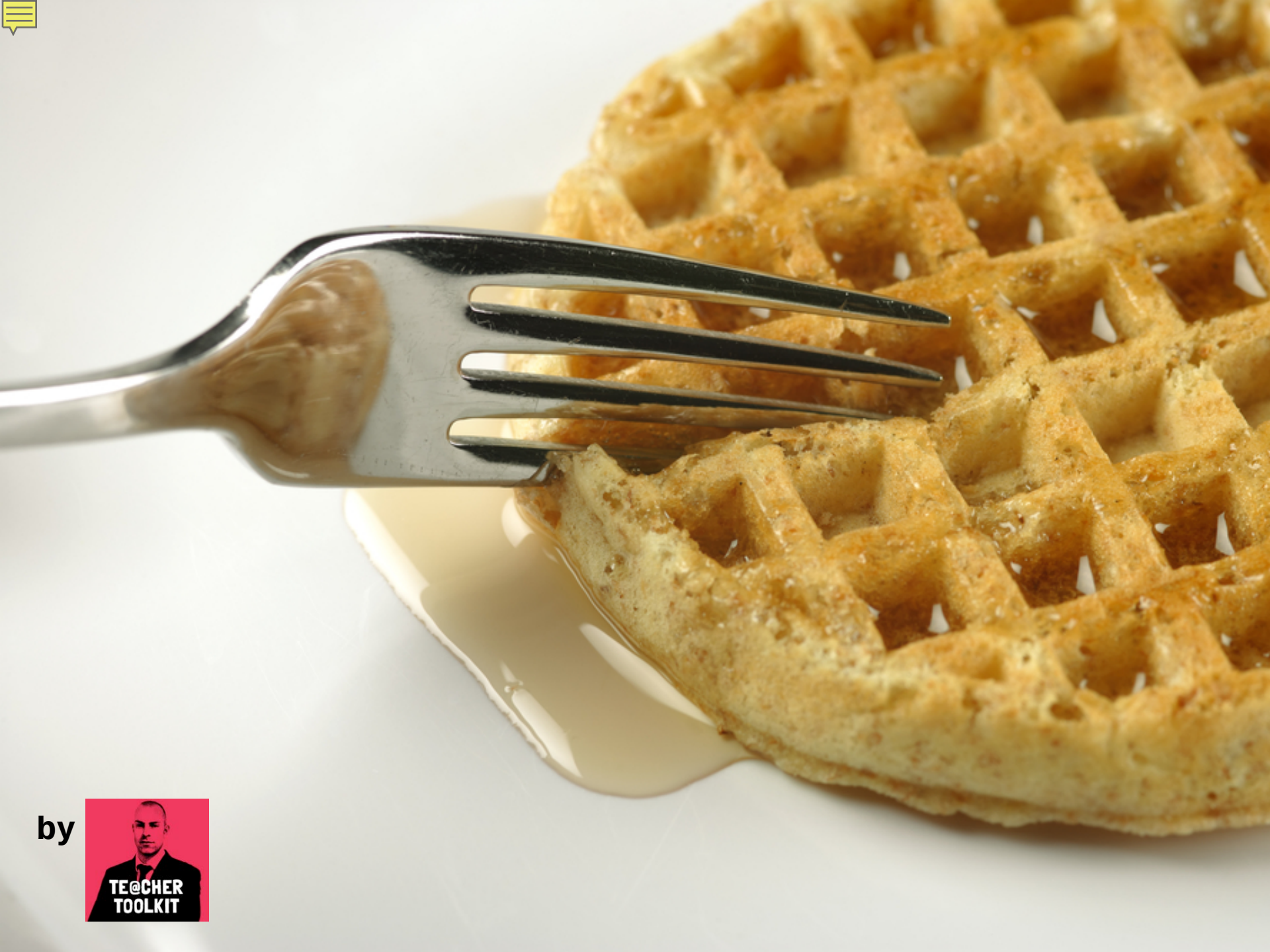

by
TE@CHER
TOOLKIT

Teaching and Learning

Cutting Through The Waffle!

by Ross McGill

Deputy Headteacher, Quintin Kynaston

@TeacherToolkit

by TE@CHER TOOLKIT

1. Common sense
2. Workload
3. Well-being

Fingertips ready?

by TE@CHER TOOLKIT

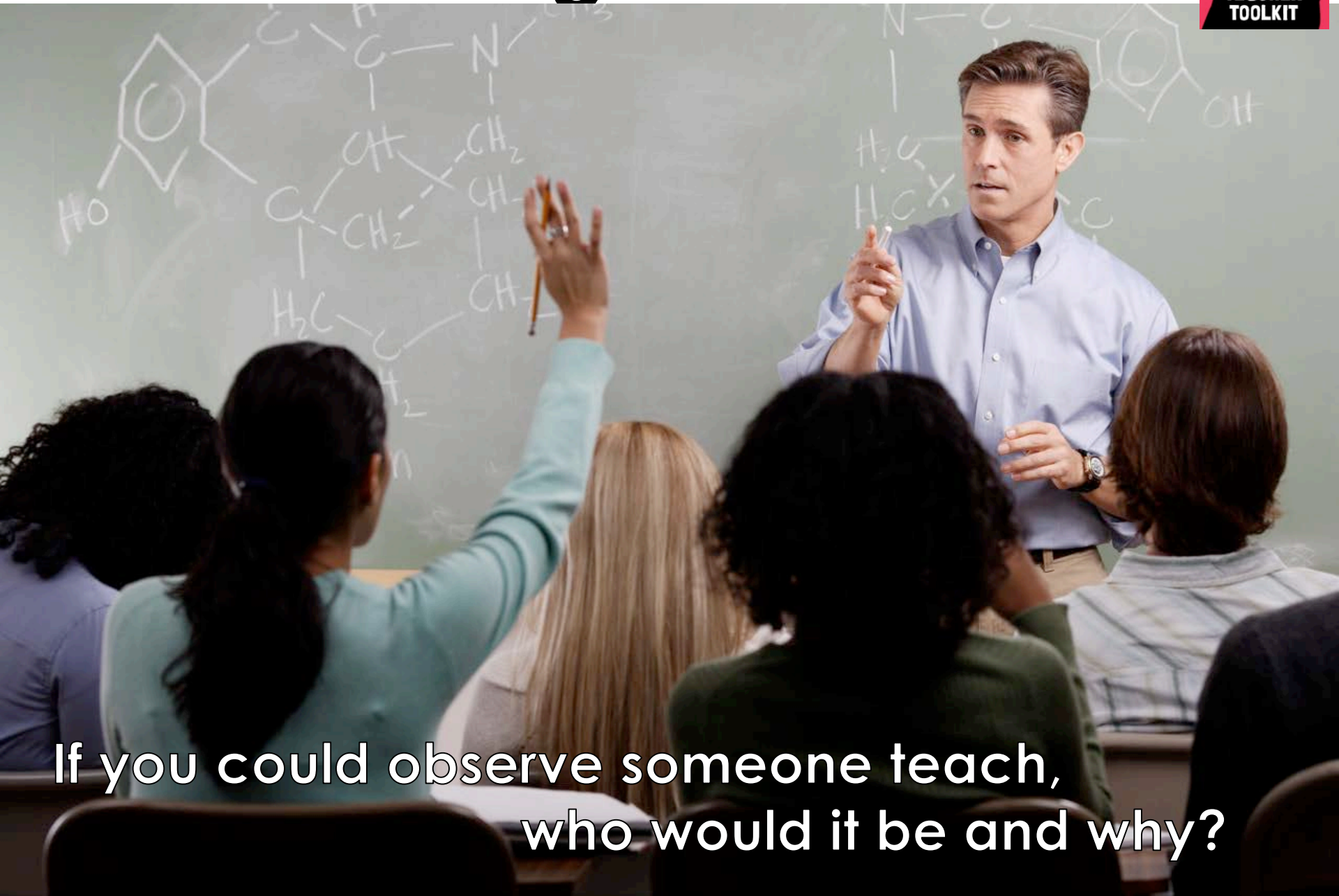
It's rude not to tweet during my presentation ...

