



SSAT Journal 19

Summer 2022

Contents

2	Using one-to-one tuition to improve outcomes for pupil premium pupils <i>An interview with Redborne Upper School</i>	29	What does it mean to be human? Anthropology Society at Bentley Wood High School <i>Tomislav Maric and Nicola Mouskis, Bentley Wood High School for Girls</i>
4	Interrupting the cycles that disempower <i>Hannah Howsham, Witton Park Academy</i>	31	Elevating student voice and student leadership in education <i>Gabriella Moores, GEMS Founders School, Dubai</i>
7	Building effective teams: the dos and don'ts at Eltham Hill School <i>An interview with Eltham Hill School</i>	33	Girl Empower: Breaking barriers and building self-esteem with science technology, engineering and maths (STEM) <i>Mary-Anne Metcalfe, The Oaks Secondary School</i>
12	A journey to exceptional practice in wellbeing <i>Rebekah Lyall, Gatley Primary School</i>	36	References
16	Targeted Mentoring Programme <i>Bronagh McGreevy, St Louis Grammar School</i>		
18	Guided Reading <i>Hannah Lawrence, Allerton High School</i>		
21	'It is not the answer that enlightens, but the question' (Eugene Ionesco) <i>Jen Rothwell, The Douay Martyrs Catholic School</i>		
25	'Literacy for Life': Rich in language, ideas and opportunities <i>Lauren Adams, St Mary's College</i>		
27	How to make Mandarin work in your school <i>Jonathan Brownlie, The Crossley Heath School</i>		

Welcome

Sue Williamson
Chief Executive, SSAT



The end of another academic year, and, as usual, I am reflecting on how quickly the year has gone. Many young people have completed a phase of their education journey and will be contemplating the next step. As a teacher and school leader, I always enjoyed watching them grow and giving them that extra bit of encouragement. They may not say thank you, but the vast majority will have valued their time in school and the opportunities they have been given. It is more than examination results and extra-curricula activities. It is the time taken to listen, to encourage, and support when they have made a mistake.

In the busy life of a school, time is in short supply. I always went into school with a 'To Do' list, and many days went home with nothing ticked off and more items added! It obviously concerned me, because I mentioned it to a very experienced headteacher, whose advice was do not make a list. Do not add to your pressures – deal with what is in front of you. Time given to a child or young person is critical – their need tends to be in the now. Listening to young people is even more important as we emerge from the pandemic. I am doing a web-cast with Professor Barry Carpenter on the Recovery Curriculum and our conversation will touch upon the power of listening.

The best school leaders also create time for their staff and encourage them to develop their knowledge, skills, and practice. This edition of the Journal has a wide range of articles that showcase practice and provokes ideas on what you might do differently. I am impressed by the commitment, thinking processes, and energy of all the contributors to this edition and of the profession. It is important that we invest in innovation. At SSAT we have a simple

definition of innovation – 'doing things differently, to do them better'. We have come a long way in this respect, but we must never stop striving to improve. I started my working life in the NHS as an administrator working with doctors. Professional development and innovation are part of their DNA. It was the consultants and junior doctors, who encouraged me to be a mature entrant to university and to become a teacher.

Looking forward, SSAT is launching a new membership offer for secondary schools that includes free professional development opportunities. We are also introducing the Leadership Legacy Project to primary and special schools in their membership package. We are committed to supporting and developing the leadership of the school system. High quality leaders, practitioners and support staff make a real difference to the lives of children and young people.

Thank you for all your hard work this academic year. Throw away the 'To Do' list and have a well-deserved summer break.

Sue Williamson

Sue Williamson



Using one-to-one tuition to improve outcomes for pupil premium pupils

An interview with Redborne Upper School

Over the past two years, the team at Redborne Upper School have developed an extensive programme of support for pupil premium pupils led by a small team of graduate tutors. Led by Nikki Brennan, an experienced assistant headteacher and her colleague Vicki Walsh, the programme has expanded rapidly and is now working across all upper schools in Bedfordshire.

Nikki is passionate about supporting young people who may not have the same advantages as others. In 2020 she decided that she wanted to access one-to-one tutoring for some of the students at Redborne. Having decided that the tutoring support being offered by the government was not the right fit, she submitted a bid to a local charitable foundation, The Connolly Foundation. Her application for funding was successful and the project was established, with eight tutors working across four schools. Since then the project has expanded rapidly and there are now 29 tutors working across 14 schools in Bedfordshire.

All tutors are employed and DBS checked by the team at Redborne, then allocated to a particular school in the programme. Each participating school has a programme lead, who coordinates their timetables and monitors and manages them. These in-school leads meet regularly and each writes an impact report at the end of the year. Each school is free to organise their programme as they see fit, however it is understood that the graduate tutors can only be used for one-to-one or small

group tuition for disadvantaged students.

The tutors are all recent graduates, who join the programme within three years of finishing university. Talking to Nikki, she explains that “it is hard to overstate the quality of the graduates” – stressing the abilities of the intelligent and hugely capable team. They are employed full time from October to May each year, with many schools using pupil premium funding to retain them for June and July. Nikki has a day a week of her time funded through the project.

Graduate tutors are recruited through social media adverts on Twitter and Facebook and through word of mouth. A few tutors are former students and others are recruited by those who are already part of the team. All of the graduate tutors receive extensive professional development, with sessions every Friday afternoon. This training has included sessions on how to teach English and maths from primary and secondary teachers and sessions on pedagogy, questioning and metacognition. They have also received training in wider aspects of their role such as presenting skills and working with parents.

Their remit is to work one-to-one with selected students to support their progress in English and maths. They have worked with pupil premium students in years 9, 10 and 11, with the school prioritising different students each year. The tutors take responsibility for timetabling sessions with identified students as well as lesson planning.

Each tutor is timetabled an hour a day for PPA. At Redborne, lessons take place in the conference centre, making the sessions feel different to regular lessons. Lessons are scheduled during non-exam classes, in negotiation with other members of staff and where possible tutors cover missed content in their sessions. The approach has successfully engaged some students who are refusing to attend school, with some coming in only to see their tutor, or attending one-to-one lessons online. Recently tutors have received training in EAL to enable them to support newly arrived refugees.

The role of the tutors extends beyond their direct work with students – they run parents’ evenings to support parents in teaching at home. They speak to parents regularly about their child’s progress and send postcards home. For example they rang the parents of every pupil premium pupil in year 9 to ensure that they fully understood the options process. They provide support before and after school – an after-school study group for pupil premium students is now at capacity.

Evidencing impact

Most importantly, the graduate tutors are having a measurable impact on the progress and confidence of pupil premium students. Previously hard-to-reach students are more positively engaged in learning – an optional Easter study school was full and students are enthusiastic about attending their sessions. Feedback from participating students has shown that they have enjoyed working with younger people and that they recognise the impact that one-to-one learning has had on their progress.

Feedback from participating schools has been overwhelmingly positive and they are determined to keep the project going.

The graduates have gained a lot from their involvement, developing new skills and building their confidence. At the outset of the project, none of the participants were considering teaching as a career, but now half from year 1 have embarked on teacher training courses. The graduate tutors have also gained valuable new skills, including communication and presentation skills. Those who have applied for jobs outside education have found their experience is an excellent talking point at

interview. When graduate tutors have subsequently gone for jobs outside teaching, employers have been interested in their tutoring experience and recognised the skills they have gained through undertaking the role.

Learning from the programme has extended far wider than the one-to-one sessions. Staff at Redborne have learnt a lot from sessions led by primary colleagues about the teaching of English and maths in KS1 and KS2. The success of the graduate mentor programme has led to changes in the way that teaching assistants (TAs) work across the school and the way that the school addresses whole school learning priorities such as literacy. TAs have joined the Friday afternoon training provided for graduate tutors and their effectiveness has improved as a result.

Nikki is rightly proud of all that the project has achieved. She says that she has learnt a lot from working with the graduate mentors, who are open to new ideas and enthusiastic. She says she cannot speak highly enough of the tutors she has worked with. The engagement of the learning support department has also been a significant benefit, with teaching assistants having greater impact through working one-to-one and in after school study sessions. The project has also given her a clear understanding of how best to meet the needs of pupil premium students. She says “if you want to have any impact on pupil premium students you need to have a team. Pupil premium funding is always better spent on people to work with students rather than resources.”

The team at Redborne Upper School would like to thank the Connolly Foundation for their generous funding of this project.



Interrupting the cycles and patterns that disempower

*Hannah Howsham
Witton Park Academy*

The current curriculum mission statement, and becoming a mantra at Witton Park Academy, is the phrase ‘to interrupt the cycles and patterns that disempower.’ This powerful statement, based on the work of Christine Counsell, is one that we are striving to meet through the way we design our curriculum, the pastoral systems we cultivate and the embedding of dialectical behavioural therapy in the culture of our school. We are not fully there yet in meeting this intent, but we hope we are well on the journey to empowering our young people to be equipped with the knowledge and tools to manage their own mental health, both during their time with us and way beyond into their futures.

A large NHS survey that compares the mental health of young people in 2017 to 2021, found that rates of a probable mental health disorder in 6–16-year-olds have increased from one in nine (11.6%) to one in six (17.6%). The NEU recently published an article about the additional challenges with behaviour after several Covid lockdowns because of gaps in learning, the increase of mental health issues and the effect of lockdowns on social interactions and missed developmental milestones. These findings are confirmed through our own experiences and interactions with local schools and services which seem to reiterate that children and young people's resilience, emotion regulation and interpersonal skills appear to have got worse.

According to the Mental Health Foundation, mental health problems constitute the largest single source of world economic burden, at an estimated global cost of £1.6 trillion - greater than cardiovascular disease, chronic respiratory disease, cancer, or diabetes. Mental health services in the UK are overstretched, have long waiting times and in some areas lack specialist support, but despite this public spending is almost entirely focused on coping with crisis, and not much focus is given to prevention. In the UK, the estimated costs of mental health problems are £70-100 billion each year and account for 4.5% of GDP.

Back in 2010, Ken Robinson talked about transforming education, rather than simply reforming it. There is still some merit in this message today in various contexts. Based on the current research surrounding young people and mental health, it appears what is currently being offered is not working and the provision and continued cuts to funding and services are not meeting the needs of our ever-changing children. So, what can we do to disrupt this cycle of poor mental health? What can we do not to fix our students' mental health and make them feel better, but empower them to manage their own mental health? How can we integrate prevention strategies into the culture of our schools so that it just becomes part of 'what we do here'?

In 2017 we introduced an explicit resilience curriculum. Students in years 7 and 8 had two lessons a week for the equivalent of a term with

dialectical behavioural therapy (DBT) at their core. Dialectical behavioural therapy is a type of talking therapy that focuses on helping those who feel emotions intensely. The aim of DBT is to help individuals understand and accept difficult feelings and learn skills to manage them. At the core of DBT lies the understanding of dialectics - an understanding that two seemingly opposing beliefs can have truth simultaneously. For example, accepting yourself as you are and at the same time wanting to change and get better.

