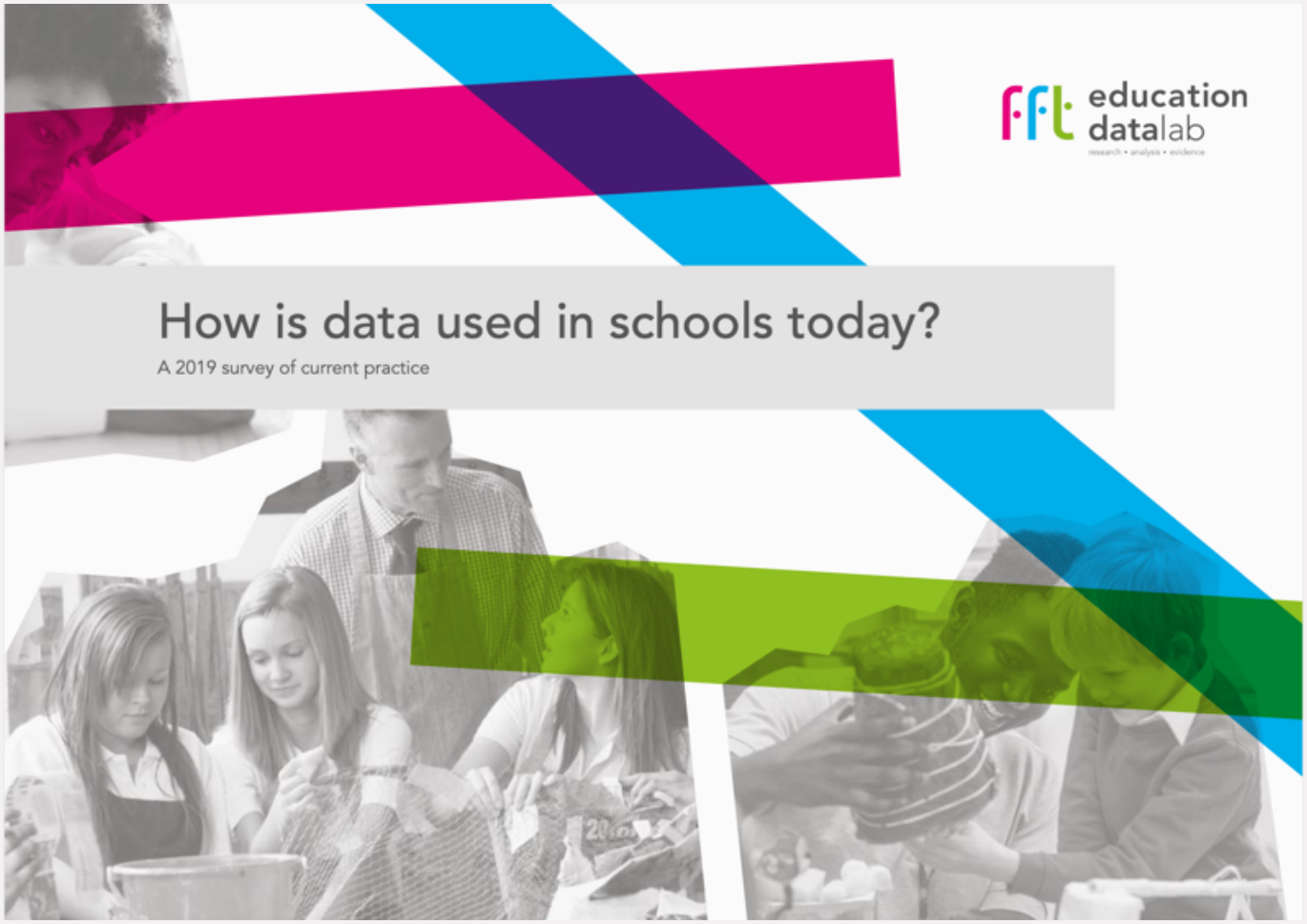
Data literacy

How is data used in schools today?

What does ‘good’ use of data look like for secondary schools?



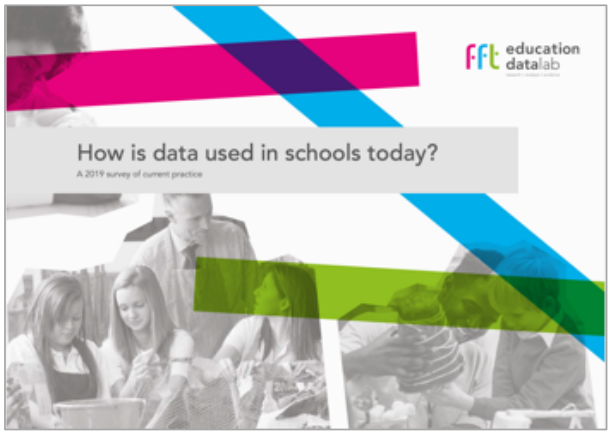
FFT commissioned a survey with TeacherTapp to look at the use of data in schools

2,500 school leaders and teachers

Report published at FFT's secondary roadshows in November 2019

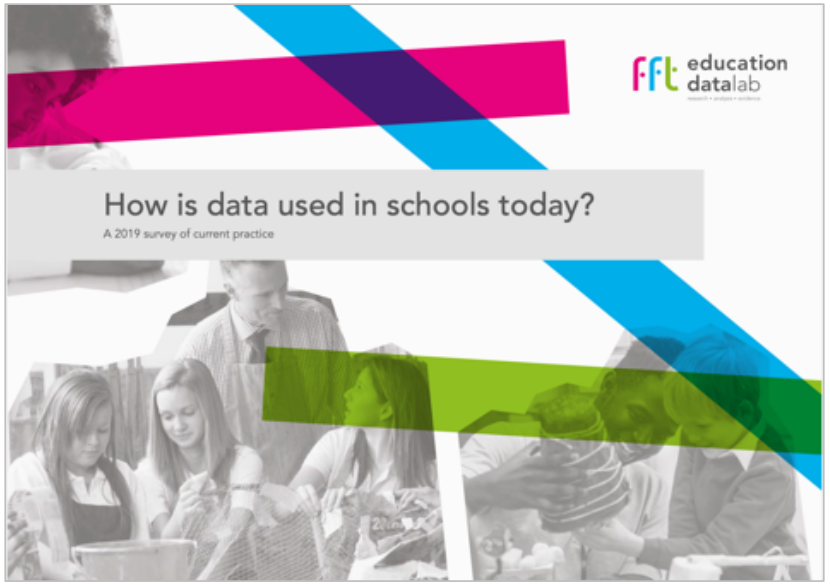
https://fft.org.uk/how-schools-use-data/

How is data used in schools today?



