WHAT IS EVIDENCE OF IMPACT?

When you start implementing your action points you will need to know how you are progressing towards the intended outcomes and where you are in relation to your milestones. Therefore, it is very important that you plan ahead of the action what evidence you will need collect and when.

Evidence is best collected
- prior to undertaking action – to check that action is needed and to establish a baseline for measuring the change after completion of the action (in other words you need to establish your starting point)
- during and/or after the implementing action – to establish the evidence for the achievement of desired impact as well as any unintended effects

The evidence collected to show impact can cover two different types of data and information:
- quantitative evidence is usually numerical or statistical data. It can come from pupil achievement data from RAISE online, examination results, teacher assessments, student or colleague surveys etc
- qualitative evidence is usually descriptive information. It can be collected through interviews, focus groups, self-reflective journals etc

There are many types of evidence you can collect before and after carrying out your action plan to show the impact of these actions on the planned outcomes.

Examples of evidence sources
- student progress or attainment data
- student feedback (eg student voice surveys, interviews)
- samples of student work
- uptake of STEM subject(s) pre and post-16
- feedback from external observation of lessons (eg by a colleague, subject leader, Ofsted)
- feedback from colleagues
- changes to schemes of work, lesson plans, assessment methods or resources
- videos, posters or photos
- department, school or college developmental plans or documents
- your perceptions, reflections or reflective journal

For example, you can use pupil voice surveys, questionnaires, feedback from colleagues and teacher assessments to provide the baseline position and then repeat them after the planned action to show evidence of impact.

You can improve the robustness of the evidence of impact by comparing the outcomes for two groups of pupils: a target group who benefit from your action plan and a comparison or control group (past or present pupils) who did not benefit. The profile of the two groups should be similar and the variables (differences between the groups) should be kept to a minimum.

Your colleagues can help with collecting any data. This also involves them in your action plan, enabling discussion and potential for increased effectiveness.