

In pursuit of excellence

Gareth Butcher

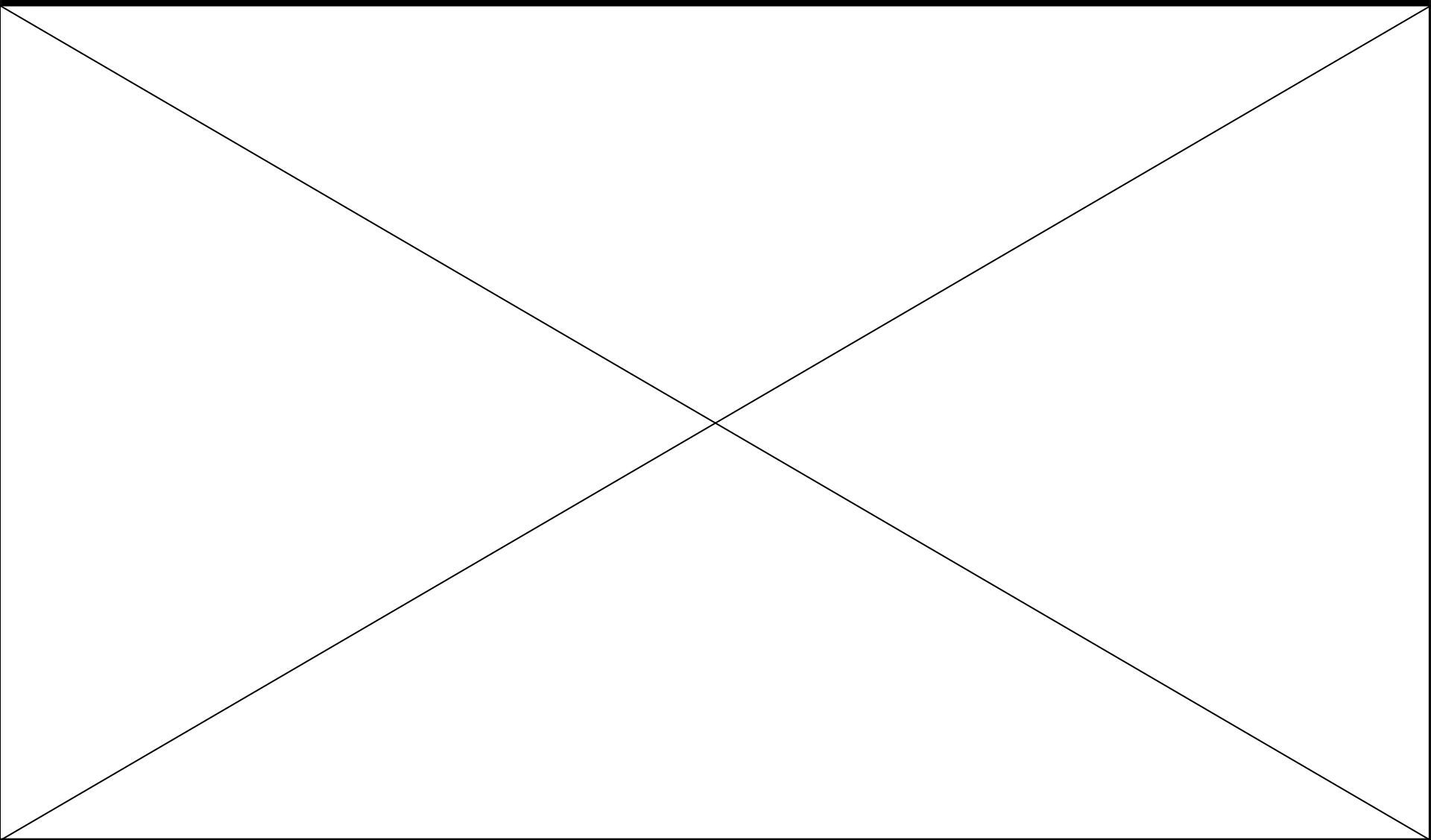
Assistant Headteacher - Teaching, Learning and Assessment
Wilmington Grammar School for Girls, Kent



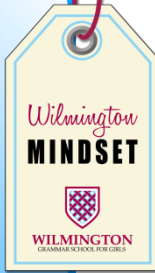
WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

The Wilmington Mindset





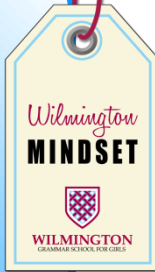
Change Challenge Competition Opportunity



The Wilmington Mindset



In pursuit of excellence



Resilience

Resilience

Resilience

WGSG Ofsted Judgement May 2012



Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Integrity

Integrity

Integrity

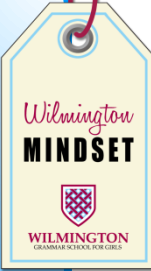


Fixed Mindset

- Intelligence is static
- Avoids challenge
- Gives up due to obstacles
- Sees effort as fruitless
- Ignores useful feedback
- Threatened by others' success

Growth Mindset

- Intelligence can be developed
- Embraces challenge
- Persists despite obstacles
- Sees effort as a path to mastery
- Learns from criticism
- Inspired by others' success



What is your mindset?