In preparation for the launch of the new resilience curriculum, a team of teaching and supporting staff received DBT training from an educational psychologist. We were upskilled in the different components of DBT - mindfulness; emotion regulation; distress tolerance skills and interpersonal effectiveness. We then used these therapeutic skills and techniques to create units of work where we explicitly taught students these skills. In the first year of the launch, student voice was good, and most students said they enjoyed the lessons. However, we realised that just two units of work covering the DBT skills was not enough exposure of DBT for the skills to become habitual. We recognised there were also other contextual gaps that we could address to help our students become more resilient with the specific challenges that some of them face within their communities, including poverty, gangs, grooming and addiction.

In preparation for the start of the academic year 2019/2020 we sat down (two metres apart of course) with the PSHE lead and looked at what other areas of personal development we could weave into our resilience curriculum which would address our contextual needs. From this, we were able to develop our curriculum further into five full units (covering five half terms) in both year 7 and year 8. See figure 1.

This curriculum has been taught for two years and students had developed a more concrete understanding of dialectical behavioural therapy and could name a lot more specific skills and strategies to control their emotions and resolve conflict (as measured by Google form data). However, once students no longer had discrete resilience lessons after they finished year 8, fewer of them could recall or put many of these skills

Year 7

Unit 1

How can I cope with change? (Using DBT skills to help ease transition)

Unit 2

How can I be successful at school? (Using interpersonal effectiveness skills to improve relationships with teachers & peers and how to develop a growth mindset/increase self-esteem to improve performance)

Unit 3

What makes me, me? (An investigation into adverse childhood experiences and how to use DBT skills to manage difficult emotions & situations).

Unit 4

How can I develop a healthy gender identity and healthy relationships? (Using dialectical thinking to develop mutual respect)

Unit 5

How can I be responsible online? (Considering the realities of social media & how to increase self-esteem)

Year 8

Unit 1

How to be mentally resilient (Using DBT and CBT skills to manage feelings of depression, anxiety, addiction and eating disorders).

Unit 2

Respect for others (Using the DBT ACCEPTS skills to show kindness to others & contribute positively to the community)

Unit 3

How to be a resilient person (poverty, anger management, ACES)

Unit 4

The freedom to be a resilient learner (metacognitive approach to learning/growth mindset/increasing self-esteem).

Unit 5

How to care for yourself & others (Looking at the relationship between good food, hydration, exercise, and mental wellbeing/serotonin levels.)

Figure 1: Year 7 and Year 8 curriculum units

into practice. Therefore, the next natural step was to try to embed DBT within the culture of the school from year 7 to year 11.

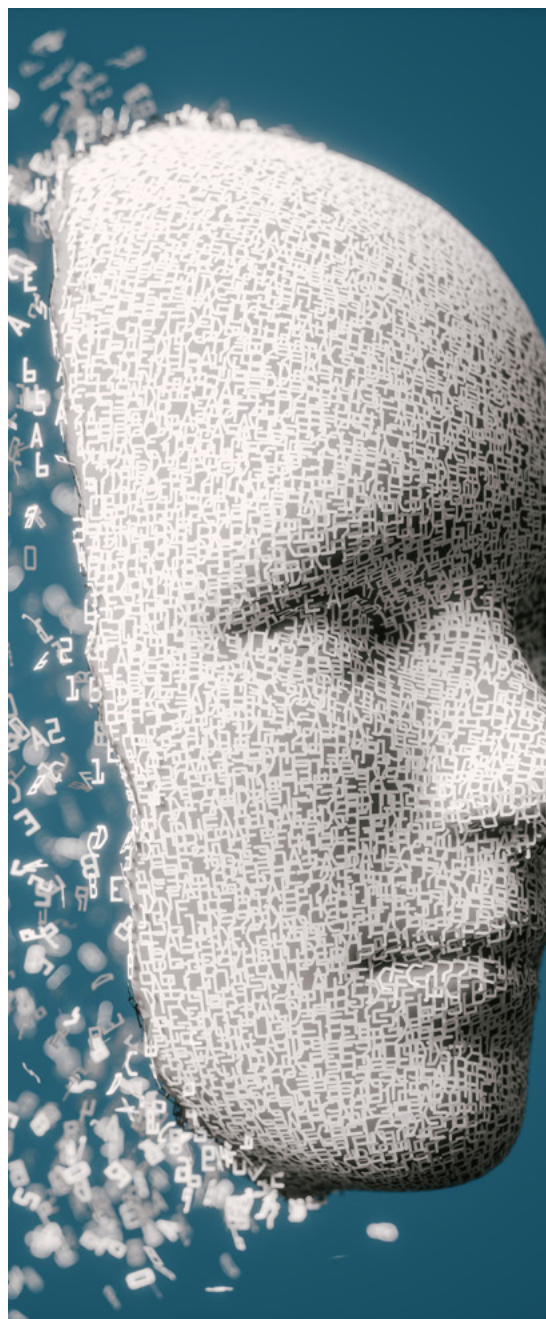
In 2021, all staff received training on using DBT, particularly the skills of validation, to help accept an individual's experiences as valid and understandable. Validation helps individuals feel heard and valued. This enables them to then use emotion regulation skills to regain control of their emotions and hopefully make better choices. In addition to this, we started to work with local primaries to develop a cohesive approach to wellbeing and help them utilise DBT skills within their own schools. The intent of this is that students entering year 7 will already be utilising some of the DBT skills, something which we would continue to strengthen during their secondary education.

Looking ahead to the next academic year, we want DBT to be at the heart of every student-staff interaction. We therefore have planned in more regular continued professional learning (CPL) and coaching time to hopefully achieve this. We are going to utilise a deliberate practice model, combined with instructional coaching to develop a powerful and consistent rhetoric in the school community that utilises the language of the DBT skills. This repeated exposure and modelling of the DBT skills by staff, will hopefully help students solidify their knowledge of the skills and be reminded to use them more in their own lives. Moreover, we are planning how to offer a community provision of support that includes a mental health provision (embedded in DBT) to help support some of the parents who are struggling, as well as supporting parents with how to improve their child's wellbeing.

Just imagine if a culture was developed where students are explicitly taught skills to manage their wellbeing. Where a student experiencing feelings of anxiety on the corridor might be reminded by a member of staff to use their 'crisis survival skills.' Or where a student who is feeling their anger rise in a lesson is reminded to use an emotion regulation skill (such as opposite action). Or another student who is struggling to concentrate on their work is encouraged to practise some mindfulness. What would the effect be? What would the effect be if we aligned this approach to wellbeing in our

primaries, alumni, parents and with the wider community? Could we further interrupt the cycles and patterns that disempower? We hope the effect will be that students are so well equipped with the knowledge and tools to manage their own thinking, emotions and mental health that it rewires neural pathways for any pre-existing maladaptive coping mechanisms and belief systems so that they can become so resilient they are able to conquer any present or future challenges.

[Click here to see references](#)





Building effective teams: the dos and don'ts at Eltham Hill School

An interview with Eltham Hill School

Is feedback valued? Do you get delegation right? Do staff feel comfortable asking for help? Is there trust, communication, and honesty in your team?

Effective middle leadership is at the heart of a successful school and yet the essential elements of creating successful teams can often be nuanced and context-specific.

In a bid to tie down some of these elements, we asked middle leaders from Eltham Hill Girls' School in Greenwich, London, for their dos and don'ts of effective team leadership.

Many of Eltham Hill's middle leaders have completed SSAT's Middle Leadership training, which offers 11 modules to support middle leaders to develop their practice, including immediately applicable strategies for improvement.

The training has been run for dozens of middle leaders at Eltham Hill and their evaluation of the experience shows that they found all of the modules useful, particularly those on building high-performing teams, leading strategic improvement, and leading innovation and change.

Other modules include developing yourself and others, developing your leadership approach, and collaboration, partnership, and communication.

We spoke to four Eltham Hill middle leaders to get their dos and don'ts for building effective teams:

- Rosemary Osborne, school lead practitioner.
- Jenny Roberts, deputy curriculum leader for English.
- Barry Ryan, a lead practitioner for biology.
- Claire Sutton, curriculum leader for human understanding.

Building your team: Dos

A clear vision

Why do you and your team do what you do? Communicating and sharing a vision is key. This vision may draw upon the aspirations of your subject area as well as the wider school ethos or values. Mr Ryan says that leaders must also base their vision on ideals they truly hold: "Leaders must be seen to buy into what they are selling," he explained. Ms Osborne continued: "It is very helpful to have transparency from the leader so that people understand the vision of the team and so that all staff buy into that. The team all share the responsibility for making the vision work." But what does this vision look like? Ms Osborne said that it needs to be clear and realistic and reflect both the school and the department ethos.

The vision needs to have student education and wellbeing at its heart, but it should reflect the moral values of the school. It needs to be achievable and manageable.

She added: "The leaders of the team need to communicate their vision clearly and revisit it

regularly. Explore what would happen if the team was not following the vision and what positive results would take place when everyone is on board, by sharing examples. The vision should be modelled by the leader and also be visible in the department.”

Meaningful involvement

How do you involve your team in key decisions, projects, changes to working practice, or problem-solving?

Ms Sutton says that our teams must “understand that they have ownership” of their work: “Allow each person to play to their strengths and provide opportunities for them to work on areas of development. Foster an ethos of genuine discussion and feedback – encourage the team to be critical friends.”

Mr Ryan echoed the sentiment: “When staff raise objections, these are often valid and will need (to be addressed) – and doing so shows you value this feedback.”

Ms Osborne added: “A good leader creates a powerful team, where everyone has clear roles and responsibilities.”

Building trust

It can take an eternity to build trust and a second to lose it. We might begin by sharing our vision and expectations. Ms Osborne explained: “Your team will trust you more if you model the behaviours that you want to see. It is imperative to treat others with respect and kindness. If you do your best to act on any concerns and explore solutions and strategies to support others, this can go a long way in terms of building trust.”

“Be honest with people,” advises Ms Roberts. “If you are open with your team and operate with integrity you will gain their respect. Get to know them as people and share information about yourself. You will get nowhere if you try to be a robot.”

Be a good listener

Ms Osborne urges middle leaders to “listen attentively to every member of your team and if there is a concern, work as a team to solve the issue”. But what does this look like in practice? Ms Osborne continued: “Creating safe spaces and time for discussion is very important. When issues or ideas are not discussed, it can lead to problems or unhappy team members. “Allowing thinking time and time to coach your team through difficult times is very important. Rather than providing answers, create listening time so that staff are able to express ideas/concerns. It is good practice to allow the person to explore their own solutions, too.”

