



# AAIA

## DRAFT Executive Annual Plan Oct 2020 – Sept 2021 (Updated 16<sup>th</sup> March 2021)

**Meetings/activities severely curtailed because of Covid19**

### Our vision

- *All learners are successful learners*
- *All learning communities value effective assessment*

### Our Aim

- *To secure effective practice within the education community*

### Purposes of this plan:

#### A. To maintain the profile and credibility of AAIA in order to inform and influence:

- **National policy**
- **Effective assessment practice**

#### B. To secure the future of the organisation through:

- **Increased membership**
- **Increased income**

<b>A. To maintain the profile and credibility of AAIA in order to inform and influence:</b> <ul style="list-style-type: none"> <li>• <b>National policy</b></li> <li>• <b>Effective assessment practice</b></li> </ul>				
Objective	Action	Who	Progress	Desirable Outcomes
<b>1. To maintain efficient management of</b>	Effective voting and election processes are in place to	The Executive – Officers;	<ul style="list-style-type: none"> <li>• Membership of the Executive represents the organisation’s membership base – Officers [President; Secretary; Treasurer; Membership Secretary; Communications Officer;</li> </ul>	Membership aware of regularity and transparency of

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<b>AAIA as an organisation fit for purpose</b>	ensure full membership of the AAIA Executive. An AGM and regular Executive meetings are held, formally chaired and minuted. Co-options are effectively managed in the best interests of the organisation.	Regional & School Reps.	<p>Past President]; Regional representatives for each viable AAIA region; School representatives.</p> <ul style="list-style-type: none"> <li>• An AGM and four Executive meetings held per year</li> <li>• All Officers provide regular updates at Executive meetings</li> <li>• Minutes prepared and distributed to Executive and to members via the website.</li> <li>• Action points and follow up reports built into the agendas of all meetings.</li> <li>• Co-options are used to increase the efficiency of the organisation with a focus on conference management.</li> </ul>	<p>Executive meetings, of the issues discussed and any resulting actions.</p> <p>Management of conferences efficient and transparent.</p>
<b>2. To maintain effective and efficient financial management of AAIA</b>	The organisation's finances are managed efficiently and in the best interests of the organisation	The Treasurer & the Financial Sub-Committee	<ul style="list-style-type: none"> <li>• Financial reports with financial projections are presented at each Executive meeting with an annual statement of accounts produced at the organisation's AGM.</li> <li>• A full financial audit is carried out annually in September with a written report produced for the AGM.</li> <li>• Management of the organisation's accounts [current and savings] conducted by the Treasurer with access to the accounts limited to members of the financial sub-committee.</li> <li>• Financial arrangements for on-line membership conducted via an internationally-respected company. This arrangement pays membership fees directly into the organisation's current account.</li> <li>• Final financial responsibility for all organisation's conferences rests with the Treasurer, supported by co-opted national conference organisers and regional representatives.</li> </ul>	<p>Organisation's finances are kept viable, including the financial management of all conferences, both regional and national. On-line membership process available to membership.</p> <p>All conferences are financially viable.</p>
<b>3. To sustain an informed and challenging dialogue with governmental and other organisations so as to</b>	Continue to maintain a professional dialogue with the following groups as appropriate: * DfE	AAIA exec	<ul style="list-style-type: none"> <li>• On 5<sup>th</sup> January, DfE announced that all statutory assessments for 2021 would be cancelled because of Covid, and the related lockdown, which closed schools to many children.</li> </ul>	Members' thoughts and concerns are fed back to relevant bodies and contribute to national developments.

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influence national developments	* STA	AAIA exec (LD)	<ul style="list-style-type: none"> <li>• On 15<sup>th</sup> January, LD received an email from Paul Oates (DfE) re Early years: <i>Ministers have decided it will not be mandatory to complete the Early Years Foundation Stage Profile assessment in 2021 but instead we will be asking schools to make 'best endeavours' to undertake it.</i> This information was forwarded to all members via regional reps.</li> <li>• LD requested information from STA in response to questions from members and received replies on 31<sup>st</sup> Oct, 3<sup>rd</sup> Nov, 8<sup>th</sup> Nov and 20<sup>th</sup> Nov. All responses were forwarded to members via regional reps.</li> <li>• STA have had some links with Pobble, a company in NE Yorks which have developed and are trialling a system for moderating Y6 writing remotely/electronically. JSI (NW regional rep) attended a meeting in December 2020 promoting this approach – this was basically a marketing activity to increase their client base. Some colleagues from the NW group indicated their interest in this being a <u>possible</u> way forward in the future? More meetings were planned for January but not sure if they went ahead with the cancellation of all statutory assessments for 2021.</li> </ul>	
	* CfSA	AAIA exec (AC)	<ul style="list-style-type: none"> <li>• AC has been invited to attend the AGM which will include a presentation on: <i>'How Subject Associations can grow and support their membership'</i>. AAIA exec has also been asked to respond to the top 5 issues for associations.</li> </ul>	
	* Ofqual	AAIA exec (AC)	<ul style="list-style-type: none"> <li>• Naomi asked if members could respond to a series of questions related to the impact of Covid on pupils, teachers/HTs and LA personnel. Four regions submitted their responses by 19<sup>th</sup> February to be collated by PC and</li> </ul>	

