

## ASSESSMENT FOR LEARNING INFORMATION PACK FOR LOCAL AUTHORITIES

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## Introduction

### Assessment for Learning (AfL): School Standards Fund Offer: 2009/2010

In May 2008, we set out our ambition to embed Assessment for Learning in every school, publishing the AfL Strategy jointly with the National Strategies, QCA and the Chartered Institute for Educational Assessors (CIEA). Underpinning this ambition is an investment of £150 million over the three years of the strategy to support the continuing professional development of teachers in AfL.

Evidence shows that when done well, AfL is transformational. We also know that practice is patchy, with some schools struggling to embed AfL and Assessing Pupils' Progress (APP). This evidence was supported by a recent Ofsted report that identified one in four schools as having strong AfL practice. The 2009/10 AfL offer sets out to address this.

The Standards Fund letter, which was sent in December and is enclosed in this pack, describes how this year's AfL funding has been allocated to Local Authorities. The purpose of this pack of information is to set out:

- how that funding is to be distributed at local level by LAs;
- the offer that all schools can expect to receive, from a range of sources, in helping them to embed AfL in their schools.

**All schools** will receive a universal offer of £1,000, as last year. This might be used to facilitate staff release, enabling subject leads and the Senior Leadership Team to take up offers of support and work alongside other schools.

The remaining funding that Local Authorities have received should be used to underpin a **Lead Assessment School** model. For the purposes of this funding, we have suggested some school profiles (see paper 3b). The approach is that Profile 1 and Profile 3 schools are paired in a lead assessment school system of support, for which the leading school will receive a funding offer.

Should you have any questions about how to implement the AfL offer in your authority, or how to allocate funding amongst your schools, please contact your Senior School Improvement Adviser who will be able to advise.

## AfL Strategy Objectives

For each of the three years, starting April 2008, every maintained school will receive money through the Standards Fund to help them establish assessment for learning or to extend the good practice they already have in place.

### Our objectives for each year of the funding are:

#### Year 1 (2008–2009)

- To offer every school a set of tools to review their own AfL practice, identify improvements that can be made, and know where to look for resources;
- To make sure that every school is introduced to *Assessing Pupils' Progress* in reading, writing and mathematics, and is offered training for this;
- To ensure that subject leaders for English and mathematics understand the characteristics of each National Curriculum level and how best to help children progress through them;
- To ensure that senior leaders understand the benefits of these new approaches and support their implementation across the school;
- To offer every teacher access to resources that will develop their skills, knowledge and capability in good assessment practice, including key assessment for learning techniques;
- To identify strong schools so they are equipped to support other schools in years 2 and 3.

#### Year 2 (2009-2010)

- To offer direct support to schools which have not managed to establish APP;
- To draw on support and expertise from schools which have embedded assessment for learning, including for example through learning visits to schools with excellent practice;
- To ensure that all schools have a member of the senior management team responsible for leading the development of strong assessment systems, as a minimum in English and mathematics;
- To ensure that all children understand what they need to do to progress through National Curriculum levels, and have a growing range of strategies for learning how to learn.

#### Year 3 (2010–2011)

- To offer direct support to schools which have not managed to embed APP;
- To develop strong and widespread practice in using assessment for learning to support planning, improve teaching and learning, sharpen use of intervention and keep pupils on ambitious trajectories, and to share effective ways of linking assessment for learning to forward planning and target-setting;
- To ensure all schools have a senior, specialist member of staff who is not only a great classroom practitioner but also knows how to develop ways to support assessment across the whole school. To run in-school moderation, induct new staff into assessment routines or develop a robust assessment policy for the school;
- To ensure parents understand or can access what a level in reading, writing and mathematics represents and how they can help their children make progress.

## Standards Fund Letter, December 2008 (Extract, Primary)

### Assessment for Learning (AfL)

£30 million of the £50 million available this year for continuing professional development for teachers in Assessment for Learning (AfL) has been set aside for the primary sector. This funding underpins the three year AfL strategy that aims to improve pupil progression by using formative assessment to drive pupil progress, embedding Assessing Pupils' Progress (APP) materials in all schools by 2011. The key objectives for each year of funding are set out in the Department's 'Assessment for Learning Strategy' available on [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Funding for each local authority remains at the same level as 2008-09 and grant should be targeted at meeting the key objectives of Year 2. We expect authorities to allocate £1,000 to each school to allow them the capacity to support improvements in the use of day-to-day and periodic assessment. This includes the release of the Head Teacher and an identified senior manager for English and mathematics for training in teacher assessment, AfL and pupil progress tracking. It also includes release for lead school support. It should enable in-school, follow-up professional development which supports all school staff to develop assessment skills and establishes whole-school approaches to standardisation and moderation.