Positive
Inconsistent
Negative

What is a mindset?

Habits of mind
formed by
earlier events

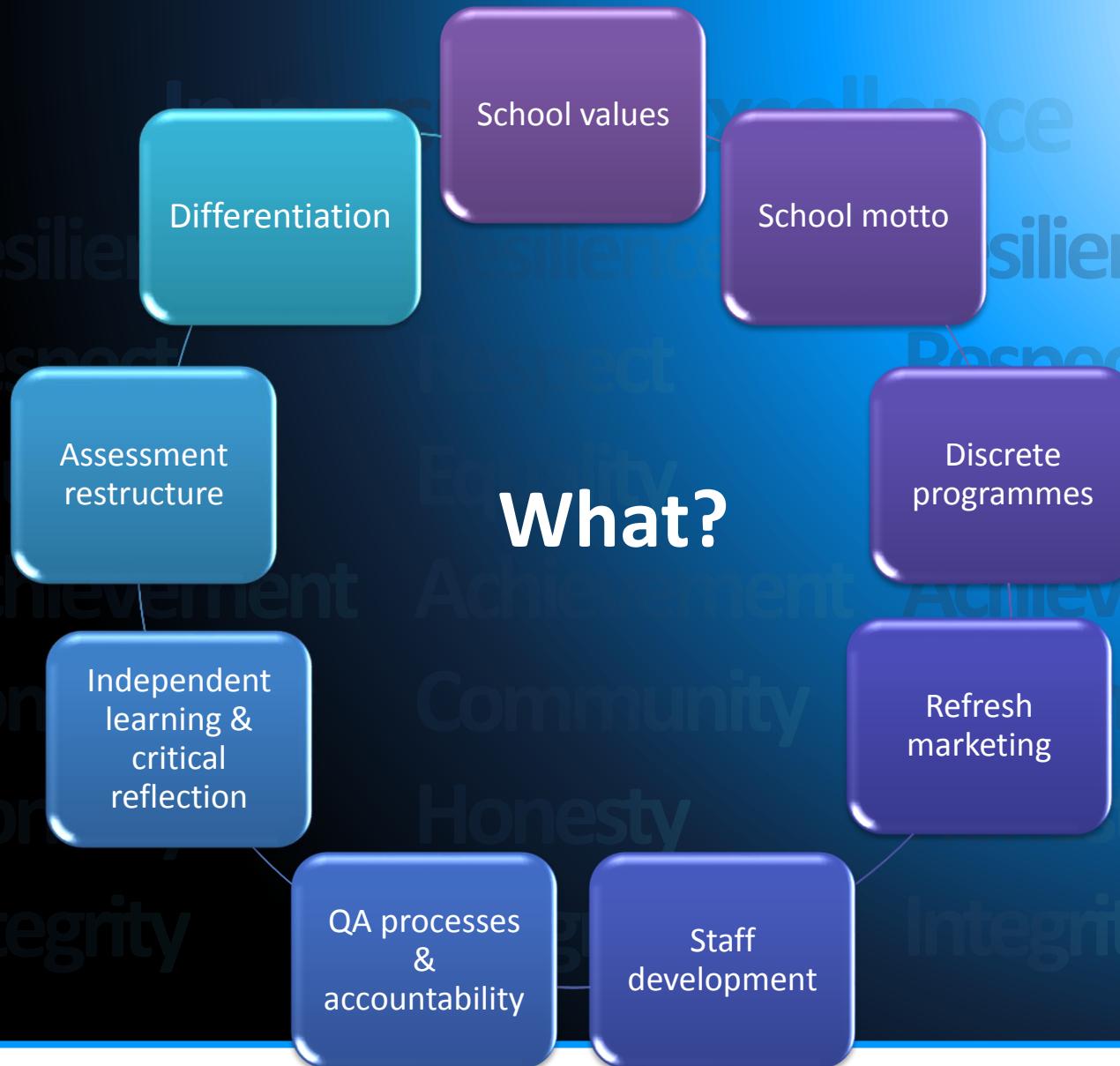
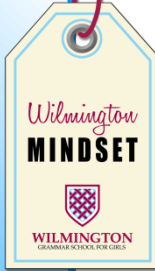


Ask yourself...

1. Do you always look for ways to improve your work?
2. Are you polite and respectful to others?
3. Do you respond to feedback positively?

Have a good weekend





The Wilmington Mindset

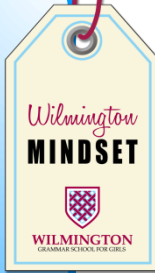


Our motto is '**in pursuit of excellence**' and this acknowledges that we are all, at all times, 'work-in-progress', striving for **continuous improvement**.

At WGSG we encourage our students to be **reflective** and embrace **challenges**, to learn from mistakes and develop the **resilience** to seek continual improvement.

This growth approach can lead to a happy and fulfilling school life and a **willingness to accept change**. It nurtures learners who **value critique, support each other** and feel **empowered** to drive their **own learning**.

