

Jurassic Coast

Teaching Schools Alliance

Includes a new article
by Gordon Stobart
following up on his
conference presentation

Newsletter No. 3



Website Launch

The Jurassic Coast Teaching Schools' Website is now up and running and it is hoped that it will quickly become the central repository for all Teaching Schools related information. The address is very simple and, hopefully,



The Alliance

The Woodroffe School
The King's School
Colyton Grammar School
Axe Valley Community College
Budmouth College
Holyrood Academy
Mountjoy Special School
Thorncombe, St. Mary's
Marshwood School
Mrs Ethelston's, Uplyme
Chardstock Primary
St. Michael's, Lyme Regis
Charmouth School
St. Mary's Bridport
Axminster, St. Mary's
Axminster Community Primary
The University of Exeter
Babcock Devon
Dorset LA

Teaching schools are our beacon of hope.

Estelle Morris, The Guardian 25th July 2011



What kind of classroom learning do we want?

An article written especially for JCTSA by

Professor Gordon Stobart

We become teachers because we want to help children learn and parents send children to school in the hope that we will do just that. But what kind of learning do we want for them? Some of it is about the basics – we want them literate and numerate and developing a useful body of subject knowledge. But we know there is more to it than that, we want them to be able to think for themselves, to be able to deal with new situations – ‘knowing what to do when you don’t know what to do’¹.

I would call this *deep learning* which goes beyond the ‘strategic learning’ that may get good results through careful test preparation and practice but may not involve a real understanding of the material. The key features of a deep learning approach are:

1. To seek meaning and to develop ideas for yourself – to ‘make sense’ of what is being learned;
2. Active interaction with content, particularly relating new ideas to previous knowledge and experience
3. Linking ideas together using integrating principles

This sits well with modern learning theory which holds that effective learning builds on what is known, tries to make personal sense and is an active and social process.

All very lofty – but what does it mean in practice?

Deep learning in the classroom.

Assessment for learning gives us a good framework for developing this understanding of deep learning:

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment Reform Group (2002)

Finding out where learners are

We find out where learners are from their work, from diagnostic assessments and, most powerfully, from classroom dialogue which reveals their thinking and misconceptions. As teachers we would claim that we have rich dialogue in the classroom. However, a recent study by John Hattie found:

Continued...

Teachers talk 70-80% of the time, ask 200-300 questions a day, of which 60% ask for recall of facts and 20% procedural ('have you put the date on' etc). Group discussion or discussion of meaningful ideas occupied less than 5% of class time.

In answering questions 70% of pupils' answers took less than 5 seconds and averaged three words.

For deep learning we will need richer questions and increased dialogue ('pair and share')

Where they need to go – the 'big picture'

Learning is effective when we can make sense of what we are doing and know what a good performance looks like. This also helps learners make sense of the details – so we understand and remember more. *Learning intentions* and *success criteria* seek to do this. Unfortunately, pressure to make them explicit for every lesson may have turned them into a dull routine rather than a source of understanding. How can we keep the process creative?

And how best to get there

We do this through feedback and while we all give lots of feedback research shows that most of it is ineffective in 'closing the gap' between where we are and where we need to get to. Effective feedback:

- Focuses on the task not the learner – ('there is a world of difference between good job and good boy' – Peter Johnson)
- Provides *specific* information ('try harder' is unhelpful)
- Offers strategies not solutions
- Challenges, requires action, and is achievable.

I look forward to exploring these ideas with the Jurassic Coast Teaching Schools Alliance.

Gordon Stobart

¹ This is Guy Claxton's definition of intelligence – an intelligence we are able to develop



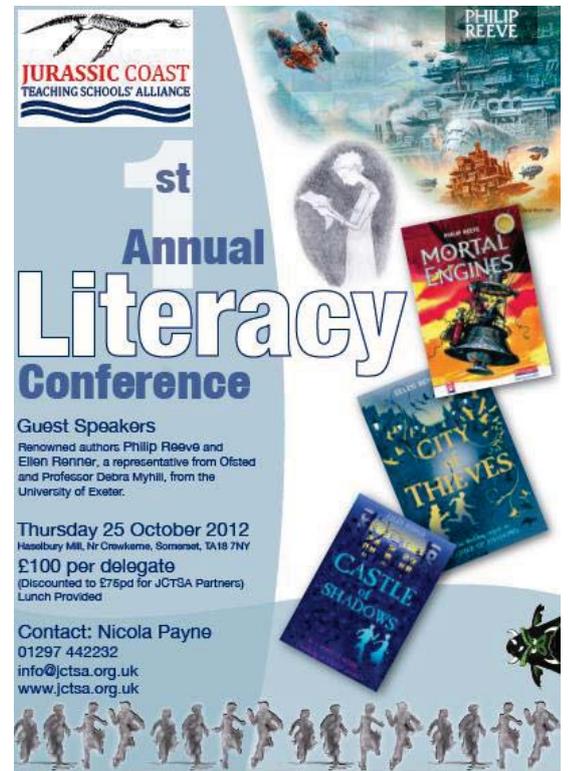
*Prof. Gordon
Stobart conference
video now
available on the
JCTSA website*

