



**Cambridge Assessment**  
International Education

# ‘Learning and Achievement for All’

## Cambridge School Self-Evaluation Standards

**Lee Davis**

Deputy Director, Education

**Dr Gerard Calnin**

The University of Melbourne

September 22 2017



# Overview

- ▶ Concept/model
- ▶ Academic rationale
- ▶ Next Steps

# Outcomes – examples

- ▶ **Confident** in working with information and ideas – their own and those of others
- ▶ **Responsible** for themselves, responsible to and respectful of others
- ▶ **Reflective** as learners, developing their ability to learn
- ▶ **Innovative** and equipped for new and future challenges
- ▶ **Engaged** intellectually and socially, ready to make a difference

Cambridge Learner Attributes

# Outcomes - examples

- ▶ A **confident** person who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
- ▶ A **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;
- ▶ An **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence; and,
- ▶ A **concerned citizen** who is rooted to [country deleted], has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.

# Evaluation models



# Cambridge: Self-evaluation

“Self-evaluation is a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and organisational learning.” (MacBeath 2005)

# Activity

- ▶ What, in your view, are the key indicators of a high-performing school?
- ▶ Compile a list of between 5 and 10.
- ▶ When ready, share them with the person(s) sitting next to you and agree on one list of indicators.



**‘Evaluation alone will not improve practice.**

**Productive feedback must be accompanied by opportunities to learn.’**

Darling-Hammond 2013, p. 99



# School Quality v School Effectiveness

“The term quality is inherently value-laden, so that one person’s or group’s characterization might legitimately differ from another’s, with neither one having more or less veracity.” (Strong 2011)

# What is an effective school?

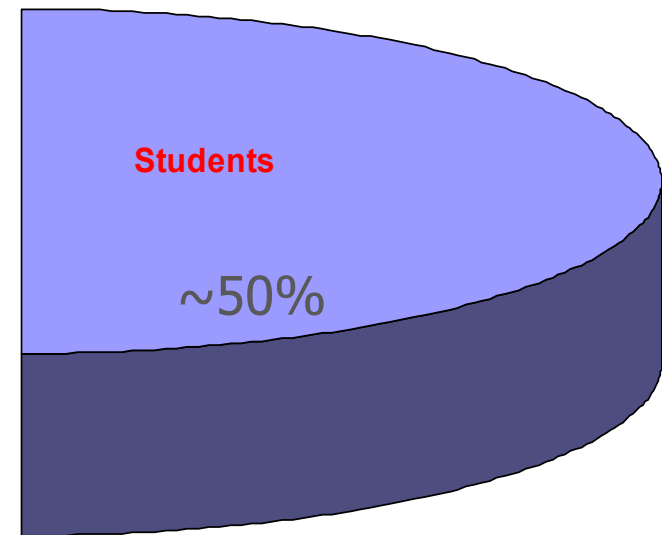
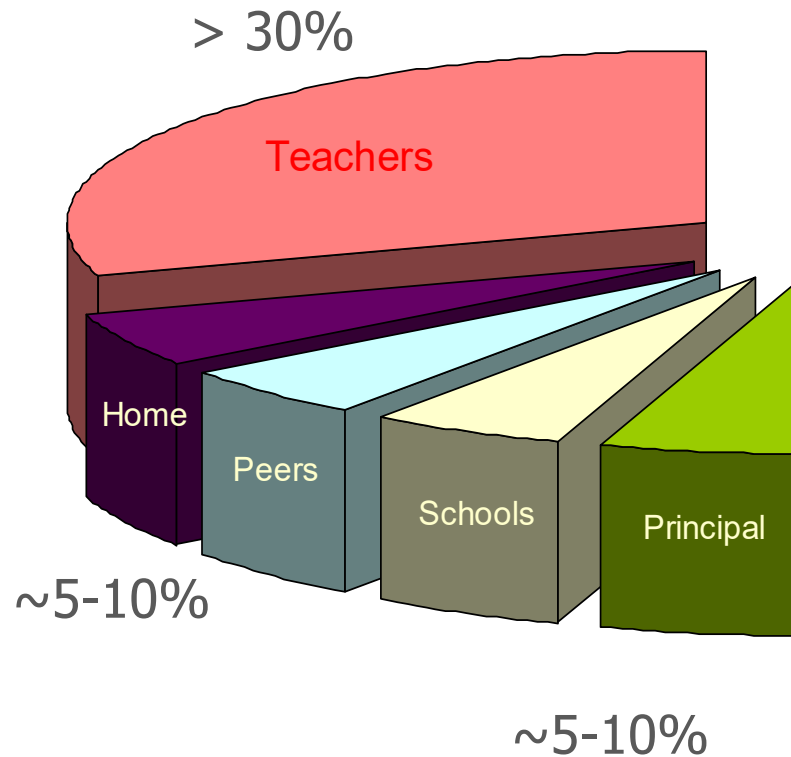
Effective schools:

