

## Oddments

### Documents

Three documents are attached. They are:

- Key elements of a School Improvement Plan
- Key elements of a School Self-Evaluation
- What to look for in a lesson observation

### Behaviour for Learning

There is little doubt that the best behaviour for learning is seen when teaching is planned and delivered well, and all pupils in a class learn through well-matched challenge. The two areas – learning through challenge and behaviour for learning, go closely together. However, delivering learning well comes before excellent behaviour for learning, and not vice-versa. In particular, one or two disruptors in a lesson can often be caused because they have been given inappropriate work or challenge (and this may be over time, rather than in a single lesson).

[Structural-learning.com](http://Structural-learning.com) suggests that these are the pupil behaviours which help to create a climate for learning:

- [Being prepared](#) – having everything you need ready to go;
- Taking responsibility for your work;
- Making sure you do not interrupt others while they are [speaking](#);
- [Listening attentively](#) without interruption;
- Showing respect for teachers and fellow pupils;
- Treating yourself and others respectfully;
- Using appropriate [language](#).

This does not mean that great learning will follow, but that it creates the atmosphere in which it is easier to teach.

### Improving playgrounds and play areas

I am often asked what an outstanding EYFS play area looks like, and always answer that of those I have seen, they appear to have one thing in common: a tree. There is little doubt that greenery, including bushes and trees enhance a child's experience during their time outside the classroom. Some of the play areas and fields I see are wide, sometimes vast areas, with housing directly overlooking through a wire fence. It can be a bleak experience for a pupil, as the wind whips across the uninspiring playground and field. Some ideas which help:

- A screen on the fence, particularly of living greenery, such as bamboo (if it can be controlled).
- Different surfaces. None are perfect, but concrete slabs work well – the water drains, they do not melt in the heat, children learn not to fall over on them, they can't tear corners off them, dig holes, or throw bits at each other.
- Children are allowed to go on all the surfaces, and it is accepted that sometimes they get dirty (although the field in winter is probably a bit too dirty)
- Places to hide. Many games involve hiding and dodging, and sometimes a bit of privacy is wanted.
- Somewhere to sit which is sheltered (from wind, rain and sun)
- Football cannot dominate the large space every day.
- Small, defined areas where you can go with a couple of friends.
- Somewhere to get dirty – a mud kitchen, or water play – even if just in the better months (avoid sand in the main playground – that's slippery).
- Markings on the playground – children will use them imaginatively.
- Equipment children can borrow to play with.
- Rules that pupils have contributed to and agreed.
- Adults who are keen to let children be children, and not to interfere with 'adult rules'.

This site gives some good advice: [OwnPlayground](#)

## Assessment for learning

It is not possible to teach and not to assess. Teachers assess every moment of the day. If the first pupil arrives at the classroom in a grumpy mood, the teacher will adjust the way she speaks to him. That's assessment, and that is also an adjustment of expectations, which will enable the pupil to engage in the lesson. In many lesson plans seen recently, there is no consideration of how all pupils will be engaged – how to interest those with low prior knowledge so they can join in, and how to extend those with high prior knowledge, so their knowledge is extended.

There should be planned opportunities for assessment, and these should focus not on the lesson objective, but on the SMART success criteria which underpin the objective. A lesson objective such as 'Rewrite a well-known story' cannot be readily assessed, but 'Use full stops and capital letters correctly' can be. One is a large task, with many underpinning concepts; the other is a specific check which can easily be carried out, even through peer assessment.

In order to assess reasonably in depth, so that the information gained is valuable, a teacher cannot try to assess the whole class, but can assess a small group of around six pupils, if she sits with them for a time. Assessing the whole class can be done in less depth, by simply matching books - not yet got concept/ has understood concept/ has gone beyond - or by asking pupils to start the next lesson at the point they have self-assessed at (it does need a bit of training for that one).

It is important pupils are not asked to do what they can already do: assessment should mean they start at the next point in their learning in the next lesson.

## Bullying definition

There is no universally accepted definition of bullying. Here is one definition:

### Is it bullying?

- When someone says or does something *unintentionally* hurtful, and they do it once, that's **rude**.
- When someone says or does something *intentionally* hurtful, and they do it once, that's **mean**.
- When someone says or does something *intentionally* hurtful and they *keep doing it*, even when you tell them to stop or show them that you're upset – that's **Bullying**.

Sherry Carmichael on [Pinterest](#)

## Ten tips for being an effective subject leader in a primary school...

1. Plan your monitoring cycle for the year now
2. Incorporate a range of monitoring techniques
3. Know what progress looks like
4. Don't forget Early Years
5. Prioritise the limited time you have
6. Promote your subject
7. Check colleagues are confident and comfortable
8. Monitor the application of basic skills in foundation subjects
9. It can be lonely in the middle – make links
10. Ask pupils what they think about your subject.

[Focus Education](#)

## Pupil self-assessment statements

Prior		Meet		Extend	
I can't do this	...yet	I can do this	...now	I can do this	...and this too
This doesn't work	...yet	This works	...now	This works	...and this too
I don't know	...yet	I know	...now	I know	... this too
It doesn't make sense	...yet	It makes sense	...now	It makes sense	...and this too
I don't get it	...yet	I get it	...now	I get it	...and this too
I'm not good at this	...yet	I'm good at this	...now	I'm good at this	...and this too

## Behaviour strategies in the classroom to engage all pupils

- Establish clarity with straightforward classroom rules.
- Start every lesson the same way.
- Have a positive, upbeat, firm demeanour.

- Seating – for those most distracted, away from the distractions, with easy eye contact with you. For those most able to cope, near the door.
- Fair discipline, consistently applied. Notice those who behave well.
- Stick to your own guidelines: act decisively and firmly on poor behaviour.
- Keep lessons fast-paced and innovative, with frequent changes of activity. Make them multisensory.
- Include practical exercises – mini whiteboards, games, etc.
- Include movement – e.g. from one desk to another
- Have different seating in an area of the room that pupils are allowed to use
- Use the technology you have available
- Don't expect too much from homework
- Give all pupils a responsibility. Celebrate all their successes (e.g. weekend football)
- Your attitude – calm, firm, approachable. Smile, and care.



St.John 07906 375349

[stjohnburkett@sbservices.org.uk](mailto: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