

Establishing a Culture of Learning

The Holy Trinity C of E School
Crawley
West Sussex
(Near Gatwick)



The Holy Trinity
Church of England School

Context is everything...

- Paul Kennedy – Headteacher (about to leave)
- Rob Bradley – Deputy Headteacher
- Graham Rogerson – Senior Lead Practitioner
- Urban, multi-faith, multi-ethnic, 32 home languages
- National average for most things
- Fully Comprehensive
- Face every issue you do!
- You may learn nothing, you may get some positive affirmation, you may think we have got it wrong! This is us telling a story and hopefully the start of a conversation...



Where were we?

- Definition of coasting school but a wonderful school
- Pastorally outstanding (good thing and bad thing)
- 2013 VA 982 and static, 48% inc E&M, but “the school is very good!”
- SEF said about 80% teaching good or better with lots of outstanding
- Reality check for teaching - 1% 4, 49% 3, 49% 2, 1% 1
- “It depends...” culture
- No-one had noticed! Needed swift action, heading South
- Low-trust culture, low risk, lots of directing, I had to ‘lead’ in the worst sense



Where were we going?

Good to Great



- Jim Collins book, many of you will have read
- Everyone on the bus, right people in the right seats on the bus
- Hedgehog Concept - Centre of Excellence for Learning
- TEEP (Graham will expand, other methodologies are available)
- Everything we do MUST make quality of classroom experience better for the young people – push the flywheel
- Clear away the 'fluff' but keep our ethos
- http://prezi.com/ki-xe0fvh2_i/?utm_campaign=share&utm_medium=copy&rc=ex
- How?



The Holy Trinity Bus!





Moving on up!
Securing good and beyond in the classroom



During the sessions we shall be looking at the following themes:

1. Engaging students
2. AfL
3. Independent learners
4. Classroom management
5. Stretch and challenge
6. How to move forward



WEEKLY TEEP DROP-INS

Date	Theme
06.10.14	Marking
15.10.14	TEEP – whole school – 4pm until 5pm
20.10.14	Using a variety of aids to promote self and peer assessment
05.11.14	Trouble shooting and problem solving
13.11.14	Self-assessment
17.11.14	Objectives and outcomes
27.11.14	Planning for AfL
01.12.14	Mini plenaries
10.12.14	TEEP – whole school – 4pm until 5pm



TEEP MARKET PLACE
Every half term – 4pm-5pm

SSAT
Lead Practitioner

Sept 2012 – 2 Advanced Skills Teachers
Sept 2013 – 4 Lead Practitioners in English, Maths, Science and Religious Studies



And a whole lot more!

TEEP 2 TRAINING – June 2014

- 4 Lead Practitioners
- 11 Teaching Staff

TRAINING OF NEW STAFF
Jan 2014
Sept 2014
Jan 2015
April 2015



STAFF INSET DAY – Sept 2014
Session 1 – Construct and Apply
Session 2 – Accelerated learning
Session 3 – Assessment for learning
Session 4 - Thinking for learning
Session 5 – Collaborative learning

ADDITIONAL TEACHER DEVELOPMENT

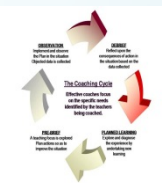
- Support given by lead and TEEP 2 practitioners – planning, assessment, behaviour management etc.
- Support given with challenging classes to ensure TEEP can thrive



ADVANCE PARTY ON FACT FINDING VISIT TO A TEEP SCHOOL

COACHING TRIADS

- Lead coach trained
- Allocated timetable time
- Focus on teaching and learning



Teacher Development

Ofsted
Sept 2009
Satisfactory

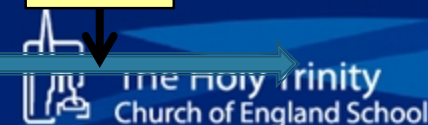
TEACHING and LEARNING COMMUNITIES

Ofsted
Nov 2012
Requires Improvement

TEEP
Introduction
Sept 2013

Ofsted
Nov 2014
Good

The Holy Trinity School – the journey to good



Establishing a Culture of Learning - The Appraisal Journey

Holy Trinity Church of England School Crawley



The Holy Trinity
Church of England School

The Steps

- Ethos Statements – the starting point
- Hattie's Feedback Loop – Modelling what we ask the students to do
- Co-construction – collaborative approach
- Putting it into practice - PRD
- Support – Coaching Trios and CPL carousels



Links to our Ethos statements...

