>Responding to pupil's voice is one of the school's main strengths.</p> <p>When faced with new challenges they use any relevant knowledge they already have to help them in different contexts, including working with their talk partners. They are confident learners who are happy to try tasks without fear of making mistakes. Most are aware of their targets for improvement and consider them when completing their daily tasks.</p>	<p>GOOD</p> <p>Assessment for learning strategies are well embedded in the school. They vary their methods of questioning skilfully to find out what the pupils understand and to move their learning forward successfully. All teachers clearly share Success Criteria with pupils that ensure they understand what they need to do to succeed.</p>

<p>School 17 June 2019</p>	<p>DA Nearly all pupils have positive attitudes to learning and they demonstrate a readiness to learn. Most pupils work productively as individuals, in pairs and groups. They apply themselves purposefully to new experiences with great enthusiasm.</p>	<p>GOOD The supportive working relationship between staff and pupils, which is evident in all classes, nurtures respect and courtesy, and creates a productive learning environment. The teacher's focus on providing opportunities for pupils to take responsibility for their own learning develops positive learning habits well.</p>
<p>School 18 July 2019</p>	<p>EXCELLENT With very few exceptions, pupils throughout the school show excellent attitudes to their learning. All pupils contribute to determining what they want to learn, this has a huge impact on pupils' self-esteem and enthusiasm for learning. As a result, nearly all are mature, ambitious independent learners. They are not afraid to take risks and persevere to challenge themselves.</p>	<p>GOOD Most teachers foster a safe learning environment in their classroom, in which mutual respect between pupils and teacher is wholly evident. This contributes successfully towards creating an environment in which pupils readily accept the responsibility to work hard, do their best and feel free to try without fear of making a mistake. As a result pupils are willing to learn from their mistakes and give purposeful responses, both orally and in written, to useful feedback from teachers. Adults intervene in learning at appropriate points to provide support but do not interfere in learning unnecessarily. They promote pupils independence successfully.</p>