

Intensive ENTHUSE Award Guidance

Application and Overview

Overview

- The aim of this Award is to help schools to raise pupil achievement in science through science-specific CPD for teachers of science and associated and support staff
- Intensive ENTHUSE Awards of **£5,000** are made available to address an identified school CPD need in science. This bursary can only be used to support subject-specific CPD in STEM through **consultant led support** for up to **one day of support per week over a twelve week period** – ideally consecutive but spanning no longer than 6 months. We anticipate that at least £3,200 of the award will be used to fund the external (consultant-led) support you require. In addition it also needs to include attendance at sustained **residential** CPD held at the National STEM Learning Centre within 12 months of the award being approved. Please note that you will not need to finance the residential CPD from your Intensive Enthuse Award - additional support is available from Project ENTHUSE for this purpose. CPD can be sourced at www.stem.org.uk/cpd.
- Consultants must be registered with STEM Learning Ltd, but can be selected by the school or college. Your nearest Science Learning Partnership (www.stem.org.uk/science-learning-partnerships may be able to assist you in sourcing a consultant)
- Successful applicants will be provided with a **staggered payment of the award**, paid on completion of certain milestones in an approved action plan and production of sufficient reporting and evidence of impact.

Criteria for Eligibility

- **State funded schools (primary or secondary) and colleges** in England are eligible for this Award, if they have **not previously engaged** with the National STEM Learning Centre i.e. staff from the school have not attended courses at the centre over the last 5 years.
- A requirement for the award is **attendance and engagement in transformative residential CPD** for at least one member of staff, held at the **National STEM Learning Centre** within **12 months** of the award being approved. Please note that you will not need to finance the residential CPD from your Intensive Enthuse Award - additional support is available from Project ENTHUSE for this purpose.

Application Process

- In order to receive the Award, schools and colleges must complete an **Application Form** initially:
 - all sections of the Application Form must be completed
 - the Application Form should address a need identified from the school or science department self-evaluation. These needs may include the need to improve pupil attainment and progress, including closing an achievement gap in science for identified underperforming groups, improving uptake of and pupil progression to post 16 sciences, addressing teacher subject content knowledge issues or improving leadership in science
 - the Award may be used to support a single action point or a number of related action points
 - the CPD must have the potential to impact on a significant number of staff and/or pupils

- the activity must be intended to commence **within 1 month** of the Application Form being submitted
- applications will be considered on a needs and merit basis
- completed Application Forms should be emailed to award-entry@stem.org.uk no later than **11 November 2016**
- Following approval of the Application Form, an **Action Plan** will need to be agreed by the **STEM Learning approved consultant** and submitted to STEM Learning for approval.
- Over the 12 weeks of support, an **Interim Impact Report** and a **Final Impact Report** and **Evaluation** will need to be completed:
 - the Interim Impact Report should be completed half way through the support
 - the Final Impact Report and Evaluation should be completed within 3 months of the support finishing but no later than 12 months after submitting the Application Form
 - Guidance on completing the Action Plan, Interim Impact Report and Final Impact Report and Evaluation is available in the section below 'Reporting and Impact'
 - Exemplars of each form are also available on the forms themselves

Payments

- The £5,000 award will be split into **two payments**:
 - the initial payment of **£2,500** will be made once the Application Form has been approved
 - the second payment of **£2,500** will be payable on submission of the Interim Impact Report

How Can the Money be Spent?