What better way is there to simultaneously help prepare our girls to prosper in an **ever changing world**?



How?

Senior team

- Bluesky thinking
- Vision and priorities

March
2015

Staff and students

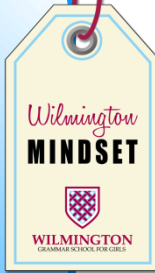
- Working parties
- Student voice
- Department development planning

Internal appointments

- Wilmington Mindset Coordinator
- Learning for Life Coordinator

Sept
2015

The Wilmington Mindset



Rebrand with consistency across all platforms



The Wilmington Mindset



In pursuit of excellence



Resilience

Resilience

Resilience

Wilmington MINDSET

Our motto is 'In pursuit of excellence' and this acknowledges that we are all, at all times, 'work-in-progress', striving for continuous improvement.

At WGS&G we encourage our students to be reflective and embrace challenges, to learn from mistakes and develop the resilience to have another attempt. This growth approach can lead to a happy and fulfilling school life and a willingness to adapt to change. It nurtures learners who value critique, support each other and feel empowered to drive their own learning. What better way is there to simultaneously help prepare our girls to prosper in an ever changing world?

"I just love this school - it has helped me become who I am and I like who I am." Year 11 Students



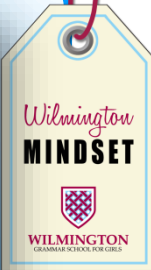
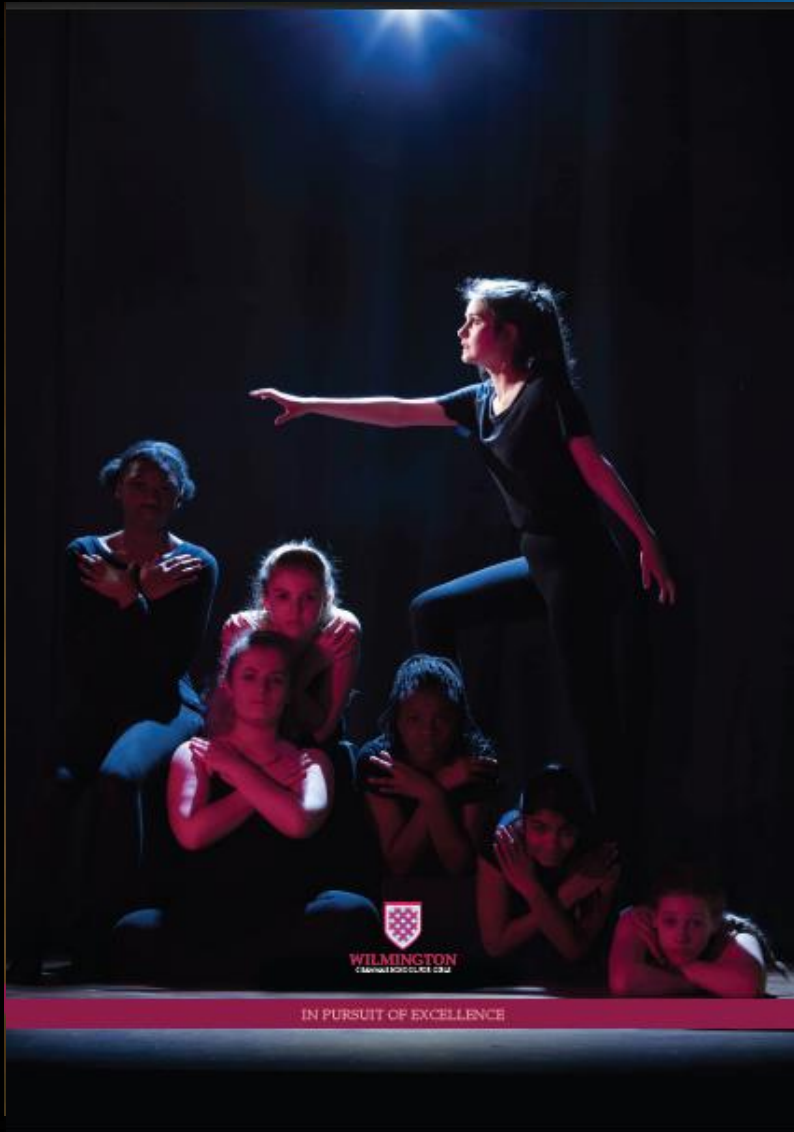
Page 04



Page 05

The Wilmington Mindset





The Wilmington Mindset





The Wilmington Mindset



Feedback

Teachers provide incisive feedback in line with the assessment policy.

Teachers check understanding systematically in lessons with directed support given.

Students use feedback effectively.

Students capitalise on opportunities to use feedback, written or oral, to improve.

Students are eager to know how to improve their learning.

Teachers identify and support those who fall behind.

Lesson planning & structure

Teachers plan lessons very effectively.

Teachers demonstrate deep subject knowledge and understanding.

Teachers demonstrate understanding of the way students think about the subject content.

Teachers identify common misconceptions and act to ensure they are corrected.

