** NPQSL Final Assessment**

**Submission form template**

*For participants who due to current restrictions, are unable to obtain or access current data due to the cancellation of exams including SATs and GCSEs in academic years 19/20 and 20/21*

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

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

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| 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% (20) of the available marks. A **Fail judgement** will be made if you do not provide relevant evidence (score zero) for one or more criteria or score 19 marks or less. | | | | | | | |
| Content area | **SAI** | **TCE** | **LWI** | **WiP** | **MRR** | **IC** | **Total** |
| Maximum marks | 4 | 8 | 4 | 4 | 4 | 4 | **28** |
|  | *Criterion scores: 0 = no relevant evidence 1 = partially demonstrated 2 = fully demonstrated* | | | | | | |

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| **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 NPQSL programme.** | | | |
|  | **Signature** | **Printed Name** | **Date** |
| **Participant** |  |  |  |
| **Sponsor** |  |  |  |
| **Headteacher** |  |  |  |
| *Please note non-compliance in terms of any missing signatures, names or dates will be returned.* | | | |

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| **C-19 Advice** |  |
| If you have received specific individual 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 your project and/ or submission, together with its source, to the foot of this submission. This should not be included within the word count. |  |

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| **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   + Communications plan   + Business case   + Risk management plan   *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. |

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| **Sponsor comments 1 & 2** |
| *Please ask your sponsor to comment in the box below on these two assessment criteria:*  3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the school.  4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the school |
| ***How has the participant used the information they found, and the examples they have seen, of good leadership, motivation and influence to motivate and influence others across the school?***  ***How has the participant created partnerships which are improving school capability and performance?*** |
| **Sponsor to write comments in this expandable box.**  *Either delete or use the reminders below as in-section headings*  **3.2.1 Motivates and influences others**  **4.2.1 Partnerships which improve performance** |

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| **Contextual Statement** | | | | | | | | |
| In this section, list the **titles of your school improvement project,** which has taken **at least two terms**, ***Working across the school to a) reduce variation in pupil progress and attainment b) improve the efficiency and effectiveness of teaching***. Briefly describe the **nature of the variation in pupil progress** and attainment your project was designed to improve, and the **improvement in the efficiency and effectiveness of teaching** 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 5,000 words overall, however, please restrict what you write to this page only. | | | | | | | | |
| Where you have been unable to obtain or access current data due to the cancellation of SATs and GCSEs in academic years 19/20 and 20/21 to support criteria 1.2.1 and/or 2.2.3, the alternative criteria set out below may be used. These are optional flexibilities introduced by the DfE. | | | | | | | | |
| **Title of your school improvement project:** | | | | | | | | |
| **The area in which your school improvement** **reduced variation in pupil progress and attainment:** | | | | | | | | |
| **The efficiency and effectiveness of teaching your school improvement project was designed to address:** | | | | | | | | |
| ***Supporting document*** | | | ***Location: page no.; position on page; reference/ title*** | | | | | |
| **Raw data analysis** | | |  | | | | | |
| **Pupil performance data** | | |  | | | | | |
| **Sponsor comments 1 & 2** | | | Page 2 | | | | | |
| **Communications plan** | | |  | | | | | |
| **Business case** | | |  | | | | | |
| **Risk management plan** | | |  | | | | | |
| ***Word count****: maximum 5,000 not including supporting documents, contextual information, 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.* | | | | | |

