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Autumn Statement 2015 extract

More ideas

Oddments

For your SIDP or action plan: **Plan | Do | Check | Act**

Children's rights.

The right to learn | The right to be safe | The right to be included | The right to be happy

Also: Rights respecting schools award: <http://www.unicef.org.uk/rights-respecting-schools/about-the-award/>

Additionally: UN Convention on the rights of the child (UNCRC)

<http://www.savethechildren.org.uk/about-us/what-we-do/child-rights/un-convention-on-the-rights-of-the-child>

General Principles: Non-discrimination | Best interest of the child | Right to life, survival and development | Right to be heard

Why not view a cohort where there are two or more classes, not as separate classes, but as a **cohort as a whole**. For example, one teacher and a TA could take the bulk of pupils, whilst another teacher could take the more or less able. One classroom could have tables and chairs as usual, whilst another/ the other might have raked, cushioned seating, or an open space.

Instead of training days or face-to-face days, why not hold '**Discussion Days**'?

Hold a **Headteacher coffee morning** once each half-term.

Do your more able pupils have a *more complex language structure* and a *flair for the higher levels*?

When observing lessons, is there a focus on **improving** rather than **proving**?

Teacher Action Plan. A way of agreeing how a teacher will improve what they do, and be supported in their improvement. Can be used where a teacher wants to achieve a new skill, or wants to improve their general practice, or where an observation has identified a need to improve, etc.

Links with parents. A **parent focus group**, with as many parents as you can engage and involve, to listen to your new ideas and strategies, so that you can work out issues and ways to respond before rolling out the programme school-wide, or before informing all parents. Train members of the group as **Parent Ambassadors**, to speak at open evenings, write in school newsletters, encourage high standards. Develop some teachers into **Parent Champions** who are responsible for adult and family learning opportunities and encourage parental involvement.

If you want to **improve handwriting** in your school, then why not staff with a handwriting competition amongst staff, to be judged by pupils? (*Croyland School, Wellingborough*)

An optional **teacher book club**, in which you buy 6 copies of a book circulate them and ask interested staff to read them. For example, Mindsets, by Carol Dweck.

Instead of using IRIS or similar videoing programmes, why not use two iPads, one focused on the teacher, one on the class? Why not put an iPad in a pupil's position in class, and get a view on their experience during a lesson? Perhaps you could offer a **video lesson** instead of an observation (it is important that the teacher then 'owns' the video and controls who she shares it with).

www.irisconnect.co.uk/how-we-do-it

'Every teacher needs to improve, not because they are not good enough, but because they can be even better' (Dylan Williams)

Start the week with a **teaching and learning briefing**. It lasts ten minutes, with a rotating member of staff delivering and they focus on a different standard each week. They are practical ideas which every teacher can add to their toolkit.

The Power of 3. Three teachers in the same phase meet and plan a lesson. The strongest teacher teaches it first, and then the three teachers meet and discuss how it could be made better. The next strongest teacher then teaches it and the process repeats, with the weaker of the three teachers teaching it last, hopefully as a lesson which is at least good.

INSET on improvement in which each member of the leadership team leads on a particular aspect, and staff choose which areas they want to talk about and suggest improvements for. It can generate many ideas.

Governor teaching and learning walks which are led by a subject leader, who is then required to feed back about the progress of the T & L at the Governor's meeting. This is often very successful and the governors begin to understand what outstanding practice looks like in practice and not just in theory.

Assessment without levels

Association for Achievement and Improvement through Assessment:

<http://www.aaia.org.uk/assessing-without-levels/>

St Luke's School assessment policy: http://www.st-lukes.hants.sch.uk/linked/assessment_policy_september_2015.pdf

Final report of the Commission on Assessment without Levels:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf

NFER: Where have all the levels gone? <http://www.nfer.ac.uk/nfer/publications/99940/99940.pdf>

DfE Assessment Principles:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304602/Assessment_Principles.pdf

Assessment, The Wroxham School: <http://thewroxham.org.uk/our-school/assessment/>

Chancellor George Osborne's Spending Review and Autumn Statement 2015 speech

'We will make local authorities running schools a thing of the past. This will help save around £600m on the Education Services Grant.

Mr Speaker, I can tell the House that as a result of this Spending Review, not only is the schools budget protected in real terms, but the total financial support for education, including childcare and our extended further and higher education loans, will increase by £10 billion.

And that's a real terms increase for education too.

There is something else I can tell the House.

We will **phase out the arbitrary and unfair school funding system** that has systematically underfunded schools in whole swathes of the country.

Under the current arrangements, a child from a disadvantaged background in one school can receive half as much funding as a child in identical circumstances in another school.

In its place, we will introduce a new national funding formula. I commend the many MPs from all parties who have campaigned for many years to see this day come.

The formula will be start to be introduced from 2017 – and my Right Honourable Friend the Education Secretary will consult in the new year.'

