

Welcome



Welcome to the spring edition of the ETSA newsletter. This has been a particularly busy term, especially considering the last half term has only been five weeks long! The Leadership Diversity programme has really taken off, several more Open Days and N/RQT Days have taken place and another PLC workshop, led by Jeremy Dudman-Jones of Learnus was held.

If you're involved in something you think others would be interested over the next term, please email a few paragraphs to teachingschool@twyford.ealing.sch.uk so it can be included in the summer edition.

Jo Trewin
Head of Teaching School

Specialist Leaders in Education (SLEs)

Our current SLEs have continued with their successful deployments this term and have been working outside of borough as well as in Ealing schools.

We will be looking to recruit more SLEs in the summer term when the next recruitment round opens in May. Our focus will be on English, Maths and Science as we are yet to recruit to these areas. If you're interested in the role but worried about the time commitment, please don't be put off as the deployments are negotiated between the SLE and ETSA and are very flexible – if you don't have the time, you won't be deployed.

If you would like to find out more about this role please email jtrewin@twyford.ealing.sch.uk and please look out for more details next month.

Talent Management and Succession Planning

The Leadership Diversity Programme has begun very successfully. The launch took place at William Perkin CofE High School in January and took the form of a fireside chat with current Ealing Headteachers, Gerry Wada and Rachel Kruger and Deputy Head, Alison Lusuardi. We have 11 women and BME participants on the programme, all of whom are currently Assistant Heads looking to secure their first Deputy Head posts. Participants are in the midst of receiving their one-to-one coaching sessions. They have all attended a mock interview held at either Featherstone High or Greenford High and participated in Public Speaking training led by Speakers Trust - although all were very nervous at the start of the day, they ended it with an enormous sense of achievement. Over the next term, participants will spend a week at another school in order to broaden their experience of leadership.

A second cohort will be invited to take participate in the summer term – this time we will be looking for current Heads of Department or Heads of Year who are looking for their first SLT role. Look out for more information early next term.

Continuing Professional Development

The second subject network leaders' meetings took place earlier this month and were, once again, well-attended and well-received. The focus of the core subjects' meetings was, of course, the changes to specifications and how these changes will impact on teaching and learning in Key Stage 3 as well key Stages 4 and 5. Some subjects took the opportunity to carry out moderation, others explored effective intervention for underachieving cohorts as we approach the exam season, and all used the time together to share good practice.



The third meeting is scheduled for Wednesday 24th June and we are exploring the possibility of extending the opportunities afforded by the networks to a wider range of subjects for 2015-16.

School to School Support

The clusters have been working hard on their individual lines of enquiry. The final PLC workshop of the year will be a showcase of the work of all the clusters but here's a little interim update from the Acton – Ellen Wilkinson – Twyford triad.

One of the most exciting parts of our cluster has been the collaborative aspect of working within our three schools. It has become clear that despite our different in-take and results, to name just two factors, we have a huge amount in common and actually, working together on these challenges is something we could've been doing a long time ago. Our cluster has supported each other in setting up and running Learning Walks and Departmental Reviews. These have and will allow us to share yet more good practice and to plan strategic ways forward in our schools. We have also shared many AfL strategies and two schools now have AfL Essentials such as reflection stickers, verbal feedback stamps and common literacy codes.

Our student voice survey was a real eye opener; letting us know that students did feel teacher assessment was the most useful type of feedback. They also really liked verbal feedback, however, peer marking was less popular and in fact this has led us to our next action. We are setting up an AfL Champions group, made up of three teachers from each high school. It will be an informal get-together where teachers can discuss and share their ideas and then try to create and plan resources. As Lead Teachers, we have already brainstormed some key questions for our champs to get them started. Our desired outcome would be a user-friendly AfL tool kit that directly impacts upon how students construct excellent feedback, both written and oral. How this tool kit will look and feel will be down to the team of excellent teachers who have volunteered to work within this group. Potentially, it could be an online resource that teachers can dip in and out of, when they need something a little more engaging or challenging for their class, or simply a good example of peer marking or students' green pen feedback. We feel this is a really exciting opportunity to enhance AfL across our schools but the key to its success will be the simple fact that outstanding classroom teachers will be behind the creation of resources, building from the ground up as it were, ensuring a quality tool kit for all teachers to use confidently to help students progress.

Dan Summers, Assistant Headteacher – Acton High School

Initial Teacher Training



Twyford held the last of this year's Golden Days on Thursday 19th March 2015. The focus of the day was Ensuring Progress over Time with a focus on planning and assessment. This clearly addresses one of Ofsted's main focuses but also reflected two major projects Twyford has been working on over the last few years. 25 trainees, mainly PGCE students but some School Direct trainees too, from across the borough, spent the day with us. They visited a wide range of lessons, primarily outside of their subject areas and heard from six key practitioners on the following topics: planning to meet objectives; embedding

literacy skills to enable progress; meaningful AfL; the feedback loop; setting the right assessment and monitoring data. The conversations on the day and the evaluations suggest trainees found the day useful and thought-provoking.

We also had a filming crew with us for part of the day as we were updating the commercial we made to promote our School Direct programme which can be seen at www.etsa.org.uk. You might also have seen it in Ealing Broadway a week or so ago as it was shown as part of a community roadshow. If you have friends or relatives considering a career in teaching, please draw their attention to our programme – we have vacancies in both the Salaried and Unsalariated routes in a number of subjects.



Research and Development

Five ETSA schools are involved in a Research and Development pilot with the IOE. A network of these schools has been informed and a full update will appear in the summer newsletter – in the meantime, if you'd like to share any Research and Development activity you are involved in – please email teachingschool@twyford.ealing.sch.uk

Key dates for the summer term

- SLE Recruitment – May (dates tbc)
- School Direct Allocation Requests May/June (dates tbc)
- PLC Workshop: Showcasing the work of the Clusters - Wednesday June 3rd 2015 – Northolt High School
- Subject Leaders' Networks – Wednesday 24th June 2015 - various venues