



Steysing Grammar School and Sixth Form College

Day and Boarding

Every person the best they can be

Influential leadership at every level



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Steysing Grammar
School



National Teaching School
designated by



National College for
Teaching & Leadership





DESPERATE BUSINESS

Here's an idea, why don't we just do stuff that's going to be really massively successful?





Influential leadership at every level

1. Keep it simple, communicate this clearly
2. Investing in leadership
3. Explicitly developed leadership capacity
4. Assumed or earned autonomy?
5. Be brave and relentlessly optimistic



Our core business

Everything is about learning





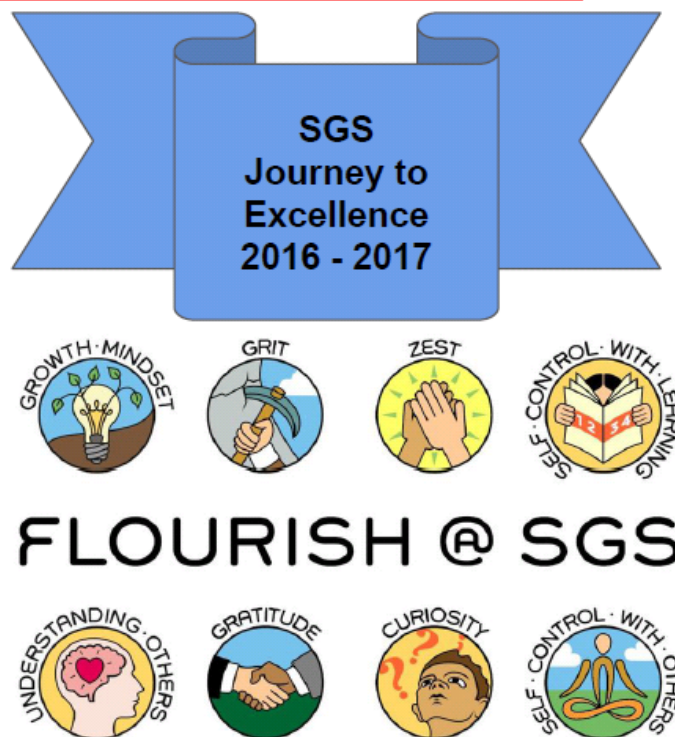
Keeping it simple – core business

Mission Statement:

- Everything is about learning – this is at the core of what we do.
- Highest expectations - of every student and ourselves
- The Steyning Family - a place where students and staff want to come to.
- A shared ethos - of kindness and acceptance.

School Development Plan

1. Effective learning for every student
2. Commitment to high quality professional learning
3. Influential leadership at every level
4. Excellent outcomes for all disadvantaged students.



Steyning Grammar School
Day and Boarding

Every Person The Best They Can Be

'The Steyning 5'

Effective Learning in every classroom

Concept Checking and Hinge Questions

- Questioning
- Mini plenaries
- Peer Tutoring
- Flipped Learning
- Mini Whiteboards
- No Hands Up
- Kahoot

Challenging Learning Intentions

- Using SOLO, Bloom Taxonomy or New Blooms.
- Clear Learning Journey.
- Students devising or identifying where they are on the Learning Journey.
- Subject specific taxonomies.

Feedback for Learning and Feedback Loops

- Methods of recording written, filmed and verbal.
- Self Assessment – training, preparing and recording.
- Peer Assessment – training, preparing and recording.
- Literacy codes used and acted on.
- (DIRT) Students respond to feedback.
- Student trackers used to monitor and increase progress.

Differentiated in-lesson Intervention

- Questioning – individual, small group and class
- Peer Coaching/Tutoring.
- Mini Plenaries
- Triad student teaching.
- Breaking up the class – avenues for progress.
- Changing the Learning Journey.

Plenaries to ensure Deep Learning

- Student devised and led.
- Personalised or differentiated.
- Individual v small group v class.
- Subject specific or skill related.

Year 3

2nd Successful CP Review

Inclusion Provision

Governor Training

SEND Review

SEND Accountability

Digital Technologies inc.
Show My Homework

KS3 – REMAP

Learner/Student Voice

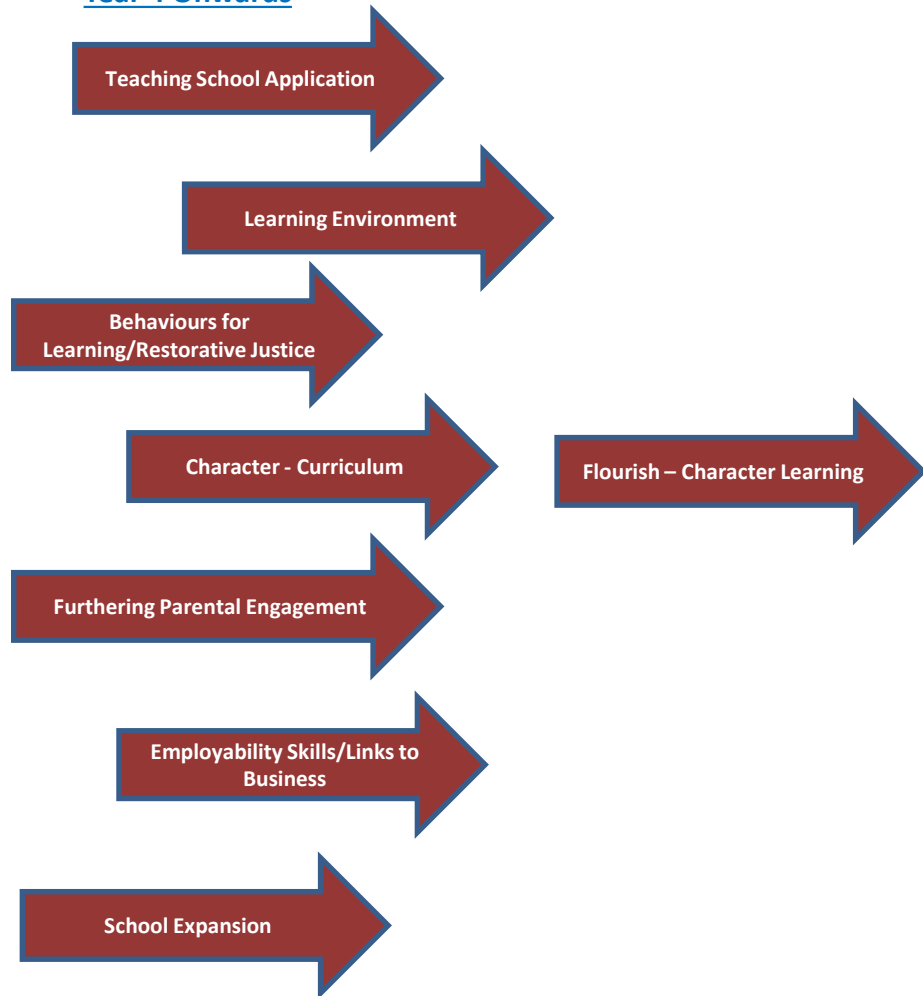
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- ✓ Persistent absence well below average
- ✓ CP Area of Excellence confirmed – Innovative projects.

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Year 4 Onwards



2020 Goal – Top 5% Progress/ALPS 1 and 2



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Leadership Model

Highest expectations: vision / ethos

Implement plan / change

Monitor impact, evaluate

Intervention

Monitor, re-visit vision and expectations

Soft skills?

Hard skills?





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Assumed or earned autonomy?

Highest Expectations





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Be brave, do it your way



FLOURISH @ SGS





Relentless optimism

The Steyning Family - a place we
want to come to every day , a

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