@TeacherToolkit

#SSATNC15

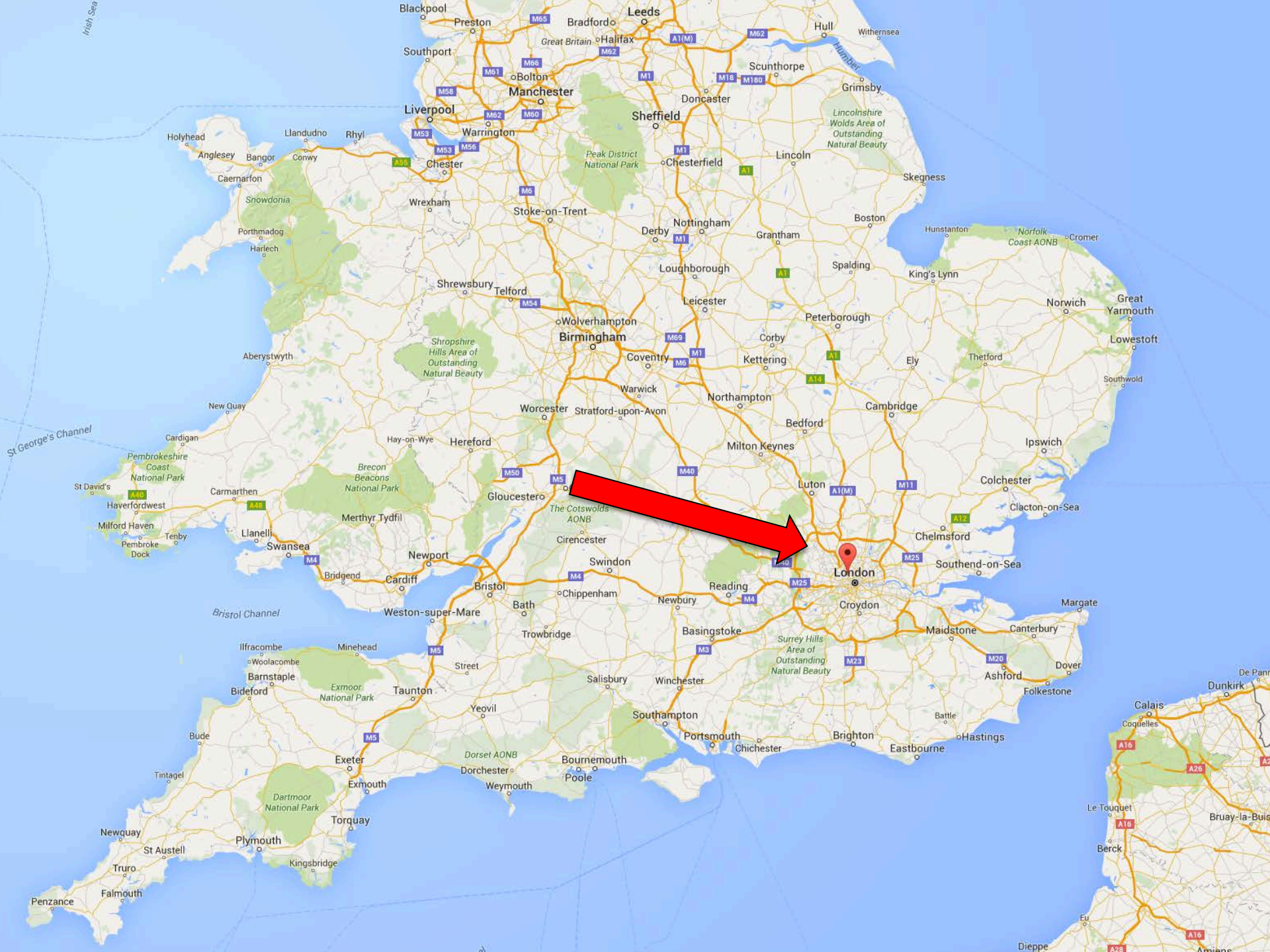
Start thinking …

by TE@CHER TOOLKIT



by

Characteristics of the school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Southport
Scunthorpe
Grimsby
Bolton
Manchester
Doncaster
Liverpool
Sheffield
Warrington
Lincolnshire Wolds Area of Outstanding Natural Beauty
Holyhead
Llandudno
Rhyl
Anglesey
Bangor
Conwy
Chester
Peak District National Park
Chesterfield
Lincoln
Skegness
Caernarfon
Snowdonia
Wrexham
Stoke-on-Trent
Boston
Derby
Nottingham
Grantham
Hunstanton
Norfolk Coast AONB
Cromer
Porthmadog
Harlech
Loughborough
Spalding
King's Lynn
Shrewsbury
Telford
Leicester
Norwich
Great Yarmouth
Peterborough
Wolverhampton
Birmingham
Lowestoft
Shropshire Hills Area of Outstanding Natural Beauty
Corby
Aberystwyth
Coventry
Kettering
Ely
Thetford
Southwold
Warwick
Northampton
New Quay
Worcester
Stratford-upon-Avon
Cambridge
Bedford
St George's Channel
Cardigan
Hay-on-Wye
Hereford
Milton Keynes
Ipswich
Pembrokeshire Coast National Park
Brecon Beacons National Park
St David's
Carmarthen
Gloucester
Luton
Colchester
Haverfordwest
The Cotswolds AONB
Clacton-on-Sea
Merthyr Tydfil
Milford Haven
Tenby
Llanelli
Cirencester
Chelmsford
Pembroke Dock
Swansea
Newport
Swindon
Southend-on-Sea
Bridgend
Cardiff
London
Reading
Bristol
Chippenham
Croydon
Margate
Bristol Channel
Newbury
Bath
Weston-super-Mare
Basingstoke
Maidstone
Canterbury
Trowbridge
Surrey Hills Area of Outstanding Natural Beauty
Ilfracombe
Minehead
Woolacombe
Barnstaple
Street
Salisbury
Winchester
Ashford
Dover
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Exmoor National Park
Taunton
Folkestone
Dunkirk
Yeovil
Calais
Southampton
Coquelles
Bude
Portsmouth
Brighton
Hastings
Battle
Chichester
Eastbourne
Exeter
Dorset AONB
Bournemouth
Tintagel
Dorchester
Poole
Exmouth
Weymouth
Dartmoor National Park
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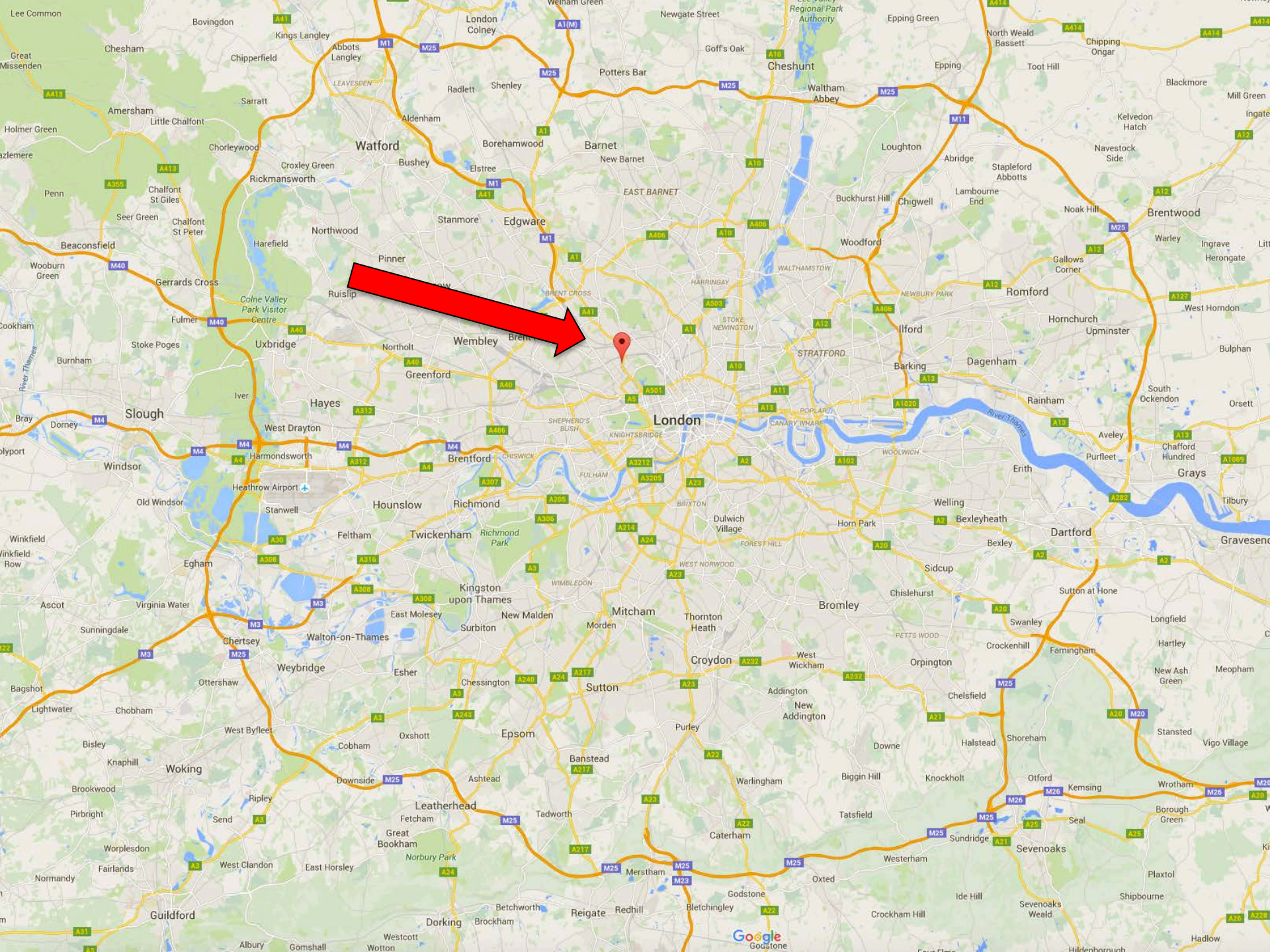
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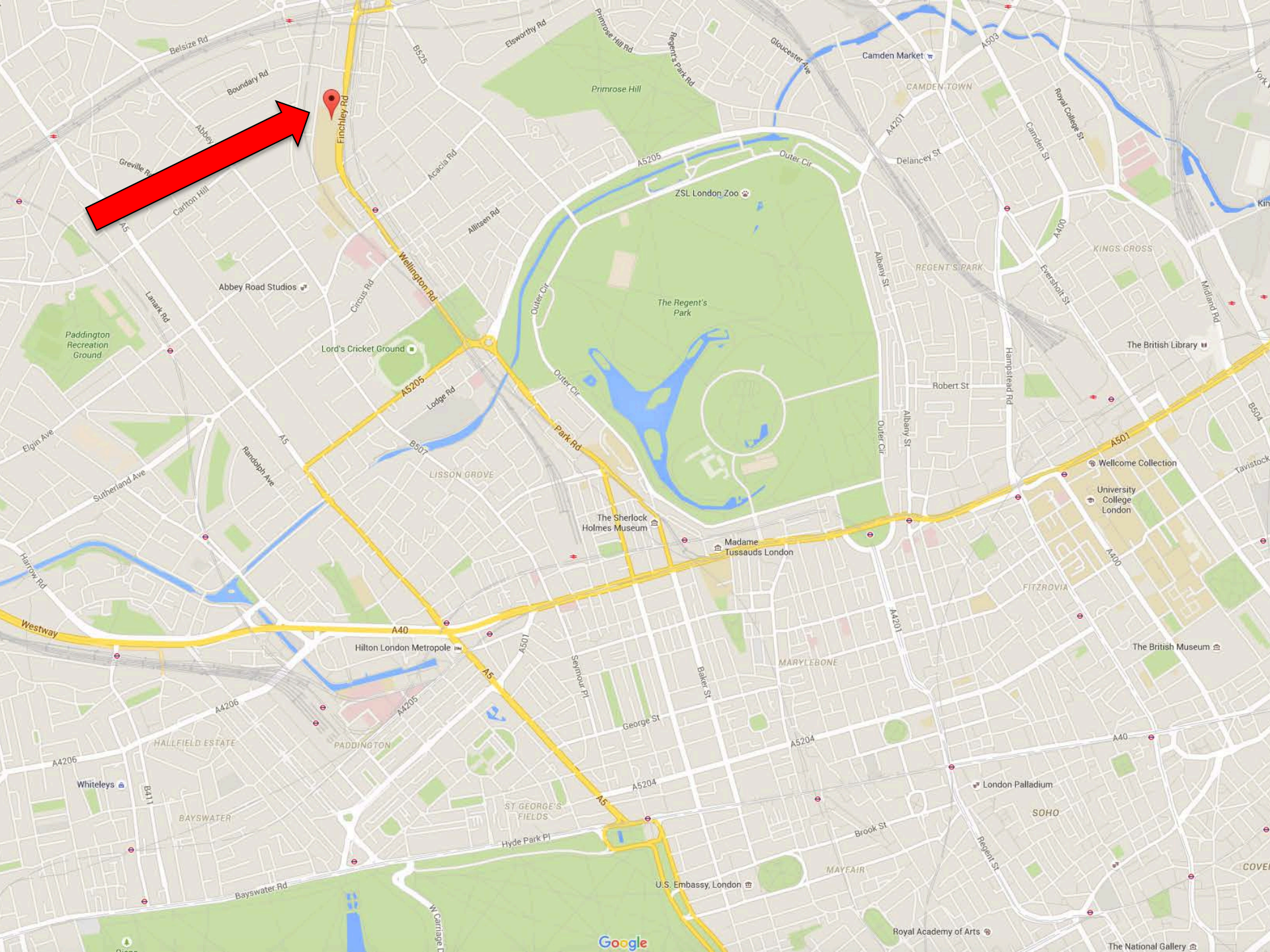
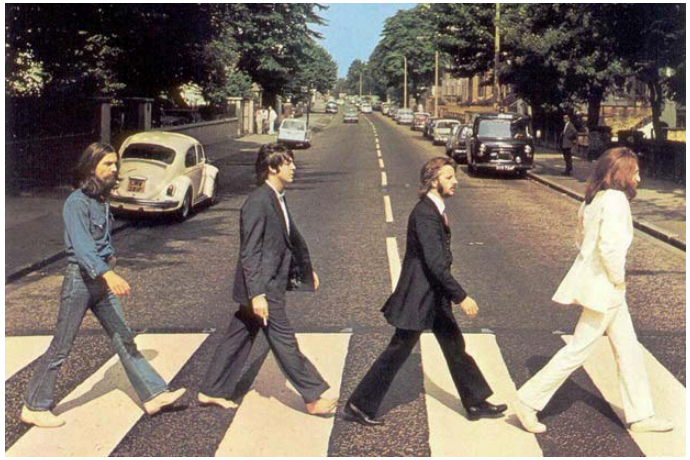
Kings Langley
Abbots Langley
Chesham
Chipperfield
Great Missenden
London Colney
Newgate Street
Epping Green
Lea Valley Regional Park Authority
North Weald Bassett
Chipping Ongar
Goff's Oak
Cheshunt
Epping
Toot Hill
Potters Bar
Waltham Abbey
Blackmore
Mill Green
Amersham
Little Chalfont
Holmer Green
Sarratt
Radlett
Shenley
Aldenham
Kelvedon Hatch
Navestock Side
Chorleywood
Watford
Borehamwood
Barnet
New Barnet
Loughton
Abridge
Stapleford Abbotts
Croxley Green
Rickmansworth
Bushey
Elstree
Penn
Chalfont St Giles
Seer Green
Chalfont St Peter
EAST BARNET
Buckhurst Hill
Chigwell
Lambourne End
Noak Hill
Brentwood
Beaconsfield
Harefield
Northwood
Stanmore
Edgware
Woodford
Warley
Ingrave
Herongate
Wooburn Green
Pinner
Gerrards Cross
Ruislip
Colne Valley Park Visitor Centre
Fulmer
Gallows Corner
Romford
West Horndon
Uxbridge
Stoke Poges
Northolt
Wembley
Brent
Hornchurch
Upminster
Ilford
Burnham
Greenford
STRATFORD
Barking
Dagenham
Bulphan
Iver
Hayes
Slough
Bray
Dorney
West Drayton
London
Rainham
South Ockendon
Orsett
Windsor
Harmondsworth
Brentford
Heathrow Airport
Old Windsor
Stanwell
Hounslow
Richmond
Aveley
Purfleet
Chafford Hundred
Grays
Erith
Tilbury
Welling
Bexleyheath
Horn Park
Dartford
Gravesend
Winkfield
Egham
Feltham
Twickenham
Richmond Park
Dulwich Village
Bexley
Sidcup
Ascot
Virginia Water
Sunningdale
Kingston upon Thames
East Molesey
New Malden
Surbiton
Mitcham
Morden
Thornton Heath
Bromley
Chislehurst
Sutton at Hone
Swanley
Longfield
Chertsey
Walton-on-Thames
Weybridge
Esher
Croydon
West Wickham
Crockenhill
Farningham
Hartley
Orpington
New Ash Green
Meopham
Bagshot
Ottershaw
Chessington
Sutton
Addington
New Addington
Chelsfield
Lightwater
Chobham
West Byfleet
Oxshott
Epsom
Purley
Halstead
Shoreham
Downe
Stansted
Vigo Village
Bisley
Knaphill
Woking
Cobham
Banstead
Warlingham
Biggin Hill
Knockholt
Otford
Kemsing
Wrotham
Brookwood
Downside
Ashtead
Ripley
Pirbright
Leatherhead
Fetcham
Tadworth
Tatsfield
Borough Green
Send
Great Bookham
Caterham
Seal
Sundridge
Sevenoaks
Worplesdon
Fairlands
West Clandon
East Horsley
Norbury Park
Westerham
Normandy
Merstham
Oxted
Plaxtol
Godstone
Ide Hill
Shipbourne
Guildford
Betchworth
Reigate
Redhill
Bletchingley
Crockham Hill
Sevenoaks Weald
Dorking
Brockham
Albury
Gomshall
Westcott
Wotton
Hadlow
Google


Belsize Rd
Boundary Rd
Abbey
Greville Pl
Carlton Hill
A5
Finchley Rd
B525
Elsworthy Rd
Primrose Hill Rd
Regent's Park Rd
Primrose Hill
Gloucester Ave
Camden Market
A503
CAMDEN TOWN
Royal College St
Camden St
A4201
Delancey St
A5205
Outer Cir
ZSL London Zoo
Acacia Rd
Allitsen Rd
Wellington Rd
Abbey Road Studios
Circus Rd
Lanark Rd
Paddington Recreation Ground
Lord's Cricket Ground
Lodge Rd
B507
LISSON GROVE
Park Rd
The Regent's Park
REGENT'S PARK
Albany St
Hampstead Rd
Eversholt St
A400
KINGS CROSS
Midland Rd
The British Library
Robert St
B504
A501
Tavistock
Wellcome Collection
University College London
Elgin Ave
Sutherland Ave
Randolph Ave
The Sherlock Holmes Museum
Madame Tussauds London
Harrow Rd
Westway
A40
FITZROVIA
Hilton London Metropole
A501
Seymour Pl
Baker St
MARYLEBONE
The British Museum
A4206
A4205
HALLFIELD ESTATE
PADDINGTON
George St
A5204
Whiteleys
B411
BAYSWATER
ST GEORGE'S FIELDS
London Palladium
SOHO
Hyde Park Pl
Brook St
Regent St
MAYFAIR
Bayswater Rd
U.S. Embassy, London
Royal Academy of Arts
The National Gallery
Google

Local landmarks

by TE@CHER TOOLKIT

1. 

2.

3.

4.

Characteristics of school

Characteristics of the school: October census 2015		
Roll	1403	Boys 55% (773) Girls 45% (630)
Minority Ethnic Groups	95.5%	80-100 percentile
% EAL	83.1%	80-100 percentile
% SEN	Pupils who have Statements = 1.1% (16 students) Students on SEND Register 17.2% (241 students)	
% Pupil Premium	61.3% (Year 7-11)	80-100 percentile
% Stability	91.0	20- 40th percentile
School Deprivation indicator	0.55	80-100 Percentile

Characteristics of school

Number of pupils

	2011	2012	2013
School (all pupils)	1418	1385	1364
National average	986	990	978
Year 11 pupils (KS4)	215	209	214

Comparing your school to the national picture in 2013

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
17 - 652	653 - 864	865 - 1060	1061 - 1307	1308 - 2543

% of girls

	2011	2012	2013
School (all pupils)	44.3	44.8	44.9
National average	49.6	49.6	49.6
Year 11 pupils (KS4)	50.2	42.1	45.3

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 45.8	45.9 - 48.3	48.4 - 49.7	49.8 - 51.3	51.4 - 100.0

% of pupils eligible for Free School Meals (FSM)

	2011	2012	2013
School (all pupils)	51.0	69.2	70.9
National average	15.9	26.7	28.2
Year 11 pupils (KS4)	49.8	64.1	61.7

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.8 - 13.8	13.9 - 21.0	21.1 - 29.8	29.9 - 43.8	43.9 - 97.0

% of pupils supported by school action plus or with a statement of SEN

	2011	2012	2013
School (all pupils)	30.0	35.4	27.0
National average	8.5	8.1	7.7
Year 11 pupils (KS4)	72.6	76.6	62.1

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 4.4	4.5 - 6.2	6.3 - 8.3	8.4 - 11.4	11.5 - 100.0

SEN year group data includes school action, school action plus and statement of SEN. These data are not comparable to the school or national level data as they do not include school action pupils.

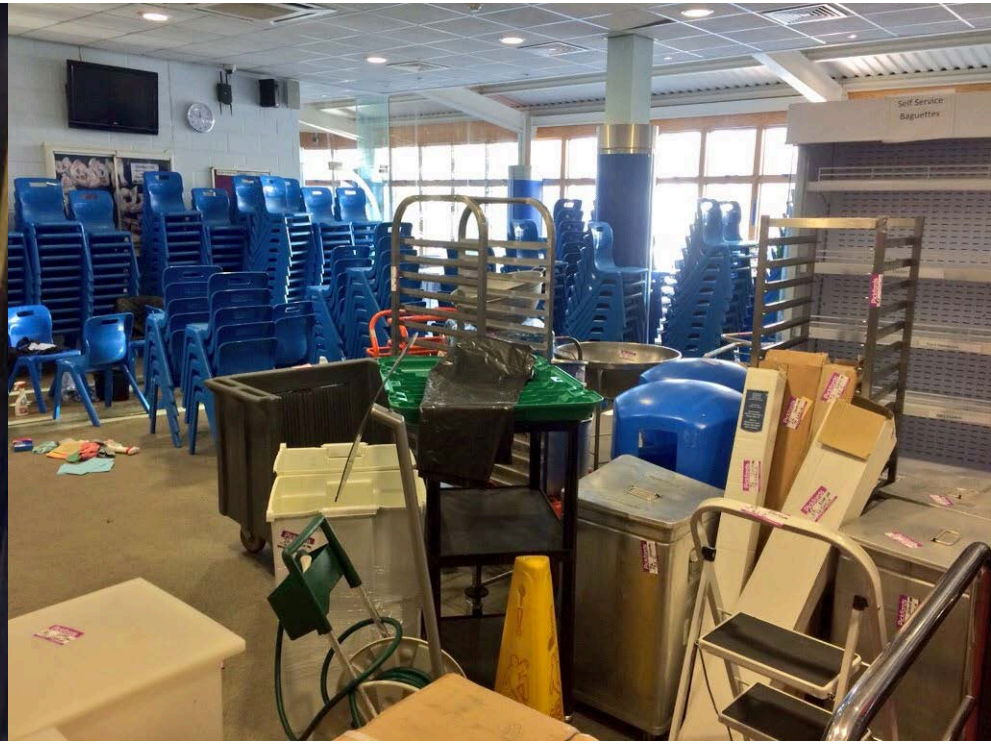
Quintin Kynaston

Aspiration – Resilience – Community

"STUDENTS ARE MATURE AND VERY MUCH INVOLVED IN THE WIDER LIFE OF THE ACADEMY AS MENTORS TO YOUNGER STUDENTS AND AS PREFECTS." OFSTED SEPTEMBER 2014

This time last year ...

by TE@CHER TOOLKIT



This time last year ...

