NPQML and NPQSL

IMPROVEMENT PROJECT ADAPTATIONS

EXAMPLE SCENARIOS

KEEP
GETTING
BETTER

NPQ scenarios- Adaptation of projects

Introduction

The barriers faced this year in completing your NPQ project may be particularly challenging due to Covid and the impact this has had on school life. In light of these challenges, we have (in collaboration with NPQ assessors) drafted some possible adaptations to some exemplar projects, in order to support you in your thinking when making changes to your project (if necessary). Please take into consideration the fact that these are just exemplars and where detailed suggestions have been given to project adaptations (e.g. details on exact frequency of inset times being adapted), it is important to not feel limited to these suggestions. You have the tacit knowledge around what is best for your staff and understanding around your context. It is therefore important to make decisions with this tacit knowledge in mind.

It is also important to remember the following:

Responding to changes and making adaptations presents you with the opportunity to showcase your development as a leader by articulating the thought processes and decision-making processes you have gone through when faced with a significant challenge.

Although the need to be responsive as a leader is important, the current situation also allows you to demonstrate your capacity to strategically plan ahead by attempting to pre-empt further barriers which may arise.

In the contents table below, you will find a list of project titles of projects which have undergone adaptations in light of the current context.

Contents

Examples for NPQML

NPQML 1: How collaborative working can be used to embed Maths Mastery through appropriate teaching strategies to improve outcomes for pupils

Original goals and approach

My project focused on improving pupil progress and attainment by teaching Maths with a Mastery approach. The emphasis was on using specific elements of mastery teaching to close gaps and as a result, improve outcomes. The team capability that my school improvement project was designed to improve was to improve teaching and delivery of a Mastery approach, including improved subject confidence and subject knowledge to teach Mastery effectively.

Changes to project planning stage

> Adapt data collection (used historical data to identify trends to inform project focus). For example, historical data used includes 2019 attainment data.
> Revisit risk register to reflect changes in staff workload, ability to engage with the project and motivation due to Covid.
> Update budget to reflect changes due to funding being sourced towards supporting pupil's online learning experience.
> Small scale for 1st term of project - plan to evaluate and then increase scale once schools re-open. This ensures that the scope of the project is still within a team and is focused on pupil progress and building team capability.

Changes to project delivery

Original plan:

> Design and deliver weekly INSET for teachers, separate training for TAs, regular timetabled support of Year group planning times whilst the Maths Mastery approach was being rolled out and working closely with parallel Maths lead.

Adaptations to be made while schools are closed, with a view to review and revisit when open fully:

> Change method of delivery of PD to pre-recorded material
> Reduce frequency and intensity of PD (once a week to every three weeks)
> Deliver separate training for TAs but pre-record myself so they can reflect on the model I demonstrate before we come together to discuss virtually and practise the approach.

Barriers I had in mind given current context

Below are some examples of "If...then..." scenarios I have planned:

> If staff are off sick, I will share recordings of me teaching specific strategies used for problem solving and use the reduced INSET time to focus on analysing the model. The next INSET will then be focused on deliberate practice.
> If workload is unsustainable, I will work more closely with the year groups' leads to ensure continued buy-in to my project and to support them as best I can during these challenging times.
> If staff are feeling demotivated, we will have a quick 10-minute check-in on teams to share best practice and common barriers. While this may not be as impactful as weekly face to face INSET, this format still ensures collaboration amongst the team.

Changes to monitoring and evaluation of impact

Original plan:

> Use Age Related Expectations data over three terms to measure impact, book scrutinies, lesson observations of staff and pupil surveys to gauge levels of confidence when facing problem solving questions and higher-level reasoning questions.

Adapted plan:

> Use range of online formative assessment tools (e.g. Google classroom question tool) to record pupils' responses to get a sample of pupils' performance and use those responses as the basis for discussion with year group leads and new Maths lead.
> Use teacher and pupil surveys to gauge level of confidence of pupils in tackling problem solving questions.

NPQML 2: To increase children's reading attainment through improved parental engagement.

Original goals and approach

As EYFS lead, my project focuses on improving pupil outcomes in relation to reading by involving parents in reading activities which they can carry out with their children. Parents play a huge part in their child's education and for many years in our school they haven't been actively involved and working with the school. I also want to support my staff to understand the importance of parental engagement and boost their confidence on how to engage parents in their child's learning.

Changes to project planning stage

Adapted plan:

> Adapt concept of engagement with parents (parents can actively engage with reading a list of suggested activities which involve parents reading aloud to children for 10 minutes-30 minutes from a list of ebooks, which we have made available on the guardian area on google classroom).
> Update the budget to reflect purchasing of ebooks for parents.

Changes to project delivery

Original plan:

> Face to face parent -teacher meetings with pupils who had lowest attendance and monthly emails going out to parents around reading strategies.

Adapted plan:

> Adapt method of communication through google classroom.
> Take opportunity that Covid has presented around some parents being more involved in pupil learning.

