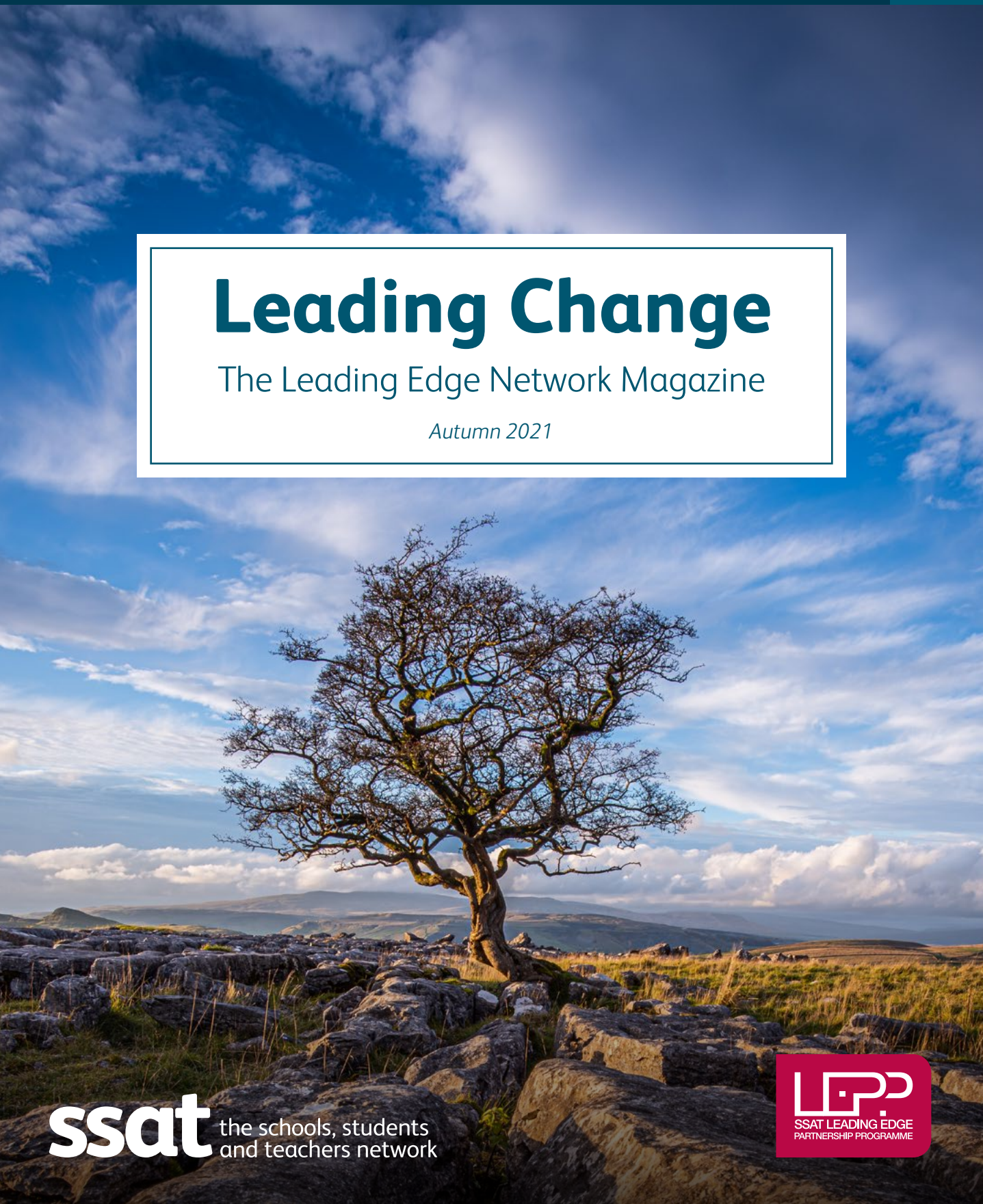

Leading Change

The Leading Edge Network Magazine

Autumn 2021

ssat the schools, students and teachers network

SSAT LEADING EDGE PARTNERSHIP PROGRAMME

Welcome to the 2021 edition of Leading Change. It shares the outcomes of our last round of innovation grant projects. Thank you to all of the participating schools for sharing a summary of their work.

Obviously these projects have taken place during a period of huge disruption and I am sure that you will be as impressed as us with what has been achieved against the odds. As ever the projects cover a wide range of themes; we hope that they will provide you with food for thought.

We will open applications for innovation grants again next year – please do get involved if you have an interesting project (or an idea for one!)

Best wishes
The Leading Edge team

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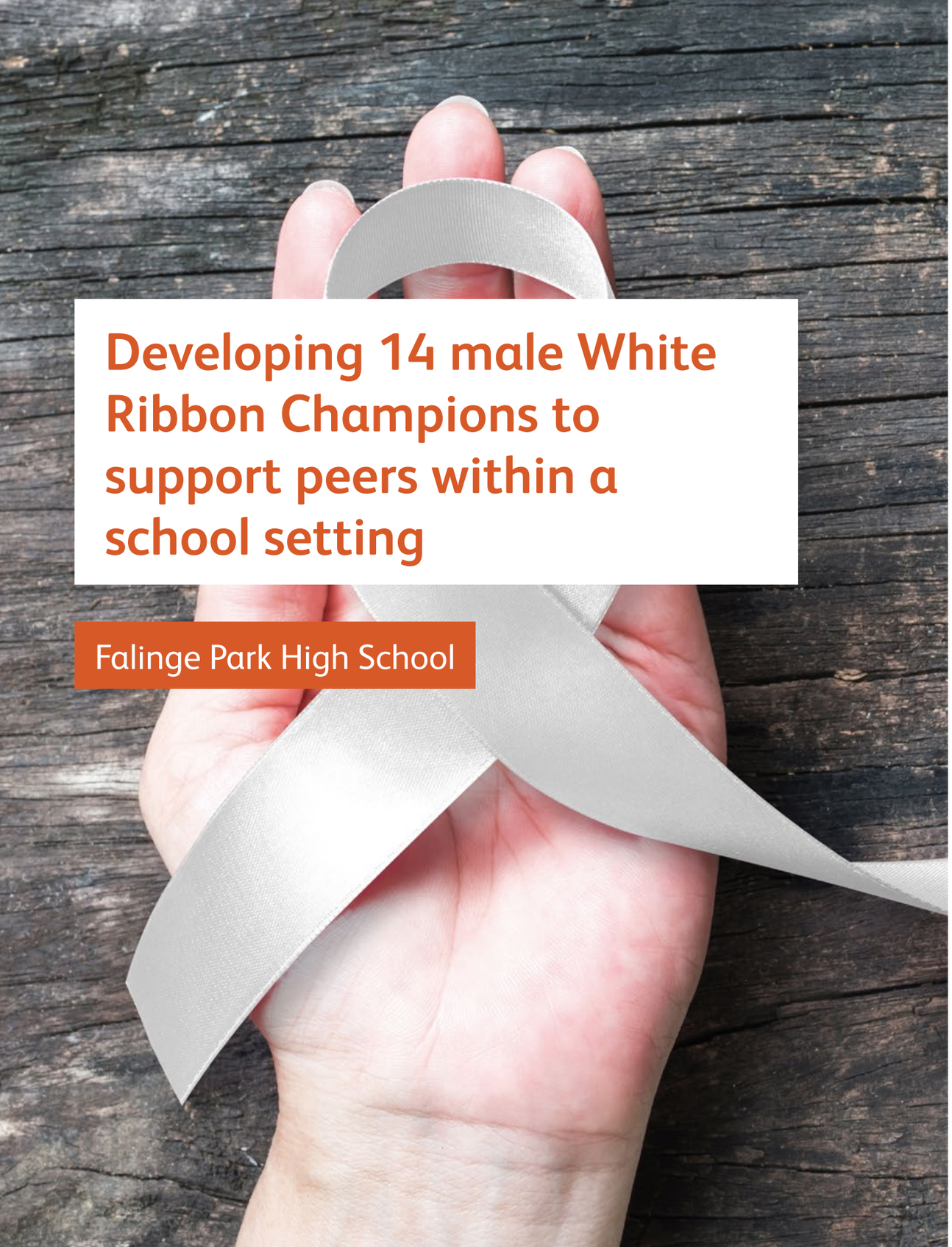


Developing 14 male White Ribbon Champions to support peers within a school setting

Falinge Park High School

Theme

Leadership through moral purpose

There has been much discussion in all spheres of life about attitudes to women and increasing domestic violence. There have been specific discussions in Rochdale amongst community leaders about domestic violence, particularly with a so called 'honour' base. In response to this, I have been working with Rochdale Council's Adult and Children's safeguarding boards to develop training around 'honour-based' abuse and violence (HBAV) and to raise awareness for public sector organisations.

Rizwana Baleem from Rochdale Women's Welfare Association (RWWA) invited me to meet some of their women who use their services to listen to their stories and better understand the barriers they face. It became very quickly clear that HBAV occurred within a particularly complex environment, involving women as perpetrators (who are victims themselves) the extended family and the wider community. This along with language and cultural barriers and lack of financial independence means that escape is extremely difficult and dangerous.

We looked at ways in which the school could work with RWWA to support their work on tackling 'honour-based' abuse and violence and decided to focus on root causes and system change. We began discussions on co-producing and facilitating a course on HBAV for young men.

