** NPQEL Final Assessment**

 **Submission form template *including scale-up approach***

*For participants who, due to current restrictions, are unable to engage with three or more schools.*

*This flexibility has been designed to benefit participants in maintained schools and trusts comprising fewer than three academies to successfully complete the Task 2 project.*

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| **This form is to be used for the submission of Task 1 (business development strategy for your organisation) and Task 2 (improve progress and attainment in several schools). The submission form may be submitted with Task 1 only completed, Task 2 only completed, or both tasks together. If only submitting one task, leave the boxes for the other task blank.** |

*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:** | Task 1/ Task 2/ Task 1 and task 2 |
| A first submission/ A 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 marks in *every* criterion *and* attain at least 70% (20) of the available marks in task 1 *and* at least 70% (17) of the available marks in task 2. 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 in task 1 *or* 16 marks or less in task 2.  |
| Task 1 content areas | **SAI** | **~~TCE~~** | **LWI** | **WiP** | **MRR** | **IC** | **Total** |
| Maximum marks | 6 | - | 4 | 4 | 6 | 8 | **28** |
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| Task 2 content areas | **SAI** | **TCE** | **LWI** | **WiP** | **~~MRR~~** | **~~IC~~** | **Total** |
| Maximum marks | 4 | 8 | 8 | 4 | - | - | **24** |
|  | *Criterion scores: 0 = no relevant evidence 1 = partially demonstrated 2 = fully demonstrated*In NPQEL, different criteria within SAI, LWI and WiP are tested in each Task |

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| **C-19 Advice** |  |
| If you have received specific personal 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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| **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 NPQEL programme.** |
|  | **Signature** | **Printed Name** | **Date** |
| **Participant** |  |  |  |
| **Other senior post-holder within the organisation** |  |  |  |
| **Role** |  |  |
| *Please note non-compliance in terms of any missing signatures, names or dates will be returned.* |

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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: |
| For **task 1**:* The ONE required supporting document
	+ Presentation recording and feedback *(Governing board or board of trustees)*
 | Together with:* Scanned handwritten signatures (accompanying the printed name and date) 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.
 |
| For **task 2**:* The THREE required supporting documents
	+ Pupil performance data
	+ Presentation recording and feedback *(Group of relevant stakeholders)*
	+ Communications/ stakeholder engagement plan, including media handling
 | Together with:* Scanned handwritten signatures (accompanying the printed name and date) 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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| *Plagiarism and collusion checks will be carried out* |

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| **Section A: Contextual Statement** |
| In the sections on the next page, list the **titles of your school improvement project/s**, 1) ***design a sustainable business development strategy for their organisation, analysing the benefits, costs, and risks of different options and 2) lead a project to improve progress and attainment in several schools***. Briefly describe **the business development strategy** you designed for task 1, and the **project title which improved progress and attainment in several schools.** 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 4,000 words (Task 1) and/ or 4,000 words (Task 2) overall; however, please limit what you write to a maximum of two lines in each box on this page.  |
| If your project for task 2 uses the scale-up approach, then all criteria remain the same, except for Content Area 2, Teaching and Curriculum Excellence, where alternative criteria wording is set out in this form. |

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| Section A: Contextual Statement |
| Task 1: **Summary title, key focus or intended impact of your business strategy:** |
| Task 1: **Summary outline or list of the key benefits, costs and risks of your chosen strategy** |
| Task 2: **Title of your project across several schools** |
| Task 2: **Intended improvements in progress and attainment** |
| ***Supporting document*** | ***Location: page no.; position on page; reference/ title*** |
| **Task 1** |
| **Presentation recording and feedback** *(Governing board or board of trustees)* | Audio/ video/ transcription or notes location: |
| If video, link:  |
| If audio or video, start time of key 10 minutes: |
| ***Task 1 word count****: maximum 4,000 not including supporting documents or contextual evidence*  | ***Task 1*****Total** |
| **Overview** | **SAI** | **TCE** | **LWI** | **WiP** | **MRR** | **IC** |
|  |  | **X** |  |  |  |  |  |

