Teaching and Learning Service - Newsletter

We hope you have had a fantastic start to the new year.

The Teaching and Learning Service is focussed on supporting schools to develop the quality of their teaching and accelerating rates of learner progress, with a particular focus this year on addressing the principles of mastery teaching and securing best practice in assessment. We work with educational settings to provide personalised advice, support and training that enables professionals to:

- inspire and create excitement in learning and teaching;
- focus, prioritise and plan to accelerate learning and ensure a good education and excellent outcomes for every Norfolk learner.

Our offer this year is focused on four keys areas:-

The Teaching and Learning training and development opportunities highlights this focus and as the year develops we will continue to build on these and expand the offer to continue to offer bespoke support that enables schools and settings to enhance and build their teaching and learning practice.

Samantha Penn – Senior Adviser Teaching and Learning

TEACHING 4 LEARNING

'*Learning happens when people have to think hard'* (Coe)

'If students are not learning, then it is because we are not using the right teaching strategies' Hattie (2015)

'*Effective teaching is that which leads to improved student achievement using outcomes that matter to their future… Defining effective teaching is not easy*' (Coe et al, 2014)

Unsurprisingly to many of us in the profession much of the current evidence suggests that high quality teaching is the main determinant in improving learning. With this is mind the need to ensure that schools focus on high-quality pedagogical training has never been greater.

Our new 'Teaching 4 Learning toolkits have been developed in line with this current research into improving learning through strengthening teaching

Twitterati

- @educationgovuk
(Department for Education and its executive agencies - STA, EFA and NCTL)

- @Ofqual
(Regulator of qualifications and exams in England)

- @shaun_allison
(Deputy Headteacher, has great ideas on Teaching and Learning)

- @LearningSpy
(David Didau writes for the Guardian on Teaching and Learning)

- @TeacherToolkit
(Deputy Headteacher, the most followed teacher on twitter, UK)

Tech Radar

Socrative App - Great for AFL and getting students to show their progress before they leave the room by using exit ticket

Visualiser – Great for displaying the page of a book or zooming right in on an object to observe its features in immense detail. A great way of sharing pupils' work with the class, and capturing for future use.

Leadership Reflections 1
How good is your school Assessment system?

With the removal of national curriculum levels and new programmes of study schools have been given the opportunity to choose what their assessment system will look like. Schools across the county are finding themselves in a variety of places; either furiously writing a new system, perhaps evaluating a new system that has been recently developed or possibly getting to grips with a new purchased system. Regardless of the current situation in your school, the questions below should support and direct your thinking, to ensure your assessment system fulfils every necessary function for every possible stakeholder.

1. **Is your formative assessment system little more than a replication of all the planning objectives from the scheme of work?**
   Teachers who spend more time deciding if a pupil has achieved an objective, compared to planning to teach the objective, will not be effective in their teaching. It is wiser to focus on assessing the key concepts or 'big ideas', which are crucial for underpinning pupil progress.

2. **How well does your school's formative assessment systems link with the school's schemes of work for the new key stage 1/2 or 3 programmes of study and current/new GCSEs for all subjects?**
   In order to identify next steps in learning, both for teacher planning and parents/pupils awareness, a formative assessment system should be based on mastery of subject content. This progress shows the route towards key concepts or 'big ideas', therefore allowing teachers to evidence how well pupils are progressing towards these end points. It is important that teachers, pupils and parents can pinpoint the curricular knowledge and skills which a pupil has within a particular subject.

3. **Does your school's formative assessment system include check points e.g. end of year expectations, end of key stage, bands etc……..for each subject? And how have you identified these expectations?**
   It is useful to identify check points along the journey of learning, as this allows judgements to be made about the progress the pupil has made within the subject. This is also important information to share with parents as to whether a pupil is meeting your expectations. A system without check points is in danger of being unable to determine if pupils are making progress.

4. **How does your summative assessment system link back to the school's formative assessment system and forward to statutory assessment?**
   Many schools have chosen to use descriptive profiles or numerical summaries within their summative systems but there is often a lack of clarity of how these are linked with the formative assessment system. It appears this type of tracking has been driven by the need to express in a succinct way the progress of pupils, but it is important to ensure that this does not become merely a system of labels, re-inventing the now defunct national curriculum levels.

5. **Do the reports which you communicate to parents, contain the relevant information to help parents understand how well their child is performing? Would parents agree with your statement? How do you know?**
   Often reports are populated by data within the school summative assessment system. It is important that parents are aware of the strengths, weaknesses and progress towards expectations of their child in all subjects. This is particularly important if a child is under-achieving, as often a school needs parental support to ensure the gap can be closed.

Leadership Reflections 2
How effective are your subject leaders?

The new Ofsted School Inspection Handbook clearly places greater accountability on subject leaders in the allocation of grades for both 'leadership and management' and 'teaching, learning and assessment'. Many of the statements within the outstanding and good descriptions are dependent on the effectiveness of subject leadership.

