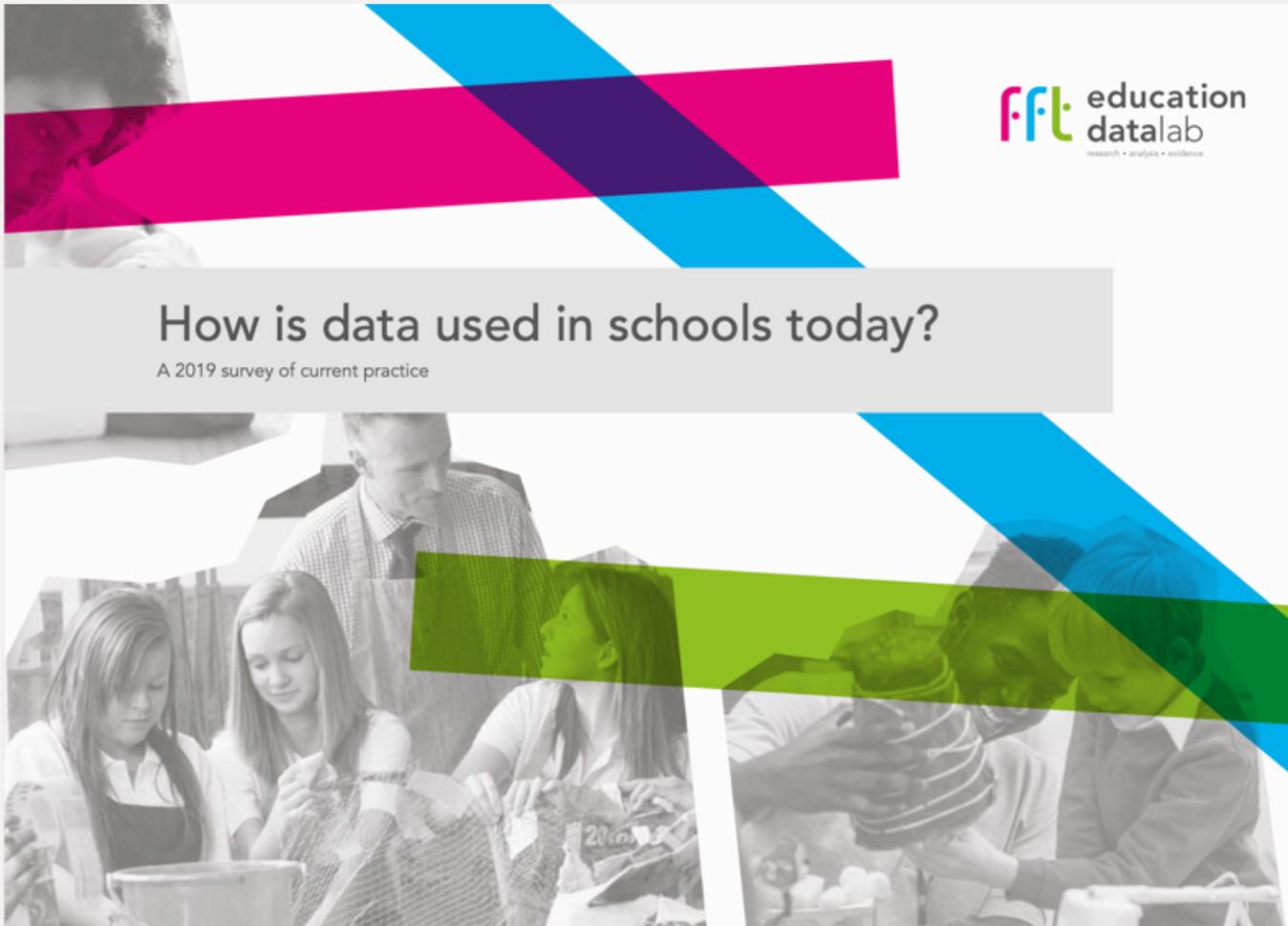


Data literacy

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

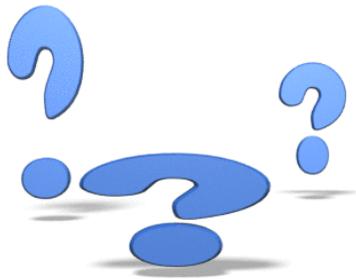
Report published at FFT's secondary roadshows in November 2019

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

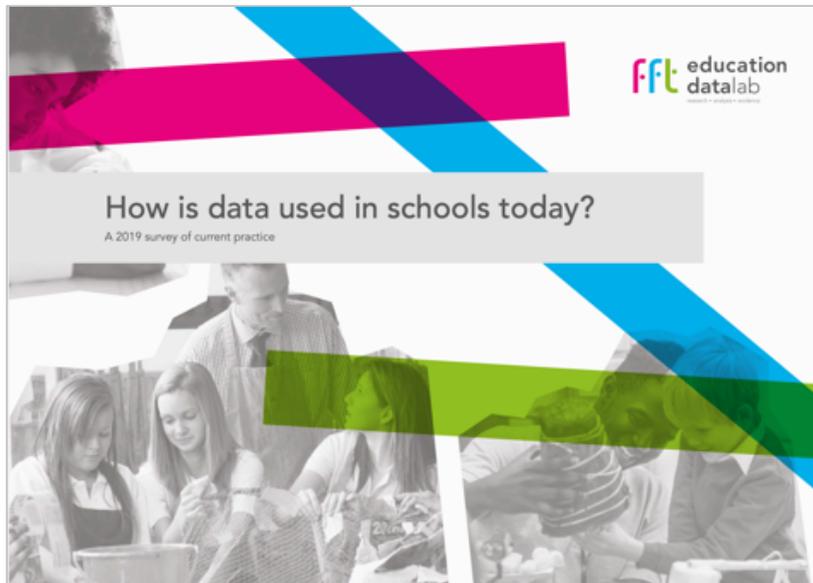
How is data used in schools today?