The remaining funding should be allocated by authorities to underpin a lead school model of support, and should be used to support lead schools / departments so that they have the capacity to work alongside other schools that have not managed to establish APP in English and mathematics; and which would benefit from support offered by schools and departments that have successfully established APP or have the capacity and commitment to establish effective practice. We expect authorities to identify up to 15% of schools as lead schools / departments and allocate funding to allow 20 days further support. Working with and supported by the National Strategies, and with DCSF guidance, authorities will be able to identify both lead schools / departments and also which schools will benefit from this lead model support; and which will require the more universal training and support offer that we will make available.

Authorities should give consideration to schools' existing capabilities and experience in this area and therefore the level of training needed to reach the objectives for this funding.

Further details of the lead school model will be available through the National Strategies at their Strategy Manager meetings in January 2009.

The Department is working with colleagues in the National Strategies, Qualifications and Curriculum Authority (QCA) and the Chartered Institute of Educational Assessors (CIEA) to provide a universal offer of support and training for AfL, teacher assessment and tracking. Details will be announced in due course but:

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- The National Strategies will support authorities through a programme of lead school / lead department support for APP that will be a key ingredient in the overall AfL Strategy support.
- QCA has developed guidance on helping schools standardise the assessment judgements they make using APP and will be providing authorities and schools with advice and training on cross-school moderation.
- The CIEA aims to improve the quality of assessment for assessors and offers comprehensive and structured continuous professional development (CPD) for all its members, providing support and resources that can be used flexibly for the benefit of the school and its learners.

## Standards Fund Letter, December 2008 (Extract, Secondary)

### Assessment for Learning (AfL)

£20 million of the £50 million available this year for continuing professional development for teachers in Assessment for Learning (AfL) has been set aside for the secondary sector. This funding underpins the three year AfL strategy that aims to improve pupil progression by using formative assessment to drive pupil progress, embedding Assessing Pupils' Progress (APP) materials in all schools by 2011. The key objectives for each year of funding are set out in the Department's 'Assessment for Learning Strategy' available on [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Funding for each local authority remains at the same level as 2008-09 and grant should be targeted at meeting the key objectives of Year 2. We expect authorities to allocate £1,000 to each school and £1,250 for secondary special schools and PRUs to allow them the capacity to support improvements in the use of day-to-day and periodic assessment. This includes the release of an identified senior manager and English, mathematics, science and ICT subject leads for training in teacher assessment, AfL and pupil progress tracking. It also includes release to access lead school support. It should enable in-school, follow-up professional development which supports all school staff to develop assessment skills and establishes whole-school approaches to standardisation and moderation.

The remaining funding should be allocated to underpin a lead school model of support, and should be used to support lead schools / departments so that they have the capacity to work alongside other schools that have not managed to establish APP in English and mathematics; and which would benefit from support offered by schools and departments that have successfully established APP or have the capacity and commitment to establish effective practice. We expect authorities to identify up to 10% of schools as lead schools / departments and allocate funding to allow 20 days further support.

Working with and supported by the National Strategies, and with DCSF guidance, authorities will be able to identify both lead schools / departments and also which schools will benefit from this lead model support; and which will require the more universal training and support offer that we will make available. Authorities should give consideration to schools' existing capabilities and experience in this area and therefore the level of training needed to reach the objectives for this funding.

Further details of the lead school model will be available through the National Strategies at their Strategy Manager meetings in January 2009.

The Department is working with colleagues in the National Strategies, Qualifications and Curriculum Authority (QCA) and the Chartered Institute of Educational Assessors (CIEA) to provide a universal offer of support and training for AfL, teacher assessment and tracking. Details will be announced in due course but:

- The National Strategies will support authorities through a programme of lead school / lead department support for APP that will be a key ingredient in the overall AfL Strategy support.
- QCA has developed guidance on helping schools standardise the assessment judgements they make using APP and will be providing authorities and schools with advice and training on cross-school moderation.
- The CIEA aims to improve the quality of assessment for assessors and offers comprehensive and structured continuous professional development (CPD) for all its members, providing support and resources that can be used flexibly for the benefit of the school and its learners.

