

**Coppice Primary
Partnership**

An Ethic of Excellence



Staff Appraisal Policy

Approved: October 2022

Next review: October 2023

Staff Appraisal Policy

A. INTRODUCTION – PURPOSE OF THE POLICY

1. Coppice Primary Partnership are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.
2. We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.
3. This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school plan for improvement and their own professional needs.
4. This policy also sets out the Trust's approach to the link between the appraisal process and pay progression.

B. PRINCIPLES

1. We will implement our appraisal arrangements on the following principles:
 - 1.1 *Equality of Opportunity*: All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.
 - 1.2 *Consistency of Treatment and Fairness*: We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently.
 - 1.3 *High Standards*: We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance.
 - 1.4 *Work – life balance*: All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this.
 - 1.5 *Pay and Rewards*: Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

C. APPLICATION OF THE POLICY

1. This policy applies to all staff employed in the Trust with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the Trust's formal competency procedure.
2. Performance appraisal arrangements for temporary and part-time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of

challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

3. Teachers employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.
4. The intention is that all staff will have equivalent access to appraisal, development and support.

D. POLICY FRAMEWORK

1. Performance appraisal is a shared responsibility. The Trustees have the strategic responsibility for establishing this policy, providing the Trust Leader (TL) / Chief Executive Officer (CEO) with the support to ensure it is fully implemented and ensuring the TL/CEO receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.
2. The TL/CEO will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.
3. The performance of all staff must be reviewed on an annual basis but the appraisal should be seen as an ongoing process throughout the academic year:
 - 3.1 Year End appraisal reviews for all teachers in the Trust will be completed by 12th October for the academic year 2021/22.
 - 3.2 Appraisal review and planning for the TL/CEO will be completed by 31st December for the academic year 2021/22.
 - 3.3 The appraisal reviews for all support staff will be completed by 30 September for the academic year 2021/22.
4. For the academic year 2022/23 and subsequent years, the appraisal cycle will run from July to July, with end of year appraisal reviews for all staff (with the exception of the TL/CEO) completed by 5th July.
5. Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.
6. Where a member of staff transfers to a new post within the Trust part-way through a cycle, the TL/CEO shall determine whether the cycle shall begin again and whether to change the Appraiser.
7. All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school plan for improvement and other relevant planning documents in good time for their appraisal meeting.
8. Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.
9. Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the Trust's formal capability procedure. The

appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

E. APPOINTING APPRAISERS

1. The TL/CEO will be appraised by the Trustees, supported by a suitably experienced and qualified External Advisor who has been appointed by the Board of Trustees for that purpose.
2. The Headteachers will be appraised by the TL/CEO and the Chair of the LGB or another nominated governor.
3. The TL/CEO and where appropriate, the Headteacher, will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.
4. If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Headteacher or, where appropriate the TL/CEO, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative Appraiser.
5. Leaders will ensure all Appraisers receive appropriate training and preparation for their role.

F. APPRAISAL MEETING

1. It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. Both the Appraiser and Appraisee must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared at the earliest possible opportunity.
2. It is the appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:
 - 2.1 Reflecting on their performance over the past year including their performance against the relevant professional standards.
 - 2.2 Considering how they have made a wider contribution to the school / trust; and
 - 2.3 Identifying some of their future development needs.
3. The Appraisal meeting should provide a two way discussion to:
 - 3.1 Assess performance during the previous year against the Appraisee's role and responsibilities, including performance objectives and any relevant standards.
 - 3.2 Agree expectations for the year ahead by reviewing job description and appropriate performance objectives.
 - 3.3 Confirm timescales for achievement of the objectives and for provision of support, including development.

- 3.4 Ensure the Appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success.
- 3.5 Discuss and agree appropriate monitoring arrangements and other support for the Appraisee, including classroom observations, if appropriate to their role.
- 3.6 Agree any areas of relevant training and development and related actions.
- 3.7 Allow the Appraisee to raise any issues or concerns regarding their workload or work - life balance and potential barriers to success.
- 3.8 Self-review is an important means of preparing for an appraisal meeting and a suggested framework for this is set out in the appendices

G. APPRAISING PERFORMANCE

1. All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the TL/CEO, the Trustees will consult an external adviser.
2. Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:
 - 2.1 Details of objectives for the appraisal period in question.
 - 2.2 An assessment of performance of role and responsibilities against objectives and any relevant standards.
 - 2.3 An assessment of training and development needs and identification of any action that should be taken to address them.
 - 2.4 A recommendation on pay where this is relevant
3. The assessment of performance and of training needs will inform the planning process for the following appraisal period.

