** NPQML Final Assessment**

**Submission form template**

*Please complete the white boxes below. Please write in Calibri point 11. Pages 1-3 are NOT included in the word count.*

|  |  |
| --- | --- |
| **Participant Name** |  |
| **Provider Name** |  |
| **Email address for return of result** |  |
| **Teacher reference number (TRN)** |  |
| **This submission for assessment is a:** | First submission/ Re-submission |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Marks, feedback and result will be set out on a separate **DMF (Decision, Marks and Feedback) form** | | | | | | | |
| To gaina **Pass score** you mustscore 1 or 2 for every criterion *and* attain at least 70% (22) of the available marks. A **Fail judgement** will be made if do not provide relevant evidence (score zero) for one or more criteria *or* score 21 marks or less. | | | | | | | |
| Content area | **SAI** | **TCE** | **LWI** | **WiP** | **MRR** | **IC** | **Total** |
| Maximum marks | 6 | 6 | 4 | 4 | 6 | 6 | **32** |
|  | *Criterion scores: 0 = no relevant evidence 1 = partially demonstrated 2 = fully demonstrated* | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signatures for Verification** | | | |
| *Please copy and paste scanned signatures and print names below.* | | | |
| **I confirm that this submission and supporting documents are a true and accurate account of the work carried out by the participant during their NPQML programme.** | | | |
|  | **Signature** | **Printed Name** | **Date** |
| **Participant** |  |  |  |
| **Sponsor** |  |  |  |
| **Headteacher** |  |  |  |
| *Please note non-compliance in terms of any missing signatures, names or dates will be returned.* | | | |

|  |  |
| --- | --- |
| **C-19 Advice** |  |
| If you have received advice from the DfE, the national QA Agent Tribal, or NPQonline regarding variation of your project or submission due to C-19 measures in schools, then please add a cross **X** in the box to the right, and copy and paste the advice/permission you have received relating solely and explicitly to variation in the project and/or submission, together with its source, to the foot of this submission. This should not be included within the word count. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **REMINDER** | | | Your submission MUST be on a recent form (the date in the header to be less than a year old), be GDPR compliant and include: | | | * The FIVE required supporting documents   + Raw data Analysis   + Pupil performance data   + Budget   + Project Plan   + Risk register   *NB: Plagiarism and collusion checks are carried out* | Together with:   * Scanned handwritten signatures (accompanying the printed name and date) on page 1. * Sponsor comments on page 2. * A fully completed contextual statement, set out page 3. * Accurate word counts for each of the required sections, including the overview, in the table on page 3. The maximum word count stated should not be exceeded. | |

|  |
| --- |
| **Sponsor comments** |
| *Please ask your sponsor to comment in the box below on this assessment criteria:*  4.1.1 Established relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers |
| ***How has the participant established a range of professional relationships, both inside and outside their team using approaches and processes to engage others and overcome potential barriers?*** |
| **Sponsor to write comments in this expandable box.** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Contextual Statement** | | | | | | | | |
| In this section, list the **titles of your school improvement project** which has taken at least **two terms**, ***Working with my team to a) improve pupil progress and attainment and b) team capability***. Briefly describe the **nature of the pupil progress** and attainment your project was designed to improve, and the **capability of your team** your task was designed to improve. List where the assessor will find the **key supporting documents**.  This page is contextual and is not assessed. Words written on this page do not count towards the limit of 4,500 words overall; however, please limit what you write to a maximum of two lines in each box on this page. Sponsor comments are not included in the word count. | | | | | | | | |
| **Title of your school improvement project:** | | | | | | | | |
| **The area in which your school improvement project improved pupil progress and attainment:** | | | | | | | | |
| **The team capability your school improvement project was designed to improve:** | | | | | | | | |
| ***Supporting document*** | | | ***Location: page no.; position on page; reference/ title*** | | | | | |
| **Raw data analysis** | | |  | | | | | |
| **Pupil performance data** | | |  | | | | | |
| **Sponsor comments** | | | Page 2 | | | | | |
| **Budget** | | |  | | | | | |
| **Project plan** | | |  | | | | | |
| **Risk register** | | |  | | | | | |
| ***Word count****: maximum 4,500 not including contextual information, supporting documents, appendices or sponsor comments* | | | | | | | | |
| **Overview** | **SAI** | **TCE** | | **LWI** | **WiP** | **MRR** | **IC** | **Total** |
|  |  |  | |  |  |  |  |  |
| ***Optional additional information*** | | | | | | | | |
| **Your role** | | |  | | | | | |
| **Your school type**  *Size, phase, state/ independent, etc.* | | |  | | | | | |
| **Role of sponsor**  *(whose comments are above)* | | |  | | | | | |
| **Other important information** | | | *e.g. dyslexia, advice received from NPQonline, etc.  NB: The same standards are expected of all participants.* | | | | | |

