

- Evaluate impact - data
- Share learning
- Mobilise knowledge
- Embed new practices
- New questions

- Research question / enquiry focus (data informed)
- Expected outcomes / the difference you want to make

Reflect

Ask

Innovate

Investigate

- Trial new approaches
- Track evidence of change (practice and learning)
- Refine and re-trial strategies
- Critical analysis

- Baseline evidence - data
- Research strategies
- What's already known about this issue?



Poster Template

**30
secs**

Headline

**300
secs**

**300
secs**

**The impact we
have had...on
pupils,
processes,
colleagues'
practice, etc**
50-100 words

**3-30
secs**

**A compelling
visual that
explains your
project.**

**Key messages
to share more
widely
(what?)**
50-100 words

**300
secs**

**What's our
evidence?
How do we
know?**
50-100 words

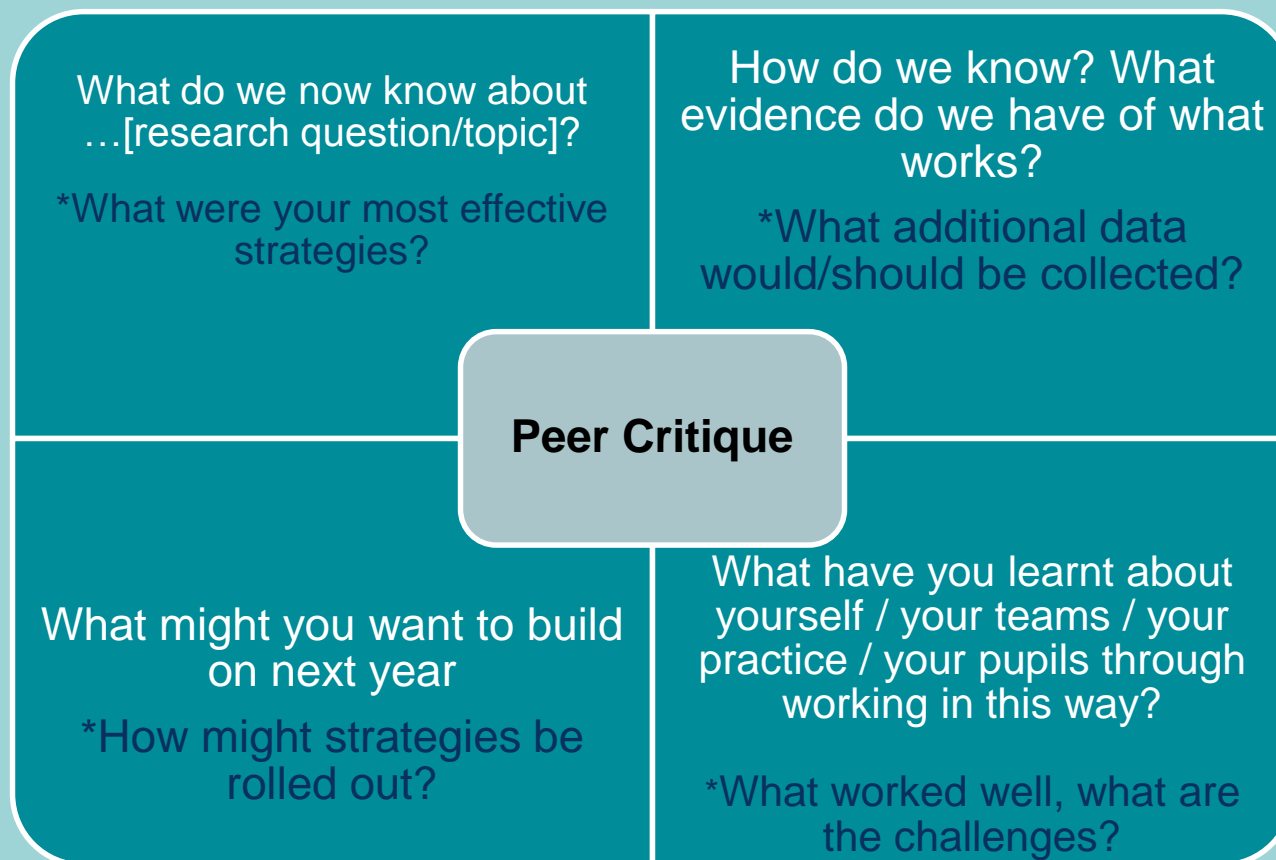
**300
secs**

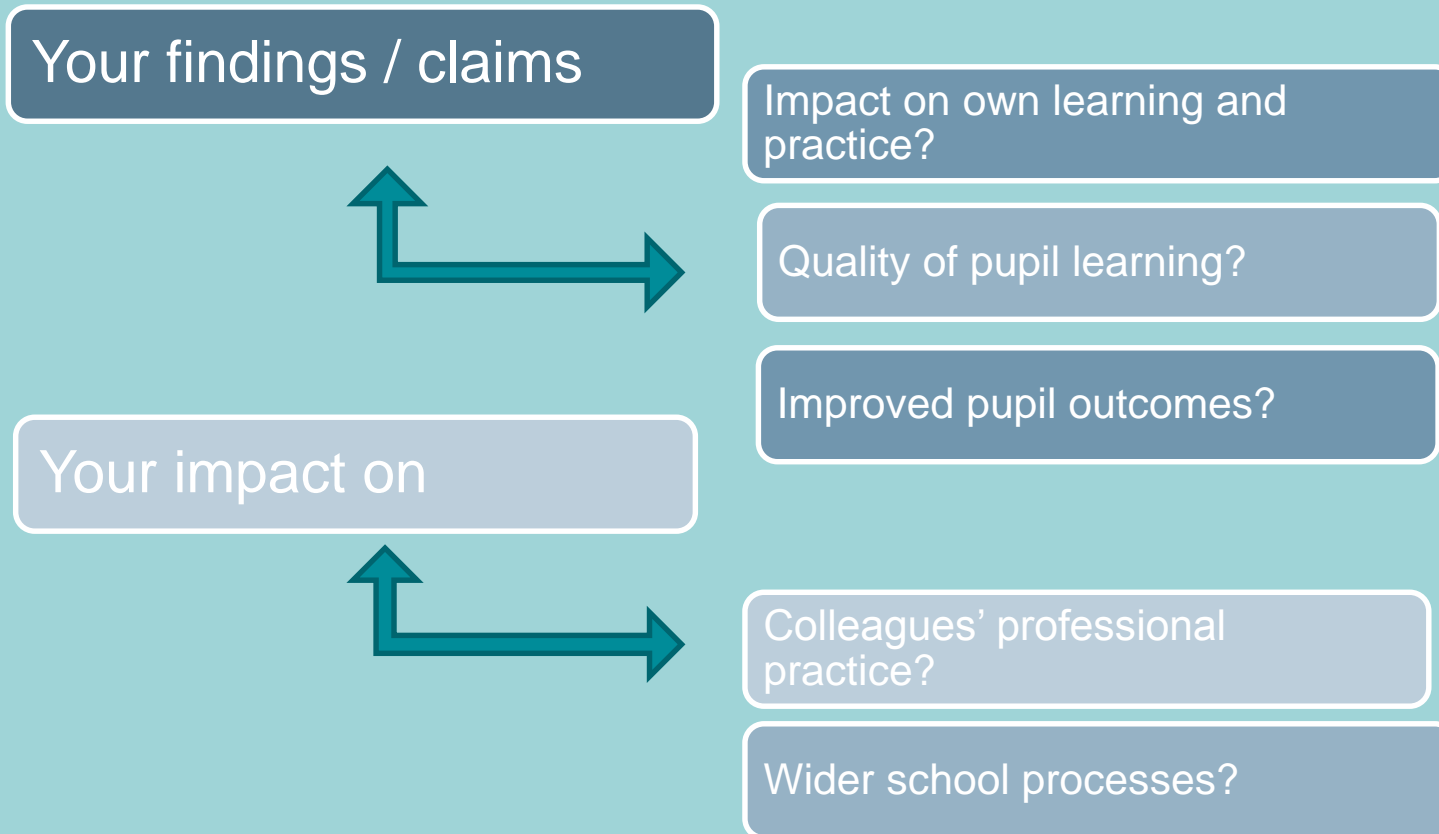
**30
secs**

**An explanation of
your project**
25-50 words

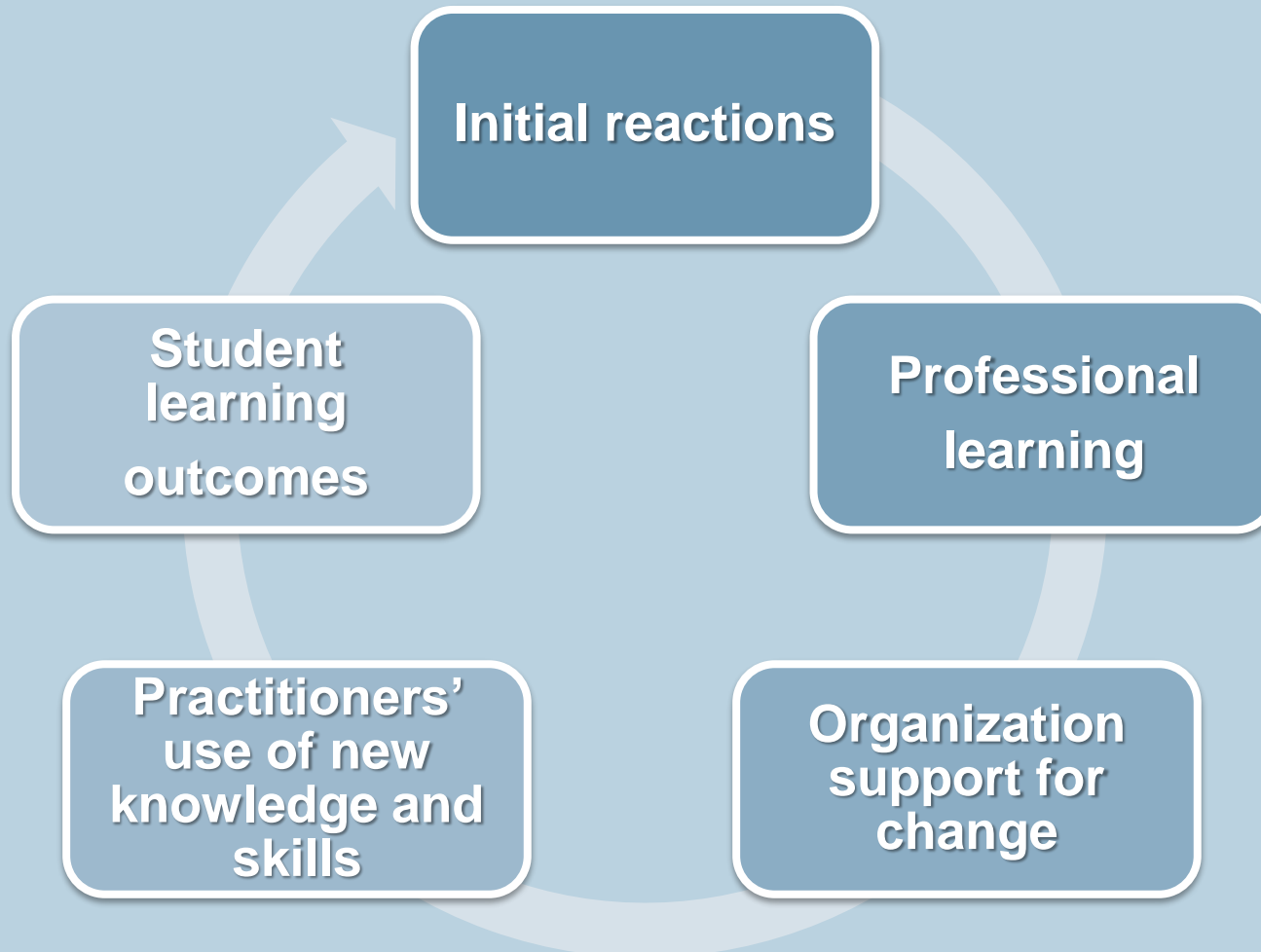
**Your strategy
for sharing
your learning
(how?)**
50-100 words

