

Stretch Aim: By 25th April 50% of (S5/6) pupils achieving ≥ 20 marks in written exam (Baseline 17%).

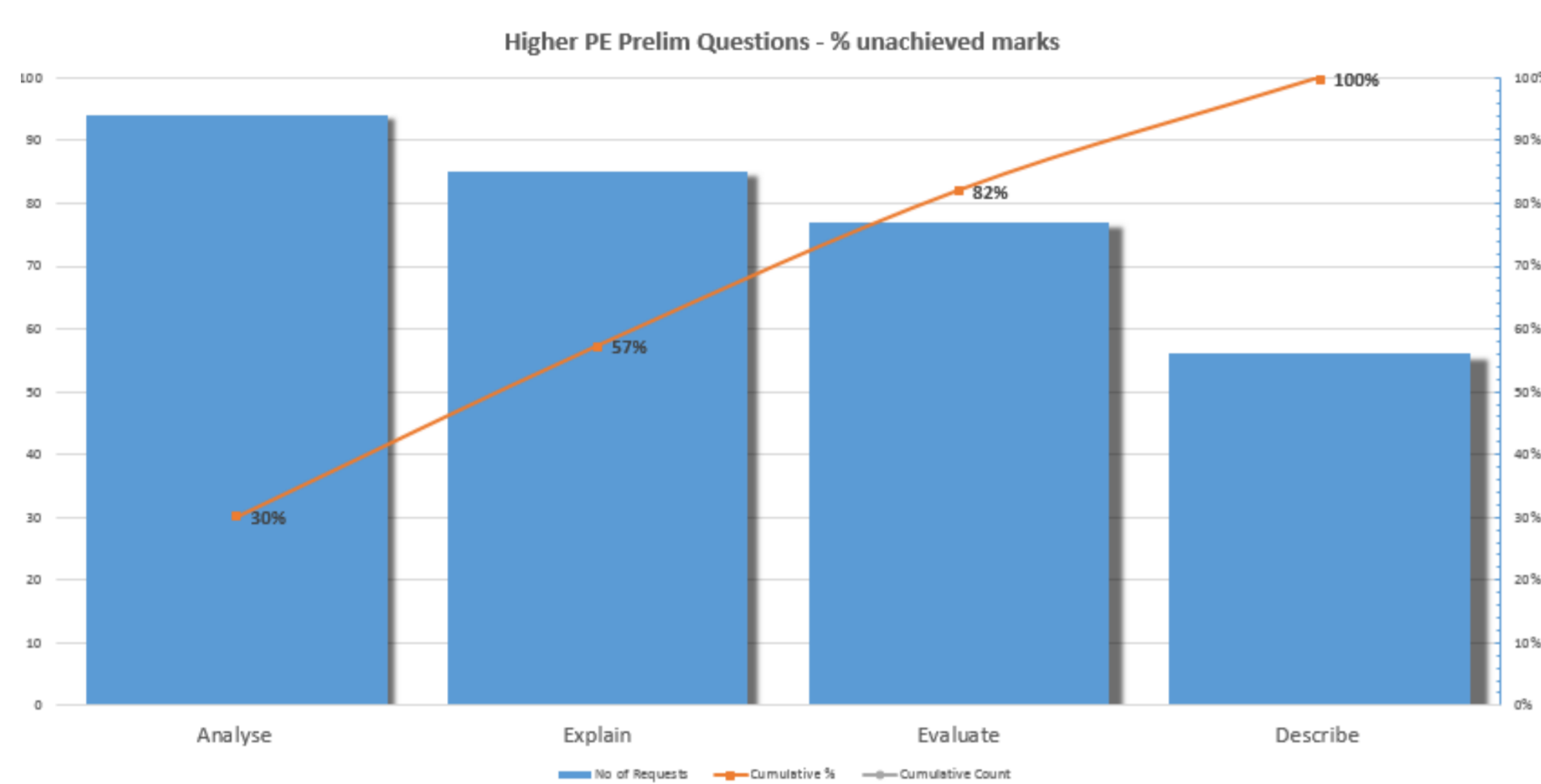
Aim 1: By 21st Feb, 50% of (S5/S6) pupils will be achieving $\geq 50\%$ marks in analyse questions (Baseline 6%).