Teachers embed RWC & where appropriate, mathematics exceptionally well.

Teachers use questioning highly effectively.

Teachers give adequate time to practice & embed knowledge, understanding & skills.

Teachers introduce content progressively.

Teachers make maximum use of lesson time and coordinate resources well.

Resources and teaching strategies reflect and value the diversity of students' experiences.

Students are provided with an understanding of people beyond their immediate experience.

Teacher mindset

Teachers constantly demand more of students.

Teachers have consistently high expectations of all students' attitude to learning.

Teachers manage student behaviour effectively, enforcing clear rules consistently.

Teachers are quick to challenge stereotypes and the use of derogatory language.

Teachers encourage students to try hard, recognise effort & ensure students take pride.

Teachers are determined that students achieve well.

Student mindset

Students love the challenge of learning and are resilient to failure.

Students are curious, interested learners who seek out and use new information.

Students thrive in lessons & take up regular opportunities in extra-curricular activities.

Students love the challenge of learning.

Homework

Teachers set challenging homework in-line with the school policy.

Teachers ensure homework consolidates learning & deepens understanding.

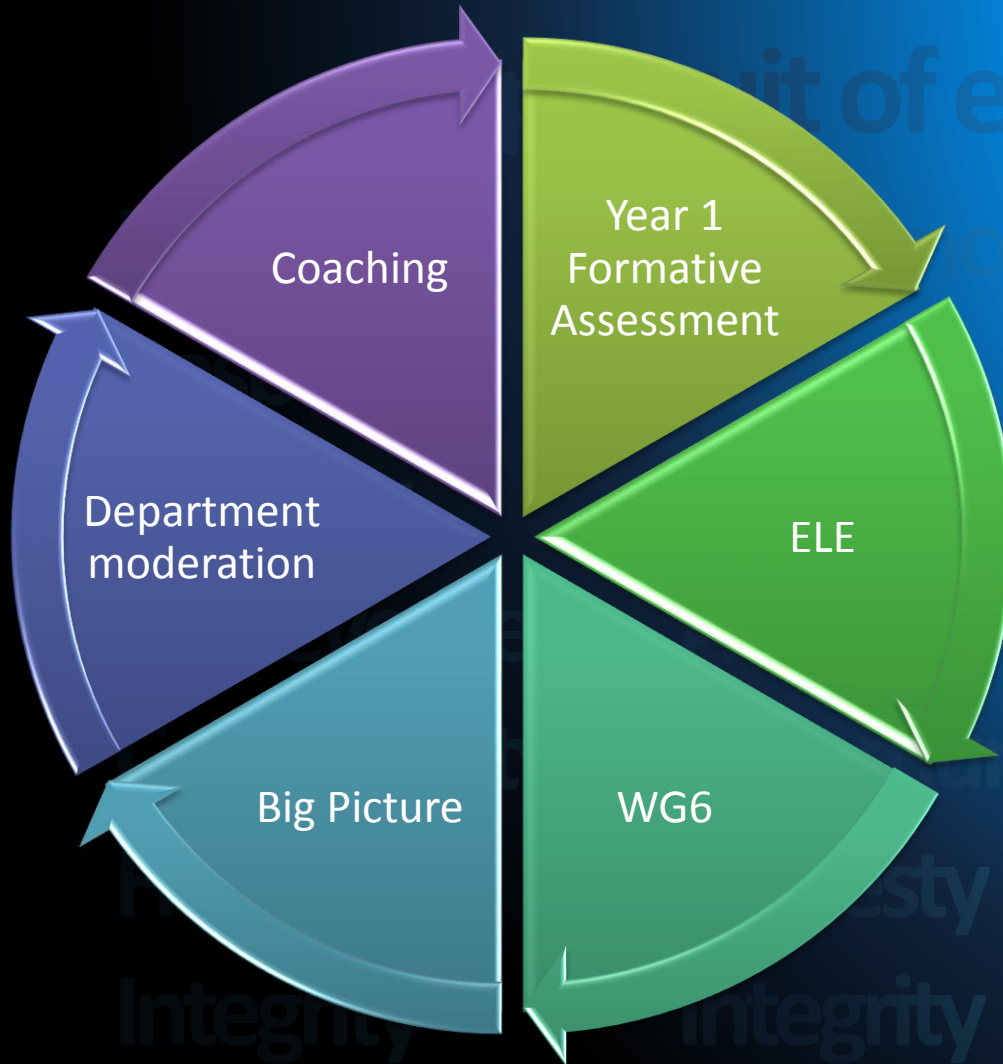
Parental support

Parents are given clear & timely progress updates in relation to expected standards.

Parents are given guidance about how to support their child to improve.

**Quality of teaching, learning
and assessment
Outstanding criteria**





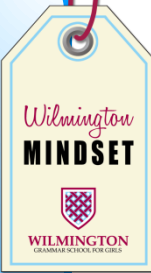
QA process

Reconstructed lesson/work scrutiny criteria

Data responsive Subject reviews

Greater emphasis on accountability at middle leader level

Cross-curricular collaboration and coaching



Ye

Pens

I L
from
MIS

to k
Make
Make
Learn
different
skills.