.....are those that successfully progress the learning and development **of all of their students**, regardless of intake characteristics, beyond the normal development curve.

# Teacher.....

....is the most important in-school variable

(Findings from meta-analytic research: >500,000 studies)



# Leadership.....

“...more evidence has been uncovered to support our original finding that ***school leadership is second only to classroom teaching*** as an influence on pupil learning.”

(Day, Sammons, Hopkins, Harris, Leithwood, Gu and Brown 2010)

# Professional Learning Communities....

- ▶ student **achievement was significantly higher** in schools with strong professional learning communities (Bolam et al, 2005; Louis & Marks, 1998)
- ▶ Then, ‘...the focus needs to shift from helping individuals to be more effective in their isolated classrooms to creating a collaborative culture of **interdependence and shared responsibility**’ (Dufour and Marzano, 2011)

# Academic rationale

- ▶ Expectations of high academic standards
- ▶ A school climate which focuses on achievement
- ▶ Instructional leadership
- ▶ High performing teachers
- ▶ Students – strong self-efficacy and confident
- ▶ Parents with high aspirations and expectations
- ▶ Resources that are fit-for-purpose
- ▶ Excellent school governance (and financial management)

# Cambridge Model - Domains

1. School mission and values
2. School management and leadership
3. Quality of teaching and learning
4. Resources for learning
5. School community engagement





# Cambridge - Standards

## Domain 3 – Quality of Teaching and Learning

1. The school's written curriculum is fully articulated and made available to the school community.
2. The school is committed to an ongoing and rigorous review of its academic programme to ensure quality outcomes for all.
3. Teachers and teaching are of an excellent quality and are enhanced by systematic, high quality professional development opportunities.
4. The teaching and learning programme caters effectively for individual student needs.
5. Formative assessment (assessment for learning) is embedded into classroom practice throughout the school.
6. Students at the school are actively engaged in their studies, think reflectively, and exhibit a love of learning.
7. Students demonstrate behaviours and attitudes that are consistent with the school's mission and values.
8. Student transitions from year to year are managed effectively and seamlessly.

# Gathering data

*Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]*

## Data from **Students**:

- ▶ *My teachers provide me with feedback about my learning on a regular basis.*
- ▶ *My teachers help me to understand mistakes I have made.*
- ▶ *My teachers regularly mark my work and return it to me promptly.*
- ▶ *My teachers provide support when I am having difficulties.*
- ▶ *I am encouraged to give feedback to teachers on my learning.*
- ▶ *In my assignments, I know what I have to do to be successful.*

# Gathering data

*Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]*

## Data from **Teachers**:

- ▶ *In my classes, I use a broad range of assessment tasks.*
- ▶ *Students have opportunities to provide written feedback about their learning in their classes.*
- ▶ *Students have opportunities to improve their work after they receive feedback.*
- ▶ *It is important to show students what success looks like in their learning.*
- ▶ *I always give students written feedback about their work.*
- ▶ *I use a range of formative assessment strategies to plan the next steps in my students' learning.*
- ▶ *I know what the threshold concepts are for my curriculum area and pay particular attention to them in my classroom practice.*