Aim 2: By 18th March, 100% of (S5/6) pupils will be achieving $\geq 50\%$ marks in explain questions (Baseline 18.75%).

Aim 3: By 18th March, 75% of (S5/6) pupils will be achieving 100% marks in describe questions (Baseline 25%).

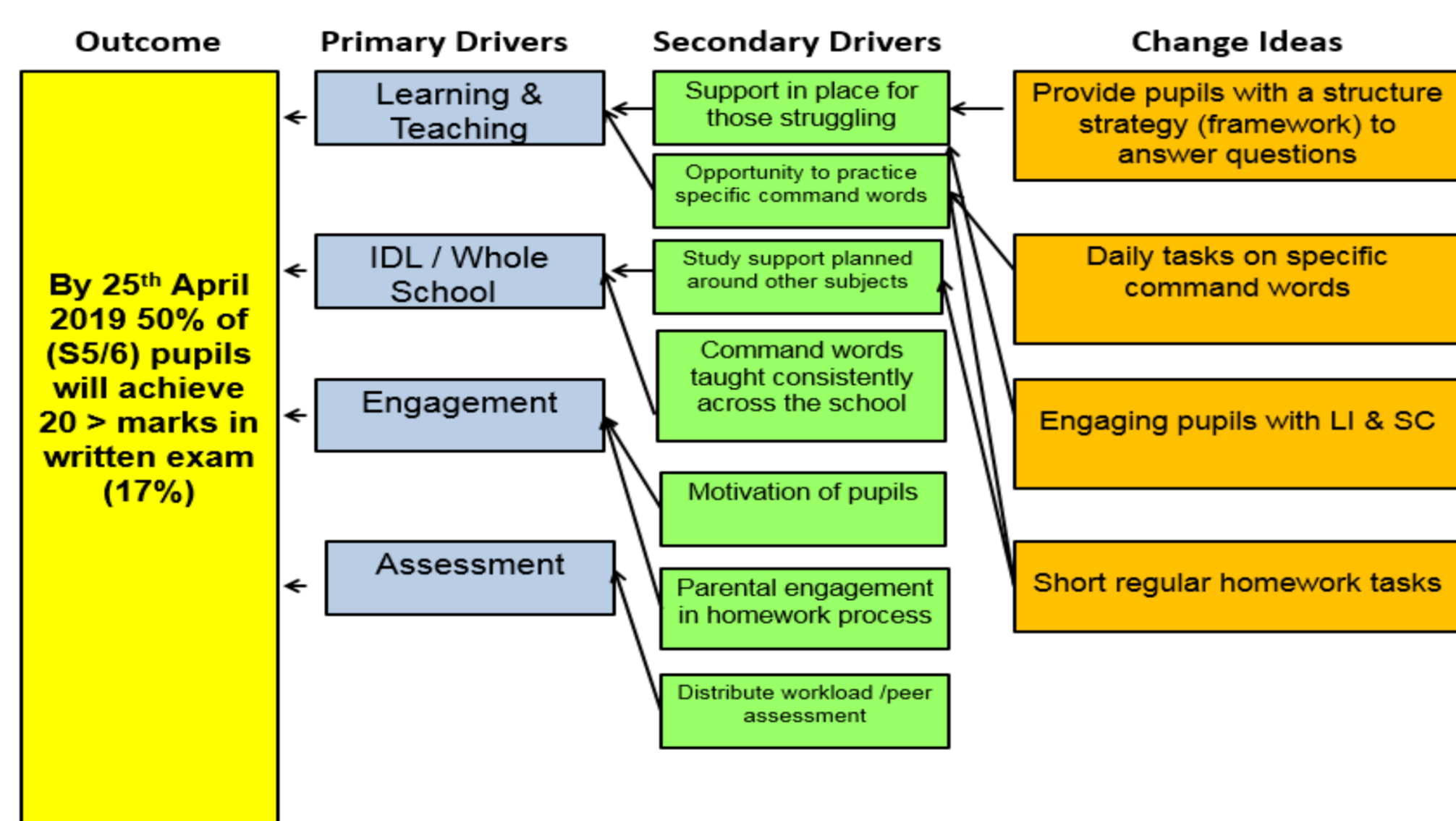
Method

- Prelim results were used to create a pareto chart.
- Analyse questions were highlighted as a particular challenge for pupils and an area of missed opportunity within the written exam.
- It was agreed our first improvement aim would focus on 'analyse' questions' and we agreed Aim 1.



