

Collecting data and evidencing impact – advice during Covid UPDATED JAN 2021

Formal or external data to evidence impact is not necessarily needed. Even if the whole project was intended to rely on SAT/ GCSE / A-level scores, it doesn't matter if this is not now available. Data means 'pieces of information', and not necessarily 'GCSE' or 'SAT' scores.

Data can take many forms, not necessarily numerical, although participants should aim to use tangible measures where possible. This could involve, for example, use of internal tracking data such as mock examinations, 'working at' grades / levels or teacher assessments. 'Softer' measures, such as teacher questionnaires and pupil voice should also be used where possible. Participants should consider how they can best use the remaining time in order to collect this.

What may be useful is a table of data which, at its simplest, looks like this (adapted as necessary for the qualification / area of focus):

| | All pupils | Target group/s | Comparison group/s in school | Comparison groups national/ similar schools |
|------------------------------------|------------|----------------|------------------------------|---|
| Data prior to project beginning | | | | |
| Data collected at start of project | | | | |
| Data collected mid-project | | | | |
| Current data (last collected) | | | | |
| Projected data at end of project | | | | |
| Future projected data | | | | |
| Permanent effect on future data | | | | |

A project must be related to progress and attainment

e.g. a participant may carry out an excellent project on mental health, but this must then state clearly how improvements in mental health have led to improvements in, say, maths.

Where it has not been possible to collect final, or even mid-project data, or the nature of the data has changed considerably:

- Is the new data (e.g. vulnerable pupils) relevant to the original intention of the project?
- Can the changed nature of schools in itself be a part of the project?
- Is there time for the current situation in schools to form the basis for a changed or new project?
- What conclusions can be drawn, or projections made into a future 'normal' world, relating to the impact of the project?

Participants must ensure that they:

- Have carried out a proper early analysis – why have they carried out the project they have?
- Understand that data is not necessarily a statistic (although all data can be made into a statistic, e.g. 'Six out of ten pupils said they were more confident')
- Evidence the general impact of their project on an improving trajectory of progress and attainment (even if their project was just one of a number of contributing factors)
- Identify the factors in the changed ways adults work as a result of their leadership, which is contributing to improved progress and attainment
- Predict the changes in progress and attainment in the future
- Reflect on which parts of the project they would have carried out differently for an even greater impact
- Where there has been no improvement, or a smaller-than-expected improvement, be reflective on the reasons why
- Understand that in two long terms, a properly- and robustly-planned and introduced change project is unlikely to lead to large amounts of, or readily-measurable change after such a short time, and to therefore write about the greater change which will occur in the future.

Participants should remember that they are trying to evidence that they are able to lead team / school improvement at the required level. The ability to monitor implementation and make necessary adjustments is an important leadership skill, as is the process of evaluation in order to identify next steps and this should also be reflected in the assignment, as guided by the criteria.

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