Characteristics of school

TeachMeet London 2015

Straw poll …

Photo credit: www.memphisflyer.com

Characteristics of a waffle ...

by

by

"Members of government-appointed groups investigating how to reduce teacher workload believe the burden could be eased if staff understood the benefits of what they have to do."

(TES – November 2015)

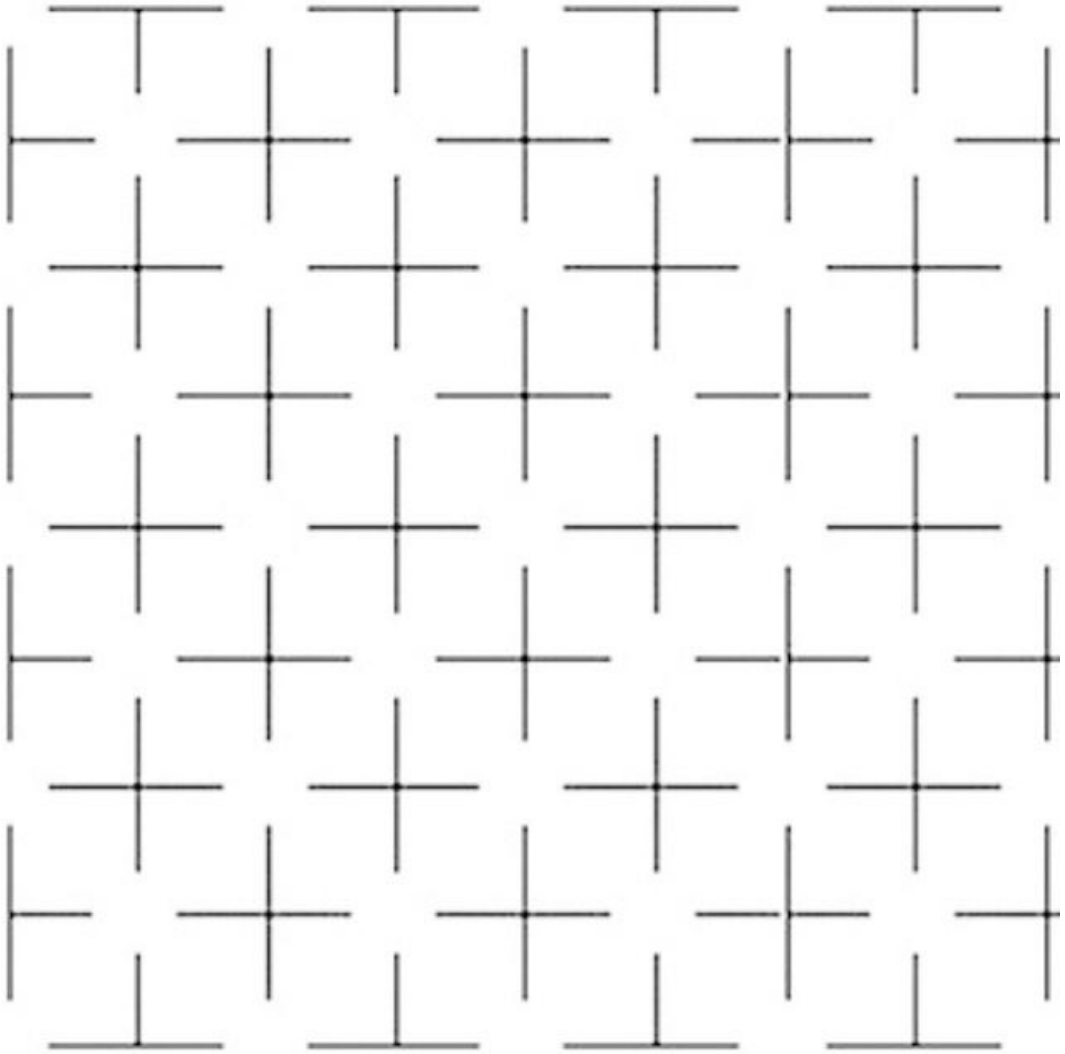
Frustrating!

by TE@CHER TOOLKIT

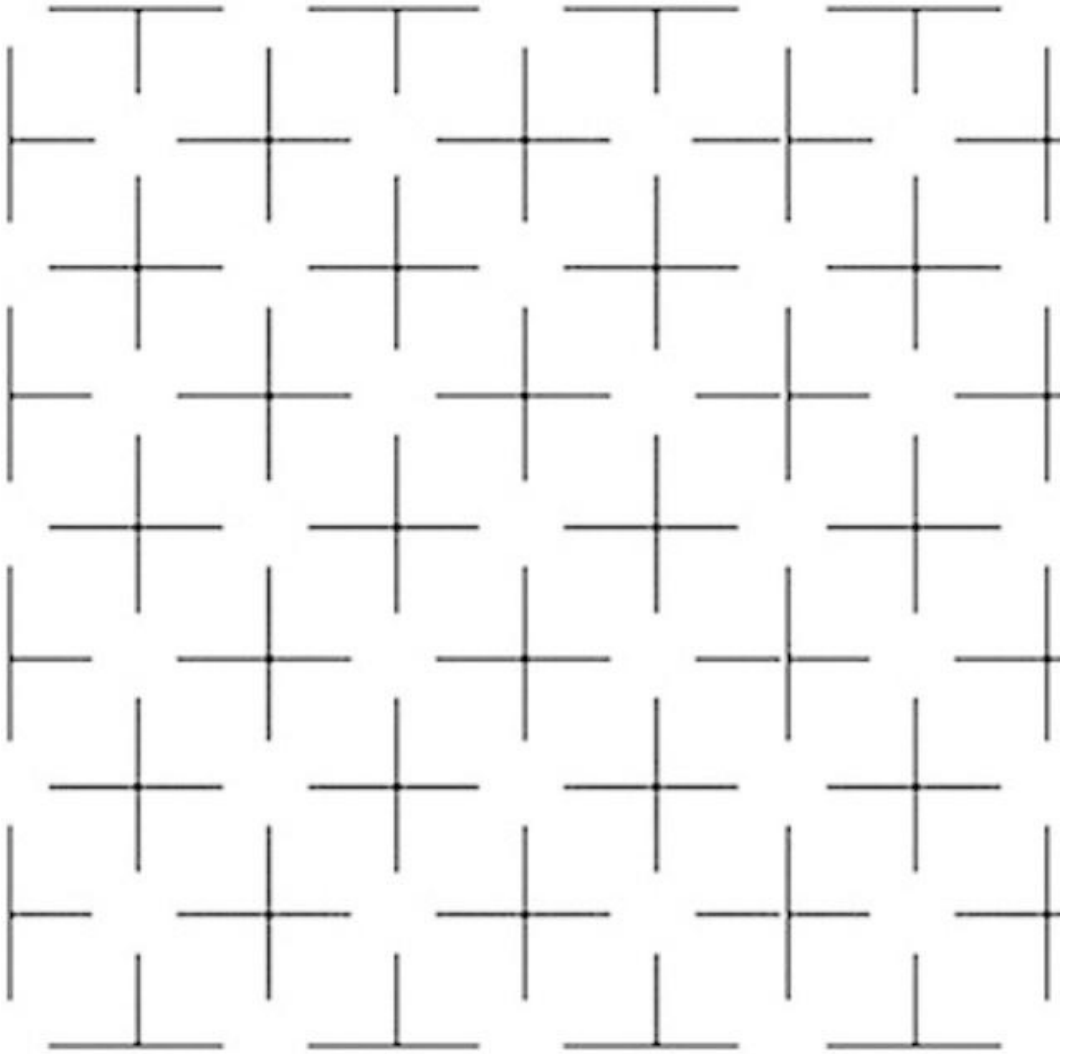
Losing sight of what is important?

- Doing it for OfSTED
- Managing rather than leading
- Evidencing rather than teaching
- 90% EBacc!
- DfE rhetoric e.g. knowledge versus skills
- Textbooks versus iPads
- Finland, China, Korea …

What do you see?

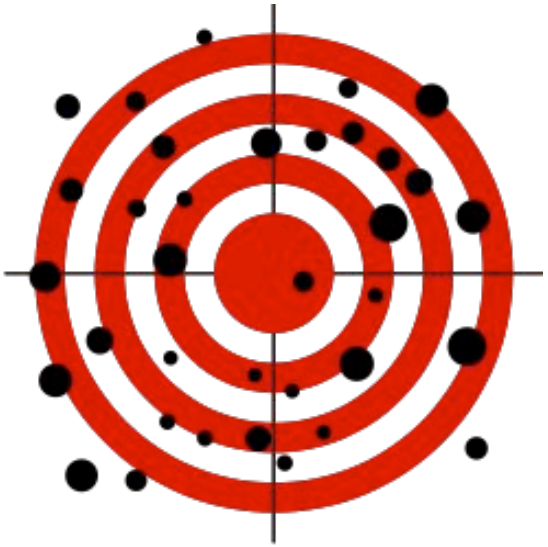


Looking at OR Looking for?



by TE@CHER TOOLKIT

Unreliable & Unvalid

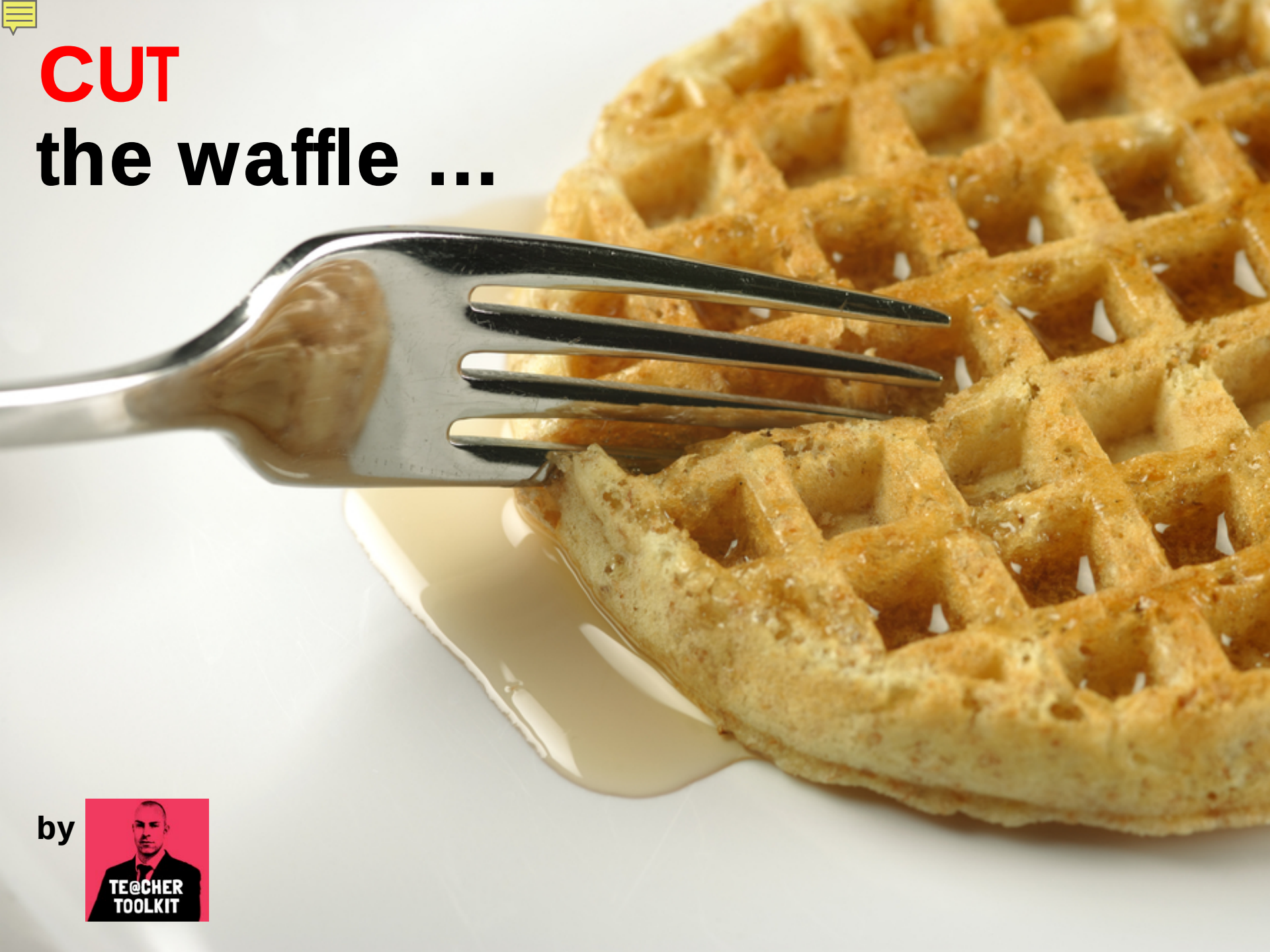


Unreliable, But Valid

Reliable, Not Valid

Both Reliable & Valid

CUT
the waffle ...



by

Cutting workload / improving well-being

- Teaching and learning trumps everything
- Keep it simple: Mark-Plan-Teach
- Demand high expectations; what works?
- Remove bureaucracy; evidence trails.
- What can OfSTED source in 2 days?!
- Make well-being a priority. Today!
- CPD: consolidation (e.g. curriculum reform)
- Expertise within: coaching and mentoring.

by TE@CHER TOOLKIT

The current landscape for teaching and learning is divided

by TE@CHER TOOLKIT

Ofsted have freed us from the burden of lesson gradings, and judging individual lessons and teachers ...

by TE@CHER TOOLKIT

However, many schools (or at least individual teachers) are reporting cautious changes.