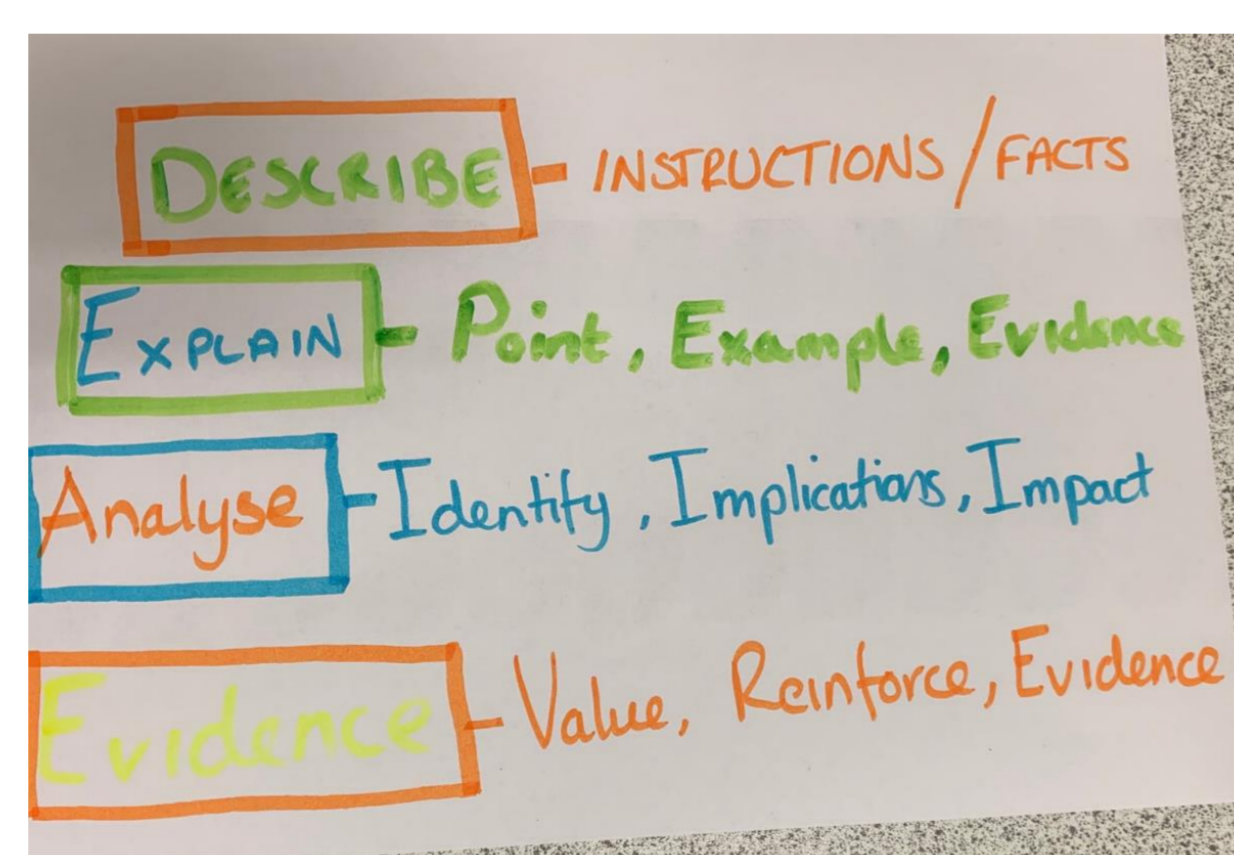
Process Change

A Driver diagram enabled us to explore our change theory. We focused on 'Learning & Teaching' in the first instance and generated change ideas.



Change Ideas

- Short Daily tasks on specific command words.
- Introduction to strategies to develop answer structure.
- Short homework tasks (30 minutes max) provided 3 times a week.
- Targeted peer assessment.

