

Oddments

School of mum and dad. Invite parents in to work and learn alongside their children.

Middle leader musts. Expect all middle leaders to achieve a basic set of requirements.

These might include:

- Personal ability to demonstrate the improved progress and attainment in the area/s they lead;
- Their own analysis of data produced within their area;
- Conclusions drawn from data which include areas to address which the school did not already know;
- Production of an action plan;
- Direct report to link governor/ trustee;
- Attend leadership training.

Lesson routines. Provide evidence for teachers of whether/ how well agreed routines are working. For example, take iPad photos of the time from the whistle at the end of playtime until the playground has emptied or pupils have all started work. For example:

<i>Readiness</i>	The time between the first pupil appearing at classroom door and all pupils learning is no more than three minutes. All pupils' eyes are on the teacher as soon as they sit down, in anticipation.
<i>Groups</i>	All pupils cooperate fully with all other pupils, supporting and learning from them. Given a free choice, pupils enjoy interaction with a wide variety of others.
<i>Response</i>	All pupils respond thoughtfully in a variety of ways, and there are genuine learning interactions between peers and with the adults in the classroom.
<i>Resources</i>	All pupils freely use any resource available to them which aids their learning. Wall displays are readily employed to support tasks given, and the internet is used when useful.
<i>Resilience and independence</i>	Open-ended and investigative work is a feature of every lesson. Pupils respond enthusiastically, and seek challenge. They support each other in finding solutions, which are logically reached. All pupils try various strategies before seeking peer, then adult support
<i>Interest</i>	All pupils all enjoy the classroom, often wanting to continue their work rather than move to the next activity. Their reward is their learning and tangible rewards are infrequent. They are highly motivated by the tasks they are given and eager to be challenged to learn.

The idea for this began in a school which took the photos in a light-hearted way with no fixed agenda, and it became a sort of fun competition between classes.

SUMO 'Shut up and move on'

Career-stage expectations. Using the teacher (and headteacher) standards, draw up a list of expectations, and the opportunities the school needs to provide. For example, if you have teachers at UPS, what must you provide so that they can fulfil their role/s?

Serene-ness: the way a headteacher should appear, whatever the crisis at the time.

70 things to do before you leave (primary) school: jump in puddles, go to the seaside, have a picnic, visit an art gallery, sleep in a tent, etc.

Instead of a lesson observation, ask teachers to provide evidence for performance management (and for other reasons) by **videoing themselves teaching** and uploading the part they want you to see. They could also/ instead upload it privately to Vimeo or YouTube and share the link with you. They could use an iPad or a school phone to make the video (or IRIS connect).

Semi-structured interviews, for a relaxed way to discuss the way forward in developments with teachers, or groups of pupils, for example...

QCA questions for interviewing groups of pupils:

Your school, your say: Influencing the future of your school

http://archive.teachfind.com/qcda/www.qcda.gov.uk/resources/assets/QCA-2885_futures_leaflet_primary_pupils.pdf

Do you have **swamp monsters** on your staff, who lurk in the staffroom and around the school, disagreeing with what you have said when you're not nearby and arguing against change?

Achieving **consistent adult behaviour** in schools. <https://pivotaleducation.com/> Read the book *When the adults change everything changes*, by Paul Dix.

Analyse work, rather than mark it. Reduce workload. Has marking become (or was it always) a time-consuming chore. Can you demonstrate the benefits? The Sutton Trust/ EEF says it is feedback, rather than marking which is highly effective. Can teachers move to mainly verbal feedback? At the end of each lesson, they then sit with the books, and divide them into three piles: those who have grasped the concept and can move on in the next lesson; those who have moved or are already working beyond the concept and need to be challenged at the next level; those who have not yet grasped the concept and need further adult input. This ensures changing groups, particularly in mixed-ability seating.

Ideally, to reduce marking and increase **feedback**, pupils will be trained to give each other positive and supportive feedback. To work, every class must fully commit to working initially on [growth mindsets](#), and then continue to modelling and training pupils. Pupils must learn who best supports them across their classmates, particularly if they are seated in mixed-ability groups, and must have the freedom to move to a seat which is more beneficial to them in getting feedback without disturbing their teacher, who will be focusing on a group. [Guardian article](#) [Dylan Wiliam article](#) [Tips for peer feedback](#) [Peer assessment](#)



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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