- 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



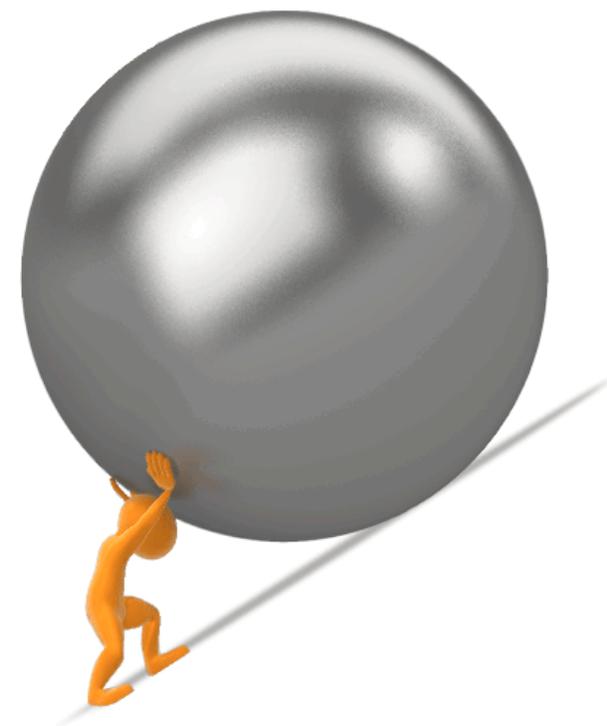
- Data leads are a 'filter' in providing and interpreting data for other schools leaders and middle leaders
- Simplifying 'complex' performance indicators and datasets
- Encouraging their colleagues to draw actionable meaning from the analyses
- Shape the data and analyses to meet the needs of different 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



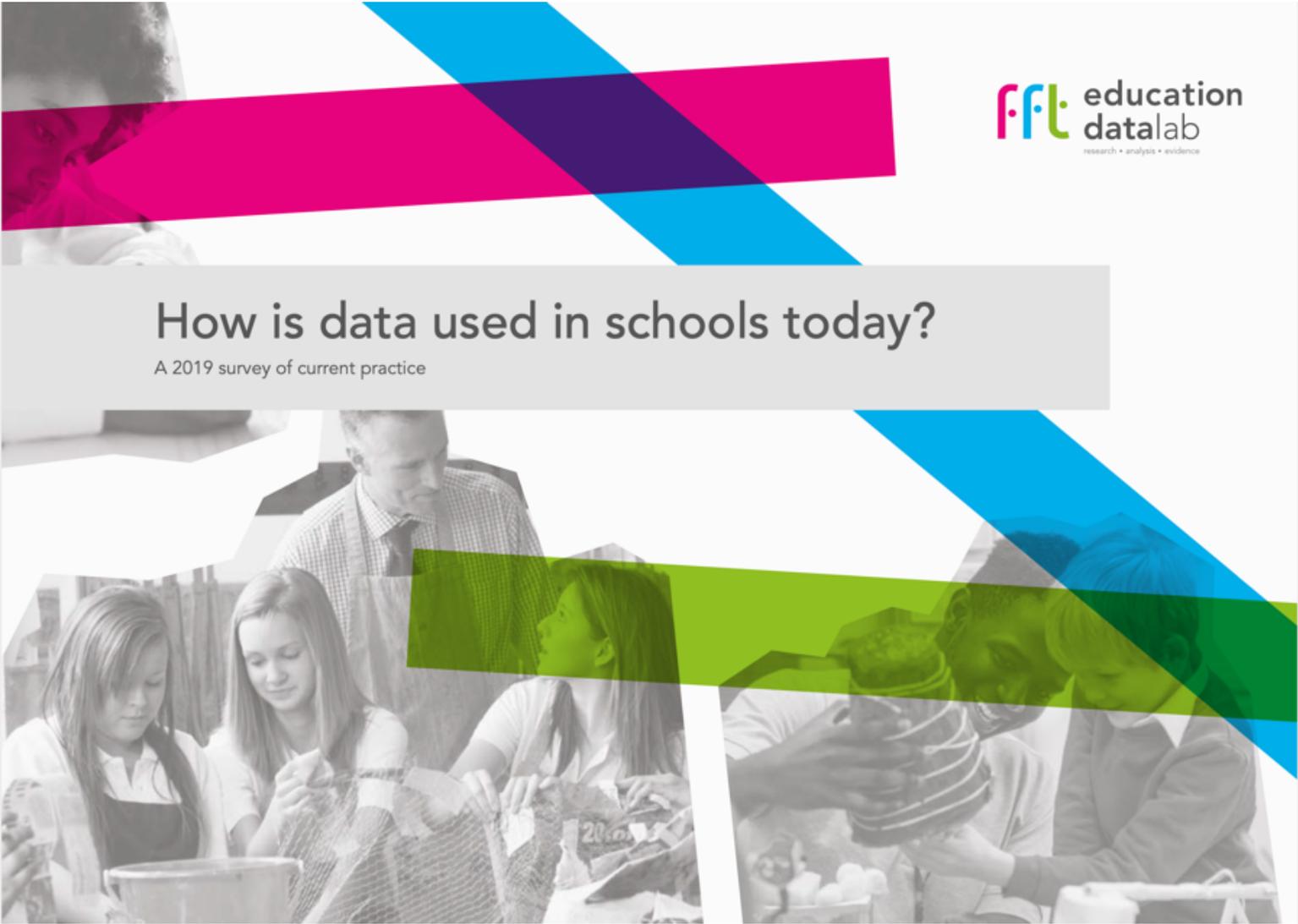
- *'make staff feel good about using data'*
- *'use a no blame culture'*
- *'use a visual and numeric approach to data'*
- *'work on upskilling staff and persist with this'*
- *'use appropriate tailored data dashboards'*
- *'viewing the data in different ways'*

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)