Asking for help

Are your staff comfortable asking for help? How do you know? Mr Ryan considers this to be an essential factor: “Always ensure staff feel comfortable asking for help with completing tasks; coach, mentor, and guide staff to completing tasks successfully – it will pay back dividends in the long term as capacity increases.” Ms Osborne advises middle leaders to “touch-base regularly” with their team members: “Even if someone seems very confident and on track – everyone needs to feel valued.”

Highlighting successes

Part and parcel of keeping our team motivated is highlighting their successes: “Draw attention to successes regularly,” says Ms Osborne. She explained: “A range of successes need to be shared. For example, some staff may want to share the success of a particular lesson, whereas others may want to share a project they have been working on. Regularly allow for sharing success in meetings.” Successes, she adds, might include things like exam results, projects, or interventions, going above and beyond, creating resources, working with targeted groups.

“Some staff may like to have their successes highlighted more than others, so work to the needs of your team. Make sure you spot the good things happening as this really motivates people, even something that we may think is small – like acknowledging someone working on a new

resource – should be valued and shared.”

Collaboration

A culture of collaboration can do wonders for team morale and efficiency. Ms Roberts advises: “Encourage colleagues to share – create a culture where planning is shared, useful resources are circulated via email and saved in a mutual file. Ask colleagues to lead training in their areas of expertise – everyone is good at something and can deliver 10-minutes on tips for assessment, questioning, delivering a particular area of the curriculum, for example.”

Building your team: Don'ts

Do everything yourself

Mr Ryan urges middle leaders to resist “protecting” their team members by taking everything on themselves – something those new to middle leadership might be tempted to do. He said: “Don't 'protect' the team by doing everything for them. To develop staff expertise and get them on board, they need to be involved in department improvement. Anything else comes across as a lack of trust in staff skills.”

However, he also warns colleagues not to “over-delegate”, especially when it comes to smaller things: “When delegating, (the task) should wherever possible be developing the skills of the staff completing it, as opposed as a means of simply shortening your to-do list.”

Ms Sutton, meanwhile, warns against “leaving people feeling disempowered” and reminds us to share ideas across our team, not just “down a hierarchy”.

But what does effective delegation look like? Ms Osborne responded: “Leaders can share their responsibilities and ask members of the team to support them with a project that feeds into the overarching vision. Use the strengths of your team. For example, if someone is really great with technology, ask them to train the team on the use of Google Classrooms.”

Build a culture of pressure and busyness

A key challenge for middle leaders is to absorb any pressure filtering down from above (senior leadership). Ms Roberts believes that part of this means “delivering messages from leadership in a calm way”.

Ms Osborne advises middle leaders to share all changes from senior leadership quickly and clearly and explain why something is happening: “It is very helpful to explain how a strategy or task will impact on the school as a whole and the students' outcomes and experiences. Leaders should take on board any concerns or questions and seek solutions. This can be done through clear lines of communication.”

Ms Roberts also urges middle leaders to resist “always seeming busy” or “bragging” about how tired they are or how many hours they work. She added: “Of course we are busy, but a few extra minutes making a cup of tea in the office can lead to people feeling they can approach you and talk about an issue before it becomes a huge problem.”

“Everyone works hard in education and people will be less likely to come to you and say they are struggling if they think you yourself are drowning in work.”

Seek to blame when something goes wrong

It can be tempting to look for blame if something has not gone right, but Mr Ryan urges us to “look in the mirror” before we point the finger. He added: “Start with what you should do in the future to prevent this from happening again. It may be expectations were unclear, support was lacking, or monitoring wasn't consistent.”

Ms Sutton adds that problems can often be down to ineffective lines of communication, while Ms Osborne says that making assumptions can be dangerous: “You may think that people understand a task or a vision, but make sure you revisit regularly. Not checking in on key projects... can lead to confusion and lack of focus. Likewise, not having an overview of who needs support or coaching in your team could lead to problems down the line.”

When it comes to managing projects, Ms Osborne warns that if someone is micro-managed this can lead to disempowerment and disengagement. She added: “Allow for staff members to check-in with you at any point if they have questions or concerns. A clear action plan made together at the beginning of a project really helps, with planned check-in points that are negotiated together.”

Challenging situations

Finally, when the chips are down, how must middle leaders respond to a challenging situation? “Give yourself time to think it through,” advises Ms Osborne. “It is better to plan your actions first but at the same time, do not allow something to go on too long without acting.” She continued: “Act with a moral compass, using your vision and school ethos as a guide for your responses. If you feel that you are out of your depth, ask more experienced colleagues for advice so that they can talk you through ideas and solutions.

“You may also want to practise your ‘script’ of what you will say before a difficult meeting. Finding a quiet space to start a conversation and allowing adequate time for this is key. Keep calm and allow the other person or the wider team time to reflect and regroup if it becomes too heated – ‘I understand this is challenging, would you like to meet again in a few days?’ This gives people a chance to cool-off or reflect before moving forward.”





Your leadership journey with SSAT

SSAT is a leading national provider of training and development for school leaders at all stages. We are immensely proud of our reputation for excellence and of our thousands of leadership alumni who inspire children and young people every day.

Whether you are just beginning your leadership journey or are a system leader, our cutting edge programmes will enable you to be the best leader you can be.

► **Leadership Legacy Project
– free to primary, special
and secondary members**

A year-long programme for teachers in their first 2 – 5 years nominated by their headteacher as having the potential to become outstanding leaders.

► **Middle leadership programme
– free to secondary
and iNet members**

Support the development of one middle leader or aspiring middle leader in your school with one FREE place on SSAT's member-exclusive programme.

► **Aspirant headteachers – free to
secondary and iNet members**

Unlock and enhance the full leadership potential of one of your senior leaders with one FREE place on SSAT's member-exclusive programme for aspiring headteachers.

► **Leaders for the future fast-track**

Supports the growth and development of emerging leaders.

► **Effective primary
subject leadership**

Four practical workshops so that subject leaders can undertake their role with confidence.

► **Stepping up to senior
leadership fast-track**

Equips new and aspiring senior leaders with the knowledge, skills and attributes to make the transition to senior leadership.

► **Leading outstanding schools
– programmes for secondary
and special schools**

Fresh inspiration to take your school to outstanding and beyond.

► **Principled leadership**

For all school leaders committed to putting principles at the heart of leadership, to lead ethically and build strong, sustainable cultures.





A journey to exceptional practice in wellbeing

*Rebekah Lyall
Gatley Primary School*

Our wellbeing journey began in 2018, where we started to explore ways of establishing a culture of coaching and empowerment across the school. This culture quickly became embedded practice thanks to the implementation of our ‘reflective teams’.

The reflective teams were designed to provide staff with the space to share their concerns, discuss possible solutions, consult research and ultimately serve as a support mechanism. The teams were carefully constructed so that a mixture of staff across each phase were included, ensuring that the needs and voices of the whole school were captured during the reflective sessions.

The role of these reflective teams has evolved over the years, from a support mechanism into policy shaping teams and the outcomes of these meetings have had a significant impact on school practices. However, in order to capitalise on the innovation of these teams, it was crucial that as leaders, we remained open-minded and continually sought creative solutions, from all stakeholders, to reduce workload and promote positive wellbeing.

Shortly after the implementation of the reflective teams, we identified the need to capture our approach and formalise it through creating a policy. Our wellbeing strategy was formed following a range of staff and pupil consultation opportunities to ensure that it had maximum impact on wellbeing.

The strategy addressed six broad themes:

- Developing good mental health in equipping ourselves with the tools we need to succeed
- Manage our time effectively so that we can maximise our time and enjoy every moment
- Achieve a good work-life balance so that we have the physical time and space to support our wellbeing
- Prioritising our physical health in recognising that physical health and good mental health are inextricably linked
- Celebrate our achievements so that we can share our unique talents, develop new skills and feel empowered to take professional risks and learn from our mistakes
- Share our feelings and emotions through a network of support; to listen and be listened to in order to find our own solutions and know where to access support if needed

The integration of the wellbeing strategy ensured that all stakeholders had a consistent understanding of the school's approach to wellbeing and the methods in which both staff and pupils' emotional, mental and physical health are supported.

However, school closure in March 2020 prompted us to consider how we could meet the needs of our school community, in particular our 490 pupils, through remote provision. As for many schools, the unprecedented nature of the coronavirus pandemic presented us with numerous barriers that we needed to overcome. Supporting the wellbeing of our pupils and staff emerged as a key priority.

During the initial stages of remote provision, we decided to launch our 'Wellbeing Wednesday' initiative, which allowed families to join together to complete a wellbeing focused activity. See Figure 1. Each week, a key question was identified and a range of challenges were created by staff. Our key worker children in school also took part in these activities every Wednesday afternoon in order to ensure that there was an equal offer of provision. Following positive parent feedback, we continued the initiative into the following academic year before recognising a need for a more embedded approach to wellbeing throughout the curriculum.

In September 2020, schools reopened again, and we welcomed back our pupils into a new academic year. Through conducting various pupil voice activities, we identified that many children had



Figure 1: Wellbeing Wednesday activity

found lockdown particularly difficult due to the restrictions on social opportunities and this had impacted on their wellbeing. Some children were more confident and articulate in expressing this however, which prompted us to consider further ways of supporting the development of emotional wellbeing across the school. We subsequently appointed our 'wellbeing ambassadors' which included a representative of each class, elected by the children at the start of the year. Since their implementation in September 2020, the wellbeing ambassadors have made a significant contribution to improving the school's approach to wellbeing, including supporting in the formation of the RSE and Health Education Policy and 'Mo Scale', a visual tool displayed in each classroom which is used to promote the discussion of feelings/emotions. See Figure 2. Our wellbeing ambassadors have also taken part in various, ongoing consultation opportunities, supporting school leaders in

capturing the views of our pupils and how their wellbeing can be supported further.

Unfortunately, in January 2021 we were faced with another national school closure which resulted in remote provision being re-launched. As leaders, we were able to reflect on the lessons learnt from the previous lockdown and discuss a proactive



Figure 2: 'Mo' Scale

approach to supporting our pupils' social and emotional wellbeing upon the return to school. Through further pupil consultation, we recognised the need for an innovative solution which led to the creation of our 'Me Time' curriculum. This curriculum initiative was launched in the spring term during the transition back into school, and offered a range of opportunities for pupils to develop in a chosen skill/subject, non-curriculum based, which stemmed from the question: "If you could become a professor in anything, what would it be?"

Curriculum teams worked collaboratively to create seven professorships inspired by the suggestions across the school. A range of challenges were then designed which allowed children, working remotely and at school, to progress in becoming a 'professor' of their chosen subject. The professorships included:

- Professor of Sports Science
- Professor of Fantasy
- Professor of Culture & Language
- Professor of Horticulture
- Professor of Culinary Art
- Professor of Animation
- Professor of Game Development

All outcomes were presented in their own Me Time journal, allowing the children to document and observe their progress over the half term.

