Smarter Steps to Reduce Teacher Workload

Wednesday 5th October 2016

Follow us on Twitter @ASCL_UK
“If you don’t design your (work)life, someone else will design it for you …”

Nigel Marsh
Outline:

1. Your initial evaluation
2. Research
3. Emails
4. Mark Plan Teach ideas
5. The work-life balance fallacy …
6. Organisational suggestions.
7. Speed dating ideas!
Warm up
Grab ...

1. A pen
2. Scrap A4 paper

Here come the rules ...
Draw a circle; add name
Divide into 6 pizza slices
Number the pizza slices
Now swap papers!
Now swap papers!

ascl.org.uk/training

Smarter Steps to Reduce Teacher Workload
Now swap papers!
Shoot!
So, what’s the point?
1. Improves literacy
2. Improves subject knowledge
3. Great starter / plenary
4. Purposeful fun ...
5. Active and we are learning.
DfE Research
DfE Workload Survey 2010 and 2013:

<table>
<thead>
<tr>
<th>Type</th>
<th>2010</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>50.2 hours pw</td>
<td>59.3 hours pw</td>
</tr>
<tr>
<td>Secondary</td>
<td>49.9</td>
<td>55.7</td>
</tr>
<tr>
<td>Primary SLT</td>
<td>56.1</td>
<td>60.2</td>
</tr>
<tr>
<td>Secondary SLT</td>
<td>57.3</td>
<td>63.3</td>
</tr>
</tbody>
</table>

*6753 teachers were sampled and 1004 (15%) completed a usable diary survey.
**NUT summary
Workload Challenge: Analysis of teacher consultation responses
February 2015

44,000 responses:

• 63% of respondents stated that the excessive level of detail required made the tasks burdensome

• 45% stated that duplication added to the burden of their workload

• 41% stated that the over-bureaucratic nature of the work made it burdensome
Workload Challenge: Analysis of teacher consultation responses
February 2015

Drivers of workload: respondents most commonly said that the burden of their workload was created by:

• accountability/perceived pressures of Ofsted (53%)

• tasks set by senior/middle leaders (51%)
Figure 4: Unnecessary and unproductive tasks. “Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?” Workload Challenge survey, 2014 (sample base = 1,645 respondents).

<table>
<thead>
<tr>
<th>Task</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording, inputting, monitoring and analysing data</td>
<td>56%</td>
</tr>
<tr>
<td>Excessive/depth of marking - detail and frequency</td>
<td></td>
</tr>
<tr>
<td>Lesson/weekly planning - detail &amp; frequency required</td>
<td>38%</td>
</tr>
<tr>
<td>Basic administrative and support tasks</td>
<td>37%</td>
</tr>
<tr>
<td>Staff meetings</td>
<td>28%</td>
</tr>
<tr>
<td>Reporting on pupil progress</td>
<td>24%</td>
</tr>
<tr>
<td>Pupil targets - setting &amp; continual review</td>
<td>21%</td>
</tr>
<tr>
<td>Implementing new initiatives/curriculum/qual change</td>
<td>20%</td>
</tr>
<tr>
<td>Arranging/ordering materials and resources</td>
<td>14%</td>
</tr>
<tr>
<td>Communications with parents (e.g. queries, complaints)</td>
<td>13%</td>
</tr>
<tr>
<td>Arranging school trips, attending evening events/clubs</td>
<td>12%</td>
</tr>
<tr>
<td>Performance management</td>
<td>12%</td>
</tr>
<tr>
<td>Moderating marking and cross referencing</td>
<td>8%</td>
</tr>
<tr>
<td>Completing behaviour monitoring forms for class/school</td>
<td>7%</td>
</tr>
<tr>
<td>Logging homework and teacher/class test scores</td>
<td>7%</td>
</tr>
<tr>
<td>SEN issues - reporting/evidencing requirements</td>
<td>6%</td>
</tr>
<tr>
<td>Parents’ evenings and providing feedback to parents</td>
<td>6%</td>
</tr>
<tr>
<td>Discipline and investigating discipline issues</td>
<td>5%</td>
</tr>
<tr>
<td>Supervising lunch/break times</td>
<td>5%</td>
</tr>
<tr>
<td>Reporting/ managing detentions</td>
<td>5%</td>
</tr>
<tr>
<td>Writing, updating policies and action plans</td>
<td>4%</td>
</tr>
<tr>
<td>Training (e.g. health and safety)</td>
<td>4%</td>
</tr>
<tr>
<td>Risk assessment</td>
<td>4%</td>
</tr>
<tr>
<td>Working within policy remits, related paperwork</td>
<td>3%</td>
</tr>
<tr>
<td>SEN issues - referral/liaison with external agencies</td>
<td>3%</td>
</tr>
<tr>
<td>Pastoral care</td>
<td>2%</td>
</tr>
<tr>
<td>Recruitment and management of staffing issues</td>
<td>2%</td>
</tr>
<tr>
<td>Liaising with external agencies</td>
<td>1%</td>
</tr>
<tr>
<td>Completing incident reports</td>
<td>1%</td>
</tr>
<tr>
<td>EAL pupils - reporting evidence requirements</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Note that those not responding are not included.
Figure 3: What makes the tasks burdensome? “Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?” Workload Challenge survey, 2014 (sample base = 1,685 respondents)

What Makes the Tasks Burdensome?

- Excessive level of detail required: 63%
- Duplication: 45%
- Over-bureaucratic: 41%
- Excessive number of meetings: 17%
- Work which could be carried out by someone else: 15%
- Poor communications: 2%
- Other: 5%
- No reply: 16%
Figure 6: “Send us your solutions and strategies for tackling workload – what works well in your school?” “What do you think should be done to tackle unnecessary workload – by government, schools or others?” Workload Challenge survey, 2014 (sample base = 1,680 respondents).