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| **Task 2** |
| **Pupil performance data** |  |
| **Evidence of discussions or attempts to engage with other schools** *(up to 500 words maximum)* |  |
| **Presentation recording and feedback** *(Group of relevant stakeholders)* | Audio/ video/ transcription or notes location: |
| If video, link:  |
| If audio or video, start time of key 10 minutes: |
| **Communications/ stakeholder engagement plan, including media handling** |  |
| ***Task 2 word count****: maximum 4,000 not including supporting documents or contextual evidence* | ***Task 2*****Total** |
| **Overview** | **SAI** | **TCE** | **LWI** | **WiP** | **MRR** | **IC** |
|  |  |  |  |  | **X** | **X** |  |
| ***Optional additional information (task 1 and task 2)*** |
| **Your role** |  |
| **School/ Federation/ MAT/ Other (please specify)** |  |
| **Description (size, phase, etc.)** |  |
| **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 either Task 1 Business development strategy (Overview plus five content areas) and/or Task 2 Working across several schools (Overview plus four content areas), and then add supporting documents or appendices, or extracts of the documents, at the end of the document. The five/ four boxes in each section do not need to each be the same length, but you must not exceed an overall word count of 4,000 words (Business development strategy); 4,000 words (Working across several schools), excluding supporting documents and appendices. You should provide evidence for every numbered statement. Failure to provide relevant evidence for even one criterion will result in a fail. Please write the word count for each assessed area in the section above. |
| **Task 1 – Sustainable business strategy** |
| **Overview** | ***Write a summary overview of your project to develop your business development strategy.*** |
| **Write your assessment submission in this box.** |
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| **Content area 1: Strategy and Improvement** |
| **Strategy and Improvement** | ***How have you analysed the environment in which your organisation/s are operating, and found out about change and business development across a range of other organisations, in order to improve your own business development strategy?***  |
| 1.4.1 Analyses the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans |
| **Write your assessment submission in this box, demonstrating how you have analysed the environmental implications.**  |
| 1.4.2 Analyses research into, and examples of, successful business development and business failure, drawn from schools and non-school contexts, and applies findings to own plans |
| **Write your assessment submission in this box, showing how you have analysed business development and failure.**  |
| 1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from schools and non-school contexts, and applies findings to own plans |
| **Write your assessment submission in this box, indicating how you have analysed research into delivering change across organisations**  |
| 1. **SAI checklist** Have you:
* Analysed the external and/or strategic environment?
* Identified implications for your organisations and changed your plans as a result?
* Through research and examples of school contexts, found out about successful business development and failure?
* Through research and examples of non-school contexts, found out about successful business development and failure?
* Found out about delivering change across a number of school organisations?
* Found out about delivering change across a number of non-school organisations?
* Used your findings within their own plans?
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| *Content area 2 does not need to be evidenced in the task 1 submission* |
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| **Content area 3: Leading with impact** |
| **Leading with Impact** | ***How have you used the motivations and priorities of colleagues and stakeholders to support your visionary goals for change?***  |
| 3.4.1 Analyses the motivations and/or priorities of colleagues/stakeholders, integrating these in the design and communication of plans*Supporting document required: Presentation recording and feedback (same recording as for 3.4.2)* |
| **Write your assessment submission in this box, demonstrating how you have analysed motivations. *Ensure you have uploaded your recording alongside your submission form, or included a link.***  |
| 3.4.2 Secures colleague and/or stakeholder support for visionary or challenging goals*Supporting document required: Presentation recording and feedback (same recording as for 3.4.1)* |
| **Write your assessment submission in this box, illustrating how you have secured support.  *Ensure you have uploaded your recording alongside your submission form, or included a link.*** |
| 1. **LWI checklist** Have you:
* Analysed the motivations and priorities of colleagues?
* Analysed the motivations and priorities of other stakeholders?
* Secured colleague support for visionary or challenging goals?
* Secured stakeholder support for visionary or challenging goals?
* Used your findings in the design of your plans?
