

Our Community Matters

June 2021
Issue Two



The latest news, views, and announcements for the
Community Academies Trust



@SchoolsCat

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Hope you enjoyed the first edition of Our Community Matters. If you have anything you want to shout about, and you think other schools would be interested or you have ideas about what should be included in here, then please email them to me at the address featured at the top of this page.

Due to the launch of our Growing Great People initiative, it seemed a god opportunity to have a more in-depth look at "coaching", so you may notice that this issue will have a bit of a focus on the subject. Whilst I'm excited by the prospect of a new system with real people development at its very core, I think the real strength of this initiative is that it was brought together with direct input and contribution from every school within our trust, even our newest one. So, this initiative is truly yours - congratulations it's brilliant!

Our regular schools' feature **Head Space** spotlights Grange Park Primary School in Telford. The young people signing at the top of this page are from Grange Park and later in this issue you can find out from their teacher why the children learn to sign. In a bid to rival Hogwart's "Daily Prophet", if you click on the picture, you can see the children telling you how nice it is to meet you.

I wish you all a restful summer break and look forward to seeing you again in September.
Don't forget if you're tweeting and you want us to share the love use the hashtag! #catschools!

Michelle, Editor Our Community Matters



Message from Philip Hamilton OBE, CEO



We have started to recruit colleagues to the leadership of several new initiatives for the trust in recent weeks. I am pleased to report the appointments of Holly Rigby (Headteacher at Telford Park School) and Sian Hartle (Headteacher at The Wilnecote School) to the posts of Director of Expert Groups and Director of Networks respectively. They start work immediately. Look out for how this exciting new opportunity for staff develops over the next half term. At the time of writing, I am shortlisting candidates to lead one of our new trust wide development projects. More to come.... The fields for each of the roles have been extremely strong as you might imagine.

When asked to explain to those who don't know us well, what type of organisation we are, I always describe three fundamentals that guide our decisions everyday operationally and over time strategically.

At the heart of our work is an absolute commitment to:

- Community Education, where every school has an identity that reflects the wants and needs of the community it serves. Where professionals, whether classroom based or not, believe in the community they serve and are advocates for it.
- Likemindedness, where all schools in our family celebrate each other's achievements and are fiercely loyal to one another
- Ensuring Excellence, a set of expectations and standards that we aspire to for all our schools.

At our Half termly meetings of the Trust's Headteachers' Strategic Forum (HSF) we have recently reviewed the last of these - Ensuring Excellence - An Excellent Trust School and updated it for 2021-2023. We have defined new standards in each of the following 5 areas.

- We all work so that pupils understand and believe in **The Power of Education** - *instilling a 'crucial sense of possibility', making sure they value education and are motivated to achieve*
- We all work so that we **live** and breathe **Inclusivity** - ensuring all pupils are valued as individuals
- We all give **Our Professional Best** to ensure a consistent approach to leading and managing behaviour so that there are excellent relationships for learning
- **Education** - *Ensuring an excellent curriculum and progress lesson after lesson.*
- Ensuring excellent **leadership** so that our trust is a place where we all grow professionally and that this impacts on pupils' educational progress and experience "**a well led school is well led by many**"

The Headteachers in our trust were an inspiration as we defined what success looks like in detail in each of these areas and they spoke with pride about what they see every day in their schools as we all work towards this ideal, together, into the future. I look forward to discussing some of the detail of this with you in my autumn term round of staff meetings (reluctantly abandoned back in September).

What another wonderful edition of OCM this is - a real testament to the ongoing and relentless drive for excellence across all our schools.

Philip Hamilton OBE, CEO

Head Space

Schools in the Spotlight



Introducing Grange Park Primary School

by Headteacher Richard Thorpe, Stirchley, Telford

Ctrl Click on the picture to meet the Grange family letting their lights shine

When asked to write a short article about Grange Park the main challenge was to get across what we are all about; what makes our school tick! One of the mantras we pin so much of our work around is, 'it's all about the people', little people and big people! As in all schools, children are at the centre of what we do, however the adults in our community come a very close second and the staff at Grange Park are crucial to its success both now and in the future. In the constantly shifting world of education, (which is often over complicated, in my opinion) this central core value stands us in good stead to meet, head-on, any changes, or deemed scientific advances, based on new educational research that may be thrown our way! Quite simply, great people make a great school and great people do fantastic things.

Last year we celebrated our 10th anniversary! It is incredible to think that we are now eleven years into the Grange Park project, which began when two local schools (Stirchley Primary and Three Oaks Primary) merged in 2010. An academy conversion, a new build and three Ofsted inspections later, we are still here! We are very much a community school, which is what attracted us to the Community Academies Trust and its passion for community-based education. Schools need to know and understand the communities they serve well. We pride ourselves on building positive relationships with both our children and parents. When there are high levels of trust between parents and school, this can only have a positive impact on outcomes for children.

A quality curriculum is also a key component of a fantastic school! Our school has a strong reputation for PE and Sport, but we also prioritise the Arts and outdoor learning. We have thoroughly enjoyed our involvement in the Telford CAT Schools Arts project, which many of our children have benefited from. Our outdoor learning offer continues to develop, not just your traditional forest school and gardening activities, but learning outdoors, more generally; reading outdoors, maths, geography, history outdoors! We have had many sporting successes over the years and the children participate and compete in a range of sports and physical activities from more traditional sports, such as netball and football, to some less common ones like Boccia, New Age Curling and Tri golf.

Inclusion is also something that we are passionate about at Grange Park. We cater for a mixed catchment and we are a broad church. Ensuring every child's needs are catered for is a constant challenge for every school, but having an experienced, skilled SEND and Pastoral team certainly provides the children at Grange Park with excellent support. We are proud of the fact that some of our most vulnerable learners succeed both academically and just as crucially, socially.

We are always looking at ways we can improve Grange Park and, although I am a great believer in 'not sweating the small stuff' too much, you ignore the little things at your peril. In an established school, it is often little tweaks and minor improvements that can have the biggest impact; the *plus ones* in 'Growing Great People' speak. Because of the shifting educational landscape described above, it is so important we continue to do this; to ensure we are providing the highest quality education for our children, which sets them up for a successful future.

I hope that I have achieved what I wanted to and have given you a flavour of Grange Park. If you don't already, please follow our social media feeds. We regularly update them with things that we've been up to! Please feel free to pop over and visit at any time, you'd be more than welcome.

Ensuring Excellence

News and stories from across our trust

“Our Values” at The Wilnecote School



We launched the 'Our Values' at The Wilnecote School in Jan 2020, prior to lockdown. Students have been able to accrue Value Points for a range of reasons including:

- Excellent attendance and punctuality
- Academic achievement
- Superb efforts in class
- Community contribution

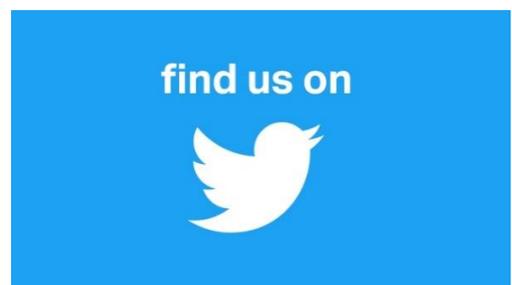
The Wilnecote School likes to reward hard work, excellent attendance, and behaviour. We are pleased to hand out our latest VP badges for this academic year and the first time for our Yr7 students! Despite several lockdowns, our plans to award Value Points in lessons, we found a way to reward those learners who engaged so diligently online.

Mr Thorogood, Assistant Headteacher - Student Standards said "It is with pride that we are able to award the badges this week. Students have had such a difficult 18 months, and this is just a small way to demonstrate how proud of them we are for maintaining their efforts and resilience. Whilst we cannot offer the 'off-timetable' experience offered during the launch of the Value Points, we do hope to offer something similar in the Summer Term, as a thank you."

Taking time out from her GCSEs, Year 11 Cira said after receiving her Diamond 1 & 2 awards, "I am really pleased that the school has introduced value points. It gives me the opportunity to show my dedication in future applications. The badges allow me to feel rewarded for all of my positive efforts within the school."

We are looking forward to seeing all those who achieved the thresholds, to be wearing their badges, with pride, on their left blazer lapel.

In the Summer Term we will issue the next set of badges, so students should keep collecting those points!!!!



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VALUE POINTS
Rewarding Our Students

- Excellent attendance and punctuality
- Academic achievement
- Superb efforts in class
- Community contribution

[Click here to read more](#)

Grange Park Reception pupils are "Proud to Shine"

By Reception teacher, Alice Cartmail

Our motto at Grange Park is "Proud to Shine". We feel this encompasses everything we believe in! We work very hard to create a school community where all children can flourish and show their true potential within a caring and nurturing environment.

Not all students naturally want to learn, but they will want to be seen, be accepted, and be included. We think that teaching our pupils (and teachers!) to communicate using Makaton signing, helps to build a community embedded in belonging and understanding.

There are over 100,000 children and adults that use Makaton symbols and signs, either as their main method of communication, or to support speech. Makaton is a language programme which allows adults and children with learning or communication difficulties to communicate using signs and symbols. It supports the development of essential communication skills such as attention, listening, comprehension, memory and expressive speech and language. Alongside our signing, we also use 'Widgit' (Communication in print) which is a program used to create symbol-supported resources, an excellent tool to make accessible resources for all our pupils.

Makaton has been used in our Nursery for many years at Grange Park. For some children, it has quite literally unlocked their world, giving them independence, and giving them the ability to communicate and express their needs, which may not have been possible otherwise. At Grange Park, we use Makaton in an inclusive way with all children, not just for those with communication difficulties to ensure each child feels valued and heard in their environment. It is beneficial for children with EAL (English as an additional language) to help those children develop their spoken English skills too.