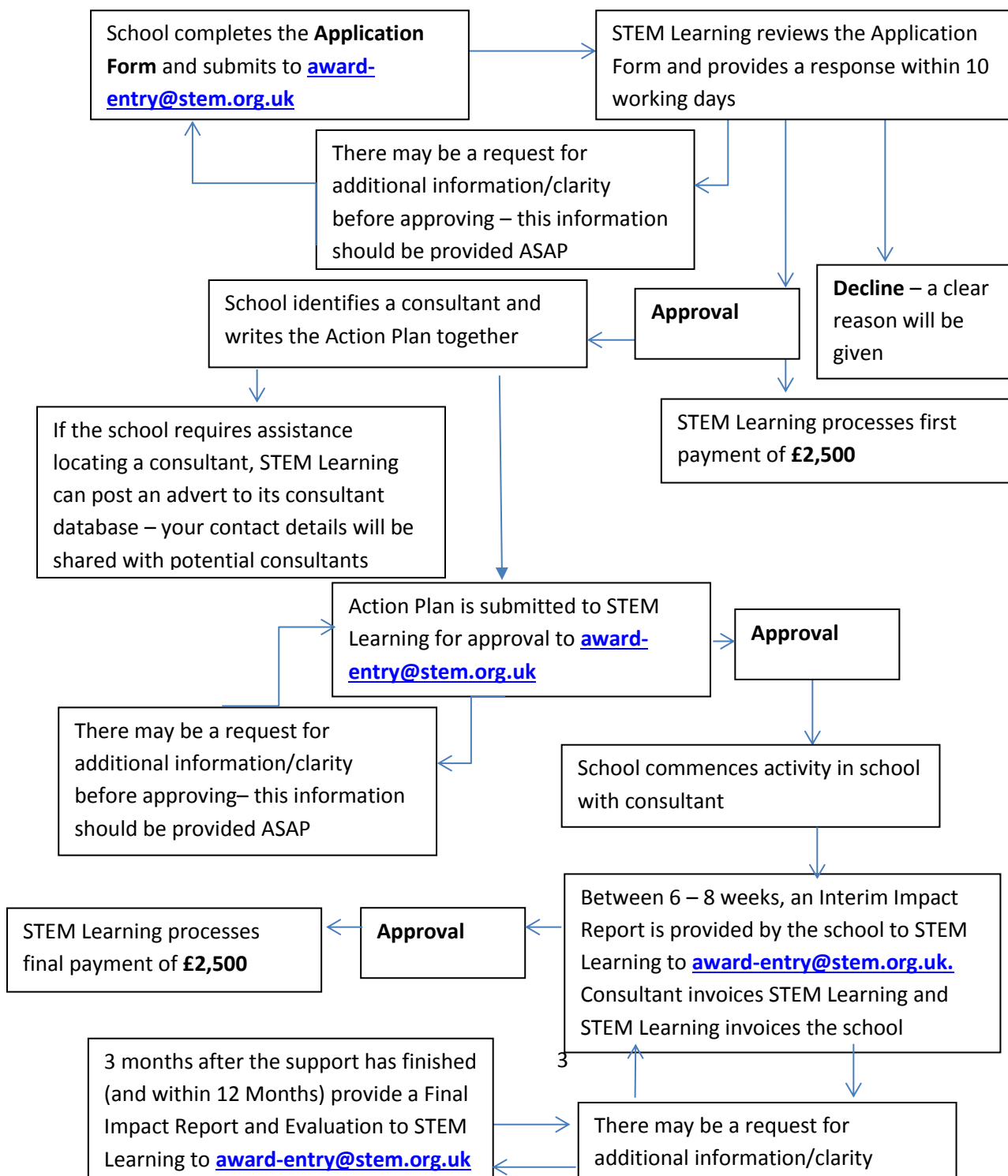
Acceptable use of the Money	Not acceptable use of the money
<ul style="list-style-type: none"> ● The Award needs to be used to respond to a need which has been identified by a school or college. ● The Award needs to be used to provide consultant support, CPD or planning time to improve provision of science in the school/college. This may include supply costs to release members of staff to work together. ● The Award may be used to support a single action point or a number of related action points. 	<ul style="list-style-type: none"> ● Cannot be used to supplement bursaries available for attendance at Science Learning Centre courses. ● Cannot be used to purchase curriculum resources (unless resources are provided as part of a CPD training package). ● Cannot be used to pay for attendance on external CPD by commercial organisations. ● Cannot be used to buy into schemes, membership of organisations or award programmes.