Rizwana had been working with the White Ribbon charity, who exist to "end male violence against women by engaging with men and boys to make a stand against violence". Their mission is to promise to never commit, excuse or remain silent about male violence against women. We decided that inviting young men to become White Ribbon Ambassadors would be a positive outcome of the course and give them a platform for raising awareness and leading on the issue with White Ribbon Day which is held on November 25th each year.

It became very quickly clear that HBAV occurred within a particularly complex environment

We wanted to:

- Increase the understanding of domestic violence and abuse/'honour-based' abuse and violence and forced marriage among young men.
- Recognise the issues that lead to DVA/HBAV/FM.
- Understand the cultural issues that compound DVA/HBAV/FM.

- Increase the resilience of young men in order to enable them to support their peers.
- Encourage the development of healthy relationships.
- Empower young men to become leaders in their families and communities on these issues

The issues we planned to address were:

- Healthy relationships
- Domestic abuse and the cycle of abuse - it's all about power and honour
- Beliefs and perceptions
- Women's rights and women's rights in Islam
- The role of men, women, family and community in 'honour-based' abuse and violence
- Complexity of law - The fact that there is no specific law against HBAV and the problems victims face
- The potential use of preventative orders
- Understanding the law on forced marriage and how this can be applied

Unpacking beliefs and ideas

We began with a group of 14 boys. These boys had been suggested by heads of year or pastoral leaders because they had been involved in issues of aggressive behaviour or incidence with aggression towards girls as well as boys who were considered to be positive role models. We wanted there to be a balance so that the boys didn't feel targeted and to ensure that the atmosphere was positive and productive. We emphasised that the aim of the project was to shape their understanding of domestic abuse whilst developing their leadership skills, confidence and self-awareness as young men. We explained that our hope was that this would lead to a group of young men that could act as ambassadors for women's safety and that this was an exciting and innovative opportunity for them, our school and the community.

We designed ten one-hour workshop sessions. The first session was about male identity and how our identities are formed through our family background, beliefs, experiences and personalities. We used a rucksack analogy; the facilitators began by 'unpacking' their rucksacks to show key events, people or ideas that had shaped them in both positive and negative ways, using items that represented this. This activity helped to build connections with the group and a safe space, as each of us shared our stories. One of the stories included domestic abuse and having to leave the family home which helped to introduce some of the thematic material.

We emphasised that the aim of the project was to shape their understanding of domestic abuse whilst developing their leadership skills, confidence and self-awareness as young men

It immediately became clear that the majority of boys found it very difficult to talk about themselves or identify influences on their growing identity and this became a discussion in its own right.

Some were able to talk about the expectations they felt on them as young men from family and from peers with many having a sense that they were 'protectors' and had to 'stand up' for the women in their families, particularly sisters. This enabled us to broach the idea of empowerment of girls and to begin to explore what was meant by 'protecting their sisters'.

We allowed these insights to develop our planning and became much more responsive in approach as a result. In the second session we focused on talking and taking the time to create a safe space for dialogue. As relationships developed the boys became more willing to share and an unspoken moral code emerged that they broadly agreed on around what they considered to be male strength. When we dug deeper the boys were able to discuss what this might look like in terms of behaviour. We used Socratic questioning as a way of reflecting back and clarifying what was being said to allow the boys insight into the possible consequences for them and girls of these attitudes and beliefs.

In the third session we explored the notion of power, inviting them to see their personal qualities and attributes as potential superpowers. We discussed how power can be used to affect change alongside a discussion on how superpowers needed to be limited and appropriate to the situation, using examples from The Incredibles. We introduced several case studies of positive male role models, including many from a Muslim background.

This session naturally led on to an exploration of healthy relationships and abuse of power. At this point we invited police officers to come into school and talk about the reality of abuse. The boys were quick to point out that abuse didn't only happen to women. We explored this through a case study and then facts and statics about violence towards women, perpetrated by men. One of the young men argued that cases of sexual violence weren't always clear and that some women 'like to be raped' and had 'rape fantasies'. This interjection, although shocking, facilitated open dialogue amongst the boys and really gave us an opportunity to listen. We pushed the group to think critically about the possible reasons and root causes that might lead a young women to make such a statement and made clear what the law said about consent and why. This incident led to further one-to-one work with one member of the group. At the end of the session the male police officer told the boys that he had been a victim of domestic abuse, perpetrated by his ex-wife. The group were shocked by this revelation and couldn't understand why the police officer hadn't met violence with violence or how a woman had been able to hit a man. This facilitated a deeper discussion about positive ways in which male strength and power could be expressed.

Sadly it was at this point that we closed the schools due to COVID.

As a delivery team, we used the pause to reflect on the project so far and redesign it with the insights we had gained.

Evidencing impact

Impact was evident on many different levels; as a school, for the group of boys and staff and for me personally.

As a school, the process of setting up the project led to many useful discussions around vulnerabilities to domestic violence and 'honour-based' abuse and violence and the need for intervention. Giving a space for boys who may be at risk of becoming perpetrators or witnesses to DV and HBAV was innovative and by its nature involved some risk. The learning that took place in the initial stages of the project were vital in developing or understanding as a school of the need for a safe space for boys to spend time talking, talking openly and together.

For the boys involved, the impact very much depended on their individual starting point and engagement. Once we had explained the purpose of the group we gave the boys the option to continue or not; only two boys opted out of the sessions after week one. Another two boys were no longer able to take part due to exclusions. The reminder

gained an understanding of DV and HBAV whilst becoming more able and willing to talk and share ideas. They gained essential critical thinking skills and emotional intelligence. Two boys wanted to go on to become White Ribbon Ambassadors. We suggested that they could invite some friends to get involved. After initial enthusiasm the suggestions they came back with were girls; they hadn't felt able to ask their male peers at this stage. It became evident that this was something that we would need to address moving forward.

One student, who was very passionate about campaigning for women's safety explained that he had previously participated in a course on HBAV led by an Imam in his mosque and was enthusiastic in leading boys in the school and the community to a similar understanding. He agreed to be speak at the virtual 'honour-based' abuse and violence awareness campaign, held by Rochdale Council and received high acclaim for his input. The confidence of this young man to stand up for women led us to consider the importance and impact of the Imam as a male role model. In the light of this and with what we learnt over the initial weeks of the programme, we decided to redesign the course with an Imam as an integral part of the delivery.

The group of White Ribbon Ambassadors will become key in our strategic approach, working with staff and community leaders

For me personally, the impact has been to understand the complexities of the issues, specifically of 'honour-based' abuse and violence and the need for a multifaceted approach. The project consolidated the idea that for domestic violence and 'honour-based' abuse and violence to be effectively addressed and for boys to be empowered to become ambassadors against violence, there needs to be a wrap around approach involving key community partners in design, delivery and ongoing support. There also needs to be a whole school approach to develop the school culture so that boys feel more able to stand up for young women amongst their peers.

Where next?

We have redesigned the initial ten one-hour sessions, with the addition of a local Imam to the team, so that the material will be delivered over two intensive training days. This will be for a new group of boys and held in the Autumn term, culminating in an event led by the group on November 25th for White Ribbon Day. Around this project, there will be a whole school approach to specifically address prevailing negative attitudes towards women that are seen and heard in language and misogynistic behaviour and highlighted recently by social media.
The group of White Ribbon Ambassadors will become key in our strategic approach, working with staff and community leaders to deliver training and assemblies on the theme for the following term of 'harmful sexual behaviours'. They will become a recognised part of our Pupil Voice Parliament structure.

Want to know more?

Contact: Lucy Tasker, Assistant Headteacher for Creative Partnerships and Community Development