Lockdown 2020 gave us the perfect opportunity to train more members of

staff in using Makaton, each member of staff throughout EYFS is now Level 2 trained and in the future, we would love to train a member of staff to become a Makaton tutor, this would allow us to hold in house training and offer training to schools in our academy and local community. As we continue to embed signing into our daily routine at Grange Park, we hope to become a 'Makaton Friendly School'. The Makaton Friendly scheme recognises organisations that strive to make their services accessible to people who use Makaton to aid their communication.

EYFS are currently at the forefront of our 'signing mission' and use it daily in songs, stories, and teaching. Each week, our Reception children record a new sign for us to learn. This is then shared with teachers and uploaded to our social medias to encourage parents and our local community to join in too. We have had lots of positive feedback, especially from the children who love showing off their new signs! It gives our younger children a real sense of accomplishment knowing they are teaching the rest of the school, it's a constant battle choosing who will feature in our next video!

Our signing videos are uploaded to our school website <http://www.grangeparkprimaryschool.co.uk/web/makaton/509497> and shared on our Facebook and Twitter page too. We would love to support other schools in using Makaton and would encourage as many as possible to get involved. Ultimately, children need to be able to understand and be understood, Makaton is an excellent tool in supporting this communication development and at Grange Park we strive to ensure all children thrive and feel understood in their environment.



Budbrooke Primary schoolchildren pay tributes to Sir Captain Tom

From Budbrooke Primary School.



Below children from Budbrooke Primary School share some of their inspirational tributes which appeared in the Leamington Spa Courier.

Schoolchildren in Years 5 and 6 at Budbrooke Primary School in Warwick have been recording their tributes to Sir Captain Tom Moore, the WWII veteran and NHS fundraiser who died last month. We wanted to share their great work with you, so here are samples from four of their letters.

Served twice for England, never gave up

by Louie Dumbleton-Thomas

Imagine that you're in a small town in Yorkshire. Now think what would happen if your friend came up to you and started talking about a war veteran who is walking 100 laps around his garden. Would you believe it? Thomas Moore was born on April, 30, 1920, in Keighley in Yorkshire, with parents unsuspecting of their newborn hero. It was when he turned 19 that war was announced, and even though he knew he wouldn't see his friends or family for a while, he signed up to support his country. His regiment was to go to the far-off eastern country of



Burma. He arrived in Burma and spent many days camping out with his comrades. Many years later, and Captain Moore is surrounded by a strange pandemic, and an ever changing world where the hospitals aren't able to keep everyone well. Tom decided that if they needed money, he would get it for

them. So, on all the days from April 6, 2020, leading up to his birthday, he performed 100 laps around his garden, for the hope of getting £1,000 for the NHS. By the end of the campaign, he raised nearly £33 million. He was congratulated with a knighthood by the Queen. On February 2, he passed away and joined his wife. But evermore people, young and old, will follow in his footsteps and spend time and effort to show love for the ones who save us. 'At the end of the day we shall all be OK again. The sun will shine on you again and the clouds will go away' - Sir Captain Thomas Moore.

A Tribute To Captain Tom Moore

by Luke Toney

Captain Sir Thomas Moore was the army veteran who made headlines during the first lockdown in April 2020 when he set himself a challenge to raise money for the NHS by walking 100 laps around his garden before his 100th birthday. Captain Tom had been watching the news during the Covid-19 pandemic and saw how the NHS is working and wanted to do something good for them. At the age of 99 Captain Tom decided to walk 100 laps of his garden before his 100th birthday. This wasn't going to be easy for him as he found walking difficult. He set himself a target of £1000 (which he raised in a day). Captain Tom stood outside his house and held tight to his walking frame, he took a deep breath because he knew it wasn't going to be easy. He said to himself "the first step is always the hardest, but unless you take that first step you will never finish". By the time Captain Tom had fin-



ished the walk he had managed to raise over 30 million pounds. During 2020 Captain Sir Tom had touched the hearts of the whole nation. For his 100th birthday he had received more than 150,000 cards from well wishers who were impressed with what he had achieved. He also received a Royal Air Force flyby. Captain Sir Tom Moore always said "tomorrow will be a better day" and he was right. He always smiled and had such a cheery look upon his face and lifted the spirits of the nation. On February 2, 2021, the nation received the news that Captain Sir Tom Moore had sadly lost his life to the one

thing that he had worked so hard to help the NHS raise money for and fight against, Covid-19. I remember feeling very sad hearing it on the radio. It didn't seem fair how someone so kind and caring had had his life taken away from him. For the last 13 years Captain Sir Tom had been living with his daughter and her husband as well as his grandchildren. I had heard on the news how his daughter had said how the house feels very empty because they've gone from five people living in the house to only being four. Everything has changed for them. The grandson would often go and sit with his granddad and talk for hours with him, he is now missing that special time with him very much. One thing the family will have with them now forever is all the special memories they have made with Captain Sir Tom Moore. He truly was a special person who we all need to listen to. "Tomorrow will be a better day".

We will remember you Sir Tom Moore

by Arwen Otway

Almost everyone globally has heard of the most amazing man Sir Captain Tom Moore because of his outstanding bravery by raising over £32.79 million for the most helping hand the NHS. We also knew him for Britain because he fought in WWII at a very young age 19. Since then he has been known as a hero not only surviving the war but walking 100 laps around his garden, he must have been a very caring person be-



cause he got knighted by the Queen and got a badge from the army to say he was colonel captain head of the army. His favourite achievement was probably raising so much money for the NHS.

Through time Tom had helped loads of people around the world he even duetted with Michael Ball to sing a song called 'You Will Never Walk Alone'. We all know that Tom was such a brave person but it was so sad that he had passed away on February 2, 2021. He made the world such a brighter place. We love you Tom, rest in peace - "at the end of a storm there is always a golden sky". We are so proud of you, Tom.

In remembrance of a true hero

by Harry Champion

Almost everyone has seen or heard the name Captain Tom Moore. He walked 100 laps of his garden before his 100 birthday. Tom's goal was to raise money for the NHS, over his walk for the NHS he raised over 32.7 million pounds! Not only that but for his outstanding work he got knighted by the Queen on July 17, 2020. Tom was born on April 30, 1920 in Yorkshire. As a child he went to Keighley Grammar School in Yorkshire.



When he was younger he loved motorbikes he even took it into school and hid it in the bushes to just take a look at lunch time. Our hero always loved to get in the kitchen and cook! When Captain Tom was in the war he got four medals,

1939-1945 star, war medal defence, war medal and war medal 1939. His duet with Michael Ball "You'll Never Walk Alone" hit number one in the UK charts. Sir Tom also received a gold Blue Peter badge! Sadly we lost Sir Captain Tom to Covid-19 on the second of February 2021. Tom taught everyone a lesson that no matter what age you are, you can do it. Tom will never be forgotten and will always be in our hearts.



A beautifully written diary entry from Veronika K, Y7 at The Telford Park School.

submitted by Headteacher Holly Rigby

For those of you unfamiliar with Shakespeare's *The Tempest*, it is a beautifully written play, about magic, betrayal, love, and forgiveness. It is set on an island somewhere near Italy where Prospero, the one-time Duke of Milan, and his beautiful daughter, Miranda, live with a spirit called Ariel and a deformed and savage creature called Caliban who Prospero turns into his slave. Caliban is usually seen as a monster and portrayed on the stage as something less than human. He is dangerous and untrustworthy. He cannot be reasoned with and is in a state of perpetual rebellion. Prospero uses magic to control him. Whenever Caliban begins to look dangerous Prospero causes crippling pains throughout his body to stop him.

In this piece, Veronika is writing as Caliban and paints a very vivid picture of life on the island from his point of view now that he is having to share it with Prospero. I think you will agree that this is a talent to watch out for.

Dear Diary,

These past few days have been reprehensible, and I cannot stand it anymore. This cave is pitiful, and it has a putrid smell to it; however, I guess I've gotten used to it. The stale humid air is getting bitter, and I can almost hear the endless echo of my voice, roaring like waves of the ocean in the back of my mind. Goosebumps all over my body form in the mornings from the crisp cold breeze as I get to see a ray of light dance upon the cold floors. I suppose that's one thing I look forward to everyday: the sunlight.

The island used to be so ravishing, the sand would be rough like glass paper and lying down on it stung your back like walking on hot coals while the cool ocean breeze complemented the calm triumphant blue waves. The ocean was my oasis. The greenery was perfect and exotic, decorated with flowers of all sorts. It was perfect. It was my home. I was a native of the island! I miss being able to run freely, feeling the wind run along with me and there was nobody in my way!

The thing is, now I'm just a "thing" or "slave" to Prospero. I'm in this environment of austerity and I can't see two steps ahead of me.

The sweet island that was once here has been colonized by him and now feels like a solemn prison. He captured me like an insect and manipulated me into guiding him around the island. In the end he put me in that dismal cave as I felt the colour drain from the island. After a while, Miranda started teaching me language and how to speak but, in the end, it made me hate her even more. Who did she think she was? I was doing just fine before they arrived and settled in. However, I did notice that Miranda is a sheep, she's so subservient while her father is just a malevolent colonizer.

The island now is about as colourful as a dark, gloomy night. I want to disobey Prospero, but I'm scared of him. He yells and commands me to do so much when I'm absolutely drained and exhausted. I wish it went away. I want to get away from this torture. I was so stupid to fall for their little game, it's really a shame but I swear that I will do anything to get back this island that mother gave me! Whenever Prospero would shout my name I would scramble to my feet and prepare for orders, nevertheless, that won't happen anymore. I will rebel. I will be strong. I will get back this island of mine.
-Caliban



An Idea that turned into smiles all around. A Virtual Visit, Governor Style!

By Steve Payne, Governor at Stoneydelph Primary School.

Steve has been a Community Governor at Stoneydelph since 2011. Thankyou Steve, for your commitment to our young people.

Since Covid, I've missed going into the school I proudly represent, seeing the kids; the teachers; the dinner ladies - they love seeing you and I really do take pride in seeing them. Kids are always proud to show their work off and the teachers always made time for you even though you kind of feel you're getting in the way a bit!

