

TEACHING IMPROVEMENT PROGRAMME

The following Teaching Improvement Programme has been developed to further improve the quality of teaching and as a consequence learning at St. Mary's Catholic College.

Term 1

1. Headteacher to undertake lesson observation grading with a trained Ofsted Inspector during September and moderate the judgement of line managed members of the SLT.
2. During September & October, the process will be cascaded from members of the SLT who have had their lesson observation grading moderated to the colleagues they line manage and so on until all staff involved as reviewers in the Performance Management (Appraisal) process have undertaken a paired lesson observation.
3. During November and December Senior Heads of Learning Houses will arrange to conduct a paired lesson observation with all newly appointed staff.
4. Any member of the teaching staff may request to undertake a paired lesson observation with a member of the SLT during November and December to help develop their own teaching.

Following each observation an anonymous record of www.ebi will be produced with feedback to the person being observed and a copy provided to the Senior Head of Learning House.

The Senior Head of Learning House will be responsible for producing a list of strengths and areas to develop for the learning house and circulating these to all senior leaders and members of their own learning house. The areas for development must be the focus of department/learning house meetings using: collaborative planning, TeachMeet style sharing and a "Teacher Learning Community" style approach to development and improvement.

Student Voice

During November each teacher is responsible for ensuring their classes complete the first round of the Student Voice Questionnaires (see Appendix 1).

The data will be collated at an individual, departmental and whole school level. The key to improvement will be using the data to further develop a few aspects of each teacher's pedagogy as part of a deliberate practice approach. Each teacher should take one strength and work with other teachers who have strength in the same area, in a focussed manner, to make it a "super strength", that is, they become expert. Each teacher should also choose an area of weakness identified by the data and then work with an "expert" to improve their own practice. The teacher should focus on the two areas and work to improve them for six months before evaluating their progress using the next student voice data collection in March. Each teacher should focus solely on increasing their mean score in the two chosen areas rather than making comparisons to whole school, departmental or other colleagues mean score for a question.

Heads of Departments should use the Student Voice data collated at a departmental level to identify key areas of strength in the department and areas to focus on, during department/learning house meetings, for: collaborative planning, TeachMeet style sharing and a "Teacher Learning Community" style approach to development and improvement.

Term 2

Performance Management Lesson Observations

During the second term all performance management lesson observations must be completed. A copy of the completed and graded lesson observation must be given to the Headteacher. The Executive Headteacher/Headteacher will be responsible for recording the lesson observation grades and informing heads of departments and senior leaders the percentage of outstanding, good, satisfactory and inadequate lessons observed. The Executive Headteacher will be responsible for reporting to the Governing Body.

	Few or No Gains in Learning	Expected Gains in Learning	Better than Expected Gains in Learning	Significant Gains in Learning
A Few or the Minority of Learners (less than half)	Inadequate	Where a few or the minority of students are learning it is most probable that the lesson will be inadequate		
The Majority of Learners (50% - 65%)	Where learners are making less than the expected gains in learning it is most probable that the lesson will be inadequate	Satisfactory	As the gains in learning by the majority (over half) of learners become increasingly good/significant the lesson may move from Satisfactory to Good as long as there is no lack of progress by "sub-groups" of students e.g. boys/girls, SEN, most able	
Large Majority of Learners (more than two thirds)		As the number of students making the expected gains in learning increases the lesson may move from Satisfactory to Good as long as there is evidence that a majority (over half) of learners make good/significant gains in learning	Good	Good/Outstanding
Most or Very Large Majority of Learners (80%+)			Good/Outstanding	Outstanding

Innovation Fellows

Innovation Fellows are determined by the senior leadership team, in March/April, following receipt of a letter of application. To be appointed an Innovation Fellow a member of staff must have been graded as "outstanding" in a lesson observation. Innovation Fellows have a reduced timetable of between 0.1 - 0.2 fte for two years to take forward a piece of action research (one third of the time available) and work alongside colleagues as a coach in the classroom (two thirds of the time available). The area for the action research is the choice of the Innovation Fellow and should be included in the letter of application. If you're interested in being an Innovation Fellow you should look at the following guide which will be really useful in shaping this the action research:

http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_2013.pdf

Innovation Fellows have evolved from the original idea floated with staff about three to four years ago involving a member of staff who wants to develop a radically new idea at the College.

The new idea must lead to improved standards of attainment, levels of achievement, student well-being or student personal development. The Innovation Fellow must be committed to acting as a "Venture Educator". A Venture Educator:

- *Believes if it is already happening at St. Mary's then s/he is too late and will move on to the next idea/innovation.*
- *S/he is continually scanning the educational horizon and reflecting on the new trends and opportunities that may be available. S/he has the reasoning skills required to weigh up the evidence available concerning new and different trends, evaluate the potential benefits and reached measured judgements about the best way forward.*
- *Is willing to take risks as s/he appreciate a number of the ideas/innovations will be losers but when s/he finds a winner students benefit big time. S/he also understands the need to be responsible and that risk taking does not involve being reckless with young people's education.*
- *Challenges conventional wisdom and is willing to swim against the tide. S/he is resilient and keeps going to develop new ways of thinking and doing things.*
- *Backs his/her own intuition and is highly resourceful in developing the ideas as there is no well trodden path to walk or anyone who can tell you what to do.*

A Venture Educator's "win" is world class standards, levels of achievement, student well-being and student personal development. The Innovation Fellow must commit to being part of a College based innovation group that will seek to knowledge capture and transfer at a college, local, regional & national level. Innovation Fellows will be appointed in March/April prior to the academic year in which they are mandated to undertake their work."