- Is data used in a supportive way in schools?
- Do teachers feel they have sufficient assessment data?
- How frequently do senior leaders request attainment information from classes?
- What sort of attainment data do senior leaders tend to receive?
- Perceptions of the accuracy of tracking data
- How does prior attainment information shape school decisions?
- How are schools communicating with students about likely future attainment?

Activity: what do you think about the use of data in schools?



Go to pollev.com/fftedu

Answer the four questions

How frequently do you ask your teachers to provide assessment data on pupils to senior leaders?

- Fortnightly
- Twice a term
- Once a term
- Twice a year
- Never

School performance data is used in a positive, supportive and constructive way within my school to improve education outcomes

- Strongly agree
- Somewhat agree
- Slightly agree
- Slightly disagree
- Somewhat disagree
- Strongly disagree

Think about all the assessment data and other information you collate about pupils and use within your school. Do you feel that you have...

- Too much data and information, ie. we collect more data than we can regularly make use of
- About the right amount of data and information to make informed decisions in my job
- Not enough high-quality data and information to inform effective decision-making

In your opinion, at what age should students first be given some indication (e.g. target or prediction) of how well they are likely to perform in their GCSE examinations?

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Never

Interviews with senior leaders (assessment/data lead) in 10 secondary schools

- What systems do schools use?
- How do they see their role as data leads?
- Challenges they face
- What works and doesn't work
- Collecting assessment data: what data, how much and frequency
- Tracking, flight paths and targets for pupils
- Using data to support interventions with pupils and classes

Data leadership role in a secondary school

- Data leads are a ‘filter’ in providing and interpreting data for other schools leaders and middle leaders
- Simplifying ‘complex’ performance indicators and datasets
- Encouraging their colleagues to draw actionable meaning from the analyses
- Shape the data and analyses to meet the needs of different audiences: teachers, subject leaders, leadership team, governors, parents and pupils
- Deliver data literacy in their schools: support, guidance and training in the interpretation of data
- Influence school assessment policies and practice

Challenges faced by data leaders

- Understanding the national agenda (with all the changes …)
- Encouraging data literacy amongst colleagues
- Helping their colleagues understand the bigger picture and then focus down on more detailed data (e.g. pupil groups, subjects, pupils)
- Ensuring that colleagues do not waste their time with unnecessary analyses and ‘running down rabbit holes’
- Getting teachers to use the data to inform their actions and interventions with pupils
- Preventing the misuse of data