One of the amazing ideas our Headteacher had was to open our weekly achiever assemblies to all parents and Governors who could make it, and as a Governor I jumped at the chance to get some interaction back with the kids & with the teachers also. At the end of one assembly, I offered "a virtual visit" from a Governor, to any teacher – it was merely an "off the cuff" statement over Zoom to which our Year 3&4 Teacher, Sarah Gill jumped at the chance. Yes!... I'm doing governor work again, a Virtual Visit, Governor Style!

After arranging it with the Teacher, I told her "tell the kids, it's Ask me ANYTHING!" just to give the kids some encouragement... What have I let myself in for? What WILL they ask me?

What happened then was simply one of the best things I've ever done as a Governor, and I'd ask any governor who reads this to try it also!

Zoom opened into life to The Class Teacher, two Classroom Assistants and around 6-8 kids who didn't hold back, and it was great!

"How Long have you been a Governor?"

"What do Governors do? "

"What CAN a Governor do?"

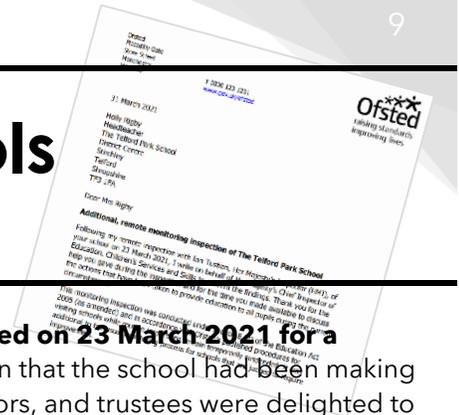
"How Old are you?"

So many questions! So many smiles! So many things to answer! They put me right "on the spot!". I couldn't help but smile and think "You got yourself into this, time to make them smile!" ...

I was kind of expecting to be asked "what do I have for my dinner, What football team do you support?" but I was shocked! Each question they asked I gave them a good, proper, honest reply as if I'd be talking to anyone else, I didn't "dumb down the reply" as they were young kids, just plain, simple, honest answers to the smiling kids that were asking them! I came away with a smile on my face and that lovely warm feeling that you've done something good today and it's been appreciated!

Covid has been tough and the way governors have had to adapt has been tough also. I've been so bored as a governor, this simple idea made such an impact on the kids and the teachers, I would say to any governor of any school, all it took was a laptop and an hour of my time, Try it!

OFSTED visits to our Trust Schools



The Telford Park School, received the call from Ofsted that they would be visited on 23 March 2021 for a remote, monitoring inspection. The visit, albeit virtual, was to look at the provision that the school had been making in terms of virtual learning and what actions had been taken. Leaders, staff, governors, and trustees were delighted to hear the positive outcome of the HMI's findings that:

“Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.”

Highlights of the report included:

“You and your team remain focused on improving the quality of education despite the challenges of the last year. At the heart of this work is a determination to develop your staff's expertise in developing and delivering a high-quality curriculum”.

In addition to The Telford Park School's OFSTED monitoring inspection, three of our trust schools took part in practice inspections as part of a pilot to support the reinspection of schools following the period of suspension due to Covid. Here, three of our trust schools, talk about their experiences and what they learned.



Neil Coleman Headteacher, Birchwood Primary School, Dordon

The pilot inspection was a valuable opportunity to learn more about the approach to inspection under the new framework and to prepare staff for future inspections. We also took the opportunity to consult with HMI on our school practice and procedures.

The impact of Covid 19 on schools and children was certainly taken into careful consideration at all stages. Attendance and data were hardly mentioned at all, and the views of parents were not requested as part of the pilot. Quality of Education formed much of our discussions with deep dives undertaken in Reading, Maths, P.E and D.T. Shallow dives in all other subject areas also formed part of the inspection process. Subject leaders all played a key role in describing our curriculum approach and the views of children were sought at every opportunity. Although no OFSTED judgements were shared, both inspectors were full of praise and very complimentary about Birchwood and our children, who as always, were a credit to our school and their parents.

I am really pleased that we made the decision to take part in this practice inspection as it has provided external confirmation of the standards we set in school. To receive such positive feedback from two highly regarded Inspectors has provided a very welcome boost to staff morale.



Sian Hartle Headteacher, The Wilnecote School, Tamworth

Ofsted completed the pilot inspections to update their new handbook in March and were keen to do a series of "practice inspections" in the week beginning 19th April to test out the adaptations made to the inspection handbook as a result of the pilots. The Community Academies Trust was contacted to ask if any of the trust schools were willing to take part in this voluntary activity. We were keen to do so and grateful to be selected for the opportunity. I think this willingness to put the school through such an activity demonstrates the level of

confidence within the school and confirms that The Wilnecote School is a true learning organisation – seeking out opportunities such as this to test our provision and monitor our development. The practice inspection went really well.

As it was a voluntary activity, Ofsted were very clear that there would be no graded judgements or published reports but the three HMIs who visited us were able to give some verbal high-level feedback to us. I can confirm that the feedback was overwhelmingly positive and confirmed the views of leaders. As always, there will be things to develop and improve and, in this respect, the good news is that these areas were already identified by us through our self-evaluation processes.

We are now so much more knowledgeable about Ofsted's revised framework and we are looking forward to tackling the real thing when we receive a notification. We are confident they will witness the full extent of the school improvement journey The Wilnecote school has been on and look forward to showing them our school with pride.



Mark Gibbons, Windmill Primary School, Telford

What a fantastic two (or maybe three) days we had with Ofsted inspectors! I never thought those words would ever come from me but having participated in one of the pilot inspections carried out by HMIs ahead of 'normal' inspections resuming in September, I was pleasantly surprised at how friendly and helpful the experience was.

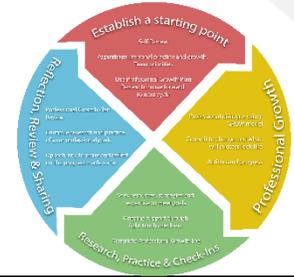
The first phone call came at 9am, asking me to be free for a Teams call at 10am. This was a surprise, because I had expected to be meeting on the phone, rather than face-to-face – and to be able to make panicky facial expressions to members of SLT who were in the room (if I needed to). So it was literally 'game-face on' from early on in the process. The meeting lasted 2 hours and focused on Windmill's strengths and weaknesses, before moving on to identify the deep dives that would be carried out. Shortly after the meeting, the lead inspector emailed through a draft timetable and we then worked between 12pm and 2pm to arrange for the appropriate people to be available at the appropriate times, amending the word document she sent through and sending it back to her before the afternoon phone call. The second Teams meeting confirmed the timetable and expectations for the two days.

They asked for the list of documents in paragraph 79 of the inspection handbook to be available to them in their room at the start of the first morning. They also asked for the SEF and LIP to be sent through immediately after the 2pm meeting. Our experience of the two days of inspection was very positive. The HMIs were in friendly mode and were keen to offer compliments and advice as they went about their business. They enjoyed talking with Windmill children and wished they could have talked more with them but recognised that covid restrictions made that difficult.

The inspectors checked in with me at least three times each day, updating me on their progress and findings, as well as asking me for clarification about anything they needed to. The feedback we received was very positive about the children, the curriculum and leadership. They found it frustrating not to be able to gather as much evidence as they usually would have liked to, but that was a key part of why the pilot inspections were happening in the first place – to see the extent to which a 'normal' inspection could happen. Maybe this is what all Ofsted inspections should be like... friendly, supportive, open, and honest, leaving us feeling determined to make our next 'normal' inspection just as positive.

Education Matters

Spotlight on Coaching and Growing Great People



Growing Great People (GGP) is our Trust’s new approach to professional growth. It embodies our Ensuring Excellence ethos, to always improve and to always get better and to continually grow as great people.

By now, many of you will have watched the GGP launch video. It explains the whole Trust approach to professional development and growth, which has replaced the performance management systems in our schools. If you would like to watch the video at your leisure, you can do so by clicking on the button at the top of the page.

Whilst you are getting to grips with this new approach, you will hear references made to the “GROW” model of coaching. The GROW model is a coaching framework used in conversations, meetings and everyday leadership to unlock potential and encourage individual growth. It has become the world’s most popular coaching model for problem-solving, goal setting and personal growth. When putting the new approach together, headteachers from every school in our trust were consulted at every point in the process. It was from these discussions that we were made aware of Chris Moyse. Chris has helped us to put this process together and has provided some of the training. You can hear more from Chris about this approach and why it works by watching the launch video.

If you want to read more about coaching, the GROW model or you want to become more familiar with Chris Moyse and how this approach is working already in his own Bridgwater Trust, then you can [follow his blog here.](#) If coaching is on your agenda as a personal goal, you could consider the courses our trust offers through Developing People

Advanced Skills Educational Coach Award

Overview
This is a L4 Diploma accredited by City Skills. OLEVI International and City Skills have partnered to design CPD programmes that develop and grow outstanding professionals. These programmes have built upon the content from OLEVI’s highly effective suite of programmes and are being utilised by multi academy trusts and other organisations across the country.

This award builds on OLEVI’s nationally renowned Power of Coaching (POC) programme to strengthen effective leadership and grow the quality of teaching and learning across schools and organisations.

By providing specific and advanced skills and strategies in coaching, mentoring and assessing, delegates will be able to communicate with, lead and grow individuals and teams more effectively.

Objectives
The programme:

- develops expert coaches whose honed active listening skills and ability to ask powerful questions will provide greater clarity to, and generate deeper thinking in, those they work with
- develops effective leaders who foster a growth culture by raising aspirations, providing meaningful feedback and holding people accountable
- empowers individuals who drive their team forward by embedding a collaborative culture of continual, sustained improvement

Facilitators	OLEVI Facilitators
Audience	Highly experienced teaching and non teaching staff
Commitment	Face to face sessions (six half days) plus some post-session challenges, including coaching at least four colleagues and leading a small project. The duration of this course is 15 months including an end point assessment.