Individual
Not
Concise
Be

Year 7

Wilmington
MINDSET

WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

2015 - 2016

IN PURSUIT OF EXCELLENCE

Name:

Form:

ACHIEVING WITH CONFIDENCE

WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

Challenge your thinking

Be inspired by others

Respect everyone

Your effort and attitude determines everything

Read whenever you can

Be in pursuit of excellence

The Wilmington Mindset


In pursuit of excellence

Wilmington
MINDSET

WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

Wi Reflect

Swap your plan with someone else

- 
- 1** Place a plus sign next to three things you think are good
- 2** Place a minus sign next to two things you think need changing or could be improved
- 3** Write the word 'interesting' next to something you find interesting and give a reason why in the margin!

Consider the following

- Have they met the assessment criteria?
- Are all the spellings and the punctuation correct?
- Can you find a word or a place that they could change?
- Is the presentation excellent?

Supporting and
challenging each other!



	2b
	2c
	1a
	1b
	1c

1. To reflect
2. To self-assess
3. To peer-assess
4. To redraft
5. To make changes
6. GPS

EBI - Even Better if

1. SSAT EFA Formative Assessment (2yr)

Current grade

Aspirational grade

Learning Mindset Positive Inconsistent Negative

Terms	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	Year 7						Year 8						Year 9						Year 10						Year 11					

The Wilmington Mindset

Consistency

WGSG lesson expectations

Start of the lesson

Orderly
entrance to the
classroom

Bags on the floor
and Equipment
on the desk

Everyone creates a respectful, positive and purposeful atmosphere

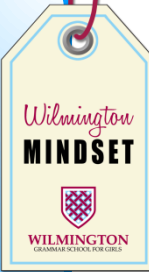
Every student shows resilience and seeks ways to improve independently

Stand behind chairs in silence.
No student is permitted to
leave before the bell or before
being dismissed by the teacher

End of the lesson

In pursuit of excellence

WILMINGTON
GRAMMAR SCHOOL FOR GIRLS



Always be polite.

- Say please
- Say thank you
- Say hello
- Open doors for others
- Help others
- Smile
- Welcome visitors

Thank you



In pursuit of excellence



People are working in this building at all times.

Please use

Inside voices

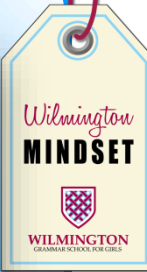
Quiet voices

Respectful voices

Thank you



In pursuit of excellence



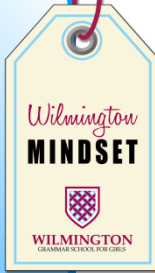
Learning for Life (7-11)

Focus days

Rebranding PSHE

Aim - Build character

Bring your own device
(BYOD)



Supporting independent learning and differentiation

Extend your thinking

5 Analyse

- To examine in detail.
- Break evidence/an event or process into parts.
- Identify motives or causes, positives and negatives.
- Make inferences.
- Link to specific causes or impacts.

In pursuit of excellence

WILMINGTON

6 Evaluate

- To justify.
- Judge the relative value or significance of an event, opinions or evidence.
- Use a set of criteria to make these decisions.

In pursuit of excellence

WILMINGTON

3 Compare

- Examine two or more aspects or features.
- Identify the similarities and differences between them.

In pursuit of excellence

WILMINGTON

4 Explain

- To say why or give reasons an event/process has happened.
- Link to others events or parts by considering cause and effect.
- Provide evidence.

In pursuit of excellence

WILMINGTON

1 State

- Give basic facts.
- There is no need to explain or use a lot of detail.

In pursuit of excellence

WILMINGTON

2 Describe

- Identify a range of features of an event or process.
- Use full sentences to link the separate parts together.
- Use connectives to make your work flow.

In pursuit of excellence

WILMINGTON

1 Knowledge

- Can you list...?
- Can you recall...?
- Can you select...?
- Can you name...?
- How did... happen?
- How is...?
- How would you show...?
- What is... When did... Where is... Who was...
- Can you bullet point...?
- Can you find...?

In pursuit of excellence

WILMINGTON

4 Analyse

- What are the parts/features of...?
- How is... related to...?
- What do you think...?
- What is the theme...?
- What is the motive...?
- Can you list the parts...?
- How would you classify...?
- What is the relationship between...?
- Can you make a distinction between...?
- What is the function of...?

In pursuit of excellence

WILMINGTON

2 Understand

- Can you describe what is happening...?
- Can you explain what is meant by...?
- How would you compare/contrast...?
- How would you rephrase...?
- How would you summarise...?
- What can you say about...?
- Which facts/ideas show...?
- Which is the best answer...?
- Which statements support...?
- Can you outline...?

In pursuit of excellence

WILMINGTON

5 Evaluate

- Do you agree with the action/outcomes...?
- How would you prove/disprove...?
- Can you assess the value/importance of...?
- How would you rate...?
- What criteria would you use to judge...?
- How could you determine that...?
- How would you prioritise...?
- Based on what you know, how would you...?
- What information would you use to support...?
- How would you justify?