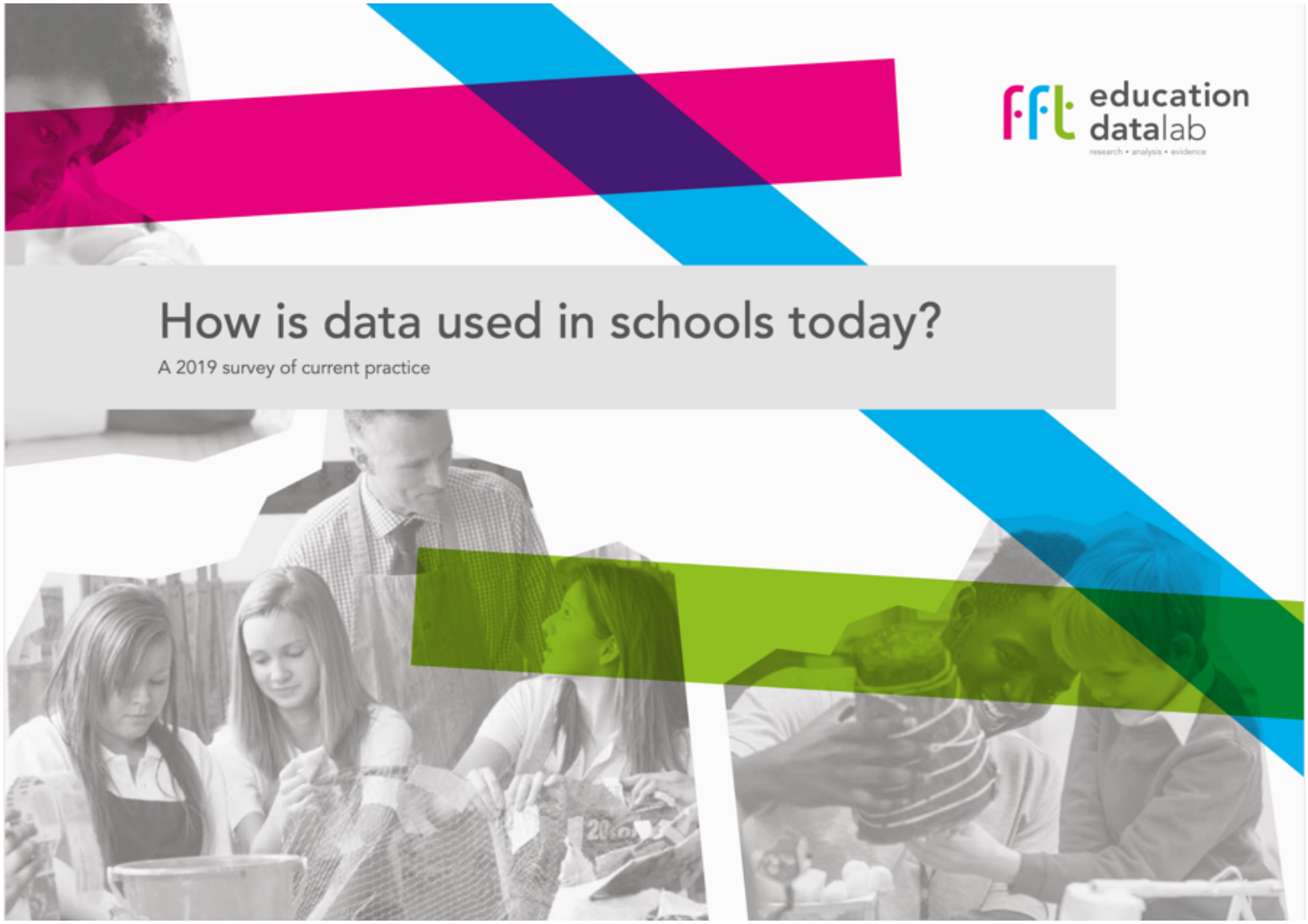
What works

- Focusing on improving the quality of the assessment data
- Knowing the limitations of the data
- Triangulating data to confirm issues the school needs to face
- Developing an ongoing data training programme for staff

- *'make staff feel good about using data'*
- *'use a no blame culture'*
- *'use a visual and numeric approach to data'*
- *'work on upskilling staff and persist with this'*
- *'use appropriate tailored data dashboards'*
- *'viewing the data in different ways'*

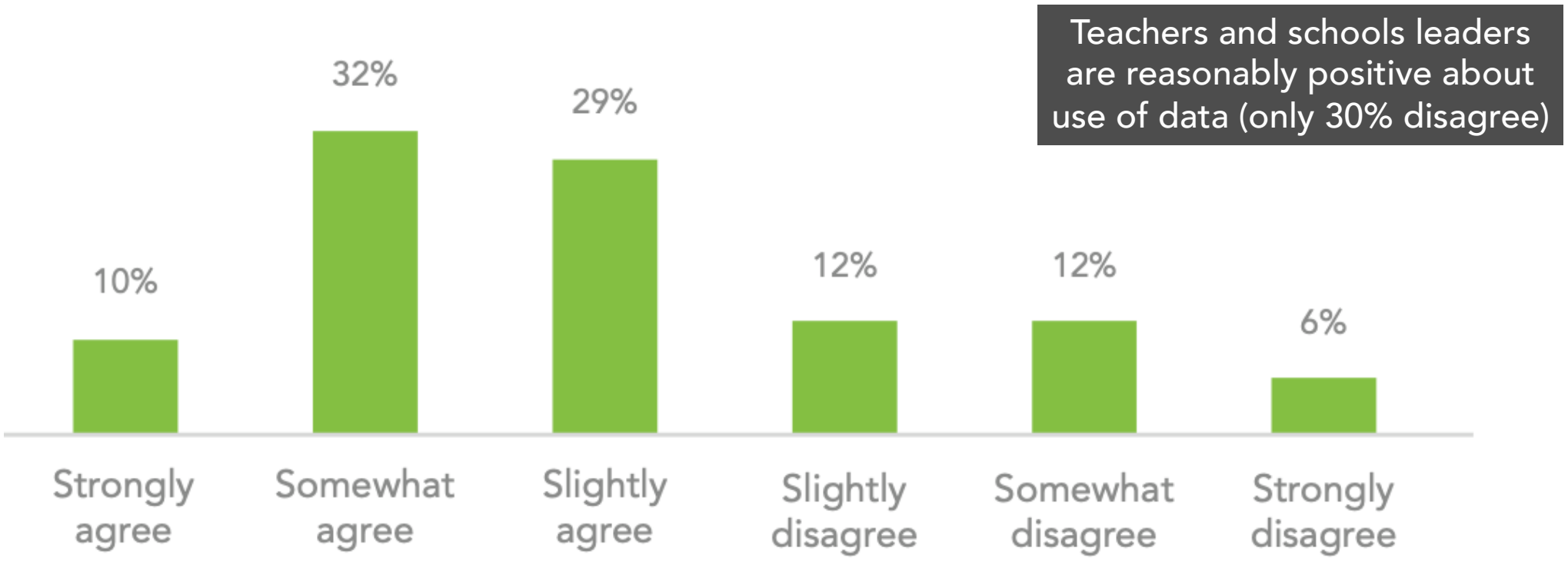
What doesn't work

- 'any data with a poor level of validity'
- 'if staff fear getting it wrong, it inhibits data literacy'
- data being 'done' to people
- too much data confuses staff by creating 'noise'
- using data to make judgements rather than ask questions (destroys confidence)


education
datalab
research • analysis • evidence
How is data used in schools today?
A 2019 survey of current practice

Is data used in a supportive way in schools?

School performance data is used in a positive, supportive and constructive way within my school to improve education outcomes