*Solutions and Strategies for Tackling Workload Pressures*

- Modify marking requirements: 32%
- Reduce data inputting and analysis requirements: 25%
- Increase amount of PPA time allocated to each teacher: 24%
- Trust teachers as professionals: 22%
- Reduce frequency of curriculum/qual/exam change: 21%
- Review/change Ofsted processes: 19%
- Delegate administrative duties: 18%
- Modify planning requirements: 15%
- Reduce frequency of written reporting: 13%
- Reduce number of meetings: 13%
- Hire additional administrative staff (provide funding): 12%
- Provide clear guidance (Ofsted, policy changes): 12%
- Reduce number of assessments: 11%
- Reduce internal monitoring processes, observations: 11%
- Cap on working hours: 11%
- Reduce class size / more teachers in classrooms: 10%
- Reduce target setting culture: 10%
- Encourage staff to share good practice/resources: 10%
- Hire additional teaching assistants (provide funding): 9%
- Improve teamwork across staff/departments/schools: 8%
- Culture change - reduce fear of inspection processes: 8%
- Clear information on policy changes/new initiatives: 7%
- Review remuneration packages for teachers: 7%
- Limit number of classes per teacher: 6%
- Encourage use of electronic platforms: 6%
- More high quality CPD/training: 6%
- Encourage parental responsibility and engagement: 5%
- Provide generic policies for schools to use: 5%
- Improve existing IT systems: 4%
- Introduce new IT systems - specialist software: 4%
- Limit moderation of experienced staff: 3%
- Ensure staff breaks/lunchtime are not lost to other tasks: 3%
- Publicise good practice of teacher achievements: 3%
- More efficient pupil referral/assessment (SEN): 2%
- Policy makers to spend time in schools shadowing staff: 2%

*Note that those not responding are not included.*
Annex C: strategies for tackling workload in schools

Many respondents gave examples of the practical measures their schools have taken to reduce unnecessary workload. We would encourage teachers and headteachers to discuss whether any of these ideas could help reduce workload in their schools.

Curriculum and planning

- Reduction in written lesson plans (e.g. introduction of the '5 minute' lesson plan).
- Shared / longer blocks of protected non-teaching time to plan lessons and mark work.
- Collaboration (including across phases and schools) to plan / develop new schemes of work, and dedicated time in subject / phase teams to find and share resources.
- 'Off the shelf' schemes of work with detailed lesson plans and adaptable materials.

Assessment and data (reporting / monitoring)

- More peer and self-assessment.
- Sparring use of more detailed marking and written feedback, appropriate to children's age and stage.
- Effective use of whole school data management system / registers (including training for staff).
- Use of software for marking, homework and tracking pupil progress.
- Use of tablets for planning, assessment and recording lesson notes.

Support and professional development

- Effective use of support staff e.g. removing administrative tasks from pupil-facing roles, employing attendance officers and pastoral support workers, sharing data managers with partner schools.
- Peer observations with specific focus to prompt professional dialogue.
- Teacher-led CPD with focus on improving practice rather than disseminating information.

School administration and management

- Minimising number/length of meetings.
- Use of email for information, allowing meetings to focus on learning and teaching.
- Incorporating staff work-life balance into the school development plan.
- Use of online tools for administrative processes (e.g. logging behaviour issues, organising school trips, updating school policies).
- Prioritising tasks that have the greatest impact on pupils' learning.
Self-Review
The Bother Scale.
[For Design Feedback]

1. Workload?
2. Stress?
3. One idea to take you to -5?

0
- It’s looking good! Don’t change a thing!

1
- Hrm, what was that? Oh well, maybe it’s just something in my eye.

2
- I’ve noticed something. Could be personal preference.

3
- To change or not to change? I could go either way with some convincing.

4
- I’m slightly bothered. If you leave it, I guess I’ll forgive you... Eventually.

5
- I don’t like it. Explore more options!

6
- I really don’t like it! If you value our friendship at all, you will change it.

7
- It super annoys me. Is it fixed yet??

8
- It makes me angry!!!! JUST DELETE IT!!!!

9
- This is unacceptable. Don’t even argue with me.

10
- YOU’VE ENRAGED THE BEAST. I WILL HURT YOU NOW.
Take phone out. Place on table? How many apps connect you to work/workload?
Delete one app right now … Leave …
EMAIL
Protect staff from emails: how often do you?

1. ... send/answer emails after 6pm?
2. ... send/received a Friday night headache?
3. ... turn it off?
4. ... use a work mobile phone?
End of month
Do people want less later in the month?

Weekends
1. Receiving more than I’m sending …
2. More emails after 4pm
3. I’m still replying into the night!
1. I don’t read/reply as much on a Monday!
2. I send 2-4 emails on Sat/Sun
3. Friday is my email response day.
4. Sending 18+ per day.
1. 10 words in x50 emails!
2. Do staff need quick answers or could these be quick corridor conversations?
3. Send less words than I receive ...

![Word Count Chart](chart.png)
5 Email Protocol Tips for Schools

1. Checking Email:
During the school day, staff should only check email when they are not teaching.

2. Sending/Replying to Email:
No email should be sent between the hours of 7:30PM and 7AM.

3. ‘All Staff’ Emails:
Only the PA to the Principal has the ability to email ‘All Staff’.

4. Server:
A serious alternative, is to programme the school network to only ‘push/fetch’ email from the ICT server between certain periods of the day.