1. At Holy Trinity we aspire to be the best we can be in everything we do.
2. At Holy Trinity everyone respects and cares for each other and the community around them.
3. At Holy Trinity we are forgiving.
4. At Holy Trinity we embrace the positives in our community.
5. At Holy Trinity we show integrity and take responsibility for our choices.
6. At Holy Trinity we show humility and put others first.



Growth Mindset

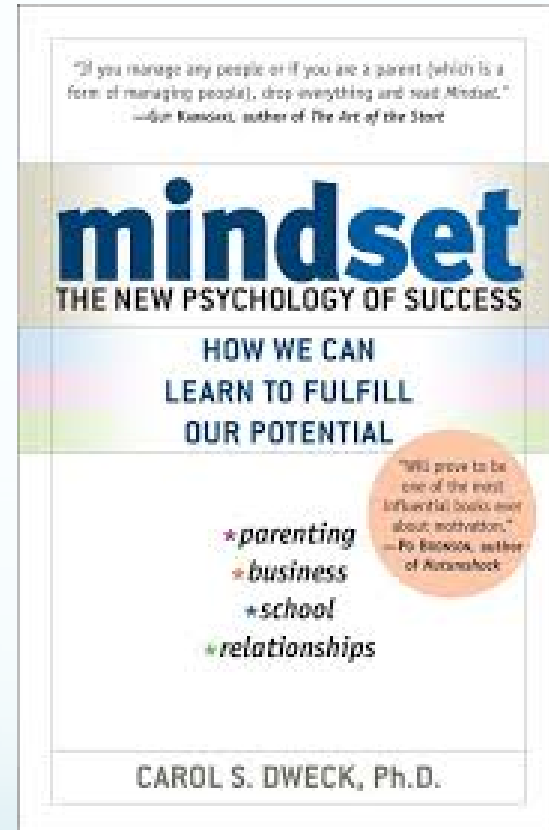
Carol Dweck

- *Carol Dweck is a pioneering researcher in the field of motivation, why people succeed (or don't) and how to foster success.*



Mindset

- Dweck is a professor at Stanford University and the author of Mindset, a classic work on motivation and "growth mindset." Her work is influential among educators, business leaders and the world of sport.



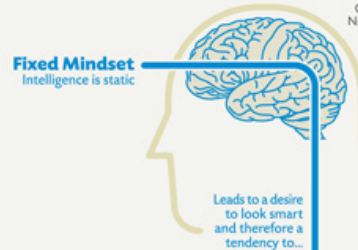
TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by
Nigel Holmes

Fixed Mindset

Intelligence is static



Leads to a desire
to look smart
and therefore a
tendency to...

CHALLENGES

...avoid
challenges

OBSTACLES

...give up
easily

EFFORT

...see effort as
fruitless or worse

CRITICISM

...ignore useful
negative feedback

SUCCESS OF OTHERS

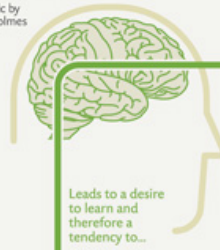
...feel threatened
by the success
of others

As a result, they may plateau early
and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

Growth Mindset

Intelligence can be developed



Leads to a desire
to learn and
therefore a
tendency to...



...embrace
challenges



...persist in the
face of setbacks



...see effort as
the path to mastery



...learn from
criticism



...find lessons and
inspiration in the
success of others

As a result, they reach ever-higher levels of achievement.

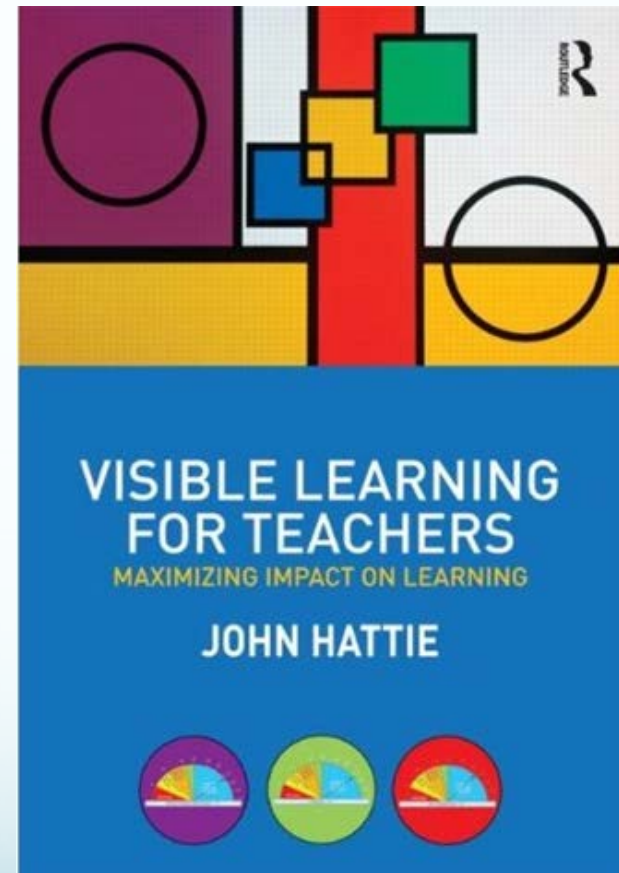
All this gives them a **greater sense of free will.**