H. LINKS WITH PAY

1. Before, or as soon as practicable after the start of each appraisal period all staff will be informed of the standards and criterion against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or Local Authority determined requirements.
2. Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

I. OBJECTIVES

1. The TL/CEO objectives will be set by the Trustees after consultation with an external adviser.

2. All Appraisees must have a performance objective (inquiry question) set as soon as practicable after the start of each appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The objective must be reasonable and, if achieved will contribute positively to the education of pupils at the Trust and the implementation of any plan designed to improve the Trust's educational provision and performance.
3. An appraisee will undertake 'disciplined inquiry', which will focus on a specific focus question to positively change practice and improve pupil outcomes – this could be academic or non-academic (such as attendance, engagement, wellbeing for example).
4. Appraisees should be encouraged to set a challenging but achievable inquiry question. Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.
5. As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made the Appraiser will make the determination with the provision for the appraisee to record any disagreement if required.
6. Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the school's pay policy.
7. If appraiser and appraisee do not reach agreement on the targets, there is an opportunity for recourse to a third party e.g. Headteacher, TL/CEO or Chair of Trustees.

J. TRAINING AND DEVELOPMENT

1. Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.
2. The Trust is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.
3. This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

K. MONITORING

1. The Appraiser will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid year review meeting to discuss performance, provide feedback and discuss the provision of training and development.
2. The Headteacher should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments
3. There should be further, informal follow-up and support for Appraisees.
4. The Trust believes that an understanding of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school

improvement more generally. All observation will be carried out in a supportive fashion with a focus on improving, not proving.

5. Teachers' performance will be regularly monitored but the amount and type of monitoring will depend on the individual circumstances of the teacher and the overall needs of the school. Formal classroom observation will only be carried out by those with QTS, and only when specifically required
6. The Headteacher or other members of the SLT with responsibility for Teaching and Learning may "drop in" in order to enhance the standards of teaching and learning and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.
7. Monitoring will need to be triangulated to make an informed opinion about performance. Therefore, other aspects, such as pupil's work and qualitative feedback will be used.

L. RECORDING PLANS

1. The construction of the disciplined inquiry question will be led by the Appraisee. Using the forms provided, the Appraisee will be able to record the stages of the plan including the final disciplined inquiry question which will need to be shared with their Appraiser who will then prepare and sign a final statement within 10 days of the submission of the disciplined inquiry question.
2. The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original to the Headteacher / Trust Leader.

M. MODERATION

1. The Trust Leader / Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the trust / school and that there is a strong link with trust / school improvement. The Trust Leader / Headteacher may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between Appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

N. CHANGES TO PLANS IN MID CYCLE

1. There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee's circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.
2. If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the Appraisee who may add his/her comments.

O. CONFIDENTIALITY AND RETENTION OF RECORDS

1. The performance appraisal process will be treated with full confidentiality at all times.
2. For the TL/CEO review, the meeting will be held by the Chair of Trustees and at least one other Trustee and an educational advisor / specialist if deemed necessary.

3. All plans and appraisal reports must be retained in a secure place for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially.

P. COMMUNICATION OF THIS POLICY

1. A copy of this policy will be kept on the shared area to ensure that all staff can have access to a copy of it as needed. All new staff joining the Trust will be briefed on the policy as part of their induction into the school.

Q. MONITORING AND EVALUATION

1. The Trustees and the TL/CEO and Headteachers will monitor the operation and outcomes of the performance appraisal arrangements.

R. REVIEW OF POLICY

1. The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance.

APPENDICES:

APPENDIX 1:

Disciplined Inquiry – review of appraisals including rationale, cycle overview, FAQs and supporting documents for staff

APPENDIX 2:

Self Appraisal & Performance Management Review form for all staff

APPENDIX 3:

Staff Appraisal Template for Senior Leaders including Headteachers

APPENDIX 4:

Teachers' Standards

APPENDIX 5:

Pay Progression based on performance (including UPS Criteria)

APPENDIX 6:

Application for UPS Progression

APPENDIX 7:

TCP Grading matrix

Schools may choose to use these templates

A review of Appraisals – Disciplined Inquiry

Introduction and Rationale

'If you always do what you've always done, you'll always get what you've always got'

Appraisals have stayed much the same over the years. Whilst there will have been some tweaks, the 'three target' approach has remained. The question is the level of impact this has on staff, both professionally and personally. There can be a view that this form of appraisal is very much about 'proving' what you are doing rather than a focus on 'improving' what you are doing. This can lead to the appraisal becoming an exercise to complete as opposed to something that has a profound impact on your own practice and professional development.

