

## **Oddments**

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## **Phrases**

**'Nut picker'** – if you cherry pick, you choose the best from what is available. If you 'nut pick', you select the most extreme views that are out there to support your opinion.

**'Pre-mortem'** – before you start an initiative, work out what might go wrong, so you are ready for it if it does.

**'Initiation decay'** – when a change loses its momentum and buzz.

**'Cementing the change'** – making sure that what you have put in place is going to carry on when you move your focus elsewhere.

## **Upcoming terminology**

Some phrases you might hear from September

**'Common teacher assessment pitfalls'**. This may include: Y2 SATs much higher than Y3 or school average; Y6 assessments much higher than Y7; teachers inflating assessments due to perceived pressure to 'do well'; reliance on tests or assessment scheme; inconsistency of assessment from class-to-class, or between schools; deflated assessments in EYFS or Y7 to improve progress score across school; summative assessment given greater weight than formative; testing is narrow and does not consider whole child; teacher assessments undervalued or inaccurate; etc.

**'Teachers' capabilities'**. What the teacher is able to do. The skills of teaching such that pupil progress, attainment and knowledge is dependent upon the abilities of the teacher.

**'Expert-led conversations'**. An expert is a person who is very knowledgeable about or skilful in a particular area. In a school this is likely to be the person who knows more about an area than any other person in the school. An 'expert-led conversation' might include coaching, mentoring, appraisal, or a staff meeting discussion.

**'Foundational knowledge'**. The facts, theories, principles, methods, skills, terminology and modes of reasoning that are essential to more advanced or independent learning in an academic discipline.

Learning can be described as a series of hierarchical steps with foundational knowledge at its base (e.g. Bloom's lower-order skills).

**'Domain'**. The areas into which the key developmental documents are divided, e.g. the headteacher's standards, ECF or NPQSL. NB In the Ofsted framework, only behaviour maps to other frameworks; the other domains are otherwise unique to the Inspection Framework.

'Domains' and 'domain expertise' can also refer to: i) e.g. SEN, mainstream, PRU, Alternative, Hospital, etc.

ii) e.g. academic, pastoral, SEND, virtual, etc.

iii) e.g. academy, mainstream, religious, independent, etc.

iv) e.g. School culture, Teaching, Behaviour, etc.

### **Making judgements in your school self-evaluation**

There cannot be more than one grade difference between any two judgements in your self-evaluation, particularly where one of these judgements relates to leadership and management, or pupil outcomes. For example, if your progress measures are average (at primary, this is between around -1.2 and +1.8) then leadership and management, and teaching, cannot be outstanding. Do not fall into the trap of claiming they are: neither can be if they have not led to either good and increasing attainment, or outstanding and maintained attainment. If you do make such a claim, then at inspection, leadership and management would immediately be limited to good, and probably RI. Similarly, if you judge Quality of Education as RI, then neither Behaviour and Attitudes nor Personal Development can be outstanding: if they were, then attainment and progress would be high. Any inaccuracies in your self-assessment will potentially lead to a lower L&M grade.

### **Does your school self-evaluation follow these 'rules'?**

- Brief (maximum eight sides of A4)
- Focused (on identified weaknesses or strengths, or what needs to be looked at this year as a matter of course)
- Appropriate (what does your school need, and not what the Ofsted Schedule headings are, necessarily)
- Evaluative (every sentence includes an evaluative word, such as 'good', 'weak', etc.)
- Evidenced (every sentence includes a 'because' phrase, e.g. 'Teaching is good because...' or 'Teaching is good. We know this because...')
- Realistic (avoids assertion and description)
- Succinct (fewest possible words, and identifies the most important areas to act on)

- Avoids repetition (if the information can be found somewhere else, it should not be repeated here)
- Informs the school improvement plan (how the school's resources will be used and why)

### **Pupil voice**

The questions set out by QCA in their leaflet *Your school, your say – Influencing the future of your school* have stood the test of time, and continue to work well as a framework for discussions with pupils. Primary version below. A secondary version is also available

### **What do you think about...**

#### ***...what you learn at school***

Q. What things would you like to learn

Q. What do you think you're going to need to learn before secondary school?

Q. Do the things you learn in school help you at home?

*Here are some comments from other pupils. Do you agree?*

- I want to learn about bones, how to drive a car, what to do if I get hurt and how to help someone

- I want to learn how to talk in front of a group of people

- I think learning how to add helps me when I go to the shops

#### ***...how you learn at school?***

Q. Think of a lesson this week where you learned a lot. What helped you learn?

Q. If you could change one thing about your classroom to help you learn even better, what would it be?

Q. Do you learn best when you are working on your own or with your friends? Why?

*Here are some comments from other pupils. Do you agree?*

- Fun lessons help me to understand more

- Things that get in the way of my learning are loud children and teachers who don't try to stop them

