

Evaluating impact

Give details of the target group of learners and the data measure used.

Actual learner data tracking with baseline at start of PLC and details on end of key stage assessments, reading tests, etc., CATs scores, catch-up progress scores, SAS, skills ladders, etc., in line with the focus. Soft measurement tools if applicable such as self-esteem scaling systems or attitude and motivation questionnaires.

1. What impact has the work of the PLC had on the learners targeted by the PLC?

Significant

Positive

Little or None

TA and national testing results. Value added scores FFT, CATs. Attitudes to learning, self-esteem or other aptitude assessment tool. Behaviour and attendance data if relevant. Impact based on the measurement used.

2. What impact has the work of the PLC had on the professional members of the PLC?

Significant

Positive

Little or None

Professional standards addressed and developed by the PLCs. Ability to conduct small scale research project. Ability to use aptitude assessment tools. Impact based on the measurement used.

3. What impact has the work of the PLC had on the wider school community?

Significant

Positive

Little or None

Professional standards addressed and developed by the PLCs. Ability to conduct small scale research project. Ability to use aptitude assessment tools. Impact based on the measurement used.

4. Lessons learned and key operational observations.

Significant

Positive

Little or None

What worked well? What didn't work so well? What you would change or refine in the running of a new PLC?