## Core Purpose & Features

Reflective of high impact strategies based on the research of the Sutton
Trust and John Hattie

Teachers' and Leaders' fundamental role is to evaluate their impact

In association with Exeter University's cognitive Education Development Unit, SISRA, Kestrel and Thinking Schools International

Fosters researching professionals rather than professional researchers. Any assessment/evaluation is only as good as its interpretation

Complete fusion of assessment, recording, reporting, tracking, monitoring, intervention and cognitive education.

Breaking the "Sprint finish"

Backward design:

Assess

□ Teach□ Evaluate

GROUNDEDPRACTICE
Educational Services

Focuses on Teaching and Learning Leadership, Assessment, Recording, Reporting, Tracking, Monitoring, Intervention, CPD, NQT, ITE, Recruitment

> "Life after Levels" and a common conception of progress across <u>all</u> phases –Multi-Academy Trust focussed.

Built on robust research and over 30 years experience of teaching in schools and higher education

No 'tricks':

Authentic education.

A year's improvement for a year's teaching for all students

Genuine internationally acknowledged impact measures

Fully embracing of variation in schools assessment practices

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Quality assessment:

- Assessment is primarily for the teacher to improve their impact
- Testing is <u>not</u> teaching
- No-one ever grew taller by being measured!
- Feedback is not more marking

Teacher workload aware. Removal of unnecessary burdens and the preservation of the art of teaching.

Student centred:

- Growth in all aspects
- ☐ Non-medicalisation of education
- No diagnostic labels

Preservation of creativity and professional growth

Putting assessment into teaching rather than teaching into assessment:

Making new accountability measures fit your teaching and values



Intolerant of lack of impact and labelling students.

Bridging pastoral and curriculum practice.

Evidence-based:

Quantitative and Qualitative

Education inclusive of results,

dispositions

character development and learning

The educational response to a label is "I can fix it"

Bespoke whole school Cognitive Education training provided by the Thinking Schools International Team

On-going development and support for a selfimproving organisation. A complete development service together with a QA/Accreditation process via Exeter University Cognitive Education Development Unit. Making Multi-Academy Trusts deliver all through education

Family orientated "If it is not good enough for our own children, then it is not good enough"