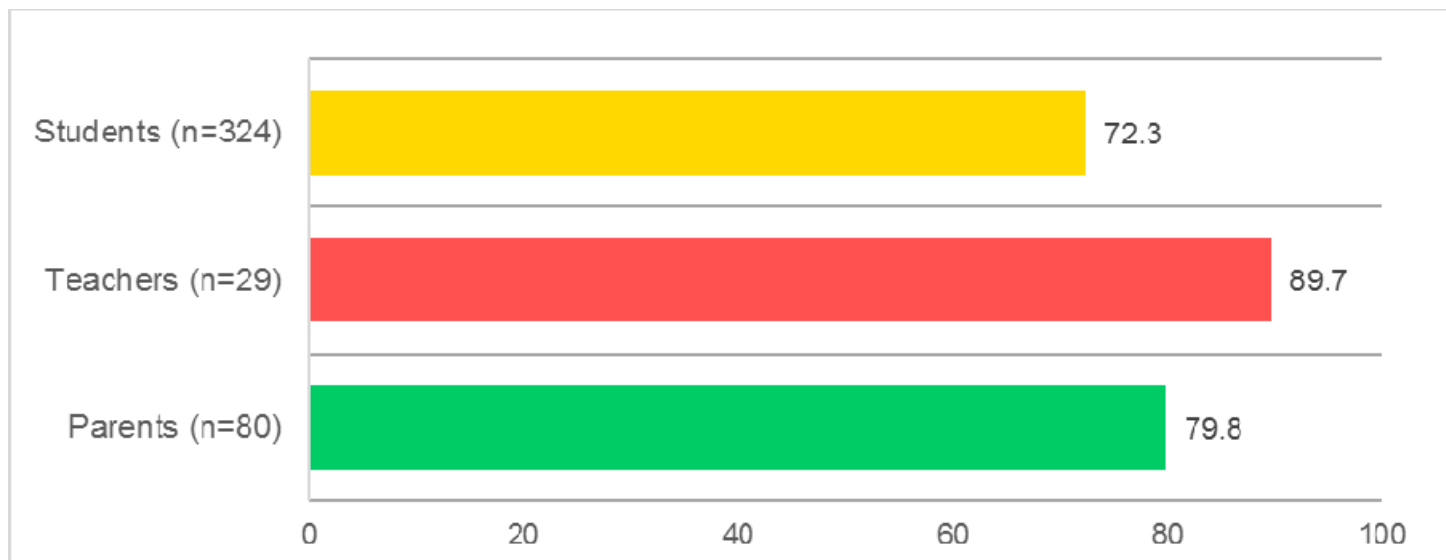
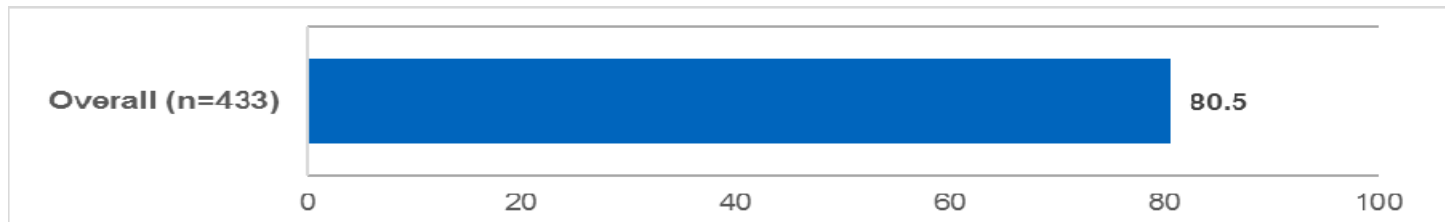
# Gathering data

*Formative assessment (assessment for learning) is embedded into classroom practice throughout the school. [Standard 5]*

