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### **Odd ideas**

Ask every teacher to **make 5 phone calls a week**. These should be to parents, and sometimes to other members of the community, including governors, to talk about anything: a student who has done well, a pupil whose attitude to learning needs to improve, etc., etc.

**Evidencing guided reading across the school**. Whereas before this was on planning sheets in a guided reading folder, we now evidence children's responses, comments and ideas on blank sticky labels - written during the GR session, and then stick these into their English books later. We have the key reading objectives on labels too, and quickly cross-reference what the children have said to match the corresponding objective.

**A good tip is to share**. Every week share something that is positive within the classroom - whether that be a new technique, a type of question we asked the class, a super AfL target, whatever - and a negative one to start off a staff meeting. It doesn't take long but it provides staff with some ideas of things to potentially try within their classrooms and possibly some things to avoid.

One school has a poster on each classroom/ teacher's door saying 'I am working on.... please **pop in and help** me with this'.

Teachers **are banned from just saying**: "Well done" or "Fantastic". The children now need to say "but why, Miss?" This promotes learning and gives them justification for why their answer was deemed to be thoughtful and reflective.

Train all teachers in drama: 'Empower your teachers to adapt their teaching to **make learning irresistible**'.

### **Assessment**

**Elicitation tasks**. Finding out what children already know, understand or can do by asking them, or getting them to try something out, usually in advance of planning work which takes them on from where they are.

Our team has begun to meet every other week to **focus on a particular child** that we are struggling with. Each of us takes a turn to describe the problem we have with one child and then the others discuss different ways in which the problem could be addressed. We then go away with some ideas

to try out and then share our successes/failures next time we meet. It is a very supportive way of helping each other practically.

We have planned throughout the year to spend time in each other's classes and I felt that giving each person 'observing' a **postcard** with two key questions asking what they enjoyed about how the teacher and or classroom promoted SMSC. This would then be something that all the staff would be able to share with each other as a way of celebrating what we all do well.

Do you see **Holding to Account** (and consequently Performance Management) as ensuring others' success, rather than you checking up on them? When monitoring, is your question 'How can I help you to do this well?' rather than 'Are you doing this well enough?'?

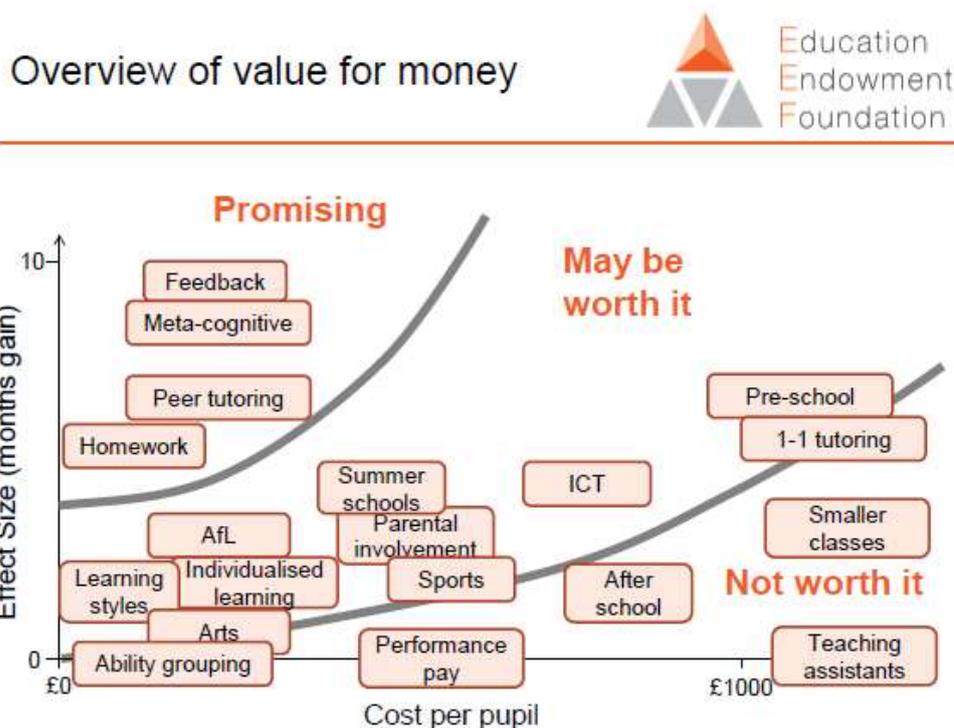
Sheffield School Tracking and Assessment Tools <https://www.statsheffield.org/>