5. Forwarding and Bcc:
Be clear about email etiquette. Do you need to reply and just say ‘thank you’?
Leadership Review
The Life of a Deputy Headteacher
(8 blogs)
What is:

- your **personal** workload challenge?
- your **school’s** workload challenge?
Steven Covey

The 7 Habits of Highly Effective People

= Urgent / Important Matrix
<table>
<thead>
<tr>
<th>Important</th>
<th>Urgent</th>
<th>Not Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fire Fighting</td>
<td>Quality Time</td>
</tr>
<tr>
<td>Urgent</td>
<td>Urgent</td>
<td>Important:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crisis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pressing problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deadline-driven</td>
</tr>
<tr>
<td></td>
<td></td>
<td>projects</td>
</tr>
<tr>
<td>Not Important</td>
<td>Distraction</td>
<td>Time Wasting</td>
</tr>
<tr>
<td>Urgent</td>
<td>Distraction</td>
<td>Important:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interruptions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>some callers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some mail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proximate, pressing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>matters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Popular activities</td>
</tr>
<tr>
<td>Not Important</td>
<td>Time Wasting</td>
<td>Important:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trivia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>busy work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some mail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some phone calls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time wasters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pleasant activities</td>
</tr>
</tbody>
</table>

ascl.org.uk/training  Smarter Steps to Reduce Teacher Workload
October 2015
June 2016
<table>
<thead>
<tr>
<th>Importance</th>
<th>Urgency</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH</td>
<td>HIGH</td>
</tr>
</tbody>
</table>
|            |          | • **Strategy:** Just do it  
|            |          | • **Example:** House on Fire |
| LOW        | LOW      | Q2  |
|            |          | • **Strategy:** Schedule it  
|            |          | • **Example:** Exercise / planning |
| LOW        | HIGH     | Q3  |
|            |          | • **Strategy:** Delegate / Push Back  
|            |          | • **Example:** Someone else’s urgent deadline |
| LOW        | LOW      | Q4  |
|            |          | • **Strategy:** DON’T do it  
|            |          | • **Example:** Making sure last year’s files are in the right folders |
Discuss in your group:

- 3 minutes
- Identify 5-10 common issues ....

If it is NOT ‘time’, what is the real cause?
Post-It Notes:
Every time you add something to your own or another person’s workload, you should commit to also take something away.
The 5 Minute Workload Plan

...print and scribble your way to greater impact.

Workload Issue 1:
Priority: H/M/L

Workload Issue 2:
Priority: H/M/L

Workload Issue 3:
Priority: H/M/L

Do More &/or
Abandon
Do Less &/or
Increase Capacity

Do More &/or
Abandon
Do Less &/or
Increase Capacity

Do More &/or
Abandon
Do Less &/or
Increase Capacity

Stephen Tierney (2015) @LeadingLearner & Ross McGill @TeacherToolkit
### Urgency

<table>
<thead>
<tr>
<th>Importance</th>
<th>HIGH</th>
<th>LOW</th>
</tr>
</thead>
</table>
| Q1         | • **Strategy:** Just do it  
             • **Example:** House on Fire |
| Q2         | • **Strategy:** Schedule it  
             • **Example:** Exercise / planning |
| Q3         | • **Strategy:** Delegate / Push Back  
             • **Example:** Someone else’s urgent deadline |
| Q4         | • **Strategy:** DON’T do it  
             • **Example:** Making sure last years files are in the right folders |

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### The 5 Minute Workload Plan

*Print and scribble your way to greater impact.*

- Workload Issue 1:
  - **Priority:** H/M/L
  - **Abandon**
  - **Do More**
  - **Do Less**
  - **Increase Capacity**

- Workload Issue 2:
  - **Priority:** H/M/L
  - **Abandon**
  - **Do More**
  - **Do Less**
  - **Increase Capacity**

- Workload Issue 3:
  - **Priority:** H/M/L
  - **Abandon**
  - **Do More**
  - **Do Less**
  - **Increase Capacity**
The 5 Minute Workload Plan

...print and scribble your way to greater impact

Workload Issue 1:
Marking & feedback
Priority: H/M/L

Abandon
Low impact marking
&/OR
Do More
- Numerical SC.
- DIRT/MAD Time
&/OR
Do Less
- Writing out full Comments

Increase Capacity
- Identify best most efficient practice - get these teachers to share it

Workload Issue 2:
Lesson planning
Priority: H/M/L

Abandon
Detailed lesson by lesson planning
&/OR
Do More
- Collaborative planning of learning
&/OR
Do Less
- Collecting in lesson plans

Increase Capacity
- Build in more dept time in CPD.
- PD in backward design

Workload Issue 3:
Inputting data
Priority: H/M/L

Abandon
Geo from 4 Assessment cycles to 2
&/OR
Do More
- Question level analysis
&/OR
Do Less
- Grading inputting of data

Increase Capacity
- Build in time in CPD after each Acscycle for staff to analyse work

Stephen Tierney (2015) @LeadingLearner & Ross McGill @TeacherToolkit
MARK—PLAN—TEACH
Learning Policy
One-page summary

Mark:
(Training session here.)
Marking and assessment has two purposes. One, students act on feedback to make progress over time. Two, it informs future planning and teaching.

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

Plan:
(Training session here and here)
Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all students.

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

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

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

Teaching and Learning Consistency
Blog here
Link to full: here
Simple
Focused
Clear

Good teaching requires ...

Mark
... feedback that is regular and diagnostic, so that teachers have a secure overview of where students are going.

Plan
... plans that are clear and consider ‘why’ students are learning, so that a quality first approach can meet the needs of all students.

Teach
... instructions delivered thoughtfully with explicit use of language, so that students understand what’s being asked of them, engage and then act on feedback.
**MER cycle:**

**Monitoring**
**Evaluation**
**Review.**

To steady workflow and workload ...
Marking is broken!
5 key stakeholders
Parents

Senior Leadership

Inspectors

Child

Teachers
Plan $\rightarrow$ Teach $\rightarrow$ Mark

Mark $\rightarrow$ Plan $\rightarrow$ Teach
1. Quality, Not Quantity
Is it really necessary to provide feedback on every single piece of work?