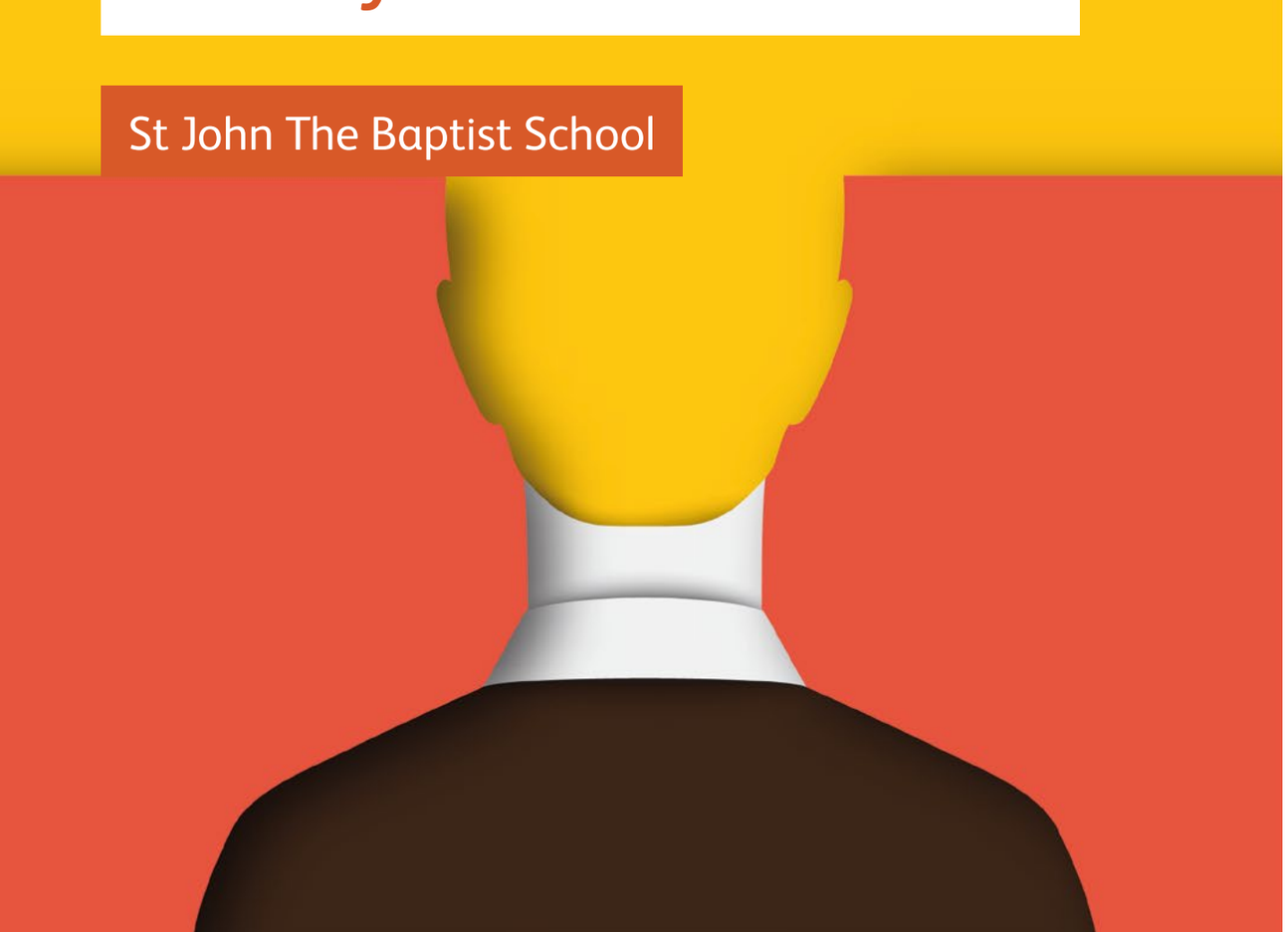
Email: taskerl@falingepark.com

In a nutshell...

1. Find people who are more expert than you - listen and learn.
2. Be prepared to be flexible and responsive - the nature of an innovative project requires constant evaluation.
3. The value of taking time to develop relationships shouldn't be underestimated.
4. Developing critical thinking is key to changing attitudes and behaviour.
5. Impact may take a long time to be seen and understood.

Upskilling students and staff in the cognitive science of learning to support a mastery curriculum

St John The Baptist School



Theme

Variety of teaching approaches

Over the last six years SJB has focused on developing and implementing a mastery approach for teachers to support our move towards a mastery curriculum (Mastery Delivery Model). Through our work (researching and trialling strategies for a mastery curriculum) in this field we recognised the importance for teachers and staff of having a deep understanding of how students learn and process the information. We therefore recognised the need to upskill staff regarding their knowledge of the cognitive science of learning, in theory and in practice.

This work was designed to develop the knowledge and understanding of staff through leveraging external expertise and then internal training of staff. We used the mediums that exist within the school to develop learning and teaching: collaborative learning teams, learning group, INSET days and staff meetings. We felt that the Mastery Model we had developed and successfully implemented could be supported further by staff and students having an understanding of the science of learning. This would ensure teachers were able to plan lessons and curricula to sustain the attention of students, ensuring working memory was supported fully. Furthermore that strategies could be implemented successfully in subjects to improve long-term memory through various interleaving and spaced practice approaches.

Building staff expertise

» Staff undertook the Evidence Based Lead Practitioner Course – members of staff were registered to complete the lead practitioner course which involved learning the theory of cognitive science

and completing activities to reflect on current practices in the school. They also focused on how the understanding of cognitive science could support education and student learning in the classroom. This programme led to staff gaining a lead practitioner qualification. Part of the course also required collaboration with other schools which enabled ideas and research to be shared across different demographics. It also allowed staff to support one other and appraise practices in other schools.

» The Mastery Collaboration Team, which is part of the whole school learning and teaching initiatives, were asked to research and trial various strategies seen within literature and through the EBE course. These strategies were linked to the three stages of the theory of information processing in order to analyse their effectiveness within our setting. Throughout the year, a group of staff from various subjects across the school met together to discuss strategies associated with attention, working memory and long-term memory, highlighting the merits and pitfalls seen when applied in the classroom. Adaptions to strategies were made and successful strategies were then shared further across the school through staff meetings and INSET days.

» Multiple INSET training days focused on developing staff knowledge of the cognitive science of learning and provided strategies for staff to implement into lessons. During INSETs research and appropriate literature were shared with staff to help develop their understanding of cognitive science and the benefits within the classroom. Evidence of student work, teaching videos and student feedback of strategies was shared with the staff to highlight the merits this work had.

» Peer collaboration weeks, where staff are paired together to observe or discuss strategies implemented, focused on content delivered within INSETs gave staff an opportunity to take the input provided and apply it to the classroom. It also provided them with a forum through which to reflect on their personal practice.

» As well as developing staff understanding of the theory of information processing, we wanted to begin to ensure students had an understanding of how they learn. Several lessons were developed for year 7 and year 11 to teach them the theory of cognitive learning and potential strategies they could use to support they own learning journey. Upskilling students in the cognitive science of learning is still in the early stages. Further development of this will take place this year, ensuring students are given the skills and confidence to take ownership for their learning.

Evidencing impact

» Staff have approached teaching/planning differently ensuring they think about each stage of information-processing particularly when introducing new concepts.

» School icons designed and used across all subjects to help reduce cognitive load and support dual coding.

» Introduction of webcams and visualisers to support modelling strategies

» Curriculum development facilitated interleaving opportunities, developed a mastery curriculum, embedded spaced practice, lesson resources had reduced cognitive load.

» We have shared learning within our MAT and cross-phase to primaries.

Where next?

» We wish to develop students' independence further through a focus on metacognition and self-regulation. This will require us to further upskill staff in these areas and ensure a school wide consensus on the meaning of these terms and their application to students' learning.

» Train students in metacognitive and self-regulation strategies by working with representatives from our student leadership team attached to the mastery CLT.

» Further empower students in their own learning by developing lessons that can be delivered as part of the curriculum through form time activities and PSHE lessons that teach students the cognitive science of learning and metacognition strategies.

» Continue on our journey of outlining and developing 'mastery learners'.

Want to know more?

Contact: Chloe McGeady/Josie Belli, Second in Science / SLT

Email: j.belli@sjb.surrey.sch.uk

In a nutshell...

1. Keep it simple – over-complication of lessons/too much information can be the fastest way to lose the attention of students and overload their working memory
2. Look at the interconnectivity of your subject – how can you interleave topics and revisit concepts to support long-term memory?
3. Develop department/school wide icons – icons can remove the need for long winded instructions and reduce cognitive overload and support students' working memory
4. Train the children in the cognitive science of learning so they can recognise how best to learn
5. Ensure curriculum design is intertwined with pedagogy to support learning and remembering over time.

Public lectures

Cambourne Village College

Theme

Principled curriculum design

Professional learning

Our aim was to host free public lectures for our students, the wider community and other teachers/schools. The aim of these lectures is multifaceted: they expose our students and the wider community to academics and scholarly debate and they are intended for history teachers to continue to build subject knowledge as a form of CPD, but most importantly they foster a love and interest in the subject. This also fits in with our wider school remit of being a village college, inspired by the ideas of Henry Morris, in which schools should act as a community hub and that education is a lifelong process.

There were several reasons why we wanted to undertake this work. Firstly, it helped us as a department and as a school to access subject specific CPD in the form of building subject knowledge and the chance to hear from a range of academics. Secondly, it enabled us to encourage students of all attainment levels to get involved in extra-curricular opportunities and hear from experts in a variety of subjects. Finally, this project enabled us to reconnect with the founding principles of the village colleges and helped us explore ways to engage the community in our events.

Like other schools within our Trust, Cambourne is a village college. Henry Morris was the Chief Education Officer in Cambridgeshire from the 1920s to 1950s and was the founder of the village college movement. He believed that education should be a life-long process and that schools have a remit to serve the whole community. The first village colleges in the county built in the interwar years were designed as places where not only the educational needs, but recreational, physical and cultural needs of the community could be met. It was this idea that education should be for all and that the village colleges should serve the local community that inspired us to start a series of public lectures at our school.

this project enabled us to reconnect with the founding principles of the village colleges and helped us explore ways to engage the community in our events.