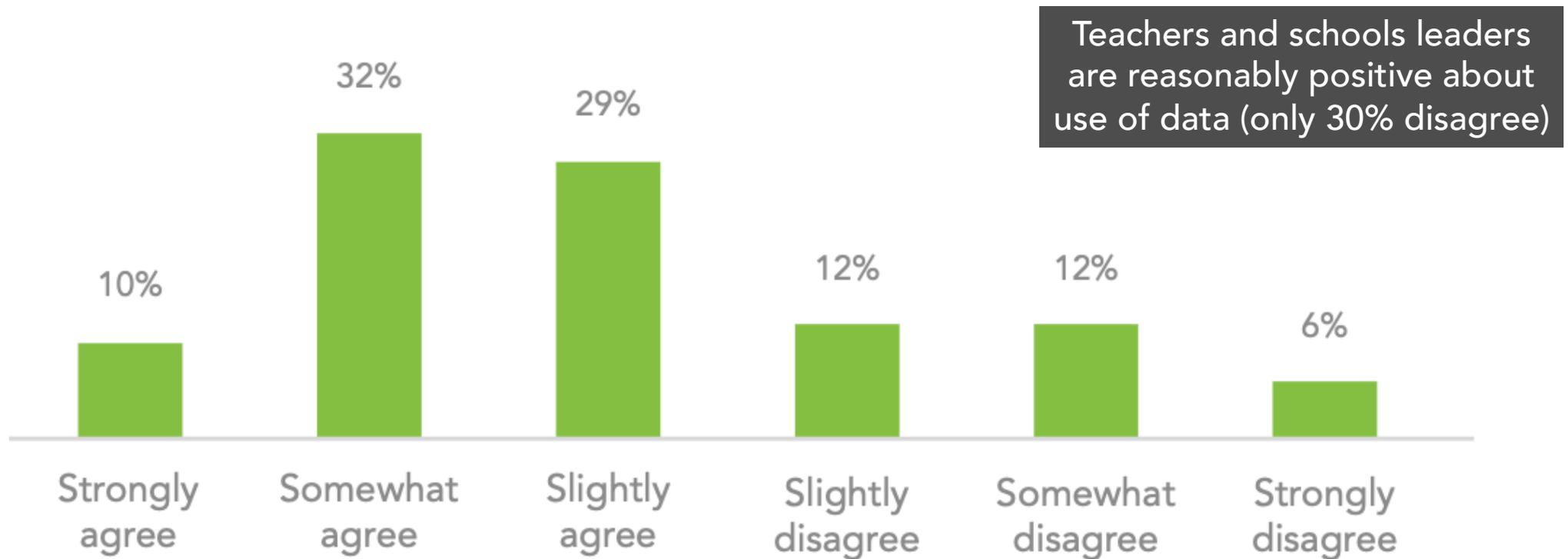
How is data used in schools today?

A 2019 survey of current practice

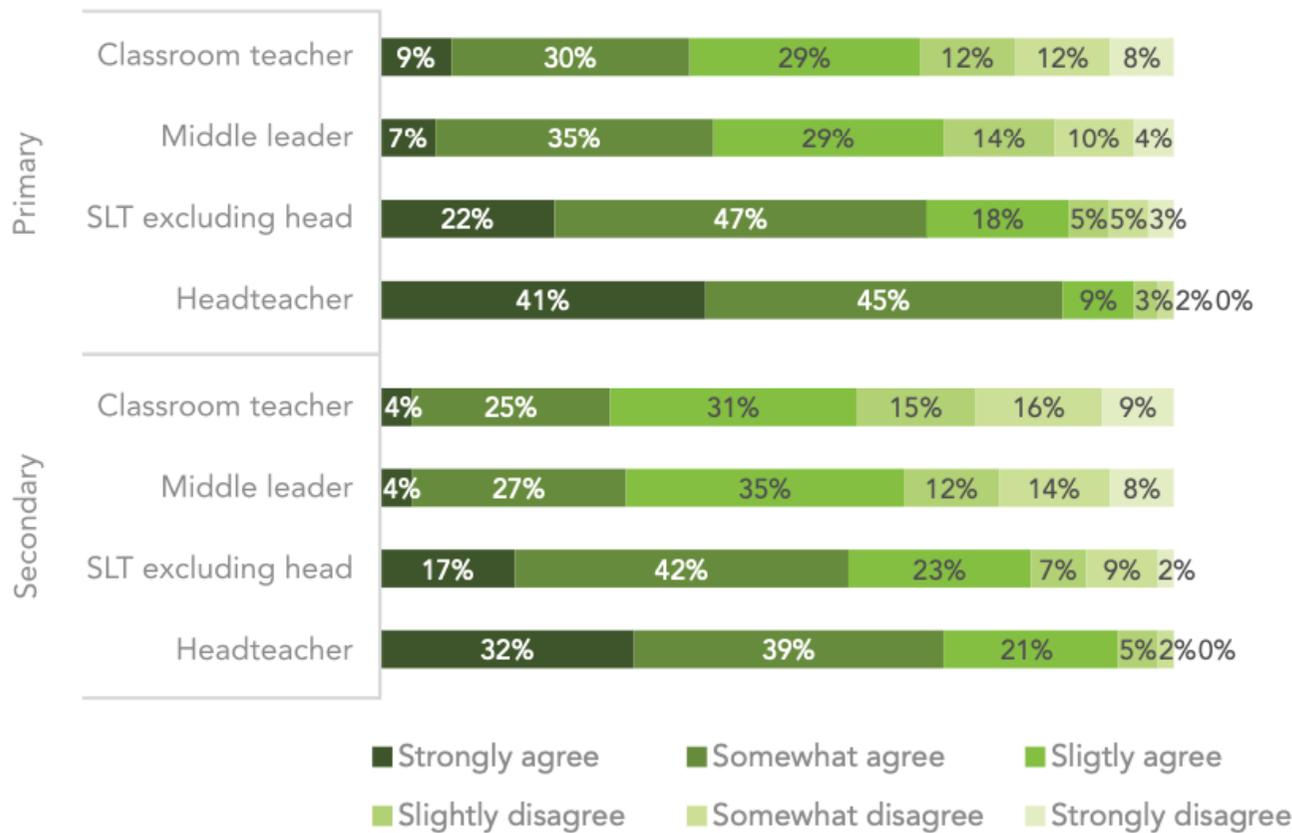
Is data used in a supportive way in schools?



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



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



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?

