

## Welcome



Welcome to the spring edition of ETSA's newsletter. As is the case with very term, it has been a busy one with so much going on across the alliance. It's been great to see so many meaningful opportunities to share good practice and develop as practitioners. If you're involved in something you think others would be interested over the next term, please email a few paragraphs to [teaching-school@twyford.ealing.sch.uk](mailto:teaching-school@twyford.ealing.sch.uk) so it can be included in the summer edition.

Jo Trewin

Head of Teaching School

## Initial Teacher Training

**On Thursday 24<sup>th</sup> November, Greenford High School hosted the Trainee Teachers' Teaching, Learning and Assessment Market Place!**

This was an opportunity for Student Teachers from schools across the Borough to attend Training sessions on: *Language for Learning; Learner Responses & Summative Assessment; Autistic Learners; EAL; Effective Communication with Parents; AFL; The Brain; E-Learning; Behaviour for Learning; Boys' Achievement and Student Voice.*

The 50 strong Student Teachers said they appreciated being able to choose from the plethora of sessions offered to them and also the intensive and personalised nature of the training which was afforded by the small group sizes.

*"Amazing sessions from experts in their fields. I go home with loads of advice and have reconsidered teaching from lots of fresh perspectives, thank you GHS!"*

They also relished the opportunity to network with colleagues from other schools in the Borough during the buffet lunch.



Many thanks to those teachers who delivered such greatly received sessions; Andrea Hetherington, Jeremy Dudman Jones, James Church, Niloo Adhami, Allison John, Jo Trewin, Richard Lewis, Amanda Hill, Maya Popovic, Harpal Sagoo, Anna Bing and Georgia Wilmot.

Lisa Leonard, Lisa Panford & Peter Mather (the GHS Training Team)

## Key Dates for the Summer

---

**BT Day** (training open to all trainee teachers on any route) - **Pupil power! Enabling the student and empowering classes to take control of their own progress.**

Friday 28<sup>th</sup> April 2017 William Perkin CE High School

**RQT R&D Network** – date tbc

**NQT/RQT Day—Moving from Good to Outstanding for NQTs**

Thursday 8<sup>th</sup> June 2017

William Perkin C of E High School

**Subject Leaders' Network**

Wednesday 21<sup>st</sup> June 2017 – various venues

**Teacher Subject Specialist Training and Leadership Diversity** – various sessions and activities

## Continuing Professional Development

---

In the Autumn, 10 existing or aspiring middle leaders from schools in Ealing attended a 2 hour workshop on Leading on Teaching and Learning. I designed and delivered the course along with one of Wiseman's most experienced middle leaders, Claire Murphy, who was able to interject at each point to elaborate and give real examples of theory into practice. Working in partnership and using a highly effective middle leader was a really effective way of delivering in my opinion.

What did we discuss? The first part was entitled Establishing an ambitious working culture –encouraging research, reflection and risk taking and involved contemplating how effectively we share good practice and the merits of formal and informal approaches, including joint practice development. We also considered the growing role of research in schools as a way of maintaining an outward focus and staying abreast of educational change and pedagogy. We looked at how and what research methods help rather than hinder our workload. Crucially, we considered the role of the middle leader in facilitating these opportunities and in creating this culture.

The second part considered different approaches to evaluating Teaching and Learning, whether through learning walks, data, work scrutinies or student voice. We discussed the merits of a variety of approaches and also looked at the Ofsted framework and its impact on how we evaluate where we're at.

Finally we contemplated how to improve outcomes through leading and managing change. We considered the human aspect of management; of winning trust, dealing with conflict and motivating a team.

All participants showed enthusiasm and engagement, despite the Friday afternoon timing and hopefully left with a clearer vision of their own style of middle leadership and of how to keep Teaching and Learning at the top of their agenda.

Jayne Griffiths

Assistant Headteacher –Teaching & Learning

The Cardinal Wiseman Catholic School

# Continuing Professional Development

## Differentiation Workshop – 9th February, Dormers Wells

Over 30 teachers attended this year's sharing good practice workshop, which was hosted by Dormers Wells just before half term. The theme emerged from the survey carried out earlier in the year to establish the key themes schools are working on this year and we were fortunate enough to have a range of excellent teachers deliver sessions on literacy; numeracy; questioning; stretch and challenge and engaging low attainers. Here's a little more information on the literacy session.