Moving our lectures online

Responding to the situation this year we decided to move our public lectures online using Microsoft Teams. We began by organising a monthly schedule of

free online history lectures that were open to all. We deliberately looked for lectures that would both complement and challenge our curriculum – for example not all lectures were based on what we study at school but, we hope, helped our students recognise that elements of the curriculum can be a choice. When planning these lectures, we kept these three principles in mind:

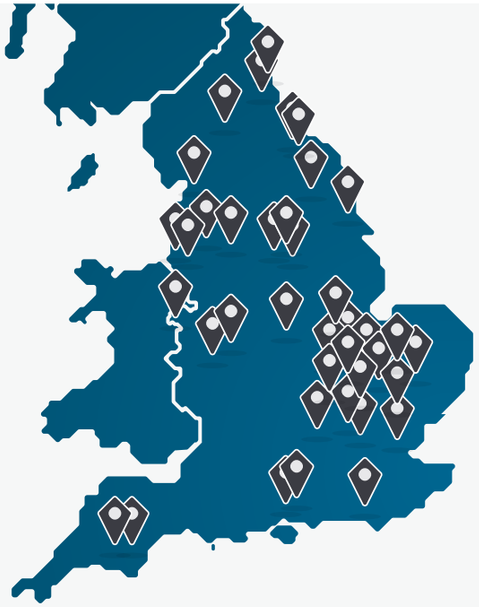
1. **Accessibility:** We wanted to ensure that these lectures were accessible to all regardless of financial or attainment backgrounds. All our events were free of charge. The recordings allowed for a 'catch up' element and students were encouraged to submit questions throughout. Ultimately, we wanted to model to our students that these opportunities can and should be the norm for all.
2. **Academic:** We wanted to ensure that these lectures provided academic rigour. This modelled high expectations for our students which in turn helped us raise aspirations. We aimed to create and foster partnerships between academic institutions and secondary schools. Our belief is that this work will inspire and raise attainment and aspirations for students from disadvantaged backgrounds. There is a growing consensus that there needs to be further collaboration between university and schools and in particular we liked what Siobhan Dickens refers to as a way to help curriculum 'keep pace' with relevant disciplinary developments and scholarship.
3. **Engagement and community:** This was at the heart of these lectures, we were clearly inspired by the ideas of Henry Morris and his ideas that the school should be a hub for the community and that education is for all. We hope that our lectures have modelled these principles.

Due to the online nature of our lectures, attendees were able to 'tune in' from any location and submit questions to our speakers via a Q&A function. We promoted these lectures at our own school but also by using social media (Twitter) to encourage other schools to advertise the lectures to their students. Due to popularity of our monthly lectures we organised a weekly schedule to coincide with the period of remote working. After the success of our history lectures, we began to create a weekly schedule that encompassed a variety of subjects. This was a collaborative effort in which we took suggestions from colleagues about appropriate topics or contacts. Members of the relevant departments also helped us to promote the lectures in their subjects and acted as guest hosts during the event to help us introduce speakers and field questions. Short feedback forms were circulated to help us plan future events.

Due to popularity of our monthly lectures we organised a weekly schedule to coincide with the period of remote working.

Evidencing impact

Whilst we were initially dubious about moving our public lectures to an online platform the outcomes were far more successful than we anticipated. Originally our lectures were all based on history, and we began the academic year by putting together a monthly schedule. During the third lockdown we managed to create a weekly schedule which enabled our students, teachers, members of the community, and other schools to join us for a weekly lecture with an academic. Attendees were encouraged to fill in a short feedback form which has left us with an abundance of evidence



Map of where out attendees 'tune-in' from

about the impact of these lectures The image above shows the location of some of our attendees – as you can see by moving our lectures online our 'reach' has been far bigger than we expected. Our attendance figures varied depending on the lecture but we have had up to 270 people tune in live for a lecture and countless more access our recordings which are free to view via the school website. Click here to view

Feedback from our lectures has been overwhelming positive- below are some examples:

"I love the fact that pupils are asking a historian questions and that those questions are really respectfully discussed (that they're not treated less seriously because they've been asked by a student)."

"I am really enjoying these and I appreciate the effort to allow these to be so accessible."

"Really appreciate the opportunity to listen to this lecture and develop my subject knowledge."

"A great initiative. Thinking about doing it at our own school."

Where next?

We hope to continue our work exploring how these public lectures and outreach can benefit staff, students and the wider community. Next year we will experiment with different formats for our lectures to try to broaden the audience attending. For example, we will continue to host some of these online but also look to arrange some in-person events held at school as well as lunchtime events. This is to ensure that we continue to make these events accessible to all and widen the chance for our students to engage with these opportunities. We will strive to keep these events free of charge and are planning on using the camera we purchased with the grant money to help stream our in-person events. This also fits with our wider remit of being a village college. Village colleges were inspired by the ideas of Henry Morris, particularly the belief that schools should act as a community hub and that education is a lifelong process.

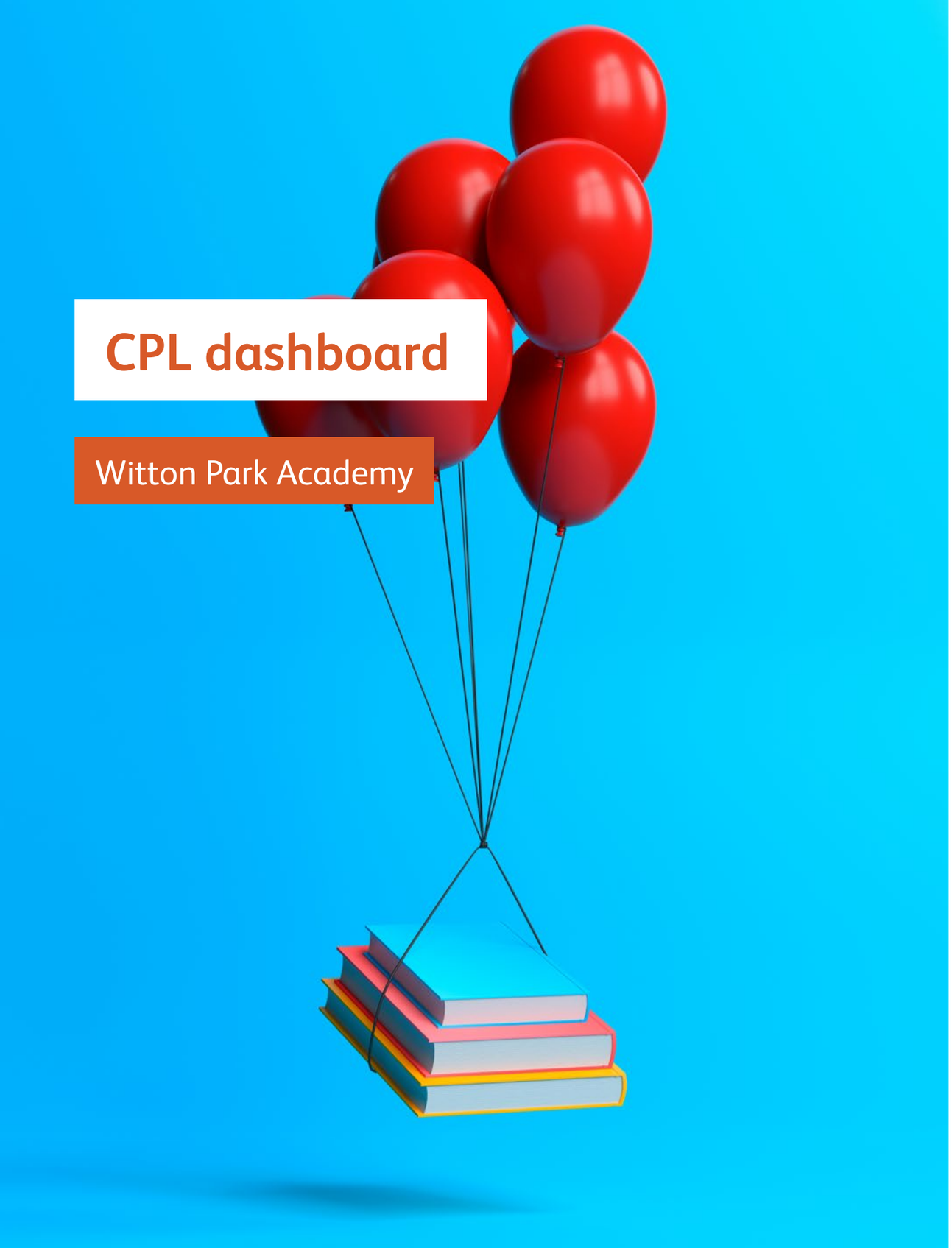
Want to know more?
Contact: Jess Angell, Head of History
Email: jangell@cambournevc.org

In a nutshell...

1. Be ambitious with your project – we had a far greater reach than we expected!
2. Don't be afraid to try new things – not everything we did this year worked but we learnt a lot from the experience.
3. Collect feedback and evidence throughout – our feedback forms helped us to continually evaluate our project.
4. Respond to feedback (positive and negative) throughout your project.
5. Share your ideas and work with colleagues.

CPL dashboard

Witton Park Academy



Theme

Professional learning

The CPL dashboard was created to ensure that as a school all of our professional learning was kept in a centralised location.

As the leader of CPL I regularly received emails from staff asking where resources from training were located, or saying that they had misplaced paper-based resources. The initial idea was to create a Google site which simply housed all of this material for staff to engage with at their convenience, and allowed them to review professional learning at a later date.

This did not just include teaching staff, but all support staff and administrative staff. This flexibility meant that staff could access the training at a time that was convenient for them, allowing them to take responsibility for their own professional learning.

It became clear that whilst staff were working from home, many of them were starting to feel isolated, as they were unable to collaborate

However, due to the pandemic and with staff working from home the CPL dashboard became much more than 'a library of resources.' Whilst working from home, we wanted to ensure that staff used the time to continue developing the curriculum, and for this to be underpinned by

current educational research. However, there was a concern that this online training could be just didactic. We wanted to make sure that our professional learning was also innovative, exciting and engaging.