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	* Chartered College of Teaching  * Ofsted  *Headteacher and Teacher associations  Re-thinking assessment group  EEF	AAIA exec (JSh)  AAIA exec  AAIA exec  AAIA exec	AC which were in turn submitted to Naomi. A date has yet to be arranged for the next virtual meeting.  <ul style="list-style-type: none"> <li>No direct contact with this group</li> <li>No direct contact with this group</li> <li>This group was brought to our notice by Ben Fuller (ex AAIA President) and includes some very well known names in education. General feelings that it would be appropriate to develop links with this group as there is more of a secondary focus.</li> <li>Suggestion from JSh to include this group and develop a link</li> </ul>	
<b>4. To engage with other organisations involved in assessment</b>	Develop reciprocal links with other assessment organisations  Identify other organisations AAIA can link with eg Teaching school alliances, academies/academy trusts and universities  Promotion through other organisations'	AAIA Executive  AAIA Executive and Regional Reps  AAIA Executive and		Continue to promote AAIA through other organisations' conferences/meetings and extend to include Teaching School's Alliances and academy trusts, in order to influence developments and attract members.

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	national/regional events/conferences, teacher/headteacher conferences and local/regional events, target school cluster based sessions.	Regional Reps		
<b>5. To support members through a range of strategies that provide appropriate information on assessment at the right time</b>	Meeting notification and minutes to be placed in appropriate parts of members' area – emails to members and Executive contain notification as well; this applied to Regional Reps and Secretary. Inform regional members about updating information	Communications Officer and Regional Reps	<ul style="list-style-type: none"> <li>See Ofqual comment on p3</li> </ul>	Regular updates and information provided to members through the website and email communication, to support members in keeping up to date.
	Promote members' responses to national consultations	AAIA exec		
	Support members in keeping up to date with national development through the website, regional communications etc.	Communications Officer and Regional Reps.		
	Encourage the development and sharing of effective practice through regional groups Encourage the development and sharing of effective	AAIA Executive & Regional Reps AAIA Executive &		

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	practice through online materials	Regional Reps		
<b>6. Promote and sustain the AAIA annual conference</b>	Promote: <ul style="list-style-type: none"> <li>- the AAIA Annual Conference through regional meetings/fliers etc;</li> <li>- the one day event, open to non-members, with schools/educational establishments in the relevant region(s)</li> </ul>	AAIA Executive (specifically conference team), Regional Reps	<ul style="list-style-type: none"> <li>• 2021 conference is confirmed for Bournemouth with key note speakers for all sessions confirmed.</li> </ul>	Conferences are viable

<b>B. To secure the future of the organisation through:</b>				
<ul style="list-style-type: none"> <li><b>Increased membership</b></li> <li><b>Increased income</b></li> </ul>				
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<b>7. To increase membership</b>	Distribute flier at every meeting, training event and consultancy session.	AAIA Executive & Regional Reps		Sustain and increase membership across a wider range of organisations particularly schools.
	Integrate membership and conference applications/payments within new website	Communications Officer, Membership Secretary, Treasurer		
	Promotion through regional conferences and meetings by <ul style="list-style-type: none"> <li>* - widening target audience eg school leaders</li> </ul>	AAIA Executive & Regional Reps		

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	<p>* - organising events for schools to share emerging practice; each region to collate outcomes for AAIA publication</p> <p>Keep new website up to date in order to promote informed and effective assessment practice and to promote AAIA.</p>	<p>Communications Officer, 18A (Website provider) Membership Secretary</p>		
<b>8. To broaden potential membership by marketing which clearly emphasises the value of AAIA to anyone involved in learning and teaching rather than simply involved in 'assessment'</b>	<p>Market the association through day conferences</p> <p>Contribute to conferences where AAIA might be able to promote its work/membership</p>	<p>AAIA Executive, Regional Reps and Members</p> <p>AAIA Executive</p>		The makeup of membership reflects a wider range.
<b>9. Promote AAIA and AAIA membership through the development of online materials'</b>	<p>Regional reps <del>and all Executive members</del> to promote use of AAIA website resources/information <del>on website eg Assessing without Levels and updated versions of current publications,</del></p>	<p>Regional Reps/AAIA exec</p>	<ul style="list-style-type: none"> <li>• Ongoing as resources become available – <del>see below to download from the members' area</del></li> <li>• Shirley Clarke has provided a video about self-efficacy for the open area of site</li> <li>• Work is in hand to provide short, edited versions of conference videos for open area of site</li> </ul>	<p>Materials updated, produced in response to national changes <del>and/or in relation to best practice</del> and placed in <del>open area of site or in the members' area</del></p>

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	<p><del>including ways of using them effectively.</del></p> <p>AAIA executive/regional members produce materials to support the development of within school moderation procedures.</p> <p>AAIA executive produce an online structured guide to assessment using AAIA and other materials.</p>	<p>AAIA Executive</p> <p>AAIA Executive</p>	<ul style="list-style-type: none"> <li>• AWL materials are currently being updated and made as 'future proof' as possible to avoid need for continual updating</li> </ul> <p><b>QUESTION: Should this action continue to be in plan? Is it likely to happen?</b></p> <p><b>QUESTION: Should this action continue to be in plan? Is it likely to happen?</b></p>	<p><del>section of the website to use</del> as appropriate. The intention is to promote the website through links from Twitter and Facebook and encourage visitors to join AAIA.</p>