

Releasing POTENTIAL



Spring Term 2022

CELEBRATING TEN YEARS OF BTSA



Step Into Spring

It's been a New Year and new term for the St. Bart's Multi-Academy Trust. 2022 also promises to be an exciting time as BTSA celebrates its tenth anniversary.

In this issue you will find our usual mix of articles focusing on teaching and learning and showcasing the incredible work that is happening in our schools. It includes a look at the new induction process for Early Career Teachers, how to plan and sequence learning and how one school has successfully promoted vocabulary in Key Stage 2.

We hope you find it useful.
The BTSA Team

Releasing Potential Together

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Flying High

Celebrating ten years of BTSA



Flying High

Britannia Teaching School Alliance (BTSA) was formed in March 2012 after Belgrave St. Bartholomew's Academy successfully bid to become a National Teaching School. As we approach our tenth anniversary we take a look back at some of our many successes.

In November 2010 the government released *The importance of teaching: the schools white paper* which outlined proposals to reform the education system in England. Amongst those changes was the desire to 'develop a national network of new Teaching Schools to lead and develop sustainable approaches to teacher development across the country'.

The first cohort of 100 teaching schools were designated by September 2011. A second cohort of 86 teaching school alliances followed in March 2012 which included BTSA.

All teaching schools were given the challenge of delivering on 'the Big 6' –

1. ITT
2. CPD
3. Succession planning/talent management
4. School-to-school support
5. SLEs
6. Research & Development

Over time the government streamlined these priorities in order for teaching schools to focus on:

- co-ordinating and providing high-quality school led initial teacher training (ITT)
- providing high-quality school-to-school support to spread excellent practice, particularly to schools that need it most
- providing evidence-based professional and leadership development for teachers and leaders across their network



Located on the southern side of Stoke-on-Trent, BTSA provides an excellent example of strong leadership, capacity-building, excellent marketing and sound financial planning.

National Teaching School Case Study April 2016

To create extra capacity and to drive the work of the Teaching School a director was appointed. Andrew Warren had worked for over seventeen years as a Headteacher in five different schools. Working alongside Christopher Brislen (Executive Headteacher of Belgrave at the time) and members of the Strategic Board a vision was created to 'release potential in pupils and professionals alike'.

Through networking and collaboration, relationships were built with a number of partners that included a range of educational settings and organisations. Regular board meetings resulted in a plan to deliver the key performance indicators set out by the government.

Flying High

By Autumn 2012 a clear direction had been set and BTSA began to build the excellent reputation we now have. Opportunities came thick and fast as the alliance was asked to support schools locally and beyond. A team of National, Local and Specialist Leaders of Education were deployed to a range of settings across Staffordshire and Cheshire.

A turning point in our work came a year later with our first cohort of trainee teachers. We also identified potential facilitators who could deliver licensed CPD packages. Networks were developed to support Newly Qualified Teachers and primary subject leaders. School leaders accessed a range of National Professional Qualifications. The potential was beginning to be released...

The number of training and networking opportunities increased over time and our purposefully designed Hub became the number one destination for first class training.

Local MPs, Government ministers and representatives from the DfE came to Longton to see for themselves what was happening, and the work of BTSA began to appear in a number of Ofsted reports.

BTSA representatives were also showcasing the alliance at conferences across the country. It was during this period that we began to form partnerships with national organisations such as The Bell Foundation in Cambridge and The Key for School Leaders in London. This approach to collaborative learning led us to hosting a regional conference focusing on EAL learners and developing online CPD modules that were accessed by hundreds of schools across the country.



BRITANNIA
TEACHING SCHOOL ALLIANCE
Releasing Potential

Within the first six months...

We were working with

- 47 schools
- 3 universities
- 2 local authorities
- 1 diocese

We had established

- 8 strategic partners
- 4 operational boards
- Our vision and values
- Governance protocols
- A business plan



Flying High

These milestones provided the foundations for the way we continue to work today. Our connections with like-minded partners has contributed to our offer of providing the very best development opportunities for staff within and outside of the St. Bart's Academy Trust. We refer to these colleagues as 'family and friends' and our policy of collaboration has resulted in change in positive change on many fronts.

In 2015 and 2016 we were part of the planning committee for the West Midlands School Leaders conferences. These regional events attracted key speakers and was attended by hundreds of school leaders from across the region.

In 2017 we became one of just five national CPD Excellence Hubs, providing targeted support to local schools. Funded by the DfE and led by the Teacher Development Trust the project was aimed at providing a better tailored, local and sustainable CPD offer for teachers and leaders in challenging areas. Schools were provided with an Expert Adviser whose role was to support them in developing the leadership, processes and culture for professional learning. In all, nine schools benefited from one-to-one coaching sessions and regular CPD lead forum meetings. Underpinning the whole process was the annual TDT CPD audit, a comprehensive review that analyses the school's self-evaluation, staff survey results, uploaded evidence and interviews with staff. The result is a detailed report with a breakdown of results and commentary from the assessor. Schools are able to achieve Bronze, Silver or Gold level. By the end of the project all of the schools involved in the project were judged as 'Silver' apart from Weston Junior Academy who were awarded the prestigious 'Gold' standard.

The alliance is driven by the moral imperative to improve educational outcomes for young people, offering school to school support, professional development and leadership development courses.

Its success is put down to the honest conversations it has with senior and middle leaders, identifying strong and weak staff and maintaining ongoing relationships.

Nicky Morgan

Former Secretary of State for Education



Flying High

We are extremely proud of the national and international dimension to our work. From the beginning our reach was not restricted by geographical borders. Regional connections working with organisations such as Worcester University resulted in excellent opportunities for leaders.

In May 2017 we hosted our *Leading Without Limits* day led by the late (and much missed) Tom Whittingham. This event saw leaders from across the United Kingdom and the Netherlands come together to explore 'next practice'. Tom challenged colleagues to explore "the space at the top". It was a memorable experience for those who attended and Tom left us pondering his favourite question – "Where do you put the woodpeckers on the Ark?"

In 2018 Ian Hunt and John Collier were invited to speak at the British School of Brussels' *Celebration of Learning* conference. They were in good company as they shared the achievements of BTSA and St. Bart's Academy Trust alongside fellow presenters Floyd Woodrow and Professor Rachel Lofthouse.

Later in the same year a large group of teachers and educators travelled from Zwolle to Stoke to spend a week visiting a selection of Trust schools, speaking to staff and pupils. They also had the opportunity to meet with leaders from BTSA, St. Bart's and the Universities of Derby and Worcester. Presentations highlighted the different ways of working and sparked enlightening conversations on both sides. The Dutch colleagues also had the opportunity to attend the Stoke Headteachers Leadership Conference, enabling them to network with a wider range of local school leaders.

A day to measure what we value and value what we measure.

Tom Whittingham



BTSA Highlights

Initial Teacher Training

Our School Direct programme with the University of Derby began in September 2013 with a cohort of 27 trainees led by former headteacher Gill Latos. This new route into teaching focused on trainees being placed in schools, putting them at the heart of the training experience. Over the last nine years it has continued to be a very supportive and successful option for those graduates wishing to have a career in Primary education.

The programme offers trainees practical experience in a range of placements in exceptional settings covering 3-7 year olds, 5-11 year olds and a SEND pathway. As well as Qualified Teacher Status, trainees also gain a PGCE equivalent to a third of a masters degree with The University of Derby upon completion of the programme.

There is also the unique opportunity to spend a week in Holland on an international placement. During this enhanced placement trainees spend time at Zwolle University, observing lessons in several schools and meeting trainee teachers from other countries.

Our track record of high pass rates and employability continues to exceed national averages when compared with similar teacher training alliances, and we are incredibly proud of this achievement. BTSA is a well-known and respected route into teaching in our local area because of the many past-trainees who act as ambassadors for BTSA in their current teaching and leadership roles. They act as our living and breathing marketing campaign to get into teaching with BTSA where the School Direct programme will help release potential for all involved.

The best preparation for the teaching world, hands down!

Previous School Direct trainee



Holland Trip 2015



Forest School 2021



BTSA Highlights

School to school support

From the very beginning we realised that collaboration was going to be the key to success in a rapidly changing, school led system. Our aim to 'provide quality assured, bespoke support of the highest calibre' resulted in BTSA acquiring a number of school to school support contracts. At the start our team included two National Leaders of Education, eight Local Leaders of Education and a handful of Specialist Leaders of Education (this would eventually grow to over 40 SLEs).

One of the settings we sponsored in the first year of operation was Oakefield Primary in Crewe (now St. Michaels Community Academy). Together with Cranberry in Alsager, these two schools would be the first to join what would later become the St. Bart's Academy Trust.

Through various inspection visits, Ofsted recognised that our approach of monitoring and support through 'well-focused professional development activities' could lead to outstanding progress in school improvement.

As BTSA grew so did St. Bart's. By working closely together a continuous stream of success stories developed. In the space of seven years our family grew from three schools to nineteen. Stoke-on-Trent Local Authority recognised that "the work of BTSA is highly valued. They have made a real difference to our schools and are a very valuable resource, a key part of the local school improvement approach".

Our role in supporting the Trust was cemented in 2020 when we changed our name to Bart's Training and Support Alliance.



THE ST. BART'S ACADEMY TRUST

The St. Bart's Journey

2013

Belgrave St. Bartholomew's Academy
Cranberry Academy
St. Michael's Community Academy

2014

Saint Nathaniel's Academy

2015

Nantwich Primary Academy

2016

Knutton St. Mary's C of E Academy
Park Hall Academy

2017

Meir Heath Academy
Offley Primary Academy
St Saviour's C of E Academy
Kingsland C.E. Academy
Weston Infants and Junior's Federation

2018

Longford Primary Academy
Hazel Slade Primary Academy
Hungerford Primary Academy

2019

Whitchurch C of E Infant & Nursery Academy
Whitchurch C of E Junior Academy
Woodcroft Academy

BTSA Highlights

Continuous Professional Development

Our CPD journey began with the delivery of two programmes licensed by Olevi – the *Improving Teaching (ITP)* and *Outstanding Teacher (OTP)* programmes. This ‘intensive training’ was a product of the 2010 London Challenge initiative. Ofsted described them as “the engine room of school improvement”. Between 2012 and 2013 dozens of teachers successfully completed the multi-session programmes which included an emphasis on coaching.

In Autumn 2012 we launched our own programme for Newly Qualified Teachers, *Getting It Right From The Start*. This six session programme also included an annual NQT conference. It ran until 2020 when the DfE introduced the Early Career Framework. This gave us the opportunity to design an Early Career Development programme. Over the years we have acted as an Appropriate Body for hundreds of NQTs and our *Embedding Excellence* programme for Recently Qualified Teachers built on the foundations provided through our NQT provision.

Our CPD footprint was sealed in November 2013 when we were asked by Stoke LA to provide training that would prepare schools for the revised National Curriculum. The result of this was the creation of our Core Four networks. Facilitated by Specialist Leaders of Education and aimed at supporting subject leaders of English, Maths, Science and Computing, these termly sessions continue today. In Autumn 2021 we added Religious Education to the Core ‘Five’ offer. This method of networking has been featured in several education publications as a best practice case study.

Rather than merely responding to unforeseen demand and stretching its resources too thinly, BTSA looks ‘over the horizon’ and carefully builds capacity and prepares courses to meet future demand.

Kevin Peel
Former West Midlands Teaching Schools Co-ordinator



BTSA Highlights

In Autumn 2014 we unveiled our own teaching and learning programmes – *Ensuring Good and GROWing to Outstanding*. These extremely popular sessions encouraged primary practitioners to reflect on their individual strengths and needs. Many local teachers completed the programmes and we even had a cohort of staff from the Akrotiri School in Cyprus fly over to the U.K. to take part!

By 2016 we had created a range of training opportunities that were captured in our ‘tube’ style map. Reproduced as a postcard it illustrated how our CPD supported staff at every stage of their careers. One of our most popular programmes has been *Effective Classroom Support*, specific training for teaching assistants. Accessed by over 3000 support staff, the programme was evaluated by CUREE (Centre for the Use of Research and Evidence in Education) who described it as “an interactive and engaging delivery model, with good use of collaborative activities that gives participants the opportunity to build on their knowledge in a mutually supportive environment”.

