Ideas Autumn 2016

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Oddments

Anonymous marking. Once each short term, collect in some work, for example writing which each class has done, but make it anonymous. Ask teachers to mark a piece of work in which they don't recognise the handwriting and may be in another year group to their own.

Employ a **handyman** for as many hours a week as you can afford, to supplement the work of the premises officer, or the cleaner in charge. By getting the basic small jobs done, the budget can be focused on the larger items.

Personalise school data. Three times a year, take an afternoon to teach pupils how to reflect on their own learning and next steps. Get them to write this down in around ½ a side of A4, and to take it home to their parents to discuss and to add further comments. Ask them to add achievements in their home lives and out-of-school interests and activities. This then forms the basis for the annual report, with the teacher comments relating to attitude and aptitude.

Is your school environment a contributory factor in the standards you achieve as a school, good or bad? For example, if you have mobile/ demountable classrooms, do you, for example create a **Republic of Year 3** across the playground?

KIT (Keeping in Touch) Day, when Y6 teachers visit Y7, to see how their students are getting on.

Put up a **question on the wall** in the staffroom in order to gather anonymous information. For example 'How well is Big Write working?' or 'How would you like to see the school improved?' Staff either write on the sheet or add a Post It.

P21 http://www.p21.org/ Partnership for 21st Century Learning

Why not **expand your Governing Body** with non-voting members?
How about creating a Parent Advisory Board to the Governing Body, in which a group of parents meet with one or more governors to explore their thoughts and feelings about certain issues, in order to inform the work of the governing body?
Why not open up the non-confidential parts of all governing body meetings to parents, perhaps even electing a group to attend each meeting?

Employ one or more TAs as an **Inclusion Advocate**. They do all they can to get all pupils to their lessons on time, to get them to engage, and to learn well. They can form a relationship, be on call, develop links with parents and families, etc.

When people come to you with ideas, or through the day do you create a 'to do' list? Do you also create a **'to think about'** list?

Create a **MAD plan** (Making a difference). What do you do/ what could you do that makes a difference, and where does this fit?

In appraisal or performance management, do you **Keep Conversations Alive**? Do you chat about the agreed improvements between appraise and appraiser all year, or does the conversation die outside the door, until the next meeting?

PPPP, a Pupil Premium Pen Portrait which is written about a child and is distributed to teachers and 'need-to-know' staff.

Do your teachers who are at UPS, above the threshold, make a **sustained threshold contribution**?

Tapestry or reports? Do you have teachers who use Tapestry or similar online assessment programmes? Do you know how long they take? And do you also ask those teachers to write reports? Why? Surely Tapestry *IS* a reporting tool. Inspectors have to consider work/ life balance during inspection. What might they say to the time spent by teachers working both on Tapestry and reports during the year?

How well do you make use of facebook? How about a **facebook recruitment campaign** to find new teachers? (Other schools have done this!)

Before school training forum, in which one member of staff presents on a topic for fifteen minutes such as gap analysis, a new SEN intervention, feedback on a Talk for Writing training, etc. Staff attend between, for example 8am and 8.20 one day a week, if they want. At one school where this was started, staff said it was the best CPD they did, as small snippets of information really helped them to improve their teaching.

Spotlighting postcodes. Analyse where all the pupils in your school live by postcode, and then work out if there are exceptional statistics in a postcode, such as for absence, low maths attainment, etc, and conversely high writing attainment, taking up a university place, etc.

An **app for live parental communication**. This is a cheap and quick way to report absence, lateness, homework and other issues. [https://www.theguardian.com/teacher-net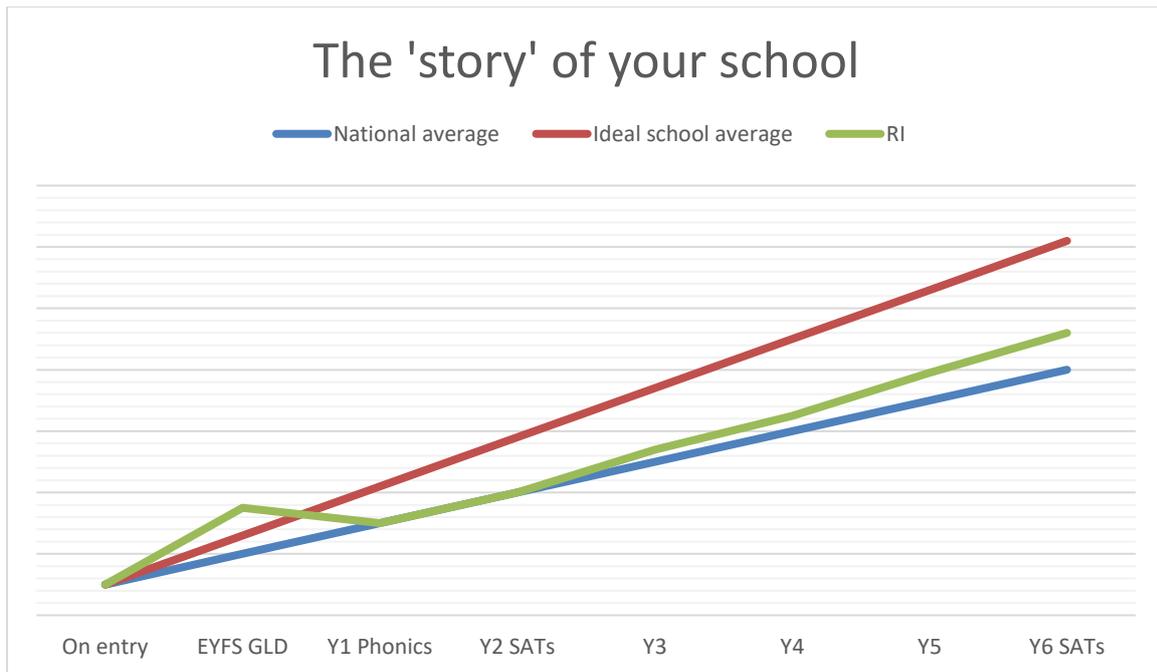work/2015/apr/28/five-best-apps-teachers-communicate-parents](https://www.theguardian.com/teacher-network/2015/apr/28/five-best-apps-teachers-communicate-parents)