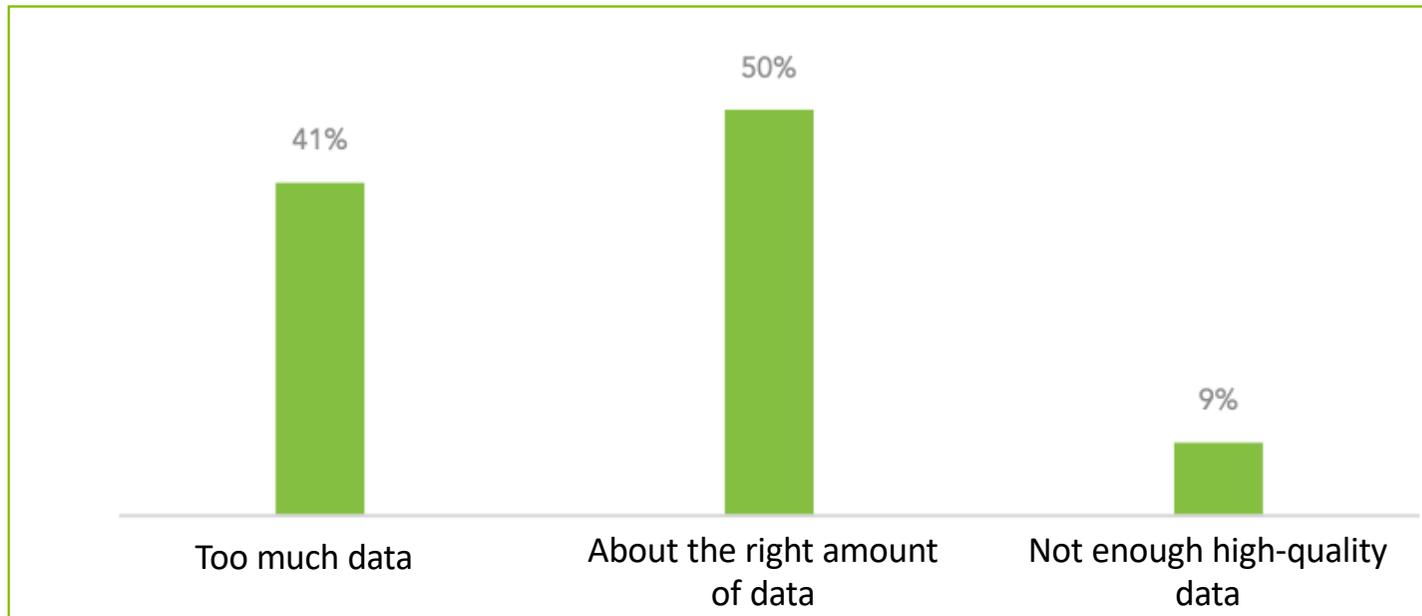


Do teachers feel they have sufficient assessment data?



Use of assessment data in school

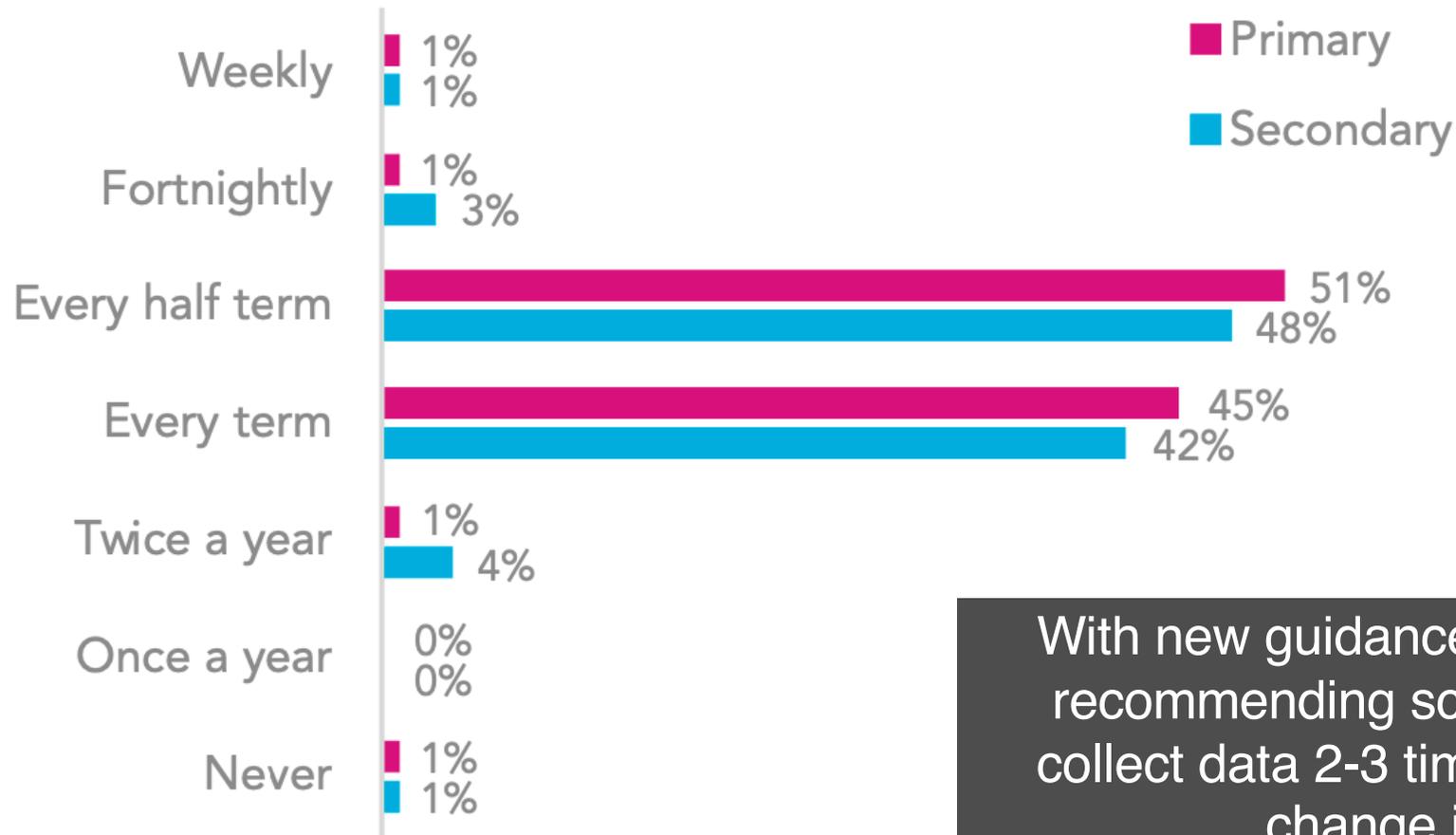
Do you feel that you have...