Over the years we have worked collaboratively with other national organisations such as the Primary Science Teaching Trust and Early Impact. Our partnership with the Teacher Development Trust continues with the delivery of the brand new National Professional Qualifications.

Our work locally with other teaching schools, universities and Stoke-on-Trent City Council continues today through the Opportunities Area project and the SSTECC group (Stoke and Staffordshire Teacher Education Collective). You can find out more about this work here - <https://sstec.online/>

WHERE SHALL WE GO TODAY?



EAL LEARNERS PROGRAMME

Using drama across the primary curriculum

Mark Less, Impact More!

Practical classroom strategies to demonstrate progress in the new primary national curriculum

Challenging Behaviour

GROWTH MINDSETS

A belief that intelligence, talents and abilities can be developed through strong efforts, good strategies and assistance from others.

Challenging Behaviour

CORE FIVE

BTSA Highlights

The BTSA Hub

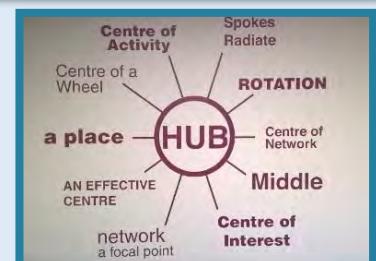
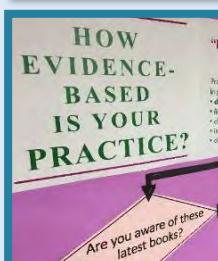
Our desire for a permanent training centre for became reality in September 2013. It was officially opened by Baroness Floella Benjamin at the first BTSA conference for Newly Qualified Teachers. Almost 100 NQTs attended the event which became a regular date in the calendar for the next seven years.

Since it opened the BTSA Hub has hosted sessions for teachers, teaching assistants, early years practitioners, subject leaders, middle leaders, senior leaders, principals, business managers, finance and clerical staff, site supervisors, midday assistants and governors.

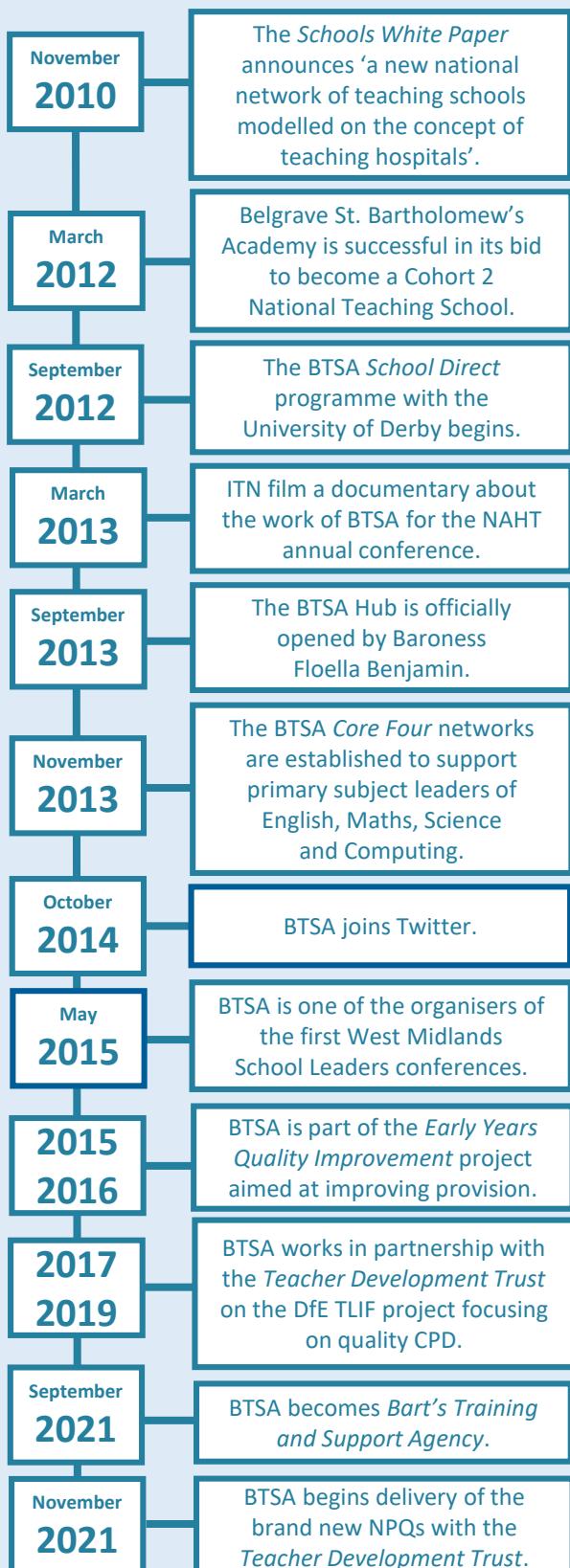
The Hub has welcomed visitors from across the nation and beyond.

For our *School Direct* trainees the Hub is a second home, a place of sanctuary away from placement schools, where they can reflect on their progress and openly share their thoughts. Once they have successfully qualified many trainees feel quite territorial and like to sit in 'their seat' on return visits!

Anyone who comes to the Hub can enjoy a panoramic view of Belgrave's Key Stage 1 playground – a constant reminder of our purpose. No wonder then that one small child was once heard telling their friend "that's the teacher's room. They learn in there". We hope so!



BTSA Timeline



A young girl with dark hair, seen from behind, is flying a large, colorful kite in a field. The kite has a diamond shape with panels in purple, blue, green, yellow, orange, and red. The girl is wearing a light-colored, short-sleeved shirt. The background is a bright, open field with some low-lying flowers. The lighting suggests it's either sunrise or sunset.

Leadership For All

A summary of our recent Trust INSET event

Leadership For All

St. Bart's Multi Academy Trust held their 2022 INSET day in February. The theme was *Leadership For All*. Over the next few pages we present a summary of the key moments.

In the words of Stephen Covey, "Leadership is a choice, not a position." We are all leaders. Leadership begins with leading ourselves before we can help others to do the right things.

Leaders set direction, build an inspiring vision, and create something new. Leadership is about mapping out where you need to get to in order to be successful.

Newly appointed CEO Lisa Sarikaya kicked off proceedings with a presentation of where she felt St. Bart's Trust is now. She described the journey so far, reflecting on the different approaches that had been taken since the MAT was first formed. She stated that to begin with there had been "directive leadership and much needed pacesetting – we rolled our sleeves up and challenged under-performance".

She recognised that "we now have a strong group of academies that work together with a greater focus on coaching and democratic leadership". Lisa reminded everyone of what our core

GREAT LEADERS DON'T SET OUT TO BE A LEADER... THEY SET OUT TO MAKE A DIFFERENCE. IT'S NEVER ABOUT THE ROLE—ALWAYS ABOUT THE GOAL.

leadership is not a position or a title, it is action and example.

LEADERS ALWAYS CHOOSE THE HARDER RIGHT RATHER THAN THE EASIER WRONG.

BEING POSITIVE IN A NEGATIVE SITUATION IS NOT NAIVE. IT'S LEADERSHIP.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

WHEN WHY IS CLEAR THE HOW IS EASY

LEADERS DON'T CREATE FOLLOWERS, THEY CREATE MORE LEADERS.

THE MOST POWERFUL LEADERSHIP TOOL YOU HAVE IS YOUR OWN PERSONAL EXAMPLE.

A LEADER TAKES PEOPLE Where They Want To Go. A GREAT LEADER Takes People Where They Don't Necessarily Want To Go, BUT OUGHT TO BE.

purpose is – 'to make a difference to the lives of our children'. Lisa then handed over to Johnny Anderson, Chair of the St. Bart's Trust Board.

Johnny took the opportunity to express his sincere thanks to staff for "coping brilliantly with the demands placed upon you". He recognised that some staff "had gone through very sad times whilst maintaining the ultimate professionalism".

Johnny went on to say that during the pandemic "the characteristics of high-quality leadership had been seen in abundance across the organisation". He explained that this included integrity, loyalty, great communication, courage, enthusiasm, resilience, innovation and decisiveness. He concluded by thanking everyone "for your success, the care you show each other, your positivity, humility, focus and hard work.

Leadership For All

Over the course of the morning, delegates heard from Floyd Woodrow and Mr P ICT. Both provided inspiration and ideas in very different ways.

Whilst Floyd focused on the themes underpinning great leadership, Mr P shared his very latest strategies for using technology to support and engage children in learning. It was a heady mix of focusing on self and helping others to flourish.

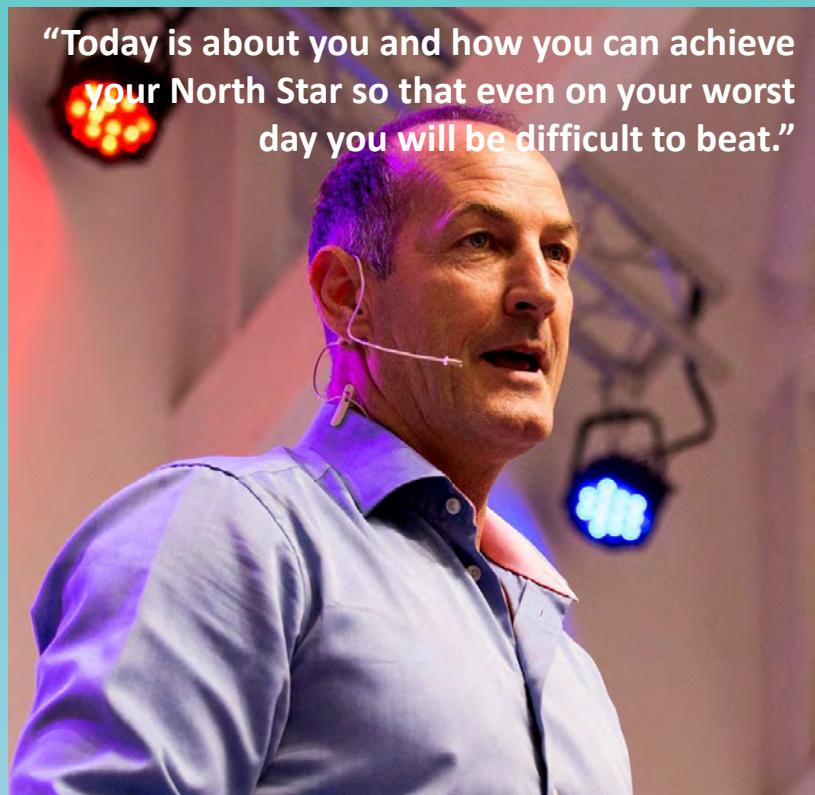
Floyd Woodrow

Floyd is a former Special Forces Soldier who delivered unparalleled success over a full career with 22 Special Air Service Regiment (SAS).

He was awarded a DCM, the second highest gallantry award, for work in Iraq, and an MBE for work in Afghanistan. He was graded in the top 1% of SAS officers.

After leaving the military Floyd set up the Compass For Life Foundation which has been created to help the most disadvantaged children in the UK bridge the educational gap that currently exists. Floyd is committed to developing elite teams and individuals.

Throughout his engaging session Floyd led delegates through the four points of his compass, challenging them to reflect on how much of their potential they actually use.



The Four Points of the Compass For Life

North Star

Floyd is passionate about dreaming big. He believes that if your dreams don't scare you, you're not thinking big enough! Every one needs to reach for their North Star.

Ethos

Floyd asked people to define their personal values and stressed the importance of trust within a team.

Strategist

Floyd shared his process for achieving milestones – write it down, break it down, tell a friend, track your progress and go for it!

Warrior

Floyd completed his session by encouraging delegates to be warriors – individuals who have psychological resources to handle the demands being made on them. This includes having healthy habits, recognising the benefits of drinking water and having mental resilience.