## Offer to Schools

## APP Offer: All Schools

Profile 1*	Profile 2	Profile 3	Profile 4
<p>Universal NS Training (see paper 4e)</p> <p>£1,000 universal offer to every school</p> <p>Funding for up to 20 days, supporting Profile 3 schools (see paper 3), as lead assessment schools</p> <p>LA NS consultants, and Regional Advisers as necessary, will develop and <b>facilitate networks of lead assessment schools</b> as an opportunity for school to school support and to further develop own practice. These may be within or across LAs and will include mathematics and English. Cross-phase networks may be appropriate. The networked schools would meet termly and meetings may be themed, e.g. transition, where appropriate.</p>	<p>Universal NS Training (see paper 4e)</p> <p>£1,000 universal offer to every school</p> <p>Using purpose designed <b>AfL self-evaluation tool</b>, schools will be able to define where extra focus is required. This tool, which can be used by school leaders and teachers, can be accessed as a quality assurance tool as practice becomes embedded and will be available from 19 January on <a href="http://www.ciea.org.uk">www.ciea.org.uk</a>.</p> <p>LA NS consultants will <b>partner schools</b> with similar practice together, to share and build upon developing practice.</p> <p>SIPs will monitor and evaluate schools' progress, suggest additional areas for focus where appropriate and provide or direct to any additional professional support required.</p>	<p>Universal NS Training (see paper 4e)</p> <p>£1,000 universal offer to every school</p> <p>Up to 3 days support (1 full day and 4 half days) from a <b>lead assessment school</b> (see paper 4c). Offer might include:</p> <ul style="list-style-type: none"> <li>- Whole school CPD to help schools get started with APP;</li> <li>- Leading and managing whole school APP;</li> <li>- Leading and managing APP with a subject department;</li> <li>- Making good use of APP assessments to impact on the quality of teaching and learning.</li> </ul> <p>Using purpose designed <b>AfL self-evaluation tool</b>, schools will be able to define where extra focus is required. This tool, which can be used by school leaders and teachers, can be accessed as a quality assurance tool as practice becomes embedded and will be available from 19 January on <a href="http://www.ciea.org.uk">www.ciea.org.uk</a>.</p>	<p>Universal NS Training (see paper 4e)</p> <p>£1,000 universal offer to every school</p> <p>Intervention Programmes: e.g. National Challenge</p> <p>LA plans of action in place, including additional LA offer on AfL / APP and targeted support from LA NS consultants:</p> <ul style="list-style-type: none"> <li>- Whole school CPD to help schools get started with APP;</li> <li>- Leading and managing whole school APP;</li> <li>- Leading and managing APP with a subject department;</li> </ul> <p>SIPs will monitor and evaluate schools' progress, suggest additional areas for focus where appropriate and provide or direct to any additional professional support required.</p>

\* There is strong evidence that coaching promotes learning and builds capacity for change in schools. Two extensive studies (Cordingley, Bell et al, 2003, 2005) into effective continuing professional development (CPD) point clearly to the value of teachers learning with and from one another. "It is widely accepted that the opportunity to learn through becoming a mentor or coach has a dramatic and positive effect on the skills of the mentor or coach. Learning to be a coach or mentor is one of the most effective ways of enabling teachers or leaders to become good and excellent practitioners"; Cordingley, P, Bell, M, Thomason, S, Firth, A (2005). The impact of collaborative continuing professional development (CPD) on classroom teaching and learning. DfES (2005). National Framework for Mentoring and Coaching, London DfES

## Offer to Schools

### APP Offer: School Profiling

#### AfL Strategy: Diagnostic Support for Year 2

For the purposes of this year's funding, we have suggested some school profiles. The approach is that Profile 1 and Profile 3 schools are paired in a lead assessment school system of support, for which the leading school will receive a funding offer.

**Profile 1 schools** are those identified as potential lead assessment schools or lead English/mathematics departments. They have the ability and capacity to provide support for schools that have not yet managed to establish APP.

**Profile 2 schools** are 'low support' schools that do not have the capacity / ability to be a lead assessment school but likewise do not need Lead Assessment School support. They have the capacity to develop their own APP practice although they may benefit from networking with other schools or other light-touch professional support.

**Profile 3 schools** are those that would benefit from Lead Assessment School support. They are informed about and receptive to APP but may need support in specific aspects of APP implementation.