<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>

[https://www.learntogether.org.uk/Resources/Documents/Pupil\\_Premium\\_HandbookFINAL.pdf](https://www.learntogether.org.uk/Resources/Documents/Pupil_Premium_HandbookFINAL.pdf)

The difference between 'data' and 'statistics': <http://libguides.gatech.edu/finddata>

<https://educationendowmentfoundation.org.uk/toolkit/> (see below)



1 - **Those with the greatest need should be supported by the most qualified.** - That 'group', that can be permanently exiled to the corridor along with your TA, needs you, the most skilled practitioner, more than most in your classroom. Give them their fair share of your time.

2 - **Good numbers do not a good teacher make.** - The report highlights the unreliability of data in judging the quality of teaching. Performance should be judged in an holistic way, examining the impact of every aspect of a teachers job. Observations should take a variety of forms including whole team 'what's going well' observations as well teacher lead observations where practitioners have the

opportunity to choose which aspect of their teaching is to be assessed. These are decidedly lower pressure and more instructive for both teacher and observer.

**3 - Improve systems to minimise the effect of less effective teachers** - The Sutton Trust report makes clear the impact on attainment that would come from improving the least effective teachers in a given school. Schools can too far in this regard! On a journey to good, a school may embed systems across the school relating to, for example, lesson delivery, display and planning. This strategy can benefit the less skilled and experienced teachers on the staff while reducing opportunities for more competent practitioners to exercise their creativity.

**4 - Don't judge a (potential) teacher by their qualifications** - The Sutton Trust report states that qualifications and tenure are not necessarily helpful in predicting whether a candidate will make a good teacher. Senior management can be very focused on hiring individuals who have achieved well in fields other than education. They are making decisions based on their assessment of the character and personality of interviewees, in order to predict the likelihood of future success.

*Ben M*

**Metacognitive, etc.** <http://inclusiveschools.org/metacognitive-strategies/>

Do you use:

Building Learning Power (Guy Claxton) <http://www.tlold.co.uk/building-learning-power/professor-guy-claxton/>

Talk for Learning <https://educationendowmentfoundation.org.uk/projects/improving-talk-for-teaching-and-learning/>

Talk for maths <http://www.nationalstemcentre.org.uk/elibrary/resource/6060/talk-for-maths>

Talk for writing & Pie Corbett <http://www.talk4writing.co.uk/>

Bloom's Taxonomy <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

Philosophy for children <http://www.philosophy4children.co.uk/>

etc.

**Policies should follow the general principles of:**

- Clarity (and avoids descriptive adjectives, jargon, acronyms or opinion, e.g. 'robust', 'cascade')
- Brevity (the shorter the better)
- Currency (describes current common agreed practice, not practice which is hoped for. Is not substantially out of date.)
- Commonality (all subscribe to or all are required to follow, not just some)
- Originality (not repeating information which is documented elsewhere)
- Necessity (not creating a document unless it a) has to be produced (e.g. statute) or b) substantially improves the education of children at the school)
- Reduction (where existing documents can be shortened or abandoned, they should be)

**Accelerated Reader** <http://www.renlearn.co.uk/accelerated-reader/> gives:

1. Standardised scores for summative data and reading ages - a good way of showing progress
2. Schools can monitor what older readers (e.g. use it from the old 'free reader' or post white book band level) are reading and make sure that a) they are reading and b) they are understanding what they read without asking them to read aloud to us or their parents. They get a sense of ownership;

Governors like it because you can evidence their reading for pleasure as well as their independence in reading

3. Children are much better guided - in a very independent way - to choose a book that is going to be interesting, mildly challenging, but not so difficult they are put off. And they are reading real books, not a reading scheme. Lots of choice - and books like Diary of a Wimpy Kid!

