

## Welcome



Here we are at the end of another busy year and once again the time has flown by. This year we have run the subject networks in 9, and now 11 subjects which means over 90 middle leaders have met to discuss their priorities and challenges. We've run workshops and held open days, launched the Leadership Diversity Programme and recruited 20 trainees for September. I'd like to take this opportunity to thank everyone for their support and contributions this year – see you again in the autumn!

Jo Trewin

Head of Teaching School

## Talent Management and Succession Planning

The Leadership Diversity Programme continues to run successfully and all cohort 1 participants have spent a week in a contrasting school. This part of the programme proved to be a real eye-opener, especially for those who have been in their own school for a long time. A full and thorough evaluation is underway and this will be shared across ETSA over the next year.

In the meanwhile, the second cohort is now underway. The launch took place on 1<sup>st</sup> July and brought together 12 female middle leaders ready for their first SLT role. The session happened to take place on the hottest day of the year so instead of the 'fireside' chat, we had a poolside chat instead! The feedback for the event really captured the positivity and engagement of the participants and we're all really excited about the programme.

### Key Dates 2015/16

- ◆ Leadership Open Day – Leading Teaching and Learning for new Middle Leaders, Cardinal Wiseman, date TBC
- ◆ TeachMeet, Northolt High School, Wednesday 4th November 4.30-6.00pm
- ◆ Subject Leaders Networks, various venues, Wednesday 11th November 4.30-6.00pm
- ◆ RQT Day – Career Progression, Ellen Wilkinson School for Girls, Tuesday 17th November
- ◆ Teacher Subject Specific Training – Maths and Physics, details TBC