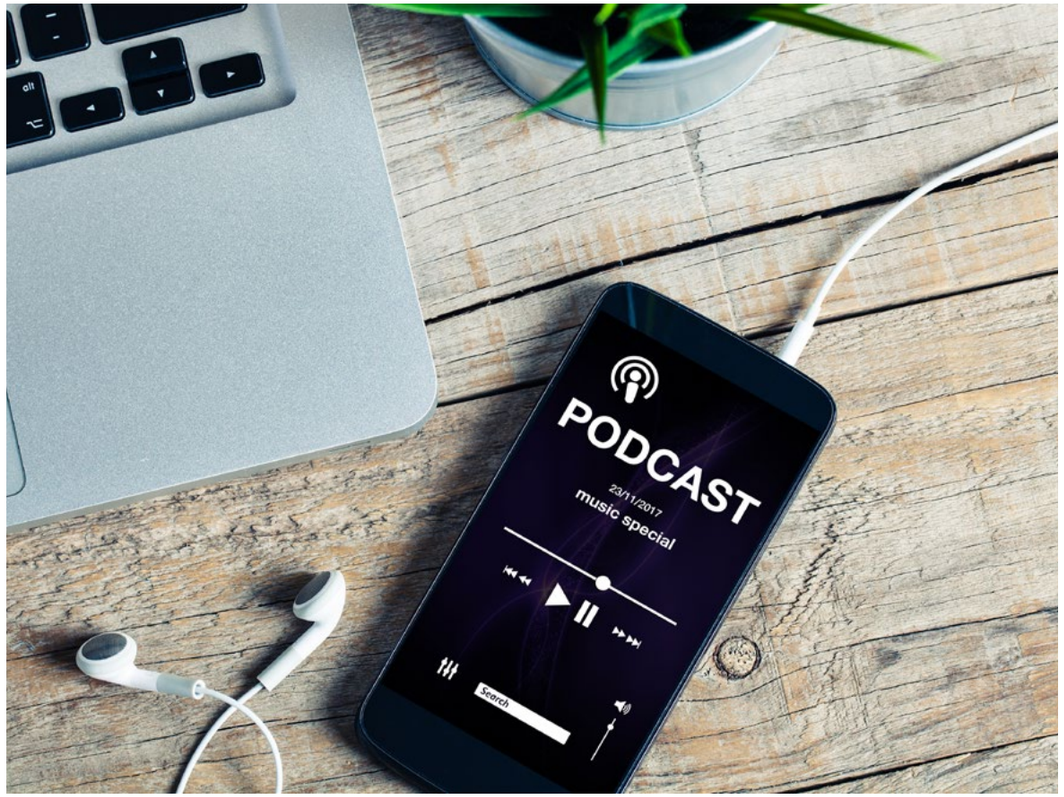
It became clear that whilst staff were working from home, many of them were starting to feel isolated, as they were unable to collaborate. The CPL dashboard would also allow staff to discuss their ideas and share good practice.

As we have moved back to working in school, it has been important for us to consider how to use the dashboard as part of a blended learning approach so that staff have the opportunity for face to face professional learning, as well as continuing to develop the flexible approach of the CPL dashboard.

Taking professional learning online

Over this past academic year the CPL dashboard has allowed us to ensure that professional learning focuses on our school priorities. This has been done through using a range of media including screencasts, presentations, videos, and podcasts to keep staff engaged in their professional learning.

The majority of our INSET training has been delivered via the CPL dashboard with resources being produced by a range of staff. Initially CPL was delivered via a presentation, a screencast and then a Google form asking staff to reflect upon their training and how they would implement this within the practice. As we progressed through the year the CPL has become more accessible, as we realised that we need to meet the range of needs within the staff. We allow staff to self-diagnose which professional learning route is most applicable to them through a range of resources. This included filming classroom practice in a range of subjects allowing staff to learn from each other, providing a range of educational literature, as well as having a range of classroom takeaways, so staff can choose professional learning which is relevant to developing their practice.

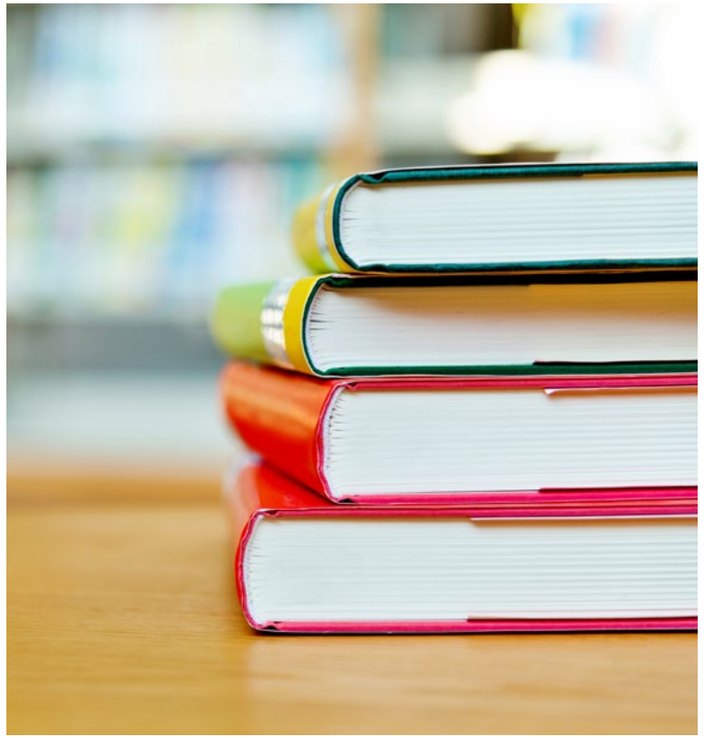


Our headteacher purchased every teacher within school a copy of 'Rosenshine's Principles of Instruction' by Tom Sherrington. We understood that some staff were happy to read this book in their own time, but others would like some support or to have the opportunity to discuss their thoughts whilst reading the book. To support this we created an online 'book club' which was released weekly on the CPL dashboard. This included 'thinking points' and a podcast with staff discussing their opinions about the book and how they would implement this within their classroom practice.

we created an online 'book club' which was released weekly on the CPL dashboard.

Many members of staff said they enjoyed being able to listen to their podcast at their convenience, for example driving to school. Using this feedback we created 'CPL bite,' these are five-minute chunks of staff sharing good practice. This could range from how to use new programmes in school such as 'Arbor' to how to use apps such as 'Jamboard' to enhance teaching. As these are short videos, it means staff can access these more flexibly and manage their own professional learning time. Staff can either request a 'CPL bite' or volunteer to deliver one via a Google Form meaning that these 'CPL bites' react to needs as they arrive.

To support new staff induction there are a range of videos available on the CPL dashboard allowing new staff to understand our school culture and systems



prior to starting at school. This has been extremely useful not just for new staff starting in September, but staff who start throughout the school year, teachers on long term supply and ITT's.

Staff who provide resources or make the effort to voluntarily participate in non-compulsory CPL, (such as the podcasts or CPL badges) receive a CPL badge, generated through a Google form at the end of the professional learning. Staff can attach these badges to their appraisal objectives as evidence against their targets. This has also allowed me to track the discretionary effort staff have made to participate in non-compulsory CPL and also to evaluate which CPL topics staff find relevant to their practice. This has ensured that our professional learning offer directly applies to developing teachers' classroom practice.

Due to the success of the CPL dashboard we decided to continue with this concept and create a curriculum dashboard. The curriculum dashboard houses the planning for each curriculum area by subject and year group. This means that there is transparency across the curriculum and staff can start to make connections between the different curriculum areas. The concept of the curriculum dashboard is 'The curriculum we deliver' whilst the CPL dashboard is 'How we ensure our staff teach this curriculum effectively'. The two dashboards are linked allowing staff to see our curriculum offer as a whole.

Evidencing impact

Both the curriculum and CPL dashboards have been created collectively as a school, with all staff contributing to planning on the curriculum dashboard and 50% of staff providing resources for the CPL dashboard. This has included staff from ECT's to senior leadership. This demonstrates the collaborative professional learning culture we have created at Witton Park Academy.

After each compulsory training, staff are asked to complete a Google questionnaire rating the training out of five. At the beginning of the academic year the training was scoring an average of 4.3 out of 5 and the last INSET scored 4.5, with staff saying that they felt as if their feedback had been taken on board. One staff comment was "Continue with this approach: training tailored to individual's needs and lots of practical 'takeaways' to try out."

As mentioned earlier the professional learning delivered through the CPL dashboard has been focused on our school priorities. Whole school quality assurance took place within the last half term which looking at the impact that training is having on teachers' classroom practice.

It is clear that some of the compulsory and non-compulsory training has had a positive impact on classroom practice.

Feedback from staff has also shown that the CPL badges have been positive, as it has given them the opportunity to have the professional learning they have undertaken independently recognised.

Through evaluation feedback staff have said that they have enjoyed the videos sharing classroom practice as they are able to see strategies take place in a variety of subjects giving them practical ideas to try out. One comment read, "I thought this training was fantastic. I could access the research and information relevant to my curriculum area and experience. Thoroughly enjoyed watching the clips and made notes to use in my planning. More of the same structure, if possible."

Where next?

As all staff engage with this it will be important to continue developing the CPL hub as the centre of our professional learning culture. I will continue to consider how it will be best used as we move to more face to face professional learning.

Ensuring the full use of Google analytics to support evaluating the impact of the dashboard will be a focus, so I can fully analyse when staff are using the dashboard, which areas of CPL are being interacted with the most. I will use this information to plan and deliver purposeful CPL for our staff.

Feedback from staff has also shown that the CPL badges have been positive, as it has given them the opportunity to have the professional learning they have undertaken independently recognised.