Following on from the success of this initiative, in summer 2021 we devised and implemented our RSE & Health Education Policy which outlines how we will support pupils to become healthier, more

independent and more responsible members of society. The policy was developed in consultation with parents, pupils and staff from our school to ensure that it meets the needs of our school community.

The Relationships and Health Education is delivered throughout our curriculum areas by means of a 'Golden Thread' and through PSHEE. In consultation with our wellbeing ambassadors, we identified six concepts from the PSHEE and RSE curriculum that have been integrated by staff, into our progression grids, enabling us to consistently embed health and wellbeing into our curriculum instead of it being taught discretely.

These concepts are:

- Caring friendships
- Economic wellbeing
- Health and wellbeing
- Families and people who care for us
- What it means to be healthy (hobbies, healthy mind, creativity)
- Internet safety

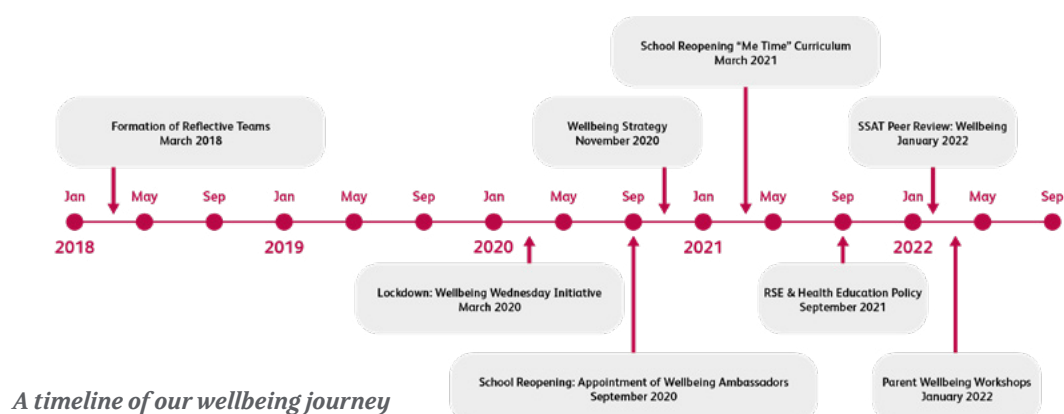
This policy was shared with families during our 'mental health and wellbeing workshop', which also explored a range of strategies and advice that promote good mental health and wellbeing in the home environment.

In January 2022, we were delighted to be accredited with "transforming" practice in wellbeing in SSAT's Framework for Exceptional Education. During our moderation visit, we had the opportunity to share and celebrate our approach to supporting wellbeing with Laura Burton. We were incredibly proud and

grateful to receive the award and continue on our journey to supporting the wellbeing of all within our school community.

RSHE Internet Safety
Has an understanding of how information and data is stored, shared and used online. Is aware of digital footprints and how this can be tracked and can impact on employability in the future.
Understands the implications of actions online towards others. Shows an awareness of mental health implications through online communications
Considers the affect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private
Understands that the same rules apply to online relationships as to face to face relationships, including the importance of respect for others online.
Recognised their place within an online community and the responsibilities that entails
Can distinguish between age appropriate online materials. Recognises and reports upsetting or inappropriate content.
Uses age appropriate online platforms safely and independently
Demonstrates an understanding of why social media, computer games and online gaming are age restricted
Follows rules when using online resources and asks for support if needed
Begins to have an awareness of what it means to be safe online. Makes comparisons to personal safety
Selects and uses technology and uses online resources with adult supervision

An example of a 'Golden Thread'



A timeline of our wellbeing journey



Quality assure your practice with SSAT’s Framework for Exceptional Education

The Framework for Exceptional Education (FfEE) is SSAT’s flagship school improvement and planning tool. It is designed to support schools with reviewing their practice and planning for further development.

SSAT Framework for Exceptional Education

TEACHING AND LEARNING			
Climate for learning Respectful relationships Appropriate stretch and challenge Purposeful learning environments	Culture of reflection Developing learning skills Identifying and addressing barriers to learning Learner independence	Effective learning behaviours Positive behaviour for learning Explicit learning process Leadership of learning	Variety of teaching approaches Creative strategies and techniques Effective assessment Collaboration in learning
PROFESSIONAL PRACTICE			
Engagement with key stakeholders Positive and embedded relationships Learner, parent and governor/trustee role in school improvement Engagement with all groups	Engaging with evidence and research Undertaking and using research Developing specialist knowledge Culture of innovation	Principled assessment Decision-driven data collection Formative assessment and feedback Impactful assessment on learners	Principled curriculum design Curriculum intent Personalisation Breadth and balance Ongoing curriculum review
LEADERSHIP			
Leadership through moral purpose Principled vision and values that promote social justice Evidence-informed decision making Commitment to leadership development and system leadership	Professional learning Professional learning Collaborative practice Staff progression routes	Quality assurance Strategic use of data and benchmarking Accountability Self-evaluation, monitoring and target-setting	Wellbeing Creating a positive, happy school environment Championing diversity and inclusion Creative, innovative and consistent support

It is available to all SSAT member schools and supports you in taking a fresh look at your current practice – offering a principled approach to school improvement that takes you beyond statutory inspection frameworks.

Get your [FREE DOWNLOAD](#) today and learn how FfEE can support your school improvement ambitions.

Any questions?

If you would like to discuss how the Framework for Exceptional Education accreditation can have an impact in your school, [please contact us](#).





Targeted Mentoring Programme

*Bronagh McGreevy
St Louis Grammar School*

The last couple of years have had a notable influence upon post-primary students. The impact of ongoing uncertainty, online learning, and a lack of social opportunities have all been widely documented in the field of education. We decided a targeted mentoring programme needed to be offered to students to bridge the gap resulting from such difficulties and to provide the necessary support to students who need it academically and personally. The Targeted Mentoring Programme was established to bring back a degree of control and to empower our students with the feeling that they have some influence over their educational journey.

What was done and how?

We established the Targeted Mentoring Programme by recruiting two mentors (one male and one female). Both teachers were allocated dedicated time on their timetable to meet on a one-to-one basis with selected and referred students from years 8 – 14. The mentors trained all teaching staff in August 2021 and explained the reasoning, anticipated impact and referral process. The mentors received external training from Learn Spark in August 2021 and they will receive follow up training in June 2022 after the academic year has finished and outcomes have been analysed.

Each student is referred to the mentors with a collaborative effort. Heads of year, heads of

department, class teachers, SENCO and pastoral leaders all have input. When accepted onto the programme, parental contact is made to explain the process and seek consent to meet with their child.

By using a range of strategies discussed at weekly mentoring meetings, the mentors aim to:

- Raise academic achievement
- Improve behaviour and wellbeing
- Raise self-esteem
- Improve motivation

In each individual mentee book pupils will find:

- a timetable to organise their week
- graphic organisers to help with revisions and note taking
- activities to identify barriers to learning

Class teachers are encouraged to feedback on notable improvement. The meeting information and information from teachers are stored in a private folder. Pupils usually have a six week block of mentoring sessions, however, based on need, the programme may be extended.

The process of evaluation is taking place throughout the year and data is established from internal and external assessments, classroom teacher observation, parental feedback and student voice. Parent and student voice are forming the basis of our targets for next year and greater collaboration from heads of department is being established. The

mentors will provide staff training again in August based on recent evaluation results.

PASS data

Recent PASS results have provided more data for mentors to use in their targeted programme. The success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The PASS diagnostic is a measure of student attitudes to school, learning and success. The mentors use PASS results to respond to improvement needs as identified by the students through intervention to help raise standards of attainment.

The three areas identified as applicable to targeted mentoring were:

1. Factor 2: Perceived Learning Capability

This factor is closely correlated with a pupil's actual academic achievement. Learners with a robust view of their self-efficacy are more likely to achieve their academic potential than those who have a low opinion of their self-efficacy. It measures their feelings about their ability as a learner to achieve academic success. The value of this measure, therefore, lies in the fact that it can provide an early warning of a pupil's low morale, and possibly disaffection, which can lead to underachievement, poor mental health, and lowered aspirations for school and beyond.

2. Factor 3: Self-Regard as a Learner

This factor is closely correlated with a child's actual academic achievement. To increase feelings of self-efficacy, feedback should provide suggestions for improvement and emphasise improvement in performance rather than how far one still has to improve. This highlights the need to increase expectations or maintain high expectations for pupils.

3. Factor 7: Confidence in Learning

Research has shown that a learner is less likely to achieve success and academic attainment if they

do not persevere in the achievement of learning outcomes. Pupils with low confidence in learning must often first be taught to recognise the intrinsic value of challenge and its role in their own growth, both at school and beyond. This results in increased perseverance; in this case, persistence in doing something despite difficulty or delay in achieving success.

Students in year 8, 9 and 10 have been identified and will be entered into the targeted mentoring programme after consultation with HOY, SENCO and pastoral leads. The PASS survey will be taken again next year and results will be analysed and reported on.

The targeted mentoring programme is an exciting journey and one that we feel is giving our pupils the assurance they need that we are supporting them. It is a source of intervention which shows we care and believe in them. We look forward to continuing our self-evaluative journey and improving the programme each year based on our experiences of it.





Guided Reading

*Hannah Lawrence
Allerton High School*

The Reading Gap

Pre-pandemic, 17% of the adult population in the UK were functionally illiterate (1). A person who is functionally illiterate is unable to understand a broadsheet newspaper, read a letter from a GP, understand the instructions on a medicine bottle. Significantly, school closures have meant many students have missed the opportunity for explicit reading instruction. A recent Ofsted investigation into the impact of school closures found that many pupils have lost stamina in their reading and writing and ‘for pupils who struggled to read, there tended to be little, if any, reading work going on’ (2). Indeed, in 2021, the DfE found that ‘the newest cohorts in primary and secondary schools have arrived with lower starting points than previous years’ (3). I have found this to be true within my own school context; in September 2021 the number of year 7 students arriving with a reading age below national expectations was twice as high as previous years.

The Guided Reading Coaching Programme

The ‘cumulative disadvantage phenomenon’ meant that we decided to replace silent reading during KS3 coaching with a guided reading programme (4). These sessions happened once a week and involved the coach reading a challenging academic text to students followed by a teacher-led discussion of new vocabulary and key ideas. These sessions were informed by the 2018 EEF Literacy Report which found the explicit teaching of comprehension

strategies can lead to an additional six months’ progress (5). We wanted to give our ‘novice’ readers the tools to think like ‘experts’ when reading – a necessity when pupils face more complex academic texts during KS4. Indeed, in 2000 the OECD and PISA suggested that, ‘finding ways to engage students in comprehension strategies and reading may be one of the most effective ways to leverage social change’ (6).