2. Must-Marking
That is not to say that you simply neglect all of the books for several days a week.

3. Response Marking
If you identify errors that are easily corrected, ensure you set a challenge that the child must respond to before moving on to the next lesson.

4. Student Marking
Call out the answers five minutes prior to moving on to ...
Pupils’ work

- Ofsted does not expect to see a particular frequency or quantity of work in pupils’ books or folders. Ofsted recognises that the amount of work in books will often depend on the age and ability of the pupils.

- Ofsted does not expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books and folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.
Should I be marking every piece of work?
NO!
How often should I expect to see feedback?
When needed!
### Marking Guidance:

**Ideas to reduce Teacher Workload versus Marking (Progress) Over Time**

<table>
<thead>
<tr>
<th>What teachers at QK should do?</th>
<th>What teachers at QK should not do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always name every piece of work, as a first draft.</td>
<td>Do not mark the first (version) piece of work.</td>
</tr>
<tr>
<td>Always expect first piece of work to be redrafted, based on verbal feedback provided.</td>
<td>Do not get bogged down in detail. Green, Red, Purple, Blue pens – it does not matter!</td>
</tr>
<tr>
<td>Always consider withholding grades to encourage students to listen and act on feedback list.</td>
<td>Do not provide extensive or unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback.</td>
</tr>
<tr>
<td>Always dedicate 10 minutes every 2-3 weeks in class, for students to redraft a piece of work.</td>
<td>Do not leave marking books longer than 2-3 weeks!</td>
</tr>
<tr>
<td>Always diagnose student work with a question.</td>
<td>Do not mark work with “Well done” or Very good!</td>
</tr>
<tr>
<td>Always use the QK Literacy guidance when marking.</td>
<td>Do not assume that a particular frequency or quantity of work should be provided.</td>
</tr>
<tr>
<td>Always recognise the importance of feedback in different forms, other than writing.</td>
<td>Do not waste time date-stamping work when you have provided verbal feedback.</td>
</tr>
<tr>
<td>Always remember that marking (progress) is over time and not a one-off assessment point. Is your assessment formative or summative?</td>
<td>Do not mark every page of work. Avoid tick and flick; instead leave it blank.</td>
</tr>
</tbody>
</table>

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[ascl.org.uk/training](ascl.org.uk/training)  
**Smarter Steps to Reduce Teacher Workload**
Time spent marking must help:

1. Identify common errors
2. Students to correct / improve
3. Re-teach parts of the lesson
4. Inform future teaching.
The big picture? (The purpose of marking for this piece of work / project?)

The 5 Minute Marking Plan
....print and scribble your way to focus on student assessment!

Summative marking:
to measure (progress) student learning
Grading system:

Formative marking:
to improve student learning
Comment system:

Key marking points to share with students?

What should be changed in activity / SoW?
What should/should not be marked?
Peer/Seif assessment opportunities?
Student response to feedback required?

Re-teach?

What?
When?
Why?
How?

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

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

https://www.youtube.com/watch?v=hqh1MRWZjms
Yellow Box

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

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

These improvements maybe:
• To complete or improve the original task set
• To improve the level achieved to reach your target
• To an extension question to achieve better than your target
• To repeat a process or apply it to another situation
Chloe Cooper saw the wave and tried to swim away. Everyone was in suspense. She was swimming as fast as she could but the wave was faster, bigger and stronger and it swept her away! Her mother quoted: ‘I ran in to get her, but it was too late. She had gone! We searched all afternoon, but there was no sign of her. The police have told us to prepare for the worst. But I know she is out there somewhere, and we will never give up till we find our beautiful daughter Chloe Jade.’

The Search

Search parties have been out at sea for four days now. They were about to give up when they found something. It was pink and it was glistening in the distance. They turned the speed up and sailed quickly towards it. Captain Crossbow quoted: ‘We picked up the item and realised it was a surfboard. On the surfboard were some initials that read: ‘C.J. Cooper’. We sent for the helicopters straight away to search the area.’
Yellow Box

Lovely detailed work Chloe - well done.

This is impressively accurate as well as being convincing, exaggerated + dramatic.

1. If you're going to write an article which reports the discovery of Chloe alive, you must make this clear throughout.
2. Correct the highlighted text in the box below.
PLAN
Door Knob Lessons?
Formal Lesson Plans?
The 5 minute Lesson Plan

...print and scribble your way to Outstanding!

Objectives

Engagement?

Differentiation

Level 4

Level 3

Level 2

Level 1

Level 5

A f L

Stickability!

Learning Episodes

Teacher Led or Student Led?

Teacher Led or Student Led?

Teacher Led or Student Led?

Teacher Led or Student Led?

WORDS along the way....

R. McGill 2012 - @TeacherToolkit
Ofsted affirmation:

http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/122855

<table>
<thead>
<tr>
<th>Report</th>
<th>Inspection date</th>
<th>First publication date</th>
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<tbody>
<tr>
<td>Section 8 Inspection report</td>
<td>24 May 2013</td>
<td>11 Jun 2013</td>
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<td>7 Feb 2013</td>
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<td>26 Jan 2011</td>
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<td>8 Feb 2006</td>
<td>21 Mar 2006</td>
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</table>
Relationships between students and staff are very good. Students appreciate the help and support that they get from their teachers. Lessons are planned using the recently introduced, 'five minute plan' which focuses clearly on what students will learn, how they will learn it and what successful learning will look like. Teachers say that planning in this way has really helped them to improve the quality of their teaching.