|  |  |  |
| --- | --- | --- |
| **Submission** *Words written in the following sections must be included in the word count* | | |
| Please write your final assessment submission in the white boxes below, and then add appendices, or extracts at the end of the document. The seven boxes in this section do not need to each be the same length, but you must not exceed an overall word count of 4,500 words, excluding appendices. You should provide evidence for every numbered criterion. Failure to provide relevant evidence for even one criterion will result in a fail. Please write the word count for each assessed area above. | | |
|  | | |
| **Overview** | ***Write a summary overview of your project and the impact this had on pupil outcomes.*** | |
| **Write your assessment submission in this box.** | |
| **Part A Improve pupil progress** | | |
|  | | |
| **Content area 1: Strategy and Improvement** | | |
| **Strategy and Improvement** | ***How have you managed and analysed data on pupil progress and attainment, drawing up plans to change and improve current practice across your team?*** | |
| 1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment  *Supporting document required: Raw data analysis* | |
| **Write your assessment submission in this box, demonstrating how you have analysed data. *Attach your supporting document to the foot of this document, which establishes that you have collected and analysed ‘raw’ data*** | |
| 1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment | |
| **Write your assessment submission in this box, showing how you have designed plans to improve progress** | |
| 1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans | |
| **Write your assessment submission in this box, indicating how you have used change management techniques** | |
| 1. **SAI checklist** Have you:  * Used a range of tools and techniques to manage and analyse data on pupil progress and attainment? * Drawn conclusions from your analysis, which suggest changes in practice which would lead to improvements across their team? * Drawn up plans for improvement which include the use of change management tools and/or techniques? * Evaluated your plans and consequently improved them? | |
|  | | |
| **Content area 2: Teaching and curriculum excellence** | | |
| **Teaching and Curriculum Excellence** | ***How have you used what you have found out about practice in other schools to recognise strengths and improve weaknesses in the curriculum taught by your team?***  ***How have you used evidence to implement a project across your team which improves pupil progress and attainment, and then evaluated its success?*** | |
| 2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans | |
| **Write your assessment submission in this box, giving details of the teaching strategies you have analysed** | |
| 2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary | |
| **Write your assessment submission in this box, evidencing your evaluation of the curriculum strengths and weaknesses** | |
| 2.1.3 Implements and evaluates an evidence-based project that improves pupil progress and/or attainment  *Supporting document required: Pupil performance data* | |
| **Write your assessment submission in this box, establishing how your project improved progress. *Attach your supporting document to the foot of this document, showing how you have used pupil performance data.*** | |
| 1. **TCE checklist** Have you:  * Analysed research into and examples of a range of strategies and approaches to teaching and pedagogy in England? * Analysed research into and examples of a range of strategies and approaches to teaching and pedagogy internationally? * Used your findings within their own plans? * Evaluated the strengths and weaknesses of the curriculum taught by your team, and implemented improvements if necessary? * Implemented an evidence-based project to improve pupil progress and attainment? * Evaluated your project? | |
|  | | |
| **Content area 3: Leading with impact** | | |
| **Leading with Impact** | ***How have you used different leadership styles and why?***  ***How have you used different styles of communication and why?*** | |
| 3.1.1 Exploits different leadership styles and justifies why these have been adopted | |
| **Write your assessment submission in this box, demonstrating how you have used various leadership styles** | |
| 3.1.2 Exploits different communication styles and justifies why these have been adopted | |
| **Write your assessment submission in this box, illustrating how you have used a variety of communication styles** | |
| 1. **LWI checklist** Have you:  * Knowingly used a range of different leadership styles, explaining the reason or giving an example for using each one? * Purposefully used a range of different types or styles of communication, explaining for each why it was chosen? | |
|  | | |
| **Content area 4: Working in partnership** | | |
| **Working in Partnership** | ***How have you formed positive professional relationships with others, and how has this helped you to successfully deliver your plan for improvement?*** | |