Dylan Wiliam, one of the most respected people in education said, *"Every teacher needs to improve, not because they are not good enough, but because they can be even better"*. This needs to be at the foundation of our appraisal process.

At all schools in the Coppice Primary Partnership, we believe in and have a commitment to having a professional obligation to improve our practice. We always should want to strive to be better than we currently are by refining, developing and improving what we do.

From September 2021, we will launch into a new process which we will call **Professional Improvement**. This process will be underpinned by undertaking **'disciplined inquiry'**, which will be the only objective for staff that year. We really believe that this will be a far more rewarding and developmental process and one which will allow us to continually improve.

Disciplined inquiry – What is and what it's not!

It's probably best to start with what it's not. It is not research. We are staff in schools, not researchers. We have neither the time nor expertise to research into aspects of education and school life and so what we are not asking any staff to do is undertake a research project.

What we do believe is that we can improve through engaging with the evidence from research that has been collected by professional experts. We can then look to see how we can use that evidence so that the practice in our classrooms and across the school is informed by evidence and evaluate the impact that it has had.

Fundamentally, the whole point of disciplined inquiry is for staff to answer a question about an area of their practice, or the children's learning/actions that appears that it needs to be improved. You will be changing an element of what you do and then evaluating the impact of that change.

This disciplined inquiry should lead to deep and transformative learning that goes on to significantly inform and influence your, and others, knowledge and practice which, in turn, leads to a positive impact on the children and the experiences they gain in school. It should help us to challenge our assumptions, our cognitive biases and our previous beliefs and view what we do through a different lens. By doing this, with the support of ranges of evidence, we can make more informed decisions about our practices.

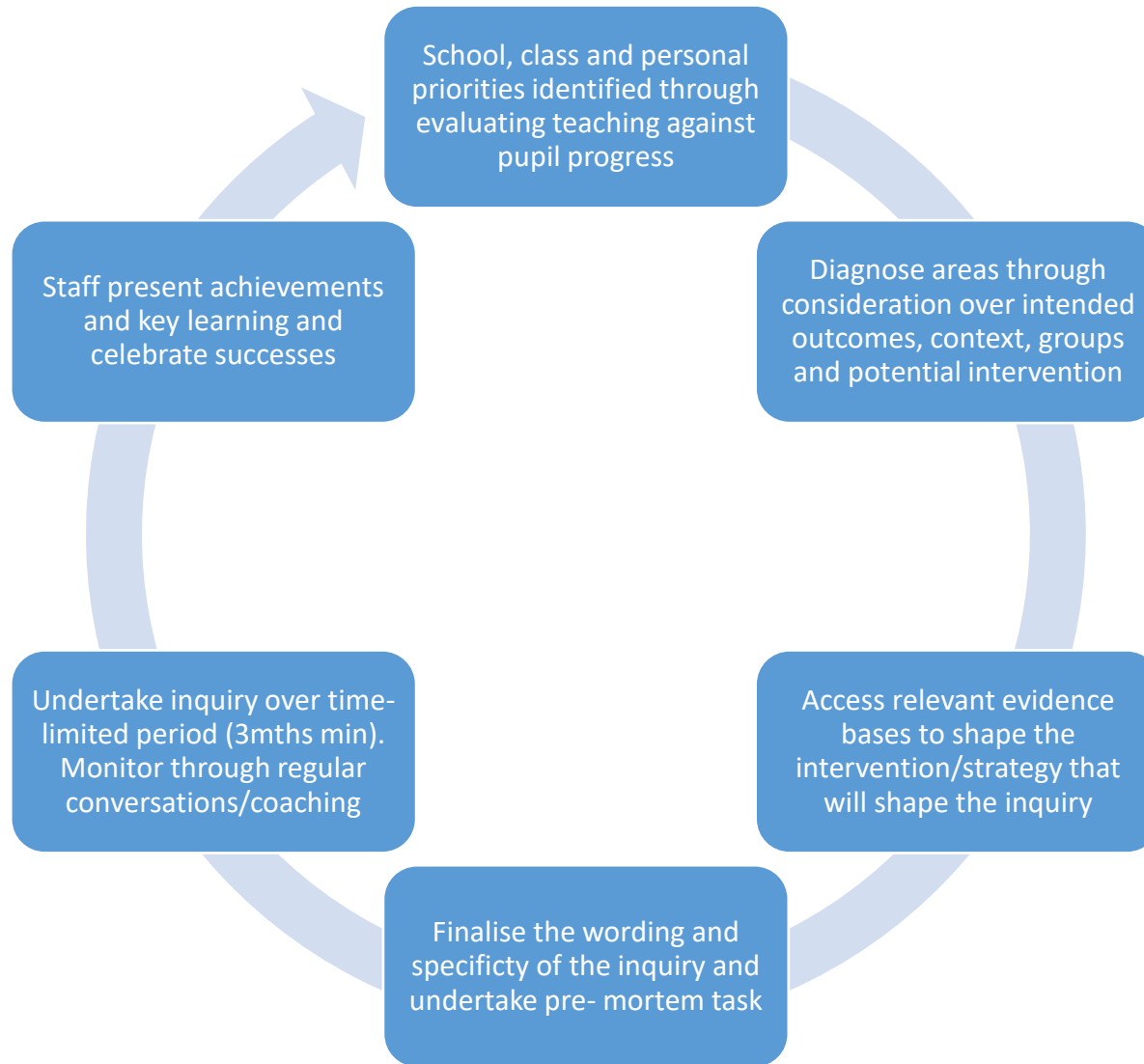
Whilst the underlying aim is always to have an impact on the education and experiences of our children, we have to understand that *“everything works somewhere and nothing works everywhere”*. It is possible that that an inquiry that you lead does not necessarily end with positive outcomes for the children. It is important to remember that the objective of the Professional Improvement is to complete the inquiry, not specifically if the inquiry is successful. The learning journey and professional development of the member of staff is the goal.