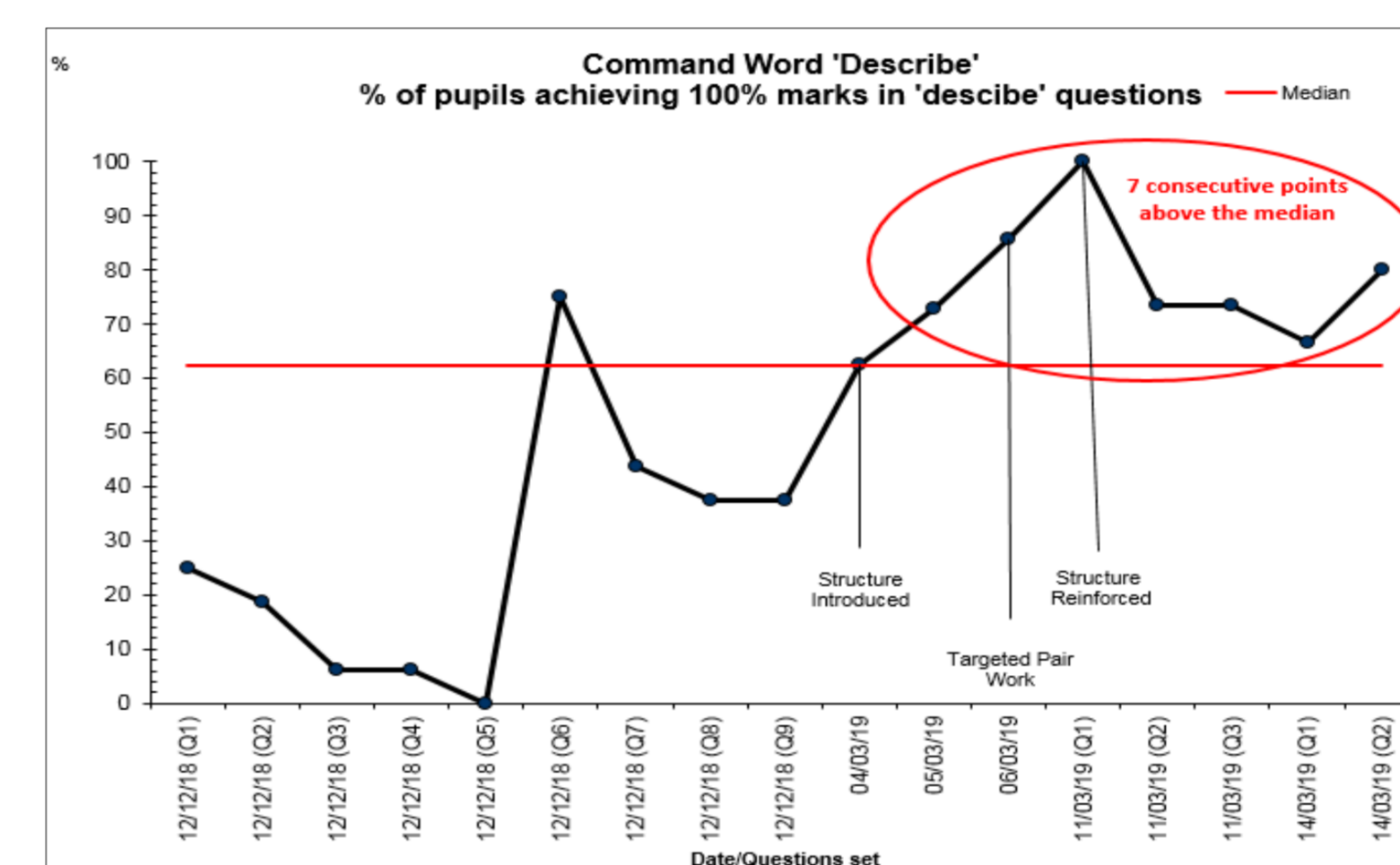
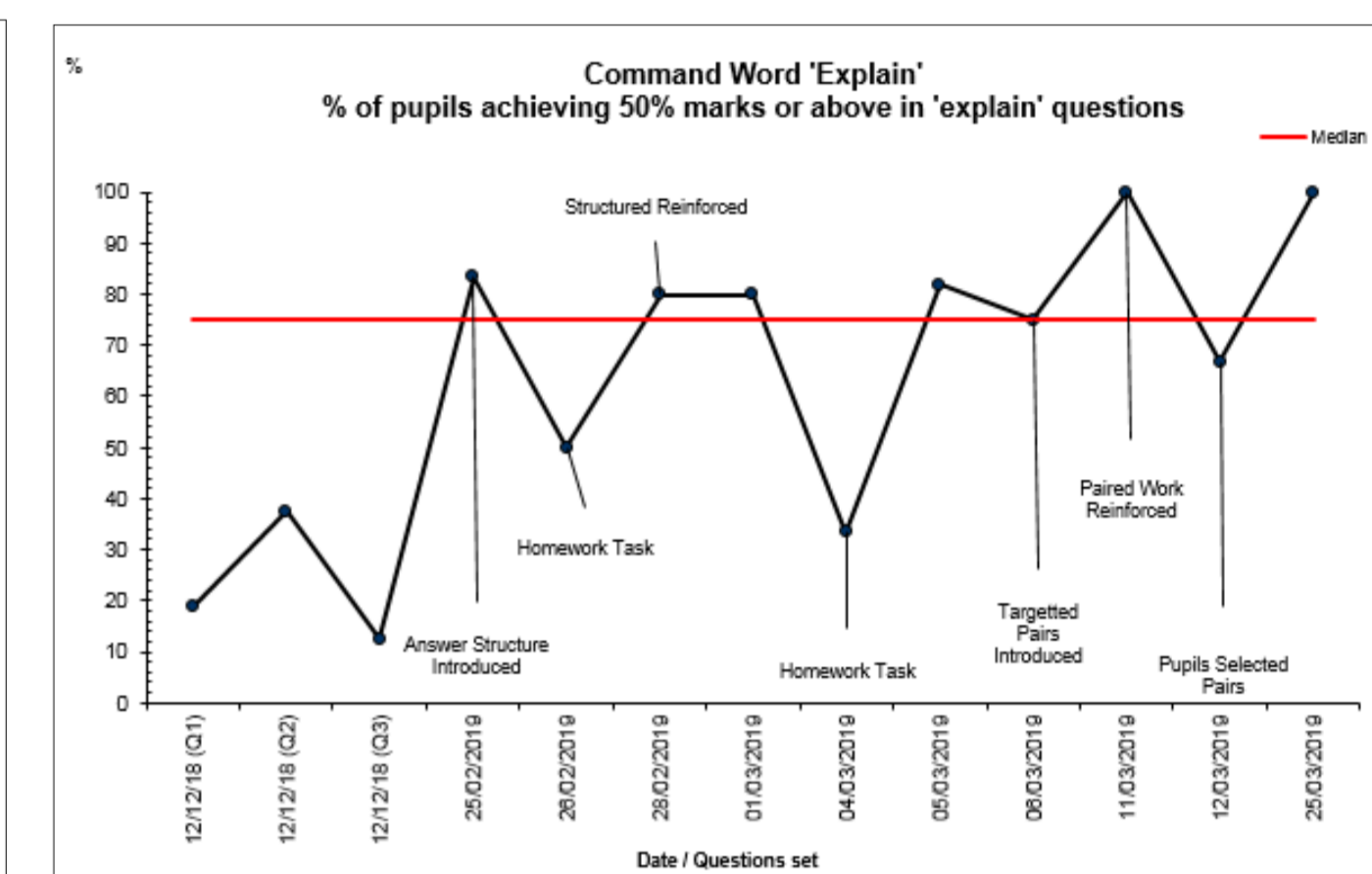
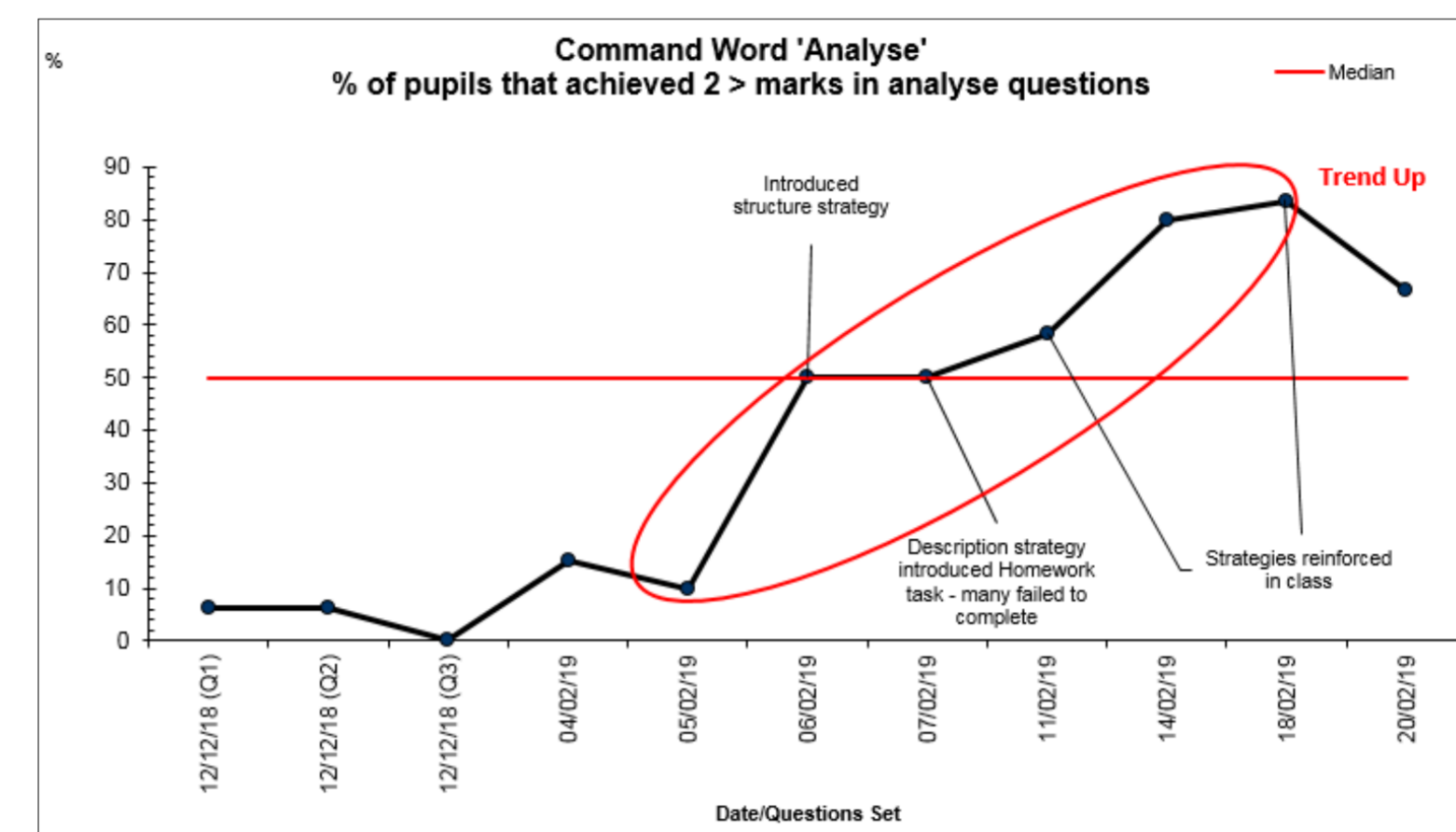


Achievements

47% of S5/6 pupils achieved ≥ 20 marks in their final Higher PE written exam. Improvements gains were seen simultaneously with the introduction of a structure strategy:

- 50% of pupils were achieving ≥ 50 marks in 'analyse' questions (baseline 6%).
- Over 60% of pupils were consistently achieving 100% marks in 'describe' questions (baseline 25%).

Results



'The data allowed me to differentiate and create targeted pairs' (Teacher)

'I feel confident how I should structure my answers on analyse and evaluate questions' (Pupil)

Conclusions

- Providing pupils' with a strategy to structure their answers led to improvements in 'analyse' and 'describe' answers.
- Pupil's structure of answers developed.
- Pupil's confidence in answering questions has increased.
- Number of pupils returning homework has significantly increased
- Class discussions were more effective.

'The data highlighted what worked and what didn't' (Teacher)

'Marking my peers answers allowed me to see what I need to include in my answer so I could get more marks' (Pupil)

Key Learning Points

- Daily tracking of pupils' progress provided a feedback mechanism to highlight learning gaps enhancing learning and teaching.
- Daily tracking raised my awareness of pupils' who may be avoiding class, providing an opportunity to follow up on this.
- Quality Improvement tools has supported my professional confidence delivering the course.