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Oddments

Documents

Two documents are attached:

- *EEF Implementation Process Diagram*
- *EEF Implementation Recommendations Poster*

Behaviour for learning

It is very easy to see a classroom as one in which pupils are demonstrating good behaviour for learning, when what is actually being seen is compliance. When observing a classroom, ask: 'How well are all pupils learning for learning's sake?'

Behaviour for learning: 'engagement; collaboration; participation; communication; motivation; independent activity; responsiveness; self-regard; self-esteem; responsibility' (Powell & Tod 2004)

Behaviour: When pupils behave in a way which does not disrupt the classroom. Stimulus-driven responses that occur specifically within the classroom or how pupils are acting in the classroom in response to what is going on or present around them (igi-global.com)

Compliance: Undertaking activities in accordance with the requirements or expectations of an adult in authority. Doing what is asked; following directions. (study.com)

Good Behaviour for learning	Good Behaviour	Compliance
Works well with anyone	Works well with those they are asked to	Works with others when asked
Thoughtful responses	Hands up	Responds when asked
Enthusiasm to learn	Tries to learn what is asked	Carries out learning tasks
Talks with classmates in order to advance learning	Talks with partner when asked to	Only talks when asked
Tries to work out next step in learning with group	Follows the learning steps given	Does what is asked
Does not give up, but tries different ways	Asks teacher when stuck	Sits quietly with hand up
Uses teacher and others to facilitate learning	Uses teacher to help	Relies on teacher to give next step
Immediately ready to learn when entering the classroom	Gets into classroom promptly, and waits for instruction	Sits in assigned place and waits patiently
SMSC – awe and wonder – 'wow'	Demonstrates interest	Content to engage and take part
Good work is its own reward	Tangible rewards	Avoids getting into trouble
Work is set out imaginatively	Work is set out neatly, as asked	Presentation is more important than content
Continues learning beyond the classroom	Completes tasks as asked	Follows instructions
Etc.	Etc.	Etc.

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Teacher rewards

Some simple ideas to reward teachers without breaking the bank:

- Park in the headteacher's space, or in the space closest to the school for a week
- A raffle, with each teacher getting a ticket, or a ticket each time they have an honourable mention, with the prize half a day's supply for them to do something personal, such as visit a relative or go shopping
- The School Council nominate an adult at each meeting who has gone out of their way to help a pupil, or the school
- A teacher handwriting competition, judged by pupils after the holiday, with the winners displayed in the hall
- A notelet and small bar of chocolate for a randomly-picked teacher weekly, who then writes a note to an adult in the school who has been helpful, or done something notable, and leaves it anonymously with the bar of chocolate on that teacher's or adult's desk/ locker or pigeon hole

The use of AI by pupils

Do you teach pupils how to use AI? If not, should you, in order to avoid teaching a 'sabre-tooth' curriculum? (i.e. one in which the skills of the past are still taught, rather than the necessary skills for the present or future). Would you know if a pupil gave you work they had generated using AI? The Gov.UK Education Hub blog (**Link**) says:

'There is much more work to be done to explore how AI could enhance how pupils learn, and we know that there are concerns around the risks for young people, especially as this is a new form of technology. The development of any AI tools for young people would prioritise their safety and security.'

AI tools are easy to use, and some are available for free use. The skill is in asking the AI tool the right questions. Although we are all still learning, it may be as difficult, if not harder, to ask enough good questions to create a unique and sensible piece of writing, as it is to create a good piece of writing without using AI.

Should we be teaching pupils how to use AI?

Some Ofsted terminology

- 'Many' or 'Most' – i.e. not all. Be careful when reading this, as it might be a judgement of weakness – strength might be 'all'
- Child/ children – Under-5's
  Pupil – 5-11 year olds
  Pupil – any child at school, including secondary
  Student – Secondary; also FE and University
- Group – 'about 5' or more. Any less should be treated as individuals, and should not be reported, because it is not statistically sound to do so. If you are reporting 'groups' of less than this to governors, replace the numbers or percentages with asterisks

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EEF Implementation

Any of your staff members attending an NPQ programme will be familiar with the EEF Implementation Guidance. This is the current recommended way for schools to introduce change, and the phraseology within it is the common language now used. EEF's two documents are attached.
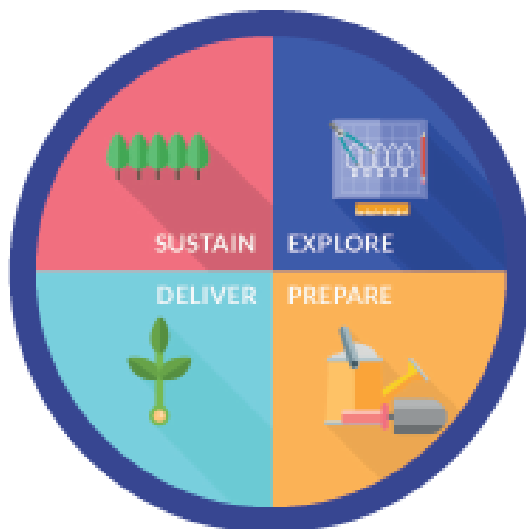
Inspections since September

A number of schools have been graded as good rather than outstanding, with only one substantial area for development: not all foundations subjects are operating at equivalent standards. Whilst all schools have subject leaders who are less experienced, it is worth bringing weaker subjects up in standard by allocating resources to them. Weaker subjects are often languages, music and/ or RE.

- Are there clear policies for each subject, which are followed by all staff, without fail?
- Do policies include time to be spent (most subjects do not have an allocated time within the national curriculum); whether the national curriculum will be followed (or will areas beyond the national curriculum be pursued?); pupil response (only Art, science and writing specify a book or recording); links with other subjects; how the subject will be taught; etc?
- Do all foundation subjects have an established scheme of work which is sequential and progressive?
- Do all subject leads have equal opportunity to monitor and evaluate, without using up their PPA time? (and if they don't know, can you be sure they will say they don't know, rather than make things up?) NB No school can afford enough time for all subject leads to fully monitor and evaluate
- Are all subject improvement plans reasonable, with only two or three improvements to be made, and do they sync with each other so teacher workload is not raised too far?
- Have all subject leads had support, including practice for a possible deep dive?
- Etc.

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Feedback from NPQ assessments

Some common items which are emerging from summative assessments:

- Some leaders are so focused on keeping teacher workload down, that they forget their primary purpose is school improvement, and can work to over-extended timescales
- Where leaders use AI to generate some of their script, they use it badly, and it weakens what they write
- Some leaders in the early stage of leadership identify many improvements, instead of the most important ones
- Very few leaders consider the cost-effectiveness of their recommendations or properly consider the full use of resources (finance, human resources, educational resources, teacher workload). NB How much does it cost in resource to move one pupil from below expected to expected in one subject?

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St.John   07906 375349
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

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