Another benefit of the process is that we have the amazing potential to collaborate both within and across schools, where there are similar lines of inquiry being undertaken. This will help us to build and celebrate the community of learning within the staff. This approach ensures that:

1. We can achieve more together than we can separately
2. Group success is driven and supported by strong relationships
3. Lasting improvements take place because teams are empowered to act.
4. Possibilities for change are strengthened when they are declared publicly.

To achieve this, we will need to establish a climate of trust, where mistake-making and risk-taking are not only tolerated but actively encouraged.

Cycle Overview



The Disciplined Inquiry Cycle

Step 1 – Diagnosis part 1 – September

- Introduce the DI process to staff, indicating what the purpose of the DI is and why we believe it is an important process to undertake.
- Share with staff the general process outlined above.
- Evaluate school priorities and basis using school and trust strategic documents.
 - What does the big picture look like?
 - What themes do we have running through different year groups and potentially across schools?
 - What are the school main priorities for the coming year?
- Collectively, ideally as year groups, discuss how the above questions apply to your class and year group. How do the specific areas affect the class you now have?

Step 2 – Diagnosis part 2 – October

- Having had the class for a period of time, and maybe having undertaken some assessments of your own (NFER, comparative judgement, past papers etc), what are your current priorities? Do they align with the whole school priorities or has something else shown itself to be a higher priority?
- Consider the following questions to support this process:
 - Does your monitoring and tracking (including assessments) identify any key issues for your children?
 - Have you identified any specific gaps in skill or knowledge within a particular subject?
 - How do different groups of children compare? Are there anomalies?
 - Have you identified low achievement or under achievement in a particular subject?
 - What are the biggest, hardest or most challenging aspects of a particular subject that you feel need to be overcome? How might you tackle these?
- Share findings with colleagues with SLT to collate themes to share across the trust.

Step 3 – Researching an evidence base – November

- Staff have now an awareness of the area of their practice that they want to develop.
- Research evidence must be easy to access so that it can be read and synthesised to shape the work that they would like to do.
- The Trust will continually find and collate an electronic bank of evidence. This will be organised by subject/topic and will be able to access by everyone at any time. The evidence will range from short summaries to more detailed papers.
- School (and Trust) CPD libraries will also be incredibly valuable here. CPD libraries will be refreshed and renewed regularly with recommendations from staff as well as externally recommended texts.