The Power of Coaching

Overview
As part of our Trust, you can develop your coaching skills through access to the OLEVI Power of Coaching Programme. The programme exemplifies how to implement coaching in a range of professional contexts from the classroom to the training room and enables delegates to select their own coaching model to articulate to others.

Objectives
The programme:

- provides opportunities to engage in a range of activities and access theories behind effective coaching practices
- provides examples of how to implement coaching in a range of professional contexts
- develops ability to select your own coaching model to articulate to others
- links coaching to outstanding practice and how to achieve outstanding learning

Facilitators	Delivered by OLEVI trained facilitators
Audience	Teachers with a strong commitment to teaching and learning and particularly those who wish to, or are currently undertaking, leadership responsibilities
Commitment	The Power of Coaching is a 1½ days programme packed with practical activities, tools and techniques. The programme is specifically designed to facilitate coaching skills as part of developing a long-term coaching strategy. Colleagues must attend all sessions to be accredited.

These courses are free of charge to colleagues within our trust.
You can find out more or book your place through the
CAT Teaching School website: <https://catteachingschool.org/developing-people/>

- G**₂ **Goal**
What do you want to achieve?
- R**₁ **Reality**
What is the current situation?
- O**₁ **Options**
What could you do?
- W**₄ **What and by when**
What will you do?

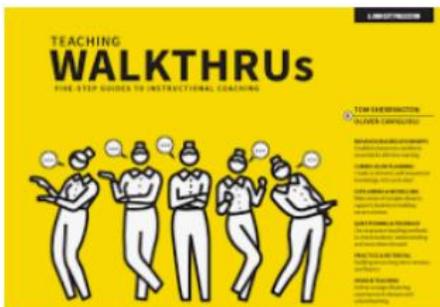
Coaching: what it's not, what it is & why it is important.

By Caroline O'Regan, Assistant Head at The Polesworth School. Caroline has been a long-time facilitator for OLEVI courses. OLEVI is a nationally recognized organisation with coaching at the heart of its training programmes. In this article, Caroline busts some myths you may already have about coaching.

Growing Great People is an exciting new initiative & a real opportunity for all staff, teaching and non-teaching, to take ownership of their professional growth.

I have always felt strongly about the effectiveness of coaching as a tool when working with colleagues and students alike. Since training as a facilitator for the OLEVI Power of Coaching Programme 2017, I truly believe in, pardon the pun, the 'power of coaching' when carried out effectively.

But what actually is coaching? As important as it is to understand what coaching is, it is equally important to understand what coaching is not. Whatever form coaching is taking in your schools, be it pairs, triads, peer to peer, it is crucial that there is a shared understanding of coaching and the language used in all coaching conversations.



Depending on past experience, coaching can have many different interpretations. One view may be created from memories of Sunday morning training sessions and their coaches who inspired them to want to be the sports personality of the year. Some tainted by bad experiences, as one colleague described their former rugby coach as an 'egotistical, power craved fascist' (I don't think it was a good relationship!). Others may be influenced by past school coaching experiences, that were really mentoring, or worse 'capability' in disguise. For others, they have had a very positive experience being coached, some have trained in coaching and have been coaching colleagues for years. In the current pedagogical world, there are different forms or understanding of

coaching, e.g., Sherrington & Caviglioli's Instructional coaching, as described in their Walkthru series.

Coaching for the Community Academies Trust is solution focused coaching. Coaching isn't about instruction or having all the answers, it is not about being the expert. Nor is it counselling or therapy. It is not a collaborative process, where each bring their 'issue' and talk through how they are going to work through this together. And a bugbear of mine is the assumption that there is always an 'issue' that needs to be addressed. What are you currently pretty good at and want to become even better at? What is the area of your job that if you focus on and develop yourself further, you will be able to share that learning with other colleagues and impact positively on your whole team? Coaching is about listening and responding with pertinent questions to further the thinking and reflections of the coachee, assisting their own achievable goal setting based upon personal reflection and positive +1 next steps.

Coaching is a real opportunity for colleagues to support and challenge each other to develop ourselves professionally. As Chris Moyle puts it 'a coach is a vehicle that takes a person from point a to point b...helping people to flourish, learn and grow.' As we embark on Growing Great People across the Community Academies Trust we all must have the shared understanding that coaching can be hugely successful in developing motivation, reflection, learning and most importantly professional growth.



Feedback by Email? Really....?

By Richard Price Lead Practitioner (Humanities), The Polesworth School

Having watched the recent Chris Moyes, training videos as part of the launch of the "Growing Great People" CPD initiative, I was left with a nagging doubt:

"Feedback via email? Really?"

Could the longstanding joke of emailing the person in the next room really have a role in the organisational coaching structure? I scrolled back through the video clip to confirm that this indeed had been a suggestion.

Feedback is a part of coaching, I felt that I had largely neglected and didn't particularly understand. I ordered a copy of *Thanks for the Feedback* by Douglas Stone and Sheila Heen (as recommended by Chris Moyes). As I read this book, my realisation of how closed my mindset has been to feedback astounded me. When Michelle Borders launched OCM, I thought it was the ideal opportunity to share my findings, in case anybody else has had a similar experience, as we embark on this new approach to our CPD. For the sake of remaining within the wordcount limit, I will affectionately refer to the book as TFF for the remainder of this article.

With reflection, I began to realise the extensive range of feedback we receive in our everyday lives and that subconsciously, I had developed my own "go to" method for processing this. Unfortunately, this method seemed to be based on basking in the glory of anything positive (appreciation) while skillfully dismissing anything constructive (evaluation) as coming from a source less credible than my own opinion. I was right on track to waste this long overdue opportunity to experiment within my day-to-day practice.

As I read further into TFF, I began to realise that if I am to enjoy and get the most out of *Growing Great People*, I need to rethink my approach to feedback and rethink how I might listen more actively to the people around me. I would need to make a considerable shift in the way in which I recognise and analyse feedback.

Firstly, I need to recognise whether the feedback I receive is appreciation, evaluation, or coaching. Through this recognition, I am more likely to use the comments for their intended outcome. In fact, Chris Moyes pointed out that in the role of the coach, it is important that we help our coachees here; by delivering these three facets of feedback at separate times. We mustn't lose the

.authenticity of positive comments by using them to 'dress up' points for improvement.

As the coachee, having established whether it be appreciation or evaluation, I am to practise removing emotional blurring from the feedback. As part of this analysis, I am to make a transition in mindset from "What's wrong with your feedback?" to "Tell me more". Although I retain the right to reject feedback, I must ensure that this is not an emotional response. My "go to" response must be inquisitive, formulating questions to get to the crux of what the observer has seen and why they have phrased it in that particular way.

Through reading TFF, I was fascinated by how emotional blurring, distorts feedback, rendering it less useful (or maybe dismissed completely) in our everyday lives. Our tendency to glorify and tragedize feedback means that we often miss the opportunity to improve from it. Our natural emotion towards feedback, creates blind spots in the image we have of ourselves:

"I am very good at this but awful at that." This view that we have of ourselves will no doubt contain some emotional blind spots from previous experiences. To make progress, I am going to have to practise removing my naturally, emotional response and taking away the key facts.

TFF has taught me that I will also need to disentangle the what from the who and avoid dismissing feedback because of whom it is from. When I have received feedback from someone who I might have considered less experienced or following a different approach to me, it is likely that I haven't even taken the time to consider what has been said and so missed another potential opportunity to make progress. It is crucial that I avoid doing this and appreciate how each fresh perspective is information that I could use.

Wherever the feedback comes from, TFF has taught me that I should analyse it, question it, and try to understand how it was formed, without emotional baggage. This will allow me to see it for what it is; feedback from a said moment in time, which is in my interest to dissect and make use of. Nothing more, nothing less. I am beginning to realise the importance of getting to know my coach before I begin working with them. I'll make a particular effort to clarify how I could best use feedback. As the coachee, I'll look to be leading feedback conversations which will be quite the role reversal for me!

Having read the TFF, I realised that I had done it again!

I had dismissed the notion of feedback by email before even trying it. With a little more reflection, I have realised that by asking for my feedback via email, I might better practise, categorising the different forms of feedback, removing the emotional baggage, preparing questions to clarify its meaning.

With a more receptive approach, I could actually have some fun, experimenting with my twenty-year-old routines! If the route to all of this is using email to create time and space to go through this process, then I might just give it a go!

The dedicated email address for all things related to Growing Great People, including obtaining copies of the training videos delivered by Chris Moyse referred to in Richard's article, is GGP@catschools.uk.

GROW Model

A simple four step framework for structuring your coaching process
It helps people to achieve success personally or as part of a team



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A Vision for Enactment

By Nicky Blackford, Assistant Head, The Telford Priory School

Where it began

Over the past two decades, I have learnt much about the ‘best ways to teach’. As a Head of Department then AST (remember those?) I always concerned myself with getting better and ‘honing my craft’ so that I could pay it forward and coach others to grow as well.

It wasn't until the last few years as Assistant Head in charge of teaching and learning/ enactment that I realised I was missing an equally important question - ‘what is the best way to learn?’ As a result, understanding ‘how we learn’ informs ‘the best ways to teach’.

The Telford Priory School (TPS)

We believe in a ‘Powerful curriculum for global citizens;’ each and every child has the right to access/ be exposed to, the best of what has been thought and said. The enactment of that curriculum ensures that pupils can make sense of and retain that information. It became my primary goal to make sense of and synthesise some of the best research out there.

I work with some exceptional practitioners and have had the opportunity to visit some game-changing schools; I was in a fortunate position to collaborate with colleagues on a vision for enactment.

In this article I have laid out some of the key ideas that have informed our vision for enactment and shared some of the key principles in making that vision a reality.