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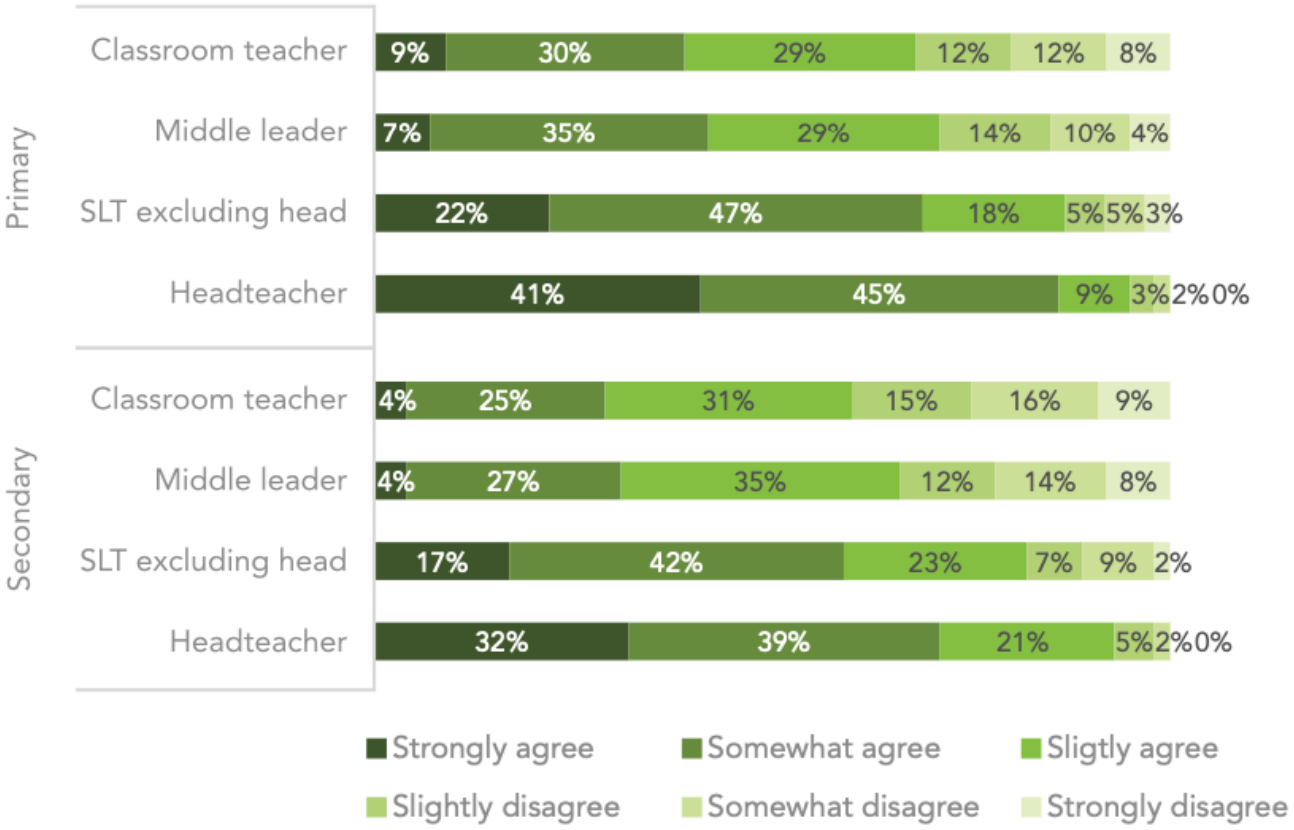


Headteachers and SLT are more positive about the use of data to improve education outcomes

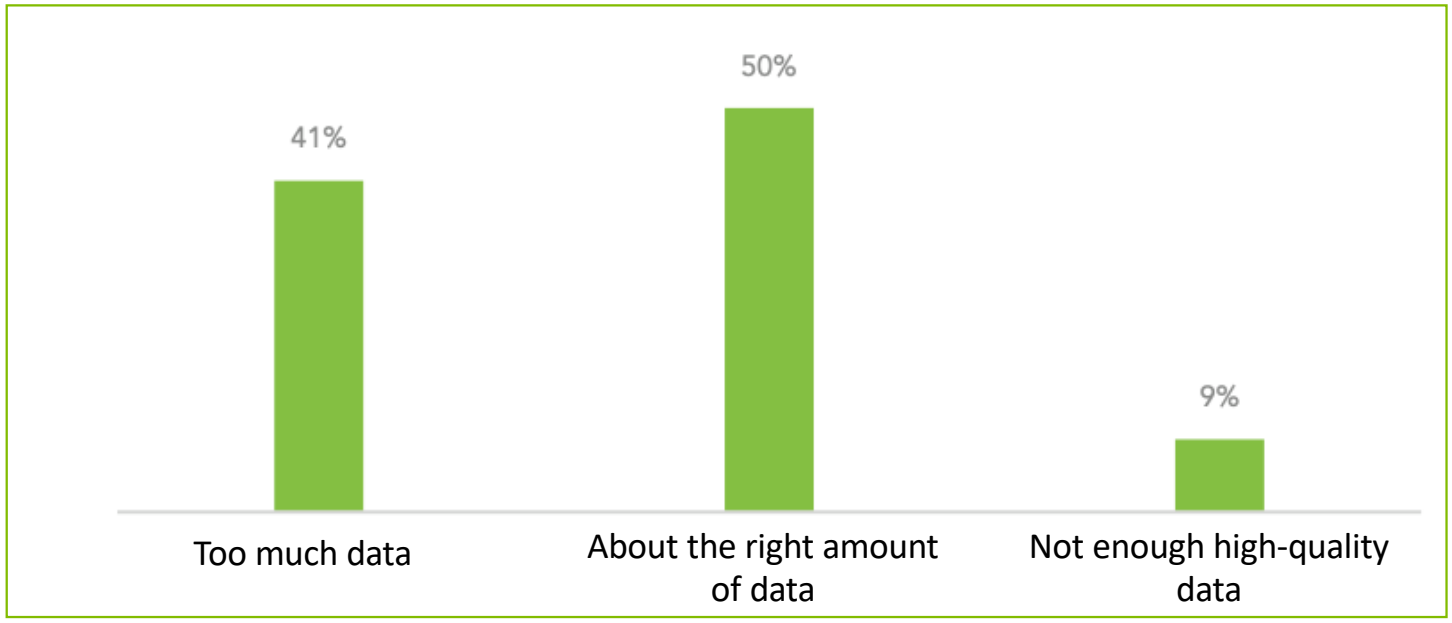
Secondary school teachers are the least positive (40% disagree)

What would teachers and school leaders say about use of data in your school?

Do teachers feel they have sufficient assessment data?