In lessons that are good or better, students are making progress that is at least good. Where lessons are not yet good the progress made by students is not good enough.

Activities are usually well thought out to help students develop their knowledge and understanding. In some lessons however, there are not enough opportunities for students to work independently of the teacher and develop a deeper and more secure understanding of subjects or topics.

In the best lessons students are actively engaged working in small groups or pairs and talking about their learning. Students are sometimes too passive because teachers talk for too long and there is too little time left for more active learning.

In the best lessons teachers have good subject knowledge, high expectations and enthusiasm for what they are teaching. They create a positive climate for learning where students are keen to be successful and, as a result, engage well with their learning.

In some lessons teachers ask questions so that they can test what students understand, reshape their explanations and ensure that all students are making progress. Those teachers who use questions well also create opportunities for students to reflect more deeply on their learning. All teachers need to develop this important skill so that all students learn well.

Most teachers mark students’ work, but it is not done frequently enough or in enough detail to have a positive impact on students’ progress with their learning.

Students know their targets and are clear about what they need to do to reach them.
TEACH

a little theory ...
Qualitative or Quantitative model of teaching?
What do you see?
Looking at OR Looking for?

Photo credit: www.mediabistro.com
Questions to consider:

1. Should we continue to judge one-off lessons?
2. Should we remove judgements altogether?
3. If the same, is T&L based on progress over time?
4. What training opportunities are needed?
5. For the school? For you? For your teams?
Training observers to:

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

The challenge:

1. Remove the fear culture of one-off performance.
2. Risk taking or stifle creativity?
3. Establish coaching/mentoring, matched to needs.
4. Encourage all teachers to use IRIS Connect.
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Inadequate (4)</th>
<th>Requires Improvement (3)</th>
<th>Good (2)</th>
<th>Outstanding (1)</th>
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<td>2</td>
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<td>PE</td>
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<td>Humanities 1 (RE; Citiz; SERE)</td>
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<td>Humanities 2 (His; Geog; T&amp;T)</td>
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<tr>
<td>Business Studies</td>
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<tr>
<td>Learning Plus</td>
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<td>Standards:</td>
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- 1 teacher = 800 hours of teaching
- 3 observations!
No more graded lessons!
Some schools ...

Learning Walks with **NO** feedback?
...why NO feedback?!
Smarter Steps to Reduce Teacher Workload

THE SAME OLD THINKING → THE SAME OLD RESULTS
Coaching
1. Banish lesson gradings forever.
2. … then STOP the traditional 3 lessons per year.
3. No more formal observations. Ever!
4. Allow every teacher to receive coaching.
5. Identify 25–50% of staff to be coaches.
6. Allocate funding.
7. Allocate time: one period per week (15 min / 30 min)
9. Rigorous training for coach.
10. Relationships outside of appraisal.
11. Across departments, levels, roles.
12. Specific framework. A common vernacular ...
13. The cycle would repeat every week.
14. The coaching would be for 2 terms.
15. Voluntary ... let appraisal take care of itself.
The maths ...
**Inner London NQT: £27,819**

### Gross Pay by Month
- Gross Pay: £2,318.25

### Gross Pay by Week
- Gross Pay: £534.98

### Gross Pay by Day
- Gross Pay: £107.00

<table>
<thead>
<tr>
<th>View</th>
<th>By Month</th>
<th>By Week</th>
<th>By Day</th>
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<tr>
<td>Gross Pay</td>
<td>£2,318.25</td>
<td>£534.98</td>
<td>£107.00</td>
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<td>Tax Free Allowance</td>
<td>£883.33</td>
<td>£203.85</td>
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<td>Total Taxable</td>
<td>£1,434.92</td>
<td>£331.13</td>
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<td>Income Tax Paid</td>
<td>£286.98</td>
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<td>National Insurance</td>
<td>£197.59</td>
<td>£45.60</td>
<td>£9.12</td>
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<tr>
<td>Student Loan</td>
<td>£0.00</td>
<td>£0.00</td>
<td>£0.00</td>
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<tr>
<td>Total Deductions</td>
<td>£484.57</td>
<td>£111.82</td>
<td>£22.36</td>
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<tr>
<td>Net Wage</td>
<td>£1,833.68</td>
<td>£423.16</td>
<td>£84.63</td>
</tr>
<tr>
<td>NI Employer</td>
<td>£226.63</td>
<td>£52.30</td>
<td>£10.46</td>
</tr>
</tbody>
</table>
£100 / 5 lessons = £20
£20 x 1 lesson a week
38 lessons = £760
£760 per teacher per year
X25 teaching staff on M2+
Smarter Steps to Reduce Teacher Workload

£19,000
For 50 teachers

... assuming x40 teachers are M3-UPS3

NQT: £27,819 (Inner London) = x10
MPS6: £37,862 (Inner London) = x25
UPS1: £42,756 (Inner London) x15
Smarter Steps to Reduce Teacher Workload

M2 = £760 p.w. for x10 = £7,600
MPS6 = £1,124 p.w. for x25 = £27,550
UPS1 = £1,254 p.w. for x15 = £18,810

50 teachers / the costs
LISTEN ...
Is Work–Life Balance A Fallacy?
Pause for a moment and take stock of your miserable existence ...
BREAK?
There’s more ...
TEACH

a little batch of pragmatic ideas ...
Forget this! → **10+ Keywords**
Do this! → Be Explicit / Flying Start

ascl.org.uk/training

Smarter Steps to Reduce Teacher Workload
Do this! → Be Explicit / Flying Start

Example: [https://vine.co/v/559u2B1JZlL](https://vine.co/v/559u2B1JZlL)

ascl.org.uk/training

Smarter Steps to Reduce Teacher Workload
No. 4
Forget this! → Triple Marking

TRIPLE IMPACT MARKING

- Students mark own work / partner’s work and explain how it meets success criteria
- Teacher marks student work using success criteria and provides feedback / improvement tasks
- D.I.R.T. Dedicated Improvement and Reflection Time

асл.org.uk/training  Smarter Steps to Reduce Teacher Workload
Forget this! → **Triple Marking**

**Pupils’ work**

- Ofsted does not expect to see a particular frequency or quantity of work in pupils’ books or folders. Ofsted recognises that the amount of work in books will often depend on the age and ability of the pupils.