In pursuit of excellence

WILMINGTON

3 Apply

- How would you use...?
- What examples can you find of...?
- How would you solve...?
- How would you organise...?
- How might you show your organisation of...?
- What approach would you use to...?
- What other way would you plan to...?
- What elements would you change...?
- What facts would you select to show...?
- What information would you discard if...?

In pursuit of excellence

WILMINGTON

6 Create

- What changes would you make to solve...?
- How would you improve...?
- What would happen if...?
- Can you elaborate on the reason...?
- Can you propose an alternative...?
- How could you modify...?
- Can you formulate a theory for...?
- How would you estimate the results for...?
- Can you think of an original way...?
- How would you test...?

In pursuit of excellence

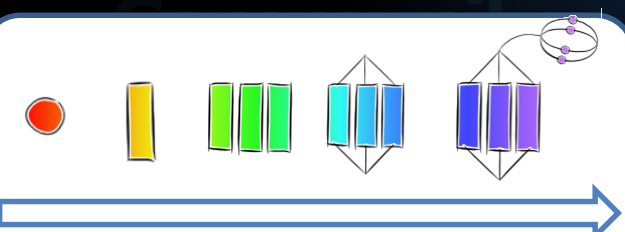
WILMINGTON

Wilmington
MINDSET



WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

Gareth Butcher – Assistant Headteacher, Wilmington Grammar School for Girls

Prestructural	Unistuctural	Multistuctural	Relational	Extended Abstract
Seeking clarification	Getting started	Adding	Cause	Commenting
I'm not sure why...	My first discovery is...	Furthermore	This is due to	The main point
It's confusing because...	We found that...	In addition	This is because	The most influential feature
This is not clear due to...	Did you know that....	Moreover	Causes of this are	The least important
Where should I begin to...	Amazingly...	Also	Previous to this	The most significant
What should I start...	It's a sad fact that...	Another factor is	Prior to that	In my opinion
Where do I need to look for..	I was surprised to find that...	Combining	Leading up to this	In my judgement
How do I get help to...	One of the most...	Together these...	Effect	Concluding
I think this might mean...	To begin with...	In total	As a result	In conclusion
I could do this differently by...	A key thing I have learnt is...	In general	Because of this	To summarise this
Maybe if I begin to...	I was shocked to learn that...	Altogether	Consequently	Considering all the evidence
I suppose I could...	My investigation showed me..	Mostly	Due to this	Anomalies/exceptions
Should I try to...	I need to start by saying...	The majority	Contrast	Just occasionally
Perhaps if I...	One thing I will remember is...	Collectively	On the other hand	An exception to this is
I am not sure but...	An incredible fact is that...	Evidence	In contrast	Paradoxically
 <p>Extend and connect your understanding through these stages of thinking</p>		This is shown by	Alternatively	Forecasting/predicting
		An example of this is	Whereas	If this trend continues then
		Supporting data for this	Similarly	This may well result in
		Statistical evidence is	Similarly	As a consequence of this
		This is backed up by	In the same way	We can expect that
		This is corroborated by	This can also be seen	The impact likely to be
		We know this because	Sequencing	Hypothesising
		This is supported by	Firstly, secondly, thirdly	On reflection I believe
		My research showed that	The next stage	This leads me to propose
			Following on	The implication of this



it

The Wilmington Mindset



Listing Points

Supporting

Examples
for example
for instance
such as...
as can be seen...
as is shown by...

Comparison

Think...

- ### Changing Topic

Contrasting

Emphasising

Re-phrasing
in other words
that is...
to put it more
simply...

Cause and Effect

Concession

Summing Up

In pursuit of excellence WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

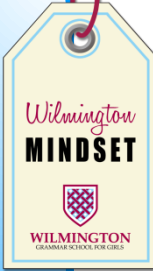
Political *adj*

- Of or relating to the government or public affairs of a country
- Relating to the ideas or strategies of a particular party or group in politics

governmental, government, local government, ministerial, parliamentary, party political, diplomatic, laws, legislative, policy-making, constitutional, public, civic, state, administrative, bureaucratic

In pursuit of geographical excellence

WILMINGTON
GRAMMAR SCHOOL FOR GIRLS



The Wilmington Mindset





Good.
It was worth coming in today.
Happy thinking!

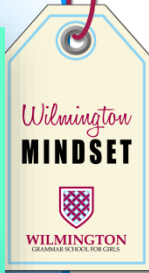
 @wilmingtonGSG



**TEAM
TOGETHER
EVERYONE
ACHIEVES
MORE**

 @pewilmingtonGSG

In pursuit of physical excellence



The Wilmington Mindset



In pursuit of excellence



WGSG Ofsted targets following the inspection in November 2015



Full report

What does the academy need to do to improve further?

- Ensure that the most-able pupils are always sufficiently challenged from the outset in lessons, so that they can reach their full potential.
- Raise achievement in 16–19 study programmes, by ensuring work is closely matched to pupils' needs, so that pupils make sustained and substantial progress from their starting points across all subjects.