* Used your findings in the communication of your plans?
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| **Content area 4: Working in partnership** |
| **Working in Partnership** | ***How have you used expertise and advice from outside the education system, and research into expansion or joining a school partnership to inform your plans for change?*** |
| 4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans |
| **Write your assessment submission in this box, showing how you have exploited best practice beyond the education system**  |
| 4.4.3 Analyses research into and examples of expanding and/or joining a school partnership successfully, including an academy chain, and applies findings to own plans |
| **Write your assessment submission in this box, which establishes how you researched expanding or joining school partnership** |
| 1. **WIP checklist**Have you:
* Exploited expertise and best practice from beyond the education system?
* Used professional advice from outside the education system?
* Found out about expanding your organisation?
* Found out about joining a school partnership, such as an academy chain?
* Used the information you have discovered within your business development strategy?
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| **Content area 5: Managing risks and resources** |
| **Managing resources and risks** | ***How have you analysed the benefits, risks and costs of your business development strategy, using the information to improve efficiency, effectiveness and sustainability of your organisation’s resources and creating effective accountability and risk management arrangements?*** |
| 5.4.1 Analyses the benefits, risks and costs of different business development strategies in resource terms (for example, in terms of finances, staffing, workload and educational resources) |
| **Write your assessment submission in this box, specifying how you have analysed different business development strategies.**  |
| 5.4.2 Analyses opportunities to improve the efficiency and effectiveness of resources deployed sustainably and applies findings to the design of plans |
| **Write your assessment submission in this box, indicating how you have analysed the efficiency and effectiveness of resources.**  |
| 5.4.3 Evaluates the effectiveness of different accountability arrangements for managing resources and risks and defines appropriate financial accountability and risk management arrangements for own plans |
| **Write your assessment submission in this box, showing how you have evaluated risk.**  |
| 1. **MRR checklist** Have you:
* Analysed the benefits, risks and costs of different business development strategies?
* Considered the finances, staffing, workload and educational resources involved?
* Analysed how to improve the efficiency and effectiveness of resources deployed?
* Considered the sustainability of deployed resources?
* Evaluated the effectiveness of different accountability arrangements for managing resources?
* Evaluated the effectiveness of different accountability arrangements for managing risk?
* Defined appropriate financial accountability within your own plans?
* Defined appropriate risk management arrangements within your own plans?
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| **Content area 6: Increasing capability** |
| **Increasing Capability** | ***How have you analysed your organisation’s capability, developing strategies for professional development, the supply of staff and your organisation’s ability to meet change responsively and resiliently?*** |
| 6.4.1 Analyses organisation’s capability to meet current and future requirements and applies findings to own plans |
| **Write your assessment submission in this box, establishing your organisation’s capability**.  |
| 6.4.2 Evaluates the benefits and risks of different strategies in terms of professional development opportunities, including for new and the most talented staff |
| **Write your assessment submission in this box, outlining how you have evaluated personal development strategies.**  |
| 6.4.3 Evaluates the benefits and risks of different strategies in terms of the supply and demand of staff, including in key posts |
| **Write your assessment submission in this box, indicating how you have evaluated strategies for the supply and demand of staff.**  |
| 6.4.4 Evaluates the benefits and risks of different strategies in terms of the organisation’s responsiveness and resilience to change |
| **Write your assessment submission in this box, giving details of how you have evaluated your organisation’s responsiveness and resilience.**  |
| 1. **IC checklist** Have you:
* Analysed your organisation’s capability to meet current requirements?
* Analysed your organisation’s ability to meet future requirements?
* Evaluated the benefits and risks of different strategies for professional development?
* Considered the professional development needs of new staff?
* Considered the professional development needs of the organisation’s most talented staff?
* Evaluated the benefits and risks for the supply and demand of staff?
* Considered the supply and demand of staff in key posts?