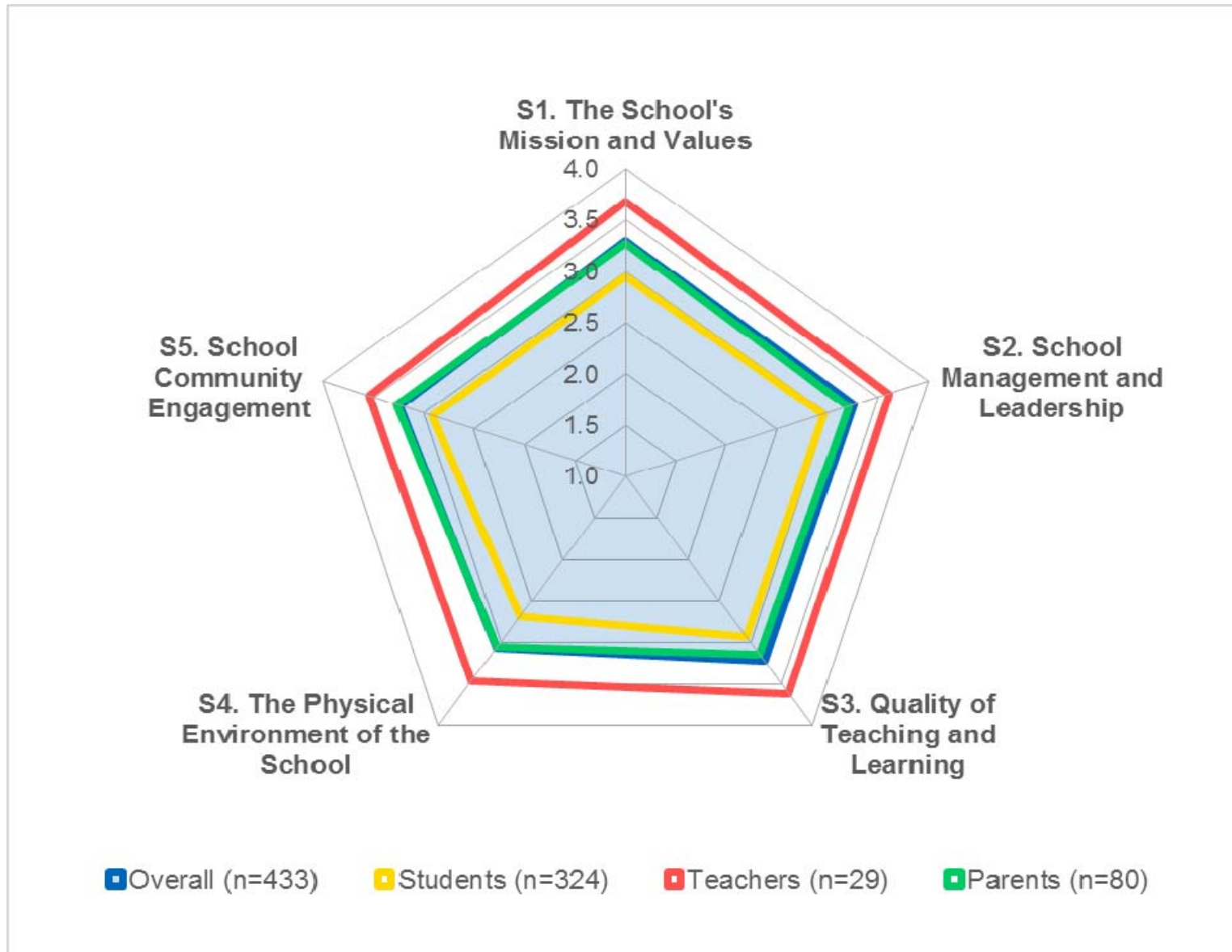
## Data from **Parents and Carers**:

- ▶ *Teachers provide feedback through written comments on assignments.*
- ▶ *Our children receive individual attention with any difficulties they may encounter.*
- ▶ *Our children know where they are in their learning and what they have to do next to improve.*