Literacy Conference 25th October 2012

The idea for the Literacy Conference came from a presentation at the Dorset Association of Secondary Heads and the recognition that schools need to spend more time on Literacy Across the Curriculum. The focus of a great deal of Literacy CPD is often on Years R, 1 and 2; in secondary schools it tends to shift to the very weakest readers.

The aim of our conference is to explore the importance of Literacy, and Reading in particular, at all levels and for all pupils, although the speakers plan to focus on Years 5 to 10. It is hoped that the day will be both highly informative and inspiring.

The theme is *Creating a Reading Culture*, as many consider this to be the key to the effective development of Literacy skills. There will be a combination of the inspirational (Philip Reeves and Ellen Renner talking about their approaches to writing children's/young adult fiction) and the very practical (for example, Jo Pike will be explaining what Ofsted are looking for in terms of Literacy Across the Curriculum).



JURASSIC COAST
TEACHING SCHOOLS' ALLIANCE

1st Annual Literacy Conference

Guest Speakers
Renowned authors Philip Reeve and Ellen Renner, a representative from Ofsted and Professor Debra Myhill, from the University of Exeter.

Thursday 25 October 2012
Haselbury Mill, Nr Crewkerne, Somerset, TA18 7NY
£100 per delegate
(Discounted to £75pd for JCTSA Partners)
Lunch Provided

Contact: Nicola Payne
01297 442232
info@jctsa.org.uk
www.jctsa.org.uk

Books featured: *MORTAL ENGINES*, *CITY OF THIEVES*, *CASTLE OF SHADOWS*



Haselbury Plucknett,
Somerset

haselburymill.co.uk

The Big Six: Progress

Bearing in mind that we have been in operation as a Teaching School Alliance for less than a month, we have achieved a surprising amount already – and plans are in place to achieve even more very quickly.

In the next few weeks we will be setting up Trio working across the alliance, appointing SLEs, applying for Schools Direct places, delivering the Literacy Conference, arranging to support other schools, preparing to undertake an NCSL Research project, setting up an MA programme with Bath Spa University etc.



ITT

- Work has taken place to ensure that ITT placements are arranged within alliance schools
- Schools have been consulted on Schools Direct and the original plan – to apply for five or six places – confirmed. Places will be requested as soon as the application window opens.
- The University of Exeter will be working with us to set up and manage the introduction Schools Direct
- Discussions now need to take place to enable joint professional development sessions for ITT students across the alliance
- Nick Sorensen of Bath Spa University gave a very well attended briefing at Woodroffe on the 19th September and we are now looking for colleagues to confirm their participation in the course. His presentation is available on the website for those unable to attend.

SLEs

- Colleagues from across the alliance have been encouraged to apply to become Specialist Leaders of Education.
- The application period is now open – but closing soon - and a number of applications have already been received.
- Details are on the NCSL website and applications will be handled as follows:
 - Application round September 7th to 30th
 - Interviews October 8th to December 1st
- It is hoped that SLEs are appointed from schools across the alliance
- A team approach should be adopted where possible
- A charging structure will need to be established and a promotional strategy agreed

CPD/Leadership

- Preparations for the introduction of NPQH training at Holyrood are well underway and there was an NCSL 'Readiness' meeting at the school on the 19th September to ensure that everything is in place to meet the needs of potential candidates. A number of colleagues are attending NPQH facilitator training courses run by CPD Southwest on the 19th October in order to be able to deliver NPQH modules.
- The first set of cross alliance Trios are due to be set up this month. Initially the plan is to set up two Trios, involving six colleagues from across the alliance. Training will be provided by our two existing SLEs, Richard Vine and Sharron Hutchings, but thereafter training will be cascaded as more Trios are formed. The initial focus is on measuring progress in lessons but later Trios will be able to work on any areas of interest suggested by colleagues. The outcomes of the collaborative working will hopefully appear on the JCTSA website – and for some colleagues they will form part of their MA assessments.
- Colleagues are encouraged to take part in the various middle leadership development programmes running in schools in the alliance as well as the NPQH at Holyrood. The Woodroffe CPD programme is now on the website and open to colleagues from other schools – further details appear later in this bulletin.
- Budmouth College has operated a very successful CPD Showcase in the past in conjunction with the SSAT and would like to open up the event to alliance schools next year. The proposed date is the 15th February 2013 and planning for the event will get underway soon.
- Depending on how successful the Literacy conference turns out to be, it could be that regular conferences become a feature of the JCTSA. A conference based on the difficulties surrounding Gifted and Talented provision has been discussed – in particular the inadequacy of the term and the need to find a more effective whole school approach.