* Evaluated your organisation’s responsiveness to change?
* Evaluated your organisation’s resilience to change?
* Included your findings within your business development strategy?
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| **TASK 2 Working across several schools** |
| **Overview** | ***Write a summary overview of your project to improve progress and attainment in several schools.*** | **Supporting documents required** |
| **Write your assessment submission in this box.** |
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| **Content area 1: Strategy and Improvement** |
| **Strategy and Improvement** | ***What were the implications for the schools you were working across of your analysis of the external strategic environment, and how did you draw from what you found out about change in planning to deliver improvement to the schools?*** |
| 1.4.1 Analyse the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans |
| **Write your assessment submission in this box, demonstrating how you have analysed environmental implications**  |
| 1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from schools and non-school contexts, and applies findings to own plans |
| **Write your assessment submission in this box, showing how you have analysed research into change across organisations.**   |
| 1. **SAI checklist** Have you:
* Analysed the external and strategic environments to identify the implications for the schools you are working across?
* Found out about delivering change across a number of organisations, through research and examples from school contexts?
* Found out about delivering change across a number of organisations, through research and examples from non-school contexts?
* Used your findings within your plans for change?
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| **Content area 2: Teaching and curriculum excellence** |
| **Teaching and Curriculum Excellence** | For criteria 2.4.2 and 2.4.3, either provide evidence against the first of each of the criteria, or evidence relating to the second of each criterion, focusing on COVID recovery. Provide evidence for only one, and not both, of the statements for each criterion – either both of the first statements or both of the second statements, but not some of each.  |
| ***How have you evaluated teaching quality across the schools you are working with, using a range of research into school improvement strategies and school-to-school support systems to improve pupil progress and attainment across the schools, and which may relate to COVID recovery plans?*** |
| 2.4.1 Indicates how they would evaluate teaching quality across several schools accurately, including expected findings and how they would apply findings to own plans*Supporting document required:*  *Evidence of discussions or attempts to engage with other schools* |
| **Write your assessment submission in this box, giving details of the teaching strategies you have evaluated across at least three schools**  |
| **EITHER** 2.4.2 Analyses domestic and international research into, and examples of, school improvement strategies in relation to progress, attainment and behaviour, including interventions targeted at disadvantaged pupils or those with particular needs, and applies findings to own plans |
| **OR** 2.4.2 Analyses domestic and international research into, and examples of, COVID recovery in schools in relation to progress, attainment and behaviour, attendance, pupil and parental engagement and applies findings to own plans |
| **Write your assessment submission in this box, evidencing your analysis and application of school improvement strategies.**   |
| **EITHER** 2.4.3 Analyses research into and examples of effective school-to-school support systems in relation to teaching quality, pupil progress and attainment and applies findings to own plans |
| **OR** 2.4.3 Analyses research into, and examples of, effective school-to-school support systems in relation to maintaining of high-quality teaching and pupil/staff support in the context of COVID recovery and applies findings to own plans |
| **Write your assessment submission in this box, establishing how you have used school-to-school support systems. *Attach your supporting document to the foot of this document, showing how you have used pupil performance data to demonstrate effective strategies.***  |
| 2.4.4 Designs, implements and evaluates an improvement strategy that focuses on improving pupil progress and attainment across own school and evidences how they would scale-up across several schools, including the progress they would expect to see as a result*Supporting document required: Pupil performance data* |
| **Write your assessment submission in this box, indicating how you have improved pupil progress across several schools. *Attach your supporting document to the foot of this document, showing how you have used pupil performance data to demonstrate effective strategies.***  |
| 1. **TCE checklist** Have you:
* Indicated how you would evaluate teaching quality accurately across the schools you are working with?
* Used systematic and rounded approaches to do so?
* Analysed domestic research into school improvement strategies to improve progress, attainment and behaviour?