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	Maths	Science
	KS4	KS4	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%

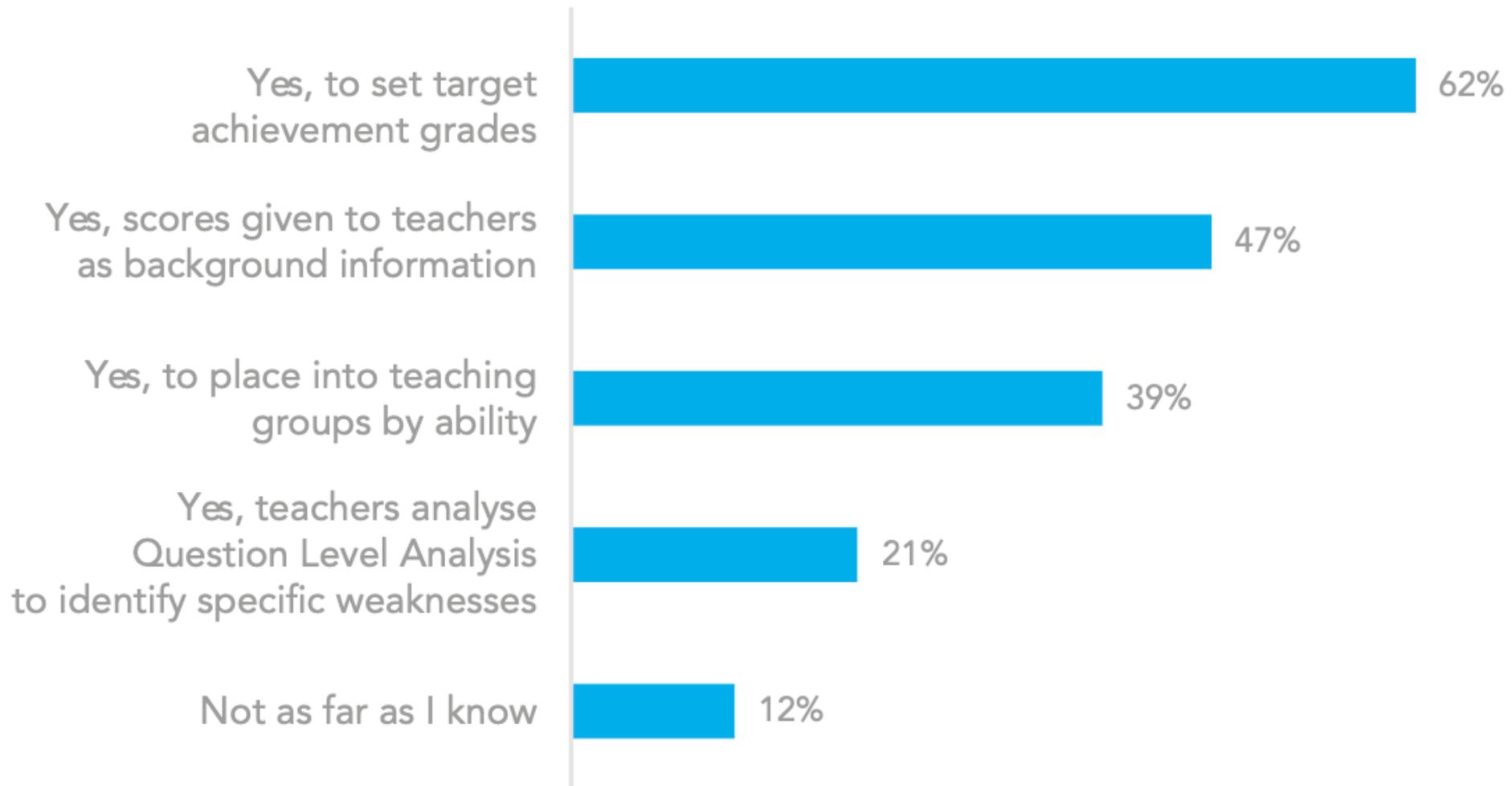
How are schools measuring attainment and progress at KS3?



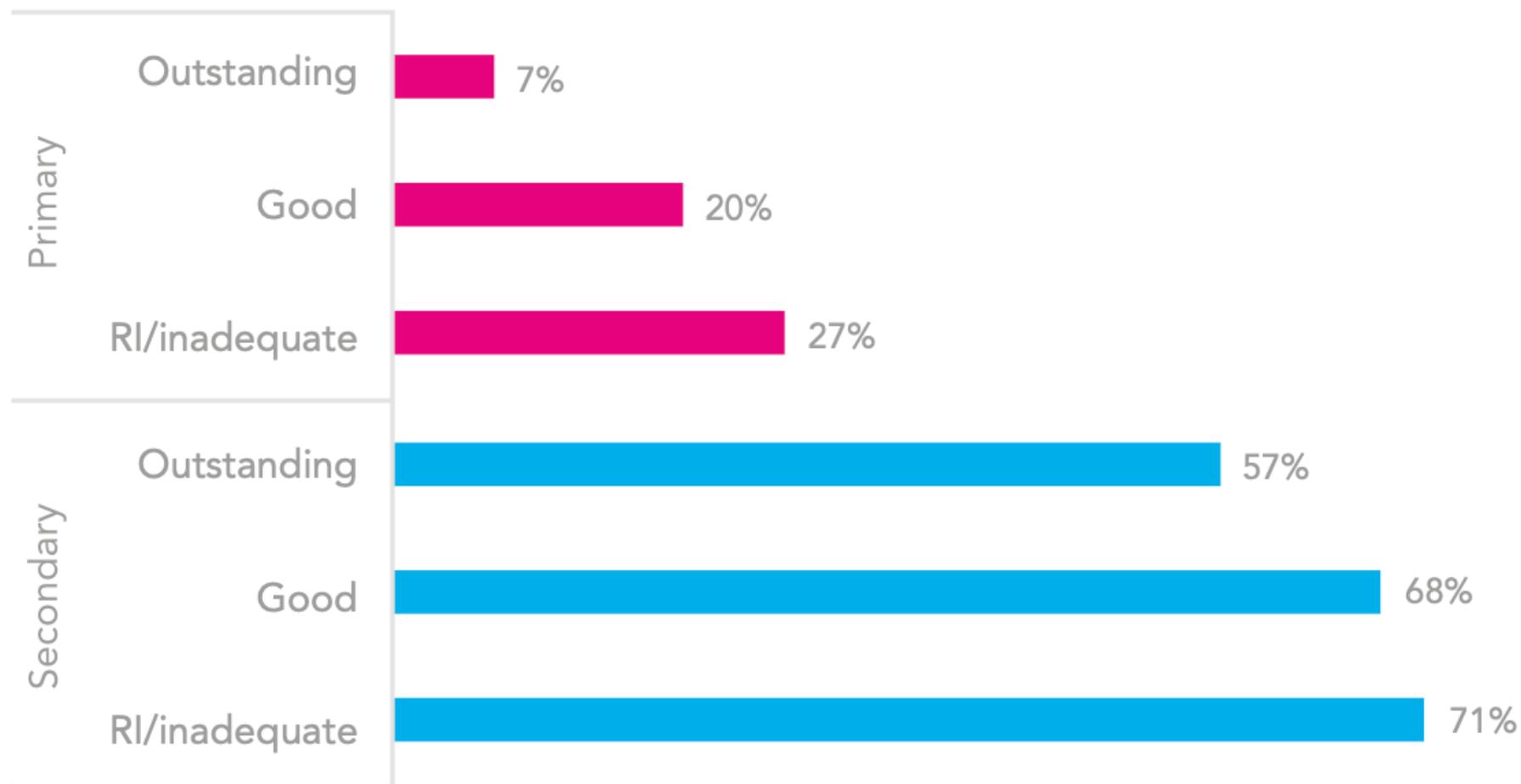
**How does prior
attainment information
shape school decisions?**



