

### Documents

Three documents are attached:

- *Lesson plan* – Guide to the key features which should be planned for each lesson (see note later in this document)
- *Governor visit proforma* – one way of reporting back to the governing body simply and briefly and, associated with this proforma
  - *Behaviour for learning – ideas for Governors to look for*

### Oddments

**Life Changing** The R4 episode ‘*Overheard*’ is strongly recommended listening for all teachers. It is about how words that are inadvertently overheard spoken by your teacher can have awful effects through your whole life.

Synopsis: Eight-year-old Hazel listens in as her teachers discuss her. Their words are devastating. Broadcast 3<sup>rd</sup> May. [Programme link & website](#)

**Washi tape** – decorative tape, sticks and unsticks. Cheap enough to be a good addition to the classroom.

‘**Lethal Mutations**’ when evidence-informed practice is modified beyond recognition from the original practice. This can happen when teachers adapt evidence-informed practices and techniques to fit within their own contexts, leading them to unwittingly develop counterproductive strategies. [Link](#)

For example: Mastery, when a teacher does not move any member of the class on until the last pupils has understood.



**Gamification** The application of game design elements to education, often to make learning more engaging. For example, awarding class rewards, such as ‘tokens in the jar.’ [Link](#)

### Common Issues in schools

In the majority of classrooms, and the majority of schools visited recently, a number of the same issues have been observed. These appear to be a ‘hangover’ from COVID online teaching, when the same learning was delivered to the whole class. Unless the needs of all groups, and preferably all pupils, are met, the provision for the class cannot be outstanding, and RI may be the most suitable judgement.

**Lesson planning** is often presented as a set of PowerPoint slides, most of which do not consider how those with low prior knowledge will be engaged in the lesson, nor how those with high prior knowledge will be challenged.

**Success (assessment) criteria** are not often in evidence. Therefore, it is not clear how pupils will be assessed, whether the teacher is precise in their teaching, nor whether pupils know what they are

trying to achieve. Ideally, success criteria will be sequential and progressive, with different success criteria given to those with low- and high-prior knowledge.

**Seating** is often 'mixed ability,' in which pupils of widely different prior knowledge are seated next to each other, and unable to contribute to each other's learning, and for those with high prior knowledge, without detriment to their own. Typical conversation with a pupil in such a class: 'There are two others in my class who are as good at maths as I am, but I can't sit with them in maths lesson. I have to sit next to someone who is not as good as me at maths, and I have to spend all lesson, every lesson, helping them with their maths. That means I never get onto the challenge activity.'

Confused understanding of **mastery**. Sometimes, teachers repeat the delivery of learning over and over again, in the hope those with low prior knowledge will gain knowledge they are not ready for. This means those who already have the knowledge are repeatedly taught what they already know. Mastery means challenging those with high prior knowledge and supporting those with low prior knowledge, and the support can be given by adjusting the task to match pupil knowledge. Repeatedly assigning an adult to the group takes away their independence, and takes adult support away from other groups, who would otherwise benefit from it.

**Requiring all pupils** to start at the same point in the lesson. This means that those with high prior knowledge have to carry out activities to learn what they already know, and often do not have time to get to the challenge activity which is planned for them.

External **writing moderation** is currently problematic. It is resulting in many schools being moderated as having no, or very few, writers reaching the higher standard, and this proportion being out of line with those achieving the higher standard in reading and maths. This is now having a 'knock-on' effect right through a school, with writing being downgraded at assessment to much lower levels than in all other subjects. For example, pupils achieving the expected standard in every other subject except writing, or there being a 30%+ differential between attainment in writing and other subjects. Different standards of assessment appear to be being applied in writing, and it is to be hoped common sense will apply at some point in the near future. In general, unless a pupil has specific educational needs, a pupil achieving well in one or some subjects, tends to achieve well in all subjects.

The second issue relating to this, is that schools are finding the need to generate and keep large amounts of evidence. This is not for the benefits of the pupils' education, the school, or inspection, but solely for the moderation process, and is the only subject where this is necessary.

Since COVID, it is noticeable that pupils with **behaviours** which are persistent, or difficult to manage are present in many classrooms, when, prior to COVID, there were many fewer.

**AI in schools.** The DfE has issued a call for evidence [Link](#).

Guardian article [Link](#)

Fourteen AI tools (Forbes) [Link](#)

In general, academic institutions are encouraging the use of AI, and of pupils being taught how to use it. However, AI, in its current form, is not good at nuance, and anything produced by AI tends to lack the quality of that which is human-generated. AI is good at taking the work out of producing early drafts, but considerable work needs to be applied following that. It is not strictly 'intelligence',

but chances. In AI-generated text, for example, it is the most likely next four or five words which are added, and these are drawn from the available information.

Schoolweave BST. A new **school self-evaluation tool** [Link](#), from which you can try it out.



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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