Leadership For All

ICT with Mr P

Mr P (full name Lee Parkinson) made a return visit to St. Bart's after presenting at our first development day back in February 2020.

Since then much has happened in schools and Mr P was keen to thank Trust staff for everything they have done during the recent pandemic.

He said he was passionate about trying to help teachers to work smarter, not harder. "I honestly believe that you can be an effective teacher and have a work/life balance. There are lots of ways that technology can help with that."



"If ICT is used in a creative way, it can be an incredible tool."

Mr P's Top Tools

Siri

Use this voice activated tool to improve spelling, vocabulary and times tables knowledge. Particularly useful in supporting children in their understanding of topic words that may be new to them i.e. *sarcophagus*.

Seesaw Class

Use the keyboard option and dictation tool so that pupils can talk into the iPad. Used in a quiet space this can be a powerful tool to help children get their ideas noted down.

AA on Safari

Remove ads from websites by clicking on the show reader option in the web address bar. This extracts all the information down to just text and removes distractions when pupils read online.



Speak selection

Highlight a piece of text and click on the speak selection option to have the text read to you. Words are highlighted so that pupils can follow along.



Letsview

This app allows the iPad camera to be used as a visualiser. Take a photograph of a child's piece of work and use the drawing tools to annotate, highlight etc.



Mr P's website supports teachers in using ICT.

Subscribers can access everything including a Computing scheme of work, knowledge progression documents, year group overviews and over a thousand CPD videos on how to utilise technology across the curriculum

www.mrpict.com

Leadership For All

Key Takeaways

The morning concluded with Training and Development Officer John Collier summarising the main points.

“Don’t walk past things”

Floyd’s phrase for reminding people to always promote high expectations and role model the behaviour we expect from others.

“Give me a better idea or improve my idea”

Throughout his session, Floyd incorporated many opportunities for staff to work together and he encouraged self-reflection and honesty. He asked colleagues to be honest with each other and give feedback on what they thought would help them improve.

“Focus on the right things”

In order to dream big and achieve personal goals Floyd stressed that “intent is not enough, we need actions”. This includes reviewing our healthy habits and being in control of the voice in our heads.

“Maximise your super strengths and maximise the person you can be”

Floyd supported delegates in identifying their strengths and weaknesses. He advised staff to focus on one weakness at a time as this would result in improved performance with people being “difficult to beat, even on a bad day”.



Above: Floyd Woodrow challenges staff at Belgrave St. Bartholomew's Academy to dream big. **Below:** Staff at The Avenue enjoying the chance to explore their 'Compass For Life'.



John closed proceedings by sharing further ways BTSA is helping our workforce to release their potential. This includes the use of research and evidence, networking opportunities, high quality CPD, teaching and learning resources, leadership tools and online modules.

Overall the event was a great success and a much valued opportunity to come together. Collaboration continues to be one of the strengths of our MAT and through cooperation it can help us to (in the words of Offley Academy) “be the best version of ourselves”.

Leadership For All

Feedback

The event was expertly facilitated by Eva Cerioni who also provided wrap around entertainment with one of her legendary playlists!

The response on Twitter and via email was overwhelmingly positive. Formal feedback too was full of praise for the event. One delegate found the C.E.O.'s welcome speech "motivating, caring and supportive". Another stated the morning was "very empowering and thought provoking". One person commented on how they enjoyed "the different perspectives presented and the opportunity to have time to reflect and think".

Floyd's session was described by one Principal as prompting "a lot of productive conversation amongst my staff". Several individuals commented on the Compass For Life tool with one delegate saying it was "extremely useful for individual aspects as well as whole team elements".

Mr P's practical ICT tips were welcomed by many, encouraging more use of technology in lessons. This included the "talk to text/text to talk app, especially useful for SEND pupils".

A huge thank you to our guest speakers and everyone who helped organise the event.



#StBarts22



Offley Primary
@OffleyCW11

...

A superb INSET session with @StBartsTrust @floydwoodrow @ICT_MrP this morning. Lots to think about, lots to celebrate. Well done everyone! Thankyou



Cranberry Academy
@CranberryAcad

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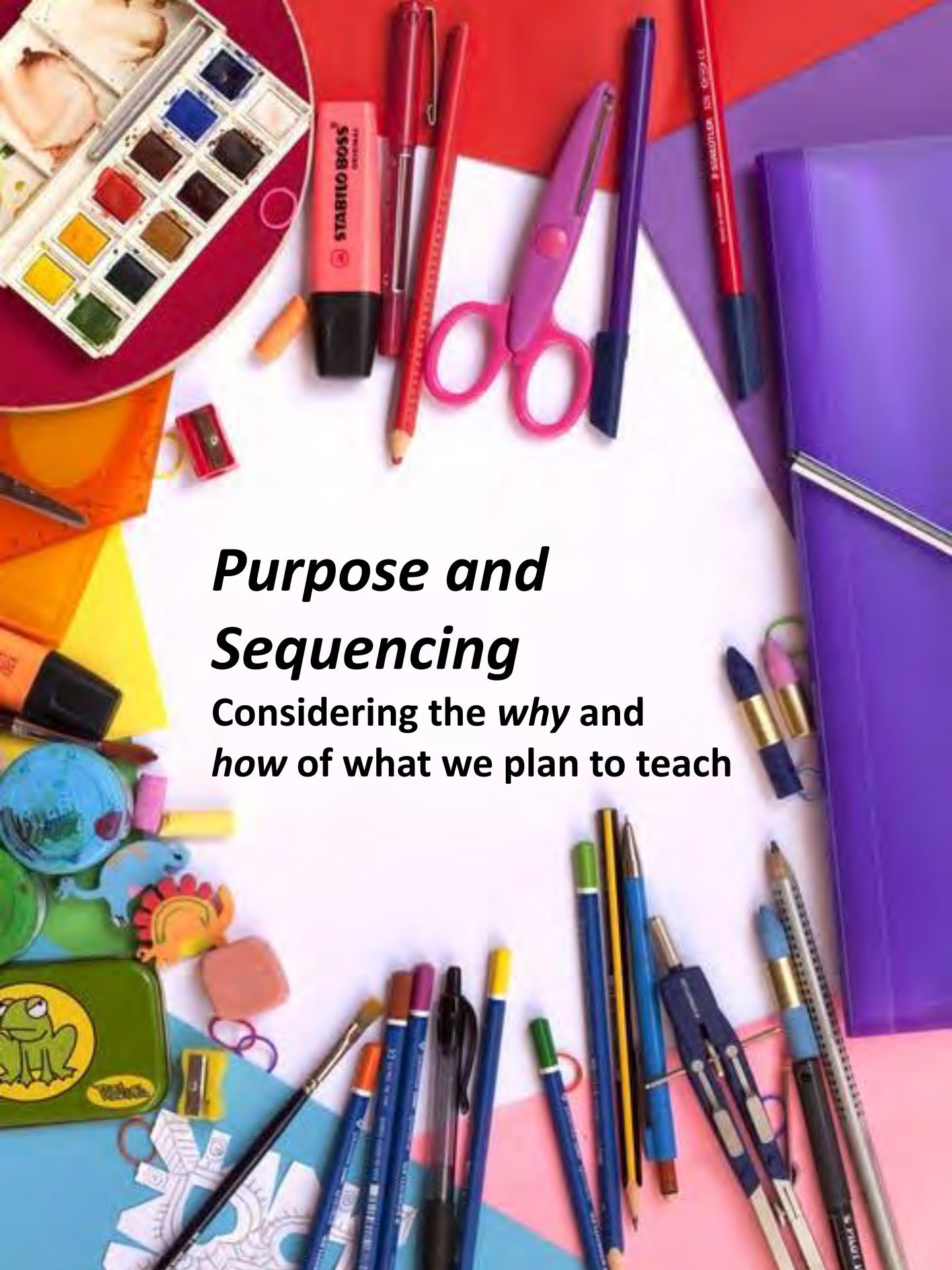
What a fantastic INSET session with @StBartsTrust @floydwoodrow @ICT_MrP this morning. The staff thoroughly enjoyed it and have gained some amazing information and perspectives. Well done everyone and thank you! 😊👍



Park Hall Academy
@ParkHallAcadem1

...

@StBartsTrust @floydwoodrow @ICT_MrP We have enjoyed a fabulous morning exploring our compass for life. We are living our values and wanting to make a difference to the lives of children, our future leaders. Working with little people with big dreams 😊



Purpose and ***Sequencing***

Considering the *why* and
how of what we plan to teach

Purpose and Sequencing

John Collier shares more ideas from our *Developing Teaching* programme. This issue he focuses on how teachers should decide on what gets taught and effective strategies that help children to learn.

Ofsted's focus on the 3I's (intent, implementation and impact) has resulted in many school leaders and teachers reviewing their curriculum offer for pupils.

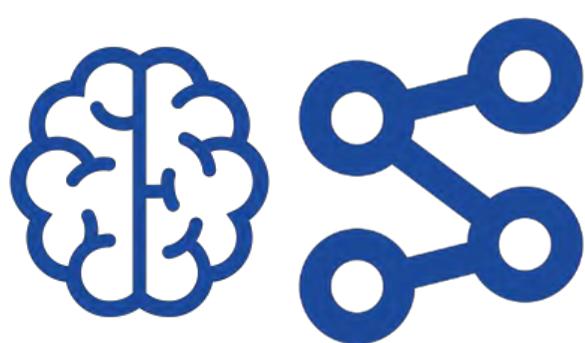
Underpinning these changes are two key ideas -

- Pupils need to be clear about the reasons behind why we expect them to learn particular knowledge or skills.
- Teachers need to highlight the connections between the content they deliver.

There are several findings from research that support schools in achieving these outcomes. We know that effective teaching is planned backwards. We know that ambitious curriculum learning goals need to be broken down and communicated clearly. We know that teachers need to carefully identify the content that pupils will think hard about. We know that teachers can develop pupils' mental models by identifying and ensuring they understand and retain critical subject content.

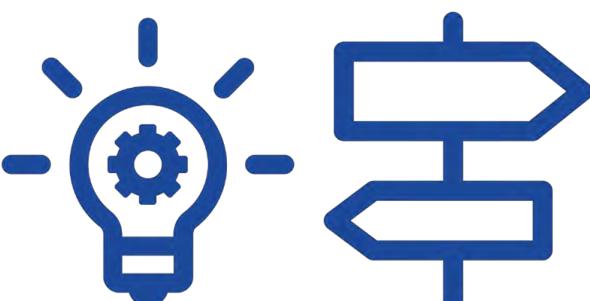
The DfE's *Teaching a broad and balanced curriculum for education recovery* (November 2021) reminds schools that "making adjustments to the curriculum does not mean lowering expectations or narrowing some pupils' experiences. All pupils need to be given opportunities to learn the key content."

But what is meant by 'key content'? Well it could be content that was missed due to the recent upheavals of school life. It could be the gaps in learning that teachers are currently identifying. Most definitely it refers to the 'key knowledge, skills, vocabulary, concepts and the links between concepts' from the National Curriculum.



"We strengthen neural pathways every time we engage with a piece of knowledge. This doesn't just work for knowledge, but for behaviours too. When you practise a skill, your neural pathways associated with that skill are strengthened and the task becomes easier. Over time, those actions might become automated and unconscious. If students are regularly practising metacognitive skills, such as making explicit connections between new and prior learning, and independently selecting strategies to succeed in tasks, these skills will eventually become second nature to them."

Tova Michalsky



Purpose and Sequencing

The why

When teachers deliver the statutory curriculum they need to be secure in explaining the purpose of the lesson and how it fits into the bigger picture and wider scheme of work.

