



# School Feedback, Group Tasks and Workshops.

Bath

04.03.2019-08.03.2019

# Day 4 - Plan

- 09.30 – 10.30 School Visit Review/Issues
- 10.30 – 10.45 Coffee break
- 10.45 – 11.00 Group task briefing session
- 11.00 – 12.00 Workshop Theme Groups
- 12.00 – 13.00 Lunch
- 13.00 – 15.00 Group activity in City Centre
- **11.00 – 14.00 SEND Group Activity**

# School feedback

- **Task. (25 minutes)**
- Discuss each of the 4 statements:
- My first impressions of the school were....
- I especially noticed.....
- I was surprised that.....
- I learnt that .....
- Now appoint a group spokesperson to feedback to everyone ONE key point from EACH of the 4 statements.

# School Feedback - 2

- **Task 2 – in cross school groups.**
- Talk to the members of the other school visited about your observations with reference to your course theme e.g. SEN, New Initiatives DED and Leadership. **(15 minutes)**
- Select at least two key points for each course theme to feedback to the whole group in the Plenary with Andrew.

# Personal Reflection Time and Action Planning for School Visit 2.

- Work **individually** to consider what you hope to achieve and how this links to your own professional development during your second school visit. (10 minutes).
- Identify any International Educational issues you would like to discuss with Andrew on Friday morning (if time permits).
- Share examples of these in a brief whole-group plenary with Andrew.

# Open Forum

With Andrew.

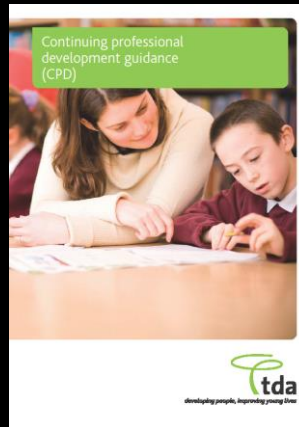
# Questions/Educational Issues.

- Initial Teacher Education (ITE teacher training)
- Career Professional Development
- Behaviour management
- Differentiation techniques
- School self-evaluation
- OFSTED Inspections
- Are all subjects separate or linked by core themes?
- Pedagogical strategies for Maths and English teaching
- SEN pupil evaluation techniques and how to differentiate for pupils with SEN?

# Teacher Education

## A Career Path

### Teacher's Career Professional Development (CPD).



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# Teacher Education 2

- Initial Teacher Education – teacher training.
- Newly Qualified Teachers and Induction.
- Main Scale Teachers – 2<sup>nd</sup> and 3<sup>rd</sup> year teachers
- Threshold – 4<sup>th</sup>, 5<sup>th</sup> and beyond years.
- Excellent Teachers.
- Advanced Skills Teachers.
- The School Leadership Team.
- National Standards for new and experienced Headteachers2

# The National Teaching Standards

- Set high expectations which can inspire, challenge and motivate pupils.
- Promote good progress and outcomes for pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well structured lessons.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good safe and learning environment.
- Fulfil wider professional responsibilities.
- Demonstrate consistently high standards of personal and professional conduct.

# Initial Teacher Training (ITT)

- **Training may be delivered in schools or other settings and is likely to include:**
- a combination of unobserved and observed teaching,
- taught sessions, seminars, workshops, tasks and assignments, and engagement with academic/professional research.
- The content of professional programmes might include, for example:
- the role of the teacher
- planning and assessment to ensure pupil progress
- national assessments and examinations
- child development and learning
- Priorities, such as managing pupils' behaviour, early reading and special educational needs and disability
- assessing and evaluating teaching
- the use of evidence and research to inform teaching

# Initial Teacher Training - 2

- Entry qualifications – GCSEs in English, Maths and Science plus a first degree.
- Subject didactics.
- Teaching and learning methodology.
- ICT.
- School based training practice in at least two different schools/institutions.
- Full training programme in the school addressing the National Teaching Standards.

# The Induction of Newly Qualified Teachers (NQTs)

- Year 1 of a teachers' career or pro rata if employed on a part-time basis.
- Extension period possible for failing a NQT.
- Three formal assessments recorded.
- The responsibility of the Appropriate Body, Head Teacher and the Induction Tutor.
- Observation and training activities.
- Clear links to ITE and to CPD for Year 2.