Over the coming years I want to shift the culture so more staff are actively volunteering to provide resources for the dashboard. Whilst the majority of staff are happy to contribute, I often have to seek out the content. I would like the culture to shift so all staff, no matter their career stage, feel as though they have something to contribute, and independently seek to do so.

Want to know more?

Contact: Malini Craig, Associate Assistant Headteacher with responsibility for CPL

Email: mcraig@wittonpark.org.uk

In a nutshell...

1. **Take on staff feedback** - it may not always be what you want to hear but it is valuable, and use it to ensure staff feel as though they have a voice. This helps 'buy in' and creating a culture where staff demand high quality CPL.
2. **Recognise the strengths in other staff** - I am an art teacher, so I am not the best person to deliver professional learning about literacy! Asking a member of staff to contribute makes them feel valued and empowered
3. **Roll with it, not everything needs to be planned out** - I initially thought the CPL dashboard was going to be a bit of a library and nowhere near as interactive or as big as it is now. By listening to staff and intuitively working and responding to their needs, it has become a resource that all staff access in their own time.
4. **It takes a village, let everybody contribute** - We have a big cohort of Teach First trainees within our school, as well as ECT's. They often have amazing ideas, but can be overlooked as they are not seen as 'established' classroom practitioners. Also to make sure that CPL is sustainable, not one person can do it all!
5. **Explain 'The Why'** - By underpinning all of our training by our school's moral purpose, and ensuring that staff understand how this training relates to our whole school priorities, staff are more likely to engage and embed the professional learning within their classroom practice. When professional learning doesn't seem purposeful, staff can feel like it is a tick box exercise.

The environment as the third teacher: learning through enhanced outdoor provision for pupils with special educational needs and disabilities

West Oak SEN Specialist School and College

Theme

Principled curriculum design

As an all-age educational provision for pupils with complex and multiple needs, many with a diagnosis of autism, we know that the learning environment we create has a profound influence on our pupils. A thoughtfully designed environment unlocks immense potential for learning through enabling engagement and building on pupils' interests to make it enjoyable.

Our quest this year was to better utilise spaces outside classrooms, to mirror the attention to detail we demonstrate in our classrooms and provide further contexts for our 'irresistible enticements to learn' approach to our creative and wherever appropriate, play-based curriculum.

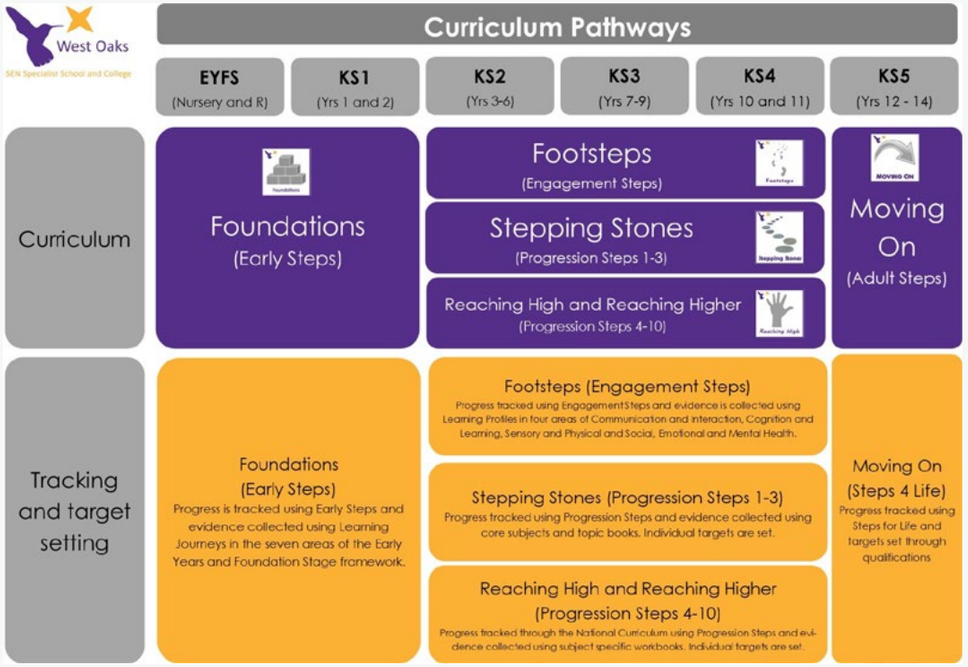
Improvements have been underway to the outside spaces for over a year, undertaking the case study gave us the impetus to ask these questions:

- How can we evidence the impact of our investment in enhancing outdoor provision?
- Could we frame the successful amalgamation of therapeutic work (occupational therapy in particular this year) within our highly differentiated curriculum model so as to recognise that occupational therapy supports, enables, defines and underpins 'readiness for learning'?
- Could we promote greater creativity within play-based outdoor provision, linking it to the curriculum themes and with it change some staff perceptions that these spaces are merely extensions of playtime, break time or for physical education?
- How might we promote the next level of development of an already high-performing staff body, particularly in the current climate of change and adversity? We needed to find a way to celebrate, and showcase established good practice to then engender greater consistency. Could we develop clearly defined 'core standards' for outdoor provision?

Our quest this year was to better utilise spaces outside classrooms, to mirror the attention to detail we demonstrate in our classrooms

- How might we promote a principled framework documenting progression and cohesion in outdoor play-based provision without becoming unnecessarily prescriptive?

Curriculum Pathways



» Over many years of development, we understand the impact of creating and purchasing high quality resources that are 'fit-for-purpose'. Needless to say, the cost implications mean that we have to make wise decisions: would a resourcing rationale support staff autonomy whilst providing sufficient guidance to ensure that they acquire appropriate resources?

Enhancing outdoor provision

What we did:

» Commissioned two days per week occupational therapy support and enhancement. The brief being to provide:

"Occupational therapy provision, informed by a sensory integration approach to review the needs of students in the footsteps curriculum and provide guidance and support to enable students to access the learning"
[Juniper Tree Therapy report March 2021]

» Planned and completed work to outdoor areas including large-scale projects such as creating multi use games area [MUGA], a daily mile track, adult sized outdoor gym adapted equipment area, extension of several of the outdoor spaces outside classrooms to incorporate grass and trees, coverings to number of outdoor spaces to support all-weather outdoor working, outdoor seating areas.

» Researched and identified suppliers of resources so that we are confident that they meet our core standard: that they are durable, extra-safe, made of natural material wherever possible, adaptable and appropriate to the learning outcomes as well as age-group. We then purchased a vast array of resources, including those recommended by the occupational therapist.

» Commissioned local joiners for bespoke pieces of equipment to meet the needs of our older/taller pupils and to meet specific requirements described by teachers or therapists.

» Harnessed the skills and knowledge of our curriculum pathway leaders (ie senior leaders who design and write the curriculum pathway plans) to add their perspective to the developing framework, a 'Continuum for Outdoor Provision', aligning outdoor provision to each pathway, describing good practise already in place and identifying intended core provision.

» Environmental enhancements to describe and promote therapeutic approaches were woven in to the 'Continuum for Outdoor Provision' with a particular focus on the Footsteps Curriculum Pathway. This describes progression and differentiation in detail.

» The occupational therapist developed individual plans for our pupils with the most complex of needs in the Footsteps pathway, focussing on sensory integration in outdoor provision

» To complement this OT focus, training was undertaken with all staff, so that they can use the equipment accurately and correctly.

To complement this OT focus, training was undertaken with all staff, so that they can use the equipment accurately and correctly.

Reviews and evaluation have been undertaken over the course of the year in the following ways:

» Over the course of the year each pathway leader revised and updated the 'Outdoor Provision Continuum' to reflect the growth in practice. This process has served as a prompt where aspects may have been forgotten or overtaken by other priorities.

» The occupational therapist has reported back to teachers and senior leaders with a review of the provision that had been established during his [COVID 19 related] absence, and on the progress pupils have made.

» Staff have collated photographic evidence alongside their assessments and observations as a record of learning in outdoor provision. These have been used these in the continuum document to exemplify our best practise and review the intent statements

» A questionnaire was designed and sent to all teaching staff to elicit their views and evidence of the impact of their enhanced outdoor provision

» A questionnaire was designed and sent to those pupils who were able to express or write their opinions; to elicit reflections of their outdoor provision.

Evidencing impact

» 52% of teaching spaces have benefited from improvements to the outdoor provision spaces directly accessible from the classroom.

» 56% of teachers felt that their class had benefited from the enhancements to areas in the school grounds; multi

use games areas, daily mile track etc areas beyond their immediate classroom.

» 80% of teaching staff reported that they had been involved in collaborative planning and resourcing, when developing their outdoor areas.

» Outdoor provision is being used to create immersive and memorable experiences to enrich the curriculum themes: photographs collated from pupil workbooks show the exciting and engaging environments that have been created, but also shows evidence of pupil responses to these. The range of activities being created and offered have progressed substantially, the list is extensive. (via questionnaire)

» 72% of teachers report that 100% of their pupils have benefitted from outdoor provision this year. 20% say that the majority (60-90% of their group) have benefitted.

» Teachers report that 56% of pupils have made 'significant gains that could be attributed to the enhanced outdoor provision'.