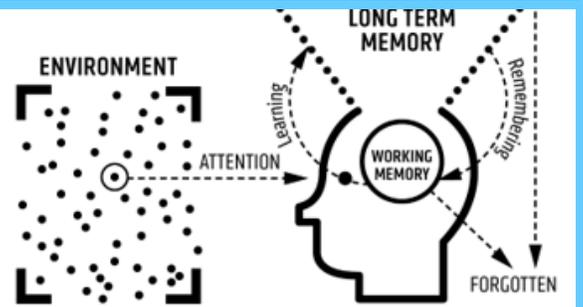
Cognitive Science

The symbiotic relationship of ‘how we learn’ coupled subsequently then with the ‘best ways to teach’ commenced my exploration of reading and research (by which I mean secondary research!)

There is a plethora of reading/ research to be found by some truly amazing experts in the world of education both practising and non-practising, historical and contemporary, and it is by no means my aim to summarise these works, just learn from them and share my understanding. (FYI – a world of research awaits you on Twitter!)

Understanding of the limitations of working memory, cognitive load theory and retrieval practice became paramount in our search for the most effective enactment tools to realise our powerful vision.

Through **cognitive science** we believe that knowledge is the foundation of understanding. Without knowledge we cannot explain, problem-solve, form opinions, make judgements, identify similarities and differences, or establish meaning; 'it is the fuel that we need to thrive' (Christine Counsell).



Rosenshine

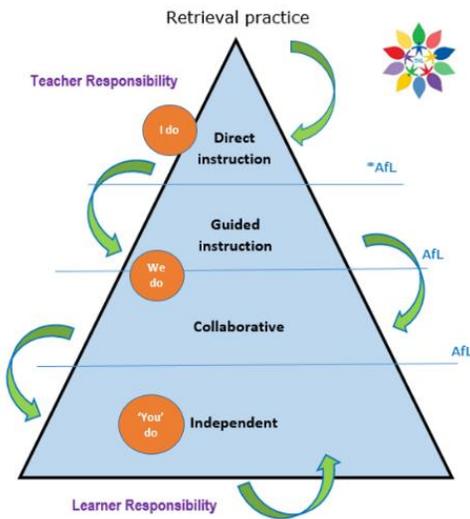
Be it Barak Rosenshine himself or Tom Sherrington's synthesised 'Principles in Action,' the components made sense. Why wouldn't you break down material into bite-sized chunks or check for understanding before moving on? Why? Because if like me, you came from the world of education where we were told (for example) to be a 'guide on the side' instead of a 'sage on the stage' and that discovery learning was the most effective way to learn, it's difficult to let go of that legacy. Now whilst we'd never advise our teaching staff against those methods entirely (a conversation for another day), we whole-heartedly promote the teacher as the expert in the room; tell them what they need to know... but understand the 'science' in how to enact it effectively. If 'memory is the residue of thought' we need our students to be thinking hard; guide their practice, scaffold their learning and review their knowledge frequently.

As a contextual example, direct instruction has been a primary focus for us this academic year and we have fully committed to designing expert explanations (what are the optimal 'ingredients' to convey the type of knowledge you are presenting), modelling for excellence, guiding practice and frequently checking for understanding to ultimately secure the knowledge in the long-term memory. Retrieval practice is embedded in each and every lesson to beat the 'Ebbinghaus forgetting curve'.

<p>01 DAILY REVIEW</p> <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall from working memory for problem solving and creativity.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p> <p>Our working memory is small, only handling a few bits of information at once. Avoid too much new material in small steps and proceed only when first steps are mastered.</p>
<p>03 ASK QUESTIONS</p> <p>The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p>04 PROVIDE MODELS</p> <p>Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p> <p>Students need additional time to rehearse, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p> <p>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p> <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p>Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p> <p>Independent practice produces "decontextualising"—a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p> <p>The effort involved in recalling recently learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

Rosenshine's principles form the bedrock of our T&L philosophy. Through synthesis and practical translation of research, we can now effectively remove more barriers for progression through our powerful curriculum via further understanding of:

- Novices/ experts (how we learn)
- Building (schema) and retrieving knowledge.
- Direct instruction
- Cognitive Load Theory
- AfL/ responsive teaching
- Scaffolding
- Practice
- Checking for understanding
- Responsive teaching
- High quality feedback



A Vehicle for Enactment

The Gradual Release Model (GRM) was introduced in 2019/20 to act as a framework for effective planning over a series of lessons. The model allowed for the most well-researched enactment principles to be embedded via a visual model that allowed teachers to 'realise' the importance of direct instruction, guided practice, independent learning, and AfL/ responsive teaching.

TPS Enactment Map

TPS Principles of Enactment	Rosenshine's Principles (10)	Teach Like A Champion (TLAC)	WALKTHRU (Pg #)	The Writing Revolution (TWR) (Pg #)	Related research-based principles/ pedagogy (& Memorable Mantras)	TS & ECF Teachers' Standards Early Career Framework	Books & Blogs	Evidence based Education: The Great Teacher Toolkit
Systems & Routines	4 - Provide a model 1 - Daily Review	#46 Strong Start #48 Engineer Efficiency #49 From procedure to routine	36-Positive Relationships 38- Establish Expectations 40- Signal, Pause, Insist 44- Rehearse Routines		Meet-Greet-Neat-Sat Strong Start	TS1/7 Standard 1: High Expectations Standard 7: Manage behaviour effectively	T. Sherrington: 46 establishing teaching routines Chengchuan: Making the most of every minute Barak Rosenshine: Principles of Instruction	Sep-22 Each dept has clear systems/ structures and routines for a strong start to each and every lesson that appropriates relevant aspect curriculum (E.g. Register phrases in English/ Equipment management in Art). TLAC techniques such as #46 'Strong start' and #49 'From procedure to routine' have strengthened the understanding & importance of clear systems & routines to maximise learning time. within the lesson are effected quickly with minimal time lost.
Gradual Release Model (GRM)	Embodies the 10 Principles of Instruction	#16 Begin with the end #17 4 Ms	52- Sequence concepts in small steps	219- Weaving writing instruction into content instruction	Chunk & Check AFL Gradual release of responsibility	TS4/6 Standard 4: Plan & Teach well structured lessons	mrbarney: DI/ CLT/ Rosenshine... T. Sherrington: A model for the learning process The Science of Learning James Ki et al: Effective teaching	Rob Coe et al: What makes great teaching Lessons (series of) are well planned and delivered adhering to the GRM and responding to AFL in order to secure knowledge before phases. Independence is the goal and responsibility for learning is released at an appropriate pace.
Retrieval Practice	1 - Daily Review 3 - Ask questions 10 - Weekly & Monthly review	#20 Do now #5 Show me	112- Quizzing 116- Knowledge organiser 114- Elaborative Interrogation 122- Weekly/ monthly review	51- Use sentence activities 139- The power of writing summaries	Retrieval Roulette Stories 'Beat the forgetting curve'	TS2/6 Standard 4: Plan & Teach well structured lessons Standard 5: Adapt teaching to the strengths & needs of all children	Kate Jones: The Myths V Reality Cult of Pedagogy	Retrieval practice is responsive as well as cumulative. Progress is tracked where appropriate and the data is used to inform p
AfL (Check for Understanding) & Aol	3 - Ask questions 6 - Check student understanding	#2 Targeted Questioning #4 Tracking not watching #7 Plan for error	96: Check for Understanding 'Cold Call' -Probing & Process questions -Follow up & Check -Explore differences -Reteach/ Defer/ Move on	27- Oral activities with Fragments 51- Stop and Jot 139- The power of writing summaries 204- Assessing students' writing	Hinge Questions Mini whiteboards Chunk & Check	TS2/5/6 Standard 6: Make accurate & productive use of assessment	Mark Miller - Mini Whiteboards Henry Fletcher-Wood: Hinge Qs	AfL is frequent in lessons via a 'chunk and check' methodology. AfL strategies/ techniques are varied in order to challenge thin 'change the format'. Assessment is enacted upon/ responded to in the moment (where appropriate) or otherwise in the following lessons. Assessment is informed and planning allows individual needs to be met.

I designed this map primarily to chunk the research against our principles of enactment and create a roadmap towards our 2022 vision. I started to map out the most prolific research/ resources against those principles and then introduced mapping against the Teacher's Standards (TS) and the Early Career Framework (ECF) to support out Early Careers Teachers' (ECT) provision.

As we heavily encourage staff to read/ research, I made sure that the map was interactive; click on a box/ book in the blue column and the link will take you directly to the article/ blog. This allowed staff to not have to spend time surfing and sifting through the mountains of papers; it was available at the click of a button.

We are steadily but surely transforming into an evidenced-based, research-informed body of staff who seek out 'evidence' to inform our practice and translate into our teaching. Pedagogical content knowledge is at the forefront of growing great people alongside joining curriculum discourse and mastering our subject knowledge.

I hope this gives you some insight into our vision for enactment at TPS. The full interactive map is available on my twitter feed @NJBlackford or email nicole.blackford@taw.org.uk



Further recommendations for your Blogspot

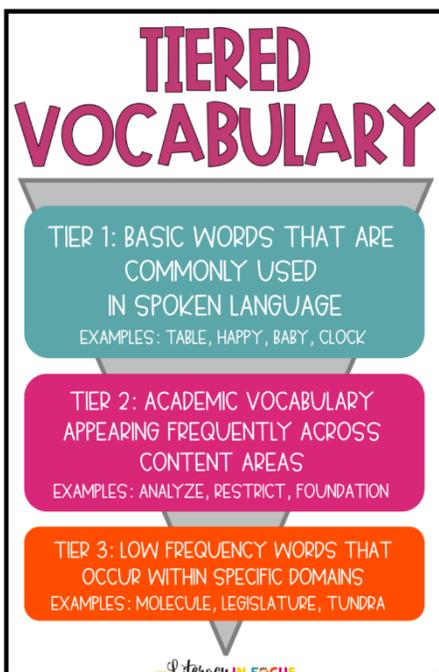
Curriculum: @Ruth_Ashbee
Behaviour/ Research_Ed: @tombennett71
Rosenshine/ In action Series/ WalkThrus: @teacherhead
 @Olicav
 @SchoolsCat
 @TeachLeadAali
 @MyattandCo

@missdcox
 @PearceMrs
 @ChrisMoyse
 @adamboxer1
 @shaun_allison
 @ollie_lovell

An Introduction to Disciplinary Literacy

by Sam Whitaker Lead Practitioner, The Telford Park School

As a Lead Practitioner at The Telford Park School, I am leading a working group to focus on embedding disciplinary literacy. The Education Endowment Foundation (EEF) defines disciplinary literacy as ‘recognising that literacy skills are both general and subject specific, underlining the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.’ Focusing on vocabulary, I would like to share a successful methodology that I have been using in the classroom to pre-teach subject specific vocabulary.