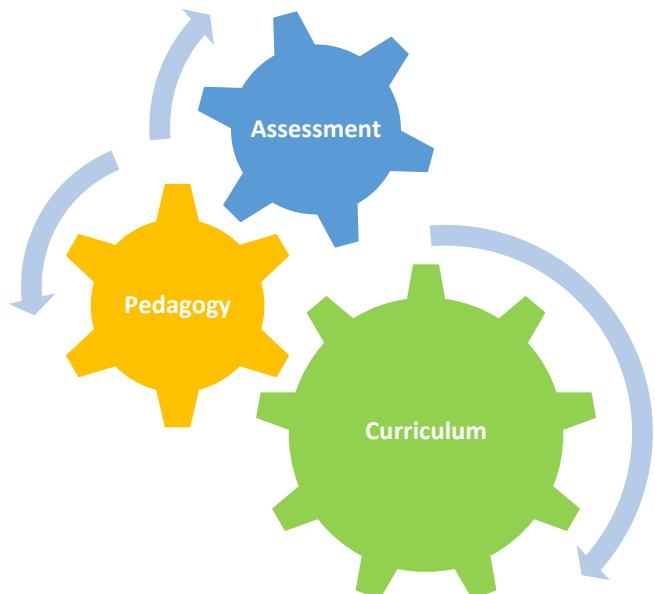
Subject leaders are in-school experts who can support staff in identifying what elements of their subjects need to be covered. This needs to be in line with DfE guidance that states, “activities need to be sharply focused on ensuring that pupils pay attention to the most critical content to be learned”.

Ofsted are asking their inspectors to consider whether school leaders:

- take actions that are appropriate for the subject and phase
- use assessment wisely
- identify the knowledge that is most significant when choosing what to insert into an adjusted curriculum
- ensure that pupils still have the time they need to repeat or practise crucial content so that they remember it in the long term
- choose teaching activities that are time efficient and most effective to ensure that the planned content is learned
- ensure that tutoring and the main curriculum work effectively together, while minimising negative consequences

For pupils it means opportunities to gain knowledge and skills which can be applied across different subject areas. Ideally it should also include the chance for real world transfer. Pupils are not taught Maths so that they can solve problems on a SATS paper. They are taught Maths so that they can handle purchases, understand and manage their finances, and complete mathematical tasks required by their jobs. Teacher instruction is key here, particularly when it comes to expressing the reasons why we are learning specific things.

Distinguishing curriculum from teaching and assessment



Curriculum:
WHAT is taught

Pedagogy:
Teaching activities or HOW curriculum content is taught

Assessment
Desired high level outcomes
and measures of those outcomes

Purpose and Sequencing

Organising A Unit of Work

Why are we teaching this? Why is this important? Why now?	How does this unit fit into the wider picture?	What else does this unit relate to? How might it link to new learning in the future?			
Navigating the unit	Key concepts	Introducing the unit	Essential knowledge	The route through the unit	Assessing the unit
How does this unit build on prior learning and where might it lead?	What are the key concepts (or big ideas) for this unit of work?	How will we introduce it? How will we tether this unit to prior learning?	Is it worth summarising the key information in a knowledge/ graphic organiser? If so, what should be included?	How are we going to take pupils through this unit?	How will we know if pupils have learnt what we have taught them?
KS1 pupils should be taught about: <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally KS2 pupils should be taught about: <ul style="list-style-type: none">the Roman Empire and its impact on Britain	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	Use <i>Retrieval Relay</i> to unlock prior knowledge. Pupils work in fours. Each have a piece of paper that they fold into quarters. Write the following four headings in each quarter – Houses, Roads, Food, Lifestyle. They fill the first quarter in themselves. Pass paper on and add further information into the next quarter. Continue until all the quarters have been filled in. Share as a whole class and capture ideas on the working wall.	Use <i>Content Cluster</i> graphic organiser as a metacognitive strategy to capture learning over the course of the unit. Each key theme will be driven by a 'big' question which pupils will have the opportunity to explore and investigate. Pupils have their own A3 copies in their topic books which they will refer/add to over the course of the unit.	Split the class into four expert groups. Each group will focus on one of the four key themes. Architects (Houses) Navigators (Roads) Chefs (Food) Influencers (Lifestyle) Using the <i>Content Cluster</i> they will agree on four questions relating to their theme. Example: Houses What did the houses look like? What were they made from? What features did they contain? How were they different from the houses of today?	Weekly retrieval practice using the <i>Find And Fix</i> strategy. Each group will have the opportunity to share their learning and the answers to the four questions. Pupils produce fact files based on the information shared. At the end of the unit pupils complete a <i>True and False</i> quiz covering the four themes. They identify the false statements and annotate the correct answer in their own words.

Example: *What did the Romans ever do for us?* (Year 4 History topic)

KS1 pupils should be taught about: <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally KS2 pupils should be taught about: <ul style="list-style-type: none">the Roman Empire and its impact on Britain	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	Use <i>Retrieval Relay</i> to unlock prior knowledge. Pupils work in fours. Each have a piece of paper that they fold into quarters. Write the following four headings in each quarter – Houses, Roads, Food, Lifestyle. They fill the first quarter in themselves. Pass paper on and add further information into the next quarter. Continue until all the quarters have been filled in. Share as a whole class and capture ideas on the working wall.	Use <i>Content Cluster</i> graphic organiser as a metacognitive strategy to capture learning over the course of the unit. Each key theme will be driven by a 'big' question which pupils will have the opportunity to explore and investigate. Pupils have their own A3 copies in their topic books which they will refer/add to over the course of the unit.	Split the class into four expert groups. Each group will focus on one of the four key themes. Architects (Houses) Navigators (Roads) Chefs (Food) Influencers (Lifestyle) Using the <i>Content Cluster</i> they will agree on four questions relating to their theme. Example: Houses What did the houses look like? What were they made from? What features did they contain? How were they different from the houses of today?	Weekly retrieval practice using the <i>Find And Fix</i> strategy. Each group will have the opportunity to share their learning and the answers to the four questions. Pupils produce fact files based on the information shared. At the end of the unit pupils complete a <i>True and False</i> quiz covering the four themes. They identify the false statements and annotate the correct answer in their own words.
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Purpose and Sequencing

The how

When considering *how* we plan to teach our chosen curriculum content it is useful to refer to evidence from the science of learning. The model on the right illustrates the process of how the brain learns. In order to make sense of the world around us the brain interprets information from our immediate environment. In the classroom this information can come from a range of stimuli.

A teacher may decide to use a 'hook for learning' at the beginning of a lesson with the intention that it will grab pupils' attention and engage the children in the topic being covered. This could be in the form of an object, piece of text, image, video or the use of technology. But we need to be wary of gimmicks and the possibility of bombarding pupils with too much information that could lead to cognitive overload – "the single most important thing for teachers to know" according to Dylan Wiliam.

There are a few key strategies that support teachers in providing a successful pedagogical approach in the classroom.

Planning backwards from specific goals for knowledge and skills

Be clear about intended learning outcomes and the 'golden thread' of the learning.

Breaking goals into small and manageable chunks

Communicate clearly and ensure pupils are both supported and challenged.

Organising lessons into a sequence of meaningful steps

Make the learning journey as streamlined, purposeful and fun as possible.

Making curriculum connections explicit

Signpost the learning and refer to the bigger picture.

Prioritising types of knowledge and identifying critical subject content

Agree as a school what needs to be taught and when in order for learning to be progressive.

How the brain learns

1. The brain encounters new information via sensory stimulus.

e.g. I see some information on a map of the U.K. and Europe in a Geography lesson.

2. The brain breaks up the new information and sorts it into different areas.

This might relate to image and shape, language, concept, number etc.

3. The brain searches for recognisable similarities to knowledge which it already has, and makes links.

e.g. I've seen a map of the U.K. and Europe before. I know how maps work – these lines are borders, this is the sea, these are cities etc. I know some things about the U.K. as I have visited some places. My friend went to France on holiday.

4. Over time with new experiences, the brain continues to develop these networks.

e.g. I encounter a range of maps which have more information such as capital cities and British counties. I learn about specific places and I am able to link this knowledge to my existing map of the U.K. and Europe.

Purpose and Sequencing

Classroom Strategies To Link Ideas

Link-A-Lot	Make The Link	Think and Link												
	<table border="1"> <tbody> <tr> <td>word</td> <td>word</td> <td>word</td> </tr> </tbody> </table>	word	word	word	word	word	word	word	word	word	word	word	word	
word	word	word												
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Subject-specific examples

<p>Link-A-Lot challenges pupils to identify how pairs of words are linked. Teachers use the Link-A-Lot model by placing subject-specific vocabulary in the six hexagons. Pupils write sentences to explain how the words are connected.</p> <p><u><i>KS1 example (Everyday Materials):</i></u></p> <p>In this example possible answers might be:</p> <p>A: Rocks and wood are both opaque.</p> <p>B: Wood and water are both natural materials.</p> <p>C: Water can be a liquid. Glass is made from liquid sand.</p> <p>D: Glass and plastic can both be transparent.</p> <p>E: Plastic and metal can both be smooth.</p> <p>F: Metal and rocks are both hard materials.</p>	<p>Make The Link can be used in a specific subject such as Maths. It challenges pupils to match pairs of words that are connected in some way. This strategy supports children in their knowledge and understanding of vocabulary across the curriculum.</p> <p><u><i>Maths example:</i></u></p> <table border="1"> <tbody> <tr> <td>circumference</td> <td>grid</td> <td>area</td> </tr> <tr> <td>faces</td> <td>equilateral</td> <td>angle</td> </tr> <tr> <td>perimeter</td> <td>obtuse</td> <td>triangle</td> </tr> <tr> <td>edge</td> <td>circle</td> <td>coordinates</td> </tr> </tbody> </table> <p>Pupils are presented with a 3 x 4 grid containing twelve words. In this example they are all terms used in Maths. The teacher asks the class to match pairs of words that are connected in some way.</p> <p>Possible answer:</p> <p>Words: equilateral and triangle An equilateral triangle is a triangle with equal sides and angles.</p> <table border="1"> <thead> <tr> <th>Word 1</th> <th>Word 2</th> <th>Explain the connection</th> </tr> </thead> <tbody> <tr> <td>equilateral</td> <td>triangle</td> <td>A triangle with equal sides and angles.</td> </tr> <tr> <td>perimeter</td> <td>area</td> <td>The amount of space within a perimeter is called the area.</td> </tr> <tr> <td>circle</td> <td>circumference</td> <td>The distance around a circle is called the circumference.</td> </tr> <tr> <td>coordinates</td> <td>grid</td> <td>Coordinates are numbers used to locate a point on a grid.</td> </tr> <tr> <td>edge</td> <td>faces</td> <td>The edge of a 3D shape can be found where two faces meet.</td> </tr> <tr> <td>obtuse</td> <td>angle</td> <td>An angle between 90 and 180 degrees.</td> </tr> </tbody> </table>	circumference	grid	area	faces	equilateral	angle	perimeter	obtuse	triangle	edge	circle	coordinates	Word 1	Word 2	Explain the connection	equilateral	triangle	A triangle with equal sides and angles.	perimeter	area	The amount of space within a perimeter is called the area.	circle	circumference	The distance around a circle is called the circumference.	coordinates	grid	Coordinates are numbers used to locate a point on a grid.	edge	faces	The edge of a 3D shape can be found where two faces meet.	obtuse	angle	An angle between 90 and 180 degrees.	<p>Think and Link supports pupils in their wider understanding of how units of work link together. It encourages children to compare and contrast knowledge across a subject.</p> <p><u><i>Science example:</i></u></p> <p>Step one asks pupils to list all the things they remember from previously studied units. E.g. Plants have roots, stem/trunk, leaves and flowers.</p> <p></p> <p>Step two challenges pupils to identify commonalities between the two topics. E.g. Plants, animals and humans are all living things.</p> <p></p>
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A large satellite dish antenna, likely a parabolic reflector, is mounted on a metal frame in a field. The dish is angled upwards, and the structure is supported by a tall metal tower. In the background, there are mountains under a cloudy sky.

Under The RADAAR

A Planning Tool To Support SPAG Delivery

Under The RADAAR



The RADAAR planning framework was inspired by one of the recommendations from the EEF's *Improving Secondary Science* guidance report – “building on the ideas that pupils bring to lessons”. The framework is based around a 3-step (cyclical) process and is designed to help teachers to plan around misconceptions.