### LITERACY: MAKING THE IMPLICIT EXPLICIT

Regardless of what subject you teach, promoting good literacy will help enable students to access material across the curriculum. Whether it's teaching subject specific vocabulary, that pupils need to understand; the amount of reading pupils needs to manage for an exam questions; or being able to effectively communicate ideas and concepts, both verbally and when writing; then it is important to have a whole school approach to teaching literacy and language skills.

During the session, Jo Leaver-Cole (Teaching and Learning SLE) discussed strategies used at Greenford to embed excellent speaking, reading and writing. The PowerPoint with this information can be found on the ETSA website.

Andrea Hetherington (Literacy SLE) has created a Greenford Language for Learning Development Grid to enable staff to self-evaluate and progress their own, as well as departmental practice.

GHS' Language for Learning Development Grid				
	Core	Developing	Established	Enhancing
READING	<ul style="list-style-type: none"><li>• Opportunities for reading take place in lessons.</li><li>• Teachers pre-read any text that</li></ul>	<ul style="list-style-type: none"><li>• Key words for lesson on (b) at the start of lesson and used as part of starter.</li></ul>	<ul style="list-style-type: none"><li>• Key words are defined, used and contextualised frequently in lessons (ie. Bracket definition)</li></ul>	<ul style="list-style-type: none"><li>• Teachers and students regularly discuss the subject specific reading that they are doing</li></ul>
WRITING	<b>Developing your own whole school Literacy Grid is a way of embedding good Literacy practice around the school.</b>			
SPEAKING				
<ul style="list-style-type: none"><li>connective.</li><li>• Teachers remind students of the need to use formal language.</li></ul>	<ul style="list-style-type: none"><li>connectives are displayed; given to students to help structure answers.</li><li>• Teachers accept only complete sentences in lessons.</li></ul>	<ul style="list-style-type: none"><li>slang/short answers.</li><li>• Opportunities for paired and group discussion are incorporated into almost every lesson (including talk before writing).</li></ul>	<ul style="list-style-type: none"><li>at every opportunity.</li><li>• A range of different opportunities for speaking and listening, both formally and informally, take place throughout lessons.</li></ul>	

If you are interested in implementing a whole school approach to teaching literacy, please contact ETSA in order to work with Andrea. If you are interested in looking at Teaching and Learning, for example whole school culture change, please contact ETSA in order to work with Jo.



Jo Leaver-Cole  
SLE Teaching & Learning  
jcole@greenford.ealing.sch.uk



Andrea Hetherington  
SLE Literacy  
ahetherington@greenford.ealing.sch.uk

# Research and Development

---

## RQT research proposal

### Introduction

During this time of huge change within the education sector, one of the greatest challenges facing teachers is ensuring their approaches to teaching and learning meet the needs of the new linear GCSE and A level syllabi.

For most secondary schools this means ensuring their students are able to remember aspects of their course which will be taught to them initially two years before they sit their exam and in some cases (as in FHS) three years before. Of course, there will be intensive revision lessons in the immediate build up to exams but we must structure our lessons and schemes of work in each subject in ways which aid retention. The question is: how best should each subject approach this challenge?

### Purpose

This project is therefore designed to help schools in the LB Ealing to meet this challenge and harness the power of collaboration to see what really works in assisting our students to study in a way which embeds learning in the long-term memory.

In order to achieve this, it is proposed to bring a group of RQTs together from across LB Ealing to engage in reading and small-scale research into teaching and learning strategies which work in the delivery of the new linear exam.

### Process

Schools which are interested, to send list of names to Catherine Toms (SLE) and Jo Trewin (Head of ETSA). They will be contacted by CT with a view to setting up an initial meeting in March 2017 and then timetable as follows:

Proposed timeline

March: First meeting with reading on different strategies provided by Catherine Toms.

April: Each RQT to identify one strategy from their reading and all to meet again to agree their chosen intervention to trial and with which class – suggested Year 9/10.

May: 6 week research trial begins. Start with qualitative/quantitative baseline investigation.

July: Meeting to discuss results and how to disseminate findings.

**September: Briefing provided for all participating schools on ‘what works’ in teaching strategies to aid long-term retention.**

### Outcomes

The purpose of this proposal is to provide valuable early professional development for RQTs and for schools within the borough to work collaboratively to harness current thinking and research in order to trial strategies to meet the challenges of the new linear exam system. Valuable findings will then be disseminated across the borough to aid schools in deciding which approaches are the most effective in progressing student outcomes.

Catherine Toms (ETSA SLE)