

## Oddments

### Teaching ideas

- [Proloquo2Go](#) Augmentative and Alternative Communication
  - [Flat](#) Collaborative music writing software
  - [Stop the Clock 3](#) teaching time
  - 'Bucket' [Attention Autism](#) teaching approach (Gina Davies)
  - [Flow activities](#) emotional well being
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- *'We found that preparing a whole week's worth of lessons including links, exemplars and mini assessments on google slides was a quicker way to access the resources needed during the lesson and visually more engaging for the children. It saves us time loading screens during lessons and means all the activities are easily accessible.'*
  - *'My most valuable tool has been creating starter quizzes on Google forms that automatically send the results to a spreadsheet so patterns can be monitored across a topic.'*
  - *'Breaking down skills into key stages allows clarity in instruction. Teaching a skill in stages allows for modelling to be highly effective. Using 'I Do, We Do, You Do' as a mantra for scaffolding is also a key T&L strategy'*

### Practical Learning

It is striking, when interviewing pupils, that by far and away the learning they remember the best is where they are able to practically apply it, particularly if it is outside the classroom. Forest School principles help, but not all schools tie in the Forest School Curriculum to their own foundation or core curriculum.

*'I liked it when we made a catapult in our history lesson, and then had to go and knock a Jenga tower down across a moat (in a piece of gutter).'*

*In our Forest School lessons, I learned the names of trees and birds, because I saw them when we were outside.'*

*'My favourite lesson was where we had to read sentences and shout every time we read an adjective.'*

As an extension to this, do you try to get your class out of the classroom at least once a week, for a walk around the building, grounds, or local environment?

## Deep Dives

Many schools worry about asking an inexperienced leader to lead on a deep dive at inspection. Whilst it is an intense experience, remember that this is an indicator to inspectors for the approach the school takes to all subjects. A subject lead will only know so many things, but primarily they should have a good understanding of how and why their subject is progressively structured across the school, and what the standards are in all year groups. A couple of key points:

- Subject leads are not commenting on teachers, but should have an idea of the quality of teaching.
- If no books, or work in books is available, then that is not a problem if this is the school's policy. For example, books would not be expected in PE, so why should they be in, for example, RE or history? If pupils are asked to write as a response, then that is writing (English) and not another subject. It is perfectly acceptable to work practically, or through discussion.
- Inspectors' time is very tight, so be efficient in finding lessons for them to watch, or pupils to interview. Don't wait until it is time to go and find pupils, for example.
- If a subject leader has only been able to see parts of lessons in one or two other classrooms, then they should say so. No school can afford to release all of their subject leads for extensive lesson observations.
- There are plenty of examples of the sort of questions inspectors ask on the internet. You might like to practice some.
- Ultimately, inspectors will be interested in only one thing: are all pupils learning well?

## What is the role of an Executive Headteacher? (two or more schools)

A new piece of work is available which sets this out clearly, and fills the gap beyond the headteacher standards. It applies to all Executive leaders, such as a headteacher of two schools to the CEO of a large trust. The common element is that all have some level of executive authority. See: The Core responsibilities of a School Trust Chief Executive [Link to the document](#)

## Ways teachers can create innovative classrooms

1. Mindset (of the teacher, which will be followed by pupils)
2. Self-reflection (teacher reflects how and why they were teaching in a certain way and how pupils responded)
3. Ask Open-Ended Questions

4. Create Flexible Learning Environments (to support one-to-one learning, collaboration, independent thinking, and group discussions)
5. Personality Matters: Create A Place for All Learners (work in different ways)
6. Use Problem-Finding (work out what is missing)
7. Let Pupils Take Risks and Fail
8. Consider A Flipped Classroom Model
9. Invite Entrepreneurs and Innovators into The Classroom
10. Use The Design-Thinking Process:  
 a set of structured strategies that identify challenges, gather information, generate potential solutions, refine ideas, and test solutions.  
 There are five phases to the process: discovery, interpretation, ideation, experimentation, and evolution.  
 For each phase, pupils and teachers can follow the following pattern:
  - I have a challenge. How do I approach it?
  - I learned something. Now, how do I interpret it?
  - I see an opportunity. What can I create?
  - I have an idea. How can I build it?
  - I tried something new. How do I make it evolve?

Adapted from [Forbes](#)

### **What are the key features of writing for governors (and for parents)?**

- Succinctness – say what you want to say in the fewest possible words
- Limited length – stick to short documents only – as a guide ½ a page of A4. Where this is not possible, summarise lengthy documents onto a cover sheet or annotation
- Availability – make documents available to governors, rather than send them the whole thing. Ask one governor to read in more detail, rather than all
- Purposefulness – is this the most important thing governors need to know? And which governors?
- Excellent spelling, grammar and typos. Whilst some grammar can be disputed (e.g. the ‘Oxford comma’), in general, no more than one error, and preferably none, on any document you send.
- Avoid copying others in
- Consider your audience – governors have another job. Don’t add unnecessary workload here. Writing more is not an indication that you have worked harder.

## Some ways in which schools record, support, generate and analyse their data:

- [Go4Schools](#)
  - [Bromcom MIS](#)
  - [my-gcsescience.com](#)
  - [PiXL](#)
  - [4Matrix](#)
  - [Target Tracker](#)
  - [Pupil Asset](#)
  - [EEF Family of Schools Database](#)
  - [FFT Aspire](#)
  - [BSquared](#) (Special)
  - [Connecting Steps](#) (Primary SEND)
  - [PiRA, PUMA, GAPS](#)
  - [Satchelone](#)\*
  - [Tassomai](#)\*
  - [Skills builder](#)\*
- \*Revision sites

## Knowledge

What should pupils be learning?

1. Acquire knowledge
2. Retain knowledge
3. Apply knowledge

One school structures it like this:

1. Setting the scene, giving pupils a sense of perspective and coherence.
2. Assessing pupils' knowledge - as an end of unit assessment.
3. Checking previous knowledge - giving pupils a bank of knowledge so that they can revisit and retain key facts.
4. Make clear links with future and prior learning by accessing the knowledge banks.
5. Ensure progression - tailor key concepts and vocabulary on the knowledge bank so that they become increasingly complex and ensure pupils are progressing.

## Preparing for inspection: the day before

Teachers, particularly in a Trust where other schools have been recently inspected, can be on edge as they wait for their turn. Once the phone call has come, there is little a school can do, but a headteacher might keep teachers focused by asking them to:

- Tidy classrooms (e.g. no cardboard boxes on display)
- Keep one empty chair (for the inspector) and put it where you want her to sit. If you have suitable plans, put them on the chair.
- Sit the brightest and best near the door, as they are most likely to engage in conversation
- Check displays for torn or scruffy borders
- Get rid of the teacher's desk, or failing that, remove most items from it

- Attention to detail
- Go home by 6. Relax in the evening and sleep well (the best you can). Don't arrive too early
- On the day, use the visualiser
- If you've been meaning to change something for a week or two, today is the day to do it
- Don't repeat a lesson you have taught before, as it will not inspire you
- Don't change things: keep to confident routines



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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