Sourcing Consultants

- STEM Learning has a database of approximately 400 consultants who can assist in delivering the subject specific support. STEM Learning will post the advert in the community group so all consultants are alerted to the opportunity – interested consultants will then contact the school/college directly if they wish to be considered for the work.

- It is the responsibility of the individual school/college to agree the terms of working together. The consultant will invoice STEM Learning for the CPD at a rate of £400 per day and STEM Learning will then invoice the school at a rate of £450 per day (the additional amount is to meet administration costs).
- If the school is unable to identify a consultant within 3 months of the initial Application Form being approved, we may be unable to provide the remainder of the Intensive ENTHUSE Award bursary.
- If the school identifies a consultant to work with who is not already registered with STEM Learning, they must be added to the STEM Learning Consultants' Database before we can authorise payment of the award.
- STEM Learning colleagues will advise you of the process for registering your consultant on the STEM Learning Consultants' Database as required.

Overview of Process



Additional Useful Information

- Secondary schools looking for additional support with self-evaluation of science provision should use the STEM Learning self-evaluation tool on the National STEM Centre website:
www.stem.org.uk/tools-and-toolkits
- Ofsted's Maintaining Curiosity document can be helpful in identifying the features of excellent science teaching -
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379164/Maintaining_20curiosity_20a_20survey_20into_20science_20education_20in_20schools.pdf
- Ofsted's The Acid Test is also a helpful document to use when looking at school improvement.
<https://www.gov.uk/government/publications/subject-professional-development-materials-the-acid-test-guidance-on-self-evaluation-for-science-subject-leaders>
- Members of ASE may also find it helpful to look at **The ASE Primary Science Subject Leader Framework**

Reporting and Impact

The guidance below is provided to support schools to understand impact and evaluation, to write an effective Action Plan and to provide guidance on sources of evidence which can be collated to evaluate the impact of the Intensive ENTHUSE Awards.

Evaluating the Impact of Action Points

Evaluating the impact of planned action points helps to:

- provide evidence for teacher/subject or departmental performance reviews
- support school self-evaluation processes
- build evaluation evidence for Ofsted inspections at whole school or subject level
- inform future policies and actions
- share best practice more effectively

When we talk about **evaluation** we mean assessing whether or not the action point has been **effective** in terms of delivering the intended outcomes.

When we talk about **impact** we measure the **direct effects** of the action point on the teacher/s involved, the school or department or on pupils. It may be that there are also indirect **effects** on pupils, teachers or the school which may be noted in addition to the intended outcomes.

Planning an impact evaluation

- It is important to consider and plan what potential impacts may be evaluated before undertaking any action point.
- Schools and colleges applying for an Intensive ENTHUSE Award should prepare an **action plan** to outline expected outcomes from their action points and identify how they will be assessed and evidenced. If you are working alongside a consultant this should be agreed with them.
- Some impacts may be visible immediately following the action point. For example some professional development might lead to an immediate increase in subject knowledge.
- Other impacts, particularly those relating to impacts on pupils, teachers or the school may take longer to be realised. The evaluation timeline will need to reflect the type of action point and how long it will take to see any impact.
- For this reason schools and colleges are not expected to complete the final impact form until 12 months after the initial action point.

Types of impact

There are typically three types of impact that arise from action points:

- **Impact on a teacher(s)** (e.g. improved confidence, increased subject knowledge, change of classroom practice)
- **Impact on pupils** (e.g. improved progress, increased attainment)

- **Impact on departments/school/college** (e.g. Improved sharing of effective practice and resources, increased priority of science)