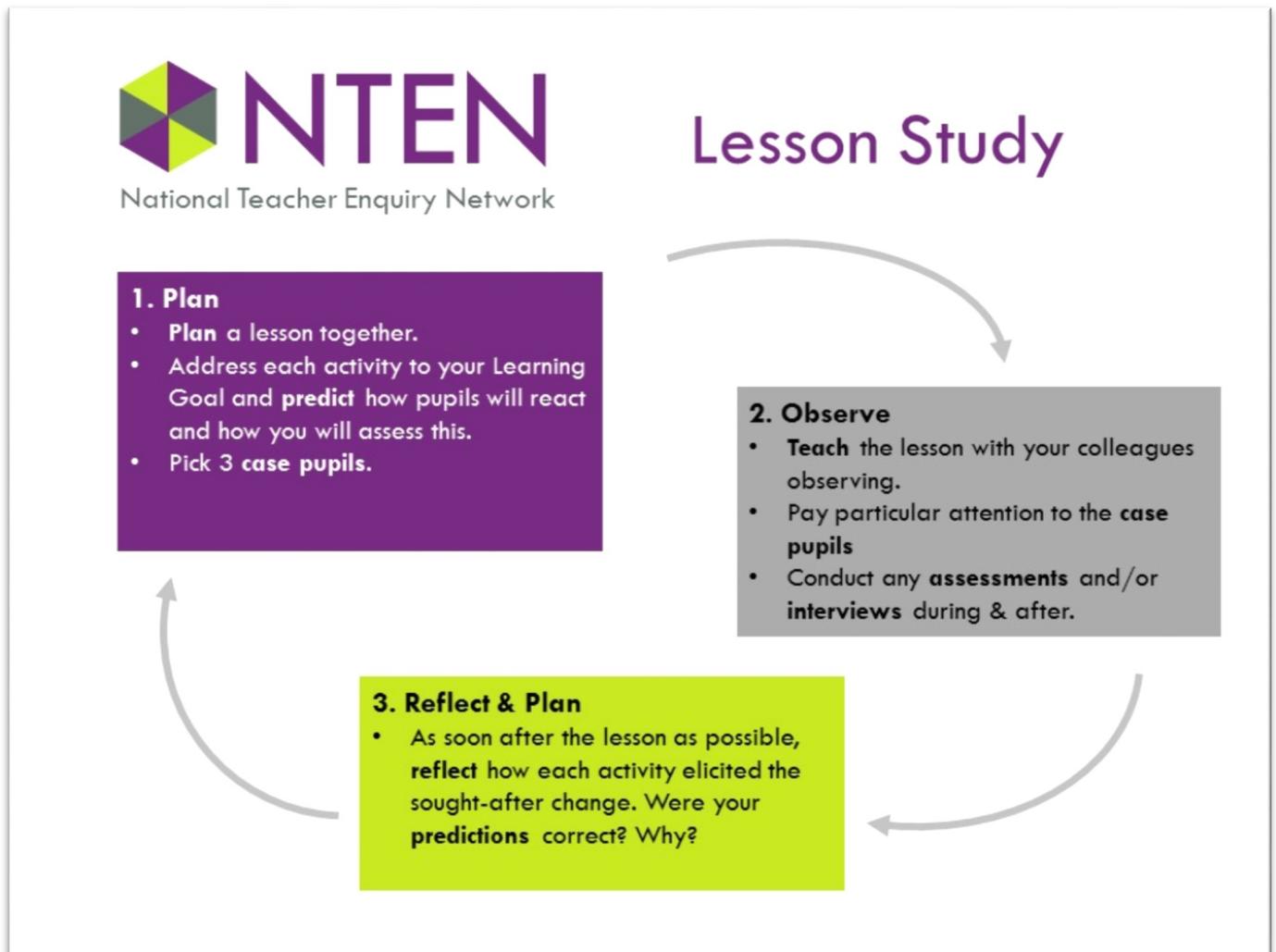
# Research and Development

## *The Power of Lesson Study in driving forward school improvement – Debbie Light, Assistant Headteacher at Elthorne Park High School*

Last week, I was asked to present at the National Teacher Enquiry Network Annual Conference, held at Highbury Grove. For those of you on Twitter, you will be aware that *Tom Sherrington*, aka @headguruteacher, is the Headteacher there so I could not pass up the chance to go and have a nosy round his new school!

I was presenting on how our approach to CPD has driven forward our school improvement agenda, helping us to move from 'requires improvement' to 'good'. This year, our CPD provision was audited by the NTEN and we were judged to be at 'Silver' standard. We were very pleased to achieve this as only a handful of schools in the network have the 'gold' standard; our CPD plans over the next three years should help us move towards 'gold'.

An integral part of our CPD provision over the past two academic years has been staff engaging with Lesson Study. For those who are unaware of it, Lesson Study follows this cycle:



At EPHS, we decided that all teachers and teaching assistants would engage with Lesson Study as part of our appraisal process. All members of staff have an appraisal target linked to their targeted students who are involved in Lesson Study. Departments pair up for four after-school sessions led by our Lead Learners. These sessions are delivered after each round of Lesson Study observations. The role of the Lead Learner is to: disseminate resources and readings; listen to teachers' final presentations; collate names of targeted students and share with relevant members of staff such as Head of Inclusion, Pupil Premium Coordinator and Heads of Year.

This year, to make our Lesson Study even more robust, we wanted to ensure teachers were engaging with research and using it to shape their Lesson Study planning. We wanted to share research with teachers in an accessible way. We began by looking at current research: John Hattie's Visible Learning for Teachers; Robert Marzano's Classroom Instruction that works; Education Endowment Foundation (EEF) toolkit. Once we identified high impact strategies, we then used the NTEN Research Library, which gives schools access to thousands of journals and academic papers, to drill down into the key interventions staff chose to focus on. Our main focus areas this year were: metacognition; feedback; teacher clarity; student and teacher expectations; mastery learning; collaborative learning.

### *During sessions*

Teachers are in pairs or trios carrying out joint planning. Questions that teachers use to structure this activity are:

- ⇒ What would you expect all of the targeted students to be able to do comfortably?
- ⇒ What activities might cause some of them to start struggling?
- ⇒ What activities would you expect they could answer in a shallow way, rather than a deep way?
- ⇒ What activities would you expect would be just beyond their current abilities? (This would be the key level of challenge to aim for)

### *During observations*

Teachers focus on the students rather than the teacher. Questions that observers make notes on are:

- ⇒ How long does it take the student to get started with their work?
- ⇒ What other students does the student interact with and for what reasons?
- ⇒ How often does the student interact with the teacher and for what reasons?
- ⇒ How does the student make sense of what they are learning and overcome any difficulties?