**Profile 4 schools** fall below the threshold for Lead Assessment School support. They may be satisfied with their current arrangements and therefore unreceptive to APP, or there may be leadership or capacity issues. Equally, they may be accessing APP through direct support from LA National Strategies consultants.

**Local authorities are advised to use the quality standards (paper 3bii) to identify which schools fall within which profile, through supporting school self-evaluation. A simple RAG rating (red/amber/light green/green) should be used on a school-by-school basis. A template is attached at Annex A.**

**There are some useful pointers (papers 6 and 7) to help to work out which schools might be suitable for the lead assessment school model (profiles 1 and 3).**

**Profile 1 schools** – mostly green and light green ratings

**Profile 2 schools** – mostly light green with some amber ratings

**Profile 3 schools** – mostly amber ratings, with some light green in 'Leadership and Management'. Red ratings in 'APP – periodic assessment' may help to identify areas for lead assessment school support.

**Profile 4 schools** – mostly amber and red ratings.

## Offer to Schools

## APP Offer: Segmentation (cont.)

AfL Strategy: Quality Standards	R/A/LG/G
<b>Leadership and Management</b>	
The leadership team has a secure and shared understanding of AfL and gives priority to its systematic development across the school.	
The school has a designated senior leader and expert core subject teachers who fully engage with LA support and training for implementing APP and actively lead in-school developments within and across subjects.	
The impact of developing AfL with APP on teaching and learning, motivation and pupil progress is systematically and systemically monitored and evaluated. This ongoing process directly informs continuing professional development for all staff.	
Subject leaders, teachers and TAs work collaboratively, share their practice and learn from each other both within and across subject areas.	
<b>Assessment for learning (AfL) - day to day assessment</b>	
All teachers have a secure and shared understanding of AfL and how it impacts on learning and standards.	
All teachers have a good understanding of progression in the key concepts and skills in their subject.	
All teachers give pupils clear feedback which identifies next steps and provide opportunities in lessons for pupils to discuss and act upon the feedback.	
Skilful questioning and focussed dialogue (whole class, group and paired discussion) is a regular feature of lessons.	
In lessons, all pupils have a clear understanding of what they are trying to learn (learning objectives), how they can recognise achievement (learning outcomes), what 'good' looks like (success criteria) and why they are learning this (big picture).	
All pupils have the confidence, dispositions and skills to evaluate the quality of their work, and level of understanding, and work with their teachers and peers to take the next steps in their learning.	
<b>Assessing Pupil Progress (APP) - periodic assessment</b>	
Planning for progression is informed by APP guidelines. Medium and long term plans identify intended learning outcomes and opportunities for periodic APP assessments and reviews of progress.	
Standardisation and moderation processes are in place to ensure accurate and consistent APP judgements.	
APP is integral to tracking and target setting that ensures that all underachieving groups and individuals are receiving appropriate additional support.	
APP criteria are shared and discussed regularly with every pupil to agree targets and review progress towards them.	
Teachers use APP assessment information to inform whole class learning and teaching, group intervention and one to one support and tuition.	
Information from APP assessments is used to support transition and transfer.	
Individual pupils' progress and curricular targets (related to NC levels and informed by APP criteria) are regularly shared and discussed with parents and carers.	



## Lead Assessment School Offer

**Lead assessment schools** might offer the following types of support:

- Whole School CPD to help schools to get started with APP:
  - Understanding the processes
  - Using the materials (guidelines/standards files)
  - Making a level judgement using APP
- Support for leadership teams and subject leaders on leading and managing APP:
  - How APP fits within a whole school Assessment for Learning Strategy
  - Scaling up to involve all teachers and all pupils
  - Using APP information in tracking systems
  - In-school standardisation activities – using the standards files
  - In-school moderation
- Support for subject departments on leading and managing APP:
  - Scaling up to involve all teachers and all pupils
  - Standardisation activities – using the standards files to secure a common understanding of standards
  - Moderation of assessment judgements
  - Using APP information to review a scheme of work
- Making good use of APP assessments to impact on the quality of teaching and learning:
  - Identifying assessment opportunities in day to day teaching and medium term plans
  - Gathering 'evidence': range and manageability
  - Using information from APP assessments in curricular and medium term planning
  - Using information from APP assessments to set appropriate whole school, class and individual curricular targets
  - Using APP assessment information to tailor teaching for groups or whole classes
- 1-1 coaching with a subject leader or coaching phase groups/departments to build capacity in any of the above