How do schools use KS2 prior attainment?



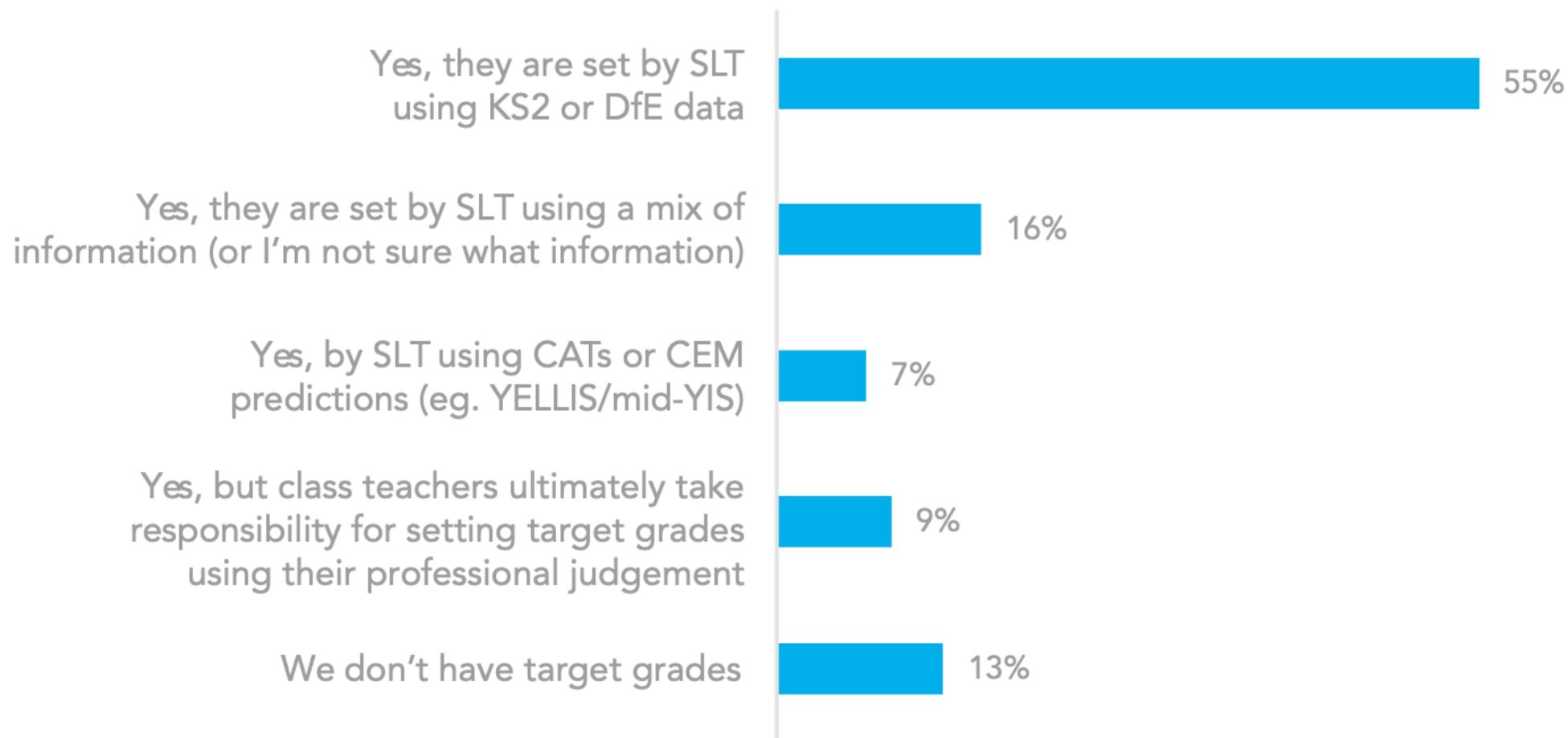
Does your school create flightpaths (targets) for students?