Succession Planning/Talent Management

In many ways this is the most difficult of the Big 6 to get underway but there are a number of things we agreed to do:

- Leadership Exchanges, both at SLT and Middle Leaders level
- Administrative/Finance staff groups to be set up
- Promoted posts to be advertised across the alliance (via the website) to allow us to keep talented individuals in our area. Please forward any details of such posts to Nicola Payne
- Joint training for outstanding teaching and outstanding leadership
- Encourage colleagues to take part in the various CPD opportunities available across the alliance, including the NCSL courses available at Holyrood.

School to School Support

- A number of colleagues have indicated areas of expertise in their own schools but this information needs to be compiled into a comprehensive directory of expertise. There is further work to be done on this in the year ahead.
- The alliance has been involved in discussions with both Babcock and Dorset LA and is well placed to offer school-to-school support when the need arises.
- The alliance was allocated nine SLE places and applications are coming in at time of writing. Once colleagues are appointed, it is hoped to train the new SLEs as a team and deploy them according to the particular requirements of schools requiring support.



Research and Development

NCSL:

The NCSL Research Project is about to get underway, beginning with the introductory briefing which takes place in Nottingham on the 4th and 5th of October. Martin Smith of AVCC will be working closely with Richard Steward at Woodroffe to set up the project once the initial parameters are clear.

Theme three: How can leaders lead successful teaching school alliances which enable the development of consistently great pedagogy?

Acceptance of the research grant entails a considerable commitment on the part of the schools involved but it does offer the opportunity to be involved in cutting edge research.

The University of Exeter:

In addition to the NCSL grant, we have been invited by Exeter to take part in a research project with RCUK. A bid has now been submitted and we look forward to a successful outcome.

The Research Councils in the UK (RCUK) have ring-fenced funding to encourage engagement between young people in schools and researchers in universities. Specifically, RCUK aims to enhance the experience of contemporary research for young people. The intention is to encourage more young people from a diversity of backgrounds to pursue relevant studies beyond 16 and to follow research careers, and to enable an even wider group of young people to act as informed citizens.

CPD opportunities at the Woodroffe School 2012-13

The following after school CPD programme is running at the Woodroffe School in the coming year. These sessions take place on Mondays from 3.45 until 5.00pm. Training leaders will finish each session with recommended next steps for staff to take – these are designed to ensure the training has an impact on pupils and their learning. This year we are very lucky to be joined by Professor Gordon Stobart who will run three sessions on Formative Oral Feedback during the year.

We are delighted to host visits to these free sessions from staff working in our Pyramid of Schools and from staff across the Teaching Alliance.

However, in order for us to prepare enough handouts and so that we room the sessions properly we must ask that staff sign up to these free sessions by emailing Nicola Payne npayne@woodroffe.dorset.sch.uk no later than at 12.00pm Friday before the week in which the session runs.