## Lead assessment school approaches and suggested ways of working

- The nature of the support provided should always be agreed between the head of both schools involved, and there should be a senior leader in each school responsible for managing the process.
- The emphasis should be on support, not direction or monitoring.
- Collaborative activity is the most effective.
- The supported school needs to stay in control of the agenda and to take responsibility for ensuring the support is followed by evaluated action.
- Whilst visits to the 'lead' school can be helpful, any arranged visit needs to be integral to a carefully planned programme of joint activity. (See suggested template – Annex B)
- Objectives, outcomes and roles and responsibilities – who does what and by when – need to be agreed at the outset.
- The final visit to the supported school should always include a discussion with the designated member of the school leadership team, to review progress and agree next steps that the supported school will take.

## Schools in receipt of a Lead Assessment School Offer

**Schools supported** by lead assessment schools might focus on one or more of the following aspects:

- Whole School CPD to get started with APP:
  - Understanding the processes
  - Using the materials (guidelines/standards files)
  - Making a level judgement using APP
- Leading and Managing whole school APP:
  - How APP fits within a whole school Assessment for Learning Strategy
  - Scaling up to involve all teachers and all pupils
  - Using APP information in tracking systems
  - In-school standardisation activities – using the standards files
  - In-school moderation
- Leading and managing APP with a subject department:
  - Scaling up to involve all teachers and all pupils
  - Standardisation activities – using the standards files to secure a common understanding of standards
  - Moderation of assessment judgements
  - Using APP information to review a scheme of work
- Making good use of APP assessments to impact on the quality of teaching and learning:
  - Identifying assessment opportunities in day to day teaching and medium term plans
  - Gathering ‘evidence’: range and manageability
  - Using information from APP assessments in medium term planning
  - Using information from APP assessments to set appropriate class and individual curricular targets
  - Using APP assessment information to tailor teaching for groups or whole classes

The AfL self-evaluation tool [www.ciea.org.uk](http://www.ciea.org.uk) and quality standards (Paper 3b ii) will help schools to define the most appropriate focus for support.

**Suggested activities that schools might undertake when supported by lead assessment schools** (record at Annex B)

- Collaborative review of current AfL practice and identification of priorities for development
- Peer coaching – including training coaching that a subject leader can then take on with others in the school
- Joint CPD – e.g. lead assessment school contribution to whole school or subject department CPD
- Focused visit to the lead assessment school to observe APP in action and discuss with teachers who are confident in its use
- Lead assessment school contribution to staff or department meeting to advise on, for example, implementation and standardisation.
- Review of impact of developments following joint activity, and support for future action by the supported school.

## Possible Offers From Local Authority National Strategies Consultants and School Improvement Partners

1. Depending on their capacity, **Local Authority National Strategies consultants** would be able to offer the types of support to be provided through the lead assessment school offer. However, the lead assessment school offer is designed to build capacity and to enable schools to support each other. Since NS consultants have an understanding of the 'bigger picture' - the LA context and the place of APP within the AfL Strategy - it is envisaged that their role would include the following:
  - Delivering APP training to all schools, focusing on the APP process.
  - Working with schools that have not yet started to implement APP or in schools where implementation has stalled. These are likely to be schools where there are capacity issues or where there is a lack of support from the head teacher and / or the senior leadership team. These may be 'hard to reach' schools that remain unconvinced of the potential of APP. They may be satisfied with their existing assessment practice. They are likely to have been identified as **profile 4** schools which, with support, may benefit from lead assessment school support in Year 3 of the AfL Strategy.
  - Partnering **profile 2 schools** with similar practice together, to share and build upon developing practice.
  - Identifying and supporting **lead assessment schools** through training, briefings and self evaluation.
  - Monitoring and quality assuring the work of lead assessment schools with **profile 3 schools**.
  - Developing and facilitating networks of **lead assessment schools** as an opportunity for school to school support and troubleshooting and to further develop their own practice. These may be within or across LAs and will include mathematics and English. Cross-phase networks may be appropriate. The networked schools would meet termly and meetings may be themed, e.g. transition, where appropriate.
2. **SIPs** will monitor and evaluate schools' progress, suggest additional areas for focus where appropriate and provide or direct to any additional professional support required. This would apply across all categories of schools and the role will be particularly key with profile 2 (where schools requiring low levels of support will be partnered) and profile 4 (schools which are unreceptive and / or in receipt of additional interventions).