Inspection judgements

Integrity

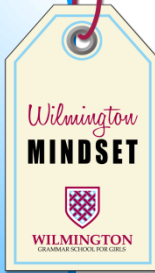
Integrity

Integrity

The Wilmington Mindset



In pursuit of excellence



Resilience

Resilience

Resilience

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The academy's work to promote pupils' personal development and welfare is outstanding.
- Pupils display high levels of self-confidence. Expectations of pupils are high and pupils rise to these and take responsibility for their learning. They demonstrate a love of learning and a desire to do well and produce their best. Staff and pupils consistently demonstrate the importance they place on education.
- Leaders' effective actions to develop pupils' personal skills mean pupils feel comfortable to question, challenge and discuss ideas and issues. Unfailingly, they do this in a supportive way, showing respect for their differing backgrounds and experiences. The introduction of the 'Wilmington mindset' means pupils develop resilience to accept criticism and to use it positively to improve.

Honesty

Honesty

Honesty

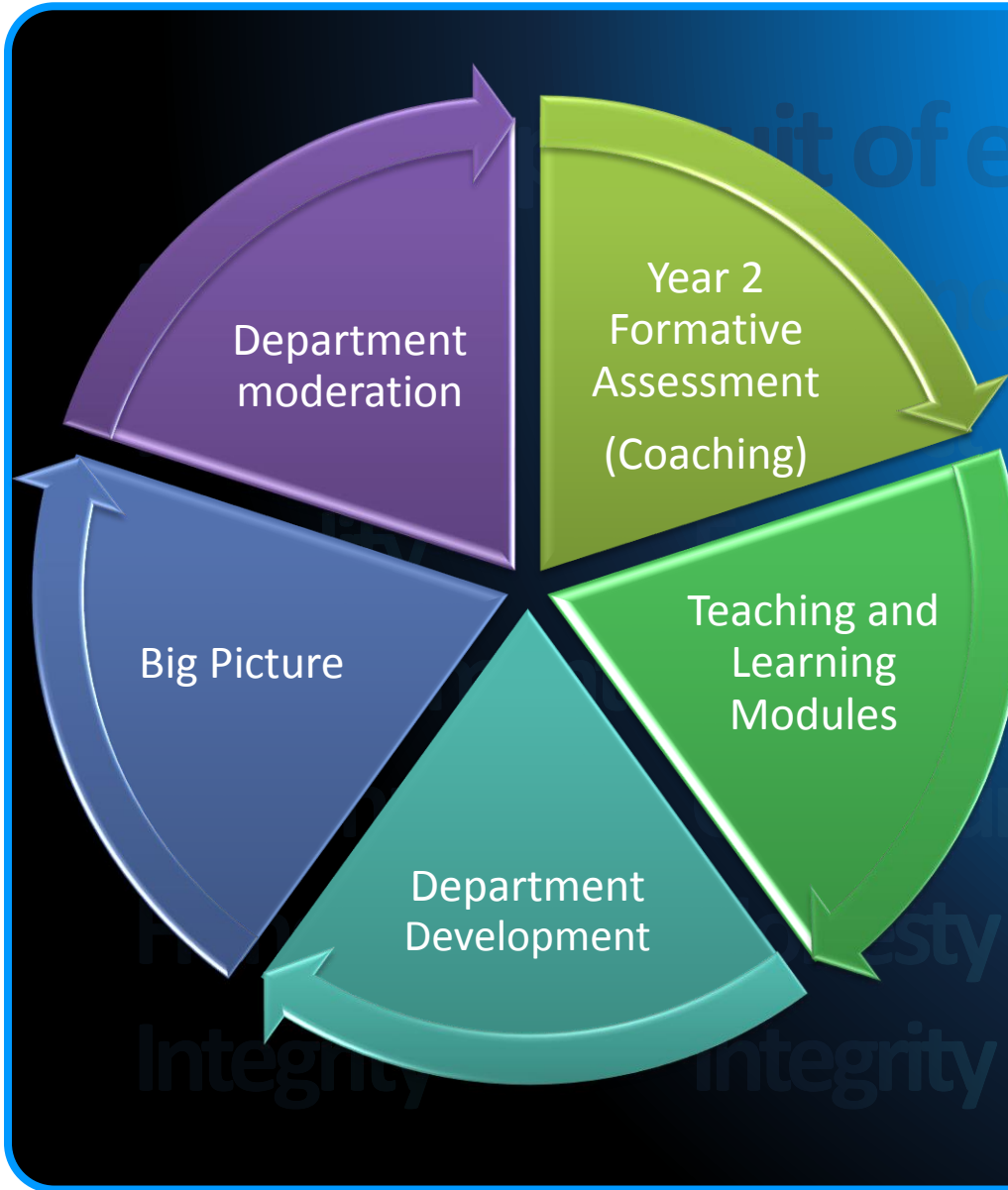
Integrity

Integrity

Integrity

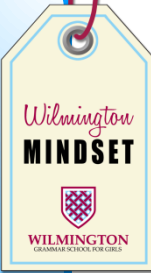
The Wilmington Mindset





Mini sessions (single session)