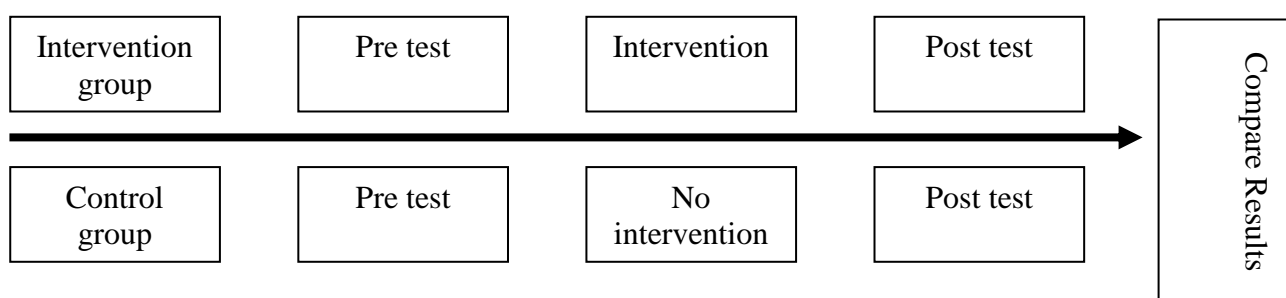
- Where possible, summaries of the books in the CPD library will be provided.
- At the end of this step, staff will have begun to read and research evidence based around their area of interest and have begun to think carefully about their inquiry question.

Step 4 – Forming the inquiry question – December

- It is important to use this session to finalise the wording of the inquiry question.
- Staff will be encouraged to use the question stem derived from the EEF as guidance for their inquiry question:
 - What impact does [**what practice**] delivered over [**how long**] have on [**what outcome**] for [**whom**]?
 - 1. **What practice** – the intervention/strategy being evaluated
 - 2. **How long** – the duration you will evaluate the intervention/strategy
 - 3. **What outcome** – what you will measure for the outcome
 - 4. **Whom** – the context, including pupil focus and setting
- It is really important that staff choose a very specific question. Vague questions are barriers as outcomes are hard to evaluate. Staff should be encouraged to:
 - Be clear about the intended outcome and how they want to measure it;
 - Be clear about what approaches they want to test and the changes that need to be made in order to deliver them properly;
 - Be clear about the group of students that they want their findings to apply to;
 - Involve colleagues in discussion.
- Here is a model of how questions could improve in terms of their effectiveness and specificity, ranked from least to most.
 1. How can we improve SATs results in maths?
 2. How effective is multiple choice quizzing in supporting knowledge retention in Year 6 maths lessons?
 3. How effective is multiple choice quizzing once a week for 12 weeks in supporting knowledge retention in maths for children who scored between 85-95 scaled score in September?
- Staff in this step should complete a ‘pre-mortem’ task. What is most likely to get in the way of completing the inquiry? Identify the areas that will be barriers to help address them before they arise.
- Staff should also consider any pre and post assessments and how these will be used to measure the impact of the inquiry. It is possible to use both hard and soft data, including potentially a blend of both.

Step 5 – Undertaking the inquiry and ongoing support – January to May

- It is vital that the process is a tangible and visible process that is ongoing throughout the entire period rather than an abstract set of meetings with specific dates where appraisers and appraisees meet.
- The inquiry intervention/strategy should be undertaken for a minimum of 12 weeks (this timeframe is suggested by the EEF). It should be limited to 20 weeks in order to see outcomes within the academic year.
- The inquiry should be informally monitored through regular conversations between peers, leaders at different levels and appraisers.
- *Action learning set coaching model may be applied to encourage staff to discuss challenges with each other.*



Step 6 – Presentation, celebration and reflection – July

- Staff will be provided with a proforma to complete their findings on. The proforma is deliberately designed to be simple and not overly burdensome, but capture the key learning points from the inquiry. The basis will be using the headings below.
 - Context – year group/class/pupil group/subject weaknesses/historic legacy issue etc
 - Aims – what you want to achieve through your inquiry
 - Rationale – why are you doing what you are doing
 - Starting point – what is your starting point and what did you use
 - Inquiry question
 - Implementation – what you did
 - Outcomes – what did you find
 - Key learning/next steps/future implications/reflections
- Staff will present (possibly in small groups, possible across the trust) their findings in short, 5-10min presentations at a celebration event at the end of the year. We want to celebrate that the staff have felt encouraged and safe to change their practice in light of the evidence and have felt intellectually interested in the process of improving their teaching.
- Leaders will collate themes and reflections so that they can be added to the growing research base and support inquiries in future years

Disciplined Enquiry – Frequently Asked Questions.

1. How does this work for part time staff?

We understand that for part time staff, there is a potential challenge with the timescale of the intervention/strategy – for example, a member of staff working two days would only have 24 days contact with their intervention group, compared to 60 days that a full time member of staff would have.