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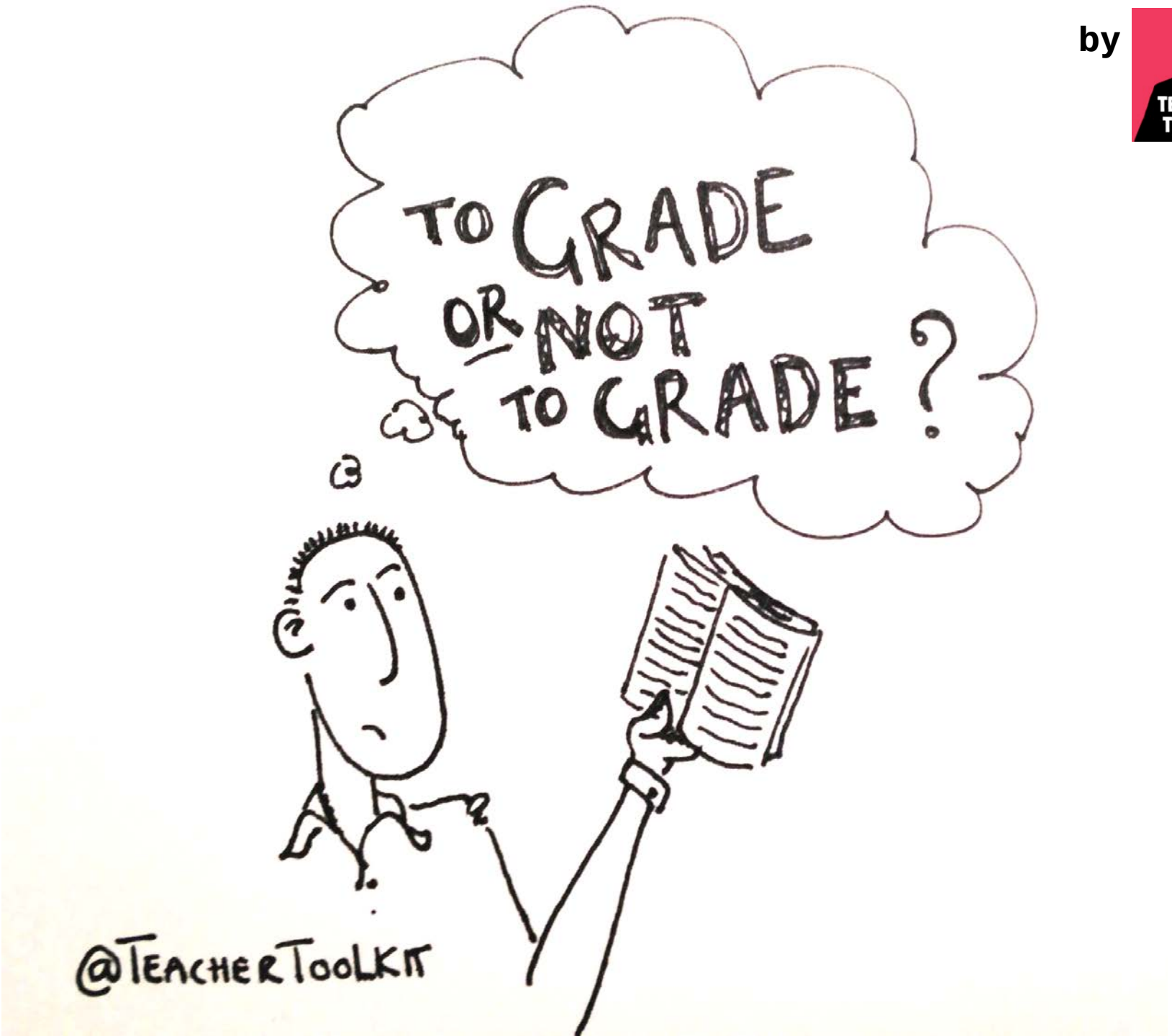

by

TeacherToolkit
@TeacherToolkit

Survey: According to @ASCL_UK, only 26% of schools not grading lessons. You? #ukedchat

RT = No grades
Fav = Grades

RETWEETS 68 FAVORITES 109

9:12 AM - 16 Nov 2014

Running thought …

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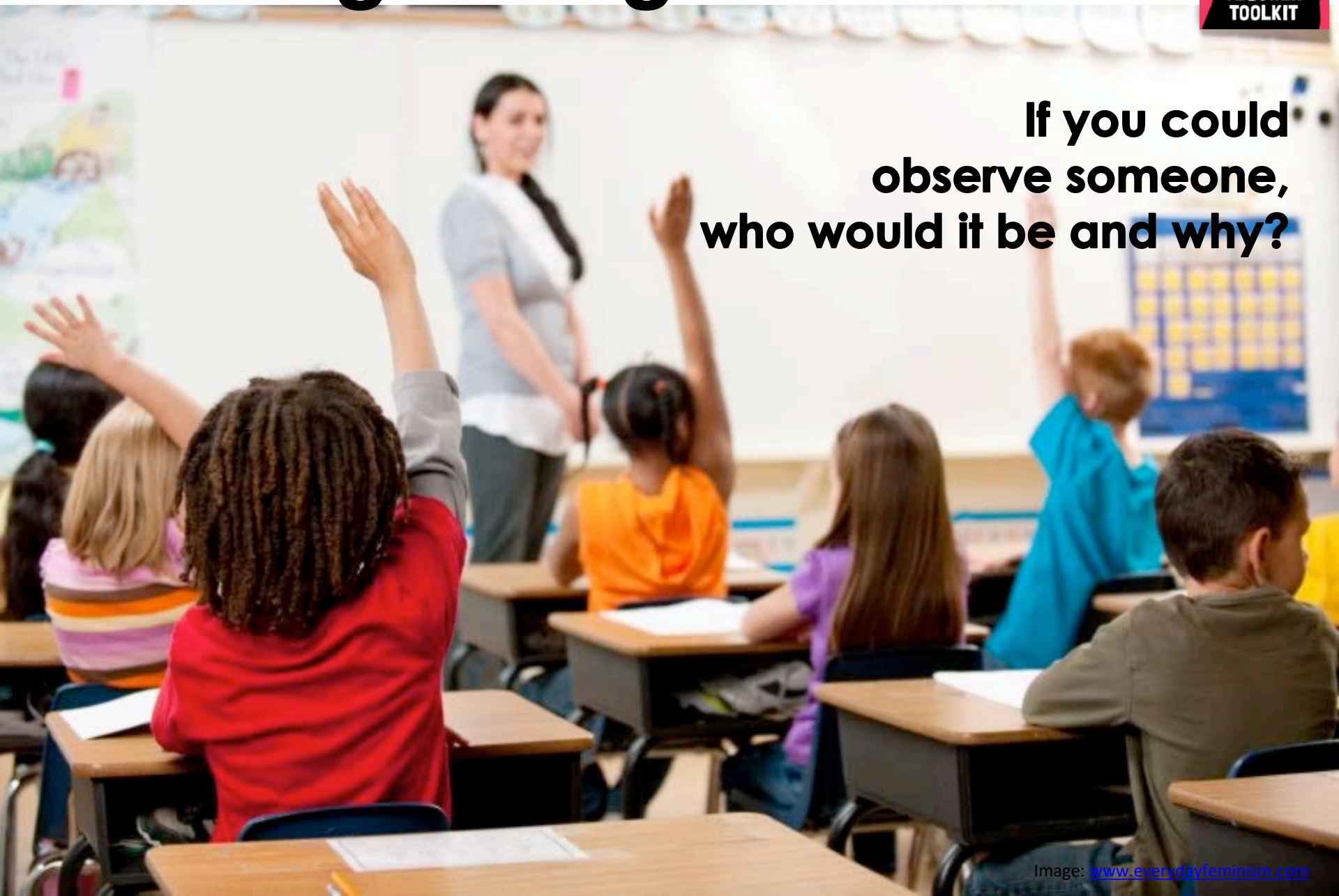


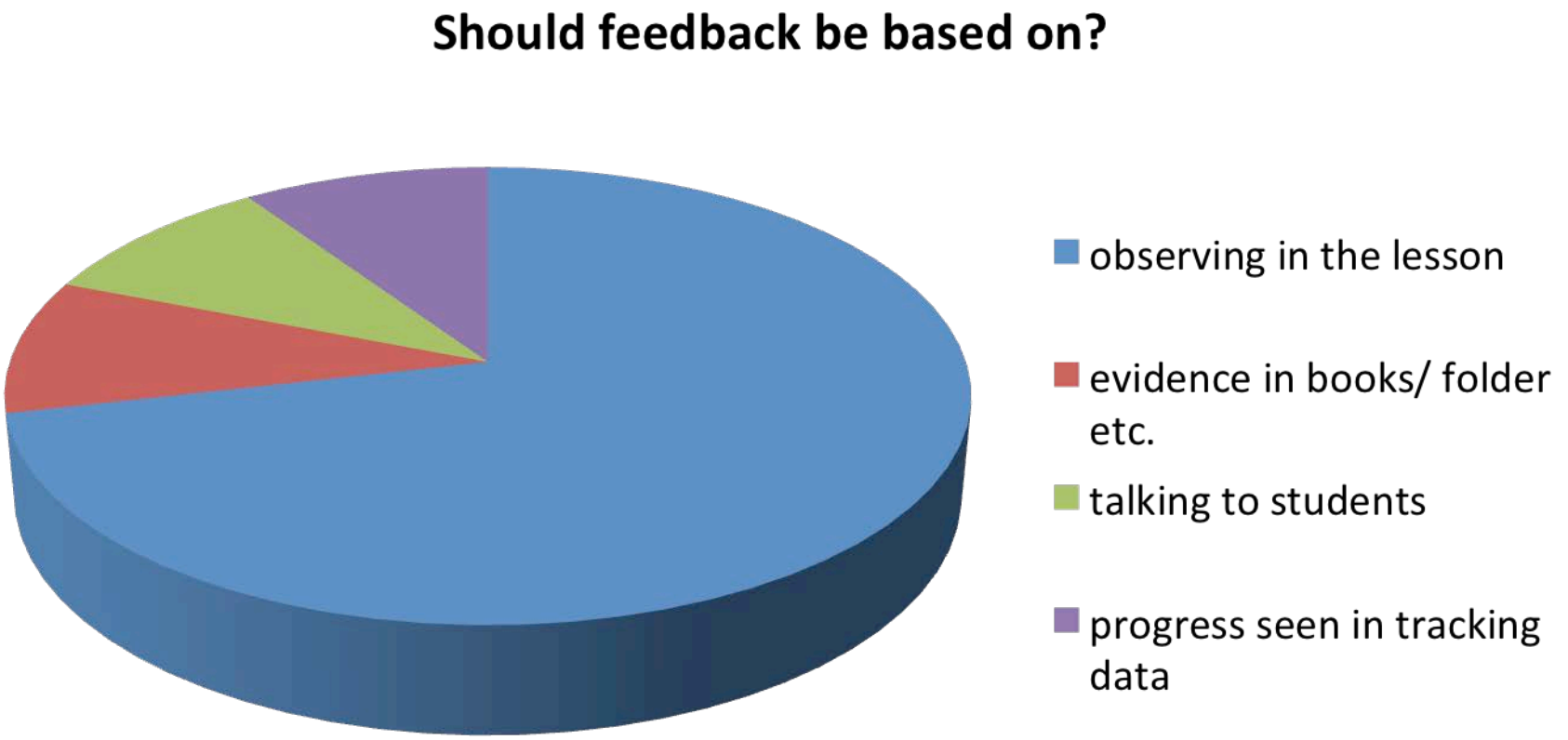
Image: www.everydayfeminism.com

by

February 2014

by

What we may be used to?



by TE@CHER TOOLKIT

The full time classroom teacher

1. Teaches on average 20 hours per week.
2. Teaches for 38 weeks per year.
3. This equates to 760 hours per year!

So, why do we assess teachers from just 3 hours of teaching?!

by

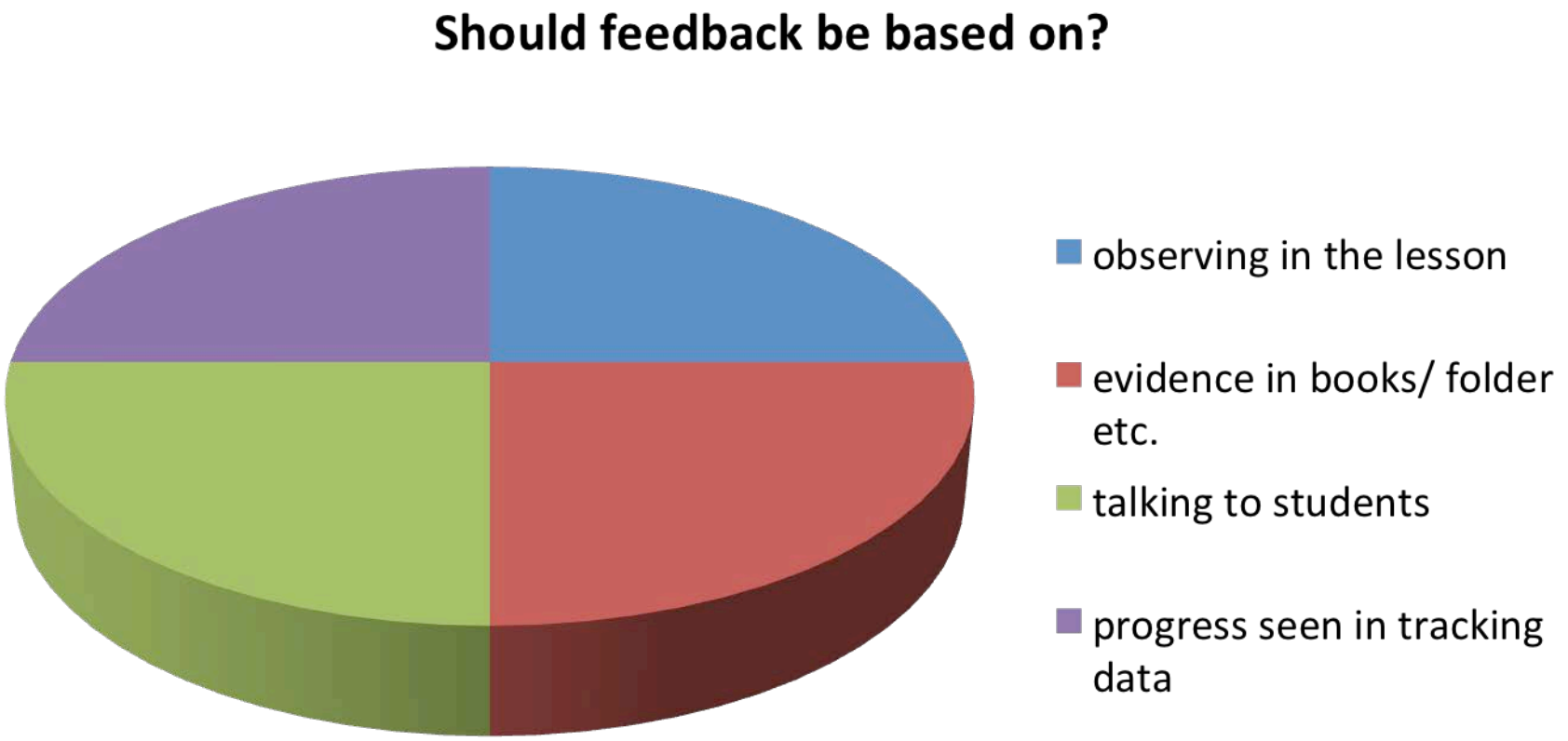
Teachers are then placed in a box!

Faculty	Inadequate (4)			Requires Improvement (3) *(Red = CPD programme by JSU / MA)*			Good (2) *(Green = G2O programme by LH)*			Outstanding (1)		
	3	2	1	3	2	1	3	2	1	3	2	1
Science				X	X	XXXXXX	XX	X	XX			
Maths			X		XX	X	XX		X	X, X		
English & Media					XXX X	XX	X		X X X X	X		
Design Technology				X			X X	X	XX			
MFL						X	X X		X	X		
ICT				X					X	X		X
Creative Arts					X	X X	X X X	X X	X	X		X
PE						X XX	X X		X	X		
Humanities 1 (RE; Citiz; SERE)				X	X	XX	X X X	X X X		X		
Humanities 2 (His; Geog; T&T)					X		X X X X	X X	X X X	X		
Business Studies								X	X			
Learning Plus				X X	X		X X	X	X			
Totals:	0	0	1	6	11	17	23	11	19	9	0	2
Standards:	**1 = 1 %** (Last reported at 1.09%)			**34 = 34%** (Last reported at 25.27%)			**53 = 53%** (Last reported at 62.63%)			**11 = 11%** (Last reported at 10.98%)		

and this is/was shared with Ofsted!

Maybe quality should ...

by



Mike Cladingbowl

by TE@CHER TOOLKIT

Former Ofsted Director for Schools

No more grades!

by TE@CHER TOOLKIT

by

September 2014

by TE@CHER TOOLKIT

... Over time will become the predominant factor for assessing the overall quality of teaching and learning in schools.

Prediction

Bravery Award!

by TE@CHER TOOLKIT

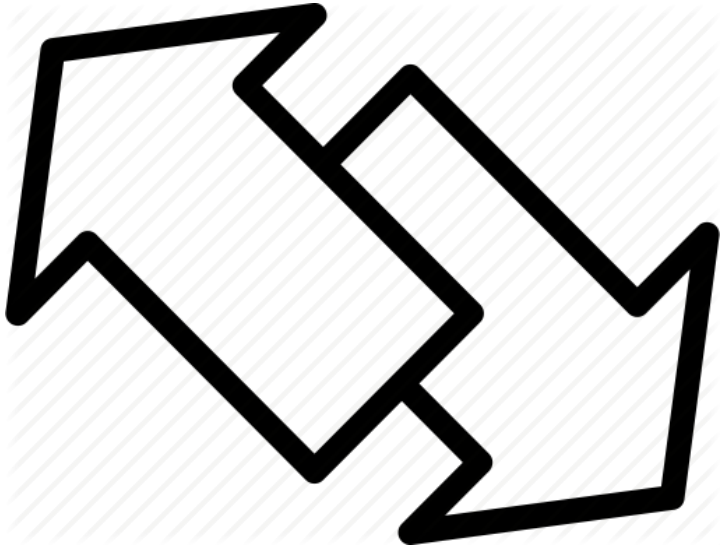
However!

by

by

Remember!

