

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan William

We have developed a new model for teaching, learning and CPD at TWHS. This has been a collaborative process which included the whole staff, smaller curriculum leader and senior leadership teams, as well as our Student Voice representatives. The model has improved practice and student outcomes at its centre and is underpinned by research/evidence and the DfE Standard for Professional Development. The AHT leading this area is a Teacher Development Trust associate and designed the model with input and guidance from David Weston as part of the TDT associate programme.

The four main components of the model are **subject-specific pedagogy**, **evidence**, **sharing good practice** and **professional development** – these naturally overlap as they inform each other.



Subject-specific pedagogy – it is important to us that subject teams are able to develop pedagogy that is specific to their subject. This can be seen in our department training sessions, as well as the afternoon session of each INSET day where time is given for subject areas to build on the theme of the morning session in a subject specific context. We believe that subject leaders know their areas best and should be empowered to become CPD leaders for their areas. As such, leaders have developed CPD plans for their teams in line with their priorities.

Evidence – we are on a journey as a school to becoming more research/evidence literate and engaged. There are 2 Research

Leads in school who have completed an Evidence-Based Education programme led by Dr Stuart Kime and who act as ‘signposters’ and champions of evidence and research. There is a large (17 staff) Reading Research group who meet regularly to discuss an educational book – most recently ‘What does this look like in the classroom?’ by Carl Hendrick and Robin Macpherson. Our Teaching & Learning steering group rely heavily on research/evidence to inform what we do – this has included a huge change in the way that we evaluate the quality of learning and teaching in the classroom. The language of evidence is becoming much more embedded in our daily practice.

Sharing good practice – we know that there is a huge amount of good practice in our school but that we needed to improve the way that this practice was shared. We have made great progress with this in recent years both within our school and also as an outward-looking school where we are part of numerous clusters, partnerships and networks. Within school we are embedding peer observations for staff who do not get to see other teachers in action as part of their role. Teachers regularly share good practice in departmental training time as well as our ‘Spotlight’ sessions in staff meetings. Staff led carousel sessions focused on specific elements of practice in our INSET time in 2017/2018. In 2016, all staff visited another school/college for a day to learn more about a specific focus or a different context.

Professional development – we know that high quality professional development empowers, motivates, develops and retains staff – ultimately leading to improved student outcomes. Professional development takes a wide variety of forms – many of which have been covered above. This year a focus is on ensuring that all of our professional development activities are ‘sustained and coherent’, have clear intentions (linked to school/department/personal professional priorities) and impact and are high quality. We have established ‘career stage’ CPD which meets the specific needs of our staff, as well as resourcing external activities and expertise where necessary. Additionally, staff can opt-in to professional development activities/programmes such as NPQs and Mental Health First Aid. The CPD menu shows some of the opportunities on offer to our staff.

The six ‘threads’ of teaching & learning have been drawn from a large amount of reading, research, collaboration, experience, staff and student voice. We felt it was important to build a common understanding of what we thought needed to underpin teaching and learning ‘The Whitby Way’. There is development to be done on all six of the threads and these will form the basis of whole-school INSET over the next 2 years.

Continuing Professional Development opportunities 2018-2019

Newly Qualified Teachers

- NQT induction programme
- Subject mentoring
- NQT/RQT network

Recently Qualified Teachers

- NQT/RQT network
- Participate in working groups

Subject specialists

- Subject development courses
- Subject mentor
- Leading working groups

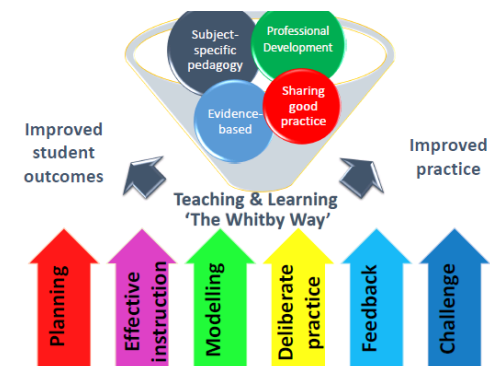
Middle Leaders

- PiXL Middle Leaders programme
- Subject cluster groups
- New to leadership coaching

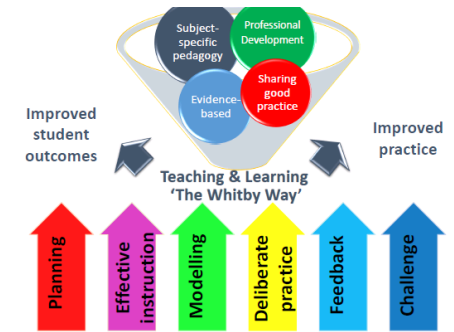
Senior Leaders

- PiXL Outstanding Leaders programme
- NPQ qualifications
- New to leadership coaching

- Subject specific CPD activities planned & commissioned by subject leaders
- External courses
- Peer observation
- ‘Reading Research’ group
- Shadowing opportunities
- Working groups – Literacy; A,G&T, Teaching & Learning, Attachment, Rainbow Award
- ‘Systems’ CPD – e.g. SIMS, SISRA
- New staff induction programme
- Mental Health First Aid
- Online CPD – The Key, FutureLearn
- Attachment Friendly School training
- Safeguarding training
- ERASMUS visits
- Coaching & support programme



Sharing good practice – peer observations



The purposes of peer observation include:

- providing us with opportunities, both through observing and being observed in lessons, to reflect on and review our teaching skills with the assistance of our colleagues
- identifying good practice, and needs which we can address, to ensure our ongoing personal and professional development
- helping us to continue to learn from each other towards developing shared understandings of best practices in learning and teaching
- giving us continuing opportunities to observe students as they learn in colleagues' lessons and reflect on how we can enhance their learning in our own classrooms
- identifying generic development needs, to feed into ongoing and future staff development activities.