Before leading on vocabulary, it is essential to know that tiered vocabulary is split into three tiers (refer to diagram). When introducing new vocabulary to students, I found Alex Quigley’s **SEEC model** a good place to start. The **SEEC model** means to select/explore/explain/consolidate new vocabulary.

When teaching English, I use this model to teach students essential tier three vocabulary. To start, I look through the scheme of work and identify the key words that students are going to revisit as they navigate their way through our curriculum. For example, whilst teaching ‘Oliver Twist’ to year 8 I have selected six tier 3 words for the **SEEC model** this half term (see table) because students will need to know these words to support them on their learning journey.

I then researched the morphology (constitution of the word) and the etymology (the history) of the word (Google is an excellent resource for this) and teach students the origin of the word. In class, I initially ask students to write the word in a mind-map and we would discuss the origin of the word.

For example, by teaching the Latin roots of 'benevolent' and allowing students to understand 'bene' means 'well', students have the skills to unlock the code to other words like, 'beneficial' or 'benefactor' which is facilitating their progress to becoming an independent learner. Once the etymology (history) of the word is embedded, I then explain what the word means to the group: the best explanations show the word in a variety of different contexts that will help the students to understand the word in real life and not in isolation to my discipline.

When the students are more confident with the word, I ask them to write the word in a sentence on a whiteboard and show their whiteboards to the class so the check for understanding can take place. I then immediately identify any misconceptions. I then interleave this word in my teacher-talk to encourage students to use the word as well as quizzing the students on their new vocabulary using low stakes testing. I include new vocabulary in the students' PLCs (Personal Learning Checklists) when they are doing a writing task to guide students to mastery and provide them with opportunities to apply their new knowledge to their writing. Students then highlight the new vocabulary they used in their extended writing so that they can see the progress they have made over time.

Oliver Twist SOW:		
Word:	Meaning:	Link to curriculum:
Revolution	A sudden change being made to something.	Animal Farm / AIC / Macbeth / ACC / Romeo and Juliet
Impoverished	A person or an area being made poor.	ACC / AIC / Poetry Anthology / Dr Jekyll & Mr Hyde
Juvenile	Relating to young people. Behaving childish or immature.	AIC / Animal Farm / Poetry Anthology / Romeo and Juliet / The Tempest
Artful	Being clever and skilful in a crafty and cunning way.	AIC / Dr Jekyll and Mr Hyde / Animal Farm / Macbeth / Romeo and Juliet / The Tempest
Prosperous	Financially successful and bringing wealth and success to others.	AIC / Macbeth / Dr Jekyll and Mr Hyde / Poetry / ACC / Romeo and Juliet / The Tempest / Animal Farm
Philanthropy	Promoting the welfare of others and expressing this through a generous donation of money.	AIC / ACC / Dr Jekyll and Mr Hyde / Poetry / Animal Farm

Click the diagram below to read more about Disciplinary Literacy on the EEF's blog.



The EEF says that "Disciplinary Literacy" should be prioritised across the curriculum. It adds that literacy is key to learning across all subjects and is a strong predictor of outcomes in later life.

The EEF guidance challenges the notion that literacy in secondary school is solely the preserve of English teachers, or literacy coordinators. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.



An Introduction to Oracy

By Lead Practitioner at The Polesworth School, Sharon Leftwich-Lloyd

Why Oracy?

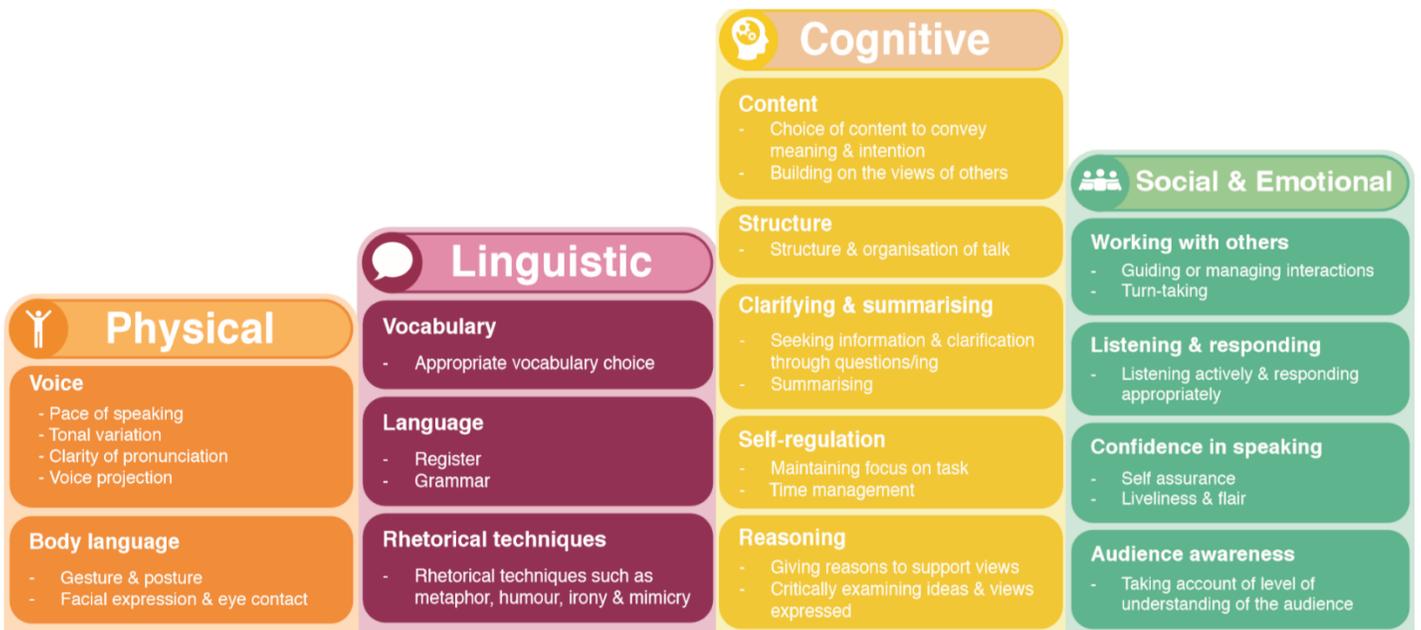
The teacher is the ultimate ‘model’ of oracy in the classroom using carefully selected vocabulary and sentence structures, vocal tone and body language; students learn **through** talk every hour of their school day but how often are they explicitly taught **to** talk?

Every child needs a voice. Speaking enables active engagement improving knowledge retention. A recent study showed that anxiety was reduced when students were able to express themselves verbally and another found a direct correlation between oracy and overall academic achievement. Oracy builds confidence and self-esteem; improves civic engagement and enables personal safety.

What is Oracy?

“Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.” (Oracy Benchmarks Report, Voice21)

The Oracy Framework (Voice21) has four strands which together define what is meant by the term ‘oracy’:



Oracy does not have to be formal, most important is a range of talk activities regularly included in classroom practice. Some ideas to start:

- Question tennis to generate interest and thought
- ‘Yes and ...’ one student states an idea and it is built on by each subsequent contribution
- Silent summariser - A and B have a discussion; C silently listens and summarises.
- Trio questioner - A and B have a discussion; C is only allowed to ask questions
- Create a podcast / public service announcement / radio broadcast

Three Ideas to try in your Classroom

1. Introduce sentence stems to scaffold and model talk tasks, they can be used to build up confidence, made more challenging and gradually removed. For example:

I agree and I disagree because ...	Linking on to what you said ...	Do you mean ...
I think ...	Linking to what X said ...	No, that’s not right, it’s
Yes, it is / No, it isn’t	To challenge what you said ...	How about ...

2. Provide specific vocabulary that you would like used. Allowing students to become familiar with words during an oracy activity increases understanding, retention and confidence. Some ideas:
- Taboo (also reverse taboo highlighting words students **must** say)
 - Checklists of words which students tick off (you could have a ‘listener’ for talk-based tasks who checks that words have been used).
 - Points assigned to lists of words with the most important words carrying the highest tariff.
3. This proforma (adapted from Karen Knight @KKNTeachLearn) enables students to choose one side of an argument and then explain why.

It's a Knockout 1: Discuss these battles and decide with the person next to you which point you would side with in your judgement and why. Don't forget to, key words, examples, events and reasons to support your argument!

Which of the following films is more entertaining?

Which of these foods are most tasty?

Which of these newspapers should sell most copies?

Which of holidays would be most enjoyable?

It's a Knockout 2: Now choose one of the battles and produce a written judgement to explain your decision.

Have a go with a colleague. How could you use this in your classroom? Some possible ideas:

- Methods of working out a Mathematical answer or conducting an experiment
- Interpretations of a story, poem, artwork, play or piece of music
- Theories / lenses through which to read a text / case study / experiment

[Three Resources to Learn More](#)

<https://www.school21.org.uk/> - research, training (often free and twilight), the latest news.

<https://oracycambridge.org/blog/> - useful publications, research and resources.

Twitter - #oracy - the latest conversations, resources, and other teachers' ideas.

Sharon is a Lead Practitioner at The Polesworth School, delivering training, customised support and coaching across the school. She is a highly skilled Drama Teacher and (GCSE and A level) Examiner with extensive experience across key stages 3-5.