- Time management
- Enterprise/entrepreneurialism planning
- Creativity planning (Artsmark)
- Effective SEN techniques
- Intervention techniques WG6
- Digital learning (BYOD)
- Developing literacy
- Developing numeracy
- Resource/technique/idea exchange
- SOLO taxonomy
- Blooms taxonomy
- Effective lesson/poppin observations
- Revision techniques
- Using powerpoint
- Using Excel
- Using 4 matrix
- Using Data to inform planning
- Teaching boys
- Teaching girls



2016-17

- Extend the Wi Mindset lessons to Year 8
- Add Enterprise and entrepreneur lessons for years 7 & 8
- Launch the new vertical house system
- (tree names chosen by students (growth))
- MAT established
- Teaching School Alliance



Learning development resources

Preparation

- Time management
- Effective mind-mapping
- Understanding command words
- Note taking techniques
- Effective research
- Critical reading
- Effective independent Study
- Healthy lifestyle

Production

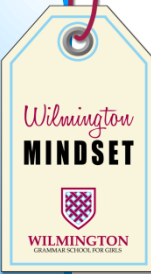
- Constructing sentences
- Constructing paragraphs
- Writing essays
- Extended writing
- Constructing a report
- Critical writing
- Delivering an effective presentation
- Incorporating use of number into written work
- How to edit video

Reflection

- Critical reflection
- Revision planning
- Revision techniques
- Referencing and bibliographies
- Critical reflection
- Setting effective targets

Progression

- Career pathways
- Options at GCSE and A Level
- Constructing a personal statement (UCAS)



CL

Criteria for Learning

High level success criteria

Literacy
Numeracy
IT

E

Engage

Connect the learning

New Knowledge

Question the learning

A

Act

Discover meaning

Demonstrate understanding

Challenge the thinking

R

Reflect

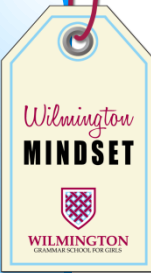
Review the learning

Assess the learning

Critique the learning

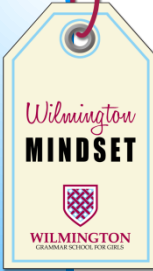
Independent study

Formative feedback



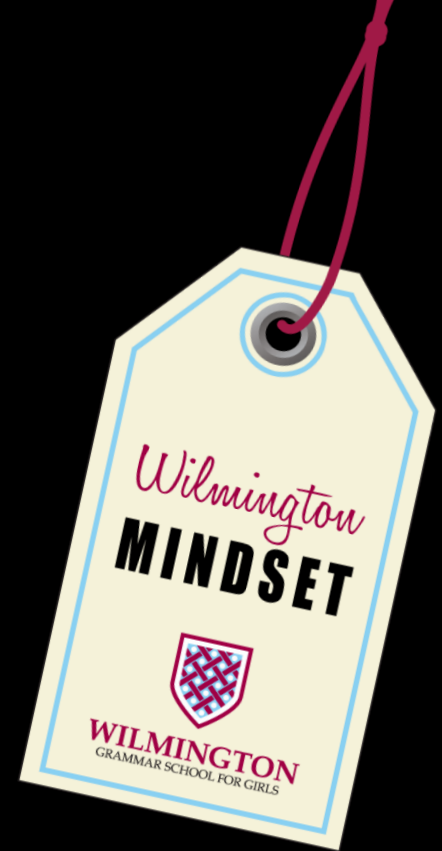
**‘You know what you
have to do... you
just have to get
there by yourself’**

Sandra 7C



*Thank you
for listening*

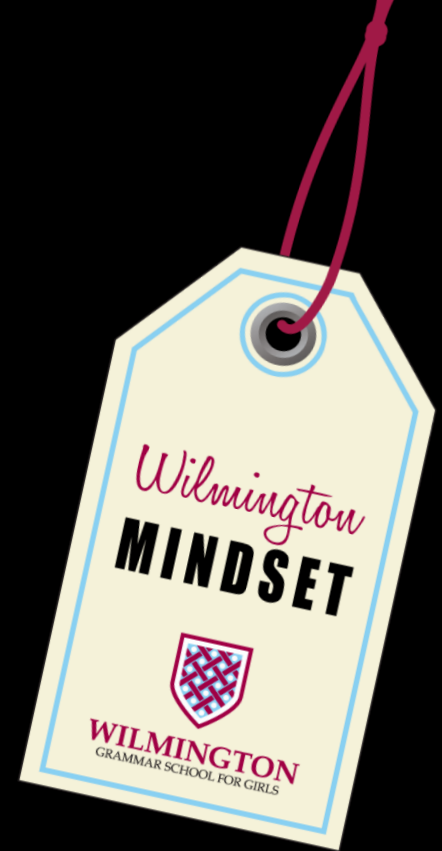
sgbutcher@wgsg.co.uk



WILMINGTON
GRAMMAR SCHOOL FOR GIRLS

*Thank you
for listening*

sgbutcher@wgsg.co.uk



WILMINGTON
GRAMMAR SCHOOL FOR GIRLS