The texts were selected carefully so they would be both a ‘mirror’ and a ‘window’ (Fig 1). They reflected both students’ own lives and the lives of people with whom they were less familiar. This helped them to build a sense of their own identity and introduced them to alternative experiences, weaving a rich tapestry of histories, cultures and places, real and imagined. Cognitive processing was enhanced through engagement with narratives with deep rooted emotional and empathetic attraction. Vocabulary acquisition increased as unfamiliar words were embedded within meaningful text (7). The texts covered a wide range of interests to increase student engagement; students often enjoy texts more when they have the necessary background knowledge needed for comprehension. Texts were consistently challenging as it is only through encountering more challenging texts that students would develop their grasp of vocabulary, syntax, style and text types (8).

Pre-printed, centrally produced booklets not only improved the efficiency of delivering the curriculum, but also provided students with the

Form Time Reading					
#	Date	Notes	Year 7	Year 8	Year 9
1	06-Sep	INSET	No reading first week		
2	13-Sep	Roald Dahl Day 13 September World Suicide Prevention Day 10 September	Extract from 'Boy'	Extract from 'Boy': The Bicycle and the Sweet shop'	Article on Depression in men
3	20-Sep		New Beginnings'	Banksy and Vandalism	Article on deforestation
4	27-Sep		Malala - 'A Normal Yet Powerful Girl'	President Obama's national address to school children	Michelle Obama speech - education
5	04-Oct	All of October is Black History Month National Poetry Day 7 October	Why is Poetry important Today?	Why is Poetry important Today?	Broken English
6	11-Oct		Caged Bird	Extract from 'Half of a Yellow Sun' Adichie	Benjamin Zephaniah 'We Refugees'
7	18-Oct	Halloween 31 October	Coraline	Extract from Dracula	Article on Pendle Witches

Figure 1: Selected texts by date

opportunity to look back over their learning and quickly refer to past lessons. This prompted their understanding of new concepts and ideas, which enabled them to make connections across concepts previously encountered. Booklets also removed the distractions which inevitably form when pupils look up at the board; students were provided with their own independent learning space (9).

CLASS DISCUSSION

THIS WEEK, WE ARE GOING TO BE LOOKING AT A TEXT about a refugee family.

A refugee is someone who has fled a country Because of war, violence, or conflict.

What emotions do you think these characters will experience? Why?



Figure 2: Class discussion

1. The session always began with a question to activate pupils' prior knowledge (Fig 2).
2. The teacher introduced the reading intention and read the text to the students. Students used a reading ruler to ensure they were paying attention to the reading (Fig 3).
3. Staff introduced the new vocabulary to students. Only one word was selected per session to avoid overwhelming students' cognitive load (Fig 4).
4. The session concluded with a class discussion encouraging students to make connections across the texts and form opinions. This discussion ensured the learning was 'generative'. (Fig 5).

It was imperative the teacher read the extract to the students. In listening to and following a text read aloud by a more capable reader, who provides

READ THE EXTRACT



DISCUSS:

- HOW DOES AYA'S MOOD CHANGE WHEN THE MUSIC IS PLAYING VERSUS WHEN IT IS TURNED OFF? WHAT DOES IT REMIND HER OF?

Figure 3: Read the extract

NEW VOCABULARY

Bustling verb
Bustled verb (past tense)

Bustle

define:

'The community centre was crowded – a jumble-sale collection of people, talking in a **bustle** of different languages.'

Connect:
Conversation
Activity
Party
Tambik

How is the word 'bustle' being used in this sentence?

Figure 4: New vocabulary

CLASS DISCUSSION



How is this extract different from the article we read last week?

How is it similar?

How did this story make you feel? Why?

Figure 5: Class discussion

scaffolding, a less fluent reader can experience autonomy and fluency and subsequently bypass frustrating 'sticking points' at phonemic, semantic or word level in order to focus upon comprehension. Additionally, reading a text aloud creates a community of readers, who produce their own established reading practices in the classroom over time (10).

Student comprehension is not just reliant on words. When reading aloud, the coach needed to consider:

- Intonation
- Rhythm
- Stress
- Volume
- Body language
- Facial expression
- Pace
- Questioning - An effective practitioner not only reads aloud with prosody but also checks comprehension through recap or question-generation (11)

The coaches delivering the guided reading sessions were from a wide range of subject disciplines and so many lacked experience of reading aloud to students.

In order to overcome this barrier, three training sessions were delivered across the academic year. These sessions were delivered by a member of the English team to small groups of staff. Staff were given the opportunity to practise reading aloud and planned open questions to check understanding. Wide sharing of reading data meant that staff could plan how to draw key students into the crucial points of the lesson. This allowed for our weakest students to experience small successes in their thinking and motivated them to further engage with the sessions (12). A staff audit following these training sessions identified that staff understood the rationale and felt confident delivering the programme. Staff particularly enjoyed the opportunity to connect with students in a way they hadn't done previously and engage in this further form of staff development.

Impact

Students in KS3 sat the Renaissance Star Reading test in September 2021. Students were retested in

March 2022. From this we can see many students have made progress:

- Pupil premium students have made on average one year's progress since September.
- Students with SEND have made on average eight months' progress.

One staff member noted, 'students love the opportunity to debate new ideas and learn new vocabulary'.

This year, we have created opportunities for KS3 students to be exposed to rich texts, learn new vocabulary and practise academic comprehension; our next ambition is to expand the programme to year 10.

You can follow Hannah Lawrence, Literacy Lead at Allerton High School, at @MissHLawrence

[Click here to see references](#)





‘It is not the answer that enlightens, but the question’ (Eugene Ionesco)

Jen Rothwell

The Douay Martyrs Catholic School

We’ve all been there. Staring out at a sea of blank faces as our question lurks in the air like a grey cloud. Eyes glaze over whilst they glance down to the desk as though the scars of graffiti will reveal an answer. ‘Don’t pick me, don’t pick me’. You can hear the unspoken prayer hovering in the room and the disappointment descends; they don’t know the answer. They have not learned anything. They have failed you, or worse... you have failed them.

Teaching is full of these moments. The times when you reflect on the efforts you’ve put in and evaluate the knowledge you’ve actually imparted. You’ve spent two lessons going over a concept; you’ve introduced new vocabulary, dutifully entered the words into the glossary at the back of exercise books, recapped in mini plenaries using individual whiteboards and quizzes and you’ve modelled with the class. Yet when it comes to the students answering your simple question verbally and independently, they draw a blank. It isn’t you. It isn’t the students. It isn’t even the result of the pandemic. In fact, it could be as simple as this: you asked the wrong question.

Knowledge is having the answer. Intelligence is asking the right question.

Questioning is both an integral and underestimated part of teaching. Falling under the remit of ‘oral intervention’, the questions we ask draw out

information, develop ideas, probe for deeper understanding in the hopes that we achieve that ‘ah-ha!’ moment where you can almost see the lightbulb pinging alight above their heads. The benefits of good questioning, according to the Education Endowment Fund are far-reaching.

Good questioning can:

- improve student attainment by adding an additional five months of learning across the year in secondary schools.
- enhance classroom climate
- tackle behavioural issues
- aid vocabulary development and retention of new vocabulary
- provides additional support to disadvantaged students whose oral language development is behind their peers.

Whilst this all sounds wonderful and no doubt something that all teachers would hope to achieve and provide for their students, it does beg the question: what questioning strategies should we be using?

Command words

When we think of questioning, we immediately think of our command words: what, when, where, who, how and why. These words are powerful and form the basis of our questions. But have you ever stopped to think about what these words actually imply? For instance, ‘how’. During a recent masterclass, I asked my colleagues the simple

question 'how do you feel?' The answers ranged from the much relatable 'exhausted' to the general 'not bad'. And yet their answers were not correct. They had told me what they felt. None had told me how they feel – through the sense of touch, with their hands, with electrical impulses interpreted by the brain. If we, as relatively intelligent adults, have misconceptions of command words, so to do our students. Think about the command words you use; what is it you are really asking them?

Chaining questions: recall to react

Are all questions created equally? Is a 'what' question easier than a 'why' question? The answer is relative to the students you teach. Student X may struggle with information retention and so asking them to recall a date, a technique, a key word could be just as challenging for student Y, who cannot for the life of them remember why Jekyll and Hyde was set in London and not the author's native Edinburgh. This is where chaining questions can come in handy. Beginning your questions with questions that rely on recall (what? when? where? who?) can build a foundation of knowledge to build on so that you can then chain to react questions (how? why?). For illustrative purposes, please see the abridged example below from an exchange with my year 10 set 3 class:

Question 1: Recall: "Where was Robert Louis Stevenson from?"

Answer: "Edinburgh."

Question 2: Recall "What was the name of the London-based doctor Stevenson was interested in?"

Answer: "John Hunter."

Question 3: React: "Why was he interested in John Hunter?"

Answer: "Because he was grave-robbing and conducted illegal science experiments which was seen as sinful."

Question 4: React: "How is this relevant to Jekyll and Hyde?"

Answer: "Because Jekyll is a doctor and a scientist

like Hunter."

Question 5: React: "And why do you think Stevenson set the book in London?"

Answer: "Because John Hunter lived in London and Stevenson was inspired by him and set the story in John Hunter's house."

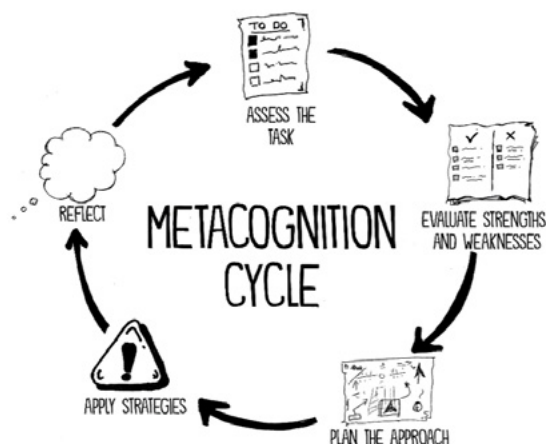
'Leading out' knowledge

The origins of the word 'education' come from the Latin 'ex ducere' – meaning 'to lead out' and Socrates was a master of 'leading out'. Socrates gathered questions into six distinct groups:

- Conceptual clarification questions – 'Why exactly do you think that?'
- Probing assumptions – 'Can you verify or disprove this assumption?'
- Probing rationale – 'How do you know this?'
- Questioning viewpoints – 'What is an alternative way of looking at this?'
- Probing consequences – 'What do you think will happen if we do this?'
- Questions about the question – 'Why is this a good question to ask?'

All of the Socratic questioning methods are well worth researching and using as a base for developing your questioning skills, but it is the final bullet point that can develop an atmosphere of learning and curiosity within the classroom. We all know the power of metacognition and have no doubt toiled over the theories of Piaget and Vygotsky during our training but enabling students to learn about their own learning is a vital gift to give and we can encourage this by questioning the questions they ask and helping them to do the same.

See Figure 1 for the model of metacognition adapted from Lovett et al's 2008 'Teaching Metacognition'.