Step 1: Choose your focus.

- A strand of TWW i.e. a teacher who uses modelling well or who uses to interesting differentiation strategies.
- A class that you want to see 'in action' with another teacher.
- A particular topic/age group.
- A completely contrasting subject area.
- Something linked to one of your appraisal objectives
- Something else...!



Step 2: Agree who you are going to observe.

- You might already have someone in mind - approach them & see what they think. It would make sense to 'pair up' if appropriate and observe each other.
- Speak to other colleagues about what you're hoping to focus on, they will have ideas about who might be appropriate.
- Contact Lisa Begbie for suggestions about who to approach.



Step 3: Agree a lesson and confirm the focus.

- Confirming the focus is important, the observee might also have something they would like you to look at whilst you're in the room.
- If possible, peer observations should take place in non-contact/gained time to reduce the impact on your other classes.



Step 4: Observe the lesson

- Complete the 'Sharing good practice - peer observation' feedback template on the Observations area of BlueSky.
- This will not be used as part of the observee's appraisal process (unless they choose to) and is not part of the formal school self-evaluation but it makes sense that many will want to use the evidence gathered.



Step 5: Impact!

- Consider how you will use what you have seen in your own practice.
- It might be trying out different questioning techniques; using technology differently in lessons; interesting ways of grouping students; high-impact feedback strategies etc.
- Please share things that you think we all need to know about!

Teaching & Learning – classroom guidance

Focus area	'good practice' <u>might</u> look like ¹	<u>Could</u> be seen through...
Progress Are students making progress in their learning?	1. Students' understanding is developed through effective use of lesson time. 2. Students are guided to reflect on the progress that they have made. 3. Students can articulate what they are learning/doing and why. 4. Students feel that they are making progress in their learning.	Student voice – do they know what they are doing? What have they learned so far? Books/work – do they show development of knowledge/skill?
Knowledge Does the teacher demonstrate secure subject & pedagogical knowledge?	1. Teacher demonstrates knowledge and understanding of how students learn and how this impacts on teaching. 2. Teacher demonstrates secure knowledge of the relevant subject area. 3. Home learning/independent study activities consolidate and extend the knowledge and understanding students have acquired. 4. Teacher demonstrates awareness of students' capabilities and their prior knowledge and plans their teaching to build on these.	Lesson planning – do planned activities allow students to demonstrate and develop their skills/learning? Teacher behaviour – confident delivery of subject matter.
Challenge Are students appropriately challenged (and supported) in all aspects of their learning?	1. Learning goals/aims/objectives stretch and challenge students of all backgrounds, abilities and dispositions 2. Learning is appropriately differentiated, using approaches which enable students to be taught effectively. 3. Teacher demonstrates a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. 4. Teacher demonstrates clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities as applicable. 5. High standards of literacy, articulacy and the correct use of standard English are promoted	Books/work – students working at greater depth or supported to access challenging content. High standards? Lesson planning – different needs recognised and planned for. Seating plans – information about needs. Student voice – is this making you think?
Engagement Are students engaged with their learning in a positive environment?	1. The positive attitudes, values and behaviour expected of students are modelled consistently. 2. Learning takes place in a safe and stimulating environment for students, rooted in mutual respect. 3. Students are encouraged to take a responsible and conscientious attitude to their own work and learning. 4. Clear rules and routines for managing behaviour and rewards/praise in classrooms in accordance with TWHS behaviour policy.	Students' behaviour/attitudes to learning – are they <u>engaged</u> with their learning? Teacher behaviour – high expectations, praise, appropriate strategies. Books/work – motivational feedback?
Assessment Is teaching and learning underpinned by robust assessment?	1. Knowledge and understanding of effective assessment in their subject area demonstrated. 2. Formative and summative assessment used to secure students' progress. 3. Relevant data used to monitor progress, set targets, and plan subsequent lessons 4. Students receive regular, meaningful feedback, both orally and through accurate marking in accordance with TWHS policy	Teacher questioning – used to assess understanding/misconceptions as well as prompt thinking. Verbal feedback – meaningful and acted upon? Marking – formative & summative

■ Further development needed
 ■ Good practice
 ■ Clear strength

The focus areas above will be designated a colour as shown to the left. The emphasis is on **typicality** in the classroom, observers want to see how lessons typically are. The expectation is that most areas/lessons seen will be '**good practice**', with areas of exceptional practice '**clear strength**'. Areas not yet secure will be designated '**further development needed**'.

¹ Adapted from the Department for Education's *Teachers' Standards* (2012) <https://www.gov.uk/government/publications/teachers-standards>