The disciplined enquiry is designed to be something that impacts the group and improves the practice of the staff member. With that in mind, there are some potential options for part time staff.

- a) The part time member of staff could discuss and agree the disciplined inquiry with their job share partner so that the intervention/strategy was being worked on by both members of staff together. As has been mentioned above, the ability to collaborate on inquiry questions will help all those involved.
- b) The part time member of staff could design the intervention/strategy and brief their colleague on what needed to be done on days where the member of staff was not in schools. For example, if the strategy was that mentioned above (retrieval practice) then the staff member could share the strategy with their job share partner and the expectations and the job share partner could carry out the strategy. This could then be reciprocated.

In both cases, it is worth considering the pros and cons. If the inquiry question is shared, will it have sufficient buy in from both staff members – is it something that both are interested in? If there are two inquiry questions, is there a risk of intervention/strategy overload, especially if they are in the same domain – two maths strategies for example.

2. How does this work for TAs?

Depending on the role(s) that TAs undertake, the inquiry question may vary. We know how wide ranging a TA role is and so the following options may help to clarify the process:

- a) Align the inquiry to the same question that the class teacher is undertaking. This would allow for consistency and perhaps deeper impact with the inquiry being investigated from multiple people.
- b) Have an inquiry question that is still based in class work but that is different from the class teachers. In this instance, care must be taken not to overlap with the subject domain and/or pupil group as this may invalidate the data.
- c) Choose an inquiry question based on an intervention you will be running. For example, if you deliver a phonics intervention, your inquiry question could be linked to this and the impact looked at through the outcomes of the intervention.

3. How does this work for HLTAs?

The core purpose of the disciplined enquiry is to develop your own practice in a way that leads to deep and transformative learning for you. Therefore, as a HLTA, consideration needs to be given to what area of your own practice would you most like to/need to develop and what is the best environment for this to happen.