**How are predictions, targets
and flightpaths created?**



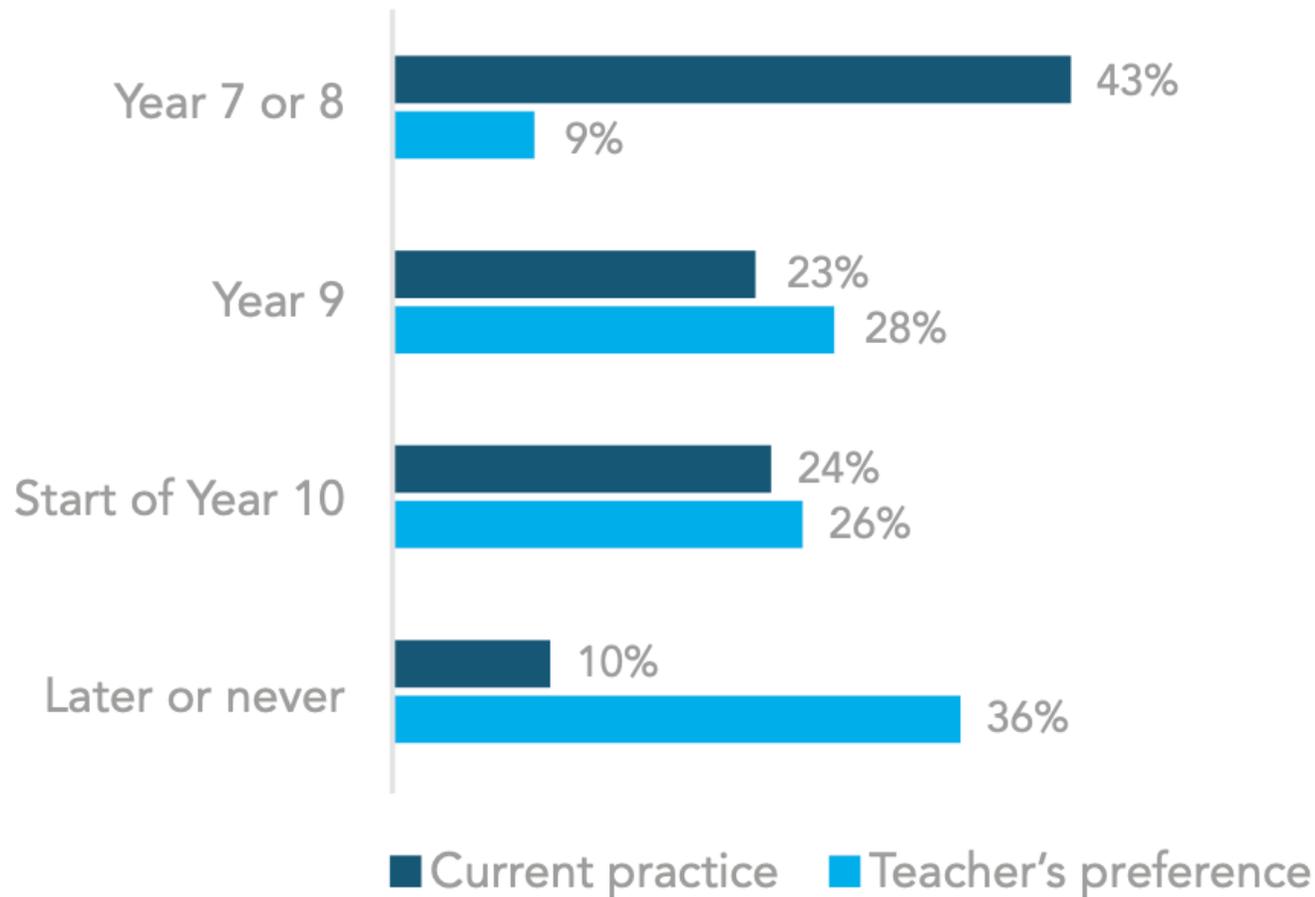
Are target grades set for pupils?



**When are schools
communicating with
students about likely
future attainment?**



When should students be given target grades for GCSE?



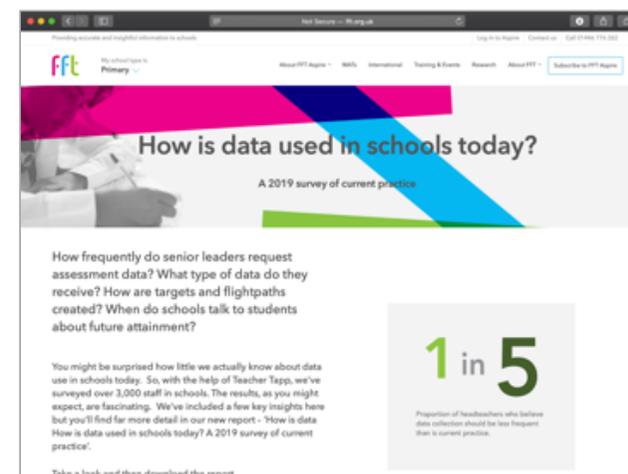
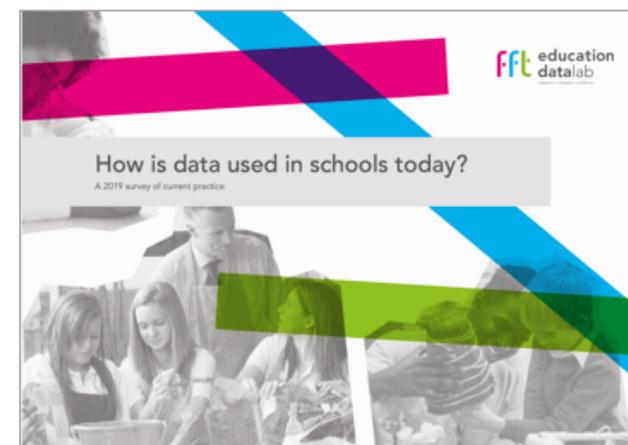
Data literacy: use of data in schools



- 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

Spring term courses 2020 from FFT



Introductory level

FFT Aspire Introductory training for Primary schools in England

Join us in exploring your data with our hands-on computer based introduction to FFT Aspire.

FFT Aspire Introductory training for Secondary schools in England

Join us in exploring your data with our hands-on computer based introduction to FFT Aspire. Discover the evaluation, target setting and Student Explorer dashboards for your school guided by our FFT experts. See how our dedicated subject dashboards can support your middle leaders in the evaluation of their subject. Our most popular course gives you the opportunity to get to grips with analysing groups of pupils, subject performance and individual results through FFT Aspire's interactive functionality.