What works for my school
may not work for your school



Open

vs.

Closed

by TE@CHER TOOLKIT

1. What is a good teacher?

1. What is a good teacher?
2. How do you know?

Open vs. Closed

by

Open = formative

Closed = summative

Open vs. Closed

by

Open = formative

To develop ...
To inform ...
To support students ...

Open vs. Closed

by

Closed = summative

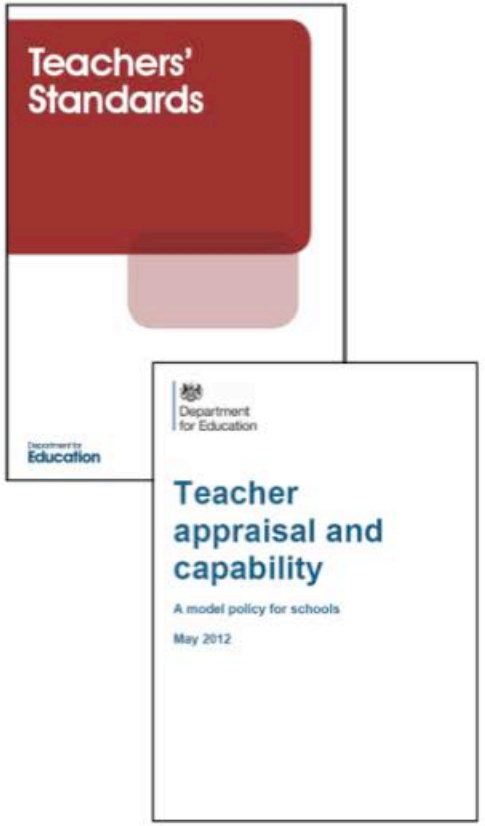
To measure …

To report …

How do you evidence good teaching?

Image: www.invessence.com

CLOSED



Vs.

What is a good teacher?
How do we know?
How do we evidence this?

Teacher Standards
Appraisal

OPEN

by TE@CHER TOOLKIT

by

1. What is a good teacher
2. How do you know?
3. How do you evidence this?

30 seconds …

by TE@CHER TOOLKIT

A suggestion . . .

Image: galleryhip.com

Progress Over Time

by

A move away from

one-off classroom performance

towards valid sources of evidence

over time ...

Sources of Progress Over Time

Visit: www.bit.ly/POTteaching by TE@CHER TOOLKIT

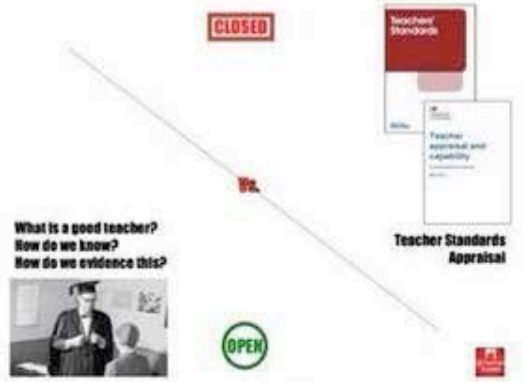
Student books: marking

The teaching

6	B1	C2	C3	3	1
5	D1	E1	E3	3	3
5	C1	C2	C2	2	1
6	C1	C2	C1	2	1
6	C2	C1	B3	2	1
4	D1	D3	E3	3	3
5	C2	C3	C3	2	2
6	A3	A3	B1	2	2
	D1	D1	D3	3	3
	C3	C3	D3	3	3
5	C3	D2	D3	2	3
5	B3	C1	C3	2	2
6	A3	B1	B3	2	2
6	A3	B1	C1	2	2

Teacher (owned) data

Student conversations



Typicality and support

Images: http://www.studyblue.com & melissaandrvun.com

What it is not!

by TE@CHER TOOLKIT

- Progress in a single lesson.
- One-off lessons judgements

Quote:

by @Teacher Toolkit

“There is no progress within lessons. There is only learning.”

“The Ofsted framework talks about ‘gains in their knowledge, skills and understanding’ in lessons. They are things that inspectors will be looking to see from the students.

Where progress is mentioned, it is not something that inspectors will be looking to see from the students, because it is about the effectiveness of monitoring that they will be looking to see from the teacher.”

@KevBartle – Canons Park Headteacher

by

September 17th 2014

by
TE@CHER
TOOLKIT

by TE@CHER TOOLKIT

Observing the Observers

Impact on achievement

versus

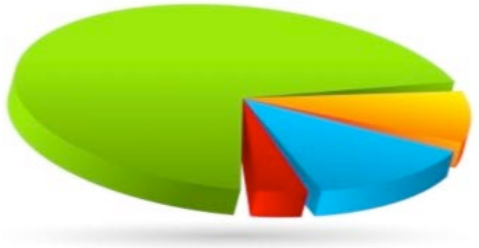
teaching and learning

it is very significant that Ofsted liked what they saw in our classrooms.

However, our headline results determined our overall teaching and learning grade.

If our results had been higher, then our grade for teaching and learning would have too.

by



Qualitative or Quantative model of teaching?

by

If outcomes require improvement, then teaching and learning cannot be better.

Question: what significance NO grading of lesson observations actually has on the outcome of an inspection?

“I once attended a conference session where a senior leader told us that, in his school, 85.26% of lessons were good or outstanding.”

We are losing sight of our professionalism.

@headguruteacher
Headteacher
Highbury Grove School

On observing 97 lessons last year …

“The lessons are more normal. You see regular lessons. People tell me so; they fret less about putting on a show and I’m more confident that what I see is what the students get on a normal day.

There may be some tidying up to do, but it’s not a performance.”

@headguruteacher
Headteacher
Highbury Grove School

Think, pair, share...

by TE@CHER TOOLKIT

If you could observe someone, who would it be and why?

Image: www.republicanassemblies.org

by

January 2015

Nuts and bolts ...

by TE@CHER TOOLKIT

by

… towards a landscape without lesson gradings …

A challenge.

by

Training observers to:

1. ‘look at’ rather than ‘look for.’
2. develop high-level observational skills.
3. offer sophisticated feedback.

The challenge:

1. Remove the fear culture of one-off performance.
2. Risk taking or stifle creativity?
3. Establish coaching/mentoring, matched to needs.
4. Encourage all teachers to use IRIS Connect.

BlueSky

MINT class

4M

iris™ connect

discover. develop. share.

NTEN

National Teacher Enquiry Network

Lesson Study

1. Plan

- **Plan** a lesson together.
- Address each activity to your Learning Goal and **predict** how pupils will react and how you will assess this.
- Pick 3 **case pupils.**

2. Observe

- **Teach** the lesson with your colleagues observing.
- Pay particular attention to the **case pupils**
- Conduct any **assessments** and/or **interviews** during & after.

3. Reflect & Plan

- As soon after the lesson as possible, **reflect** how each activity elicited the sought-after change. Were your **predictions** correct? Why?

by

April 2015

Sean Harford

OfSTED Director for Schools

by TE@CHER TOOLKIT

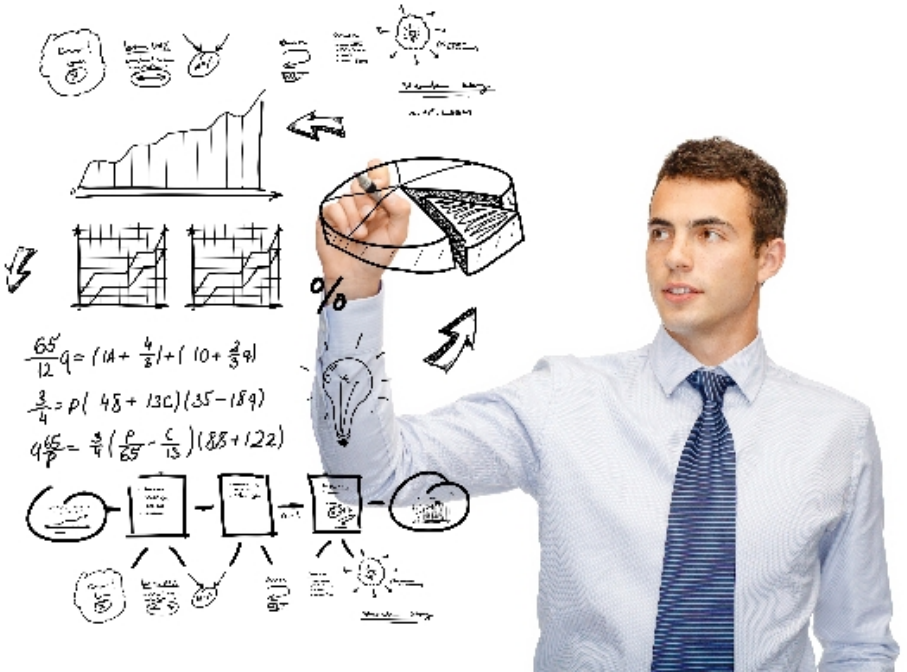
What is good?

Image: http://vampireexplored.wordpress.com

Good teachers ...

by TE@CHER TOOLKIT

Subject Experts!



Good teachers ...

by TE@CHER TOOLKIT

Open Classrooms!

www.oempromo.com

Good teachers ...

by TE@CHER TOOLKIT

Good teachers ...

by TE@CHER TOOLKIT

Accept NO nonsense!

librarylostfound.com

Good teachers ...

by TE@CHER TOOLKIT

Take risks!

Good teachers ...

by TE@CHER TOOLKIT

Engaged with CPD.

www.edmsauce.com

Good teachers ...

by TE@CHER TOOLKIT

They

Collaborate!

www.fitnistics.com

by TE@CHER TOOLKIT

WHAT WORKS?

Quintin Kynaston
SCHOOL ACTION RESEARCH

QUINTIN KYNASTON ACTION RESEARCH JOURNAL

Fear, Loathing and 4Matrix

Action Research by Martin Stone

A forum for teachers to explore our use of data; the necessary conceptual frameworks to make it work for us, and an opportunity for everyone to sound like they know what they're talking about through the clever use of statistics.

Key research questions:

- How should we use data to inform our practice?
- What are the key concepts necessary to analyse data?
- **How much use is 4matrix?**

Let's discuss this ...

Why do we expect a musician or an artist to analyse data any better than a mathematician could write a symphony or sculpt a statue?

There's a rich resource waiting for us in the reams of data, but we need a better working relationship with the numbers if we are to get the most from them.

"He uses statistics as a drunken man uses lamp-posts...for support rather than illumination."

Andrew Lang

Data on students can do wonderful things for us. We collect it, log it, compile it, and store it every day. Yet, when it comes to the analysis, we're too like Andrew Lang's drunken man.

We constantly analyse our lessons and our learners, we reflect and refine, but too often the data analysis gets pegged on at the end when we've already reached our conclusions, and we only do it because we're required to. We should change that; it's one of those horse-cart things.

Three key concepts:

In seminar format groups, we discuss three key concepts in statistics, namely:-

- Key Indicators
- Significance
- Normal Distributions.

Understanding these won't make you a mathematical genius overnight, but it will make a positive difference in your relationship with the data.

"88.2% of statistics are made up on the spot." Vic Reeves

... and let's talk about 4Matrix.

Let's talk about how 4Matrix works, or why it doesn't work; or worse still, makes extra work. Let's agree on how it would work for us in an ideal world and try to dispel a few myths to make sure we're not chasing our tails.

Key findings:

- **This is an action research project, so we won't have any key findings until the dust settles in our use of 4Matrix at school.**
- **Allow me get back to you ...**

Raising expectations, raising achievement

Michelle Malakouna

In 2014-2015, we raised the bar for progress by establishing the expectation that all students would achieve four levels of progress between KS2 and KS4. We communicated this message to parents, students and teachers in various forums, but the main course that it became visible, was through colour-coding report grades at each assessment point. Students' grades would appear dark green, green, amber, red or dark red; to indicate outstanding, good, minimum expected progress, below expected progress, and serious cause for concern. At KS5 we set targets based on Fischer Family Trust most likely grade, plus one grade.

Key research questions:

- What is the impact of establishing 4LOP as the benchmark?
- Are students aware of their grades/levels?
- Are students aware of their progress?
- Has attainment improved?
- Has progress improved?

Context:

Recently, Quintin Kynaston (QK) students have achieved slightly above average levels at KS2. However, this has not been reflected at KS4. For several years, results have hovered at around the same level. This represented value added below the national benchmark; students were making less than expected progress. With the introduction of Progress 8 as the key measure of achievement in 2016, there is an added incentive to shift focus away from 5A*C including English and Maths, towards all students making progress across a wider range of subjects.

Values:

Our mission is to develop the best in every student. We needed to enable and empower students to make the maximum progress possible throughout their time at QK. In order to be seen as at least a 'good' school, we needed to show that students make at least minimum expected progress, which the government had set at 3 levels of progress between KS2 and KS4.
In line with our value of 'aspiration', we chose to set a higher benchmark for progress. Eventually, in order to be seen as 'outstanding' we would need to show that students exceed expected progress.

Key findings:

- Our best predictions suggest that our exam results will be the best the school has seen
- Next year's exam results are expected to be even better
- The majority of students at KS3 are making or exceeding expected progress
- Further analysis is required
- We await the results of the summer 2015 exam season

Actions:

Through the website, weekly newsletter, staff meetings and assemblies, we communicated this raised expectation to all stakeholders. We created flight paths for all students, using their KS2 fine levels as a starting point, and creating an end of key stage target based on making 2 levels of progress by the end of KS3, and a further 2 levels of progress by the end of KS4. We factored in time for students

...In line with our value of 'aspiration', we chose to set a higher benchmark for progress.

...all students would understand that progress is now the most highly valued measure of how well they are doing at school.

Running thought ...

by TE@CHER TOOLKIT

Image: www.everydayfeminism.com

by

September 2015

DON'T WASTE
YOUR TIME

Marking is broken!

Credit: @MrLockyer (concept) / Photo credit http://bushtherapy.com

by

5 key stakeholders

by TE@CHER TOOLKIT

Parents

Senior Leadership

Child

Inspectors

Teachers

by

Plan → Teach → Mark

Mark → Plan → Teach

One year ago

I posted this tweet.

by

TeacherToolkit
@TeacherToolkit

Survey: Has Progress Over Time & the removal of lesson gradings been replaced with #frenzy over marking & redrafting?

RT = Yes.
Fav = No.

RETWEETS 240 FAVORITES 10

9:49 PM - 20 Oct 2014

Is marking and acting on feedback **the new vogue?**

by

As a result, ‘progress over time’

has now triggered …

The Marking Frenzy!

by TE@CHER TOOLKIT

by TE@CHER TOOLKIT

Priorities

Learning Policy

One-page summary

Mark: (Training session here.)

Marking and assessment has two purposes. One, students act on feedback to make progress over time. Two, it informs future planning and teaching.

- Teachers must have a secure overview of the starting points, progress and context of all.
- Marking must be primarily formative, may be selective, and include use of yellow box methodology which is clear about what students must act upon.
- Marking and feedback must be regular
- The marking code must be used. (see here)

Plan: (Training session here and here)

Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all students.

- Be clear and precise about the knowledge/skills you want students to learn, not what you want them to do. Break them down.
- Do the 'so why?' test. Activities, including homework, must be designed to facilitate learning and not keep students busy.
- There must be evidence of long-term planning from schemes of work and short-term planning in the planner.
- Differentiation should be planned over time to ensure a Quality First approach which meets the needs of all students and groups and maximises the use of any additional adult(s) in the room.
- Every class must have a seating plan on MINTclass that accounts for their profile.
- There should be no dead time. This includes a flying start, with students purposeful from the beginning, appropriate pace for the intended learning and remember 'Parkinson's Law'.

Teach:

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

- We are all teachers of literacy. The quality of both students' and teacher's language, such as in razor sharp instructions and questioning, are significant determinants of progress. Make the implicit, explicit.
- Teachers must be explicit about learning outcomes and key words.
- Go with the learning: the 'flow' of great progress is more important than following a lesson plan.
- All students must be working harder than the teacher, over time.
- Ensure that learning has stuck, through checking with key strategies which are incisive, systematic and effective.