We can follow this metacognition cycle using Socrates' 'questioning the questions' method.

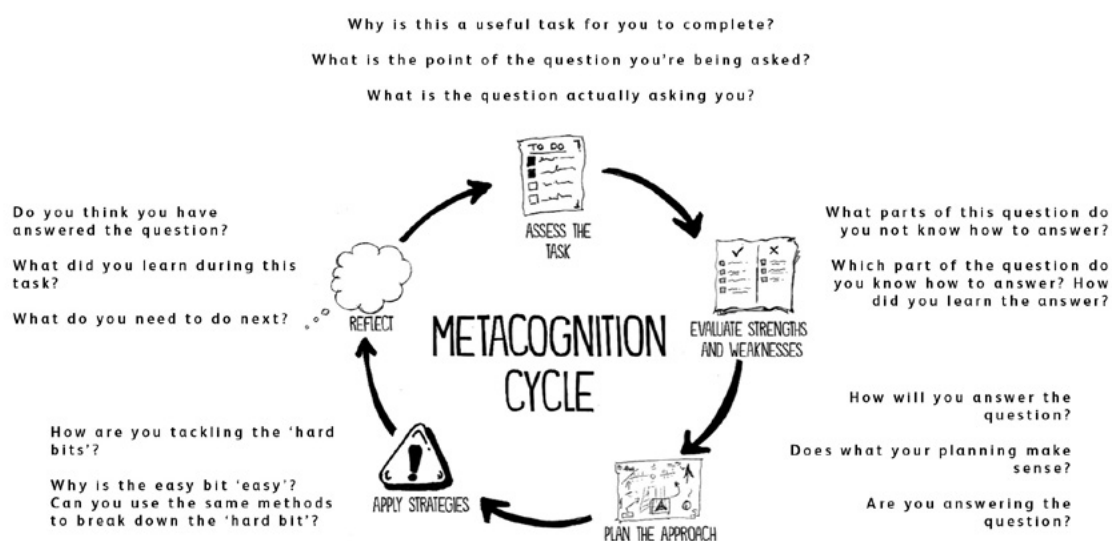


Figure 1: Model of metacognition adapted from Lovett et al's 2008 'Teaching Metacognition'.

Effective questioning is a vital part of quality first teaching and a key skill in your arsenal as a frontline fighter for education and for the students we teach. In this fast changing, social media-soaked world, we need to prepare children to question their societies, their peers and themselves and what's more, as educational professionals, we are advocates for learning and, I suspect, eager to learn ourselves. My tutor, a wise, tweed-clad literature teacher with an honest-to-goodness monocle, said to me on my first day of my training, twelve years ago: 'if you stop learning how to teach, then you have not understood learning nor teaching.' It has stayed with me ever since.

'The minute we begin to think we have all the answers, we forget the questions'

-Madeline L'Engle

[Click here to see references](#)



How SSAT can continue to support your school improvement journey

We can help you identify focus areas and access the right tools, advice, resources and programmes for improvement. Our education team has expertise in primary, secondary, post-16 and special education, and we offer school improvement consultancy and support that can be delivered flexibly to suit your requirements.

Examples of our professional development and school improvement support include:

▶ **Embedding Formative Assessment Programme**

Improve teacher practice and help your students make two months' additional progress in their Attainment 8 GCSE score.

▶ **Lead Practitioner Accreditation**

Empower and recognise your staff to improve whole-school teaching and learning.

▶ **Curriculum intent and quality assurance seminars**

Using the *Four Pillars of Principled Curriculum Design*, review your current curriculum provision and identify areas for development.

▶ **Deliver your own SSAT leadership programmes**

Become a delivery partner and deliver *Leaders for the Future*, *National Award for Middle Leaders* or *Stepping up to Senior Leadership* in your school.

▶ **Coaching**

Tailored one-to-one support and bespoke group training.

▶ **Student leadership**

Training for student leadership coordinators or deliver your own training to develop student leaders in your school.

▶ **Improving whole school attendance and punctuality**

Identify new approaches to improve attendance and punctuality rates.





‘Literacy for Life’: Rich in language, ideas and opportunities

Lauren Adams
St Mary’s College

It goes without saying that reading is the gateway to the curriculum, and that without being able to read ‘well’, many of our students are instantly disenfranchised.

This belief sits at the core of all we do at St Mary’s College and has been the topic of hour upon hour of passionate discussion about our approach to reading. Yet, it became apparent that, when talking about reading, we were talking about so much more than simply decoding, fluency and word recognition – we were talking about rich vocabulary, ‘big ideas’ and schematic links with prior knowledge. This web of complex knowledge and skills is captured beautifully in Scarborough’s *Reading Rope* (2001) which provided a grounding for us in understanding the tapestry of skills that we were seeking to develop. However, our discussions soon branched out even further from this as we began to question whether it was possible to design a reading curriculum that not only allowed for the development of these interwoven skills but ensured diversity, representation and engagement with ideas linked to social justice and ever evolving issues in the wider world.

The answer to whether this ‘holy grail’ of a curriculum was possible: it had to be! And so, gone were the days of students reading independently during a weekly ‘reading lesson’, and in its place our innovative and ambitious ‘Literacy for Life’ curriculum.

Given our commitment to the approach, we decided

that all students in years 7 to 9 would access one hour of the curriculum each week and decided on the five core aims detailed below:

1. To empower young people to access and understand a range of challenging texts that could support them emotionally, socially, practically and professionally now and throughout their lives.
2. To build students’ cultural capital and deepen their understanding of a variety of societal and cultural issues.
3. To encourage students to consider and value a range of perspectives and experiences
4. To develop students’ oracy skills so that they can communicate their understanding of the world around them with confidence and clarity.
5. To develop students’ breadth of vocabulary and their ability to employ this to articulate their views and understanding.

Essentially, each unit links to a termly focus such as ‘diversity’ and students study challenging extracts of poetry, fiction and non-fiction centred around this theme and linked to a core text for the unit. What sets this approach apart is the value, space and time given to the explicit instruction of new vocabulary, the onus on activating prior knowledge/developing cultural capital, and the

depth of discussion that takes place around the texts studied. Students are encouraged to consider a range of perspectives, meanings and interpretations and develop the confidence to articulate their understanding of the texts and issues explored.

Whilst the lessons follow the St Mary's College Learning Cycle for the main part, with the skills and knowledge clearly sequenced, the intent was also to provide an element of freedom for teachers to embrace discussion and debate and to not to feel constrained in any way. Given the complexity and emotive nature of the issues being discussed, and our real desire for a focus on oracy in these lessons, we were presented with a number of challenges. Most prominently, was students' willingness, post pandemic, to engage readily in structured discussion. Whilst for some students, they were able to do this with a degree of automaticity, for others, this certainly wasn't the case. After some further research, we decided to adopt a more formal approach to discussion across these lessons with the use of Voice 21 resources – such as Talk Tactics – to support this. Whilst this is still a work in progress, we are already seeing the benefit of approaching class and group discussions in this way and are planning to adopt more of these strategies across the curriculum in the next academic year. Similarly, we also came across barriers for some of our weakest readers and needed to find a solution that aligned with our core value of 'ambition for all' but also ensured that the time was used most effectively for these students to continue developing their core fluency and comprehension skills. To combat this, for a small number of students we have created an adapted 'Literacy for Life Plus' curriculum that aligns with the core themes and topics but adopts more explicitly the reciprocal reading approach.

As we approach the end of our first year of the 'Literacy for Life' curriculum, we are optimistic that the impact will be borne out through our standardised reading testing scheduled to take place prior to the end of the year, and are already seeing a discernible impact on student engagement, confidence and use of vocabulary. For other schools interested in adopting a similar approach, one of the key benefits is the school's ability to select texts pertinent to their students and issues affecting

their communities. Whilst the diet studied in the core English curriculum can often focus primarily on key writers and texts from the literary canon, this curriculum offers the space to look beyond that and provide a more ambitious reading journey for all students.





How to make Mandarin work in your school

*Jonathan Brownlie
The Crossley Heath School*

Want to introduce Mandarin? Here's how. We've all heard the negative news about the decline in modern foreign languages in schools. The traditional languages of French, German and Spanish have seen a continued fall in popularity at A-level, fewer students are sitting GCSEs than just a few years ago and language exchanges and trips abroad are in decline, although efforts are being made to stem this. But amid this rather bleak landscape, there is a bright spot: Mandarin Chinese. Entries at GCSE and A-level are growing across the country, and since its introduction in our school in September 2017, Mandarin Chinese has been a huge success. So how can you introduce it to your school? Here are our tips.

Get support from leadership

Introducing any new subject requires senior leadership support but bringing in an unfamiliar one like Chinese can raise a lot of questions. Make sure you have a clear rationale as to why you are introducing Chinese; this will help a great deal as you start to make decisions that impact different areas of the school. Then thrash out the detail at SLT meetings, working through your plans not just for the first year but the longer term, too. You need to be able to answer questions about who will study Chinese, what they will cover at key stage 3, how they will be assessed, how many teaching hours they will have, and what kind of progression you will offer from GCSE to A-level.

Then you'll need the support of governors. Curriculum changes always have staffing and cost implications, but with the backing of your senior team and planning in place, they are likely to support the move as it adds to the school's appeal for prospective pupils and parents.

Recruit the right staff

This is both obvious and easier than you might think. Increasing numbers of students are coming through initial teacher training courses in Mandarin, at UCL Institute of Education and Manchester Metropolitan University, for example. There are also native speakers in communities across the UK (even in the northern outpost where we are based, we've been surprised at the number of people who have contacted us about teaching Chinese).

Another option is to take on a Hanban teacher; they are highly skilled teachers seconded to the UK from regular teaching positions in schools in China. Hanban teachers are able to join staff in your school to work as language teaching assistants for up to two years. You could also supplement your Chinese teaching team through the British Council's Chinese Language Assistant scheme (which is how our current Mandarin teacher started out, as a visiting language assistant from Beijing).

Think big but start small

Our introduction of Chinese coincided with the

development of the Department for Education-supported Mandarin Excellence Programme (MEP), which aims to educate 5,000 young people to a high degree of fluency in Mandarin by 2020. We knew our students and parents would find this appealing, but we were amazed at the positive response when we wrote to our prospective students to gauge interest from the incoming year 7: more than half of the year group wanted to be on the MEP.

Nonetheless, we adopted a cautious approach, selecting just one form (of a six-form entry) to study Mandarin via the MEP. This has enabled us to focus our efforts on this group and better monitor their progress. This meant that there were just Mandarin lessons in year 7 in the first year, but as the cohorts move through school, Mandarin continues to grow. And “it doesn’t matter how slowly you go, so long as you don’t stop”; not my words, but those of Confucius, whose name is also carried by the Confucius Institute at IOE (which, incidentally, is a great source of support in introducing and expanding Chinese provision).