London	5th February
Manchester	4th March
Manchester	3rd March
Birmingham	25th March
London	31st March



Introductory level

FFT Aspire Introductory training for Primary schools in England –

Join us in exploring your data with our hands-on computer based introduction to FFT Aspire. Discover the evaluation, target setting and Student Explorer dashboards for your school guided by our FFT experts. Experience our new Pupil Tracking module, which allows the tracking of teacher assessments, DIE and standardised tests in one place, all against FFT benchmarks. Our most popular course gives you the opportunity to get to grips with FFT Aspire's interactive functionality.

October		November	
Birmingham	16th October	Bristol	20th November
London	17th October	Leeds	20th November
Manchester	17th October	London	27th November

FFT Aspire Introductory training for Secondary schools in England –

Join us in exploring your data with our hands-on computer based introduction to FFT Aspire. Discover the evaluation, target setting and Student Explorer dashboards for your school guided by our FFT experts. See how our dedicated subject dashboards can support your middle leaders in the evaluation of their subject. Our most popular course gives you the opportunity to get to grips with analysing groups of pupils, subject performance and individual results through FFT Aspire's interactive functionality.

Birmingham	27th November
London	28th November

Getting started with Aspire Pupil Tracking for Primary schools – half day /

This course will enable you to see how FFT's Aspire Pupil Tracker's unique system of a 'common currency' allows for a range of assessments to be entered and monitored throughout the year. You will be guided on how to set up users and classes from your MIS, create assessments, enter assessment data and view the various reports within the system.

It is essential that your school has activated Aspire Data Exchange (ADX) and has run the latest pupil update from your MIS before coming on this course.

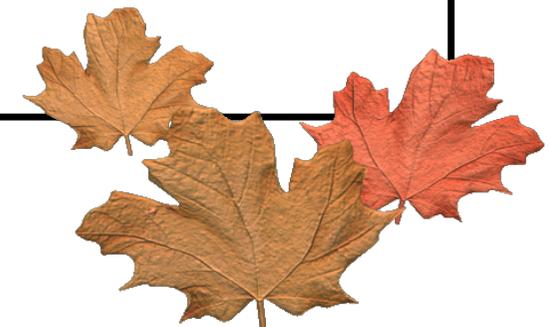
Birmingham	4th December
London	5th December



Autumn Term Courses - Secondary



Introductory Course – Full Day		School Improvement Advisers in MATs / LA	
Birmingham	Wednesday 27 th November	Birmingham	Tuesday 26 th November
London	Thursday 28 th November	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Book online at: training.fft.org.uk or call 01446 776262</p> </div>	
Data Through a Different Lens			
London	Tuesday 3 rd December		
Advanced Course – Full Day			
London	Thursday 21 st November		
Birmingham	Thursday 28 th November		
Manchester	Thursday 5 th December		



Spring Term Courses - Secondary

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

Book online at:

training.fft.org.uk or call

01446 776262



Let us come to you?

In school training
Prices from £475

In-school training from FFT

Prices from £475 + VAT

Senior Leaders

Making ASP ASPIre-ing!

This is a practical, half-day, hands-on guided session, in which senior leaders will explore their own Aspire data alongside the DfE's Analysing School Performance (ASP) system and the school's Ofsted data dashboard (IDSR).

This session looks at how Aspire can be used in conjunction with ASP and IDSR for a comprehensive, enhanced view of school performance and self-evaluation.

Schools will need to provide the trainer with a copy of their ASP and IDSR in advance.

Suitable for groups of up to 15 max.

Available for KS2 or KS4.

This course can be delivered as 2 x 2-hour twilight sessions, separated by a school-based task. Schools may find this a more effective model for training.

Middle leaders

Developing Subject Leadership in Primary or Secondary schools

This half day hands-on session for either Primary or Secondary school subject leaders will guide delegates through each area of Aspire to demonstrate how it enables a thorough analysis of each subject – including the performance of the subject as a whole, the performance across a number of years, of individual pupil groups and of disadvantaged pupils. Delegates will also spend time considering FFT's forward looking estimates and consider targets for individual pupils

Suitable for groups of up to 15 max.

Available for KS1, KS2 or KS4.

This course can be delivered as 2 x 2-hour twilight sessions, separated by a school-based task. Schools may find this a more effective model for training.

"[In-school training] was more cost effective... We were able to tailor our training to suit our needs. Our trainer was mindful of our starting point and made our session bespoke to us. The feedback from our subject leaders was very positive".

Karen Farmer, Vice Principal, Winifred Holtby Academy

School Governors

Understanding the FFT School Dashboard for Governors

This two-hour presentation-led session will look at the FFT School Dashboard for Governors and School Leaders. The dashboard provides a range of information in a clear and meaningful way to help school, enabling them to support and challenge the school's performance on the school's dashboard, providing them instantly with a view of their school's performance.

celebrate successes with their leadership team.

For school colleagues who are either new to FFT Aspire participants will learn how to navigate around the full suite of data and achievement measures. They will learn how to set targets and how to set targets and benchmarks.

Prices as required.

Primary data

A session in which delegates will explore their own school's data and navigate their way around the full suite of FFT data and student explorer.

Progress measures, how to interpret the school's subject data and expectations against a range of national benchmarks. Prices as required; e.g. teachers, TA's, pastoral leads, etc.

Prices as required, separated by a school-based task. Schools may find this a more effective model for training.

Contact 01446 776262, Option 4, or email

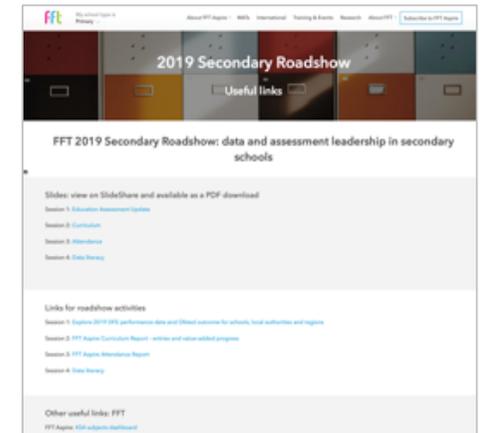


Summary and close



- 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