'Water your flowers', i.e. focus on those closest to the next level of success or achievement: those ready to achieve greater depth or where the penny is about to drop. For staff, those teachers most likely to become outstanding.

What do most schools focus their **performance management objectives** for teachers on?

Objective 1	Objective 2	Objective 3	(Objective 4)[1]
Whole School	Teaching and Learning	Curriculum	Leadership
School Improvement	Outcomes	Personal development	
	Standards	Leadership	

[1]*Some schools add leadership as a fourth objective*

Employ a graduate intern for a year on a fixed-term contract. They will have specific subject knowledge or skills which they can support small groups with, sometimes with high impact. It's a cheap way of employing skilled practitioners.

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The 'story' of your school

Legend: National average · Ideal school average · RI

The blue line indicates the national average. As pupils get older, so they gain more knowledge, skills and understanding.

The red line indicates the ideal situation for your school. You would want to gain more than the national average progress every year, so that your pupils' attainment rose further and further above the national average.

The gap between the blue and red lines is the **Band of Confidence**. If your results are in this area, you are fairly certainly a good or outstanding school.

The green line indicates a school which requires improvement, even though pupils entered average and ended Y6 with above average attainment. This is because 'children progress rapidly in the reception class, but then do not make sufficient progress by the end of Year 2.' Pragmatically, you may consider that this is because 'too many' children have been awarded a Good Level of Development (GLD) at the end of EYFS. This effect can also appear when Y2 pupils are assessed with high levels of attainment at the end of KS1.