### *After observations*

After the observation, the observer speaks to the three students who are the Lesson Study focus and ask them:

- ⇒ What were you learning today?
- ⇒ What did you find difficult?
- ⇒ What did the teacher do that you found helpful?
- ⇒ What could your teacher do differently which might help you further?

Teachers and teaching assistants report that Lesson Study has completely changed the way they feel about lesson observations. In particular, Lesson Study encourages staff to focus on student learning rather than a preferred style of teaching, ensures all members of staff are responsible for improving the learning that takes place in their classes and encourages collaboration amongst staff so that best practice can be identified and shared.

### *Lesson Study tips*

If you are considering using Lesson Study in your school, here are some tips to ensure you have the best chance of it being a success:

- ◇ Secure staff buy-in from the start by stressing that this is a developmental way of using lesson observations rather than another layer of monitoring and accountability.
- ◇ SLT can't run it all – you need support from other excellent teachers who are interested in action research (Lead Learners).
- ◇ Research has to be presented in an accessible format if busy teachers are to engage with what they're reading.
- ◇ Don't underestimate how much cover you need to make this work; use some of your CPD budget for cover.
- ◇ Decide in advance how you will celebrate and share the findings from Lesson Study with the whole school at the end of the year.

## Initial Teacher Training

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This has been an incredibly busy and productive year for School Direct. Not only have 6 trainees all gained QTS and 5 employment within an ETSA school, but we have also recruited 20 School Direct trainees for September. We will have both Salaried and Unsalariated trainees in 7 of our schools in a range of subjects. We have also requested training places for 9 ETSA schools for 2016-17, so if you have friends or family considering joining the profession, please encourage them to visit [www.etsa.org.uk](http://www.etsa.org.uk) to find out about our vacancies.

### *Teach First at Greenford High School*

*Peter Mather*, Head of Training & Staff Development at Greenford High School, and colleagues *Anna Bing*, *Virginie Dartigues*, *Gurvinder Nayyar* and *Cat Halligan* welcome 30 Teach First Participants! The new teachers of English, Business, Science and MFL are in school for five days for School Centred Learning (1,2,3,9 & 10 July), their first introductions to teaching. We have worked with Teach First since 2010 and built up a strong and successful partnership with the teacher training provider.



# Continuing Professional Development

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## Computing PLC Open Day

On Thursday 22nd January, Acton High School hosted a PLC Open Day which focussed on developing the teaching of Computing within schools. At Acton, we consider ourselves to be fortunate in that we have a number of staff who are Computing specialists and we felt that we had some expertise which we could share with other schools in the Borough.

7 delegates attended the day which consisted of a number of workshops looking at 'Implementing Computing into the School Curriculum', along with opportunities to observe some lessons and discuss issues facing schools. The day began with *Hardip Mothada* (a CAS Master Teacher) discussing the CAS Pathway document as a basis for Computing SOWs in schools and offering practical suggestions and ideas for its implementation. *Stephen Ford* (a Digital Schoolhouse Teacher and 2ic of the Computing, ICT & Media Faculty) then demonstrated some KS2/DSH Computing ideas/activities and online resources which can be adapted for classroom settings. The third session was run by *Lynn Hyde* (Head of Computing, ICT & Media Faculty) who discussed the challenges faced and strategies used to build the team when transitioning from ICT to Computing. The remainder of the day gave delegates the opportunity to see Computing teaching in practice as they were able to observe some of the activities in practice. The day ended with delegates sharing good practice and discussing strategies which they would take back to their own schools.



## Feedback

- Interesting areas were the assessment linked to progression pathways, students' activities, the opportunity for students to problem solve, great resources.
- Going in to observe lessons and look at students' work; GCSE was particularly useful.
- This is a course that we are yet to introduce at my school so it gave me a good idea of how it could be taught.
- Observing computing lessons in year 7/10- it was very useful to see the skills involved and how they develop throughout KS3/4, especially from a primary school perspective (KS1-KS2).
- Discussing changes in the curriculum really helped me consolidate my understanding of the change of focus in the NC.

If you're involved in something you think others would be interested in, please email a few paragraphs to [teachingschool@twyford.ealing.sch.uk](mailto:teachingschool@twyford.ealing.sch.uk) so it can be included in the next newsletter.