<p>Theme 1 <i>Middle Leaders</i></p> <p>Adam Shelley</p>  <p>Adam is an Assistant Head at Woodroffe and has been running a successful and popular programme promoting effective middle leadership skills in the school for a number of years. Formerly Adam worked as a Teaching and Learning consultant for Dorset LA</p>	<p>Theme 2 <i>AfL</i></p> <p>Paul Rowe</p>  <p>Paul is Deputy Head at Woodroffe and has formerly worked as a Teaching and Learning consultant for Dorset LA. He was involved in the AfL 8 Schools Project that published recommendations on how to embed AfL in classrooms in 2008</p>	<p>Theme 2 <i>AfL</i></p> <p>Gordon Stobart</p>  <p>Gordon is Emeritus Professor of Education at the Institute of Education, University of London. He was a founder member of the Assessment Reform Group (ARG), which campaigned for better use of formative assessment. Based in Lyme Regis, he currently works internationally on assessment for learning and on how experts learn.</p>	<p>Theme 3 <i>Literacy</i></p> <p>Julia Lamb Wilson</p>  <p>Julia has been Literacy Coordinator for many years taking a lead in planning and delivering the well regarded Y7 Literacy programme at Woodroffe. Julia is an innovative and creative practitioner with a wealth of experience in developing literacy across the curriculum.</p>	<p>Theme 4 <i>Group Learning</i></p> <p>Lynn Lake</p>  <p>Lynn leads a highly effective English team who have been commended by the LA for their practice in promoting learning in lessons. In internal observations her lessons are consistently judged to be outstanding. Lynn has recently led national training sessions at NATE on Independent Learning</p>	<p>Theme 5 <i>Deeper Learning</i></p> <p>Stuart Ruffle</p>  <p>Stuart is Second in Science and for many years has worked closely with Exeter University training PGCE students at Woodroffe. Prior to teaching in Secondary Schools Stuart worked in Higher Education as a lecturer in plant molecular science. He has a particular interest in creative methods that promote learning.</p>
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<i>Middle Leaders programme</i>	<i>AfL 1 PDR programme</i>	<i>AfL 2 GS programme</i>	<i>Literacy programme</i>	<i>Group learning programme</i>	<i>Deep Learning programme</i>
Monday 24th September 2012	Monday 24th September 2012				
Session 1	Session 1 Managing the marking grind	No session	Session 1 Speaking and listening	Session 1 - strategies and management	Session 1 Planning for Deep Learning
Monday 12th November 2012	Monday 12th November 2012				
Session 2	Session 2 Milestone feedback	No session	Session 2 Reading	Session 2 – problem-solving	Session 2 Strategies for facilitating Deep Learning
Monday 14th January 2013	Monday 14th January 2013				
Session 3	Session 3 Marking for progression	Session 1 Formative feedback 1	Session 3 Writing	Session 3 – differentiation (learning for all)	Session 3 Assessing Deep Learning.
Monday 25th March 2013	Monday 25th March 2013				
Session 1	Session 1 Managing the marking grind	Session 2 Formative feedback 2	Session 1 Speaking and listening	Session 1 – strategies and management	Session 1 Planning for Deep Learning
Monday 13th May 2013	Monday 13th May 2013				
Session 2	Session 2 Milestone feedback	No session	Session 2 Reading	Session 2 - problem-solving	Session 2 Strategies for facilitating Deep Learning
Monday 17th June 2013	Monday 17th June 2013				
Session 3	Session 3 Marking for progression	Session 3 Formative feedback 3	Session 3 Writing	Session 3 - differentiation (learning for all)	Session 3 Assessing Deep Learning

New Alliance Members

A couple of schools have shown an interest in joining the alliance:

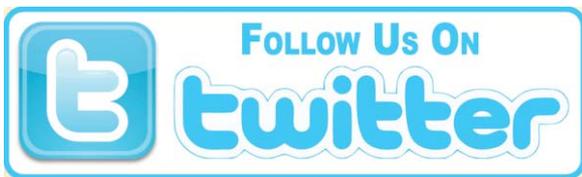
All Saints School, Weymouth

Beechcroft Primary, Weymouth

As discussed, it would be useful to have more primary schools involved in the alliance to ensure a good balance between the phases.

Twitter

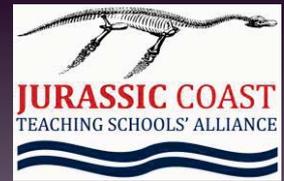
Not only a website but Twitter too! If you would like to post anything, email Nicola Payne and she will ensure it gets tweeted. Sign up via the website – just click on the logo.



Actions

- Encourage colleagues to apply to become SLEs
- Circulate information about the Literacy conference and book places via Nicola Payne
- Encourage colleagues to join a Trio
- Ask colleagues who are interested in following the Bath Spa Professional MA course to confirm their participation as soon as possible, again via Nicola or by contacting Jo Culham at Woodroffe who will be happy to talk through the details and answer any questions
- Consider whether you want a Schools Direct placement in 2013
- If you have CPD opportunities you may wish to open up to staff from other schools in the alliance please let Nicola know and she can publicise them

Website, Steering Group and other information



The Website and Existing Research

Now that the website is up and running it is hoped to include examples of the research taking place across the alliance. If there are any colleagues in any of the alliance schools who have already completed a research project, please forward a copy to Nicola and we will post it on the website

NCSL Discussion Group

All headteachers/principals of our alliance schools should now have access to the NCSL Teaching Schools Group on their website:

<https://network.nationalcollege.org.uk/groups/16391>

Access is limited for some unknown reason but if you contact Woodroffe, a groveling request can be made on your behalf and you may be allowed to join if you promise not to reveal any of the fantastically confidential information hidden on the site.

Steering Group

The date is now in the diary for the first meeting of the steering group: Monday 8th October at 2 p.m. at The Woodroffe School.

The first session will deal with the aims and purpose of the group and review Teaching School Progress so far.

The Finances

This is an area which still needs further work. Gill Sleigh from Woodroffe and Steve Cook from Colyton have had a preliminary meeting but there is a great deal of work to be done regarding fees, sustainability, brokerage etc.



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