## National Strategies Training

The National Strategies are currently developing a programme of support for Local Authorities, the detail of which will be available in due course. This will be in addition to the offer of support detailed below.

### **PRIMARY**

#### Universal Offer

- On-line support, resources and materials available in the National Strategies area of the DCSF Standards Site
- APP Subject Leader Training events, mathematics, English
- Headteacher CPD days 4 and 5
- Framework CPD, Years 2,3, 4 (writing and mathematics)
- All LAs will be supported to enable schools to use APP assessment to track pupil progress and identify appropriate tuition provision

In addition, there will be planned work around APP with Initial Teacher Training Providers.

#### Targeted Offer / Intensive Support

- Support from NS English and mathematics regional teams in order to embed APP processes in identified LAs
- Schools receiving targeted support through the Intensifying Support Programme (ISP) are supported to use APP processes to track and review pupil progress.

### **SECONDARY**

#### Universal Offer

- On-line support, resources and materials available in the National Strategies area of the DCSF Standards Site
- APP core Subject Leader Training events for English, mathematics, science and ICT
- Local training and networking events
- All LAs will be supported to enable schools to use APP assessment to track pupil progress and identify appropriate tuition provision

In addition, there will be planned work around APP with Initial Teacher Training Providers.

#### Targeted Offer / Intensive Support

- Support from NS English, mathematics, science and ICT regional teams in order to embed APP processes in identified LAs
- On-line guidance and resources for strengthening AfL in English and mathematics for consultants and schools
- Examples of effective practice in AfL for use by consultants and teachers

## Identifying lead assessment schools (primary) and lead assessment departments (secondary) in AfL with APP

### Which schools might be suitable?

In order to support schools which have not yet managed to establish APP, lead schools/lead departments (English reading and writing and/or mathematics) should demonstrate the following:

- An ability to be advocates for APP – and a willingness to promote APP and motivate those who remain unconvinced of its benefits for teachers, schools and pupils
- A commitment to APP from the school senior leadership, exemplified through the use of APP as the main tool to support teacher assessment
- A recognition of the benefits of APP and a track record in finding manageable solutions to early implementation issues
- A willingness to work with LA consultants, to attend and disseminate key messages from LA training, and to network with other lead schools, where appropriate, in other local authorities
- Capacity to run network meetings for clusters of schools and to host visits from other schools
- Established practice in the use of APP assessment criteria to periodically review pupils' ongoing work (as opposed to a reliance on the optional APP tasks in KS3 English)
- The use of APP with all pupils in a class rather than a small sample of pupils
- Established school/departmental practice to support standardisation and in-school moderation (this could be a range of models)
- Evidence of the positive impact of APP to secure teachers' understanding of 'levelness' and progression through NC levels
- Developing practice in the use of APP assessment information to identify strengths and gaps in pupils' learning and to tailor teaching and plan appropriate interventions linked to NS Frameworks
- Developing practice in the use of APP to engage pupils and their parents/carers in their learning



## Identifying schools (primary) and departments (secondary) suitable for receipt of lead school offer (Profile 3)

### Which schools might be suitable?

To be 'ready' to receive an offer of support, it is suggested that:

- The school is receptive to APP and the HT/SLT are supportive
- The subject leader is informed about APP and has received training/guidance from the LA NS consultant
- APP implementation is not as well developed as might be expected at this stage in the AfL Strategy
- There is a need for support in specific aspects of APP implementation
- The school has the capacity to identify (where necessary, with support from the LA) elements from the lead assessment school 'menu' that are most likely to support their APP implementation
- In exceptional circumstances, the school might be resistant to APP and the LA may judge that it might be more receptive to the testimony of another school



**Template – Profiling Schools for Support (see also Paper 3bii)**

<b>Local authority:</b>	
<b>Profile 1 schools (whole school/English/mathematics):</b>	<b>Profile 2 schools (whole school/English/mathematics):</b>
<b>Profile 3 schools (whole school/English/mathematics):</b>	<b>Profile 4 schools (whole school/English/mathematics):</b>

**Template – Lead assessment school Support Agreement**

<b>Lead assessment school support agreement – to be completed jointly by the receiving school and lead assessment school (see Paper 4d)</b>		
<b>Objectives</b>	<b>Planned activities (including allocation of days)</b>	<b>Intended outcomes</b>
	<b>Evaluation</b>	<b>Evaluation</b>
<b>Next steps for supported school:</b>		