Impact on teachers	Impacts on pupils	Impacts on departments/school/college
<ul style="list-style-type: none"> • Improved enthusiasm and confidence • Improved subject knowledge and understanding • Increased pedagogical knowledge, skills and understanding • Use of new subject knowledge and skills and/or pedagogies • Improved leadership, knowledge and skills and understanding • Use of new leadership knowledge, skills and understanding 	<ul style="list-style-type: none"> • Improved pupils' progress in science knowledge, skills and understanding • Improved pupils' attainment in science knowledge, skills and understanding • Increased pupils' confidence, motivation and engagement in lessons • Improved pupils' behaviour and working safely • Increased uptake of pupils studying science (pre/post 16) 	<ul style="list-style-type: none"> • Improved quality of teaching • Improved leadership of science department/science curriculum • Improved progress and attainment of pupils • Increased profile/priority of science in school • Improved sharing of effective practice and resources • Increased uptake of pupils studying science (pre/post 16)

- In writing an action plan it should be clear what the intended impact of the action point will be and over what period of time.
- Expected impact can be expressed as success criteria and these should be SMART (Specific, Measurable, Achievable, Realistic and Timed)
- In order to measure impact, evidence will need to be gathered - it is important to look at changes over time so evidence needs to be compared before and after the action has taken place.

Gathering Evidence for Evaluation

Evidence for evaluating impact can be quantitative, qualitative, or a mixture.

- **Quantitative evidence.** Numerical or statistical data e.g. pupil exam results, assessment test results, pupil or colleague surveys etc.
- **Qualitative evidence.** Descriptive information collected from a small number of people through interviews, focus groups, reflective journals, lesson observations.

Evidence should be collected:

- **Before undertaking the action point**– to establish a base for comparison and inform what actions are needed.
- **During and/or after the action point**– to establish and provide evidence for the outcomes, as well as any other effects.

Example: To show what pupils have learnt, or how their attitudes have changed as a result of using a new teaching method or resource, a teacher can use pupils’ work, like ‘mind maps’ or posters and pupils’ voice (survey or interview). This can be further supported by the feedback form a colleague who observed this teacher’s lessons.

Using a comparison or control group can also help to validate the findings. This is usually another class of pupils (past or present) who did not experience the change. This is a benchmark against which the changes in the outcomes in the action point class are assessed. It is important that the action point and control groups are similar enough to make the comparison valid.

Where possible, evidence should be included in the Interim and Final Impact and Evaluation Forms.

Examples of Evidence Sources

Impacts on teachers	Impacts on pupils	Impacts on departments/ school/college
<ul style="list-style-type: none"> • Feedback from colleague or leadership team • Grading or feedback from lesson observation • Changes to schemes of work / lesson plans / assessment methods etc. • Own perceptions and reflections • Pupil impacts (see next) 	<ul style="list-style-type: none"> • Progress data • Attainment data • Surveys • Interviews/discussions with pupils • Videos/photos/posters • Feedback and grading on pupil engagement from external observation of lessons • Personal 	<ul style="list-style-type: none"> • Feedback from colleagues • Evidence of improved pupil progress and attainment • Evidence of increased uptake of sciences pre/post 16 • Grading and feedback from lesson observation/video • Other evidence (e.g. staff/pupil surveys, interviews, videos etc.)

	reflections/observations of pupils <ul style="list-style-type: none"> • Feedback from parents • Progress in recorded work 	<ul style="list-style-type: none"> • School plans/documents/Schemes of Work
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Reporting

Impact evaluation for Intensive ENTHUSE Awards takes place in two stages:

- Six to eight weeks after the start of the Action Plan the **Interim Impact Form** needs to be completed. This form is a progress check. It is designed to ensure that the action points have been put in place and are on track in terms of time scales.
- **Final Impact Form and Evaluation** - the Final Evaluation Form should be completed once the impact of the action point has had time to have an effect, ideally 3 months after the support has finished.
 - **The Final Impact Form** looks systematically at the different action points which have taken place and asks for an estimate of the impacts.
 - The **Evaluation Form** is a critical reflection of the action points and their impact and may include comments on the impact of the CPD on teachers, pupils or the school which were not anticipated.