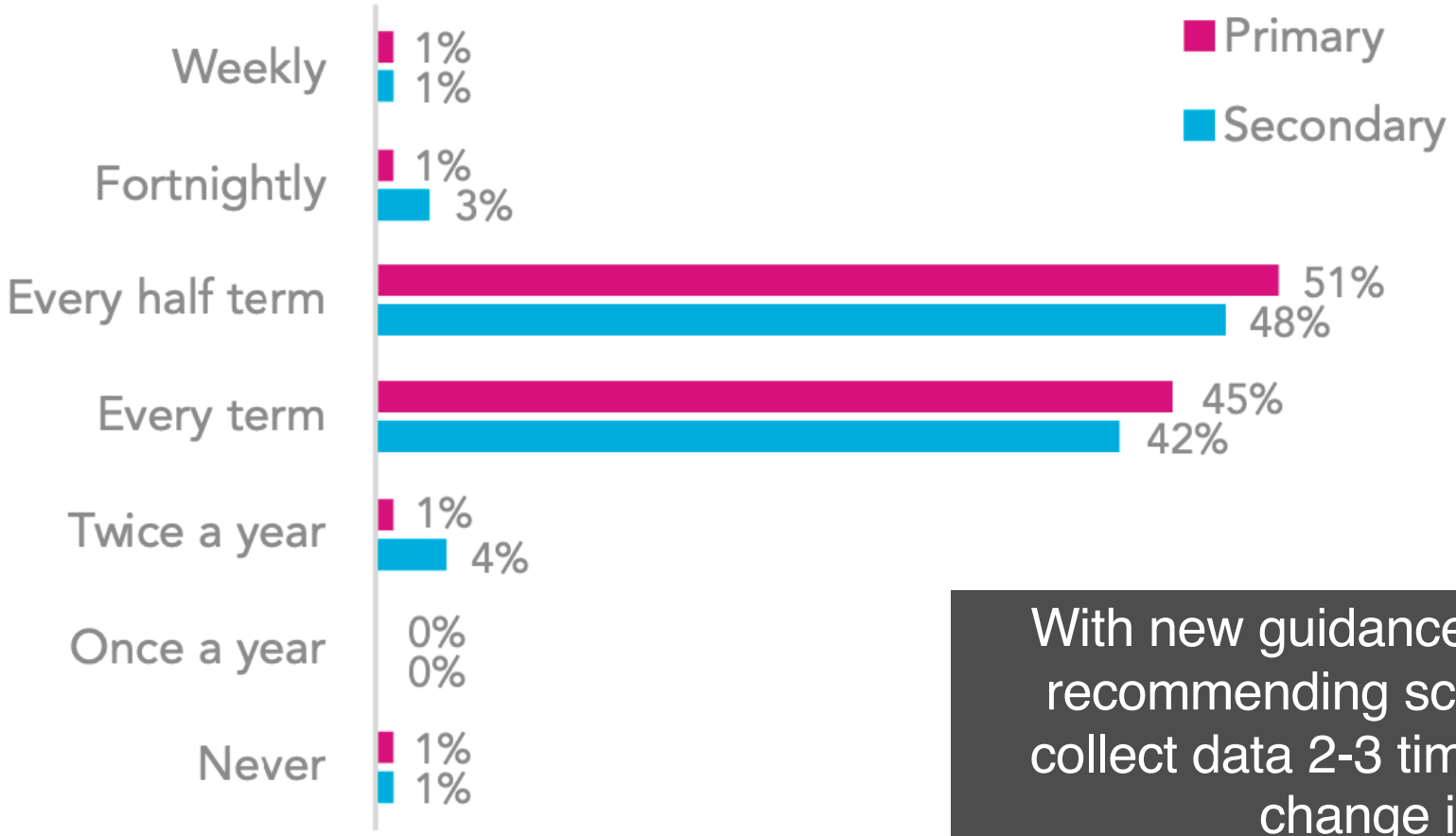
Use of assessment data in school

Do you feel that you have...



How frequently do senior leaders request attainment information from classes?

How frequently is data provided to senior leaders?



With new guidance from Ofsted/DFE recommending schools should only collect data 2-3 times a year, will this change in 2020?

What sort of attainment data do senior leaders tend to receive?

How are schools measuring attainment and progress at KS4?