1. How well informed and up to date are they about the subject? How do you know?
A subject leader needs to be aware of changes within curriculum content, statutory assessment and good practice, as these will directly affect how the subject is taught and assessed within the school. There are various network meetings, blogs, newsletters and associations for every subject, to allow subject leaders to access this type of information. However It is often difficult for senior leaders to know if a subject leader is using this information productively within the school. Therefore validation by an external subject expert and/or local colleague is an important aspect of the monitoring and evaluation.

2. How rigorous and accurate is their monitoring and evaluation of the subject?
Most schools now have an annual cycle of monitoring and evaluation for all subjects, this allows senior leaders and governors to have a comprehensive understanding of the standard of education within the school. However the quality of the evaluation report and subsequent action plan for improvement, is very dependent on the expertise of the subject leader. The accuracy of these judgements and rigour of the self-evaluation is key to school improvement; therefore it is vital the senior leader line-managing the subject leader, has a working knowledge of good practice within this subject. A lack of this knowledge will result in the inability to ask the challenging questions required and be effective in their role. There are various ways a senior leader can supplement their knowledge of the subject they are line managing.
- *a visit to a school where practice in the subject is judged good/outstanding,*
- *shadowing an external subject expert completing a review within their school,*
- *attending a subject specific training event.*

Any or all of these will allow a senior leader to gain a greater understanding the key characteristics of good practice in the subject.

Current Foci	Advance Warning
 • New KS2 SATs – Summer 2016 • New KS2 SATs 100 is the new 'Expected Level' – Summer 2016New GCSEs in English and Maths – Sep 2015 • New GCSE Grade 5 is a 'Good Pass' – Summer 2017 • New Ofsted Handbook - Sep 2015	 • New Behaviour training and advice for schools from expert Tom Bennett – Autumn 2015 • New School Performance Measures – Summer 2016 • New GCSE National Reference Tests in English and Mathematics – Mar 2017 • DfE proposing a new 'resit test' for year 7 who fail to reach expected standards at KS2

Leadership Reflections 3
How good is you school CPD provision?

With the demise of National Training Initiatives and one of the key aims of the white paper The Importance of Teaching (Department for Education (DfE), 2010); CPD provision clearly lies with the school senior leadership. With the recent changes within the curriculum, statutory assessment and Ofsted criteria. Schools will need to ensure that teachers and middle leaders feel they are well-prepared and confident to deal with change. The Developing Great Teaching report commissioned by the Teacher Development Trust summarises that; '*professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement'.*
Their CPD test enables you to consider all the issues; the questions below will support and direct your initial thinking in deciding how good your CPD provision is?

1. **At the beginning of the academic year are the CPD requirements for the school planned ahead?**
   CPD requirements for the school should be based on the School Improvement Plan, subject action plans and individual performance management targets. A coherent long term plan will ensure that training has an effect on pupil outcomes and does not as David Weston, the CEO of the Teacher Development Trust says: 'In some cases, teachers come away from irrelevant away-days having made poorly-understood and superficial changes to their teaching that not only make the lessons worse but also leaving them with the impression that they are now better teachers who require less training in future'

2. **Is your CPD policy clear and concise?**
   Teachers in England are typically expected to spend only up to 30 hours a year, <u>less than an hour a week</u>. In contrast, to the world's best school systems, where 10% of school budgets and teacher time is spent on CPD. Requests and school provision of CPD should be evidenced by required need, expected outcomes and value for money. Research tells us that CPD is only effective when it is targeted, evidence-based, collaborative, sustained and evaluated. Much CPD can be provided using in-house expertise; however where there is a gap in internal knowledge, expertise or provision, there is a need to use external providers.

3. **How do you evaluate the impact of CPD?**
   Research shows that barely 1% of CPD training is improving classroom practice effectively in English schools. Evaluation of CPD should be evidenced by impact on student attainment and improvement of standards. Effective targeted CPD has the potential to raise the bar and close the gap in pupil attainment.

Forthcoming Events

How to raise standards in Maths

A Briefing for Norfolk Primary Schools on the impact of the new common inspection framework

A Briefing for Norfolk Secondary Schools on the impact of the new common inspection framework

Professional Network: Primary Curriculum and Assessment 2015/16

Professional Network: Secondary Curriculum and Assessment 2015/16

Norfolk Mathematics Conference 2015

Teaching 4 Learning Toolkit: Developing characteristics of effective learning across the whole school

Collaborate for Dynamic Learning: PE and School Sport Conference

Book online: s4s.norfolk.gov.uk/
Training Enquiries: nieastraining@norfolk.gov.uk
Advice and Support Enquiries nieasadviceandsupport@norfolk.gov.uk

NIEAS **Norfolk** Integrated Education Advisory Services