» Percentage of teachers reporting which aspects/ subjects they were able to support most effectively through OP
  - Physical and sensory (68%)
  - Social, emotional and relationships (68%)
  - Regulation and self-regulation (68%)
  - Physical education (72%)
  - Science (40%)
  - Maths (40%)

Teachers' narratives provided pertinent, reflective and celebratory examples of impact. They described powerful pupil progress indicators based on assessments and observations, globally and specific to individuals. Feedback is extensive and will be used to support our next steps. For example:

There has been progress in...

» independence, confidence and resilience

» motivation for physical development: fine and gross motor skills, and team games.

» fine and gross motor skills: mark making and handwriting.

» reinforcement and consolidation

» learning in calmer indoor spaces as the livelier learning takes place outside

» forming relationships,

» accessing OT equipment with greater regularity, used to greater effect

» use of positional language

» imaginative play

» negotiation and discussion

» teamwork and collaboration

» communication

» readiness to engage through co-regulation and self-regulation *

» stamina, core strength*

» attention; enjoyment in exploration and experimentation without constraint*

**aligned to OT outcomes*

The document 'A Continuum of Outdoor Provision' is almost complete and captures the depth of thinking and planning that has taken place. The process of writing has helped curriculum leaders to retain a clear purpose underpinning outdoor provision in each of their pathways.

Where next?

» Continue to explore impact indicators; as Early Steps, Connecting Steps, Engagement Steps, Steps for Life (B- Squared) is once more completed three times a year, we will analyse the data to look at trends as well as deep dive into individual pupil progress.

» Act on the suggestions from pupils and add more benches and seating areas to outdoor areas

» Strengthen the links between the 'Outdoor Provision Continuum' and the medium-term curriculum plans, so that the continuum is inextricably linked with the sequences of lessons and removes the last vestiges of the perception that outdoors is an 'add-on' or a merely breakout spaces.

» Continue to refine the continuum as planning document to support consistently high-quality outdoor provision across school.

» Continue to embed best practice in occupational therapy within the outdoor provision for pupils in Footsteps Pathway and ensure that it is captured in the 'Outdoor Provision Continuum' document

» Embed the 'Outdoor Provision Continuum' and utilise it as a basis for staff training and self-review.

» Continue to collate photographic and video evidence of outdoor areas so as to create a reference bank of ideas and samples of best practise.

» Write a rationale for resource acquisition/development and management; so as to guide choices as to what is fit-for-purpose.

» Ensure that our pupils and their families feel included, welcomed, recognised and heard through our resourcing policy.

Want to know more?

Contact: Sue Towers, Director of Teaching and Learning

Email: sue.towers@westoaksschool.co.uk

In a nutshell...

1. Leading a new initiative: ask the team to describe what it is that will be different/better for pupils if it is successful, use these as your outcomes and work back to define the actions that will get you there.
2. Use your expert/talented staff to model 'best practice areas' and encourage them go to town with their creative ideas. Use them to give practical classroom support to others who are motivated but are unsure where to begin.
3. Process is as important as the outcome: when writing a plan, a policy, a staff meeting presentation etc, create shared documents and have your team contribute to 'their' sections. Ensure they can read others' contributions as it develops. The ensuing debate and discussion will begin to address cohesion and progression.
4. Review often, even briefly, give positive but constructive feedback. If any aspects of the project group are experiencing barriers, work on overcoming these as team, regardless of the roles allocated for the initiative.
5. If you can't find that one piece of equipment or a resource for a specific purpose – don't make do - design it, get it made. This is particularly pertinent in SEND education where developmental stage as well as age-appropriate equipment is vital.

Creating a self-directed coaching culture: a new approach to connect and develop internal capability

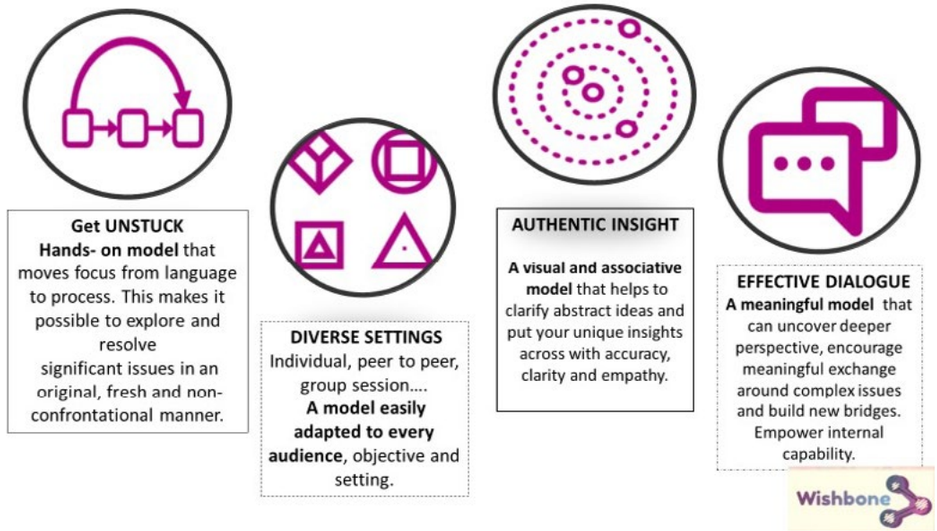
King Richard School, Ministry of Defence, Cyprus

Theme

Professional learning

As a leader, one of your most important roles is to coach your people to do their best. By doing this, you'll help them make better decisions, solve problems that are holding them back, learn new skills, and otherwise progress their careers.

Some people are fortunate enough to get formal training in coaching. However, many school leaders and peers have to develop this important skill themselves. This may sound daunting, expensive, time-consuming and inaccessible. So, this project set about creating a school-friendly coaching model that is practical, accessible, inclusive and impactful for the wider school community: staff, students and parents to improve relationships and performance-related goal. Arming ourselves with proven technique, memorable practice and self-confidence, schools can



develop a great coaching culture.

» The WISHBONE model is a simple yet powerful framework for structuring in-school coaching sessions, designed to achieve high-quality coaching that was affordable and accessible.

Some people are fortunate enough to get formal training in coaching. However, many school leaders and peers have to develop this important skill themselves.

» The model provides the foundation for a workable, sustainable coaching culture that you can begin to implement today. Creating a culture of coaching in your setting can dramatically accelerate collaboration, knowledge transfer, connection and engagement.

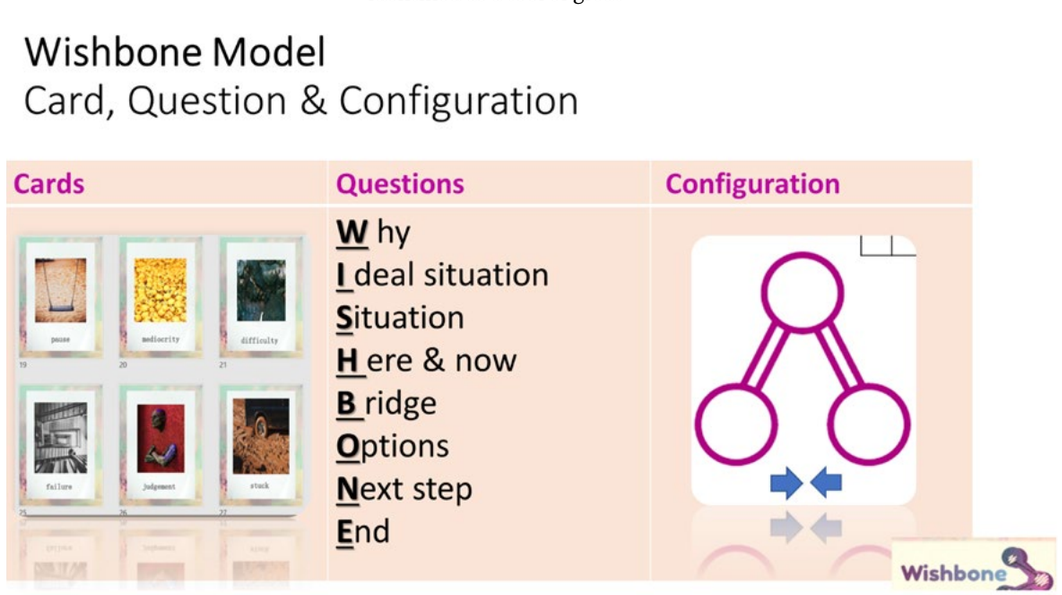
» The model supports schools and organisations of all sizes to grow a coaching culture where everyone can get a coach and be a coach. This approach overcomes key time, access and budget barriers and recognises the risk of additional pressures on teachers

The WISHBONE model assumes that the coach is not an expert in the coachee's situation. This means that the coach must act as a facilitator, helping the coachee select the best options, and not offering advice or direction. It's more powerful for people to draw conclusions and locate solutions for themselves, rather than having these conclusions thrust upon them. On the other hand, as a team leader, you'll often have expert knowledge to offer so this allows leaders to guide team members towards decisions that may be most beneficial for the wider aims of your organisation.

Evidencing impact

This framework has been identified as a tool of great benefit by educational leaders throughout the Ministry of Defence. It has been showcased at every level from student mentoring sessions to headteacher conference training including civil servants and support staff for personal, professional and performance review related problem solving. Through training across MoD settings in Cyprus, UK and Europe, delegates were facilitated during live coaching training with a view to:

1. Discover how to foster a potent coaching culture that connects peers for real-time coaching that drives results using this self-directed performance coaching model
2. Learn the research-backed and practical principles of creating effective coaching connections using the wishbone model (card, question and configuration)
3. Experience the model first hand as coach and/or coachee.



