

## Oddments

### **Key questions for recovery activities**

- How do you know your provision is effective?
- Would pupils catch up just as well if you did not engage them in the provision?
- Where are the gaps and how do you know?
- What's most important; play, or additional time spent learning?
- If tutoring is during usual lesson time, what is there that pupils can miss without missing out? Is enjoyment and fun as important to be a part of as learning core knowledge and skills?
- If tutoring is outside of usual lesson time, what are pupils missing then? Is this a simple question of priorities?
- Have pupils all missed out on different parts of their essential learning?
- Can any of the National Curriculum be left out this academic year? If not, how will you fit it all in?
- What are the most important things to now teach?
- Will remote learning continue?
- When will pupils catch up to where their February 2020 tracking indicates they should be (if times had been normal)?

### **Have you recognised your COVID leadership?**

Just because leading during COVID times was not 'normal' it does not mean you and your other school leaders were not leading, and that this was a valid form of school leadership for learning. Evidence points to highly successful leadership in schools over the past year. It is important to recognise that the improvement focus schools now need are whatever is identified as the most important, and not to try to replicate the school's objectives from pre-COVID times. There should be a proper re-assessment of what the best objectives to pursue now are.

**'Teaching backwards'** Take the ultimate learning objective, then break it down into the steps needed in order to fully achieve the aim.

## Recent phraseology

*'Road map to recovery'* – your school's catch-up plans to fill the gaps/ make sure key concepts are taught/ key knowledge learned

*'Golden thread'* – the most important strategy you are using which runs through all of your catch-up activities

*'Knowledge, and understanding how to use the knowledge'* – the most important thing which is taught

## What questions do subject leaders need to be able to answer?

- how they have led during COVID, and how they have adjusted their leadership to suit the situation, so that pupil progress and attainment have been maximised
- where a group (around five pupils or more) is not progressing or attaining well, the action which is being taken
- how they know a group is progressing or attaining well
- where a group is receiving additional support, the impact of this support
- where a change is being made, what the impact of the change is in terms of progress and attainment, and how they are changing their plans if parts of it are not working well
- the support they are giving to teachers to help them teach better
- the training they are giving to teaching assistants to enable them to carry out their job well
- how they are collecting information, including data, and the value of collecting it
- how they are working to reduce teacher workload
- how their leadership is closing gaps between groups of pupils
- how all pupils are progressing and attaining well compared to their peers, and how this is improving
- the steps teachers need to take in order to move to the next standard – e.g. to move an aspect of their teaching from good to outstanding – and where they do not know the next step, the training they are undertaking as a leader to be able to give this advice
- the improvements they are making to the area they lead to increase progress and attainment, and which are set out in a simple, short, succinct plan
- how the national curriculum is covered, in which year groups and when in the year, in the areas they lead
- how the curriculum progresses, so that pupils build on past learning
- how they have planned for key elements of learning, including vocabulary, to be repeated as part of the progression, to ensure pupils learning is embedded and ideas are developed
- how they judge standards in the areas they lead – for example, through moderation exercises in and between schools
- how they inform the headteacher of standards in their subject
- how they lead their subject (i.e., improve the work of adults in the area they lead)

- All of the above information is needed, whatever the school situation. Senior and subject leaders need to work out the current standards of progress and attainment in the areas they lead, as well as knowing what they are in more usual times.

An assistant head writes: 'An innovation I have been involved with after studying **The Wasted Years** from KS2 - KS3 and Closing the Gap, was to form a working group with the primary school KS2 leads. We implemented a strong link where the Year 6 primary staff came up and watched their old students for the day in our Year 7 lessons. This brought about some fantastic development, understanding of the gaps, how some students needed further intervention and where we were repeating work. This had further scope to develop our curriculum (as we then did into 12-week cycles) and also the curriculum in our feeder primary schools as well.'

**Pupil passports.** This is a target-setting tool for students to take control of their own learning. It is aimed at all levels of pupils but only at those who are able to engage with target setting. A teacher or TA will work with the pupils to select four subjects where they are currently not on target (starting with core). The pupil then gets three targets set in their passport by the class teacher, which must have an academic focus. The pupil then discusses their targets every two weeks with their tutor/ teacher/ TA and they are then reviewed at the end of each half term. It is a very simple intervention but shows good impact by just raising the profile of these pupils.

#### **Resources:**

The [Leuven Scales](#) for children's wellbeing

App for parental engagement - [weduc](#)

[Teaching WalkThrus](#) – build institutional **professional development** through evidence-informed teaching strategies

[Numbots](#) – learning to add and subtract

[Vocabulary Ninja](#) – teaching resources

[Cornerstones](#) – primary curriculum & resources

[Jane Considine](#) approach to reading

**Book:** [Martin Robinson Trivium 21<sup>st</sup> Century](#) – preparing young people for the future with lessons from the past



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*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