- Ofsted does not expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books and folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.
Do this! → Covert Feedback
Hattie Ranking - Interactive Visualization

Just click on the legend to show/hide/compare effect sizes from different Visible Learning publications. The chart will be updated automatically.

Teacher estimates of achievement
Collective teacher efficacy
Self-reported grades
Differentiation programs
Conceptual change programs
Response to intervention
Teacher credibility
Micro teaching
Cognitive task analysis
Classroom discussion
Interventions for learning disabled
Interventions for disabled
Teacher clarity
Reciprocal teaching
Feedback
Providing formative evaluation

Hattie (2011) N=150

ascl.org.uk/training
Smarter Steps to Reduce Teacher Workload
“Praising the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement. This process praise creates kids who are hardy and resilient.

If you get a failing grade, you think, I’m nothing, I’m nowhere. But if you get the grade “Not Yet” you understand that you’re on a learning curve.

It gives you a path into the future ...”
No. 3
Forget this! → Work Hard
Do this! → Work Smarter.
Be a lazy teacher!

Pencils down. Watch carefully. Listen closely. Questions at the end.

Respond to questions. Participate. We do means we all do.


ascl.org.uk/training

Smarter Steps to Reduce Teacher Workload
I Do, We Do, You Do.
Model the work.

1. Don’t answer ANY questions.
2. Don’t offer help.
3. Don’t repeat instructions.
4. Don’t accept “I can’t do it.”
5. Do model work in silence.

ascl.org.uk/training
Forget this! → Low threat
Do this! → High challenge
Do this! → High challenge

The 5 minute Lesson Plan
...print and scribble your way to Outstanding!

- Objectives
- Engagement?
- Stickability!

The BIG picture?

Differentiation

Level 1

Level 2

Level 3

Level 4

Level 5

A f L

Teacher Led or Student Led?

Learning Episodes

WORDS along the way....

R. McGill 2012 - @TeacherToolkit

smartersteps.com

ascl.org.uk/training
No. 1
ASCL Professional Development this! → Feedback Stamps!

ascl.org.uk/training Smarter Steps to Reduce Teacher Workload
The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

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

These improvements maybe:

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

1. End graded **observations**
2. Create a simple **marking policy** (inc. what not to do)
3. Understand **examination** requirements at SLT/middle
4. Share OfSTED **myths**
5. **Trust** all staff to do the right thing ...
MEETINGS
1. Strong chair
2. No devices? No paper?
3. Change the venue
4. 30 minutes - info. or 1 hour - doing things
5. Feed your staff
6. Google docs / collaborate
Workload Groups

1. Undue time spent on planning/resources
2. Distinguish between planning vs. daily planning
3. Box-ticking leads to workload
4. Evaluate effectiveness of planning
5. Lead-in time for changes to the sector.
6. Use of textbooks - do not reinvent the wheel
7. No silver bullet resources
8. See SLT recommendations page 11
Eliminating unnecessary workload around **Marking**.

*Workload Review Group* - March 2016

1. Marking - interaction; what to do next?
2. Written feedback has become disproportionate.
3. Quantity should not be confused with quality.
4. Quantity or marking does not make you a good teacher.
5. Shrink the importance of marking and stop unnecessary burdensome practice.
6. Ineffective - endless written dialogue between T/Ss
7. No one-size-fits-all. Core and consistent approach, including trusting teachers.
8. \(x3\) Ms = Meaningful, manageable, motivating.
9. SLT [recommendations page 11](ascl.org.uk/training)
Eliminating unnecessary workload around **Data**.

*Workload Review Group* - March 2016

1. Data can have an impact.
2. Collection of data becomes an end in itself.
3. Clear purpose / efficient process
4. What is the data for?
5. Collect once - use many times
6. Be ruthless - collect to support outcomes for children.
7. Be prepared to stop - don’t continue just because it’s what you’ve always done …
8. Consider how long it will take vs. time spent elsewhere
9. SLT [recommendations](#) page 13
1. Give the profession a period of time to consolidate; trust teachers and school leaders to carry out recent reforms to education.

2. Challenge the purpose of Ofsted for schools, teachers, parents and students. Ensure that the watchdog is fit-for-service and to account.

3. Share good news stories with the profession; with the media. Work to improve working conditions and fairer pay for teachers.

4. Listen to us; listen to the profession. Genuinely engage with grassroots practice and teachers at the chalkface.

5. Focus reform on what works and use evidence to make what works for us in our own country. Do not be driven by league tables; political think-tanks and ideological beliefs.
EXTRA

STUFF!
ORGANISATION
Open vs. Closed
Open vs. Closed

Open = formative
Closed = summative
Open vs. Closed

Open = formative / to inform / develop

Closed = summative / to measure
Time to think!
Discuss in your group.

- 3 minutes.
- Try to identify 5-10 keywords

How do you know a good teacher?
What is a good teacher? How do we know? How do we evidence this?
Sources of Progress Over Time

The teaching

Student books; marking

Teacher (owned) data

Student conversations

Typicality and support

Images: http://www.studyblue.com & melisaandryun.com
When did you last refer to the Teachers’ Standards for CPD?
Reflection Questions for Middle Leaders - Professional Standards

These standards are intended as guidance to underpin best practice, whatever the particular job description of the middle leader. They are to be interpreted in the context of each individual and designed to be relevant to all, irrespective of length of service in post.