Embrace enthusiasm

You are likely to find that many people in your school are interested in Mandarin and Chinese culture and thus there are many ways to link the work you are doing in Chinese with activities and learning in other subjects. Our students have had cross-curricular learning experiences using Chinese and art skills to make and decorate artefacts including dragon puppets, Chinese masks and traditional teacups. They also made some very tasty dumplings in food tech. There are links with almost every subject; the opportunities are only limited by your imagination.

Build networks

Much of what we have been able to develop is thanks to work with the wider Mandarin education community. An event for northern MEP schools at the University of Leeds gave different schools teaching Mandarin the opportunity to come together, establish new ties and share ideas. Through the MEP, we have also had the opportunity to visit other schools and see how Mandarin is delivered. There is also an active online community, with

great opportunities to share resources (the IOE at UCL has developed excellent schemes of work, lessons plans, PowerPoints and home learning tasks, and there are resources from Confucius Institutes and Hanban, as well as what’s available on Chinese social media such as Weibo).

Celebrate your successes

Introducing Mandarin is exciting, and it’s something you should be proud to shout about, on your website, social media or in the local press. It’s still a relatively novel and niche undertaking, so use that to your advantage to build a positive narrative around what you’re doing, while watching your school go from strength to strength.



What does it mean to be human? Anthropology Society at Bentley Wood High School

*Tomislav Maric and Nicola Mouskis
Bentley Wood High School for Girls*

Digitalisation and the rise in multiculturalism means that now, more than ever, different human experiences are readily available to us. At the click of a button, we are exposed to a variety of cultures, traditions and the living conditions of those thousands of miles away, or, those next door. Whilst information is abundant, it is important that for students, it is delivered with guidance through an empathetic lens.

In the UK, the proportion of pupils from minority ethnic origins has been steadily rising since 2006. In 2020, children of ethnic minority origins represented 33.9% of primary school pupils and 32.3% of secondary school pupils. Therefore, cultural diversity is inherent to the experience of young people within and beyond the school. Social and cultural anthropology plays a vital role in helping people to understand one another free of prejudices or bias. There is clearly a genuine interest in the subject and the benefits it brings to students at the pre-university level, along with a clear willingness from universities to work closely with schools and colleges to support such projects. Although the political and economic climate is highly challenging, with funding cuts showing no signs of abating, it is essential that ways are found to promote the subject at this level.

At Bentley Wood High School for Girls, Anthropology Society initially began when teacher and author Tomislav Maric set up a Microsoft Teams page to explore a range of social issues

with students. Three years later and the club has grown, members now meet weekly and have the opportunity to discuss, debate and share ideas on chosen topics such as: inequality, racism, power relations, globalisation, evolution, gender, boundaries, identity, classification and much more. Students are keen to share their ideas and experiences, and often take the lead, presenting information on topics they have researched. For example, a recent presentation on evolution led to a trip to the Natural History museum to look at the oldest hominin fossil. For many students, this trip was the first trip into central London which exemplifies how the experience of Anthropology Society contributes to their personal development.

Anthropology Society is an opportunity for students to recognise their similarities and embraces their differences. It is made up of students whose parents are from Iraq, Iran, Afghanistan, Pakistan, Lebanon, Ghana, India, Kenya, Algeria, Syria, Croatia, Kosovo, Albania and Bosnia. This vast cultural identity creates an environment of learning. Although the sessions are often led with a PowerPoint, most discussions rely on the broad experiences of the students and rarely require any resources. All of the students are second or third generation immigrants or refugees; British kids who listen to all of the popular music, follow fashion and have the same issues as any other teenager. This hybrid deepens their exploration of other cultures and social issues as they recognise themselves in others. In a recent session exploring the practice of fasting, students shared their



experiences of fasting and learnt about how other cultures around the world embrace the same practice for a variety of reasons.

Here in London, where over 250 languages are currently spoken in London schools, 69% of the students at our school have a first language that is not English, but when they are in the classroom they have something in common that allows them to communicate. As teachers, we are responsible for creating an environment with no judgments and Anthropology Society has allowed us to do that; by exploring the different human experiences, we also highlight how similar our reaction, emotions and innate human instincts are. A passion for the subject has encouraged many of its members to look into studying anthropology at higher education and led the Year 12 students to an anthropology taster day at Brunel University.

Anthropology is a fundamental way of knowing the world and appreciating its shared humanity

and what better way to do this than learning from the people around you. With all the different cultures in the classroom exploring anthropology becomes an experience of seeing one's self in and through the eyes of others, and teaching it is richer when everyone has the opportunity to contribute. We realise there are shared values that apply, whatever one's cultural background and students learn empathy and respect for others. Perhaps the best benefit of the Anthropology Society is this transformation of students and their values.



Elevating student voice and student leadership in education

Gabriella Moores
GEMS Founders School, Dubai

During the height of the pandemic, with most students joining their lessons via online platforms, it was clear that student voice and student leadership within education had come to a sudden halt. Unfortunately, some of our students did not have working microphones on their devices, forcing their student voice to become literally mute. Reflecting on the school improvement plan, based on the previous inspections, a whole school priority once students returned to school was to encourage positive, healthy relationships between teachers and students by ensuring teachers were familiar with students' personal preferences and academic potential. Therefore, creating new opportunities for student voice and student leadership was imperative in building healthy relationships inside and outside of the classroom post-pandemic.

When students returned to school and online learning became a distant memory, it was apparent that the classroom had altered from the environment we knew pre-pandemic. For this reason, as a newly appointed advanced skills teacher, student voice was the focal point of my practice. After analysing the data from the recent PASS survey and collecting my own data from student questionnaires, it was evident that many students did feel unheard and were finding social communication challenging, potentially limiting their opportunities. Therefore, we decided to create a platform, which was completely led by students,

to give them the opportunity to communicate with the whole school community.

Firstly, we spoke to secondary students across the school to establish interest in taking part in creating a podcast. It was challenging to recruit students at first as it was a brand-new idea and our students were in favour of the familiar. However, once we assembled a small group of students who were interested, we created a dedicated weekly meeting slot to begin constructing the podcast from scratch. Students created their own questionnaires to send to the whole school to gather feedback on topics such as the podcast name, logo, and which topics students wanted to be discussed on the podcast. By gathering this data, it allowed the students to begin creating a platform suitable for the whole school and raised awareness of the podcast amongst students, parents and teachers, so naturally the concept gained interest. From the data collected, the students decided to name the podcast 'GFS Talks' and the logo was created by GFS Art students. Creating a sense of community was of paramount importance to us, so we wanted to speak to an array of people within the community to invite them as guest speakers on the podcast. As a result, students created a weekly schedule of different topics to focus on, so they could plan and schedule interviews with primary and secondary students, teachers and parents.

In the words of Adam Fletcher (2021), 'It is not enough to simply listen to student voice. Educators have an ethical imperative to do something with

students, and that is why meaningful student involvement is vital to school improvement.' As the podcast gained popularity and more and more students were volunteering to be interviewed and to interview others, we began to think of other areas in the school we could encourage student voice and leadership. We began to explore John Dewey's research on reflective experience and wanted to give students more opportunities to communicate their ideas through reverse mentoring. Dewey outlines, 'successful participation involves joint anticipation, cross-referencing of meanings. It is co-authored looking ahead.' (Vanderstraeten, 2022, p.240). Students have untapped knowledge which is invaluable and therefore we wanted students to be co-designers in the curriculum and ultimately treat students as partners in every facet of school change.

Student voice can range from a small group of students leading a podcast to students sharing their ideas with teachers and leaders and making a change in regard to the school curriculum and policies. Students bring renewed ideas and authenticity to the school. In addition, students themselves benefit from leadership and problem-solving opportunities when participating in the decision-making of the school community. The leadership team have been working with Matthew Savage on 'The Mona-Lisa Effect' during CPD this year and we decided to involve students in the leadership CPD sessions.

A selection of students were invited to join our staff professional development sessions with Matthew Savage to support us with identifying our 'spikes' (Ellis, 2018) so we could work on the

solution together. Students voiced their opinion regarding key topics such as uniform, curriculum and resources to give the leadership team food for thought. Involving students in CPD allows practitioners to learn how elements of the school can be improved from a student's perspective. For example, a student identified that the curriculum and the library books need to be more culturally diverse.

Fundamentally, it is important to read and study the works of William Shakespeare and Thomas Hardy to prepare students for their exams; nonetheless, it is also essential to read and study the novels of Khaled Hosseini and poetry by Rupi Kaur to expose children to a world of different perspectives and to avoid 'the danger of a single story'. (Adichie, 2009). From this 'spike' identified, we created a small working group of leaders, teachers and students to focus on the removal of the 'spike' such as revisiting the curriculum and adapting the texts we study across each key stage and by executing a book audit to order new books for the library.

It is our responsibility to provide opportunities for children to develop approaches to grow socially as well as academically. Providing opportunities for students to take ownership of their own education and creating a platform for students to elevate their voice has strengthened our school community and the partnership between teachers and students will continue to grow and flourish.

[Click here to see references](#)





Girl Empower: Breaking barriers and building self-esteem with science technology, engineering and maths (STEM)

Mary-Anne Metcalfe
The Oaks Secondary School

What we know: Why is there a need for this STEM intervention?

If you have ever taught one of the scientific disciplines, you may be familiar with the following statements, which I usually hear several times a term from pupils.

"Girls can't do proper science."

"I am not clever enough to work in science."

"Why do I need science? I am not going to work in a lab."

The above misconceptions contribute to the underrepresentation of females choosing science, technology, engineering, and maths (STEM) as a career. As facilitators of learning, we discuss the struggles women faced throughout history to gain credit for their scientific achievements. In education, there is a drive to increase women's employment in the STEM industry. Herrman et al. (2016) state that 85% of women believe that teachers significantly influence their career aspirations. There is a correlation between female role models and career aspirations. This study will increase the learner's STEM experiences and identify the impact of gender-specific role models on their career aspirations.

Evidence suggests that when schools apply the STEM curriculum correctly, pupils cultivate

transferable skills and mental resilience and understand the extensive career opportunities available. Examples of STEM being used correctly in schools could be pupils being placed in the correct academic grouping, a balanced representation of gender-specific role models and taught by a subject specialist. When STEM is not applied correctly in schools, the academic gap between able and less able students will widen. Pupils may not consider a career in STEM because they will not be aware of the wide range of science careers within the field, such as psychology, sociology, and anthropology (Helmenstine, 2020). This STEM intervention is needed to promote mental resilience using practical skills. This will act as a foundation for teamwork and empower female pupils to increase their awareness of STEM careers.

What we wanted to find out: Can the application of STEM be used to improve mental wellbeing?