Student Voice

The second data collection point for Student Voice will be in March and a similar approach as to the one described earlier in this paper should be taken.

Term 3

Heads of Departments should continue to use the areas for development as the focus of department/learning house meetings using: collaborative planning, TeachMeet style sharing and a "Teacher Learning Community" style approach to development and improvement. Senior Heads of Learning House are responsible for monitoring throughout the year the congruence between identified areas for development and the professional development provided to staff.

Research & Development Communities

A R&D Community can be set up to develop and embed best or emerging good practice within the College.

- A R&D Community can be used to take forward an idea, innovation or approach by a group of staff that will lead to improved standards of attainment, levels of achievement, student well-being or student personal development. A R&D Community can be set up by any member of staff.
- Each R&D Community must have a named leader who will be responsible for the community, its outcomes and leading a group of staff between 3-8 people in size.
- The lead member of the R&D Community will be given a period a fortnight reduction in contact time.
- The leader of the R&D Community must commit to knowledge capture and transfer at the college, local and regional level as required.
- Each R&D Community will request a number of "cover vouchers" which they could use to free/keep free company members for meetings/activities as appropriate up to their allocation. The cover vouchers will be redeemable through the College A&E process.
- Funding of £100 per person in the R&D Community will be made available to fund the community's work.
- Funding will be released following the R&D Community's idea and success criteria being accepted.
- Approximately half termly a voluntary meeting slot will appear in the calendar for R&D Communities that may be used if some/all of the company members wish to.
- Applications (see Appendix 2) can be submitted in April/May each academic year, but no later than two weeks before the late Spring Bank Holiday i.e. 13th May 2013 for this academic year, and the funds will remain in place for the following academic year.
- Student research and developers may be useful additions to the R&D Community.

If you're interested in leading a R&D Community you should look at the following guide which will be really useful in shaping this the action research:

http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_2013.pdf

Alternatively the community might want to adopt a "Lesson Study Process" approach. More details may be found at: <http://lessonstudy.co.uk/the-lesson-study-process/>

Teaching "like a pro" means continuously enquiring into and improving own practice; planning and improving teaching in a high performing team and linking to the wider professional community and its development.

Hargreaves & Fullan, Professional Capital, 2012

Better Never Stops Just Take the Next Step

Student Voice Questionnaire

CARE & CONTROL (Behaviour Management)

1. My teacher makes me feel that s/he cares about me.
2. My teacher uses the College's Behaviour for Learning system fairly and consistently.
3. Student behaviour in this class is under control.
4. Students in this class treat the teacher with respect.
5. My class stays on task and doesn't waste time.

CLARITY & CLARIFYING

6. My teacher shares the learning objectives and success criteria with the class
7. My teacher has several good ways to explain the topics we cover in class.
8. My teacher explains difficult things clearly.
9. My teacher asks questions/checks, during the lesson, to be sure we are learning what s/he is teaching.
10. My teacher sums up what we learn each lesson.

CHALLENGE

11. The work in this class is challenging and makes me think
12. My teacher reminds me of the College's "Rules & Expectations" and uses them consistently.
13. My teacher doesn't let students give up when the work gets hard.
14. My teacher wants me to explain my answers.
15. In this class, we learn a lot almost every lesson.

CONFER, CAPTIVATE & ENGAGE

16. My teacher makes learning enjoyable and interesting.
17. In this class we are encouraged to learn in different ways.
18. In this class we link our learning to other subjects and the wider world
19. My teacher gives us time to explain our ideas and thinking with each other.
20. The quality of teaching & learning in this class is good or better in almost every lesson.

CONSOLIDATE

21. I know my target grade and the current grade I am working at in this subject.
22. The comments that I get on my work tell me what was good (www) and help me understand how I can do better (ebi or ioti).
23. I get time in class to make my work better by following my teacher's comments.
24. In this class, we often use self and peer assessment to help us learn.
25. I get weekly/fortnightly challenging home learning tasks in this subject.

Questions to be answered on a five point scale:

1. Strongly Disagree
2. Disagree
3. Neither agree nor disagree/Neutral
4. Agree
5. Strongly Agree

Research & Development Community Application

Research & Development Idea/Innovation:	
Strategies, Approaches or Interventions to be Used:	
Desired Outcomes (Success Criteria):	
Evaluation Strategy/Approach to Evaluate Impact:	
Members of R&D Community	Signature
Total Funding Requested:	
Total Cover Vouchers Requested:	
Cover Voucher Usage:	

Please note cover vouchers will be redeemed through the College's A&E procedures.

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