| 4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers  *Supporting document required:* *(Sponsor comments – included near the top of the form)* | |
| **Write your assessment submission in this box, showing how you have established relationships in support of your plans. *Ensure sponsor comments are included near the top of the form, which give additional information to support your evidence here****.* | |
| 4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team | |
| **Write your assessment submission in this box, which establishes how you collaborated to deliver your plans** | |
| 1. **WIP checklist** Have you:  * Established professional, helpful relationships with members of your own team? * Established a range of professional relationships outside of your own team? * Used a range of strategies to overcome barriers in the way of creating good professional relationships? * Collaborated with others within and outside of your own team to draw up and deliver plans for improvement? | |
|  | | |
| **Part B Team capability** | | |
|  | | |
| **Content area 5: Managing risks and resources** | | |
| **Managing Resources and Risks** | ***How have you used a budget and anticipated risks in order to draw up a project plan, setting out clearly-defined steps to implement successful change?*** | |
| 5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget  *Supporting document required: Budget* | |
| **Write your assessment submission in this box, specifying how you have analysed the financial and staffing budget required by your plans. *Attach your supporting document to the foot of this document, which proves that you have drawn up a budget*** | |
| 5.1.2 Defines the steps required to successfully implement plans, using a project plan  *Supporting document required: Project plan* | |
| **Write your assessment submission in this box, indicating how you have set out the steps for your project in your plan. *Attach your supporting document to the foot of this document, which illustrates the quality of your project plan***. | |
| 5.1.3 Identifies and mitigates risks in plans, using a risk register  *Supporting document required: Risk register* | |
| **Write your assessment submission in this box, showing how you have identified and mitigated risk. *Attach your supporting document to the foot of this document, showing how your risk register identifies risks***. | |
| 1. **MRR checklist** Have you:  * Analysed the financial and staffing implications of your plan? * Drawn up a budget for your project, from beginning to end? * Drawn up a plan which clearly defines the steps needed? * Used a risk register to identify potential risks, adjusting your plans or taking action to reduce or remove potential problems? | |
|  | | |
| **Content area 6: Increasing capability** | | |
| **Increasing Capability** | ***How have you used professional development, both in and beyond the school, to improve the capability of team members, including yourself?***  ***How have you evaluated the impact of professional development you and your team have engaged in by its impact on pupil outcomes?*** | |
| 6.1.1 Assesses individuals’ performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the school to support them | |
| **Write your assessment submission in this box, establishing your involvement in leading professional development for others**. | |
| 6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self | |
| **Write your assessment submission in this box, outlining how you have identified and engaged with professional development opportunities for yourself**. | |
| 6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes | |
| **Write your assessment submission in this box, indicating how you have measured the impact and cost-effectiveness of professional development** | |
| **6. IC checklist** Have you:   * Assessed the performance of individual members of the team? * Found or created professional development opportunities for team members within the school? * Found or created professional development opportunities for team members beyond the school? * Methodically assessed your own performance and capability? * Found appropriate professional development opportunities for yourself, other than NPQML? * Evaluated the impact of your team’s professional development in terms of an increase in pupil outcomes? | |
|  | | |
|  | |  |

|  |
| --- |
| **Supporting documents** |

**Please copy and paste your supporting documents below.**

Ensure you have included the FIVE required supporting documents, each a maximum of two pages:

* + Raw data Analysis 1.1.1
  + Pupil performance data 2.1.3
  + Sponsor comments 4.1.1
  + Budget 5.1.1
  + Project Plan 5.1.2
  + Risk register 5.1.3

In addition, optionally you may include one or two further appendices, one or both a maximum of two pages long each.

In total, all of the supporting documents and appendices added together must not exceed 2,000 words.

Please label each document clearly, including the criterion number it is intended to relate to.

It is helpful to annotate each document or extract.