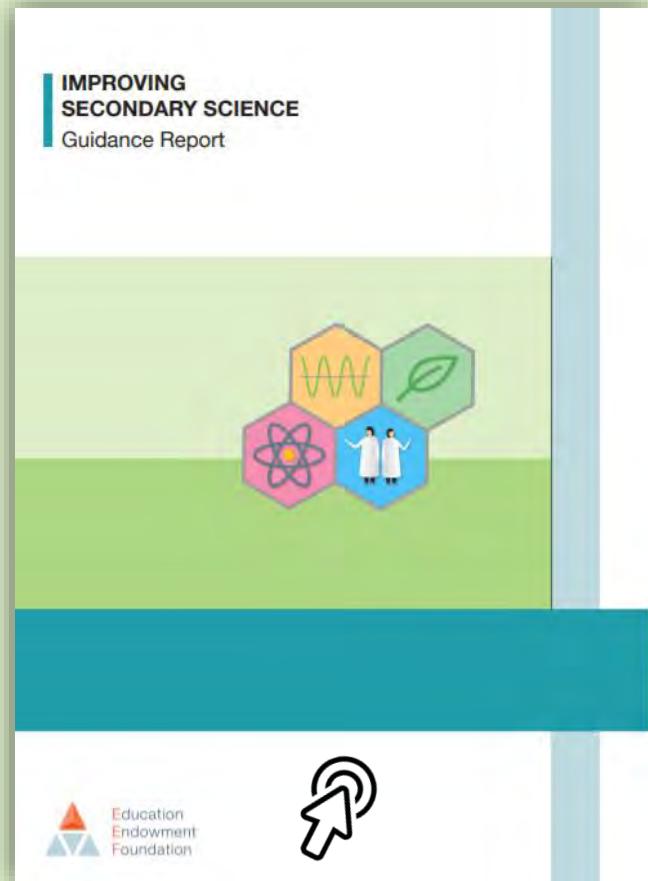
Firstly, it prompts teachers to **Research and Anticipate** misconceptions before teaching a topic. What are the key ideas and misconceptions, what language do we need to be careful about, and what have children learned about previously that will help them build their understanding in this topic?

Secondly, it encourages teachers to **Diagnose and Address** any misconceptions pupils hold. This is the bread-and-butter of teaching: finding out what our pupils think, then building on these ideas.

Finally, it emphasises the need to **Assess and Review**. We can't assume that ideas will 'stick' forever, or that our pupils will understand how they link to other things they learn. We need to help pupils to review their understanding of key concepts, and explicitly prompt them to make links between ideas.

The cyclical process repeats and the ideas from one topic are the building blocks for others in the future. The RADAAR framework supports individual and team curriculum planning. The questions prompt teachers to build on the ideas that pupils bring to lessons, and to continue this process as they develop their understanding over time.

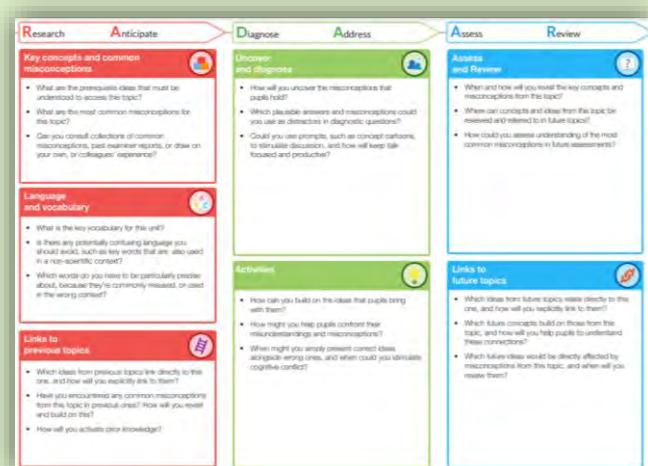
BTSA have used this concept to design a RADAAR framework that supports Primary teachers in their planning and delivery of the National Curriculum **vocabulary, grammar and punctuation** content for Years 1 to 6.



Above: The *Improving Secondary Science* guidance report published by the EEF (Education Endowment Foundation) in September 2018.

Below: The original RADAAR Planning Logic Diagram including the cyclical, 3-step process.

Click on the images to view online.



Under The RADAAR



Our SPAG version retains the 3-step cyclical structure of the original with specific questions covering the following stages –

Research and Anticipate

- What are the pre-requisite ideas that must be understood to access this topic?
- What are the most common misconceptions for this topic?
- Can you consult collections of common misconceptions, past examiner reports, or draw on your own, or colleagues' experience?

Diagnose and Address

- How will you uncover the misconceptions that pupils hold?
- Which plausible answers and misconceptions could you use as distractors in diagnostic questions?
- Could you use prompts, such as concept cartoons, to stimulate discussion, and how will you keep talk focused and productive?

Assess and Review

- When and how will you revisit the key concepts and misconceptions from this topic?
- Where can concepts and ideas from this topic be reviewed and referred to in future topics?
- How could you assess understanding of the most common misconceptions in future assessments?

Once teachers have planned and delivered their lessons they are encouraged to reflect on their effectiveness and the progress pupils have made. There are key questions to support this process –

- Does anything need to be retaught?
- Is there any key vocabulary that needs to be revisited?
- Are there any concepts that haven't stuck?

Each page provides ideas and activities for teachers to use in the classroom. Content from Year 4 to Year 6 also includes links to supporting videos and resources on the BBC Bitsize website. St. Bart's staff can download a copy from the online Central Hub.

BTSA ENGLISH RADAAR PLANNING TOOL

Vocabulary, grammar and punctuation. Years 1 to 6.

This teacher planning tool uses the RADAAR framework developed by the *Education Endowment Foundation* to support teachers in their planning of the statutory English vocabulary, grammar and punctuation content for Years 1 to 6.

The planning pages are organised in the order of when they should be introduced, not when they should be completely understood. In line with statutory requirements, "it is very important that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate."

Please note: Some content is hyperlinked to the BBC Bitesize website. This is identified by the click icon (below).

ADDING SUFFIXES TO VERBS

Year 1 Word

Research and Anticipate

Anticipate potential hurdles

Ensure the children are secure in their knowledge and understanding of what it is.

Diagnose and address

Prompts to stimulate discussion

Use examples to introduce suffixes that can be added to verbs where no change is needed in the spelling of the root word. What are the children note?

Assess and Review

Explore further

Use opportunities when reading new texts to identify examples of suffixes. Encourage pupils to use examples in their own writing.

Links

A secure understanding of these ideas provides a firm foundation for progression. Content to be covered in Year 2 (Morphemes of adjectives using suffixes such as -ful, -ine).

BTSA

DEMARCATING SENTENCES, COMMAS AND APOSTROPHES

Year 2 Punctuation

Research and Anticipate

Anticipate potential hurdles

Teachers need to ensure pupils are secure in their knowledge and understanding of punctuation.

Diagnose and address

Prompts to stimulate discussion

Use examples to identify how apostrophes have been used in sentences. Encourage pupils to identify the place of existing letters. Marking punctuation.

Assess and Review

Explore further

Use opportunities when reading new texts to identify examples of punctuation. Encourage pupils to use a range of punctuation to make own writing.

Links

A secure understanding of these ideas provides a firm foundation for progression. Content to be covered in Year 3. Introduction to inverted commas to punctuate direct speech.

BTSA

USE OF THE FORMS a OR an

Year 3 Word

Research and Anticipate

Anticipate potential hurdles

Teachers need to ensure pupils are secure in their knowledge and understanding of letters in the alphabet.

Diagnose and address

Prompts to stimulate discussion

Use examples to introduce how to use the forms or, an. There is a simple rule to follow: does the word start with a consonant sound? If it does, then you need to use the article an.

Assess and Review

Explore further

Use opportunities when reading new texts to identify examples of a and an. Encourage pupils to use these in their own writing.

Links

A secure understanding of these ideas provides a firm foundation for progression. A determiner specifies a noun as known or unknown, and it goes before the modifier (in this case, a or other nouns). Terminology to be introduced in Year 4 determiner

BTSA

Above: The BTSA English RADAAR Planning Tool supports Primary teachers in their planning and delivery of the National Curriculum vocabulary, grammar and punctuation content for Years 1 to 6. Examples from top to bottom: Year 1 Word content. Year 2 Punctuation content. Year 3 Word content. Click on any of the images above to download a copy from the St. Bart's Central Hub.



Getting It Right From The Start

Life as an Early Career Teacher

Getting It Right From The Start

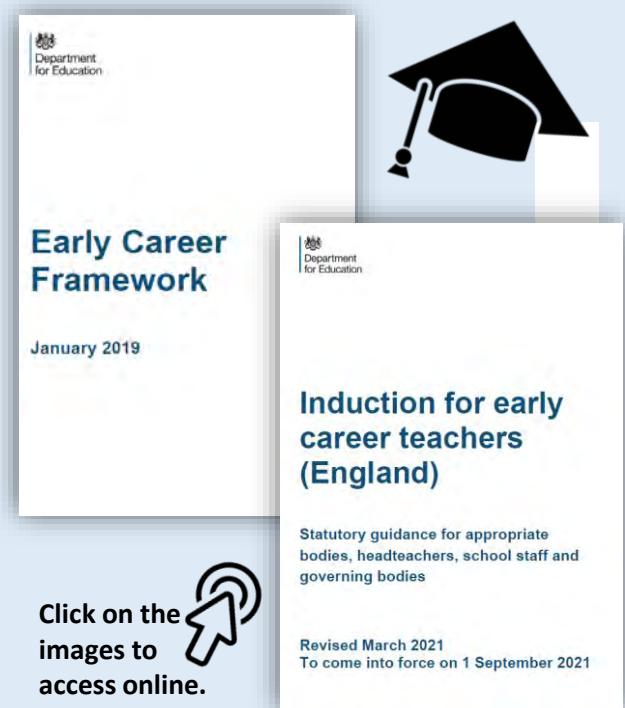
In September 2021, statutory induction for new teachers changed as part of the *Early Career Framework* (ECF) reforms. All early career teachers in England undergoing statutory induction are now entitled to two years of high-quality professional development support based on the ECF.

The framework was developed in consultation with an Expert Advisory Group and in collaboration with a wide range of teachers, school leaders, academics and experts. The content of the ECF builds on and complements Initial Teaching Training (ITT). It underpins what all early career teachers should learn about and what they need to know how to do. All based on the best available research evidence, independently assessed and endorsed by the Education Endowment Foundation (EEF).

As is the case for other professions, areas covered in initial training are revisited in greater depth as teachers continue on their journey to becoming experts. The framework is designed to help early career teachers develop their practice, knowledge and working habits. The intention is that this will lead to a fulfilling and successful career in teaching.

While the ECF is presented around the Teachers' Standards for clarity, it is not an assessment framework and schools should not use it as such. Early Career Teachers continue to be assessed against the Teachers' Standards only. Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. These standards must always be met. They stand alongside the ECF so are not explicitly referenced within the framework.

Statutory induction guidance sets out the responsibilities of school leaders, induction tutors, and mentors, to support early career teachers undertaking statutory induction.



Early Career Framework
January 2019

Induction for early career teachers (England)
Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies
Revised March 2021
To come into force on 1 September 2021

Click on the  images to access online.

Appropriate bodies continue to play a key part in the reforms through their role in teacher induction. As well as ensuring that ECTs receive their statutory entitlements, they also ensure that regard is had to the amended statutory guidance and that ECTs are fairly and consistently assessed. Appropriate bodies are also expected to check that ECTs are receiving a programme of support and training based on the ECF.

Transforming support for ECTs is at the heart of the DfE's Teacher Recruitment and Retention Strategy (2019) which recognised that the steepest learning curve occurs in the first few years of a teacher's career, and that in the past, too few teachers have had access to structured support or dedicated time for evidence informed professional development.

Two terms in to the new changes, we asked St. Bart's senior leaders, mentors and early career teachers to share their experiences so far.