John Hattie's Visible Learning

What is visible learning?

**It is teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning.
(Hattie)**



Links to the Feedback Loop (Hattie)

Level	Name	Definition	Uses
1	Task and product Level	Corrective Feedback. Focuses on correct or incorrect answers.	Most effective for the novice
2	Process Level	Aimed at the processes used to create the product or to complete the task	To help develop learning strategies and making connections between ideas
3	Self-Regulation/Conditional Level	The student starts to monitor their own learning processes	Can provide confidence to engage with the task and accept feedback



Co-Construction

- We provide all colleagues with a number of opportunities throughout the year to join us in focused working parties
- These communities have recently included Data, typicality, assessment and reporting, feedback and TEEP
- It's a way for colleagues to demonstrate they are meeting the standards expecting of them at UPS level
- Far more than that it is allowing colleagues to develop that self regulation necessary to become a far more effective learner



Professional Development Plan

THE HOLY TRINITY C of E SECONDARY SCHOOL PERSONAL DEVELOPMENT PLAN (Teachers) 2015-2016	
IMPROVING ON YOUR OWN 'PERSONAL BEST'	
<p><i>NOTE: This is designed to help colleagues record reflections on their practice with a view to planning to 'change one thing' to improve/strengthen/enhance their own practice over a year. It's based on a principle the British Olympic cycling team 2012 used – that of steady 'incremental gains' over a period of time, which accumulated to produce a champion team. The ownership remains with the teacher, but there are opportunities for coaching and support</i></p>	
REFLECT	
<p>What are my skills and strengths? Identified from self-reflection; observations and follow-up conversations with colleagues – identify your top FIVE key skills which you have evidenced in the past year</p>	
IDENTIFY	
<p>What are my development needs? Identified from the changing world of education around you, self-reflection, observations and follow-up conversations with colleagues</p>	

FOCUS	INTENTIONS	ACTIONS	TIMINGS
<p>What priority have you identified as an area of improvement?</p>	<p>What do I intend to achieve? Focus on the learning needs of the students being taught by you, not just what you do as their teacher. Analyse the group and decide what they need. Be specific, realistic and measurable</p>	<p>How will I achieve this? What will you do to find out more? What intervention/s have you chosen? What actions will you undertake to achieve this goal? Focus on a sustained development or change to your practice</p>	<p>When do I intend to change this by? What is the length of the intervention period? This development process should be sustained for a significant period of time (think 4- 6 months) and will involve cycles of trialling ideas, of reflecting and adjusting</p>