When pupils work in smaller groups, in an environment they feel safe in, they are more likely to work outside their comfort zone. When pupils work outside their comfort zone, they are more likely to make mistakes and apply problem-solving skills. When pupils see failing at a task as an opportunity to learn, it increases their mental resilience and transferable skillset. This study intended to determine if using a STEM intervention can improve mental wellbeing, quality of learning and awareness of STEM careers.

What we did: method

The STEM study was conducted in a special school with diverse pupil needs and academic abilities. The school identified that the pandemic had impacted many pupils' mental health. The study was carried out as a monthly intervention, and took place in a Rights Respecting Schools session, so pupils did not miss any academic subjects. Students spent 50 minutes working together on STEM projects each session. Figure 1 shows a summary of the intervention activities. There were five practical tasks which were led by a female outside speaker or myself. I conducted a student pre and post study survey.

Student criteria

- Female only group year 8/9 (with parental consent) seven pupils
- Selected based on mental health needs, such as high anxiety and low self-confidence.
- Data was gathered from Sleuth (behaviour tracker), Listening Matters and Mindfulness interventions to support student selection.

What we found out: Impact of STEM intervention

Pupils were reminded every session that the intervention was optional; therefore, the 100% retention indicates that the pupils were enjoying their time in the group and not anxious about attending. Figure 2 summarises the survey findings. At the start of the study two pupils were interested in careers in STEM. By the end of the study the remaining five pupils would now consider a career in a STEM role.

Creating a relaxed learning environment encouraged pupils to become more confident when working in teams. By the end of the study 71.4% of pupils improved their confidence when working in teams. The most noteworthy impact was increasing students' understanding of STEM careers.

01 Key Activities Session One - Introduction 1 Tea, biscuits and introduction to group 2 Explanation of study plus student Q&A 3 Initial survey 4 Explain to students who next week guest speaker is (Prof. Anatomy) 5 Prepare questions for next weeks guest speaker 6 Opportunities for final questions	02 Key Activities Session Two - Guest Speaker Heart Dissection 1 Meet, greet, tea and biscuits. Discuss any worries pupils may have 2 Play pre recorded video from guest speaker 3 Discuss jobs where people might need to know about anatomy 4 Heart dissection practical 5 Tidy away 6 Reflect on today's session	03 Key Activities Session Three - Engineering Building Circuits 1 Meet, greet, tea and biscuits. Discuss any worries pupils may have 2 Play STEM video of female electrical engineer 3 Discuss transferable skills from engineering such as drawing 4 Discuss the range of engineering jobs available 5 Team activity - build a giant circuit (minimum adult support) 6 Reflect on today's session	04 Key Activities Session Four - Forensics Using Microscopes 1 Meet, greet, tea and biscuits. Discuss any worries pupils may have 2 Discussion about forensic sciences and student Q&A 3 Discuss the range of jobs available in the forensic industry 4 Pupils prepare onion cell on a slide and then observe prepped slides 5 Discuss other jobs roles where people need to use microscopes 6 Reflect on today's session	05 Key Activities Session Five - Guest Speaker Darwin's Finches Practical 1 Meet, greet, tea and biscuits. Discuss any worries pupils may have 2 Q&A with ex criminal psychologist (in school) 3 Discuss some science roles mean asking questions and observing 4 Video introducing Darwin, discussion of naturalist jobs 5 Darwin's Finches experiment (run as a competition) 6 Reflect on today's session
06 Key Activities Session Six - Zoo Lab Handling Animals 1 Introduction to Zoo Lab Ranger 2 Handle animals and ask questions 3 Discuss role where you need knowledge of animals 4 Tea and biscuits Reflect on session	This event was cancelled due to COVID-19		07 Key Activities Session Seven - Final Survey 1 Meet, greet, tea and biscuits. Discuss any worries 2 Final survey 3 Opportunities for final questions	

Figure 1: A summary of the science intervention activities, including practical tasks we conducted. All sessions started with tea and biscuits to create a relaxed learning environment and encourage pupils to work outside of their comfort zone.



Figure 2: Survey comparing self-reports of pre intervention and comparing to post intervention.

What this means for now – and future applications

Findings suggest that the science intervention has fulfilled its aim of enhancing students' mental wellbeing and understanding of careers in STEM. Staff and students spoke positively about the programme and deemed it a valuable experience. For future studies, I would make the following recommendations: having the sessions weekly instead of monthly would help retain information, leaving three weeks between each session meant we had to spend longer recapping the previous session. I would run one intervention every half

term for a group of six to ten pupils. Continue having a specialist teacher leading the intervention from any of the STEM disciplines. Having tea and biscuits helped students relax, and I would implement this time into every session moving forward. The application of this study could be utilised for all subjects and underrepresented groups.

Limitations of study

The fundamental limitations were Covid restrictions. Initially, the study intended to have three females from each year group (7-11). Due to class bubbles, this was reduced to years 8 and 9. This limited the age range of pupils. I initially wanted all year groups so the year 11 pupils could support year 7 pupils and become positive role models for the younger pupils. This intervention was conducted in a classroom, not a controlled science lab environment. The classroom choice was designed to help pupils relax, we could eat and drink in the classroom, and the classroom had a less clinical atmosphere than the science lab.

Finally, the Zoo Lab workshop was cancelled due to a short spike in Covid cases. This workshop involves students handling animals and could not be conducted on Teams.

Final remarks

The main goal of this study was to investigate whether STEM can build self-esteem and increase the understanding of STEM roles for girls. To achieve the main goal, the study initially tried to accomplish the following specific objectives: (a) measure pupils' understanding of STEM careers at the start and the end of the intervention (b) to measure pupils' mental resilience and confidence at the start and end of this study.

To achieve all the goals as mentioned above, and check the hypotheses raised, data was interpreted on the basis of a quantitative analysis. Nevertheless, an ongoing qualitative overview from the pupils' form tutors measures how students' confidence improves and how their anxiety is reduced every session.

[Click here to see references](#)

Interrupting the cycles that disempower

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey>
<https://neu.org.uk/coronavirus-reviewing-your-behaviour-policy-after-covid>
<https://www.mentalhealth.org.uk/publications/fundamental-facts-about-mental-health-2015>

DBT Steps A; skills training for Emotional Problem Solving for Adolescents, Mazza et al (2016)

Guided Reading

1. "Adult Literacy | National Literacy Trust", National Literacy Trust, 2015 <<https://literacytrust.org.uk/parents-and-families/adult-literacy/>> [Accessed 2 June 2022]
2. Jones, Chris, "Spring Term Monitoring Inspections – Moving Forward, Despite The Challenges", GOV.UK, 2021 <<https://education-inspection.blog.gov.uk/2021/04/21/spring-term-monitoring-inspections-moving-forward-despite-the-challenges/>> [Accessed 5 May 2022]
3. "Education Recovery In Schools: Autumn 2021", GOV.UK, 2021 <<https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-in-schools-autumn-2021>> [Accessed 5 May 2022]
4. "The Matthew Effect – Why Literacy Is So Important", Learning Spy, 2012 <<https://learningspy.co.uk/>> [Accessed 5 May 2022]
5. PREPARING FOR LITERACY Improving Communication, Language And Literacy In The Early Years (Education Endowment Foundation, 2018) <https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf> [Accessed 5 February 2022]
6. READING FOR CHANGE (PISA, 2000) <<https://www.oecd.org/education/school/programme-for-international-student-assessment-pisa/33690904.pdf>> [Accessed 16 January 2022]

7. Gardner, D., "Vocabulary Input Through Extensive Reading: A Comparison Of Words Found In Children's Narrative And Expository Reading Materials", *Applied Linguistics*, 25 (2004), 1-37
8. Gambrell, Linda B., Barbara Martin Palmer, Rose Marie Codling, and Susan Anders Mazzoni, "Assessing Motivation To Read", *The Reading Teacher*, 49 (1996), 518-533
9. Mortimore, Kathrine, *Disciplinary Literacy And Explicit Vocabulary Teaching*, 1st edn (Woodbridge: John Catt, 2020)
10. Westbrook, Jo, Julia Sutherland, Jane Oakhill, and Susan Sullivan, "Just Reading: The Impact Of A Faster Pace Of Reading Narratives On The Comprehension Of Poorer Adolescent Readers In English Classrooms", *Literacy*, 53 (2018), 60-68
11. Kucer, Stephen B., "Readers' Tellings: Narrators, Settings, Flashbacks And Comprehension", *Journal Of Research In Reading*, 33 (2009), 320-331
12. Willingham, Daniel T, *Why Don't Students Like School?* (Hoboken (New Jersey): Jossey-Bass, 2010)

'It is not the answer that enlightens, but the question' (Eugene Ionesco)

Education Endowment Fund: Teacher toolkit: Oral Intervention Strategies: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>
 'Teaching Metacognition' – Lovett et al, 2008
 Socratic Questioning: University of Nebraska Graduate Studies: <https://www.unl.edu/graduate-studies/connections/socratic-questioning>
 Image credited to John Spencer <https://spencerauthor.com/metacognition/>

Elevating student voice and student leadership in education

- Adichie, Chimamanda Ngozi (2009) The Danger of a Single Story. Available at: https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story [Accessed on: 12/05/22]
- Ellis, Jim. (2018) Unpleasant/Hostile Design in our Schools – What spikes do we have? Available at: <https://medium.com/design-in-education/when-recently-listening-to-the-podcast-99-percent-invisible-by-roman-mars-i-was-struck-by-the-fb52130c9ff7> [Accessed on 19/05/2022]
- Fletcher F.C, Adam (2021) Meaningful Student Involvement through Learning Design. Available at: <https://adamfletcher.net/2021/06/28/student-power-through-learning-design/> [Accessed: 19/05/22]
- Fletcher F.C, Adam (2021) Student Voice is Not Enough. Available at: <https://adamfletcher.net/2015/03/19/student-voice-is-not-enough/> [Accessed: 20/05/22]
- Savage, Matthew (2021) The Mona Lisa Effect Available at: <https://www.monalisaeffect.me/home> [Accessed on: 10/05/22]
- Vanderstraeten, Raf (2022) Dewey's Transactional Constructivism, Journal of Philosophy of Education, Vol. 36, (No. 2), 1-15.

Girl Empower: Breaking barriers and building self-esteem with STEM

- Herrmann, S.D., Adelman, R.M., Bodford, J.E., Graudejus, O., Okun, M.A. and Kwan, V.S.Y. (2016). The Effects of a Female Role Model on Academic Performance and Persistence of Women in STEM Courses. Basic and Applied Social Psychology, [online] 38(5), pp.258–268. Available at: <https://files.eric.ed.gov/fulltext/ED577154.pdf>.
- Helmenstine, A. (2020). What Is the Difference Between Hard and Soft Science? [online] ThoughtCo. Available at: <https://www.thoughtco.com/hard-vs-soft-science-3975989#:~:text=Soft%20sciences%20apply%20the%20scientific%20method%20to%20such>



Don't forget to follow us on...



Facebook



Twitter



LinkedIn



Instagram