Getting It Right From The Start

Roles and responsibilities during the induction process

Headteachers/Principals	Early Career Teachers
<ul style="list-style-type: none">Check that the ECT has been awarded QTS.Agree which body will act as the appropriate body and notify them when an ECT is taking up a post.Ensure that the requirements for a suitable post for induction are met.Ensure that the induction tutor and mentor have the ability and sufficient time to carry out their roles effectively.Ensure an appropriate ECF-based induction programme is in place.Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching.Ensure that assessments are carried out and reports completed and sent to the appropriate body.Maintain and retain accurate records of employment that will count towards the induction period.Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.Make the governing body aware of arrangements to support ECTs serving induction.Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.Participate appropriately in the appropriate body's quality assurance.Retain all relevant documentation/evidence/form s on file for six years.	<ul style="list-style-type: none">Provide evidence of having QTS and are eligible to start induction.Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with the ECF-based induction programme.Provide evidence of their progress against the Teachers' Standards.Participate fully in the agreed monitoring and development programme.Raise any concerns with their induction tutor as soon as practicable.
Induction Tutors	
	<ul style="list-style-type: none">Provide, or coordinate, guidance for the ECT's professional development.Carry out regular progress reviews throughout the induction period.Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues. Carry out progress reviews in terms where a formal assessment does not occur.Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and appropriate body.Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.Ensure that the ECT's teaching is observed and feedback provided.Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.Take prompt, appropriate action if an ECT appears to be having difficulties.Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
Mentors (or induction tutor if carrying out this role)	
	<ul style="list-style-type: none">Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based programme.Provide, or broker, effective support, including phase or subject specific mentoring and coaching.Take prompt, appropriate action if an ECT appears to be having difficulties.

Getting It Right From The Start

The view from Mentors

Schools have described different experiences of the new induction process. Some feel that programme organisation and communication from CPD providers could be improved.

This may be due to the speed at which programmes have been developed. Mentor Andy Bowler certainly thinks that is the case. "There were some teething problems initially which meant that there was a delay in information and the training that was available for mentors before September. I think that this has been developed over time and issues are slowly being ironed out. It seems that we are now getting more of the appropriate training that we need."

One challenge common to most schools has been juggling ECT induction during the pandemic. Andy admits this has been an issue he has faced. "Staffing needs being stretched to the maximum has meant it's been difficult to find regular sessions to discuss the weekly tasks."

Mentor Hayley Pyatt has some advice for anyone taking on the role. "Be organised, ensure you are on top of your reading online, key policies and documents and don't be afraid to ask others for help, we are all in the same boat!"

Overall she has found the role very rewarding. "Watching my ECT overcome hurdles and grow in confidence has been lovely. She is blossoming into a fabulous Early Years teacher."

Hayley contributes this success to early preparation. "Ensure that you give new staff a tour of the school, a chance to meet the team, share all the policies, help them with their classroom and resources. Having the opportunity to observe other staff in school has also really helped with developing subject knowledge."

The view from ECTs

Becky Lawrence is a Year 3 teacher at Belgrave St. Bartholomew's Academy. She has felt very supported by the school. "After having to teach remotely during lockdown I moved into a different year group but everyone has been so supportive."

Jack McCann from Hazel Slade Academy feels he would benefit from more phase specific CPD. "The regional training sessions and online training have been quite Secondary focused. There tends to be quite a lot of discussion and I sometimes feel like my opinion has not really been relevant. It has been difficult to relate to some of the teaching points and put ideas into practice in a primary classroom."

Laura Kemp is at Longford Primary Academy. She has found the online training beneficial, but quite long. "I feel like what they want you to know is covered over too long a period. Sometimes it has stretched over eight weeks and with sessions being 50 minutes long it does feel drawn out. Time generally can be an issue for teachers and it is often difficult to prioritise reading research and watching videos. Other opportunities have been more beneficial such as observing people back in school."

Lisa Quinn from Cranberry Academy has also struggled to make the most of online training sessions. "I feel like I am rushing to try and tick it off my list. Because of staffing issues you are literally a teacher with the same responsibilities as other members of staff. Saying that I love being in school!"

Andy Bowler has a couple of recommendations for CPD providers. "I believe face to face events would really help to improve understanding of the new process. I also feel that the website that we use to access all of our information can be difficult to navigate at times and could be more user friendly." He also has some calming words for other Mentors. "If you feel that you are not on top of the mentor process this year, you are not on your own!"

Alice Kent

St. Nathaniels
Academy
Qualified:
July 2021



What were your reasons for choosing teaching as a career?

I'd always loved the thought of becoming a teacher. I used to play schools at home when I was younger and really looked up to my teachers. I still remember my reception and year 1 teachers now. I have always loved working with children. I love exploring their knowledge with them and helping them grow, especially in the Early Years with their wide sense of imagination.

What have been the successes you have experienced?

Watching myself grow as a teacher and a leader. This is a complete career change for me after being in the performing industry. I started with no experience working in a school and to see where I am now is really rewarding. There is still plenty of room to grow but I am really proud of how far I've come since starting my training in 2020.

What have been the challenges you have experienced?

Behaviour as a whole in my class has been extremely challenging, there are varied additional needs and behaviour barriers that I have had to work on with support staff. Many strategies have been put into place, some have worked and some haven't. It's a learning journey for all of us.

What would be your top tip for other Early Career Teachers?

Stay positive and don't be afraid to ask for help! Teaching is a really tough job. There are good days and bad days but it is so worth it. You will have a never ending to do list. At times you will feel like you're chasing your tail. Ask for advice from your mentor, they are there to help you. Remember every day is a new day so stay positive!

Sarah Bird

St. Nathaniels
Academy
Qualified:
July 2021



What were your reasons for choosing teaching as a career?

I was a TA and loved helping children to develop and flourish. I longed to be a teacher and feel incredibly lucky to fulfil my dream. I took the leap in order to help children to have that 'lightbulb moment' where they develop a love for learning. I wanted to help them to understand in an engaging and positive environment. I felt that I could deliver that.

What have been the successes you have experienced?

Developing positive relationships with the children in my class. They feel confident to come to me for support with their work and with any concerns they have. They ask questions, express their misconceptions and are eager to develop their understanding. I have also developed positive relationships with the children's carers. They know they can discuss any concerns or ask questions.

What have been the challenges you have experienced?

In the beginning it felt overwhelming with all the extra tasks a teacher has to undertake – 'paperwork', PP reports, assessments and recording data. Time management is key. I prioritise what needs doing today and what can wait until tomorrow.

What would be your top tip for other Early Career Teachers?

Talk to your colleagues. They know exactly what you're experiencing. They can offer amazing advice on curriculum content and lesson ideas and provide a friendly ear when a lesson has not gone to plan or you just feel like an imposter! A ten minute chat with a subject lead can save you hours of trawling through websites. Don't be afraid to ask for help. Everyone started at the beginning!

Becky Goreham
Meir Heath Academy
Qualified: July 2021



What were your reasons for choosing teaching as a career?

Prior to beginning my training, I had worked in various support roles for 12 years. My last role was as an HLTA and although I enjoyed it I was ready for a new challenge. I wanted to use my experiences to support more children and to help them develop a love of learning. Beginning my teacher training felt like the natural next step for me. I have always enjoyed supporting the children I have worked with, but I also wanted some career progression for myself and my skills.

What have been the successes you have experienced?

Teaching through a pandemic because it has enabled me to look at new ways of working and helped me to embrace technology. The nerves and excitement of setting up my first classroom and welcoming my first class. Building and continuing to develop relationships with my class. I love trying out new things with them, celebrating their successes and supporting them through the tough moments. It is amazing how quickly you get to know the children. Gaining valuable experiences and developing new friendships from being in different settings.

What have been the challenges you have experienced?

Supporting isolating children working from home and those who are still in school. The iPads have proved to be incredibly valuable!

What would be your top tip for other Early Career Teachers?

Be kind to yourself. Make the time to do the things you enjoy and know that it is ok if you never actually make it to the end of your 'to do' list.

Laura Kemp
Longford Primary Academy
Qualified: July 2021



What were your reasons for choosing teaching as a career?

I was previously a teaching assistant and I really enjoyed seeing the class teachers inspiring children through learning.

I was passionate about doing this myself, creating a happy, safe environment and changing the lives of young children and the only way for me to be more in control of this was by qualifying and having my own classroom.

What have been the successes you have experienced?

The main success that I have experienced since qualifying is building strong relationships with the children in my class, we all know that we are in a safe, happy environment and that we can trust one another.

What have been the challenges you have experienced?

The main challenge for me initially was getting into the routine at a new school and learning the strategies and policies that the school had in place.

Building relationships with my year group partner and phase lead made this much easier as I had people to go to to ask for guidance.

What would be your top tip for other Early Career Teachers?

Ensure that you are prepared! Nobody wants to be running around stressed first thing in the morning. Preparation is key to be stress free!



Getting It Right From The Start

Support for Teacher Educators

Since October 2020 BTSA has been a member of the Stoke and Staffordshire Teacher Education Collective (SSTEC). This ongoing project is creating the first network of Teacher Educators (TE) across the city and beyond. It takes an innovative approach to addressing teacher retention by developing a community of shared practice across ITT providers in the area.

This is the first time that providers have come together to work collaboratively in this space, putting aside any sense of competition to focus on the common goal of improving support for Teacher Educators.

The aim is to ensure Teacher Educators feel recognised and empowered, playing a core role in the development of newcomers to the profession.

The project works alongside the Opportunity Area-funded Mathematics, English and Science Excellence projects, which focus on CPD and improved teacher networking. Together they aim to make Stoke-on-Trent a destination of choice for beginning, newly and recently qualified teachers.

SSTEC has developed a range of high-quality training materials that can be accessed for free through their official website. These resources have been created by members of the group and cover the key elements of the ITT Core Content Framework and Early Career Framework.

They supplement the DfE accredited materials and cover the 'Five Core Areas'. They are intended to be used discursively. Resources that Teacher Educators and Beginning Teachers can access and debate together. This means observed practices can be analysed in relation to both the insights that the materials offer, as well as in relation to the context of the particular school or setting.

SSTEC
Stoke and Staffordshire Teacher Education Collective

Significance

Questions

Resources

To access the website click on any of the images above.

Getting It Right From The Start

The “Learn that...” statements from the ECF

High Expectations (Standard 1 – Set high expectations)

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

How Pupils Learn (Standard 2 – Promote good progress)

1. Learning involves a lasting change in pupils' capabilities or understanding.
2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.
8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn

Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.
3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemas”); carefully sequencing teaching to facilitate this process is important.
8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

Getting It Right From The Start

Classroom Practice (Standard 4 – Plan and teach well structured lessons)

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

Adaptive Teaching (Standard 5 – Adapt teaching)

1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.
6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.
7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

Assessment (Standard 6 – Make accurate and productive use of assessment)

1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.
4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.
5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

Getting It Right From The Start

Assessment (Standard 6 – Make accurate and productive use of assessment) continued

6. Over time, feedback should support pupils to monitor and regulate their own learning.
7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

Managing Behaviour (Standard 7 – Managing behaviour effectively)

1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.
4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
7. Engaging in high-quality professional development can help teachers improve.

Five Core Areas

The ECF has been designed to support early career teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. In developing the framework, behaviour management was thought to be encompassed by High Expectations and Managing Behaviour (S1 and S7); pedagogy was thought to be encompassed by How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); and curriculum, assessment and professional behaviours were thought to be encompassed by S3, S6 and S8 respectively.

Behaviour Management
(S1, S7)

Pedagogy
(S2, S4, S5)

Curriculum
(S3)

Assessment
(S6)

Professional Behaviours
(S8)



Amassing A Word Hoard

Teaching Vocabulary Effectively

Amassing A Word Hoard

Deborah Stanfield and Simon Knight-Jones from Weston Junior Academy in Stoke-on-Trent share their strategies for promoting and teaching vocabulary effectively.