Quintin Kynaston
Aspiration - Resilience - Community

by TE@CHER TOOLKIT

Teaching and Learning consistency

MER cycle:

Monitoring

Evaluation

Review.

To steady

workflow and

workload …

The MER Cycle:
Back to Contents Page

All information is a monitoring, evaluation and review period as indicated on the calendar below. These are in line with the following school priorities.

For every MER process, please use this template unless otherwise stated in the Guidance column.

1	Curriculum	2	Teaching, Learning and Assessment	3	Raising Achievement	4	Personal Development, Behaviour and Wellbein

	Monday	Tuesday	Wednesday	Thursday	Friday	By who?	Guidance
Week 1	September	Exams Analysis				HoFs/ HoDs/DoLs	Use this Guidance
Week 2	Score Cards					HoFs/HoDs/DoLs	Use this Guidance
Week 3	SDP 2015/16	Department Development Plan				HoFs/HoDs/DoLs	Use this Guidance
Week 4	Stage 3 Appraisal					Appraisers	Appraisal Guidance
Week 5	SEF 2015/16			October		SLT	
Week 6	SEF 2015/16					SLT	
Week 7	Stage 1 Appraisal (inc. Blue Sky reviews)					Appraisers	Appraisal Guidance Blue Sky Guidance
Week 8	Departmental Learning Walk (inc. 6th form) and Book Looks Focus on literacy and homework					HoFs & HoDs	Observe Template Book-Look Template
Half - Term							
Week 9	November	Tutor Learning Walks *(inc. 6th form & Reading Registration)*				DoLs & SLT	Use this Guidance Template to follow
Week 10	Tutor Learning Walks *(inc. 6th form & Reading Registration)*					DoLs & SLT	Use this Guidance Template to follow

Week 11	QK Book Look Scrutiny *(inc. 6th form) (PLUS QA Observation CPD Project)*					SLT & TBL team	Guidance to follow Book-Look Template
Week 12	QK Book Look Scrutiny *(inc. 6th form)*					SLT & TBL team	Guidance to follow Book-Look Template
Week 13		December	Assessment Point 1 analysis			SLT	Guidance to follow Template to follow
			Round 1 Observations *(Focus: teacher planner, seating plan; secure overview; data)*			Appraisers	Guidance to follow Observe Template
Week 14	Round 1 Observations					Appraisers	Guidance to follow Observe Template
Week 15	Student Surveys / Voice					DoLs	Guidance to follow Template to follow
	Round 1 Observations					Appraisers	Guidance to follow Observe Template
Christmas							
Week 16	January				Staff Survey	SLT	Guidance to follow
Week 17							
Week 18	Parent Surveys					SLT	Guidance to follow
Week 19							
Week 20	February	Departmental Learning Walks and Book Looks Focus on evidence of 'acting on feedback'.				HoFs & HoDs	Observe Template Book-Look Template
Week 21							
Half Term							
Week 22	QK Book Look Scrutiny *(secure overview; formative; regular; marking code)*					SLT & TBL team	Observe Template Book-Look Template
Week 23		March					
Week 24	Tutor Observations					DoLs	Use this Guidance Template to follow

by

Mark-Plan-Teach

by

Mark:

Marking and assessment has two purposes. One, students act on feedback to make progress over time. Two, it informs future planning and teaching.

1. **Teachers must have a secure overview of the starting points, progress and context of all.**
2. **Marking must be primarily formative, may be selective, and include use of yellow box methodology which is clear about what students must act upon.**
3. **Marking and feedback must be regular**
4. **The marking code must be used.**

by TE@CHER TOOLKIT

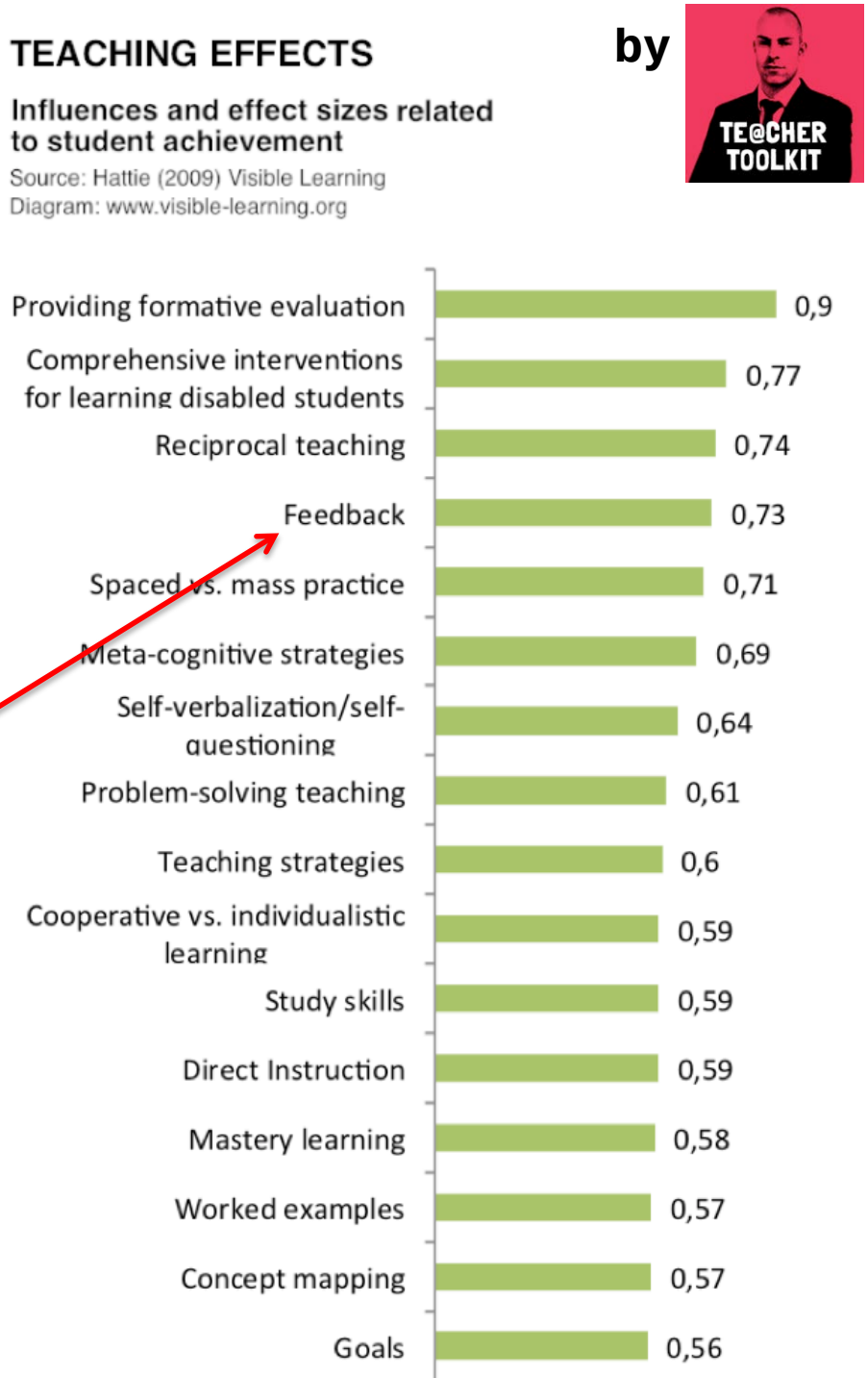
A reminder… about Marking.

Professor John Hattie

Hattie effect size list that contains 138 influences and effect sizes across all areas related to student achievement.

0.4+ represents ½ (value added) grade in progress.

Feedback!



[School Inspection] handbook: the quality of teaching. It says

‘consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.’

“High quality, not truck-loads of ticks. Fewer things, done really well.”

@MaryMyatt

Pupils' work

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books will often depend on the age and ability of the pupils.
- Ofsted **does not** expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books and folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.

by

Should I be marking every piece of work?

by

NO!

by

How often should I expect to see feedback?

by

When it's needed!

30 seconds ...

by TE@CHER TOOLKIT

How are you reducing the marking burden for teachers?

Image: www.huffingtonpost.com

by

The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation

Something I didn't understand or need more explaining: difference between Alkali and Acid

by TE@CHER TOOLKIT

HOW are acids and alkalis different?

When you use a plant indictator acid turns from blue to red, whereas alkalis turn from blue to green, So it is different because it results into different odours.

What name do we give to substances that are not acids or alkalis?

Neutral, is the name we give to substances that are not acids or alkalis

by TE@CHER TOOLKIT

Story Writing

Genre

It is the theme of a story, eg: horror or fantasy

. A type of story that fits in specific catagory eg: fantasy, adventure, and horror.

Sirens were wailing. Red emergency lights flashing everywhere. The soldier drifted into consciousness slowly, and tried to sit up. Echo pulled the rubble off him and slowly stood up. Brief memories of a rival federation ship attacking and docking. The pilot stumbled through the doorway into the corridor. The ground shook as he slowly made his way to the ship's hangar. Making it quicker than he expected he scanned and installed everything in his locker into his computer's inventory. He stumbled as he pulled on his suit frantically before shoving his helmet on and rushing towards his fast starfighter.

Increase variety in sentence

AP. Include some figurative language.

metaphorical

Sirens were wailing. Red emergency lights flared everywhere. The soldier drifted into consciousness slowly, and tried to sit up. Echo pulled the rubble off him and slowly stood up. He started to remember the brief events before being knocked out. He remembered that a rival federation ship was attacking. Echo stumbled through the corridor to the elevator and pressed 'Hangar'. Once it stopped, he stepped out and dashed to his locker. In a flash, he was kitted out and with all of his contents stored. As he pulled on his helmet, he ran, furiously looking for his ship.

Great Work!

use this in future to help with SPAG.

Self Assess QK Marking Code	
Sp	Correct a spelling mistake
P	Correct punctuation
CAP	Use a capital letter
^	You need to add a word
//	You need to start a new paragraph
T	You need to use the correct verb tense
‖	This part needs rewording/ rephrasing

Good Attempt Younies

- For a 4 mark question instead of writing one P.E.A. you need to structure your answer as 3x P.E.
  P.E.

School name
Monitoring Books and Marking

Date:

Member of staff:

Checked by:

Classes sampled:

	Yes	Yes but…	No	Notes
1. Books are marked				
2. Work is given a NC Level / Grade and formative comments on how to improve are clear.				
3. Students have responded to feedback (re-drafting / corrections etc.)				
4. Teachers are marking using the 'marking for accuracy' guidelines.				
5. Peer and Self-Assessment is evident (and in (colour) pen).				
6. Homework is clearly identifiable and marked.				
7. Presentation of books is good and the teacher has picked up on poor presentation.				

DIAGNOSTIC BOOK LOOK:

Book-looks do not need to happen when the lesson is taking place. Books can be reviewed outside lesson time if books are easier to access/manage.
A departmental book sample should cover a range of key stage/year groups per teacher.
If you wish to complete an overview of your findings, please do so using this Self-Evaluation.

Teacher:		Date:		Class sample:		SLT/HoF:	
Teacher should…				Students should… *(*school priority)*			

STUDENT SAMPLE: *Students should be predetermined before any book look process (and not be a random sample in any lesson).*	1. Summative and/or formative comments are diagnostic and make clear how to improve classwork, homework and coursework. Yellow Box ix evident. *Please circle below*		2. The student has acted on feedback and responded clearly to formative feedback (redrafting; corrections; spellings etc.) There is diagnostic peer and self - assessment evident in the work. *Please circle below*		3. Teachers are marking using the marking code to diagnose and improve student work. *Please circle below*		4. Books/folders are available and diagnostic marking is regular (Coursework is also made available) *Please circle below*	
High Attainer	Yes	Not yet	Yes	Not yet	Yes	Not yet	Yes	Not yet
Middle Attainer	Yes	Not yet	Yes	Not yet	Yes	Not yet	Yes	Not yet
Low Attainer	Yes	Not yet	Yes	Not yet	Yes	Not yet	Yes	Not yet
Pupil Premium	Yes	Not yet	Yes	Not yet	Yes	Not yet	Yes	Not yet
Student E	Yes	Not yet	Yes	Not yet	Yes	Not yet	Yes	Not yet
Student F	Yes	Not yet	Yes	Not yet	Yes	Not yet	Yes	Not yet
Comments: *Record general observations here for the group of student books sampled.*								

Record a specific CPD need to assist the teacher securing the EBIs you have listed above. And by what date?

Is another sample required?	Yes ¤ No ¤	Attached to Blue Sky?	Yes ¤ No ¤	Shared with HoD?	Yes ¤ No ¤	Feedback with teacher?	Yes ¤ No ¤

Videos | Details | Title: Book Look Interview Noor, Ocean & Abdollah

Description *No description given*

Duration 06:30

File name: *kylegoulding_qk_org_uk__c-eu-main-2014_07_14...*

Comments | Forms | Files

Type your comment here

Add comment

Video 1

Running thought ...

by TE@CHER TOOLKIT

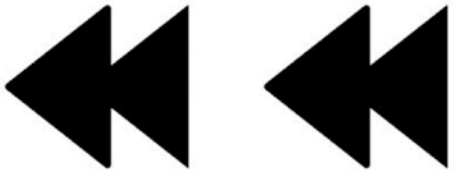
Image: www.everydayfeminism.com

by

Mark-Plan-Teach

DON'T WASTE
YOUR TIME

Rewind



by TE@CHER TOOLKIT

John Kelly Girls Technology College
Lesson Plan Summary

J K G T C

Teacher:	Day / Date / Period:	Teaching Group / Subject
RMC	26/9/08	9A **Mixed Ability / Set:** Mixed

Students / (Special Needs) / (EAL)	Gifted and Talented Students

Lesson Context: Topic; SoW reference; prior learning / Every Child Matters
To continue to develop isometric and perspective drawing techniques on order to produce a design folder of drawing skills

Students need to: produce an A3 folder of drawing work over the course of 6 weeks.

Learning Objectives:
I will develop isometric drawing techniques using the graph paper, so that I can produce my own drawings.

Extended Learning Objective:
I will start to sketch a variety of building using two or three point perspective and isometric techniques.

Timing	Activities
5 mins	**Meet & Greet / Enter room / Seating plan / Books, Planner & Equipment? / Set Hwk / Discuss objectives**
5 mins	**Recap on past knowledge, examples of good practice and current targets** Students sit according to seating plan map. Students need a drawing board, ruler and masking tape. All students should have their OWN pencils.
	What needs to be done?
30-40 mins	**Task 1:** Complete some practice shapes, letters and objects using isometric graph paper. As an extension, using a colouring pencil, shade and highlight various objects on your drawing.
30-40 mins	**Task 2:** Students must use the worksheet given and either: 1 – sketch the shapes of the building (freehand) or 2 – use the isometric graph paper to draw the building shapes. Support independent study through questioning / providing examples of good evidence. Discuss personal issues and targets to meet coursework deadline highlighting any relevant issues with the rest of the group.
5-10 mins	IF STUDENTS COMPLETE THE TASKS....they need to start UNIT 1.5 / Student ICT Shared area. Recap on good practice. Set targets and discuss. Pack away and dismiss group **All pupils** will complete database exercise and finalise What Why How? **Most pupils** will start their final Word report and begin to create a detailed evaluation. **Some pupils** will successfully have completed their report and will start to formulate a testing strategy. **Equipment Needed:** PC's **Technician preparation:** n/a **Risk Assessments:** Body position at PC / Chairs & Bags

Support Activities (EAL/ SEN):	Extension Activities:	Homework
Individual help with preparing documents Provide example websites Tutorials on creating Excel results **Key Words (Numeracy / Literacy):** Database / Spreadsheet	To seek user opinions regarding the specific topic.	Database completed by **Final Deadline:** Monday 4th June

by

The need to plan lessons will never go away!

by

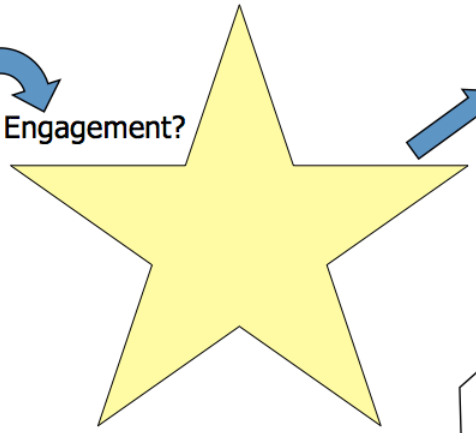
The 5 minute Lesson Plan

....print and scribble your way to Outstanding!