# The Induction Process

## Training Opportunities

- A full Induction Training Programme specific to the school e.g. The first week at school, Policies, Practices, Pastoral, Academic Reviews, X Curricular Themes/Issues.
- Observation of experienced colleagues and of NQT lessons.
- Focused mentoring and coaching on a regular basis.
- Meetings to discuss i)thematic basis of formal observation, ii) evaluation and review of lesson.

## Assessment

- End of Term 2 Formal Lesson Observation and Written Statement (evidence based).
- Action plan from the above.
- End of Term 2 Formal observation and written statement and revised action plan.
- End of Term 3 Final observation and statement to achieve full QTS and permanent employment.
- New Career Path Action Plan.
- Failure and Appeals.

# How “good” is my school?

- Data gathering – Internal School Exams, SATs, GCSEs, A Levels and National Qualifications.
- RAISE online [www.raiseonline.org](http://www.raiseonline.org) – a school data comparison tool.
- November 2017 – Analyse School Performance (ASP)
- Pupils, parents and local community views.
- Staff evaluation/performance management.
- School self-evaluation and LA Advisers.
- Governors.
- OFSTED Inspections.

# The pathway to school progress...

## Self Evaluation (SEF)

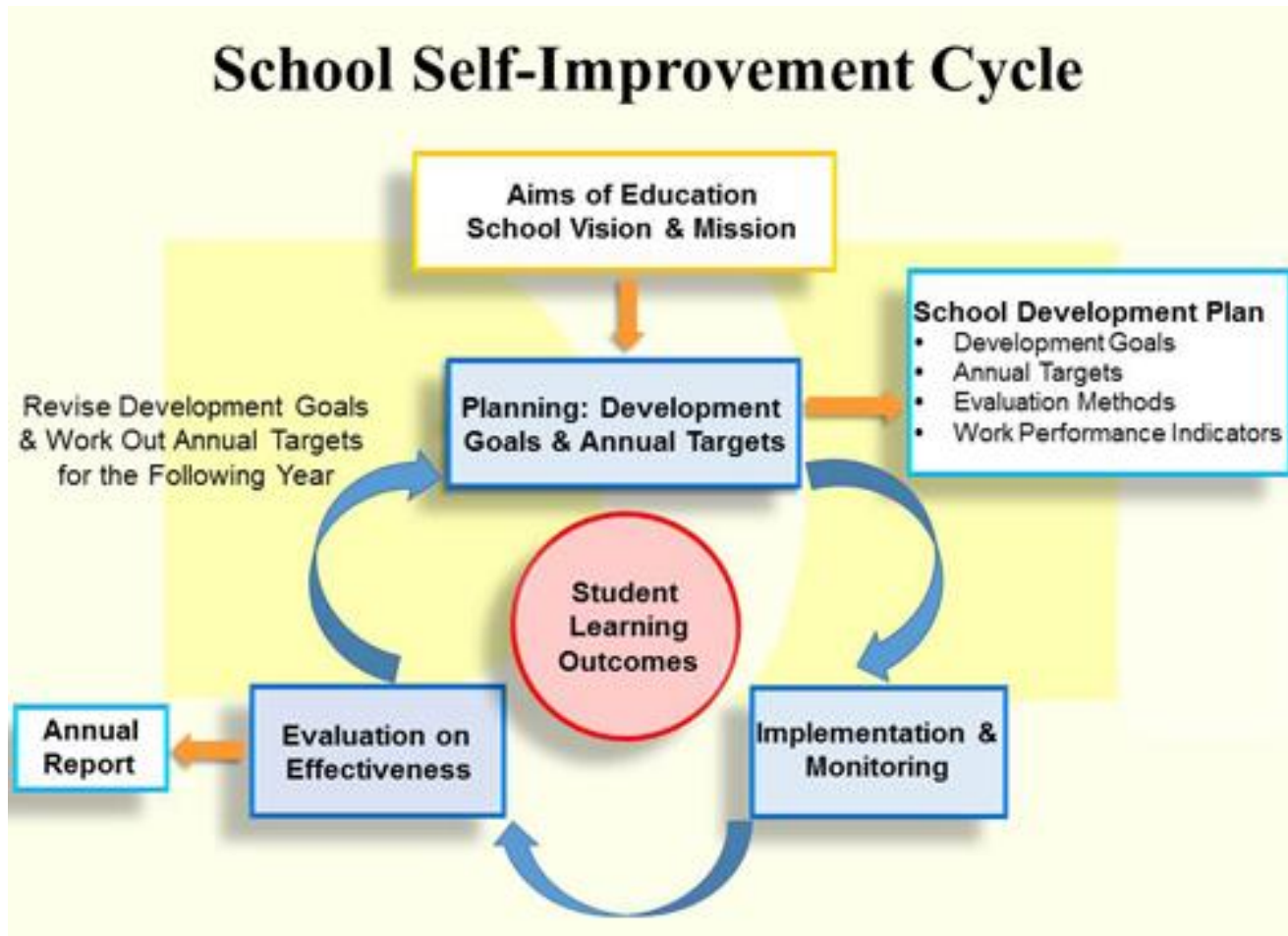
- Data Comparisons (see last slide).
- Self evaluation templates that are useful for your school context.
- [www.woodsidehighschool.co.uk/The-School/SEF/](http://www.woodsidehighschool.co.uk/The-School/SEF/)
- <https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/self-evaluation/evaluating/sample-self-evaluation-form-sef-primary/>
- [www.naht.org.uk/welcome/advice/.../school-self-evaluation-preparing-for-ofsted/](http://www.naht.org.uk/welcome/advice/.../school-self-evaluation-preparing-for-ofsted/)