You can follow Sharon on Twitter: [@leftylloyd](https://twitter.com/leftylloyd)



**FESTIVAL OF
EDUCATION**

Free to attend, this online event runs from 16-30 June 2021. Hear from leading educationalists, benefit from CPD opportunities and network with educators from across the globe. Usually, this event takes place at Wellington College but due to covid's rules on social distancing, the organisers are offering this online event free of charge. Find out more via the website here: <http://educationfest.co.uk/>

Teaching Tips from The Polesworth School Lead Practitioner Team

this article from Richard Price

This is a recent initiative from the T&L Team at The Polesworth School and is shared with colleagues on a regular basis. You will meet some of the Polesworth LPs periodically, as some are contributing articles to our Education Matters feature. Below is the most recent one published by Lead Practitioner Humanities, Richard Price.



TEACHER TALK

Bridging Post-Lockdown Gaps - PCE

A relatively pain-free way of re-visiting topics which will have been missed by some in lockdown: With a tweak to the traditional retrieval process, I display a PPT slide (in the form of a knowledge organiser for one of the lockdown topics) over a series of lessons. I present this as a 10-minute activity, to be repeated over 5-6 lessons. On the slide, I offer a range of activities of increasing difficulty, based on the knowledge organiser. These range from recognising and explaining terms (for those new to the topic) right through to a 3-4 minute presentation of the topic without support (for those working towards mastery)

The students choose their own activity from the list, based on their confidence/experience with the topic. They work for 10 or so minutes and then I stop them and cold call individuals to present to peers what they have learned. Each lesson, they're encouraged to move on to the next level of activity. As they arrive at mastery, I can then extend by challenging them to make links between this and other topics.

An example can be seen by scanning the QR code below.

The reason for the colour coding is that the slides are naturally "busy" (as I need the class to see the breadth of the topic) and the red and yellow sentence structures are more complex; so the colour-coding allows me to separate them off for the less confident, but refer to them quickly when needed.



SCAN ME



Richard Price
(PCE)
LP Humanities

Standardise the format. To check lots of student responses efficiently, you want them all to be presented in a similar manner to quickly check and compare. You could get students to simply draw a box around the relevant work to make it stand out or decide on a specific structure that answers must have. Consider what you'll look for in their answers and then create a standardised format to highlight it.

FURTHER READING



SCAN ME

This excellent blog by Efrat Furst discusses the evidence for retrieval practice and how it can be implemented effectively.



SCAN ME

This short video by Miss Kyriakides gives a great example of how to encourage students to self-quizz.



Join the conversation

If you need further help or want to submit an idea email: leadprac@thepolesworthschool.com

Apr 2021 Issue 2

If you are interested in joining the conversation with Teacher Talk, contact catts@thepolesworthschool.com or email them directly at the above address.

Central Matters

News from CAT Central Support Team

Health Assured! Your free Employee Assistance Programme

by Zoe Parton, Head Human Resources

I wanted to take the opportunity to remind you of the Employee Assistance Program (EAP) that is available for you and family members, living with you, to access. This support is provided by Health Assured.

The EAP is designed to help you to deal with personal and professional problems which could be affecting their home or work life, health and general wellbeing.

The EAP service is available 24/7 and provides confidential guidance and support to individuals.

Confidential support is available and, dependent on the nature of the issue, counselling or information services can be provided by fully qualified professionals. In summary the support includes:

- 24/7 support helpline, available 365 days a year
- Specialist information:
 - Legal information
 - Medical information
 - Consumer or civil disputes
 - Tax information
- Structured counselling (as applicable)
- Critical incident advice (telephone)

The Health & wellbeing portal can be accessed at <https://healthassureddeap.co.uk/> Username: community, Password: academies. The portal provides confidential access to wellbeing fact sheets, videos, self-help programmes, interactive tools and educational resources to help with life's challenges.

A 24 hour/7 days a week confidential helpline 0800 030 5182 is available to call. Your call will be handled by an experienced therapist or advisor, who will offer support in a friendly and non-judgmental manner.



What's on Offer? Wellness and Wellbeing

Interactive weekly mood tracker

Users can track and review their moods on a weekly basis in relation to their emotional, physical and financial wellbeing.

Four-week plans

Begin a four-week health journey to quit smoking, lose weight or cope with pressure. Users can reflect on their progress and input diary entries at the end of each week.

Mini health checks

Users can check in and review a key area of their health and wellness, covering topics such as height & weight, sleep and mental health to provide actionable insights and tips.

Personalised newsfeed

Employees can personalise their newsfeed by selecting topics of interest, so they can view the exclusive articles and webinar videos most relevant to them.

Click the link to learn more about tools and resources!
My Healthy Advantage app video - <https://vimeo.com/514294645>



Child Sexual Abuse in Schools

By Jo Howell, Strategic Leader of Education

You will no doubt be aware of the publicity surrounding the 'Everyone's Invited' website which was set up in June 2020 for victims of sexual assault in schools to comment on their experiences.

By March 2021, over 10,000 individuals had described their experiences of sexual abuse by other young people. This has rightly led to the government taking immediate action, as follows:

- The introduction of a new NSPCC helpline to provide support and guidance to any victims of sexual abuse in schools, including how to report crimes to the police if they so choose. The helpline will also provide support to parents and professionals. **The NSPCC helpline number is 0800 136 663.**
- A request to Ofsted to undertake an immediate review of school's safeguarding policies. This review will look at the extent and severity of the problem, ensuring schools have systems in place to report concerns freely, knowing their report will be taken seriously and actioned rapidly.

What do schools need to do as a matter of urgency?

Make sure that:

- 1) the current links to your Child Protection and Safeguarding Policy work. Check that there are no out of date versions of the Safeguarding Policy or any out-of-date Peer on Peer Abuse Policies on there. If so, remove them and replace. If you are currently working on a new one, consider placing the draft copy on there clearly marked as 'under review' or 'draft'.
- 2) Both policies are easy to find, either on a safeguarding tab from the Home page or from a 'Policies' tab on the Home page.

- 3) you know what the Child Protection and Safeguarding Policy says of Peer on Peer
- 4) Abuse and that you have your Peer-on-Peer Abuse Policy available on your website.
- 5) you know your sexual abuse/inappropriate sexual behaviour data. This should be easy to find in your latest school report.
- 6) you consider whether you need to review your own practice to be certain of the effectiveness of your systems. You may also want to address this issue head on with parents, reassuring them of the effectiveness of your school's practice and systems and sharing the NSPCC helpline number with them.

How is the Trust supporting in this area?

Just before Easter we issued a model Peer on Peer Abuse Policy which is based on a nationally approved toolkit model policy. It has been made very easy to adapt quickly to both primary and secondary settings. If you do not have a robust Peer on Peer Abuse Policy in place it is strongly suggested that you use this.

If you have concerns about your approach to this issue in your school, contact Jo Howell for support and advice.

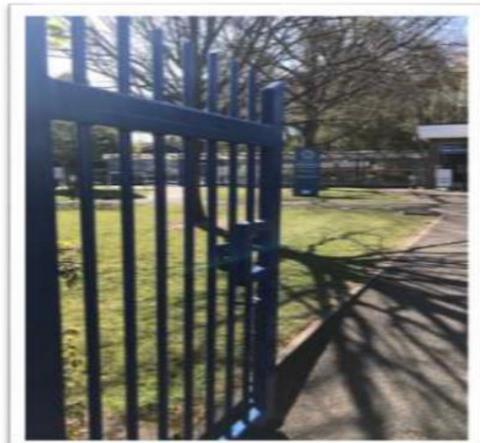
Please also note that all Trust Safeguarding Policies have been updated to include the NSPCC helpline number.

Chadsmead Primary School shows off some of the building work that took place over Easter

Extracted from weekly newsletter



Some of the work that took place during the Easter holidays included the refurbishment of the Reception and KS1 corridors as well as our new blue gates - pictures below – what a difference they make!



Include communications@catschools.uk on your school newsletter mailing list, mention @SchoolsCat on Twitter or include the hashtag #catschools and we will retweet your posts and publish articles.

Meeting the people within our trust

Introducing.....

**Johanna Wathen,
Assistant to the Directors**



**Meet Johanna, our trust's new
Assistant to the Directors.
Johanna talks here about how she
came to join us.**

I have just joined the CAT central team as the Assistant to the Directors. I am fairly new to the area having moved here from the South coast during lockdown 1 in June 2020. It was a very strange time to move to a new area especially as I had never even visited here before. However, I needed to move to Staffordshire as I was undertaking post graduate studies at Keele University, which not even a pandemic would stop me from doing!

Having graduated from the University of Southampton with a Law degree last year, I am now close to finishing my master's in Child Care Law and Practice. My particular area of interest is in educational law and specifically how policies and legislation can best meet the needs of vulnerable learners. I have been fortunate to have had the opportunity to work with Staffordshire County Council over the last year to put my academic studies to practical use in the setting up of their Lichfield District SEND & Inclusion Hub.

My career to date has given me a varied skill set. It was during my time working as a HR officer for a special needs school that I realised that it was this sector I wanted to learn more about, this prompted me to return to my studies and to enrol full time at University. During my time at University, I worked part time at a Barristers chambers which specialised in public childcare proceedings and SEN tribunals, this again gave me insight into the lives of children who are also vulnerable learners from a different perspective. I hope to bring all these administration and governance skills to my new role and hope to be able to add in some new ideas too.

It continues to be a challenge to adapt to our new remote way of working and communicating, starting another new job in this way is a feat of human ingenuity. I am looking forward to getting back to some sort of normality soon, I used to go the gym and practice yoga regularly, all of which have gone a bit astray since Christmas. My previous hobby of paddle boarding will also need to be adapted to account for my change of location, I will need to swap out the sea for a waterpark, I think!

My two foster cats have become a real lifeline in recent months, and they like to join in (uninvited) to Team's meetings whenever possible, the more important and complex the meeting the better, those are their favourites to attend! We (the cats and I) look forward to meeting and working with you all soon.