The standards can be used to:
A. shape middle leaders own practice and professional development, within and beyond the school
B. inform the appraisal of middle leaders
C. support the recruitment and appointment of middle leaders
D. provide a framework for training middle leaders, aspiring to senior leadership.

<table>
<thead>
<tr>
<th>1</th>
<th>Leading learning; impact and influence; developing others</th>
<th>Beginning</th>
<th>Developing</th>
<th>Embedded</th>
<th>Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you understand what makes outstanding provision and how to make improvements?</td>
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<tr>
<td>Do you know a wide range of teaching strategies and how to share best practice?</td>
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<td>Are you able to provide good developmental feedback?</td>
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<td>Do you understand the perspectives and priorities of others? Are you able to adapt your arguments and communication style to suit them and can offer an inclusive approach?</td>
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<tr>
<td>Do you seek out opportunities to develop your team through mentoring and coaching?</td>
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<thead>
<tr>
<th>2</th>
<th>Leading the curriculum; conceptual thinking</th>
<th>Beginning</th>
<th>Developing</th>
<th>Embedded</th>
<th>Leading</th>
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<tbody>
<tr>
<td>Do you plan a coherent and inclusive curriculum across all year groups?</td>
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<td>Do you ensure a focus on the ‘whole child’ which extends learning beyond the classroom?</td>
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<td>Do you demonstrate curiosity and have a willingness to learn new knowledge, skills and experience?</td>
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<td>Do you spot patterns in potentially unrelated concepts and effectively use data to understand complex issues?</td>
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<tr>
<th>3</th>
<th>Leading a team; accountability</th>
<th>Beginning</th>
<th>Developing</th>
<th>Embedded</th>
<th>Leading</th>
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<tbody>
<tr>
<td>Do you create a vision, set high expectations and a strong ethos?</td>
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<tr>
<td>Do you ensure accountability of your team and understand what effective teamwork is?</td>
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<tr>
<td>Do you take a lead in ensuring professional development needs are met?</td>
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<td>Do you have difficult conversations and resolve conflict?</td>
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<td>Do you effectively set agendas and run team meetings?</td>
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<td>Do you develop a clear set of expectations and standards and communicate with others?</td>
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<thead>
<tr>
<th>4</th>
<th>Managing self; self-awareness and personal drive/resilience</th>
<th>Beginning</th>
<th>Developing</th>
<th>Embedded</th>
<th>Leading</th>
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<tbody>
<tr>
<td>Do you understand your own leadership style and strengths/weaknesses?</td>
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<tr>
<td>Do you delegate and empower others as well as manage time and workload effectively?</td>
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<td>Do you look after the wellbeing of others?</td>
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<td>Do you share out responsibilities to staff who are better placed to carry out the task?</td>
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<tr>
<td>Do you set challenging targets to ensure your team achieve high standards?</td>
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<tr>
<th>5</th>
<th>Self-evaluation</th>
<th>Beginning</th>
<th>Developing</th>
<th>Embedded</th>
<th>Leading</th>
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<tbody>
<tr>
<td>Do you use a wide range of data to raise achievement and improve the provision?</td>
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<td>Do you evaluate impact rather than describing actions?</td>
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<td>Do you develop strong links between self-evaluation, planning and performance?</td>
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<tr>
<td>Do you implement a robust system for ongoing self-evaluation?</td>
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<td>Do you devise and monitor effective development plans with a clear success criteria?</td>
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<tr>
<td>Do you engage with the views of others in order to improve performance?</td>
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</table>
1. **Self Review Your Practice**

<table>
<thead>
<tr>
<th>Teaching Standard</th>
<th>Supporting evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Set High Expectations which inspire, motivate and challenge</strong></td>
<td></td>
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<tr>
<td>(A) Establish a safe and stimulating environment for pupils, rooted in mutual respect.</td>
<td></td>
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<tr>
<td>(B) Set Goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</td>
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<tr>
<td>(C) Demonstrate consistently the positive attitudes values and behaviour which are expected of pupils.</td>
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</table>

State how you are going to address areas for development
## 2. Self Review Your Practice

### 2 Promote good progress and outcomes by pupils

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>(A) Be accountable for pupils’ attainment, progress and outcomes</td>
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<tr>
<td>(B) Be aware of pupils capabilities and prior knowledge and plan teaching to build on these.</td>
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<tr>
<td>(C) Guide pupils to reflect on the progress they have made and their emerging needs</td>
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<tr>
<td>(D) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</td>
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<tr>
<td>(E) Encourage pupils to take a responsible and conscientious attitude to their own work and study.</td>
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</tbody>
</table>

State how you are going to address areas for development.
# 3. Self Review Your Practice

### 3 Demonstrate good subject and curriculum knowledge

<table>
<thead>
<tr>
<th>(A) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B) Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship</td>
</tr>
<tr>
<td>(C) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</td>
</tr>
<tr>
<td>(D) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</td>
</tr>
<tr>
<td>(E) If teaching early mathematic, demonstrate a clear understanding of appropriate teaching strategies</td>
</tr>
</tbody>
</table>

State how you are going to address areas for development
4. Self Review Your Practice

**4 Plan and teach well-structured lessons**

| A. Impart knowledge and develop understanding through effective use of lesson time. |
| B. Promote a love of learning and pupils’ intellectual curiosity. |
| C. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. |
| D. Reflect systematically on the effectiveness of lessons and approaches to teaching. |
| E. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) |

State how you are going to address areas for development
## 5. Self Review Your Practice