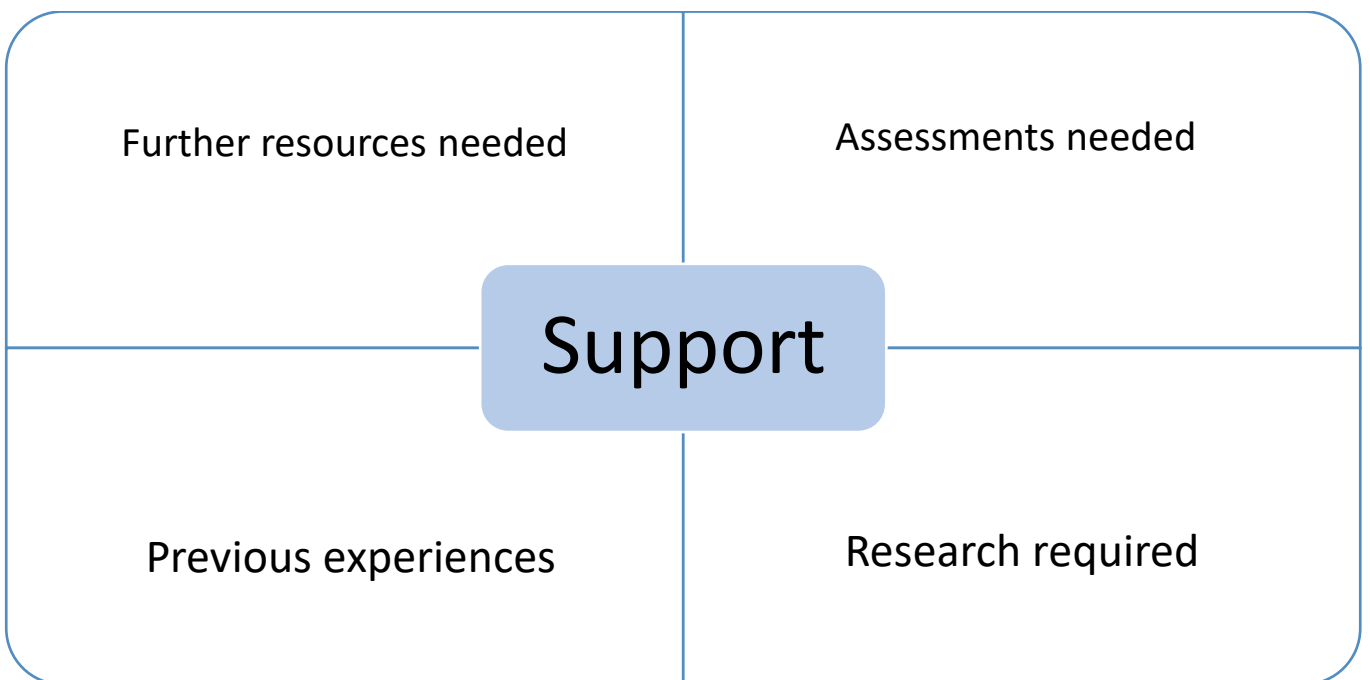
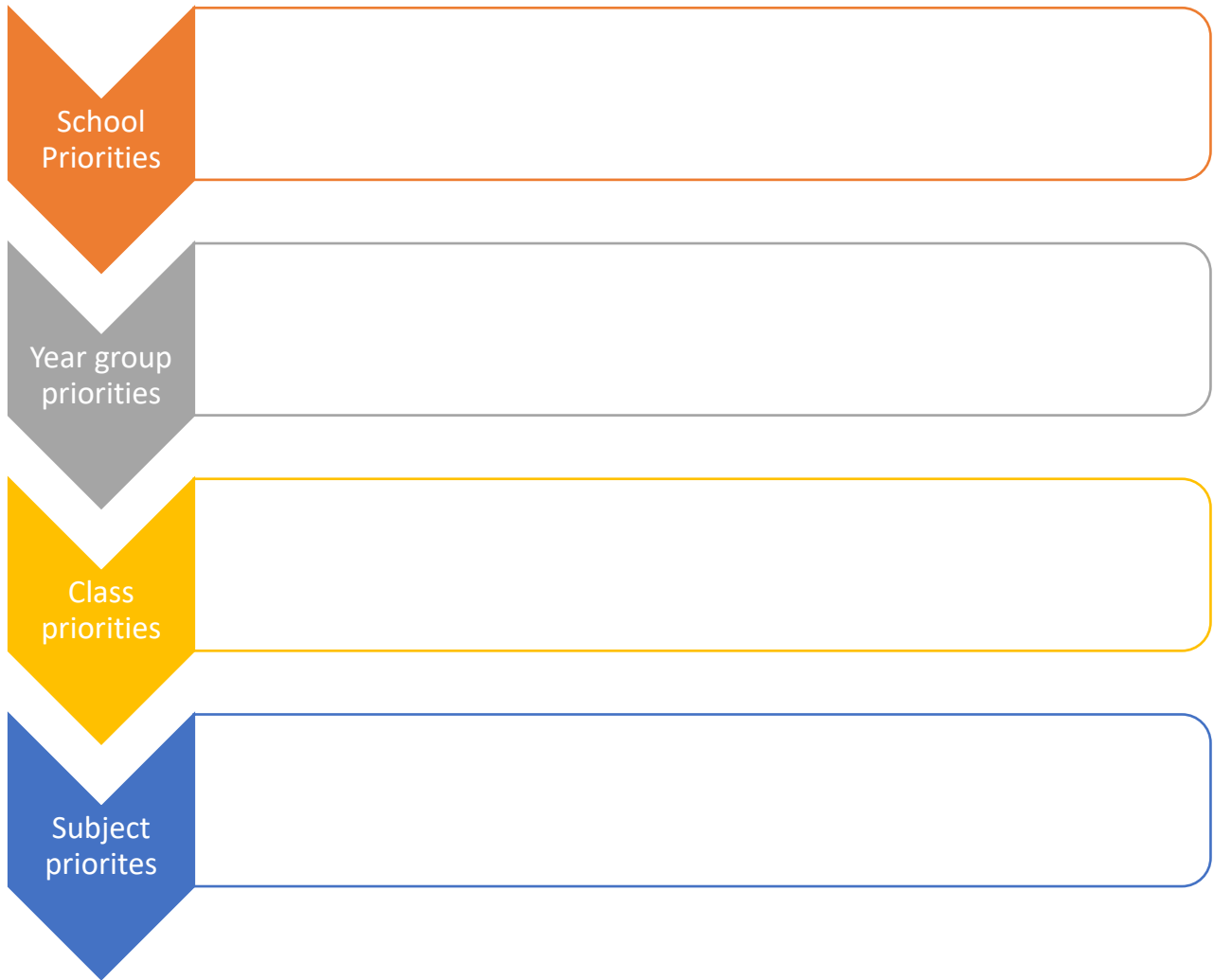
If you regularly cover the same class, then it may be that the inquiry is linked specifically to a group of children within this class. Where this is the case, liaison with the class teacher is required to ensure that inquiry questions do not overlap as this will cause any data to be unreliable.