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| **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 (Overview plus six leadership curriculum content areas), 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 5,000 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 at the end of Section B. | |
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| **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 Reduce variation in pupil progress and attainment** | |
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| **Content area 1: Strategy and Improvement** | |
| **Strategy and Improvement** | ***How have you analysed data and statistics to identify variation in pupil performance, and the reasons for this, drawing up plans to implement change and improve current practice across the school?*** |
| 1.2.1 Original criterion: Deploys statistical and/or data analysis concepts to identify variation in pupil performance and contributing factors, applying the findings to design of own plans  *Supporting document required: Raw data analysis* |
| 1.2.1 Alternative criterion: Deploys statistical and/or data analysis concepts to identify variation in pupil performance and contributing factors, applying the findings to design of own plans. If current data is incomplete or unobtainable, the most recent data sets available (2019) can be used to establish a baseline and to identify success criteria. Other data sources and theory can be used to support plans.  *Supporting document required: Raw data analysis of internal and external data used with clear signposting as to whether it is current or historical data.* |
| **Write your assessment submission in this box, demonstrating how you have identified variation in pupil performance. *Attach your supporting document to the foot of this document, which establishes that you have collected and analysed ‘raw’ data*** |
| 1.2.2 Evaluates research into, and examples of, implementing change successfully and applies findings to the design and implementation of own plans |
| **Write your assessment submission in this box, showing how you have implemented change** |
| 1. **SAI checklist** Have you:  * Used a range of statistical analysis methods to identify variations in pupil performance? * Used a range of analytical concepts to draw conclusions from available data which identify and explain variations in pupil performance? * Identified the contributing factors to the variations they have found? * Found out about research into implementing change? * Used examples of implementing change successfully to inform their own plans for improvement? |
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| **Content area 2: Teaching and curriculum excellence** | |
| **Teaching and Curriculum Excellence** | ***How have you used suitable techniques to accurately evaluate teaching quality across the school?***  ***How have you used examples of successful leadership to plan your improvement project which improves the curriculum and reduces variation in pupil progress and attainment?*** |
| 2.2.1 Evaluates teaching quality across a school accurately, exploiting appropriate techniques to gather evidence |
| **Write your assessment submission in this box, giving details of how you have evaluated teaching quality** |
| 2.2.2 Analyses different leadership/management strategies aimed at improving pupil progress, attainment and behaviour and applies findings to own plans. |
| **Write your assessment submission in this box, evidencing how you have analysed various leadership strategies** |
| 2.2.3 Original criterion: Designs, implements and evaluates an improvement project that reduces variation in pupil progress and/or attainment across the school  *Supporting document required: Pupil Performance data* |
| 2.2.3 Alternative criterion: Designs, implements, and evaluates an improvement project that reduces variation in pupil progress and/or attainment across the school. Both qualitative and quantitative data can be used as evidence to support project success. If current data is incomplete or unobtainable, the most recent data sets available (2019) can be used to identify an expected data trajectory of improvement following the proposed implementation of plans.  *Supporting document required: Pupil performance data, including intended or expected outcomes following proposed project implementation.* |
| **Write your assessment submission in this box, illustrating how you have reduced variation. *Attach your supporting document to the foot of this document, which establishes that you have used pupil performance data to demonstrate the reduction in variation*** |
| 2.2.4 Exploits opportunities to develop and grow the school curriculum |
| **Write your assessment submission in this box, showing how you have developed the curriculum** |
| 1. **TCE checklist** Have you:  * Used a range of appropriate techniques to evaluate teaching quality across the school? * Used a range of leadership and management strategies in your own plans which have proved successful elsewhere? * Reflected on successful leadership strategies which improve pupil progress, attainment and behaviour? * Designed, implemented and evaluated a project which has reduced variation in pupil progress or attainment across the school? * Developed or improved the school curriculum? |
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| **Content area 3: Leading with impact** | |
| **Leading with Impact** | ***How have you found out about leadership, motivation and influence, using what you have discovered to motivate and influence others across the school?***  ***How have you used the experiences of other schools to promote and defend the project you planned?*** |
| 3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the school  *Supporting document required:* *(Sponsor comments 1 – included near top of this form)* |
| **Write your assessment submission in this box, demonstrating how you have used various leadership styles.  *Ensure sponsor comments are included in Section A near the top of the form, which give additional information to support your evidence here****.* |
| 3.2.2 Designs and implements a communications plan to promote and/or defend plans, drawing on campaigns and techniques used by other schools  *Supporting document required: Communications plan* |
| **Write your assessment submission in this box, illustrating how you have used a variety of communication styles.  *Attach your supporting document to the foot of this document, which indicates the quality of your communications plan***. |
| 1. **LWI checklist** Have you:  * Researched and found examples of leadership, motivation and influence? * Motivated and influenced others across the school? * Found out about the communication campaigns and techniques used by other schools? * Planned suitable methods of communication to promote and defend your project? |
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| **Content area 4: Working in partnership** | |
| **Working in Partnership** | ***How have you established effective partnerships which improve capability and performance across the school, consequently improving pupil achievement?*** |
| 4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the school  *Supporting document required:* *(Sponsor comments 2 – included in section A)* |
| **Write your assessment submission in this box, showing how you have established partnerships to improve capability and performance. *Ensure sponsor comments are included in Section A near the top of the form, which give additional information to support your evidence here****.* |
| 4.2.2 Evaluates the effectiveness of partnerships in terms of pupil progress and/or attainment |
| **Write your assessment submission in this box, which establishes how you collaborated to deliver your plans** |
| 1. **WIP checklist** Have you:  * Established and sustained partnerships which build school capacity or improve school performance in important areas for the school? * Evaluated the effectiveness of the partnerships through improvements in pupil achievement? |
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| **Part B Improve the efficiency and effectiveness of teaching** | |
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| **Content area 5: Managing risks and resources** | |
| **Managing Resources and Risks** | ***How have you checked the cost-effectiveness of your ideas and anticipated risks in order to draw up a business plan and budget which set out a recommended approach for improvement?*** |
| 5.2.1 Analyses the value for money/cost effectiveness of different options and designs a business case for recommended approach  *Supporting document required: Business case* |
| **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 sets out your business case*** |
| 5.2.2 Implements a risk management plan that systematically assesses, monitors, mitigates and contingency plans for risks  *Supporting document required: Risk management 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 how you will manage risks***. |
| 1. **MRR checklist** Have you:  * Considered various options and analysed the value for money and cost-effectiveness of each? * Designed a business case for a recommended approach? * Systematically assessed and monitored risks? * Drawn up contingency plans to mitigate risks in a risk management plan? |
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| **Content area 6: Increasing capability** | |
| **Increasing Capability** | ***What professional development did you plan for to support your project, and how did this change over time? How did you use the talents of staff in the school?*** |
| 6.2.1 Analyses key research into and examples of effective professional development and talent management in schools and applies findings to own plans |
| **Write your assessment submission in this box, establishing your involvement in professional development and talent management** |
| 6.2.2 Analyses how professional development provision may need to change over time and applies findings to own plans |
| **Write your assessment submission in this box, setting out how you plan to change professional development.** |
| **6. IC checklist** Have you:   * Considered research into effective professional development and talent management? * Used research and examples of professional development to enhance your own plans for improvement? * Worked out how the professional development you have planned will need to change as time progresses? |
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| **Section C: 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 1.2.1
  + Pupil performance data 2.2.3
  + Communications plan 3.2.2
  + Business case 5.2.1
  + Risk management plan 5.2.2

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 in total.

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

It is helpful to annotate each document or extract.