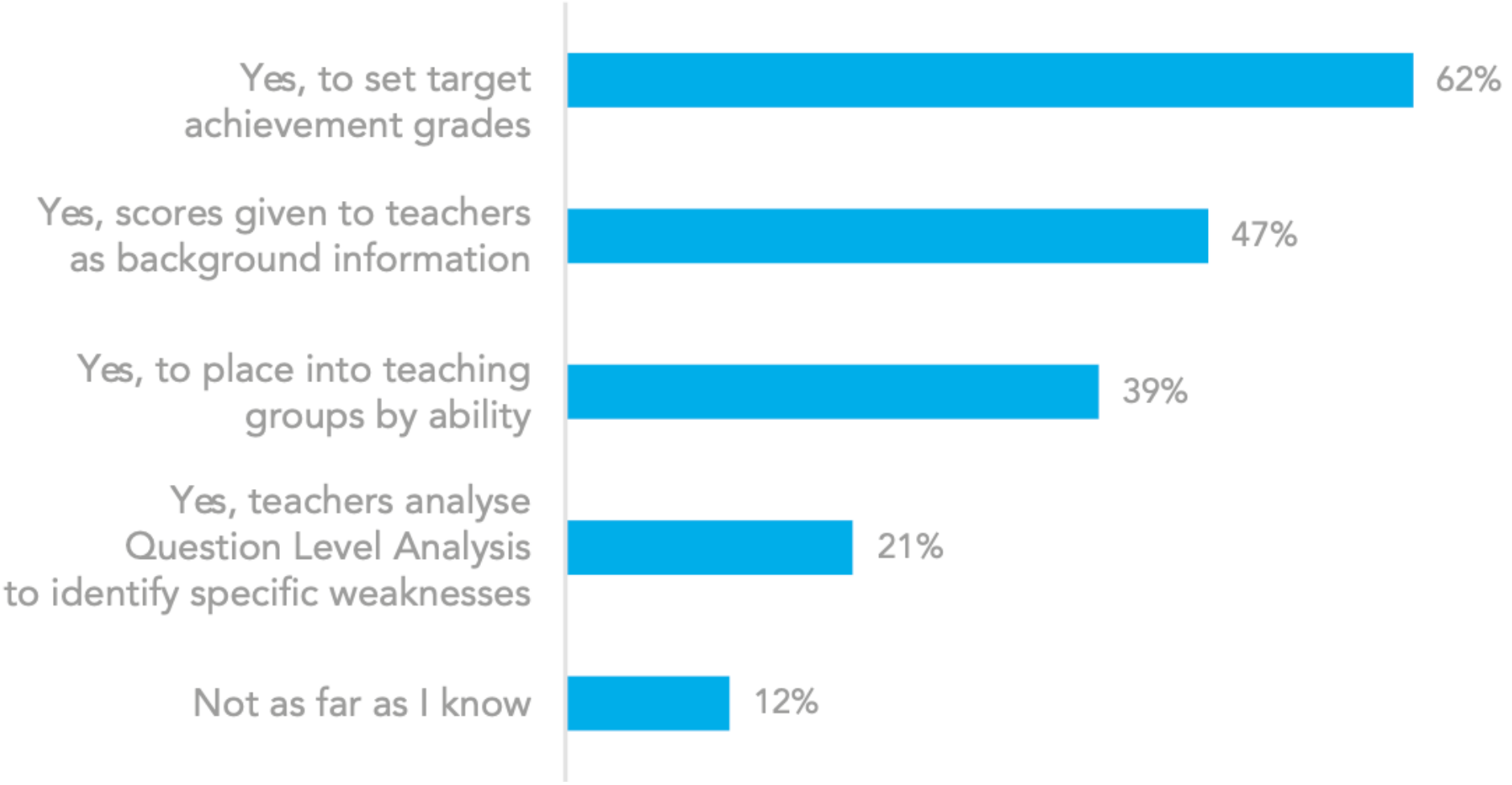
	English KS4	Maths KS4	Science KS4
Current GCSE standard of student (9-1)	82%	73%	71%
Attainment converted to a likely future GCSE grade (9-1)	41%	51%	54%
Student meeting expected (or above) standard or not	19%	16%	23%
A percentage achieved in a test	7%	12%	20%

	English KS3	Maths KS3	Science KS3
Current GCSE standard of student (9-1)	35%	24%	27%
Attainment converted to a likely future GCSE grade (9-1)	33%	35%	31%
Student meeting expected (or above) standard or not	33%	38%	26%
A standardised score (or similar)	7%	7%	14%
Position or ranking in year/class	2%	10%	8%
'Old' National Curriculum levels	1%	1%	5%
Our school's grading scheme	25%	20%	26%
A percentage achieved in a test	10%	19%	20%

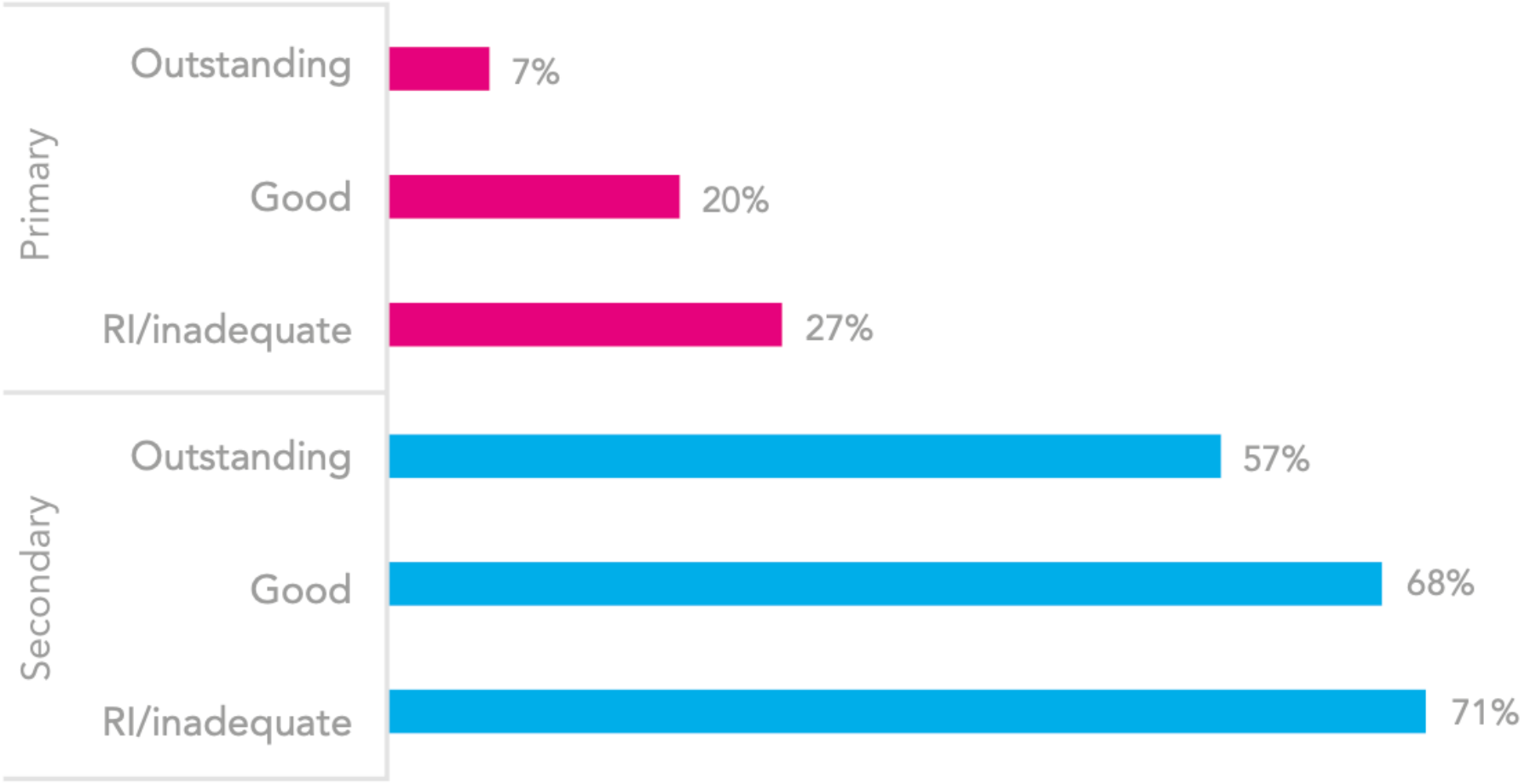
How are schools measuring attainment and progress at KS3?