## School Improvement (SIP)

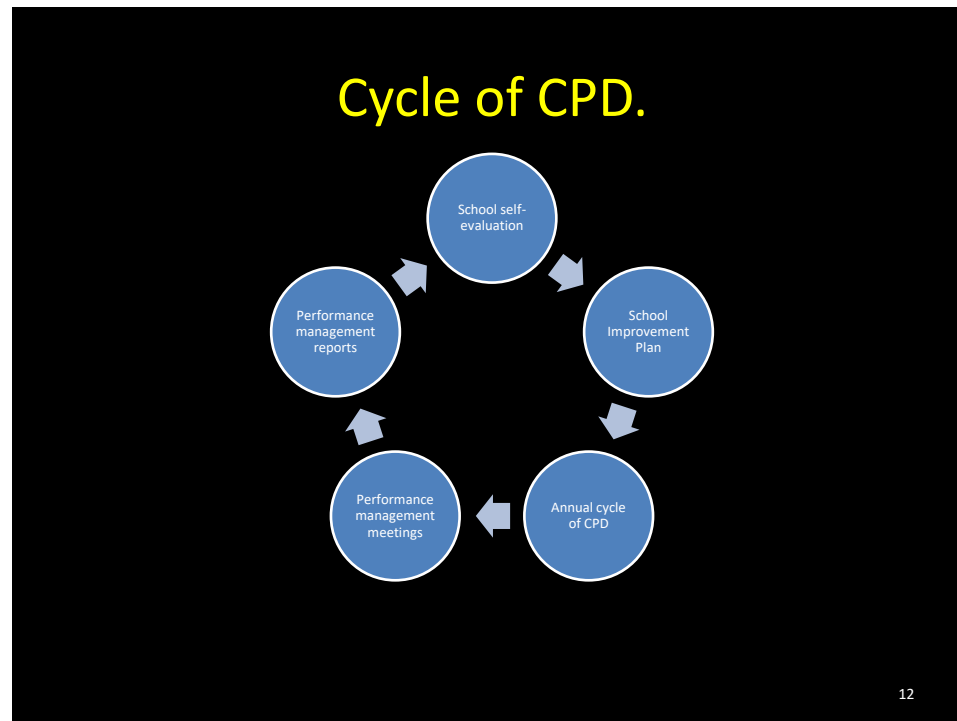
- The School Development Plan:
- Development goals
- Annual Targets
- Evaluation methods and success criteria
- Work performance indicators (performance management/induction etc)
- [www.gov.uk/government/publications/school-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015)
- [www.gov.uk/government/publications/parent-view-toolkit-for-schools](http://www.gov.uk/government/publications/parent-view-toolkit-for-schools)



# A framework for school progress...



# The Cycle of CPD



# Good Quality CPD

- Each activity is part of teacher's long-term plan for CPD based on their learning and reflections.
- There is a clear vision about improved practice.
- Clear evidence of expertise gained about their knowledge, understanding and skills acquired.
- Supported by experienced mentors/coaches.
- It models effective learning strategies.
- The CPD is carefully evaluated.