4. Children can find it really motivating - it **switches on many boys to reading** - although it may not work for everyone

5. Local Authorities and others find it is a clear way of evidencing literacy in school.

6. The Home Connect feature means that parents can also see how their children are getting on, what they are reading etc.

It is possible to pick and choose the level in which you engage and it is not worth putting children on to it until they are secure white book band level.

Lucy B

'When I was **setting up a Team** for the Introduction of Assessing Without Levels across 2 of our schools we decided to invite new people - not just the usual SLT. We took a broad range - early career teachers, HLTAs, and a good range of year groups - it was incredibly successful. Members of the SLT are either not full time class teachers or are very experienced teachers with specialisms in English and Maths and perspectives from early career teachers made us think about what was possible - it dictated the pace of change and this was invaluable. We have rolled it out to other projects too e.g. positive behaviour - inviting the MTAs and TAs. Feedback from parents and Questionnaires - inviting the Family Support Team - also great for others to get a flavour of SLT and brilliant for talent spotting!'

- don't just invite the "usual suspects"
- don't always assume it's your SLT.
- don't make it an elite team
- look for diversity of contribution
- look for balance in people's attitude towards change
- think about development opportunities for people
- think about team membership that looks like a diagonal slice through your organisation

### **TAs or Teachers.**

I visit many classrooms in many schools, and over the last couple of years schools have, more and more, tried to save money by using less supply teachers and more TAs. They say the children know the TAs better and the TAs know the school routines. However, there is also confusion. Parents often refer to teacher and TA alike as 'your teacher' to a child. Headteachers sometimes tell me a TA is 'teaching' a class. A TA is not a teacher. A teacher must have a degree and be judged by the headteacher as an appropriate person to teach a class. The onus is therefore on the headteacher to prove children get a good deal. The big thing I see missing in a TA's class is the quick correction of

misconceptions. Teachers seem to do an excellent job of this. They seem to know when children have misunderstood, whilst when a TA is assigned a whole class, generally individuals and even groups can get missed out. Meanwhile, the stock of experienced and trusted supply teachers a school may have maintained goes down. If you are a headteacher, make sure you have excellent evidence that pupils do well when a TA is leading a class, as your judgement may be questioned if not.

**Book:** Di Pardoe's Towards Successful Learning model e.g <http://www.amazon.co.uk/Towards-Successful-Learning-Diana-Pardoe/dp/1855394448>

## **KS2 SATs 2016**

### **What is the cognitive domain?**

In section 5 of each test framework, the STA says that the 'cognitive domain' will be used during the development of the tests

Maths:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/443889/2016\\_KS2\\_Mathematics\\_framework\\_PDFA\\_V2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443889/2016_KS2_Mathematics_framework_PDFA_V2.pdf)

EGPS:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/330319/2014\\_KS1\\_English\\_GPS\\_sample\\_materials.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/330319/2014_KS1_English_GPS_sample_materials.pdf)

Science:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439614/2016\\_KS2\\_Sciencesampling\\_framework\\_PDFA.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439614/2016_KS2_Sciencesampling_framework_PDFA.pdf)

### **Sources and further reading**

[Changes to KS2 SATs in 2016: what parents need to know, The School Run](http://www.theschoolrun.com/key-stage-2-SATs-2016)

<http://www.theschoolrun.com/key-stage-2-SATs-2016>

[2016 test, Testbase](http://www.testbase.co.uk/sec/nationaltests2016.php)

<http://www.testbase.co.uk/sec/nationaltests2016.php>

**What do we really mean by 'quality first teaching'?** <http://my.optimus-education.com/what-do-we-really-mean-quality-first-teaching>