“As proud ‘word nerds’ we wanted to explore how successful the teaching of vocabulary was in our school so in 2020 we launched a year-long study which included trialling a number of different strategies.

“To begin with we asked the question, ‘*Is Vocabulary Poor at Weston Academy?*’.

Though success rates on reading SATs would indicate that it probably was, we wanted more robust information. Two sets of tests were administered to the Year 6 cohort.

The first we used was Averil Coxhead’s Academic Vocabulary list (subset one) which asks the children how well they know a word: never heard of it, heard of it but couldn’t use it, might be able to use it or know it and use it confidently. They could score between 60 and 240. The idea was to get a benchmark, explicitly ‘teach’ the words on the list and then test again post project. The mean score was 158 in October 2020.

“The second measure used was the British Picture Vocabulary Scale (BPVS). This gave a vocabulary age for each child. The median across the cohort was 8 years and 9 months, which meant our children were, on average, 12+ months behind their peers nationally.

“We knew that the community that we serve deserved further support in developing their vocabulary, in particular more opportunities to use and understand ‘expressive’ vocabulary. In short – the more words people know, the more money in their pockets in the future.”

Over the next few pages we highlight some of the key successes that Weston Junior Academy experienced.



What do we mean by vocabulary and why is it important?

Vocabulary is the body of words known by the speaker of a language. The typical vocabulary of adults is 50 – 60,000 words.

Receptive vocabulary is the word meanings recognised in context i.e. you understand it when you read it.

Expressive vocabulary is the word meanings known well enough that they can be used appropriately i.e. you understand it well enough to use the word in conversation.

According to Biemiller (2003), vocabulary is a strong indicator of reading success and reading is the single most important factor in increased word knowledge (Anderson and Nagy, 1991). Many research studies have identified poor vocabulary as the prime cause of academic failure. Attainment at key ages is an indicator of future success.

Vocabulary size at 3 years = SATs result

Vocabulary size at 5 years = GCSE result

Vocabulary size at 16 years = future income

Reading increases vocabulary and vocabulary impacts on reading which in turn has an impact on financial success.

Amassing A Word Hoard

Focus on the most suitable tier.

We decided that the most useful words for our children to focus on were Tier 2 words: high frequency words that appear in many subjects. This means they are transferable from subject to subject and help children to answer questions in ALL subject areas.

Familiarise yourself with the text.

In order to choose the right words to teach we analysed the texts that were being covered in English and guided reading. We encouraged the teachers to read the chapter or section they were covering before they read it with their class. They then identified the Tier 2 vocabulary that the children might not know but would be useful for them across the curriculum.

Provide child-friendly definitions BEFORE reading.

Narrow down the possibilities and have them on the board in order to get the children to look out for them. Child-friendly definitions are often longer but simpler than dictionary ones. Create an account at Collins Online. Focus on capturing the essence of the word and explain with real life examples. Get the children to use the words in their own sentences based on their own experiences.

Revisit the vocabulary frequently.

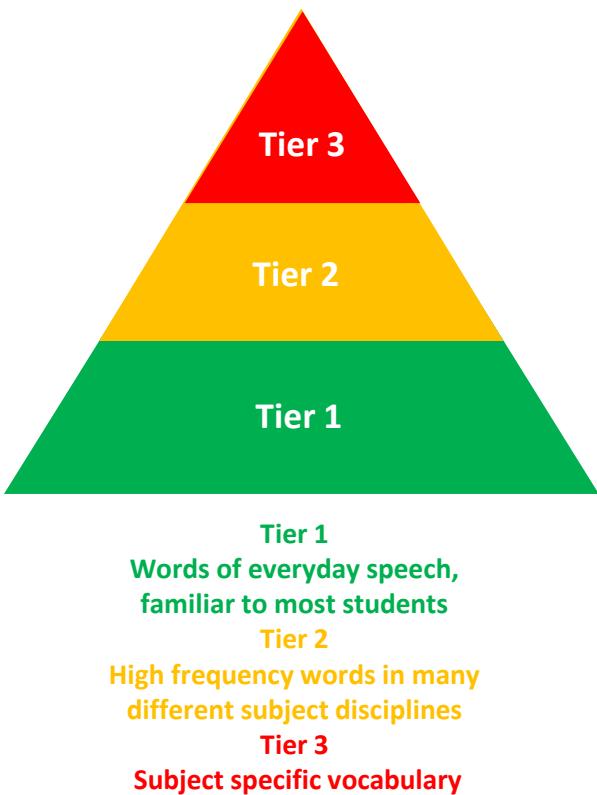
Opinion is divided as to how many times a child needs to encounter a word before it becomes part of their word hoard. It could be as few as 6 or as many as 50 depending on the expert – but they all agree once is not enough.

Make the most of 2a/2g weeks in GR

In vocabulary focused weeks you really have a chance to dig deeper into the words that the author has chosen and the effect on the reader. It is not simply a 'look it up in a dictionary' session. That can be unhelpful. Rather it builds on your pre-teaching and exposure to the words in context.

THREE TIERS OF VOCABULARY

(Beck, McKeown and Kucan, 2003)



Encourage the children to process the meaning.

Ask the children to come up with answers to open ended questions such as:

1. Name 5 things that you are **enthusiastic** about...
2. If you found something **overwhelming** what would your body language and facial expression be like?
3. Think of 3 characters that are **crotchety** and place them in order of grumpiness.
4. When might your stomach **churn**? Think of 5 things that might make you feel this way.
5. Louise walked home **wretchedly** because...
6. Are you more likely to hear **jeering** at a football match or in the bank? Explain why.
7. Ben is **flustered** and Sam is **mortified**. Who is feeling the worst? Why?

Amassing A Word Hoard

Select Tier 2 words in every lesson – not just English

Maths

Greek origin.
'That which is learnt'.



Investigate Etymology

Etymology is the history and origin of words. Dig deeper into meaning; for example we all know that an acute angle is $>90^\circ$ but did you know that it is from the Latin word for needle? That semantic link with sharpness will help the knowledge that it is a 'sharp angle' take root.

Focus on Affixes and Root Words (Morphology)

This is useful when introducing concepts in subjects other than English. For example, when teaching **translation** in maths, explain the meaning of the prefix **trans-** and get the children to think of other words that include **trans-** and keep revisiting the idea of it meaning 'across' – this will ensure that the knowledge sticks.

Science

Latin origin.
'To know'.



Create a semantic field

A semantic field is about placing the target word in context with a range of other words which are linked to it, but are not synonymous.

For example my target word might be **ocean**. The definition for this is 'a body of water', so the semantic field would include other bodies of water such as: sea, river, canal, lake, loch, mere, estuary, fjord, bayou, spring...

Music

Greek origin.
'Art of the muses'.

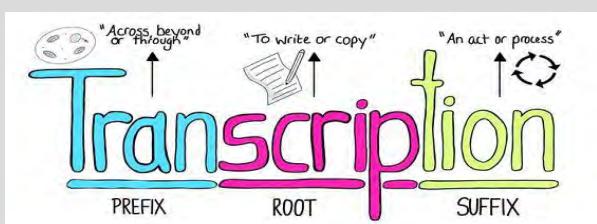


Shades of Meaning

Give the children a range of terms: presto, vivace, allegro, allegretto, moderato, adagio, lento, largo and create an intensity diagram. This idea can also be used for synonyms.

Morphology and Dual Coding

This activity serves to deepen knowledge of morphology in general and the target word in particular. It works best when there is a root word, a prefix and a suffix for example **composition/conductor**. Each section is colour coded and defined with use of dual coding/images to support understanding.



History

Greek origin.
'Wise man/finding out'.



Use a visual representation

Take a phrase like "the medieval peasant's life was hard, and the work back breaking". Explore with the class what 'back breaking' actually means by sharing a picture that sums up how hard the work was and how many hours they worked for. Add as much detail as possible, including thoughts they might have had and the kind of jobs they had to complete.

Amassing A Word Hoard

Make the most of further opportunities

Vocabulary Wall

Collate words encountered by using a simple definition and dual coding. Return to these words as often as you can. Play BINGO games – or just keep using them in conversation.

Become Word Detectives

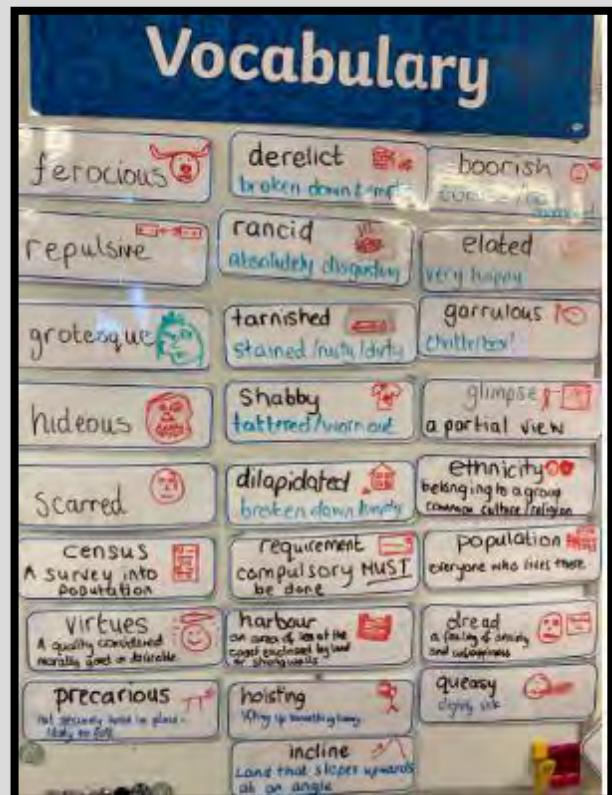
Frayer Models are great for this. While this is a perfect opportunity to teach dictionary skills, also make use of technology. The Collins Primary Dictionary online provides simple, child-friendly definitions which are often longer, but easier to understand than a dictionary entry. A Frayer model is just one of a bank of activities for you to draw from – experience tells us not to do it every time!

We picked two words from each year group's weekly set of spellings to focus on in detail. Aim to create a vocabulary spine of your own that explicitly teaches 400 words a year, choose Tier 2 vocabulary, sophisticated words which could be encountered in a wide variety of settings.

Maths vocabulary

Staff are encouraged to include Maths words on their flip charts to use as a starter activity. This is a further opportunity to promote subject-specific vocabulary across the curriculum.

Top right: Vocabulary wall. **Right:** Frayer Model developed by Weston Junior Academy.



Word Class	Definition(s) (if there are more than one, your word is polysemous):	Etymology: (Word origin)	Morphology: (The meaning of the root, prefix & suffixes)
Synonyms: (very similar meaning)		Antonyms / Non-Examples: (opposite meaning)	
Word Family: (Inflections and Derivations: variations of the root word's endings)		Use the main word in a sentence:	
Write your word here:		Use another word from the same family in a sentence:	

Amassing A Word Hoard

Impact

Staff tested the children again and found that over a 4 month period, the children made 12 months progress and closed their vocabulary gap.

Pupils were benchmarked using BPVS and the Dales 4 point assessment model. This is a self-assessment tool, so not as useful as the other measure, but it allowed staff to assess the words which had been explicitly taught explicitly.