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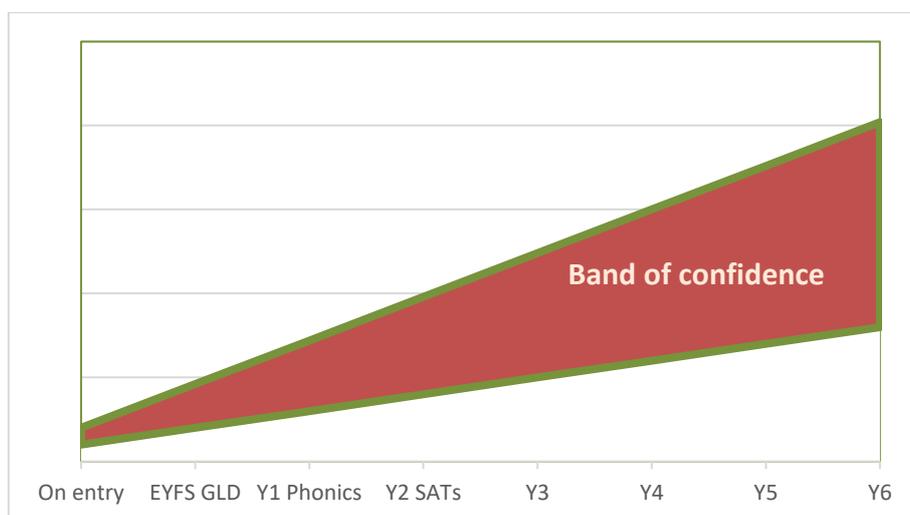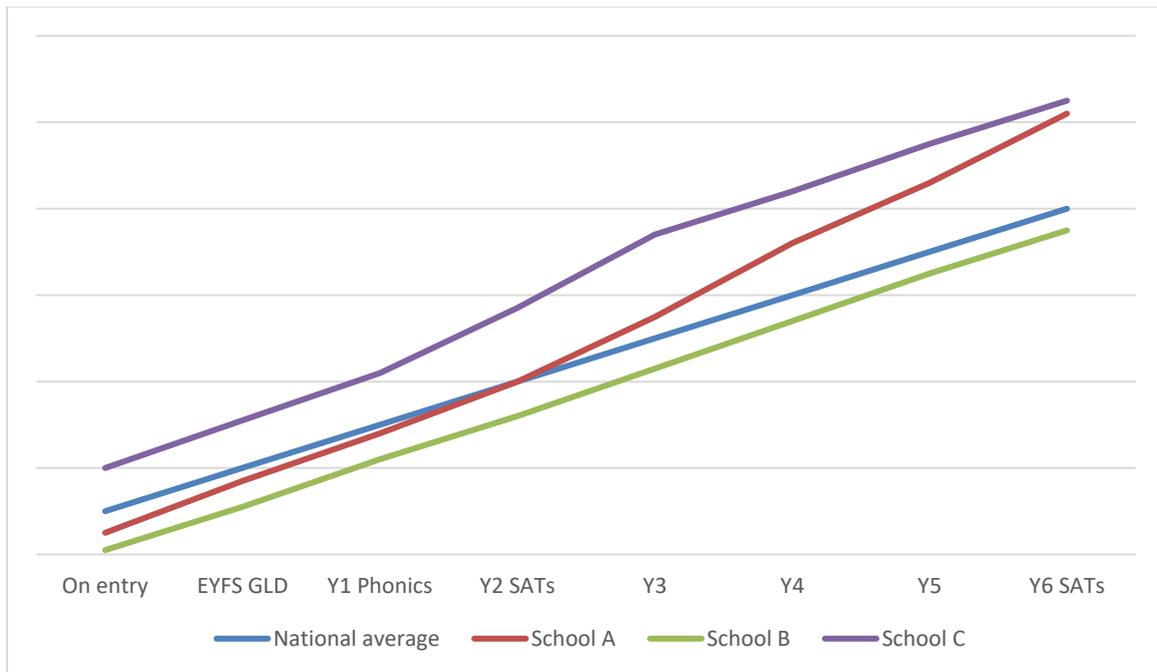
In School A children enter with below average skills when checked against the Early Years curriculum, but they consistently improve across the school and their attainment is well above average by the end of Y6. School A's attainment is consistent with outstanding progress.

In School B children enter schools with skills well below what might be expected, but their progress across the school is better than the national average and by the end of Y6 they are closer to average. School B's attainment is consistent with good progress, and may be better than that when disadvantaged and SEND is taken into account.

In School C pupils enter with skills above average. Although they do not make as much progress as pupils in School A, this might be because it is harder to achieve Greater Depth standards as pupils become older, and there will be a greater proportion of pupils for whom this is relevant in School C. School C's attainment is consistent with good or outstanding.

The term: **The Burning Platform** is a business lexicon that emphasizes immediate and radical change due to dire circumstances.

   The origin of if the term comes from a story about a man on an oil platform in the North Sea. One night he is awakened by an explosion and resulting fire on the platform. Striving to escape the impending flames, he is able to find his way though the chaos to the edge of the platform.
As the fire heartlessly approaches him he must use split second decision making or surely be engulfed in a horrible death. His only option is to jump more than 100 feet from the fire ridden platform into the freezing North Atlantic waters. If the dangerous jump doesn't kill him he will surely die from exposure within minutes if not rescued. With no other rational alternative, he jumped!

   Fortunately the man did survive the jump from the platform and was rescued by boat shortly thereafter. His philosophy had been "Better probable death than certain death."

   The point of the story is that that it took a platform ablaze to cause a major change in behaviour. This story emphasizes the point that radical change in people only comes when survival instincts trump comfort zone instincts. When making major decisions or solving major problems an "emergency" attitude is sometimes required to achieve your goals. Another name for this is a personal inflection point. Sometimes it is a choice. Sometimes an inflection point is cast upon us. Either way, afterwards we are more experienced in life.

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The power of **negative thinking**. Health and safety officers think this way all the time: 'If I don't move this trailing lead, what is the worst thing that might happen?' 'If this pinhole in the roof isn't fixed, how bad might it get, and what would the consequences be?' You can use this philosophy to think through what are the valuable things to address, and which not so much: 'What might happen if I don't enforce the new behaviour code on the playground steps until tomorrow?' 'If I don't address that teacher's weak teaching, how badly will it affect children's learning?'

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If you would like to book an appointment or other task in the spring term, then please get in touch as my diary can get very full.

- Head teacher performance management
- Safeguarding review
- Governance review
- Self-evaluation (SE) review
- SIDP review
- Pre-Ofsted checks and 'mock inspection'
- Training, staff meeting input, etc.
- Leadership development
- School improvement
- Etc.

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