**SEFSS:** A FRAMEWORK TO SUPPORT SCHOOL EVALUATION SCIENCE SPECIFIC. SATC 2022.



Data:

Generic Statements (Agree/ Disagree/ Ponder before considering your own school data and how it helps)

* Quantitative data allows an evidence base from which interesting questions can be asked.
* Data generates quality questions worthy of exploration.
* Data shows where intervention is not needed, as well as where it is needed, or may be where something different is needed.
* Data is readily available but often not planned for.
* Data often exists, is often collated in spreadsheets, but not utilised for a purpose.
* Reflecting on data is not to increase workload, but is to focus priorities and decision making on not what to do but why something needs to be done.

A reviewer does not ask to see the data but would expect that a subject leader could justify a response to questions as indicated in the prompt column.

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| **Prompt** | **Notes** |
| How is science at the school doing over time? Is science improving? What are the trends over the last few years?   * **How do you know what you think you know?** |  |
| How is science doing at your school compared to English and Maths?  Do children attain better in science? What are the relative data sets?   * **How do you know what you think you know?** |  |
| Are there any gender gaps? Which way? Boys v Girls  Is this a concern to science specifically? What are the comparative data sets? Including English   * **How do you know what you think you know?** |  |
| Are all children making expected progress? How do you decide which children need additional support? Are you leading an inclusive curriculum? (SEND, PP, EAL)  Which data sets do you focus on?   * **How do you know what you think you know?** |  |
| Which topics are causing concern? Which ideas have children not grasped or where are the learning gaps?   * **How do you know what you think you know?** |  |
| **Top Tips**   * Understand the different terms: Summative Data, Diagnostic Data, Assessment for learning data * Be aware that KS2 data is reportable and is held centrally in data systems- check with your data manager. Just because it wasn’t a test does not make this data less useful than a formal test. * Know that tracking grids are tools for data capture- they are not data in themselves. | |