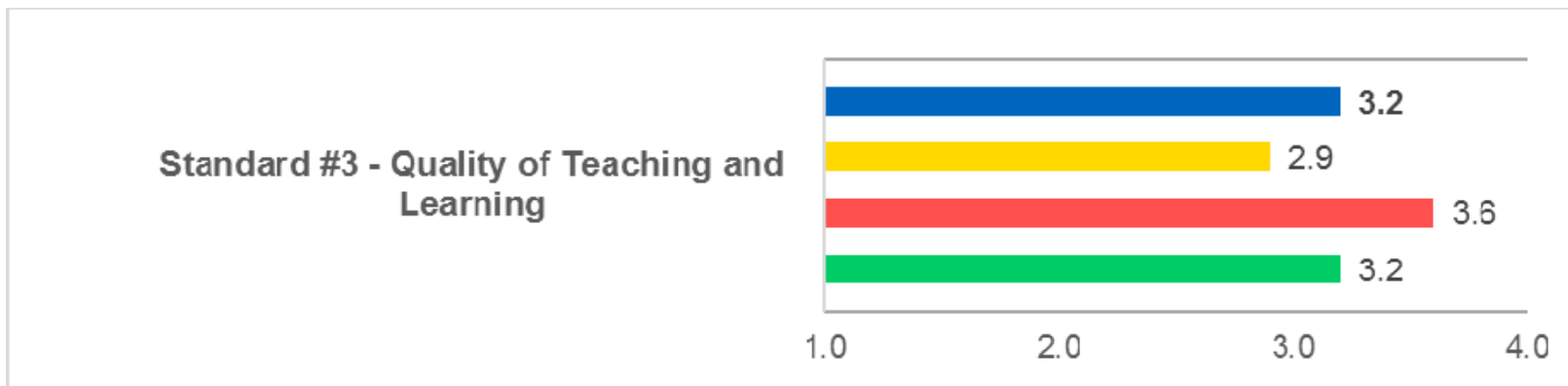
# Overall Stakeholder Response



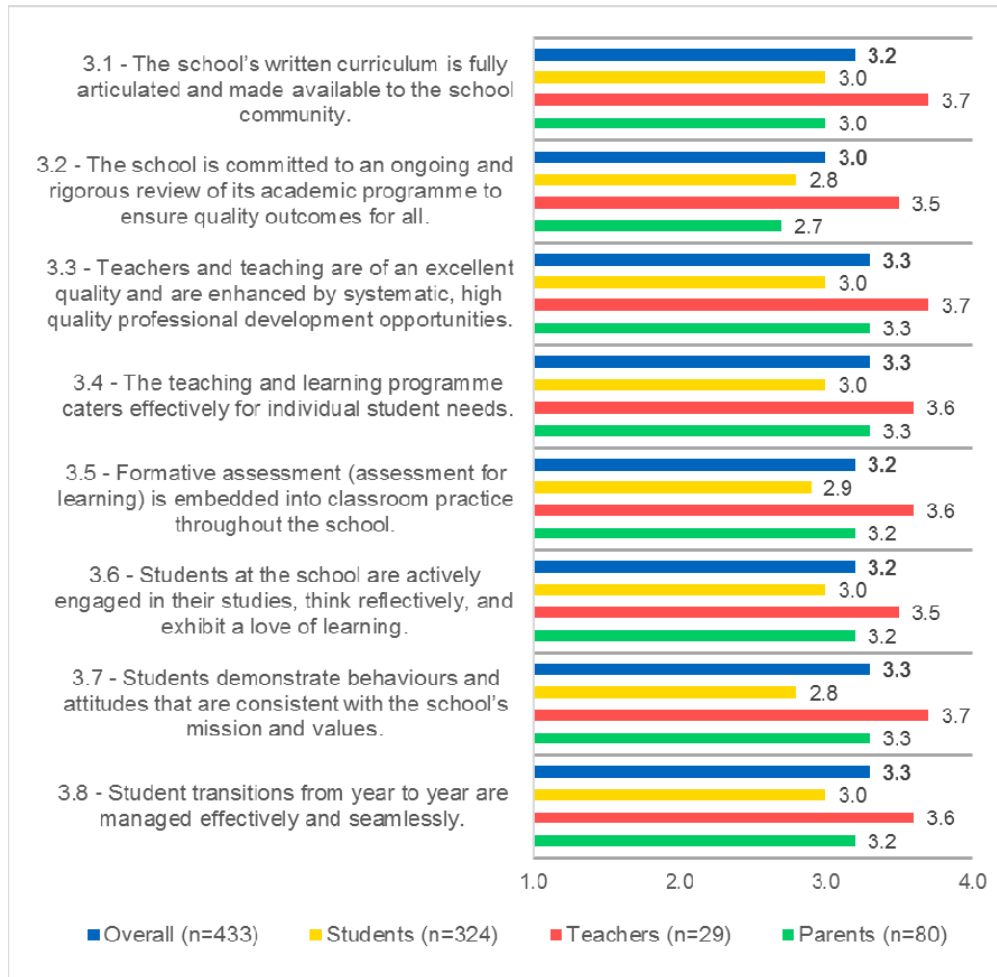
# Overall Stakeholder Response



# Domain 3: Quality of Teaching and Learning (1)

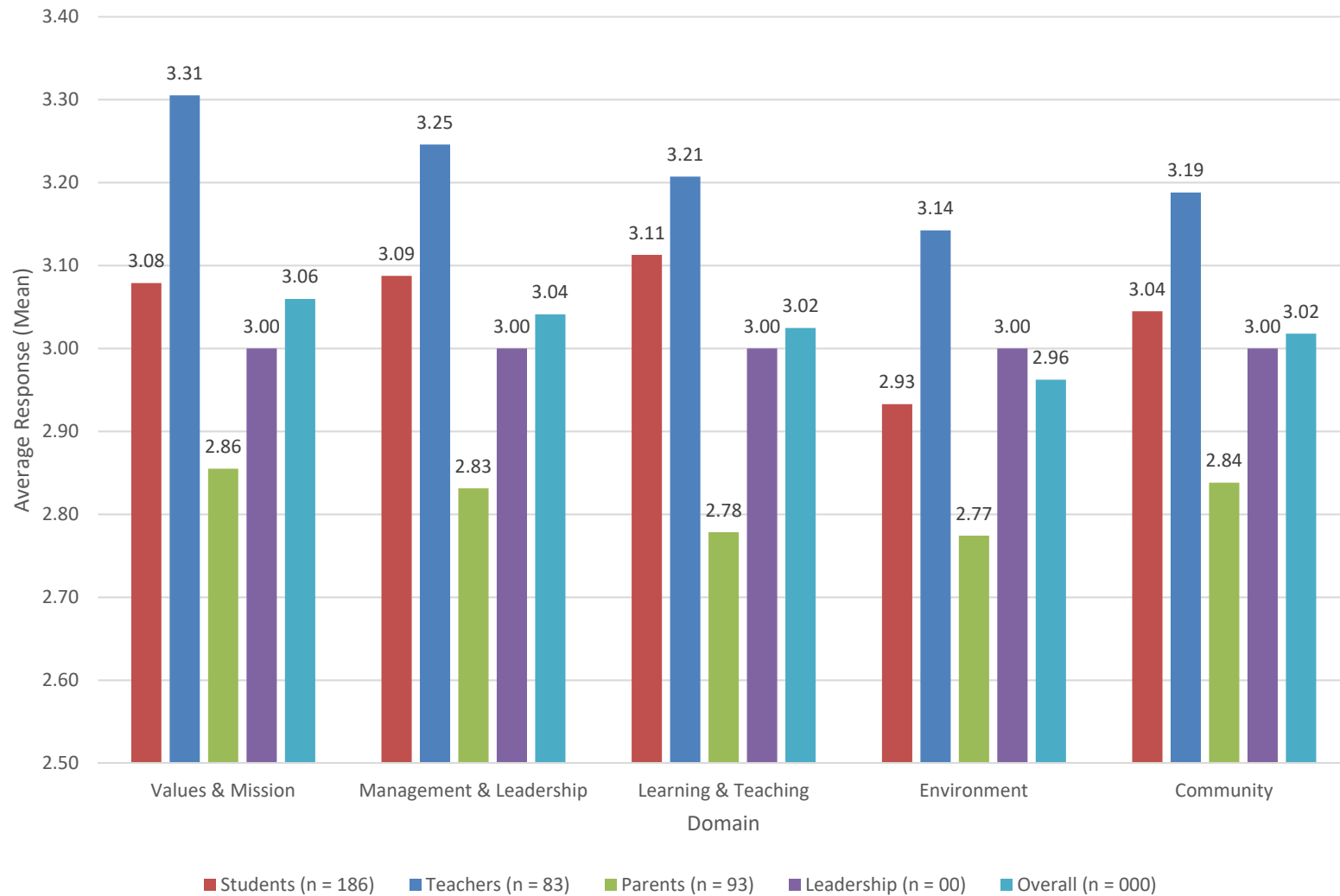


# Standard 3: Quality of Teaching and Learning (2)





# Overall Performance – by domain

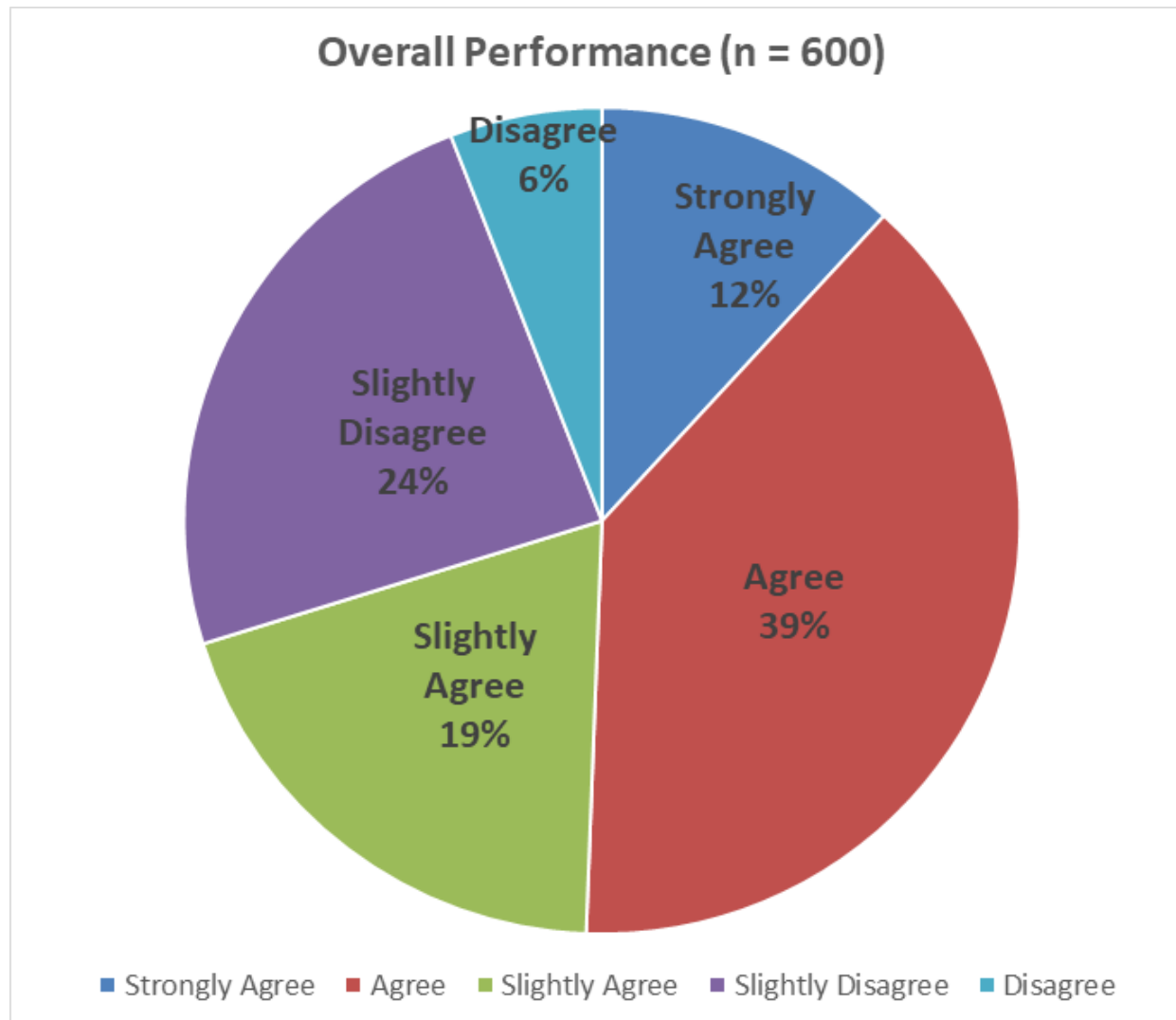


# Sample Questions

**Domain 3: Standard 4:** The teaching and learning programme caters effectively for individual student needs.

<b>Students</b>	Teachers at this school are keen to help students of all abilities.
	My teachers care if I am not doing as well as I should.
	My teachers understand how I learn and teach me accordingly.
	I have high expectations of myself as a learner and as an individual.
<b>Teachers</b>	Teachers at this school regularly use differentiated learning plans in their classrooms.
	I am confident in supporting the learning needs of all students in my classes.
