

Using the Big Ambition Master spreadsheet – information and some things to consider . .

Getting Started:

- Download the Big Ambition Master spreadsheet and save it to your hard drive
- Consider how you are going to keep a back-up copy should the worst happen
- There are three tabs at the bottom of the spreadsheet – File Management; Data Sheet; Print Copy.
 - File Management contains this information for ease of reference
 - Data Sheet is where you keep a record of your observations using the ‘Looking for Learning’ sheet
 - Print Copy is used to print out a summary of your data
 - [The only tab that you can edit is the ‘Data Sheet’]

Inputting your data:

- Columns G onwards are where you record your judgements – see the Demo Data spreadsheet to see what it will look like.
- For a completed observation, record the key information at the top of the column – date, year group etc etc. This information is vital to enable you to analyse subsets of the master data as the records grow.
- [The three ‘empty’ rows (currently called ‘other’) are for you to add any other key information that you think may be important.]
- Then transform your Little / Some / Lots judgements into numbers 1 / 2 / 3 and record them against the 16 questions.
- [Once this is done, the tab ‘Print Copy’ will be populated with a summary of the judgements you have recorded.]

Interpreting the ‘Print Copy’ printout:

- The 16 questions are shown, and, to the right, the data in the ‘Data Sheet’ is averaged. Red = mostly little evidence; Yellow = some evidence; Green = mostly lots of evidence.
- In the blue rows, the data for the 4 persevering questions is averaged, then the 4 questioning questions averaged etc.
- In the green rows, the data for the 4 Relating questions is averaged, then the 4 talking questions averaged etc.

Managing data:

- Always keep your Master spreadsheet secure
- If you want to undertake any analyses, firstly make a copy of the master spreadsheet – call the copy something sensible as the filename that you choose appears on the 'Print Copy' tab.
- Suppose, for example, that you want to compare KS1 with KS2 for Autumn Term 2021:
 - Use 'Save as' to create 2 copies of the Master spreadsheet. Call the first file 'KS1 Autumn 2021.xls', and the other 'KS2 Autumn 2021.xls'.
 - Start with the KS1 file. Go to the Data Sheet tab and use Delete / Sheet Columns to eliminate all observations that **do not** relate to KS1 in Autumn 2021. You will be left with only your Autumn term KS1 observations, and the Print Copy sheet will analyse only this KS1 data.
 - Repeat with the KS2 file, this time eliminating the KS1 data.
 - Compare and contrast – what are the similarities? What are the differences? Ask yourself why this might be.
 - [Once these 2 files are created, be careful to save them to your hard drive – they may be of use for later analyses. For example, subsequently comparing the KS1 Autumn 2021.xls with a KS1 Summer 2022.xls file will evidence the **progress** being made at KS1]

Evaluation Strategies:

- As hinted above, while it is possible to compare differences in phases, year groups, subjects etc, you may well get richer data by comparing changes **over time** to establish progress being made.
- As a consequence, it might be a good idea to get some observations completed **before** teachers engage with 'Playing the Learning Power Game' to act as a baseline measure against which to evaluate progress in the future.
- Alternatively, this could simply be achieved by treating the 'Looking for Learning' sheet as a self-assessment tool for teachers to reflect on their own classrooms **before** they engage with the programme.
 - Advantages – it makes the observation proforma public, creates opportunities for discussion, and begins the process of reflection on classroom culture.
 - Disadvantages – outcomes may be distorted by unrealistic perceptions or lack of understanding leading to possible lack of consistency.

Achieving consistency:

- Consider, in the early phases, conducting joint observations so that observers have the opportunity to check their perceptions with other observers. The difference between Little Evidence and Lots of Evidence will probably be readily apparent, but how much evidence does there need to be to lift a Little Evidence judgement into a Some Evidence judgement? These are, inevitably, fine judgement calls.

Other considerations:

- Classroom observation is fraught with potential difficulties, and a tick box / clipboard approach does little to engage the observed teachers in the process.
 - How will you ensure that the views of the teacher being observed are heard and incorporated into the judgements?
 - How will you ensure that the observation is developmental rather than summative, supportive rather than monitorial?
 - How will you share the many examples of good practice that emerge?
- Thus far, it has been assumed that observations will be conducted by Senior Leaders, but does this have to be the case?
 - How might you extend this to others beyond SLT?
 - How might you use this to a) develop others; b) help middle / phase leaders to monitor learning developments; c) share best practice?
 - How could students become involved? How might you harness 'student voice'?
 - How would you need to adapt the 'Looking for Learning' proforma for student use?