* Analysed international research into school improvement strategies to improve progress, attainment and behaviour?
* Found out about the most appropriate interventions to use with disadvantaged pupils and those with particular needs across the schools?
* Found out about effective school-to-school support systems?
* Designed, implemented and evaluated an improvement strategy which improved pupil progress and attainment across your own school?
* Indicated how you would scale up the improvements in your own school across several schools?
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| **Content area 3: Leading with impact** |
| **Leading with impact** | ***How have you set visionary, challenging goals for improvement, securing stakeholder engagement through an understanding of their motivations and publically promoting and defending your plans?***  |
| 3.4.1 Analyses the motivations and/or priorities colleagues/stakeholders, integrating these in the design and communication of plans*Supporting document required: Presentation recording and feedback (same recording as for 3.4.2)* |
| **Write your assessment submission in this box, demonstrating how you have analysed motivations and priorities. *Ensure you have uploaded your recording alongside your submission form, or included a link.***  |
| 3.4.2 Secures colleague and/or stakeholder support for visionary or challenging goals*Supporting document required: Presentation recording and feedback (same recording as for 3.4.1)* |
| **Write your assessment submission in this box, illustrating how you have secured support.  *Ensure you have uploaded your recording alongside your submission form, or included a link.*** |
| 3.4.3 Analyses their own motivations and moral purpose and integrates these in own design, communication and leadership of plans  |
| **Write your assessment submission in this box, specifying how you have analysed your own motivations.**  |
| 3.4.4 Evaluates different strategies to publically promote and/or defend plans, including in the media, and implements recommended approach*Supporting document required:*  *Communications/ stakeholder engagement plan, including media handling* |
| **Write your assessment submission in this box, indicating how you have publicly defended or promoted your plan. *Attach your supporting document to the foot of this document, which illustrates the quality of your communications plan***.  |
| 1. **LWI checklist** Have you:
* Analysed the motivations and priorities of colleagues?
* Analysed the motivations and priorities of stakeholders?
* Integrated your findings into the design and communication of your plans?
* Secured the support of colleagues for the visionary or challenging goals you set?
* Secured the support of stakeholders for the visionary or challenging goals you set?
* Analysed your own motivations and moral purpose?
* Integrated your own motivations and moral purpose into the design, communication and leadership of your plans for improvement?
* Evaluated different strategies to publically promote and defend your plans, including in the media?
* Used your findings within your plans for improvement?
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| **Content area 4: Working in partnership** |
| **Working in partnership** | ***How have you used expertise, professional advice and best practice from beyond the education system, and found out about successful school-to-school support systems to strengthen your plans for improvement?*** |
| 4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans |
| **Write your assessment submission in this box, showing how you have exploited practice beyond the education system.**  |
| 4.4.2 Analyses research into, and examples of, successful school-to-school support partnerships and collaborations applies findings to own plans |
| **Write your assessment submission in this box, which establishes how you collaborated to create support partnerships.** |
| 1. **WIP checklist** Have you:
* Exploited expertise and best practice from beyond the education system?
* Used professional advice from outside the education system?
* Found out about successful school-to-school support partnerships and collaborations?
* Used what you have discovered to develop your own plans?
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| **Supporting documents**  |

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

**For task 1:**

Ensure you have included the ONE required supporting document, a maximum of two pages:

o Presentation recording and feedback *(Governing board or board of trustees)* 3.4.1 & 3.4.2

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.

**For task 2:**

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

* Evidence of discussions or attempts to engage with other schools (up to 500 words maximum) 2.4.1
* Pupil performance data 2.4.4
* Presentation recording and feedback *(Group of relevant stakeholders)* 3.4.1
* Communications/ stakeholder engagement plan, including media handling 3.4.4

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 2,500 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.