

## Oddments

**Mental health first aiders.** Do you have anyone on your staff who would like to train?

<https://mhfaengland.org/>

### **Using better terminology:**

**SEF.** The Self Evaluation Form was an Ofsted term for a very long form which had to be completed and maintained. What schools complete now there is no form, is a School Self Evaluation (SSE) rather than a SEF.

**Differentiation.** It can be useful to think of *match of work to ability*, based on prior assessment, as different to *differentiation*, which is to ensure the taught curriculum matches individual pupil needs, such as those who have particular need, or are SEN.

**Good lesson.** In a 'good lesson', behaviour for learning can be judged, as can progress. However, it is not possible to judge the quality of teaching in a single lesson, as factors are too variable and it will relate in most lessons to more than one individual (e.g. the teacher, TA, and those on duty in the session immediately before, plus any further adult input, such as peripatetic music teaching a pupil may go out for). Therefore, teaching is judged over time, so an individual can more readily demonstrate their impact.

### **I, I, I**

Ofsted's new terminology of **Intent, Implementation and Impact** can be a useful way to think about a lesson, sequence of lessons and lesson planning.

**Intent** relates to what is intended to be learned in terms of knowledge, skills and understanding, and might replace the Lesson Objective or WILT.

**Implementation** describes the way the learning will take place, and replaces the activity.

**Impact** is how it can be measured that learning has taken place, and how effectively, and replaces success criteria.

### **Some of the features seen in outstanding schools**

- Relationships are all positive, and constructively focus on and build learning
- The focus for achievement is the building of knowledge, skills and understanding so it is maximised by the end of the last year a pupil is in the school
- Stability of staff, with low turnover where new staff quickly fit into the school's ethos, but who bring new ideas
- All staff are open minded, think they can do better, and are keen to learn
- Focus is on the right things: the things that matter, and this is not confused with tests or reported assessment
- The ethos is focused and strong, and has been built over 8 to 12 years
- The school focuses its curriculum, so it does a few things very well, rather than pursuing a very broad curriculum in which everything is achieved in moderation.

50 ideas to improve **wellbeing** in your school: <https://eikon.org.uk/mental-health-and-wellbeing-in-schools/5-ways-to-wellbeing-ideas-for-your-school/>

**Curriculum intent.** Can curriculum leaders (not just subject leaders) answer these questions with confidence? If not yet, will they be able to within the next year?

- If you are writing a curriculum intent statement, why? How does writing a statement improve pupil learning and outcomes, and reduce teacher workload?
- What do you want pupils to be able to know and do by the time they leave you?
- How does your curriculum plan set out the sequence and structure of how it's going to be implemented?
- How good is curriculum coverage?
- Have you identified the most important knowledge, skills and understanding?
- How have you adjusted the curriculum so it is the best possible for the pupils in your school?
- Where is the curriculum you lead strongest and where is it weakest, and how do you know?
- Where it is weak, what are you putting in place to improve?
- Where the curriculum is strong, how are you using this to improve further?
- How do you ensure that all pupils' needs and interests are met?
- Are you secure in your knowledge of teaching across the school, including that work and activities match pupils' varying abilities and needs based on prior, high-quality assessment?
- Is the curriculum you lead 'stepped' or 'laddered' so that all teachers know what to teach when?
- Do you have 'non-negotiables' (a set of basic skills, knowledge and understanding) that all pupils are expected to have mastered by the end of each year group? Are these simple enough so that all pupils, with the exception perhaps of one or two pupils with specific needs, are actually able to master them? (e.g. if children do not have a proper pencil grip or form letters correctly by the end of EYFS, they will always be catching up and not write fast enough at Y6 to complete the reading SAT paper.)
- Do teachers plan lessons so that what is taught is achievable in the time available?
- Are lessons taught as sequences of learning, rather than stand-alone inputs?
- Are there opportunities to revisit, so that assessment can be made securely over time?
- How do you know assessment is accurate?
- If a pupil is at expected at the end of EYFS, are they still at or above expected at the end of every subsequent year group?
- Is there a growing proportion of a cohort who work at greater depth? (around 8-14% more at the end of Y6 than the end of EYFS)
- Are all opportunities to incorporate the curriculum area into others identified and taken?
- What are the appropriate responses to the curriculum area you lead? (e.g. if a pupil is writing about Victorians, then writing is an English response to a historical input)
- How closely do you work with other curriculum leaders?
- Do you lead (i.e. change and improve the way other adults work)?
- Have you analysed outcomes for pupils for the areas you lead? (e.g. assessments, pupil surveys, pupil focus groups, observations, etc.)

Do you use **social media** to promote your school? Some ideas for content:

<https://cursivecontent.com/the-big-list-of-no-fluff-social-media-post-ideas-for-schools/>

The **class Twitter account**. Some schools, such as Mundella Primary, have Twitter feeds from each class: <http://www.mundella.sheffield.sch.uk/our-learning-activities/class-blogs-news>

**Knowledge planners**. Single A4 sheets which set out the knowledge to be learned in a unit of work, topic or sequence of lessons:

<https://cornerstoneseducation.co.uk/what-are-knowledge-organisers-and-how-can-we-use-them-in-the-primary-classroom/>

<https://www.cottenhamprimary.co.uk/knowledge-organisers-1/>

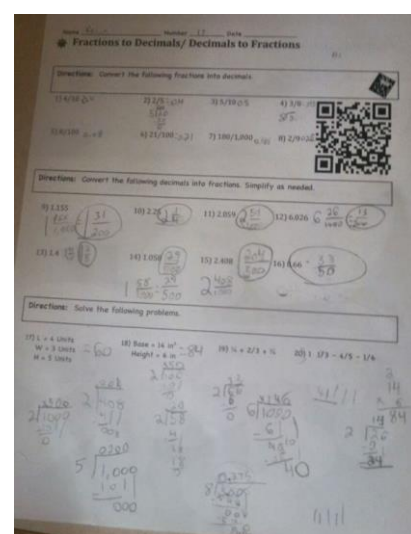
<https://www.teachwire.net/news/how-to-create-the-perfect-knowledge-organiser>



Water fountain and bottle fountain



Recycling bins



**QR code** leads to YouTube video posted by teacher related to the learning/ lesson.



St.John 07906 375349

[stjohnburkett@sbservices.org.uk](mailto:stjohnburkett@sbservices.org.uk)

*Get in touch to book  
an appointment in the spring 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