Updates from the Central Team

Highlights from the trust's half termly Technical Update

Support Staff Conference

This will be held on **Friday 18th June 2021**. All sessions will be virtual so you can dip in and out of the ones that interest you. It is therefore important that all participants have access to an interruption free space and equipment which will facilitate virtual meetings, camera, microphone and speakers on a laptop or desktop etc. Please hold the date if you work in Finance, HR, Payroll or Estates. There will be something for you.

Welcome to new colleagues

In addition to Jo Wathen, the new Assistant to Directors, who you met earlier, The Telford Park School welcomes new colleagues, Billy Goodall the new School Business Manager, Lesley Radford who has joined us as Finance Officer and Daniel Rowlinson as Site Manager. I'm sure we welcome them all and look forward to meeting up in due course.

Office 365 Project

As a reminder, our support for the O365 project is Concero. If you have any problems, need something setting up or permissions granted, the way to get it sorted is via their helpdesk:

Log a ticket: support@concerouk.com

Call: 0333 111 0004 **Chat:** concerouk.com

Estates and Policies Update

Smartlog

Since joining the trust our new Head of Operations and Compliance, has spent some time learning Smartlog and reviewing how the trust maintains its high level of compliance. His initial review is very favourable and acknowledges how useful the system is for our school leaders to manage their Health and Safety responsibilities

Project Updates

Work continues apace at both The Polesworth School and Telford Langley School to build new teaching blocks. Both are hopefully going to be complete and in operation by September. In terms of Kingsway Primary School, Investigation work has begun in the area where a new Children's Centre and Nursery will be built for the LA. Once built, this will allow the current providers to move from the school premises which will then permit the demolition of an end-of-life building and construction of a new hall, kitchen and boiler house to commence.

HR Update

P60s

If you aren't already aware, P60s are now available for all employees via Employee Self Service.

Finance Update

Orovia Budget Planner

The new financial year is now open in Budget Planner. You will note that budgets now include 21/22 to 25/26 and include our assumptions in the final year. Please ensure that all updates to 21/22 income and expenditure are made in 'Next Year', no changes should now be made in current year. Budget Monitoring and Payroll Reconciliation should continue in current year as normal. Updates to staffing scenarios may continue in current year but both current year and next year budget plans will each require regenerating and repopulating as the staffing scenario is currently linked to both current year and next year budget plans.

During this process we are attempting to do some housekeeping. Please do not use any job roles marked 'DNU' or 'ZZZ' and always use the correct job role, for example, Headteachers are not Leadership as the ranges aren't correct and if you pick the wrong job role the budget won't be allocated to the correct cost centre eg TA isn't Cover Supervisor. If the job role you require isn't available, then please let either Dawn or Karen know, and they will add the required job role for you.

Employee Assistance Programme

At a time where there has been a focus on mental and physical health as well as the other impacts of the lockdown and returning to work, please continue to be aware that all staff and their families are entitled to help from our Employee Assistance Programme, run by Health Assured. Our Trust Head of HR, Zoe Parton, has produced a really comprehensive summary of what's available, and what is covered in this issue.

School Trips

During the current 'roadmap out of lockdown' and before planning any future school trips (day or residential), schools are advised to consider the current government guidance and ensure that adequate and appropriate insurance is in place. We recently shared with you that it is possible that the RPA may not cover you for any monies paid to suppliers that subsequently cease trading prior to a trip taking place. You may feel an obligation to parents not to put their money at risk and may need to negotiate with suppliers to reduce your exposure.



The new building at The Telford Langley School is coming along nicely, ready for September



Exciting plans at Kingsway Primary School

Teaching School Matters

News from the trust's Teaching School

by Alexis Rickus, Director of the CAT Teaching School



Early Career Framework: everything you need to know

The Early Career Framework (ECF) is set to begin in September 2021. The CAT Teaching School has been in discussion with the main providers to find the best approach to rolling it out across our trust.

Firstly, if you're not already aware, the ECF will be a statutory requirement for all schools inducting Early Career Teachers (ECTs) to support them in developing the skills and confidence that they will need to succeed in the classroom. It replaces the familiar NQT system and gives ECTs structured support through a two year fully funded induction programme. In addition, the programme provides for the training of in school mentors.

What exactly will be new?

- An early career teacher's induction period will be two years long
- The Early Career Framework, which outlines the best available evidence of what teachers should know and be able to do, will underpin this induction period
- Mentors in schools will support new teachers to understand the evidence base provided by the ECF and translate it into classroom practice
- Teachers should have two formal assessments: one at the end of each induction year, supported by progress reviews in each term where there isn't a formal assessment.



The role of mentors within schools will now be more important than ever and clearly defined. They will nurture, champion, and help to develop the early career teachers in their school. ECTs will have additional 5% non-contact time in their second year, with funding to support that. Mentors' non-contact time in the second year of induction will be funded too.

What's Next?

Having consulted with the main providers for the ECF, we have elected to offer the ECF as a MAT, working with Best Practice Network directly. We have a longstanding relationship with Best Practice as we facilitate National Professional Qualifications (NPQs) through them. Because of this relationship, we already have colleagues trained to facilitate their provision. As well as providing opportunities for colleagues across the trust to train to be ECF Mentors/Facilitators working with BPN will provide our trust with a cohesive approach to career development.

Even if you do not intend to induct ECTs this September, please register your school with Best Practice Network by clicking on this link: <https://www.outstandingleaders.org/early-career-framework>, then complete the information fields requested. In the field where the form asks if you were directed to BPN by a Teaching School Hub, Multi School Organisation etc., please type in "CATTS", which will register your school with the trust as your lead provider.

You will then be contacted by Best Practice with next steps, including how to register your Early Career Teachers.

Please contact catts@thepolesworthschool.com if you are interested in mentor and/or facilitator training.

Announcing the new, reformed National Professional Qualifications

From September 2021, reformed National Professional Qualifications (NPQs) will offer teachers and leaders clearer development opportunities and career progression. These qualifications will build on key areas of the Early Career Framework (ECF), allowing for further specialisation and development of expertise and help prepare teachers and leaders the next step in their careers.

The reformed qualifications aim to:

- help teachers hone and develop the skills they already have, helping them to become more effective leaders inside and outside the classroom and improving overall teaching quality
- retain high-calibre teachers by offering clearer development opportunities and career progression

To best address the broad range of responsibilities of current and aspiring middle leaders the Middle Leadership NPQ has been replaced with three new specialist NPQs. These specialist areas cover:

- supporting the training and development of others, including early career teachers
- developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase
- developing teachers who have responsibilities for leading behaviour and culture

These new and updated NPQs will ensure these qualifications continue to offer the best possible support to teachers and leaders wanting to expand their knowledge and skills and can help them in taking the next step in their careers.

Who are the NPQs for?

NPQLT

For teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage, or phase

NPQLBC

For teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school

NPQLTD

For teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school.

NPQLSL

For those who are, or aspire to be, senior leaders, leading across a school

NPQH

For aspiring or current headteachers leading a school

NPQEL

For those who are, or aspire to be, executive leaders with responsibility across more than one school (for example within a MAT or diocese).

CAT Teaching School will be delivering the reformed NPQs in partnership with Best Practice Network. Scholarships should be available for NPQLTD and NPQH. BPN are one of just 6 national providers of these qualifications. We will be working with them in partnership to deliver both NPQs and ECF.



MFL Networking News



Gianfranco Conti, PHD, Educational Consultant, and Author

OVERVIEW OF CURRICULUM DESIGN

This workshop will focus on the all-important **Curriculum Design** process by outlining a framework for the procedures involved from start to finish rooted in Gianfranco's review of the relevant literature.

This will involve taking the attendees through key steps in the Curriculum Design process and showing concrete examples, based on his approach, **Extensive Processing Instruction**.

Delegates will consider:

- The key components of curriculum design.
- The procedures involved in the design, implementation, and evaluation of a course.
- Acquisition-enhancing strategies (e.g., recycling, spaced retrieval practice, interleaving, universals, fluency training) and their application to curriculum design.

Join us on 14 June at 3.15 where the MFL Networking Group will be hosting author of the Language Teacher Toolkit, and educational consultant, Gianfranco Conti who will be delivering a workshop on curriculum design.

Any MFL teachers out there who want to join please contact catts@thepolesworthschool.com.

Founder and CEO:

www.language-gym.com

Blog: www.gianfrancoconti.com

Twitter: [@gianfrancocont9](https://twitter.com/gianfrancocont9)



English Networking Update

David Didau, The Learning Spy

Continuing from the April edition of OCM, this is the third of three online sessions delivered by the Learning Spy, David Didau. So, what exactly do English teachers need to know about cognitive science?

Cognitive Load Theory or the Working Memory Model is one of the foundations on which most of cognitive science rests as it makes useful, testable predictions about how we think and learn. Watch the video by clicking on David.

David talked about what teachers need to know about the relationship between working memory and long-term memory and how it's perfectly possible for students to solve problems and yet remember nothing about how to solve them again in the future. This session is one of his best, full of **practical tips that's useful for any subject not just English**. If you missed it, you've really missed a treat on this one.



And finally.....

Because the news is so fleeting, here is a taste of what our trust schools have been up to since the last issue. #catschools



Maple Class @Heathcote had fun team building and collaborating at Forest School



Y3@Birchwood practiced their French speaking skills



Y1 @Stratford Primary had great fun mastering capacity and volume in maths



There were some great shapes thrown in the studio @Telford Priory School



The Forensics class @Polesworth found fibres and footprints at this crime scene...



Windmill Primary received some amazing sports kits through the "Give someone a sporting chance" project



Some great commitment to his learning from this Wood End young man – this superstar even started tucking his shirt in!



KS1 @Chadsmead discovered mischievous tree boggarts through their WOW activities



Y9 Pastoral Base kept Park Headteacher Holly Rigby in cake #cakefriday!

Thank you to everyone who has contributed and has made this edition a bumper one. This publication will drop into your inbox at the start of each half term.

Please email any articles, news to communications@catschools.uk.

Our Community Matters