The BIG picture?

Objectives

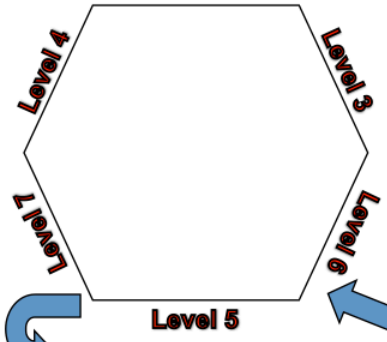
Engagement?



Stickability!

A f L

Differentiation



along the way....

Teacher Led or Student Led?

Learning Episodes

Teacher Led or Student Led?

Teacher Led or Student Led?

Teacher Led or Student Led?

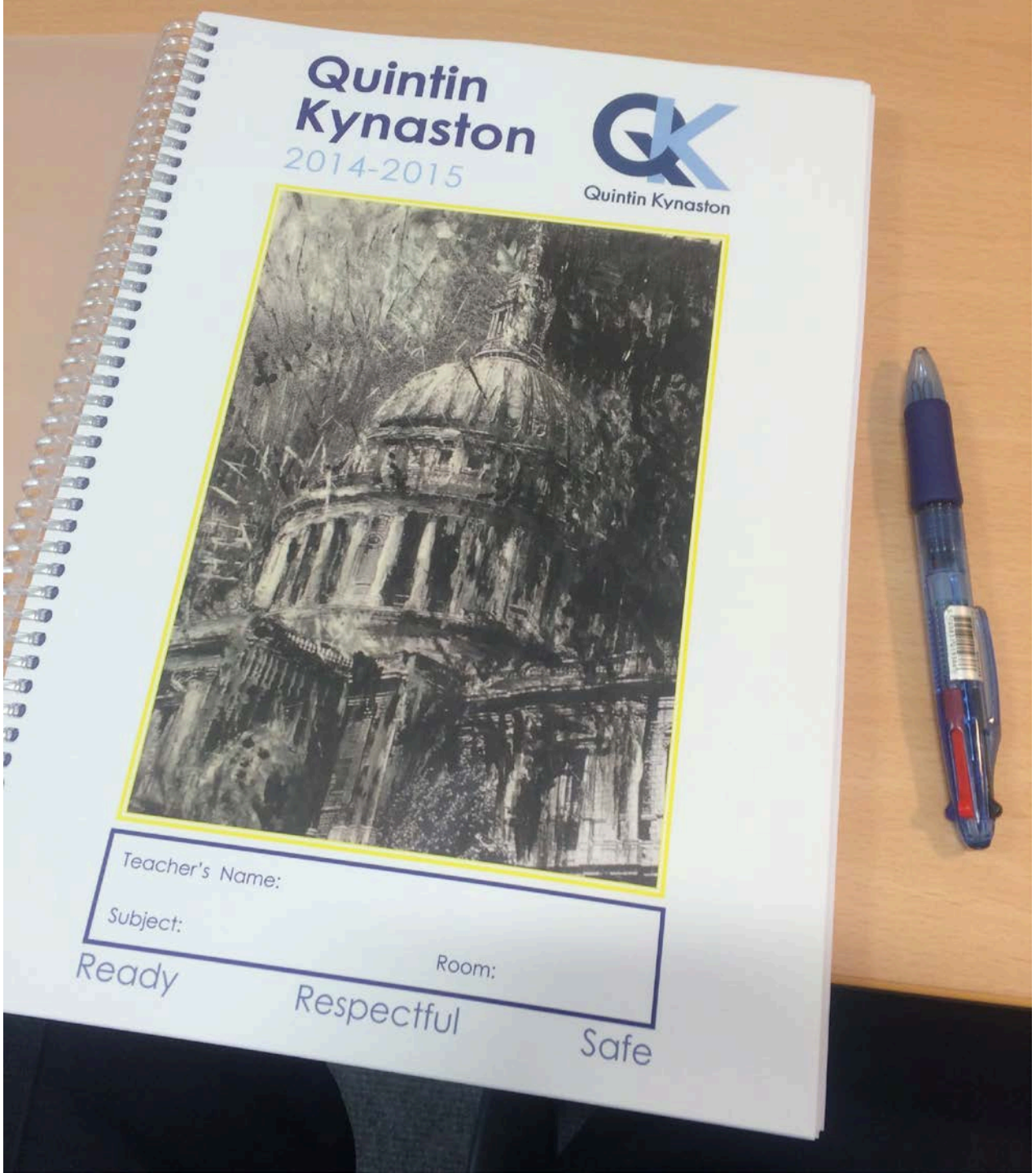
R.McGill 2012 - @TeacherToolkit

by

Plan:

Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all students.

1. **Be clear and precise ….**
2. **Do the 'so why?' test.**
3. **There must be evidence of long-term planning ...**
4. **Differentiation … over time to ensure a Quality First approach which meets the needs of all students ….**
5. **Every class must have a seating plan ….**
6. **There should be no dead time. This includes a flying start ….**



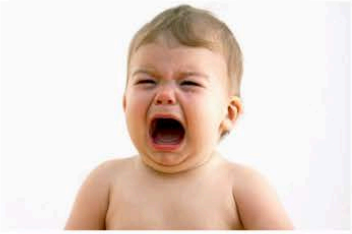
by TE@CHER TOOLKIT

by

Mark-Plan-Teach

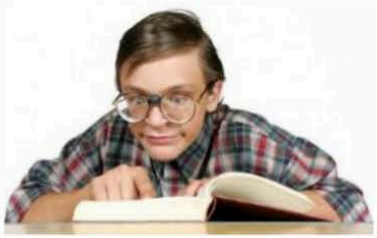
by TE@CHER TOOLKIT

Doesn't matter who …



NQT

RQT



Middle Leader

SLT

Experienced

or 5 years from retirement!

… we all should tweak our approaches.

DON'T WASTE
YOUR TIME

by

Teach:

Teaching is a lifetime's craft.

1. **We are all teachers of literacy. The quality of both students' and teacher's language, such as in razor sharp ….**
2. **Be explicit about learning outcomes and key words.**
3. **Go with the learning … more important than a lesson plan.**
4. **All students must be working harder than the teacher, over time.**
5. **Ensure that learning has stuck ….**

A flying start?

Photo credit: www.mediabistro.com

Grab!

1. A pen
2. Scrap A4 paper

Photo credit: www.sk-eternalsapience.blogspot.com

by

Write numbers 1 – 10.

e.g.

1

2

3

4

5

Photo credit: www.clker.com

Spell these words!

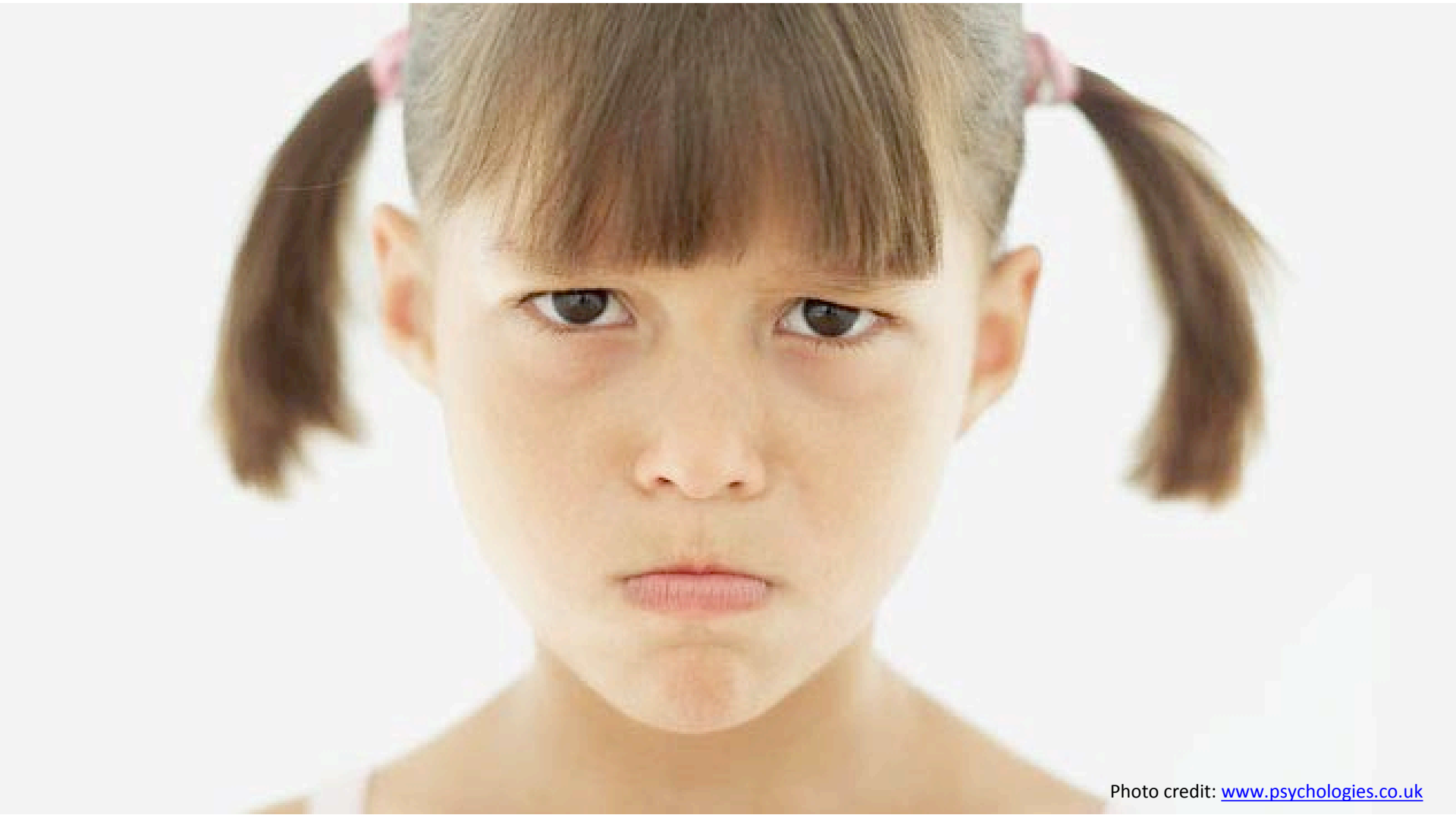


Photo credit: www.psychologies.co.uk

by TE@CHER TOOLKIT

Now swap papers!

Photo credit: www.kstfamily.com

by

Spell these words!

Spellcheck!

Photo credit: www.mommynoire.com

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Now swap papers!

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Spelling test words!

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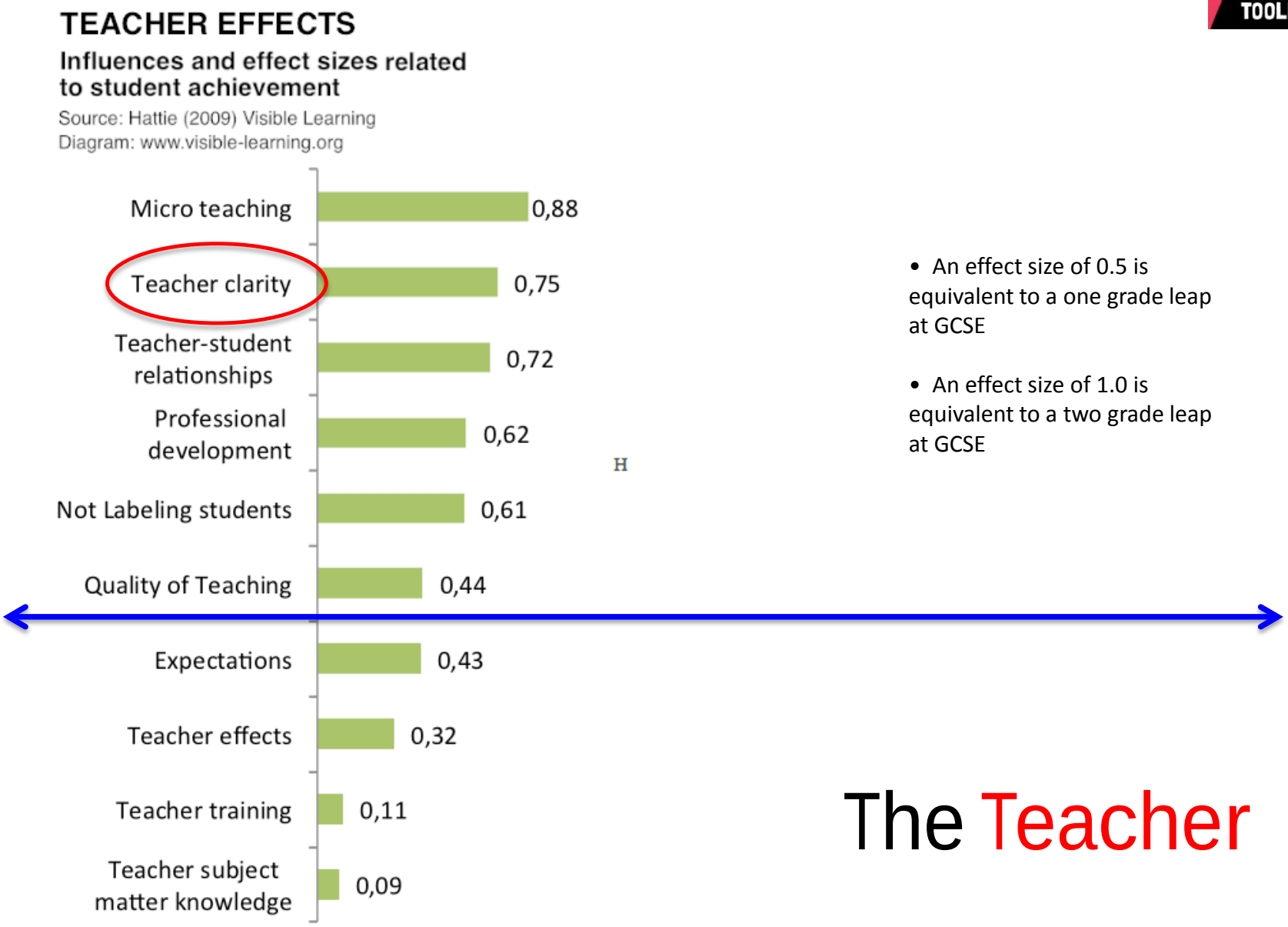
DON'T WASTE
YOUR TIME