# Monitoring, Evaluation and Inspection.

## Internal

- Peer support through regular classroom observations and department meetings.
- NQT Induction
- Performance management observations and reviews.
- School self evaluation (SEF)
- School Improvement (SIP)
- Governor review meetings and their observations

## External

- Local Authority Evaluations (e.g. With reference to SIPs)
- Investors in People evaluations (IIPs).
- NQT Induction (by LA advisers).
- External Exam Board Monitoring.
- OFSTED Inspections (Office for Fair Standards in Education).
- Her Majesty's Inspectorate.

# Learning.

- **Task. In groups discuss the following: (15)**
- What are the key features of good learning?
- Can didactic learning be effective?
- Can you be a good teacher if your learning strategies are not very good?
- Brief plenary (everyone)
- **Learning Styles:**
- Didactic.
- Active and experiential learning.

# Lesson Structures.

## The Three Part Lesson

- Introduction.
- Activities/Engagement.
- Review and cue.

## The Five Part Lesson

- Return to last lesson and link to current one
- Starter activity.
- Introduction and conceptual basis.
- Activities/engagement.
- Plenary and evaluation.

# Differentiation

- By resource.
- By task.
- By groupings.
- By outcome.
- By in-class support.
- By withdrawal procedures.
- By enhancement opportunities.

# Setting Up An International School Link

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- To show teachers the potential benefits of setting up International School Links.
- To provide teachers with the steps that may be taken to set up an International School Link
- To give a case study example of an International School Link.



# Educational benefits.

- Helps to raise standards across the school curriculum.
- Brings the real world into the classroom.
- Promotes active learning.
- Delivers ICT, PSHE, Citizenship and key skills as well as focussing on traditional subjects.
- Fosters Teachers' Professional Development.
- Engages students to promote cultural diversity.
- Promotes cultural understanding.

# Steps in setting up a school link.

- Websites and resourcing the link.
- [www.britishcouncil.org.uk](http://www.britishcouncil.org.uk) (e.g. The International School Award and partner finding)
- Global School Partnerships.
- Erasmus+ (mobility grants).
- Etwinning.
- Connecting Classrooms.
- Europass.

# Early Years Foundation Stage

A brief introduction

# EYFS

- The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5.
- All schools and Ofsted registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.
- The revised, simpler framework for the EYFS was published on 27 March 2012 and implemented from 1 September 2012.

# EYFS

## 4 themes

- A unique child
- Positive relationships
- Enabling environments
- Learning and Development

# EYFS

The EYFS concentrates on 6 areas:

- Communication, language and literacy
- Physical development
- Personal, social and emotional development
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world
- Creative development

# EYFS

- The 6 areas are all equally important.
- Support a rounded approach to child development.
- All areas to be delivered through planned, purposeful play.
- Balance of adult-led and child-initiated activities.

# EYFS

Each of the 6 areas is covered through educational programmes and the statutory early learning goals.

## Examples of early learning goals

By the end of the EYFS, children should

- Be confident to try activities, initiate ideas and speak in a familiar group
- Extend their vocabulary, exploring the meanings and sounds of new words
- Recognise numerals 1-9
- Travel around, under, over and through balancing and climbing equipment



# EYFS

Each child is assigned a Key worker

## Ratios

- Children under 2 - one member of staff for every 3 children
- Children aged 2 - one member of staff for every 4 children
- Children aged 3 and over - one member of staff for every 13 children
- Reception class - a group of no more than 30 per school teacher

# EYFS

## Assessment

- There are assessments shared with parents at the end of the academic year a child turns 5.
- These are not tests for the child - the assessments are based on EYFS practitioners' on-going observations and are recorded in a profile.
- The early learning goals are recorded as a set of 13 assessment scales with 9 points **each**.

# Friday 8<sup>th</sup> March

- 09.30 – 10.30 School Feedback Session.
- 10.30 – 10.45 Coffee break and Evaluation.
- 10.45 – 11.45 Group-work presentations.
- 11.45 – 12.00 Course Certificates, goodbyes!