

Oddments

Positives from March-June:

- feeling privileged to have had so many quality 1:1 e-introductions
- watching teachers pulling together within teams in order to support student well-being, staff problem solving and using creative solutions to ensure that students can continue to learn
- increased knowledge and understanding of online resources/platforms which can be used for ongoing/future provision (e.g. MS Teams for homework) and the collegiate and positive attitude of staff
- I have certainly found it easier to track down social workers who seem to be far more available than when schools were open.
- teachers have appreciated the reflection time given to them during these testing times and most have welcomed the chance to engage in new technologies. I also think staff have had a chance to realise how much they like their jobs (no bad thing) and that working with young people provides them with much more joy than perhaps they notice on a day to day basis.
- giving everyone the opportunity to rethink the way we used to do things and how we operate.
- As a school, we have really supported each other, our children and their families through this crisis. On a personal note, I am also enjoying the slightly slower pace to life and extra time I have got to spend with my partner and my teenage children.

Ideas for the challenges of social distancing when working with SEN pupils

- Staggered arrival and end times of the day.
- Use of stickers for visitors who need to come on-site rather than lanyards.
- Staggered lunch slots with tables spaced appropriately.
- Using larger spaces like the gym for students who need to move around more.
- Markings on the floor to provide a visual reminder of social distancing.
- Routes to move around the school so that traffic all goes the same way and there is less risk of crossing someone's path.
- Timetabling of specialist rooms like the sensory theatre and music room, so that only one group can access the room each day, allowing the cleaning team to do a thorough clean before the next group uses the room the following day.
- Some rooms remain locked so that cleaners can focus on less rooms and deep clean the rooms in use.

Exemplar schools with arrangements on website

- [Chaucer](#) (secondary)
- [Abercrombie](#) (primary video)
- [Budehaven](#) (secondary)
- [Highfields](#) (Primary)
- [John Grant](#)

Other organisations' advice

Young Minds: [Supporting a child returning to school after lockdown](#)

NSPCC: [Returning to school and coronavirus](#)

Association for Physical Education: [Rejuvenating pupils' physical, emotional, social and cognitive wellbeing on their return](#)

Mental Health Foundation: [Returning to school after the coronavirus lockdown](#)

NHS: [Advice for children going back to school](#)

CLEAPSS (Science): [Returning in September guidance](#)

Place2Be (Improving children's mental health) [Coronavirus: wellbeing activity ideas for schools](#)

The Lancet: [Determining the optimal strategy for reopening schools](#)

Leadership training

If your school is finding it difficult to access leadership development training, NEON Learning offer **facilitated online leadership courses** which you can join either as an individual, or you can book your own course with at least five others from your school. These can be accessed from home, and may be useful development whilst staff cannot get to training with others or on other premises. The courses can be offered at cost price, which is around £90 a place.

- ★ Improving the quality of teaching
- ★ Developing curriculum leadership
- ★ Developing outstanding leadership

To book a place, or to find out more, contact adrian@npqonline.co.uk, or get back in touch with me.

Recent CPD approaches by schools

- We run our CPD in-house, based around clearly identified T & L needs of the school. This year (as well as last) the focus has been on Rosenshine and Teaching for Memory, Literacy, Behaviour
- In my experience the best CPD has been a culture of collaboration and action research. In this context staff are better at working together and taking ownership of their CPD - and implementing what they are learning too.
- We are very open to Action Research since not only does it draw upon the collective wisdom of other educational professionals it can also save time 'reinventing the wheel'. We receive many visits from other schools and also undertake many visits to other schools ourselves. We have recently completed a piece of work with another school to overhaul their systems to encourage engagement in a more positive whole-school culture.
- Our school offers a range of excellent external CPD including, NPQs (EL, H, SL and ML), funded Masters, Red Card to Racism, Trauma-informed schools, Diverse Leaders, LGBTEd, as well as access to SAGE journals.
- In terms of identifying CPD needs there is nothing better than the power of unannounced drop ins (which in most good schools forms a part of everyday culture). The general atmosphere of the classroom will be a clear marker of the student's engagement and purposefulness of the teaching.

- The senior leaders in charge of T&L also runs the CPD programme within the school linking the two explicitly. It ranges from weekly 5 min teacher ideas / tips delivered by various staff in the staff briefing, to certificated programmes such as the NPQML
- I recall a slightly embarrassing learning walk with an Ofsted Inspector. After entering the fourth consecutive classroom and witnessing lolly-pop-stick-name-selection and inflatable microphone-question-bouncing it was clear some had taken their recent INSET as a classroom rule rather than a suggestion to vary questioning technique. Certainly, we have found staff feedback is often fairly lukewarm when it comes to this kind CPD (since the needs of individual staff clearly vary). Most highly valued seems to be close mentoring and peer observation.



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*Get in touch to book
an appointment in the autumn 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