

## **PQH (NI) – Lessons Learned - Extracts**

### Description and Reason for Activity

*As member of Senior Management and Literacy Coordinator, I re-established the use of standardised tests to supplement other forms of assessment used in our school. My vision was to have everyone involved in the data analysis process and to have a consistent approach in how we used the results to set targets. I wanted staff to see the benefits of data and how, through rigorous analysis and self-evaluation, we are provided with information and the opportunity to take action that could impact the quality of learning and teaching, pupil outcomes and bring about school improvement.*

### My Leadership Role

- *I collaborated with the numeracy coordinator and led staff training on importance of data and what current documents advise about target setting and raising standards*
- *I trained staff in administering standardised tests, evaluating data and using it effectively to inform teaching and future planning*
- *I devised a method for recording results that was manageable for staff and served as an excellent tracking device of pupil progress*
- *I supported teachers in setting targets for end of Key Stage results and arranged training by CCEA on leveling literacy throughout the school*
- *I analyse whole school literacy results then present data to staff so we can discuss areas for development, track progress at school, class and pupil level and compare our results with N.I. average and 'like' schools.*
- *I consult with Senior Management members on literacy and assessment matters and use data to advise on targets for each year in School Development Plan*
- *I ensure accountability is clearly defined to all and monitor and evaluate literacy provision throughout school using questionnaires, classroom observations, scrutiny of planners and books*
- *I report results annually to the B.O.G.*
- *I celebrate success within school community*

### Evidence of Impact

- *Increased awareness of results throughout the school, a culture of accountability and self-evaluation established with collaborative and coherent approach to data analysis and target setting in place*
- *Teachers effectively using performance data to set targets for individual children and more confident and focused in their teaching, reviewing targets, keeping portfolios of activities employed and sharing good practice*
- *Additional information for teachers and coordinators on children who are under performing, gifted or on Special Needs Register. Action plans are drawn up as a result to develop accountability for pupil learning outcomes*
- *96% improvement in targeted pupils' attainment and achieved all targets set for end of Key Stage assessments*

Applicant's best example:

*Within my school, I identified the need and opportunity to establish After School provision. It was my vision to incorporate a wider curriculum beyond school and to maximise on learning opportunities for pupils and the school community. I also sought to make use of the rich and diverse resources within local communities in devising and delivering a diverse programme of activities. Firstly I consulted with all pupils to gauge which learning experiences they were keen to pursue. Open communication between home and school was encouraged so that parents would feel like they were active partners in their child's learning and personal development. Following consultation I gathered and collated all the feedback from pupils and parents. Following that I devised a Charging Policy to ensure the clubs were viable, based on the number of weeks the afterschool programme would run for, cost of tutor and supervisory staff, cost of equipment and materials and number of children in a family availing of the club. I sought agreement from the Board of Governors to implement the provision and organised, booked and vetted tutors on a termly basis. Where possible I fostered links with external agencies to provide a variety of learning experiences for pupils. I also made use of talent within the school and community where possible. One example is a local artist who led the After School Arts and Crafts Club, which brought pupils and members of the wider community together and ensured a range of community-based learning experiences as she made links with the community. Following the success of an After School Drama Club, the community decided they wanted to run a Drama Club in the school and Community Sports Hall. I liaised with the Chairman of the BOG to plan a strategy for the use of the school premises by the community for recreational events. I worked with the School and Community Sports Hall Committee to devise a series of recreational events and to draw up a Change Policy and Hall Hire Terms and Conditions. I was responsible for communicating this to the community through the school newsletter, website, parish bulletin and flyers. The outcome was a strengthened community identity and rich informal learning experiences for all involved.*