4. How does this work for non class-based staff including senior leaders?

For staff who are not class based, such as senior leaders, SENCO, FLO etc, it may be more difficult to find an enquiry question which has measureable direct impact. There are some potential options to consider here (this is a non-exhaustive list).

- a) Choose an intervention/strategy to work on with a specific group of children (could be linked to pupil premium/disadvantaged for example). This would need to be done in communication with class teachers to ensure that there was no overlap of inquiry questions.
 - This could also link to other specific things such as attendance, behaviour, engagement (Leuven scale) which would also make outcomes more measurable.
- b) Choose an intervention/strategy based on something non-class based. For example, assemblies, break/lunch time, wider enrichment, wraparound care etc.
- c) Choose an inquiry question where the focus is adults (still require a specific group) rather than children.

Diagnosis



Evidence Based Reading

1. Area of interest

2. What do I know already about this area and what more do I need to find out about to help me?

3. What have you read? What were the key points?

Summarise your findings and/or list what you have read or where you will return to support your inquiry

4. How has the reading helped to inform your inquiry question?

5. What are your initial ideas about your inquiry question? Groups/subject/area

Designing a Disciplined Inquiry Question – Considerations

What *pupil group* have I identified for the intervention and why?

Some considerations:

- How small or large is the group?
 - *Remember that having a group size that is too big can cause the outcomes to be too varied and therefore not show desired impact.*
- Are you tracking the pupil group across multiple areas?
 - *The narrower or clearer your focus, the more you can discount other variables.*
- How are you choosing your pupil group?
 - *Beware of inherent biases (we all have them – it is called being human!). Avoid ‘cherry picking’ students or picking a generic group that may not fit the generic mould, e.g. PP chn if your PP chn are already performing well.*
- Are you going to share your work with your pupil group?
 - *Consider whether the children knowing may cause unwanted variables. Rosenthal conducted an experiment where he told the group the intended outcome and the results were manipulated to achieve this outcome, even though no intervention or different strategy was applied.*

What *assessments and information both pre and post* do I need to get the most useful results?

Some considerations:

- What quantitative (hard) data do I have and how reliable is it?
 - *What information will your tests show? Consider coverage of domains, timing of tests and marker biases*
- What qualitative (soft) data will support the hard data?
 - *How reliable is your teacher assessment and how do you know? If you use low stakes quizzes etc, how will these inform what you do? How reliable is pupil/staff voice?*
- Will collecting my data cause additional workload?
 - *Any gathering of data should be part of your normal practice. If it is something that requires more time, please speak to a line manager about organising time to do this.*
- Do I have enough data to work with?

What will the *obstacles and barriers* be that affect my inquiry?

Some considerations:

- What can you do to limit the number of additional variables to highlight the impact of your inquiry?
- How can you identify and manage your own cognitive bias/cognitive dissonance?
- What support will you need to manage the time?
- How can you create reliable data to use?
- How can you ensure objectivity?

What are the *results of the inquiry* and how generalisable are they?

Some considerations:

- Do the results you collected fit what you thought would happen?
 - *If so, why? If not, why not?*
- Are there things that should make us cautious about accepting the results universally?
 - *How do you think the inquiry would work with other groups of children? Were there other class or group specific conditions which may make the inquiry difficult to replicate?*
- Are there any things we should stop doing as a result of the inquiry?
- Are there any things you think would transfer across groups and/or subjects?
 - *What things? Do they need to be adapted? If so, how could they be adapted to work in a range of circumstances?*
- What will you/should we change as a result of the inquiry?

What have we learnt from the inquiry and the impact it has had? If it had little impact, what have we learnt from the evaluation? Is it a strategy that doesn't work, or one that might work with different conditions?

Inquiry support

Inquiry Question

Why have you chosen this question – a one line summary!

Where are you up to?

Quick reference checklist

- Chosen your intervention/strategy
- Chosen your pupil group
- Decided on a timeframe – how long, how often etc
- Decided on how to measure baseline
- Conducted and collated baseline data
- Investigated additional resources/reading necessary for delivery
- Planned assessments to measure outcomes and impact

Next steps?

Quick reference checklist

- Create a timeline to plot dates when you will aim to complete actions listed
- Who can you speak with who may be following a similar inquiry?
- Who could provide feedback on the IQ in action – link to instructional coaching

Disciplined Inquiry Presentation

Context

Aims

Rationale

Starting points

Inquiry Question

Implementation

Outcomes

Key Learning

Next Steps