I like learning on my own so that I can just get on with my work

#### ***...showing what you can do?***

Q. How do you know when you have done something well at school?

Q. Do you think tests are useful? How do they make you feel?

Q. What has been your proudest moment at school?

*Here are some comments from other pupils. Do you agree?*

- I know I have done something well when my teacher wants to put my drawing on the wall

- I think tests are useful because after the test I realise how much I know

- When I got a team point I felt proud. It made all the hard work worthwhile

## Upper pay range

*The School Teachers' Pay and Conditions Document* sets out the process of crossing the threshold from the main pay scale to the upper pay scale, but does not set out the method by which teachers on UP1 move to UP2 or UP3. The pay point structure for the upper pay range is advisory. It is therefore for governors/ trustees to approve the process by which teachers should progress in the upper pay scale. The range, outside London, is £2,643 from UP1 to UP3. There is an expectation that teachers on the upper pay scale will contribute significantly to the school as set out in the Teachers' Standards, particularly section 8. This might be viewed as, for UPS1, to support high standards in at least one other classroom; for UPS2, across a phase or department; For UP3, across the whole school. UP3 is likely to apply to larger schools only, as the 'whole school' for smaller settings would not give appropriate opportunity for teachers to carry out the role expected of them. For teachers already paid at UP2 or 3, these expectations can be applied retrospectively. The upper pay scale is not a continuation of the main pay scale, but a tool by which teachers can remain substantially in the classroom, whilst also using their experience and expertise to support others and the work of the school. Where teachers do not take on extra responsibilities as defined in the Teachers' Standards, it may be a matter of capability or competence, and should be reviewed within the appraisal process.

## Catch-up

Words by Michael Rosen  
Illustration by Dan Berry

To make it possible for us to work as a society  
It seems as if we need to have social anxiety  
An idea or feeling becomes a widespread trope  
The latest being said is that children can't cope  
In itself this probably isn't anything very new  
but now, 'they have a lot of catching up to do'.

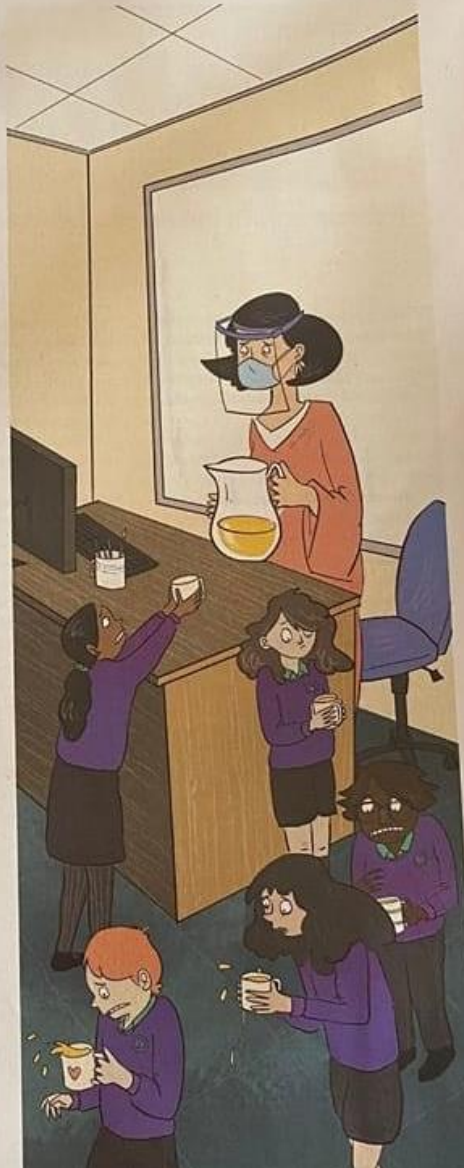
'Longer school days!' a gaggle of experts cry  
'Shorter holidays!' one shouts, 'give that a try!'  
'Teachers! Work harder!' then reaches our ears.  
Or, 'Now let's recruit an army of volunteers!'  
Apart from the fact that this is all crazy  
It fits the myth that teachers are all lazy.

There's also the myth that teachers are jugs  
While children walk about being empty mugs  
So these mugs (their brains) teachers have to fill  
Because during lockdown children stood still.  
They didn't talk or think or read or play,  
They sat like lemons day after day.

Some experts seem to go further, I think:  
They reckon children's brains have started  
to shrink.  
Amidst all this talk of children 'falling behind'  
shouldn't we think about what is the mind?  
How much 'catching up'  
can a young brain take?  
Maybe emergency  
cramming's a big mistake.



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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