Examining the Impact of Your Enquiry





Evaluating Impact



Knowledge Mobilisation

The process by which evidence is produced... transformed into accessible and usable outputs through a process of collaboration and/or mediation, and implemented by teachers in order to better their teaching practice and enhance learner outcomes.

(Sharples, 2013, p.6).

In other words – it is the sharing of evidence so others can benefit and this evidence includes your impact.

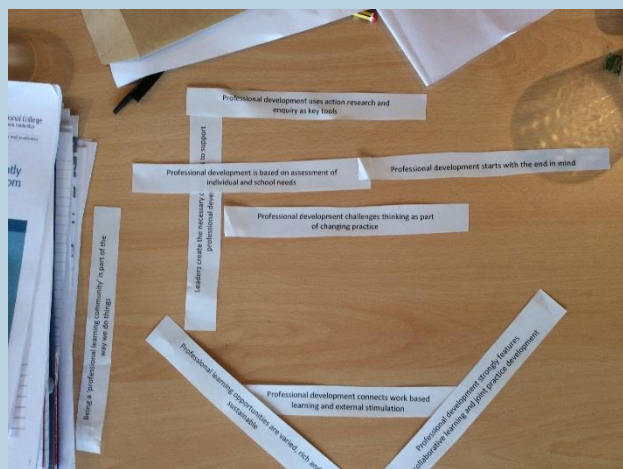
BUT! Not enough to simply summarise outputs for practitioners ... there needs to be a process of transformation of the information for it to be able to be put to good use

(Nelson and O' Beirne, 2014, p.1).


Knowledge Mobilisation

What methods can you use to bring evidence to life?

- Strip activity for literature reviews
- Posters
- Modelling using props to explore baselines
- Jigsaw learning



How do we meet the Computer Science skills gap in Primary Schools?

 Devon Teaching School Partnership

What is the most effective CPD to prepare teachers for outstanding teaching and learning in Computing Science?

Intended Outcomes:

- To effectively train coordinators and staff to be enabled to teach the New CS curriculum.
- Pupils – (this will be the second phase of the project) to demonstrate at least good progress in their learning of CS.

What did we do?

- 12 schools created a network of Computer Science Coordinators
- Collaboratively devised a sequence of CPD events to train staff
- Created linked gap tasks to trial and embed learning.

What was the impact?

- Raise in Confidence in Coordinators training staff in CS from 35% to 70% over two terms.
- Raise in confidence in staff teaching CS from 20% to 62% in two terms
- Level of Impact on Pupil's understanding of CS rated as 70% by teaching staff.
- 3 Master Teachers in Computing and 3 SLEs appointed

What have we learned?

- CPD needs to be sequenced with events every 4-6 weeks
- CPD needs to be connected with well chosen gap tasks
- CPD needs to be 'dynamic' – participants, as adult learners, need to be involved in the planning of their next CPD event
- A community of practice leads to sustainable, ongoing CPD
- Well chosen expertise (Master Teachers in Computing) provides excellent leadership

How are we sharing the learning?

- 3 Computer Science Hubs being established across Devon open to all schools
- Led by 3 Master Teachers in Computing
- SLEs and Master Teachers training other coordinators groups and available for bespoke in-school provision.
- Devon Primary Computing website created for resource sharing

• 'Dynamic, sequenced, gap task' CPD being applied to other aspects of our provision eg MOT & RQTL Programmes

Case study shared at local and national events