<table>
<thead>
<tr>
<th>5 Adapt teaching to respond to the strengths and needs of all pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(A)</em> Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</td>
</tr>
<tr>
<td><em>(B)</em> Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these.</td>
</tr>
<tr>
<td><em>(C)</em> Demonstrate and awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils’ education at different stages of development.</td>
</tr>
<tr>
<td><em>(D)</em> Have a clear understanding of the needs of pupils including those with special educational needs; those with EAL; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.</td>
</tr>
</tbody>
</table>

State how you are going to address areas for development.
6. Self Review Your Practice

### 6 Make accurate and productive use of assessment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</td>
</tr>
<tr>
<td>(B)</td>
<td>Make use of formative and summative assessment to secure pupils progress.</td>
</tr>
<tr>
<td>(C)</td>
<td>Use relevant data to monitor progress, set targets and plan subsequent lessons.</td>
</tr>
<tr>
<td>(D)</td>
<td>Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.</td>
</tr>
</tbody>
</table>

State how you are going to address areas for development
## 7. Self Review Your Practice

<table>
<thead>
<tr>
<th>Manage behaviour effectively to ensure a good and safe learning environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in the classroom and around the school in accordance with the schools behaviour policy.</td>
</tr>
<tr>
<td>(B) Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise sanctions and rewards consistently and fairly.</td>
</tr>
<tr>
<td>(C) Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them.</td>
</tr>
<tr>
<td>(D) Maintain good relationships with pupils exercise appropriate authority and act decisively when necessary.</td>
</tr>
</tbody>
</table>

State how you are going to address areas for development.
## 8. Self Review Your Practice

### 8 Fulfil wider professional responsibilities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Make a positive contribution to the wider life and ethos of the school</td>
<td></td>
</tr>
<tr>
<td>(B) Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support</td>
<td></td>
</tr>
<tr>
<td>(C) Deploy support staff effectively</td>
<td></td>
</tr>
<tr>
<td>(D) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues</td>
<td></td>
</tr>
<tr>
<td>(E) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues</td>
<td></td>
</tr>
</tbody>
</table>

*State how you are going to address areas for development*
IDEAS
The 5 Minute Results Analysis

...print and scribble your way to a detailed results analysis!

Sub-Group Analysis

<table>
<thead>
<tr>
<th>FSM</th>
<th>CLA</th>
<th>M/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAL</td>
<td>SA+</td>
<td>Statem’t</td>
</tr>
</tbody>
</table>

Predicted vs. Actual

<table>
<thead>
<tr>
<th>Spot</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>+</td>
</tr>
<tr>
<td>2</td>
<td>+</td>
</tr>
</tbody>
</table>

Interventions

What worked, what didn’t?

How good are your assessment systems?

 THE BIG PICTURE

What have you Learnt? What Next?

Successes

Action Plan

what, how, who, when

Improvements

Strengths & Areas for Development

Stephen Tierney (2013) @LeadingLearner & Ross McGill @TeacherToolkit
The 5 Minute Achievement Plan

...print and scribble your way to Greater Student Achievement.

**Assessment**
- Task
- Standardisation
- Moderation

**Extra Support**
Who? How? When?

**Focus**
- Group
- Focus
- Group
- Focus
- Group
- Focus

**In Class Support**

**ReTeach**

**Sub-Group Underachievement**

<table>
<thead>
<tr>
<th>PP Group (by H/M/L Ability)</th>
<th>Support (Who? How? When?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher:</td>
<td></td>
</tr>
<tr>
<td>Middle:</td>
<td></td>
</tr>
<tr>
<td>Lower:</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis:**

**Review Methodology/Scheme of Learning:**

---

Stephen Tierney (2015) @LeadingLearner & Ross McGill @TeacherToolkit
The 5 Minute Well-Being Plan

...print and scribble your way to a healthier, happier you

Exercise

Diet

Risk Factors

Put Your Worries In a Box

It’s Good to Chat

Helping Hand

Time Out

.... And rest!
The 5 minute Coursework Review

...print and scribble your way to Outstanding!

My **honest** review of the work

Target Grade?

Main strengths

Main weaknesses

How & when will I complete this work / my plan

Title of the project:

Let’s get moving!

What I need to do

AO1: Research

AO2: Refining Ideas

AO3: Observations

AO4: Final Piece

R. McGill 2012 - @TeacherToolkit
The 5 Minute Change Plan

...print and scribble your way to changeable pedagogy! #5MinChangePlan

1. Why?
2. Why?
3. Why?
4. Why?
5. Why?

Drivers

Vision

Impact!

Make It Stick!

Short Term Wins

Advocate

Change Grid

R.M. McGill and S. Gill (Copyright 2014)
Speed Dating

CPD
Bring and Brag!

Prepare a visual, verbal or physical idea that can be shared in 30 seconds.
1. Idea.
2. Worksheet.
3. Move chairs ...
CPD SPEED DATING
Bring and Brag …

If you had just 30 seconds, what would you brag about?
Rules

1. Have your own idea ready to share …
2. 30 seconds to pitch what you have.
3. Listen to the other person for 30 seconds.
4. On your sheet, privately record your vote or
Record Keeping
Record Keeping

**SPEED DATING SCORE SHEET**

**INSTRUCTIONS**

1. Introduce yourself and your allocated number.
2. Take 30 seconds each to pitch your idea.
3. After you have spoken, move to the next.
4. If you like the idea, mark it on your sheet with a tick symbol next to that teacher's number. Keep this information private.
5.Indicate on the smaller table, your top 3 favourite ideas in rank order. 1 = highest.
6. At the end of the session, hand your answers into RMC.

**Please indicate your favourite 3 ideas**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
</tr>
</tbody>
</table>
Collate Responses
Movement!

The inner circle move seats when you hear ...
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