How does prior attainment information shape school decisions?

How do schools use KS2 prior attainment?

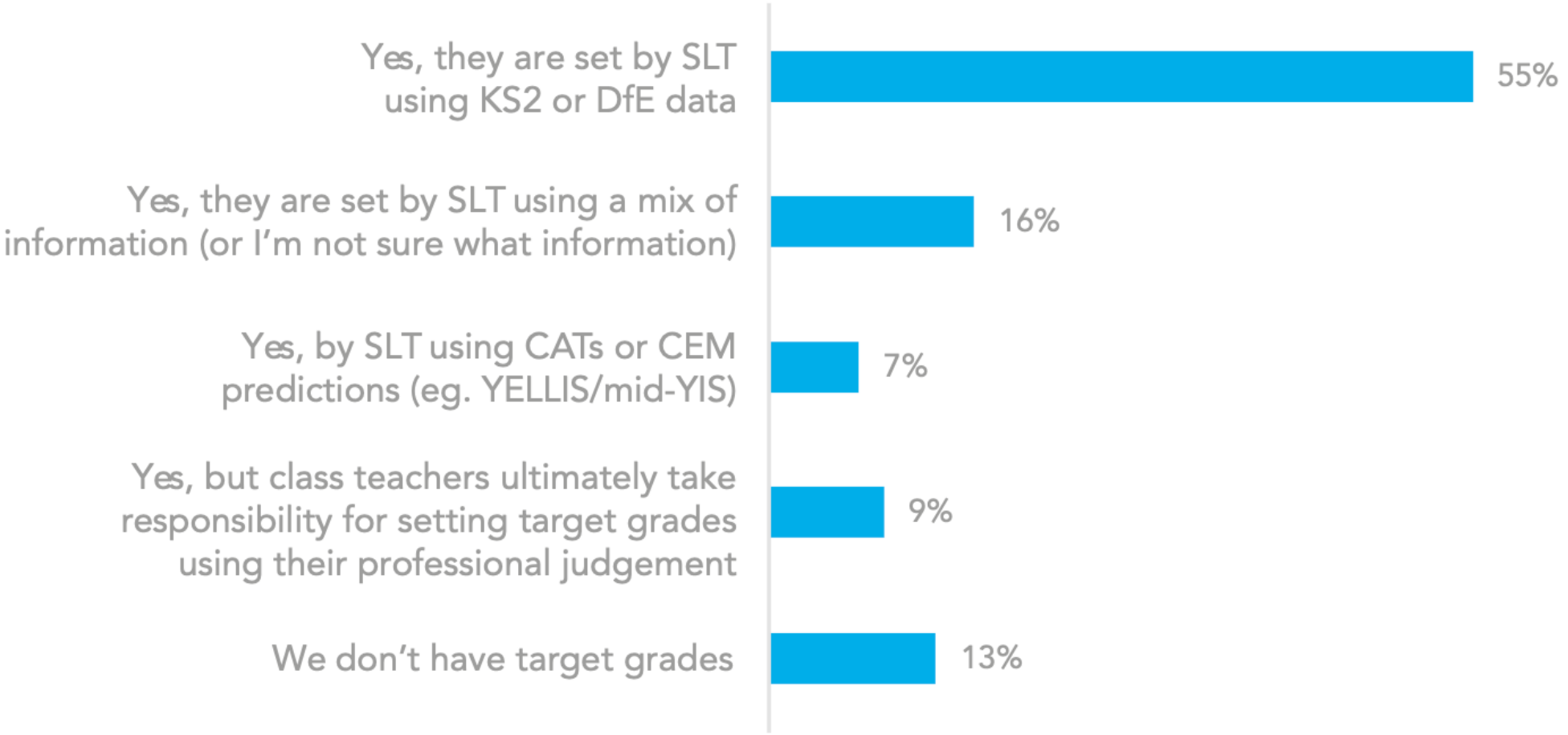


Does your school create flightpaths (targets) for students?