Hattie Ranking: Teacher Effects

by TE@CHER TOOLKIT

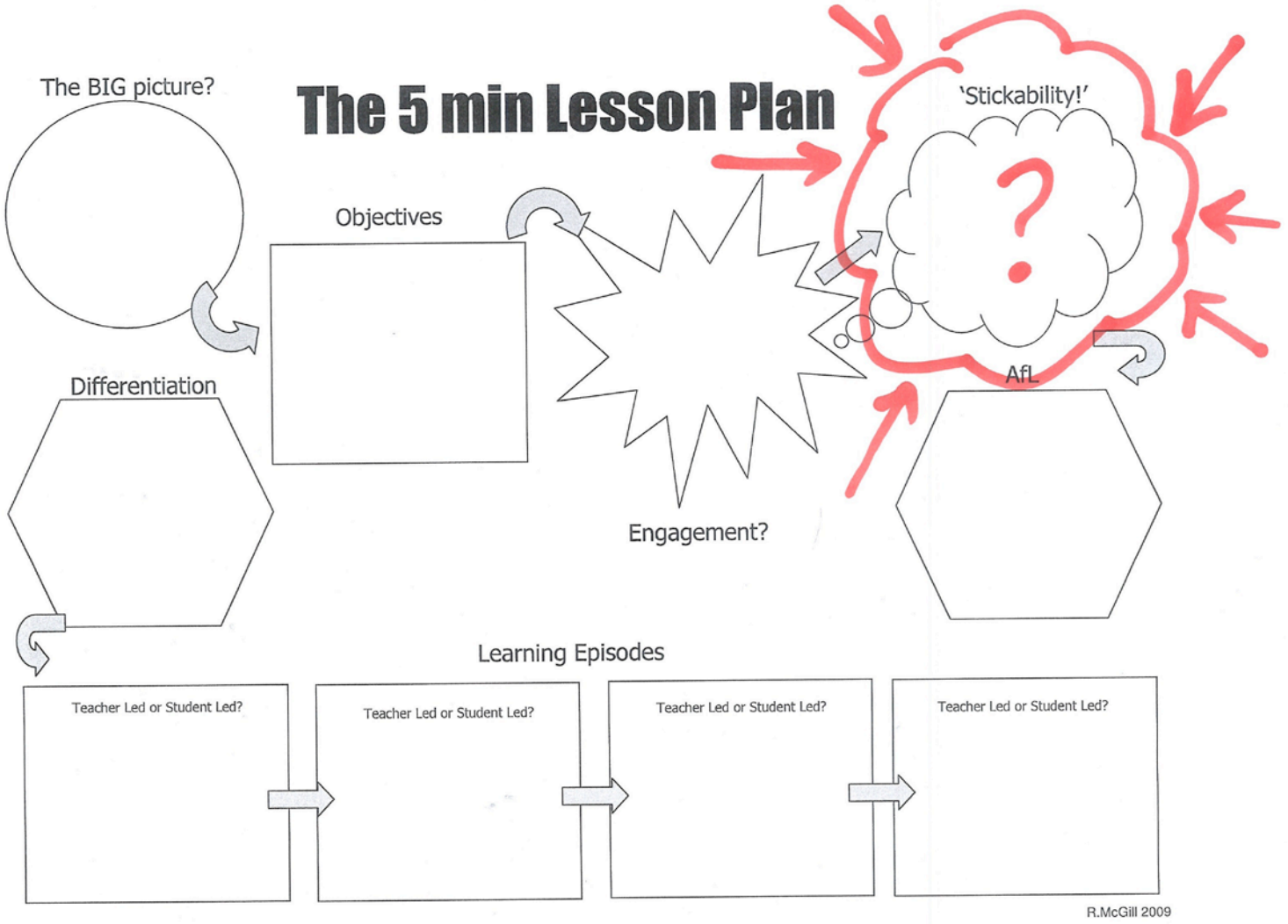


- An effect size of 0.5 is equivalent to a one grade leap at GCSE
- An effect size of 1.0 is equivalent to a two grade leap at GCSE

The Teacher

by TE@CHER TOOLKIT

The original plan



Finally ...

by TE@CHER TOOLKIT

Running thought ...

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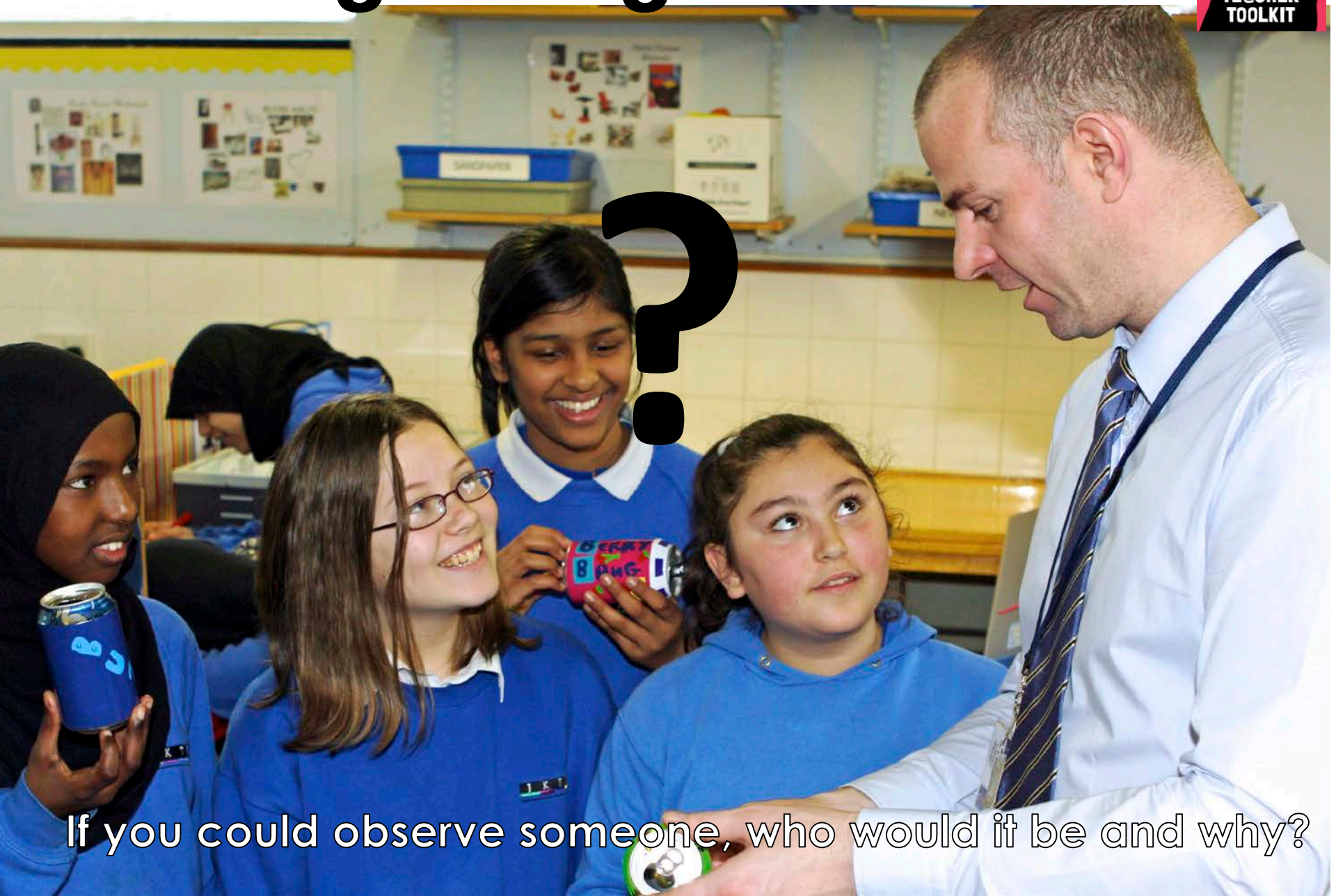
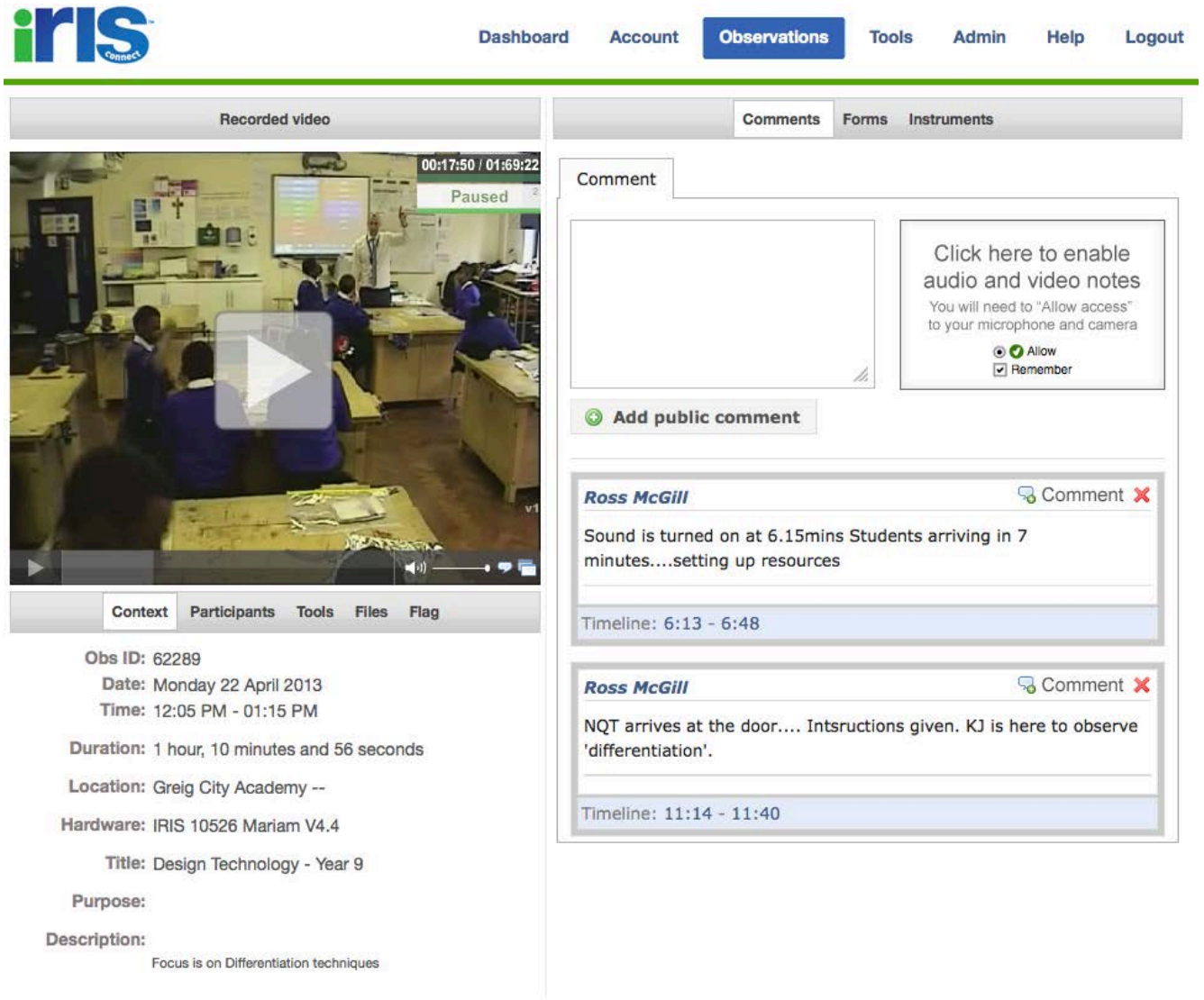


Film yourself!

by TE@CHER TOOLKIT



https://teachertoolkitdotme.files.wordpress.com/2014/01/year-9-iris-export-for-teachertoolkit-blog.m4v

by
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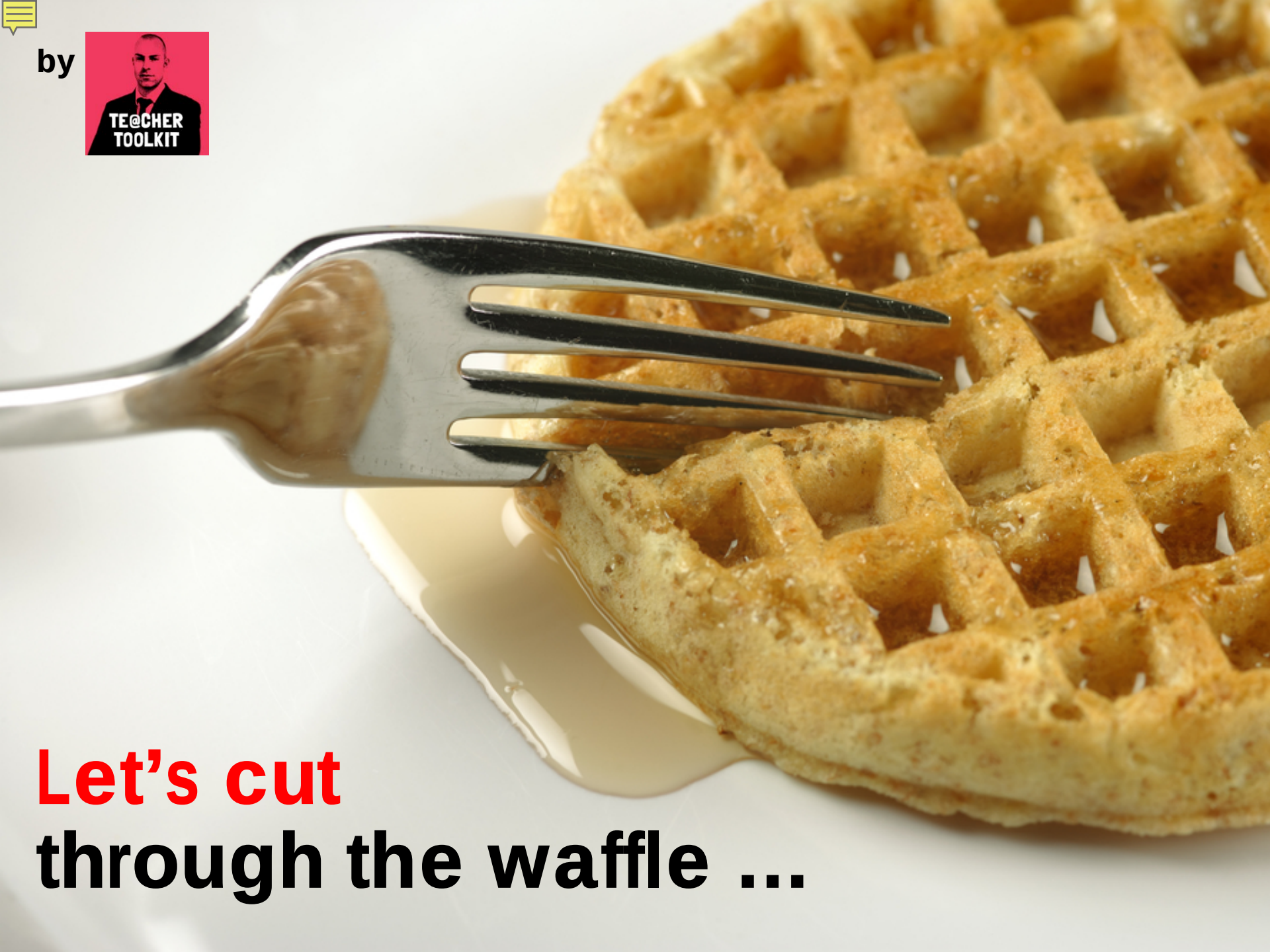
IF YOU LOOK AFTER YOUR STAFF,
YOUR STAFF WILL LOOK AFTER
YOUR SCHOOL.
-@TEACHERTOOLKIT

by

If teachers
can
organise
themselves,
they can
move
policy.
-by @TeacherToolkit

by

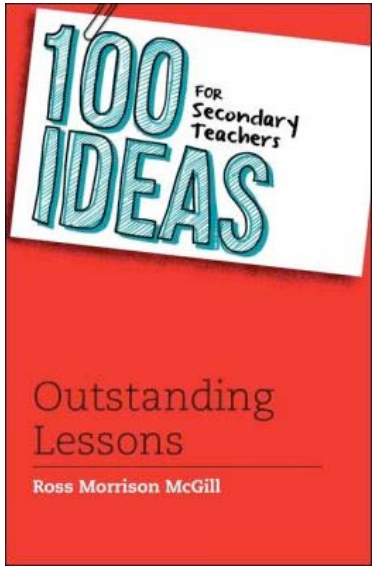


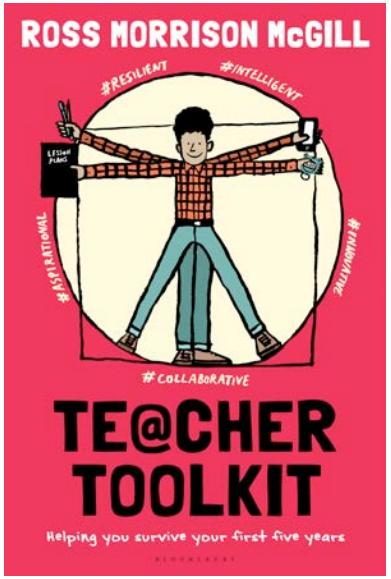
Let's cut through the waffle ...

by
That's all Folks!

by

Thank you!





NEW!

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See you later...

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by

End

by

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