

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam

T&L/CPD Priorities: Challenge at all levels, literacy & numeracy across the curriculum, subject knowledge/curriculum changes. Alongside these priorities, the implementation of BlueSky (and with it the ability to build holistic pictures of staff development) and changing structures for evaluating teaching and learning has meant a lot of change in this area.

Developing teaching/teachers

The Teacher Development Trust’s ‘*Developing Great Teaching*’ report¹ and the 2016 DfE Standard for Teachers’ Professional Development underpin the strategy for teachers’ development at TWHS. We recognise the need for CPD to be a ‘sustained, coherent programme’² rooted in evidence and explicitly linked to student outcomes. In 2017/18 INSET time is divided into two full days with 15 twilight sessions. Alongside, departmental training time is calendared on a regular basis to develop department CPD priorities. Teacher development at TWHS includes:

Subject specific knowledge/pedagogy: INSET days have been used in the last two years to visit other schools to see areas of good practice linked to personal/departmental development plans. Departments have invited subject experts into their areas from exam boards, universities and external providers to share subject specific expertise and training. Staff are encouraged to attend local network/cluster group meetings and conferences hosted by the local teaching school, PiXL or subject organisations. The new specifications at all levels have meant that investment of resources in subject specific CPD has been essential.

Collaboration: Professional Learning Groups (PLGs) facilitated by members of the Teaching & Learning Steering group meet regularly (c. half-termly) to work on action-research projects linked to ‘Challenge’ and ‘Building Learning Power’. These learning communities are mixed-subject and have been very popular. Ideas have been shared in good-practice sessions and are part of a wider programme focused on ‘Challenge’.

External/expert challenge and support: External support/challenge is sought from Kath Harris (SIP) and Jim Gordon (consultant). They provide training within school to enhance our skills and quality assure our self-evaluation at all levels. Staff have access to external training where this meets an identified need and or/school priority.

Developing leadership: TWHS facilitates an in-house/PiXL leadership programme for middle leaders. Support is given to staff completing professional qualifications such as NPQs and TDT Associateship. Subject leadership courses/training is also supported. Coaching is offered to staff new to leadership roles at all levels with an experienced former headteacher, John Jones.

Monitoring and evaluating teaching/teachers

The focus at TWHS is on **consistently** high quality teaching and **typicality** of practice. With this in mind, we have moved away from ‘ofsted-style’ grading of lessons towards more frequent, lower-stakes classroom observations with an evaluation framework grounded firmly in the 2012 Teacher Standards. Teachers now focus on five key areas (Progress, Engagement, Assessment, Challenge and Knowledge) which were drawn from the work of the school’s Teaching & Learning Steering group at the end of the 2016/17 academic year. Along with this, TWHS ‘non-negotiables’ are monitored through learning walks which also focus on three areas: Challenge, feedback/assessment and objectives (i.e. can students clearly articulate what they are learning/doing and why?). Data from observations and learning walks feed into BlueSky, along with teacher self-assessment against the Teacher Standards, work scrutiny, appraisal and CPL (Continuing Professional Learning) records. This allows senior leaders to have holistic overviews of individual teachers’ strengths and development needs as well as wider common strengths and needs across curriculum areas/wider school.

The school’s Coaching and Support Plan (CSP) is a package of support put in place where there are concerns about a teacher’s performance. There are a number of ‘triggers’ for the CSP which include inadequate progression of students, persistent concerns from classroom observations, repeated complaints from parents/carers etc. An Assistant Headteacher is linked to the member of staff and will have a series of meetings throughout the year which will look at planning, work scrutiny, lesson observations as well as any other teaching standards and leadership areas that are deemed relevant. Once the member of staff has met with the Assistant Headteacher for an initial meeting, the attached Learning Coach will work closely in a coaching, supportive capacity to address the established targets.

¹ Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L., Coe, R. (2015) *Developing Great Teaching: Lessons from the international reviews into effective professional development*. Teacher Development Trust.

² Department for Education (2016) *Standard for teachers’ professional development*.

<https://www.gov.uk/government/publications/standard-for-teachers-professional-development>