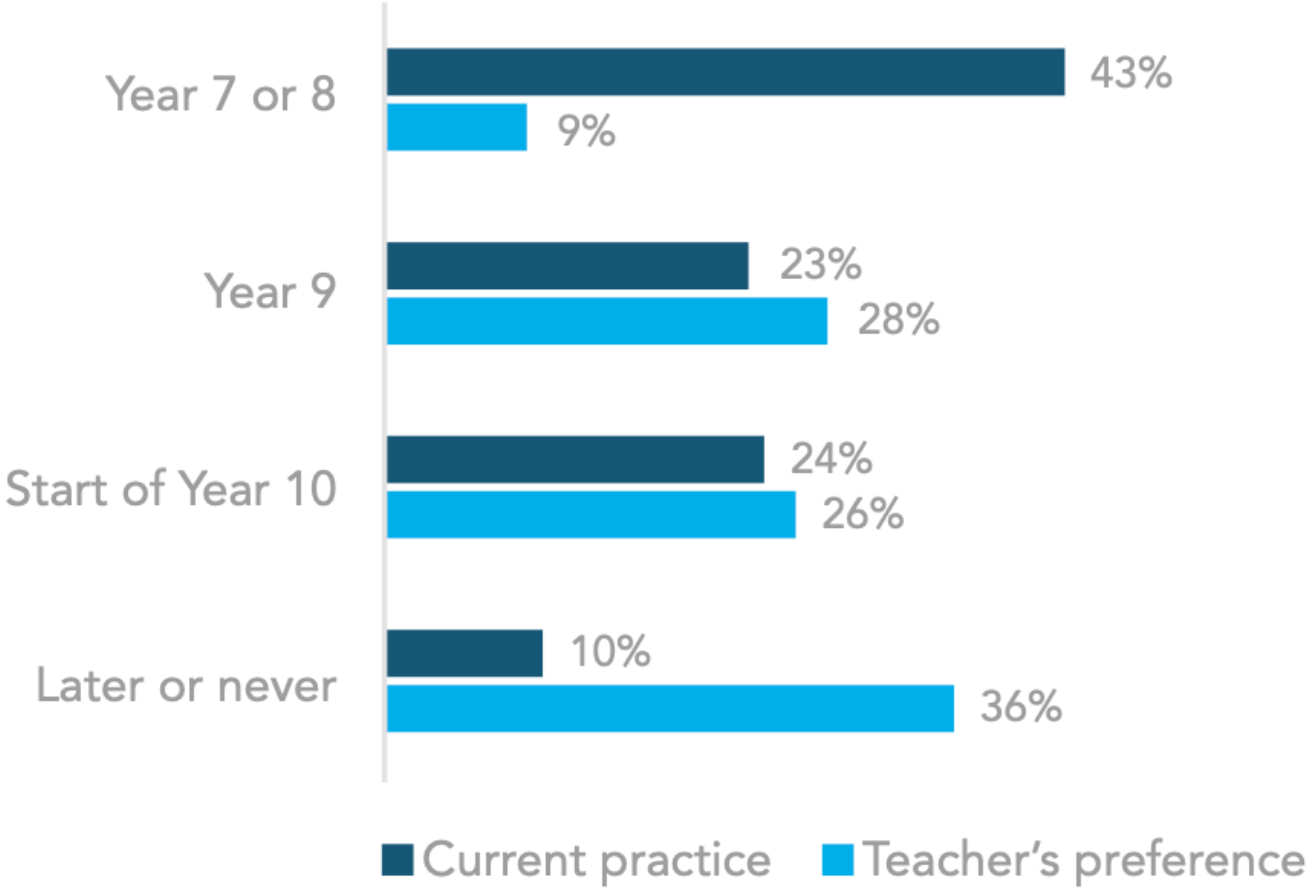
How are predictions, targets and flightpaths created?

Are target grades set for pupils?



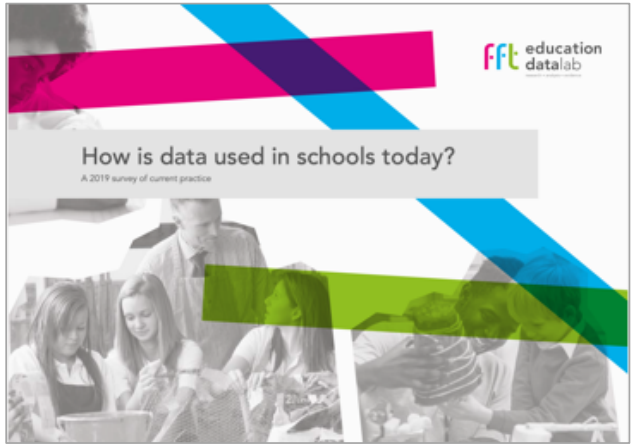
When are schools communicating with students about likely future attainment?

When should students be given target grades for GCSE?



Data literacy: use of data in schools

- Report to take away and share with colleagues
- You might consider using some of the questions with your staff



- New FFT data literacy website with a summary, the full report and additional resources from school interviews

http://fft.org.uk/how-schools-use-data/

- More resources and blogs to follow this term

Further training?

Full day courses: £275

Half day courses: £125

Autumn Term Courses - Secondary

Introductory Course – Full Day	
Birmingham	Wednesday 27th November
London	Thursday 28th November
Data Through a Different Lens	
London	Tuesday 3rd December
Advanced Course – Full Day	
London	Thursday 21st November
Birmingham	Thursday 28th November
Manchester	Thursday 5th December

School Improvement Advisers in MATs / LA	
Birmingham	Tuesday 26th November

Book online at:
training.fft.org.uk or call 01446 776262

Spring Term Courses - Secondary

Introductory Course		Advanced Course	
London	Wednesday 5th February	Manchester	Tuesday 21st January
Manchester	Wednesday 4th March	London	Thursday 23rd January
Birmingham	Wednesday 25th March	Birmingham	Wednesday 12th February
London	Tuesday 31st March	London	Wednesday 11th March
Data Through a Different Lens		School Improvement Advisers in MATs / LA	
Birmingham	Friday 6th March	London	Tuesday 17th March

Book online at:
training.fft.org.uk or call
01446 776262

Let us come to you?

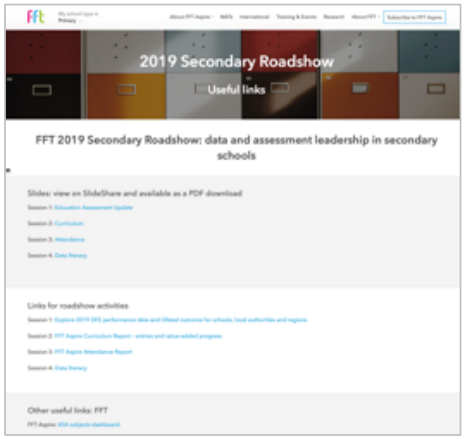
In school training

Prices from £475

Summary and close

- Useful links website with all the slides and resources from today's session

  http://fft.org.uk/ks4-roadshow-useful-links



- Please do complete the evaluation form (yellow sheet) and leave it on your table