

Oddments

ersi Environment Rating Scales Institute, for example the ECERS-3 Early Childhood Environment Rating Scale, which includes 6 subscales

- Space and Furnishings
- Personal Care Routines
- Language and Literacy
- Learning Activities
- Interaction
- Program Structure

<https://www.ersi.info/index.html>

Working the crowd. All teachers go out at the end of the day and say nice things about children to their parents. This avoids the usual appearance in the playground to say something bad has happened.

Different **types of plans**, depending on the school's needs:

- RAP – Raising Achievement Plan
- MP – Monitoring Plan (who is responsible)
- RIP – Rapid Impact Plan
- SP – Support Plan (for teachers at RI or below)
- SIDP – School Improvement and Development Plan
- Communication Plan – how will you communicate with different stakeholder groups?
- Risk Register (the likelihood of events getting in the way of plans, and what you will do about it if they do)
- Stakeholder engagement plan
- Link governor plan (how will governors/ trustees engage with all of the school's leaders?)

Grade children's learning and support needs, so staff can instantly see the type of approach which might be needed by seeing a number code, rather than a description, for example:

- 1 – excellent learner, follows instructions well, independent
- 2 – on track to meet targets, support sometimes needed
- 3 – vulnerable pupils, SEN, supported for educational, learning, behavioural or emotional need
- 4 – Not achieving as well as required, requires planned support

Grade classroom practice (rather than teaching or teachers), for example:

- Outstanding impact on learning
- Good impact on learning
- Limited impact on learning
- Barrier to learning (e.g. few pupils work effectively without adult direction)

Consider setting up a **joint governing body** across two unrelated schools. Ask all governors to have an impact in each. This ensures governors have a view and comparison beyond their own school.

Do you carry out **pre- and post-assessments** at the start and end of each block of learning? If you use a challenge system, the pre-assessment helps pupils to know which challenge to accept and the post-assessment demonstrates which pupils are developing mastery and who needs the concept re-taught. (NB Also see PiXL)

Do you hold **outcome days**, when pupils display what they have learned. For example, after a project on Romans, they might invite parents to a Roman 'feast', or after an English topic, to listen and discuss their completed pieces of writing.

When a class **begin a project** do they start with a 'hook lesson' and an 'immersion lesson'? During the project, are there 'wow days' as well as trips and visitors? Does the project draw in other subjects, with plenty of variety, including drama?

For lower ability pupils, do you **pre-teach**, perhaps by using teaching assistants, so that they have been boosted when the whole class begins a new topic?

You could use **stay and learn sessions**, where parents stay in the classroom after they have brought their children to school, and take part in the lesson alongside their son or daughter.

Perhaps you could use **fix-it time** across the school, a morning session where pupils improve the work their teachers have commented on.

Challenge systems. Teachers plan three-way split of activities, challenging/ greater depth, on track/ expected, below expected/ missed learning/ not yet understood. There is always an open-ended extension activity, often inside the teacher's head in case it might be needed. The class is mixed ability, and pupils choose the most appropriate level of ability for themselves.

- Must/ should/ could
- 1, 2, 3
- Reinforce, Develop, Challenge
- I'm still learning this/ I know what I'm doing/ I already know this, and need to move on
- Stay on the carpet with the teacher for re-teaching/ Go and get on/ Open-ended collaborative challenge
- Choice and challenge

Do you consider the following elements when **monitoring and evaluating classroom practice**:
Progress | Pupil engagement | Pace | Challenge and variation |
Quality questioning | Formative assessment

KS2/3 transition Royal Park Primary Academy, Sidcup <http://www.royalpark-tkat.org/>

Stem sentences. This technique gives students the opportunity to respond in the form of a complete sentence to effectively communicate. Sentence stems provide scaffolding to help students get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response. <http://www.theteachertoolkit.com/index.php/tool/sentence-stems>

Kagan structures. Structures are simple, step-by-step instructional strategies. Most Kagan Structures are designed to increase student engagement and cooperation.

https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning

If you need a job doing, or an improvement made, use a **top-up contract** where you additionally employ a member of staff's time for a limited period.

Hold a **Starbucks coffee morning** for those parents who are reluctant to come into the school building.

Use pupil premium funding to allow the school's **admin team** to phone or contact parents of disadvantaged or Ever 6 pupils to **make parents' evening appointments** for them.

Use **Synergy** to make bids on your behalf. <http://www.synergylp.co.uk/our-sectors/education>

5 principles of effective teaching https://www.youtube.com/watch?v=_jdTtnWMLVM

8 principles of effective teaching <http://blog.optimus-education.com/eight-principles-effective-teaching>

Principles of effective teaching (summaries) <https://teacherhead.com/2016/01/10/principles-of-effective-teaching/>

Why not use these five principles for effective teaching, in your lesson observations:

Challenge | Explanation | Modelling | Questioning | Feedback

Do you **monitor collective worship**? [Guidance](#)

Wanted: Experienced or trainee assessors

If you are interested in becoming an assessor for the NPQ programmes with NPQonline/ NEON, then please email stjohn@npqonline.co.uk in the first instance. You will need to be a school leader, and to train during the summer term.

NPQonline is also looking for more trainee online facilitators.



St.John 07906 375349
stjohnburkett@sbservices.org.uk

*Get in touch to book
an appointment in the summer term*

- ❖ Head teacher performance management
- ❖ Safeguarding/ governance reviews
- ❖ Self-evaluation/ SIDP review
- ❖ Pre-Ofsted checks/ 'mock inspection'
- ❖ Training, staff meeting input, etc.
- ❖ Leadership development
- ❖ School improvement