Changes to monitoring and evaluation of impact

Original plan:

Use of learning walks, data from peer observations, in person pupil surveys, monthly "check in" phone calls with parents

Adapted plan:

> Measure impact on attainment, using a range of online formative assessment tools (e.g. teachers tracking pupil responses), as well as parent surveys to measure my impact.

NPQML 3: To improve the reliability and effectiveness of Year 7 assessment and Progress Review data relating to Life After Levels grading in history, resulting in improvement in progress/attainment

Original goals and approach

My project focus is on creating a more effective assessment process in order to improve the quality of teaching, learning and assessment across History, the department I line manage. I want to focus on Disadvantaged and SEN students as this has been identified with the ASPS data and internal PR data as an area where the department urgently needs to close the attainment gap. A more effective assessment process will allow me to have more confidence in the data being generated and the effectiveness of transferring this to information and knowledge that will support student outcomes.

Changes to project planning stage

Adapted plan:
> Took historical data as a baseline due to lack of current Y7 data.
> Adapted risk register to reflect risks related to Covid and lockdown.

Changes to project delivery

Original plan:
> INSET on new assessment grading.
> In person moderation of Y7 summative assessments using new grading system.

Adapted plan during school closures (to be reviewed and revisited after lockdown):
> Shifted focus from summative to formative assessment practices.
> Shifted focus from large sample of assessments to a smaller sample.
> Narrowed focus on MCQs as main formative assessment tool.
> Created an online formative assessment process which pupils responded to a series of MCQs which I design and then collated the results from these questions using X tool (e.g. MS forms).
> Teacher assessment of pupil learning (teacher assessment of work completed by pupils)
> Use of data collected from senior leaders around teaching and learning

Changes to monitoring and evaluation of impact

Original plan:
> Use September 2020 beginning of term data as baseline data and compare three end of term summative assessments, as well as in class formative assessment data using the new grading system.
> Compare baseline data from start of year to end of term summative assessments.

Adapted plan:
> Use formative assessments (e.g. Multiple-choice questions).
> Use teacher surveys which aim to evaluate teacher understanding of purpose of formative assessments used and confidence levels in using these tools.

NPQML 4: To increase engagement with MFL through enrichment activities, with the aim of increasing pupil outcomes and developing staff capability to deliver these activities

Original goals and approach

My project's intentions were to work within and alongside the curriculum to create opportunities for all students to
> engage with MFL learning beyond the classroom
> improve students' (especially boys) motivation towards MFL learning
> improve students' attainment (especially boys) within MFL

I wanted to achieve this through a range of homestays in Paris and a 4-week exchange.
All of the enrichment activities that my project has created were available and accessible to both girls and boys, but when drawing conclusions and analysing data I will look at gender differences to see if the impact has been made on boy's outcomes.

Changes to project planning stage

Original plan:
> Use of extra-curricular trips and inter-class competitions.
Adapted plan:
> Use online "spelling bee" competitions and vocab game competitions via quizlet classroom.
> Use online pen-pal service with French students.
> Adapt risk register to update risks.
> Adapt budget to use money originally earmarked for trips to pen-pal service to create email addresses which I am able to access to monitor.
> Focus on smaller sample of students while schools are closed, with an aim to review and adapt once schools are fully opened.

Changes to project delivery

Original plan:
> In person and travel to London and Paris
Adapted plan:
> All online. By removing this trip, I am still able to meet the assessment criteria for my project as I am continuing to hold inter-class competitions, which is an example of a strategy aimed at increasing pupil engagement.

Changes to monitoring and evaluation of impact

> Online check-ins via teams.
> Monitor online email exchanges that are happening.
> Teacher surveys which aim to evaluate level of pupil engagement around inter-class competitions and email exchanges, trying to also identify which aspects of these activities pupils most engaged with/least engaged with, to see if these aspects can be replicated in classroom practice
> Pupil surveys which aim to gauge; pupil perspective on the inter-class competitions and email exchange, pupil appetite and confidence in engaging with these activities and ability of pupils to link learning from these activities with their MFL classroom practice

NPQSL

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NPQSL 1: To improve modelling practices across Key stage 1 and 2 for English, with a particular focus on disadvantaged children.

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Original goals and approach

My project focus is on developing teacher's understanding and practice when using modelling strategies across the key stages in English. My project focuses on the closing the attainment gap between disadvantaged pupils and the national average attainment levels.

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Changes made to project planning stage
> Adapted size of online CPD sessions.
> Virtual instructional coaching with small sample of staff (least experienced).
> Heads of year and myself recording our modelling practices and sharing with others to discuss virtually.
> Revisit risk register to reflect changes in staff workload, ability to engage with the project and motivation.

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Changes to project delivery
Original plan:
> In person CPD with instructional coaching being rolled out across whole school.
> In person peer observations.
Adapted plan:
> Online CPD sessions with smaller group (limited to 5 members of staff).
> Virtual instructional coaching with small sample of staff (least experienced).
> Heads of year and myself recording our modelling practices and sharing with others to discuss virtually.