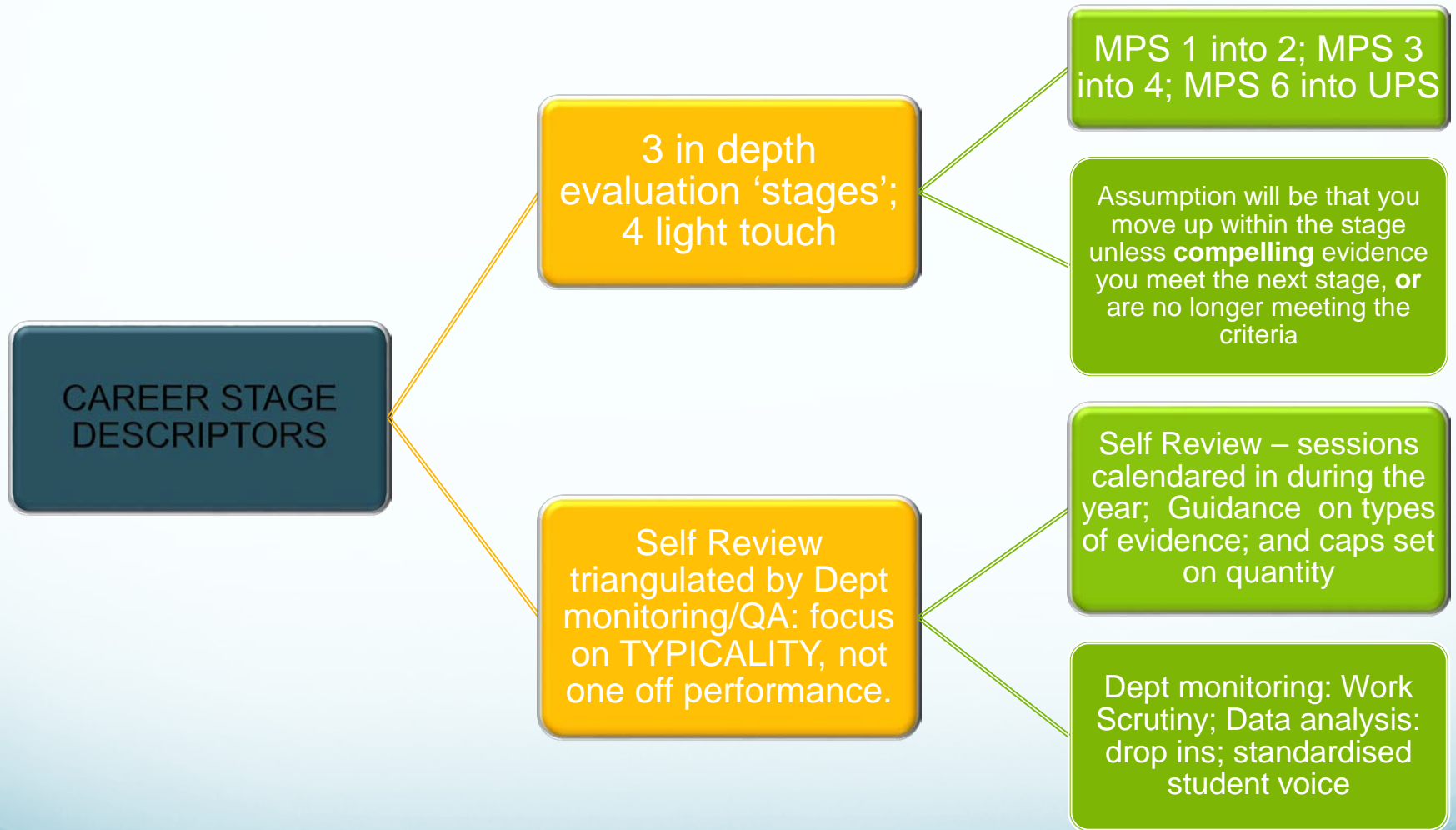
SUCCESS	SUPPORT	SHARE	IMPACT
<p>How will I know that I have been successful? Identify clear measurable outcomes and success criteria that focus the outcomes on learning</p>	<p>Who/what might support me with this development? This development process should be collaborative, with other colleagues supporting, challenging, observing and coaching you</p>	<p>How will I share my experiences with others? Identify some ways in which you will share the outcomes and impact; e.g. through department meetings, coaching, TEEP twilights etc.</p>	<p>What has the impact been on students' learning and the learning of others? Identify what has gone well with evidence and examples</p>



PROFESSIONAL REVIEW & DEVELOPMENT



CAREER STAGE DESCRIPTORS



UPS PROGRESSION



Professional Practice

UPS 1

Significant impact in your own classroom & with other colleagues: collaboration & sharing of good practice

UPS 2

Significant impact beyond your classroom, including impact on others' practice & significant contribution to Dept. &/or whole school improvement/development

UPS 3

Significant impact within or beyond your department, including impact on others practice, & leading on or making significant contributions to school innovation projects &/or policy development, training or outreach



Where are we now?

- Ofsted November 2014 – Good
- 2014 GCSE 73% 5+ inc EM, VA 1019, P8 +0.30, RAISE was green!
- 2015 GCSE P8 +0.26 provisionally
- TEEP Ambassador School – others are available!
- ITT blooming at Holy Trinity! This is wonderful!
- SSAT Top 20% non-selective attainment
- No-one on formal procedures during this process
- “Outstanding Christian Distinctiveness” in SIAMS
- High-trust culture, high risk, little directing, distributed leadership
- Headteacher older, wiser and greyer! We didn’t get it all right, lots of lessons learnt, still lots of work to do...