<https://www.gov.uk/government/speeches/chancellor-george-osbornes-spending-review-and-autumn-statement-2015-speech>

Improving behaviour management. Why not:

- Ensure non-teaching staff including premises, office staff and kitchen staff are also trained and clear on their role in promoting positive behaviour.
- Encourage staff to talk through situations with senior leaders/ DHT when making a judgement on what sanctions a child should have as a way of moderating approaches and ensuring consistency across the school.
- Send postcards home to pupils who have behaved well.
- Have 3 behaviour clouds next to the board - Fresh start (each day), good behaviour and outstanding behaviour. Every child has their picture on the bottom one and is moved up throughout the day for showing a school value in their behavioural attitude - no-one can go down - if a child has shown something positive that still stands.
- Become a Rights Respecting School (see above)

As a leader, **talk to a different child each day** (or at least when you are on duty) about their experiences at school. What was best lesson today and why? What wouldn't make it to the top of your list? Etc.

Students also have **the right the challenge us** if they feel they have not been treated fairly or have something to say but tell them that there's a time and a place for this – At the end of a lesson, at break or after school (and not during the lesson where it could impact the learning and disrupt). Also tell them it must be done in a nice way as we both need to listen to each other.

Use **different language** with regards to the feeding back of lesson observations. 'Excellent practice', 'self improvement' or 'support needed'. This there are only three categories and these are applied to six different aspects of teaching.

Regular feedback from children about what they felt they were learning. This opportunity to talk to children about what they think they were actually learning is a really special thing to share with colleagues- it can lead to a significant improvement in teaching and a focus on what children are able to say they can do. Hold pupil interviews where children bring their books and share their favourite piece of learning- ask them questions as to what they were / are currently learning.

A "**Growth Mindset Teacher**" slip which given to a random pupil to give to a teacher, once a week. It says "Dear Sir/Miss, Thanks for the effort you put into planning our lessons! Go and claim a well deserved prize from Mr. Smith"

Why not use a **separate exercise book** for all assessments?

'Looking at books showed that our teachers were **marking** in great detail but ultimately their comments were not getting the children to think about how to improve their work and how to progress. We have had staff meetings on this in order to address it and a recent book scrutiny last Friday showed that marking is now more concise, child friendly but ultimately teachers are posing questions to get the children to think about their learning.' YC

A performance management system

- * A performance manager to have a maximum of five appraisees, so that regular meetings can be held which are focused, and a proper professional relationship established
- * Self-reflection before the annual meeting. Emphasis on the staff member to demonstrate how they have met the previous targets.
- * Comprehensive review of strengths from the year and areas to develop through use of performance data and 360 feedback.
- * Setting of SMART targets. A maximum of three and a mixture of school (linked to SIDP) and personalised (job-focused) targets. Work together to create an action plan about how these targets will be achieved.
- * Review the appraisee job description and adjust so that it both fits with the SIDP and reflects the job you agree the appraisee is/ should be doing.
- * Half-termly 'gap chats' as a further development of the pupil progress meetings. Here the performance data will be discussed in relation to the agreed annual performance. Performance against the three targets will be reviewed e.g. on track/ not on track and next steps planned. Observations and other relevant points would also be discussed.
- * Introduction of a grading format with clear success criteria for each particular grading and link this to pay progression.
- * Start new cycles at different time of the year (each 'within a 12 month cycle') so that meetings are staggered across the year and secondly, when objectives are set they focus on the school's needs at different times. Why not consider 8 or 10 month cycles?
- * Consider the notion of teacher career pathways. http://researchnetwork.pearson.com/wp-content/uploads/CSTCP_21CI_pk_final_WEB.pdf

MW & others

Kelso's Wheel The frog! (conflict management) <http://kelsoschoice.com/community/parent-page/>

Resilience Zap

http://www.youngminds.org.uk/training_services/academic_resilience/how_do_i_improve_results_through_a_resilience_approach/resilience_zap

Pupil wellbeing survey (free) <http://www.cornwallhealthyschools.org/why/pupil-wellbeing-survey/>

Census at School (free) <http://www.censusatschool.org.uk/take-part/questionnaires/323-sportatschoolquestionnaire>

In a staff meeting or briefing, staff make two **'shout outs'** for their colleagues, based on the good practice that they have seen. Then in assembly staff provide 'shout outs' for the students and the students reciprocate.

In secondary, a **careers evening** (partly funded by PP) may help disadvantaged pupils get further ahead in the 'race'. Similar situations could occur with online learning schemes, after school revision sessions or guest speakers.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459830/Key_Stage_3_the_wasted_years.pdf



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

- HTPM
- Self-evaluation (SE) review
- SIDP review
- Pre-Ofsted checks and 'mock inspection'
- Training, staff meeting input, etc.
- Leadership development
- School improvement
- School quality checks
- Etc.

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