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Changes to monitoring and evaluation of impact
Original plan:
> Learning walks.
> Book scrutinies.
Adapted plan:
> Review of heads of year deploying modelling strategies.
> Review of action steps I will give during instructional coaching and evaluate how/whether action steps have been met.
> Pupil submissions of formative assessments (e.g. exit tickets) for lessons in which modelling has been part of their lesson.
> Online pupil surveys which aim to evaluate; pupil understanding of content taught through the modelling strategy, their reflection on the models they have been shown, their understanding of the role that models play in their learning
> Teacher surveys which aim to evaluate; pupil understanding of content taught, pupil confidence levels when carrying out tasks following a model they have seen.

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NPQSL 2: To improve pupil literacy outcomes in Early Years through the implementation of a knowledge-rich curriculum for literacy, in order to reduce the variation in pupil attainment between current outcomes and the national average

Original goals and approach

I planned to introduce a vocabulary curriculum with resources and evidence-informed teaching strategies and develop teachers' confidence, awareness and knowledge in teaching vocabulary, with the aim of reducing a variation in attainment between our reading attainment and the national average attainment levels.

Changes to project planning stage

> Scale back the content of the curriculum I had originally planned to implement. The focus is still on early years literacy curriculum across my school, but changes I planned to implement to have reduced in number at this stage.

Changes to project delivery

Original plan:

> Co planning (face to face) of single lesson plans.
> CPD of vision of curriculum for literacy.
> Sense making of long- and medium-term plans

Adapted plan during school closures. To be revisited when schools fully re-open:

> Moved from face to face to virtual collaboration with a smaller sample of teachers (now just working with 3 teachers as opposed to all staff).
> Identification of highest priorities and focus on small group initially to trial (key worker children in school) with view to broader scale roll out.
> Online co-planning.
> Breadth of curriculum content reduced.
> Frequency and intensity of CPD sessions reduced.

Changes to monitoring and evaluation of impact

Original plan:

> Learning walks.
> Teacher surveys.
> Parent surveys.

Adapted plan:

> Watch recorded footage of teachers teaching key worker children.
> Teacher surveys which aim to evaluate; teacher assessment of pupil's understanding of key vocabulary taught/key phonic sounds taught.
> Parent surveys which aim to evaluate pupil level of confidence with phonics

NPQSL 3: To reduce variation in pupil progress through embedding exit tickets across English, Maths and Science at KS3

Original goals and approach

My project focus is on closing the attainment gap between disadvantaged children and the national average, through developing teacher practice around responsive teaching and understanding the deployment and use of exit tickets (end of lesson low stakes quizzes) to assess pupil understanding and adapt future lessons based on this assessment.

Changes made to project planning stage
> Work with English, Science and Maths leads, who will disseminate the learning to their respective departments, as opposed to whole staff
> Adapt risk register in light of pressures on teacher workload, possible sickness etc

Changes made to project delivery
Original plan:
> In class exit tickets.
> Sense making of how to respond to the exit tickets.
> Co planning around how to implement exit ticket data into future lesson plans.
> All KS3 teachers receive CPD on effective design of exit tickets and responsive teaching practices.

Adapted plan:
> Virtual CPD of subject leads who will then (later in term) train up small groups of teachers.
> Support from subject leads to create exemplification of exit ticket design for their subjects.
> Virtual sense making around the effective features of exit ticket design.
> Co-planning between subject leads and one teacher (as opposed to a whole group), with potential to increase size later in summer term.

Changes made to monitoring and evaluation of impact
Original plan:
> Book scrutinies.
> Learning walks.
> Lesson plan scrutinies.

Adapted plan:
> Online exit ticket submissions (using online formative assessment tools-e.g. google classroom).
> Teacher surveys.
> Pupil surveys.
> Lesson plan submissions.

NPQSL 4: To develop a consistent and efficient feedback policy for KS2, with the aim of developing teacher capacity to deliver efficient feedback, which is geared towards developing pupil models, and therefore increasing pupil outcomes

Original goals and approach

My project focus is to improve the feedback process currently embedded in order for pupils to better understand how they can improve their work and build on their understanding of key learning. I want to achieve this by developing teacher capacity to understand what effective feedback entails and how to deliver it in the most efficient and effective way for both pupils and staff.

Changes made to project planning stage
> Focus now shifted to written feedback with remote learning in place.
> Work with smaller sample size of teachers (least experienced staff).
> Risk register updated to reflect changes to teacher workload and Covid associated risks.

Changes made to project delivery
Original plan:
> Whole Key stage in person CPD on effective feedback.
Adapted plan:
> Focus on virtual written feedback.
> CPD for least experienced staff in term 1 with view to expand in term 2 (context dependent).
> Virtual CPD focused on collaboration of how to respond to pupils through feedback, based on prior pupil work.

Changes to monitoring and evaluation of impact
Original plan:
> Learning walks.
> Book scrutinies.
> Summative (end of term) assessment.
> Pupil surveys.
> Teacher surveys.

Adapted plan:
> Online pupil surveys which aim to evaluate; pupil perception and confidence level in understanding and responding to feedback
> Online teacher surveys which aim to evaluate the teacher's perceptions of the impact that feedback is having on pupil work/the feasibility and usability of the feedback process
> Evaluate sample of feedback submissions and pupil response to feedback.