The mean scores for BPVS were –

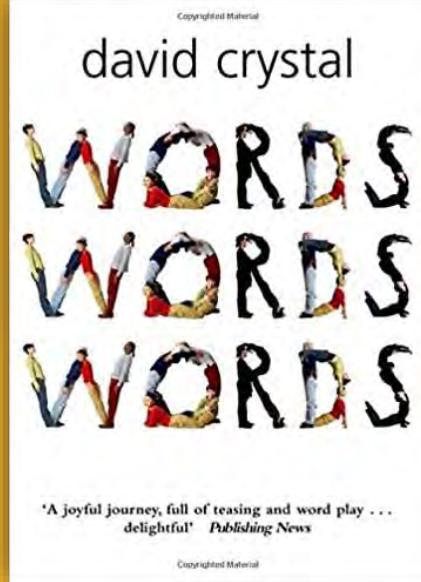
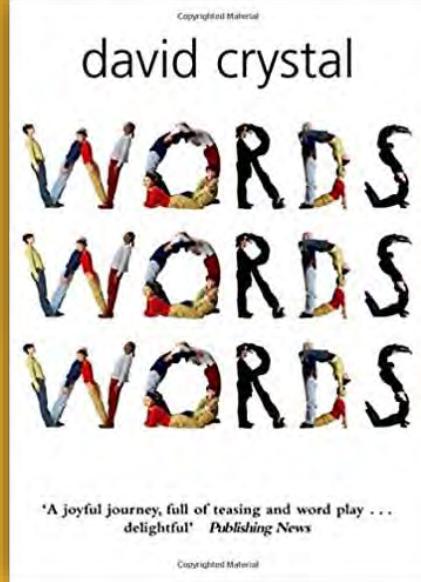
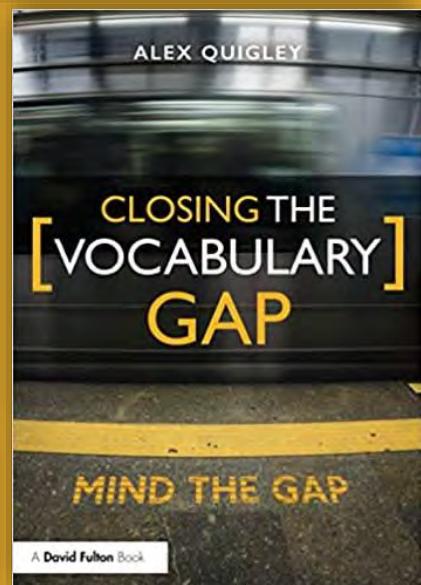
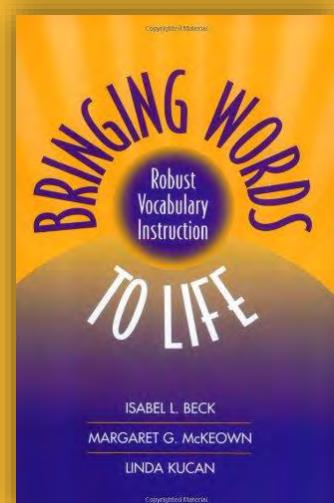
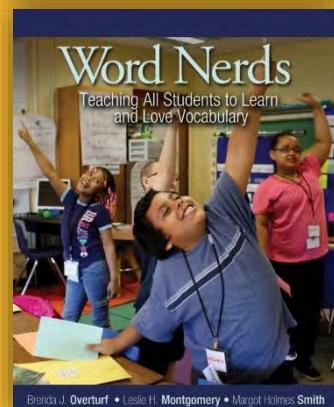
- Pre project - 9 years 7 months
- Post project - 10 years 7 months .

The median scores showed similar accelerated progress from 8 years 9 months to 9 years 9 months. The long-term nature of the project meant that staff had time to trial lots of different ideas and activities most of which are collated here.

Next steps

Deborah and Simon have rolled out the project as a school wide initiative. The staff have enthusiastically begun to make changes to their practice and they hope to make a real difference to the children's lives, in terms of both academic achievement and future financial success. Leaders are aiming to ensure consistency through providing modelled resources and by utilising the Monitoring and Evaluation cycle.

Recommended Further Reading



Throughout the project Deborah and Simon accessed specific training by Ros Ferrara, Pie Corbett and Chris Quigley as well as reading the titles seen here.

'A joyful journey, full of teasing and word play . . . delightful' *Publishing News*

St. Bart's celebrates World Book Day



HEADlines

Welcome to our regular feature which profiles a different Principal/Headteacher from one of the St. Bart's Academy Trust schools.

Name:

Sarah Camacho



Job Title/School:

Principal – Hazel Slade Primary Academy

Why did you choose education as a career?

Initially I wanted to be a dancer (but I was too short!!) and then a dance teacher but I realised that would be many late nights and I am more of a cup of tea and good book person when it starts to go dark! So I chose to link the things I loved and become a school teacher with a specialist in SEN, with music and movement therapy. My journey into teaching was mapped and supported by those people around me, that truly inspire you and make you want to learn. I remember vividly the poster on the wall into the dance studio and that was my motivation for going into teaching –

Ability is what we are capable of doing, Motivation determines what we do and Attitude determines how well we do it.

Where did you first start teaching and in which year group? Where did you first start teaching and in which year group?

My first school after qualifying was a little village school on the outskirts of Rugeley in which there were 80 pupils. I started in the Year One and Two class. The head teacher at the time was extremely supportive, engaging with the children and laughed! He always said “if you can’t laugh and smile during the day are you doing the right job?” and this little phrase has stuck with me and I try to instil it now with the staff at Hazel Slade; a little laughter goes a long way!



From two years in year One and Two I then went to Reception and opened the Nursery; within 3 weeks of being in this new room I had a wall knocked down to make the classroom space bigger – and this seems to be a theme following me; as every school I have been in so far seems to have building work going on!

Describe your journey into leadership.

From this school I then moved into an Assistant Headship in Burton; whilst working here I did a lot of work with pupils at risk of exclusion and supporting teachers with their classroom practice and through this role I came over to Hazel Slade and never left. I came over to teach year two at Hazel Slade and then followed the class up to year six! Taking on the Deputy heads role and then on to become Principal.

What has been the stand out moment of your career so far?

My stand out moment so far is being given the chance to show what I can do. Taking on the role of Head of School at Hazel Slade allowed me to show what I am capable of doing in moving the school forward and take on the role of Principal.

HEADlines

How do you think colleagues would describe your leadership style?

I would like to say, creative, enthusiastic and leading by example. I don't expect my staff to do anything that I wouldn't be willing to try out and do myself as a leader or a classroom practitioner. I like to show enthusiasm in what I do, even if I do have to rein myself back in.

Describe your school using the title of a song.

So many songs spring to mind! I think at the moment with all the changes both to the actual building and the growing size of the school in terms of increase numbers and the focus we have had on being there for each other by both staff and pupils my song choice would be 'Count On Me' by Bruno Mars as, with support, we can all make a huge difference.

If you ever find yourself stuck in the middle of the sea.

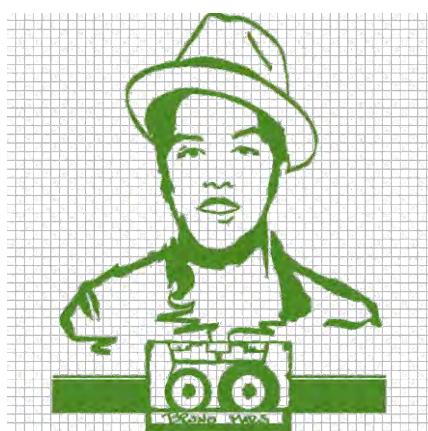
I'll sail the world to find you.

If you ever find yourself lost in the dark and you can't see.

I'll be the light to guide you.

Find out what we're made of

When we are called to help our friends in need.



Share a dream that you are yet to realise.

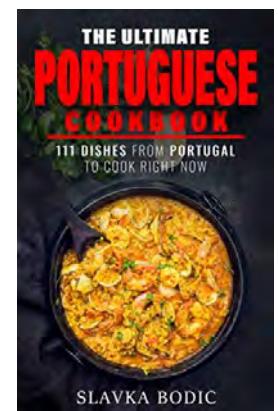
To be able to inspire others to see their own potential as well as the potential of others and allow EVERYONE to achieve.

What interests do you pursue when you are not at work?

Well, up until recently walking would have featured pretty high; as we love to go off walking for the day. However, breaking one's leg has somewhat put a stop to that at the moment.



So now when I'm not at work I like to do my crafting and drawing and eating! Marrying into a Portuguese family means that food and family time is a big event and I can't complain the food is gorgeous!



What is your favourite staff room drink/biscuit combination?

Most definitely a cup of tea (I can't function without one) and a digestive biscuit. They last longer when you dunk them.



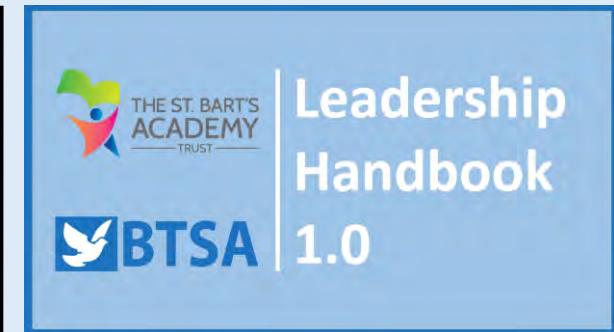
A slight departure from my usual book review for this issue of *Releasing Potential*. In this edition I am going to be reviewing the BTSA Leadership Handbook written and produced by our very own John Collier.

When John first sent this through, I started having a quick scan. I very soon realised that this was not a quick scan through job. The amount of material that John has covered in this excellent resource is amazing. It was like revisiting many aspects of the MBA in Educational Leadership I did through the University of Leicester, many years ago (2003, cough splutter, where did the time go, I am so OLD!), and then some.

John has brought his wealth of experience to bare, as a trainer and researcher extraordinaire, to the publication. Lencioni, The Sutton Trust, Teacher Development Trust, CUREE, Education Endowment Foundation, Mary Myatt, Andy Phillips, and many, many more are referenced with helpful hyperlinks to further materials, websites, and publications.

Topics on learning, trust, culture, curriculum, research, leadership, mentoring and coaching, CPD, best practice, teachers' standards, behaviour, and school improvement, change management, and self-evaluation are dissected and expanded upon in a format which lends itself to bite sized chunks of self-guided learning and whole school staff meeting agendas.

John, you have done an amazing job and I am in awe of your knowledge, expertise, and commitment to supporting your colleagues, leaders, teachers, staff, and future professionals. Thank you.



Chapters

School Culture Learning and Development Curriculum
Behaviour School Improvement Administration
Self

Click on a box to go directly to that chapter

Learning and Development

Effective approaches to professional learning and development.

HOW EVIDENCE-BASED IS YOUR PRACTICE?

Click here to return to the main menu

Supporting resources

HIGH QUALITY TEACHING*

BTSA HIGH QUALITY TEACHING*

STRUCTURING EXPLAINING QUESTIONING INTERACTING EMBEDDING ACTIVATING

Based on 'Dimensions 4 - Activating Hard Thinking' from the Great Teaching Toolkit Evidence Review (Evidence Based Education, June 2010)

Click on the image to read online

St. Bart's staff and governors can download a copy of the leadership handbook using their St. Bart's log in. Click on any of the images above to access directly online.

Geography & History



Friday 10th
June 2022

Art and DT



Friday 17th
June 2022

Outdoor Learning



Tuesday 28th
June 2022

Physical Education



Wednesday 29th
June 2022

PSHE



Wednesday 6th
July 2022

Music



Friday 8th
July 2022

Languages



Friday 15th
July 2022

Our brand new Foundation Subjects network meetings for Primary subject leaders are an opportunity to meet with fellow colleagues with similar areas of responsibility. The content of each session covers current issues and addresses common needs.



BTSA



All sessions
1.30-4.00pm

ALL SESSIONS WILL BE ONLINE.
TO BOOK A PLACE PLEASE CONTACT office@btса.org

Central Leadership Team/BTSA



Lisa Sarikaya
Chief Executive Officer
and Executive Principal
of St. Bartholomew's
Academy



Ian Hunt
Director of School
Effectiveness and
Standards/Hub Lead



Sean Thomson
Trust Data and
Assessment Lead/
Hub Lead



Anthony Roche
Chief Finance Officer



John Collier
Training and
Development Officer
TDT Expert Adviser/SLE



Eva Cerioni
Training and
Development Officer
School Direct
Alliance Lead/SLE



Josephine Edwards
PA to the CEO
Head of Operations



Maxine Spooner
Trust Procurement
and Contracts Officer
Administrator for BTSA

Keep In Touch



(01782) 486350



www.sbmats.org



office@sbmat.org
office@btsa.org



@StBartsTrust
@TheBTSAHub