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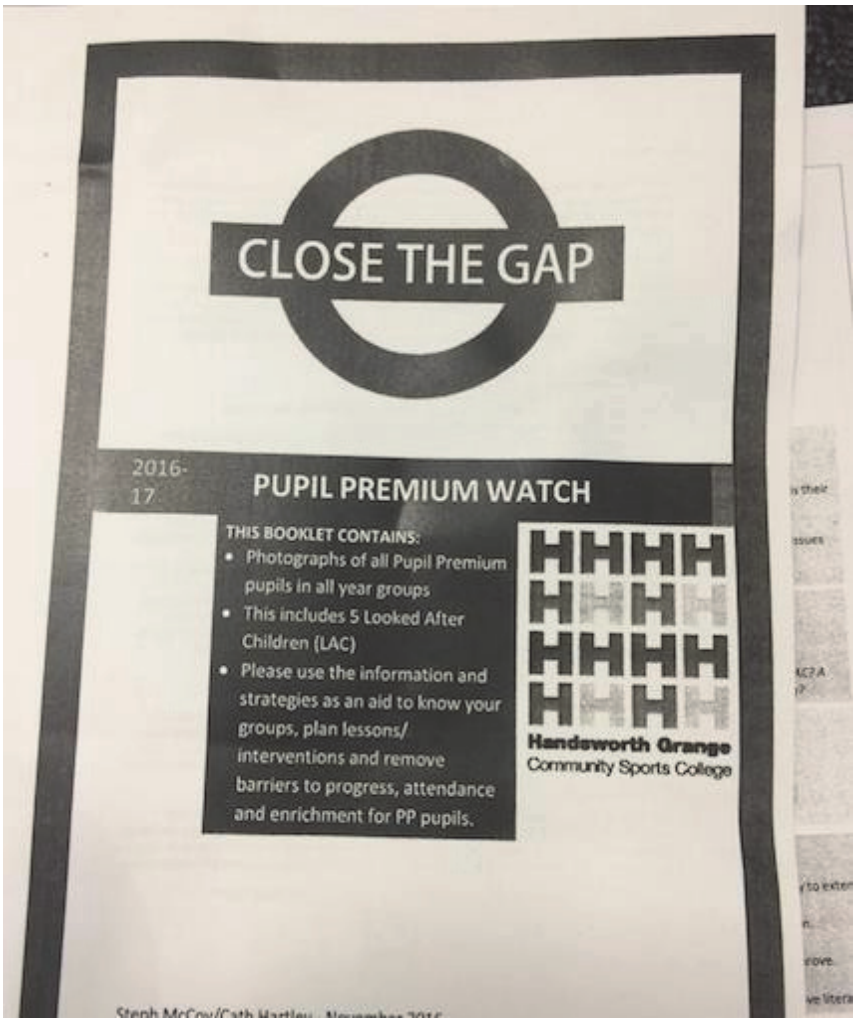


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Challenge Title: Data Security and Mobilising the Whole School Workforce to close Educational Attainment Gaps	
Use Case Author	Alex Nunn, Tamsin Bowers-Brown, University of Derby
Topic	Public Sector
Overview	Schools in the UK are required to promote individual learning for all students. They are expected to provide challenge and 'stretch' for the most able students. They are also expected to address 'attainment gaps'between average attainment and groups which regularly attain below that. These groups differ over time but there is significant concern at the moment about white working class boys for example. Looked After Children (that is the UK term for children who are in the care of the local authority as opposed to their parents or other guardians) are also expected to receive additional attention, as are any pupils who may have'additional learning needs'. In order to target support at those pupils who need it the most, schools put a great deal of resource into generating attainment and progress data on their pupils. In order to use this to support pupils it needs to be shared with professionals who may work with the pupils, some of whom may work for the school, some of whom may be part time staff or students on placements, some may be visitors and work for the local authority and some may be private contractors or merely visitors to the school. The challenge is to support pupils in the most effective way, targeting support at those who need it most, while not contravening GDPR or DPA rules, and also not transgressing othe legal obligations such as 'safeguarding' or specific rules relating to Looked After Children or Equalities legislation.
1. Engage	
Big idea	Targeting support while keeping pupils and their data safe.
Essential Question	How can example primary school keep most effectively use pupil attainment and progress data to close attainment gaps while at the same time ensuring they and their data are safe and secure?
Initial resources	Educational Attainment Gaps: https://epi.org.uk/publications-and-research/closing-gap-trends-educational-attainment-disadvantage/

	 This is a brochure given to a placement student in a school. The booklet includes the names and photographs of pupils who are identified by the school as needing additional support, some of whom are identified as Looked After Children. There is also a notice board in the school hallway which has some of this same information presented on it.
Guiding Questions	You receive a call from a Headteacher at a local primary school where this brochure was produced and used. The placement student has complained that the booklet was being given to a range of people coming into the school including social workers, other placement students, a coach from a private football activity company and parents who sometimes come into school to help children with their reading. The placement student is concerned that this may not be compliant with the new GDPR rules. The Head

	Teacher wants to know what she should do. What questions should you ask of the Head Teacher to start to frame the task? Brainstorm a list of questions you should ask when you call the Head Teacher back.
Reflections	Complete your learning journal and answer the following questions: 1. What is interesting about this challenge? 2. How did you feel about the initial brainstorming exercise? 3. Were you happy with the list of questions you put together? Why/why not?
Other notes	
2. Investigate	
Activity Description	
Resources	Some resources to get you going: https://www.youtube.com/watch?v=y09IHXv6u6M&feature=youtu.be https://www.youtube.com/watch?v=RZUlsdyREvg&feature=youtu.be https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children/latest https://www.gov.uk/government/publications/data-protection-and– privacy-privacy-notices https://ico.org.uk/for-organisations/education/ https://www.gov.uk/guidance/pupil-premium-information-for-schools– and-alternative-provision-settings https://www.gov.uk/children-with-special-educational-needs Please provide a list of additional resources that you have found and are useful in the task. Do you need to collect any other form of data? How will you collect this? Develop and implement a plan for collecting this information. Ensure that you meet your own Data Protection and ethical requirements.
Synthesis	Develop a short (maximum 5 pages) Booklet that school staff (e.g. teachers, Special Educational Needs Coordinator, Headteacher) can use to understand how they can balance the competing obligations for ensuring that pupil personal data is secure and that data is shared with those who need it to ensure that all those professionals who may work with them can contribute to closing educational attainment gaps.

Reflections	Please provide a reflective statement in your journal to summarise your answers to the questions below: 1. What are the key problems to be overcome in this challenge? 2. How did you organise the work involved in the investigation? 3. How did you collect additional data? What worked well about this? 4. What information gaps were still present at the end? 5. How successful was the investigation process? 6. How would you organise the work differently if you did it again?
Other notes	
3. Act	
Solution Prototypes	Design a project for a School Head Teacher can implement to ensure that staff and other professionals in their school meet their competing obligations to close educational attainment gaps and ensure data security. This might include: ▪ Data Protection Impact Assessment ▪ Training Data Sharing protocol
Solution	Please indicate your key recommendations to the Head Teacher here:
Implementation plan	Please develop a plan for the implementation of the project.
Evaluate	Please develop a journal entry which answers the following questions: 1. What are the key challenges for schools in implementing the plan you identified? 2. What were the strengths and weaknesses of your overall approach to the challenge? 3. Were there any changes that could be made to the booklet and the project implementation plan to make them more effective, based on your reflection on the whole challenge? 4. If you were to run this challenge with a group of learners, how would you change it? What else did you learn from this process?
Other notes	
4. Reflection and documentation	
Case notes	