	I collect data for all students and these shape my lesson planning.
	I have to vary my assessment tasks to support students with different learning needs.
	Our academic programme caters for all learners.
<b>Parents</b>	Our children are treated as individuals at this school.
	Teachers support students of all abilities.
	Teachers are available to help students out of class time.
	Students really enjoy going to this school.

# Overall performance: 'Overall, the performance of this school is outstanding.'



# Activity – Reports

- ▶ Look at the sample reports.
- ▶ What conclusions might you draw from the report?
- ▶ What are the successes / areas of concern?
- ▶ What questions would you want to ask? What further data would help your decision-making?
- ▶ If you were receiving this report, what would you do next?
- ▶ Where would you go for help?

# Why?

- ▶ Where does this sit within the Cambridge strategy?
- ▶ Whole-school improvement is supported by the research to demonstrate improved student outcomes
- ▶ Provide high-level analysis to identify areas for celebration and those in need of further attention
- ▶ Open the conversation with the senior leadership team and stakeholders about the school's performance and improvement foci and future strategies
- ▶ Provide perception feedback which can be compared with other data and tracked over time

# Feedback

*“We want to know what you think, because we value what you have to say.”*

Crucial, however, is the follow-on statement:

*“We have listened, taken note of what you have said, and, based on this information we have, this is what we intend to do.”*

# Next Steps

- ▶ Pilot
- ▶ Launch: September 2017

# Cambridge School Self-Evaluation

- ▶ Expression of Interest
- ▶ Cambridge sends out info pack which contains timelines, draft emails to stakeholders, etc
- ▶ 3 online surveys (students, teachers and parents)
- ▶ School determines best time of year (open one month)
- ▶ Opportunity to add questions on one focus area
- ▶ A single, combined report
- ▶ Opportunity to further interrogate the data (3 questions)
- ▶ Online guided conversation with CISIT and Cambridge staff to determine next steps.



## Next Steps:

- ▶ Role of Cambridge
- ▶ Role of CISIT
- ▶ Data security and ownership
- ▶ Costs:
  - ▶ 3 surveys, report and debrief: £1250
  - ▶ Extra question set (one theme): £250
  - ▶ Further data analysis: £300
- ▶ Cambridge Consulting Services

# Cambridge Consultancy Services - Scope

- ▶ Whole-school improvement strategies
- ▶ Improving classroom practice
- ▶ Developing effective leadership and management
- ▶ Assessment for learning
- ▶ Teacher evaluation/appraisal and growth
- ▶ Supporting the whole-child's development
- ▶ The school community – engagement and communication
- ▶ Good governance
- ▶ Programme evaluation
- ▶ Teacher recruitment and retention, etc

# Questions?



# Contact:

[info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

