

# Evaluating the impact of 1+2

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You overhear a conversation between two colleagues, Thelma and Louise. Louise has been asked to undertake an evaluation of 1+2. Listen to their conversation and jot down some notes in answer to the following :

**What issues can you see in the way in which your colleague is planning her evaluation?**

**What's the purpose?**

**What are you evaluating?**

**What do you want to get out of it?**

# Importance of the curriculum as a whole

See the curriculum as a vehicle to –

- **Promote achievement and attainment for all**
- **Promote resilience and responsible citizenship (the four capacities) in all learners**

**What impact has 1+2 had on the curriculum and the learner?**

# Decide on your parameters first.....

- L2 **or** L2 and L3?
- Primary **or** primary and secondary?

## Consider the factual aspects to be considered:

- On track for 2020?
- Devolved leadership?
- Use of finance?
- Resources?
- Training?

# Impact: things to consider.....

## Primary stages: impact

- L2 – progress from starting point
- Assessment?
- The learning experience
- L3 – plans in place for a meaningful experience?
- Meeting needs as progress is made
- Transition
- Consideration of implications, including impact on staff

# Impact: things to consider.....

## Secondary stages: impact

- L2 in place to end S3
- Approaches to L3
- Curriculum and transitions, including learning pathways
- Consideration of implications, including impact on staff

## Impact on the learner

- Confidence and other achievements
- Fluency/ease with language
- Disposition for learning other languages and learning about other cultures as a result of L2
- Progress in knowledge and language skills
- Quality of the learning experience in helping children to learn
- Support and challenge to achieve well



## Impact on staff and schools

- Curriculum (primary and secondary)/DYW
- Transitions (primary to secondary/across the stages)
- Teacher confidence
- Sustainability
- Views of parents?

# Moving to evaluation

How will you find out about these things?

What kind of information should you ask of schools?

What do you need to find out for yourself?

What questions should you be asking?

# Gathering evidence of impact on school and learners

What kind of data?

Whose views?

What would you observe directly?

How many schools will have an evaluative visit? Will you have information coming in from the others?



## Robust evidence of impact : asking the right questions linked to ...

- Data and documentation
- Views of staff, partners and stakeholders
- Observations of practice



What does the evidence tell you?

## Referring to HGIOS4 for guidance – which QIs?

- Leadership of learning and of change
- Curriculum, including learning pathways and SLLW
- Learning, teaching and assessment
- Transitions
- Raising attainment and achievement
- Equality and inclusion
- Self-evaluation for improvement

**Remember to consider how QIs interact?**

**Consider which themes are most important to your evaluation**

## **Evaluation strategy: summing up**

**What do you want to find out?**

**Which tasks will you have to cover to ensure your evidence is robust?**

**Who will undertake these tasks?**

**Be realistic re the number of tasks and re the number of establishments you can visit in depth**

**Consider how you will present your evidence and bear that in mind when planning your activities**

## **Back at the ranch.....consider the answer to the questions covered today**

- **Why are you doing it?**
- **What do you want to know?**
- **What will you evaluate?**
- **What will you gather as evidence?**
- **What format will your report take?**