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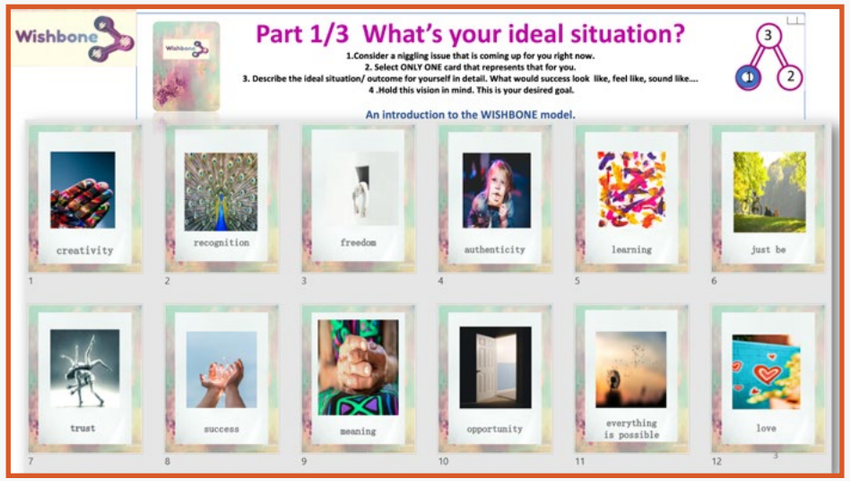

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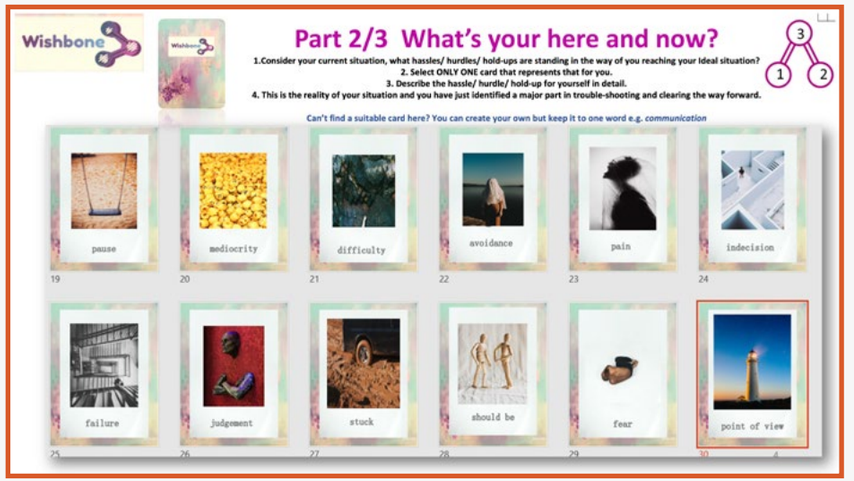

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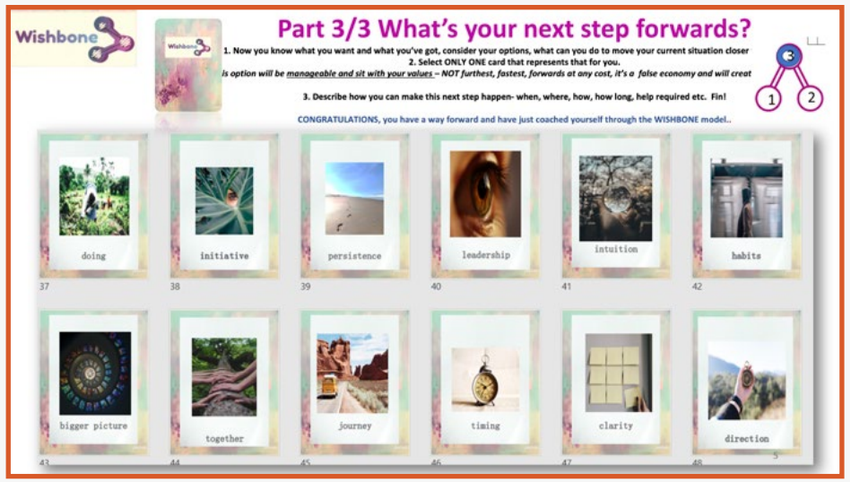

The WISHBONE model

W	**Why are we here, what would success feel like for you if we can resolve this/move forward with it?**	Which of the following do you want out of this? • **Peace** (past, fixed realities, non-negotiables... how to handle fixed realities..) • **Understanding** (present, people, problems... what to do to improve) • **Vision** (future, strategies, approaches, ideas... transformation, innovation, creation)
I S	**Ideal scenario/ situation?**	Ideal situation, what would outcome look like.. *(Choose a card to represent)*
H	**However, here and now...**	What hurdles/ hassles/ hindrance? What is the current reality getting in the way of reaching the ideal.. *(Choose a card to represent)*
B	**Bridge**	How much space is there to bridge between the ideal and the current reality? Move cards closer or farther apart to get a sense of scale of issue.
O	**Options**	What options are available to move these two closer together, bridge the gap, even slightly... brainstorm and discuss pros/cons. Be as open minded and creative, even 'crazy' in creative thoughts. Allow coachee to weigh up, what are possibilities and pitfalls of each. Once they land on one that will make most sense to them, move with that.
N	**Need to do now/next**	Now we have this insight, what's your next best step ? What do you need to do to move these two closer together, bridge the gap, even slightly... brainstorm and discuss pros/cons. *(Choose a card to represent)*
E	**End**	Lock in action so there's a concrete plan to go forward i.e. a SMART target. Finally, decide on a date when you'll both review the progress. This will provide some accountability, and allow him to change his approach if the original plan isn't working.

Where next?

Continue with time investment to foster a high-quality coaching culture helps us to target the right interventions rather than feel overwhelmed with every intervention.

Investigate what will work in our context and get to work working it.

Master the tools so that we can engage meaningfully with each other to improve our professionalism, practice and outcomes for students.

SSAT's 4 Es approach sums up a process that enables this:

Engage: with coaching tools i.e. WISHBONE (e.g. practice, reflection, experiment, experience).

Enact: in your setting, with peers through action/practitioner research, cycles of inquiry.

Embed: does it work in a different context, class, school, team, setting? (Trial and refine).

Extend: scale up, and support the spread and use of knowledge.

Want to know more?

Contact: Colleen Downham, Head of SMSC

Email: cdownham@modschools.org

In a nutshell...

1. **Embrace coaching as a solution:** discover the essential differences between coaching and other support strategies.
2. **Recognise in-house coaching benefits:** reflect on why the external coaching model is losing momentum compared to self-directed coaching.
3. **Learn to coach systemically:** train teams to use structures as WISHBONE to work with each other across the organisation, empowering them to navigate the challenges of today's hyper-complex and fast-changing world.
4. **Stay relevant:** Your people, your solutions! Future-proof your coaching practice and the organisations you serve by fostering 21st-century collective leadership.
5. **Coach connections:** learn how to go beyond individuals and create connections between team members.

Pet therapy to support positive mental health

Eggar's School

Theme

Wellbeing

At Eggar's we have a small number of pupils who are suffering from significant anxiety issues that have resulted in two of them in particular having extremely poor attendance over the past year. More traditional efforts from the school to support these pupils with their mental health have had moderate success but we were keen to try an alternative solution to support them further and to encourage attendance at school.

In discussion with a local pupil referral unit as to how we could best support one of these pupils, the PAWS project was mentioned as having been really successful in engaging with young people suffering from severe anxiety and giving them a safe and secure environment where they could explore and address some of their complex issues.

The school has been successful over the past two years with an after-school club called Pet Therapy that is offered through the school's 'Eggar's experience' programme. Staff, and some pupils bring animals into school, and they are looked after and petted. The club has been very popular with staff and students. We also have a number of staff, our SENCO in particular who have brought dogs in to school for children with particular needs to look after.

PAWS

Initially we engaged PAWS with one of our year 10 pupils for a trial session, she had not been attending school at all and struggling with poor mental health. A trained counsellor and dog visited the home and went for an initial walk and chat to ascertain whether both parties thought that it could be a successful partnership. The presence of the dog at these sessions is to give an external focus, and to make them feel safer in discussing important issues for them.

Following the initial session, further weekly sessions were booked in from January 2021. Feedback has been positive with PAWS, the pupil and her parents reporting that she has shown some positive progress quite early on.

In a school with very tight budgets, investing such a large sum in a small number of pupils can seem like a luxury, but the benefits for those individual pupils can be huge.

After this initial positive feedback we decided to engage PAWS with a year 11 pupil who had not

been attending school at all due to anxiety and depression. The pattern was similar to the first pupil with an initial visit followed up by subsequent weekly visits to the pupil's home.

Evidencing impact

For both pupils, PAWS has been a part of significant mental health interventions from the school and external agencies, so judging the effectiveness of this intervention separate to the others is not a real option. Our hope with the project was that it would provide additional support that might tip the balance to enable these pupils to return to school and engage in their learning. We were also mindful that the investment that the school was making in the individual pupils would go some way to showing them and their parent's that we were prepared to put significant resources into supporting their wellbeing and improve home/school relationships.

Over the six months of the intervention for the first pupil, PAWS, the parents and the pupil reported positive progress – the pupil was increasingly more open in sessions and were expressing a reduction in her anxiety. The school was able to negotiate a light part-time timetable for her which has worked well and she has engaged with. We have been able to continue her PAWS therapy to the end of year 10 into year 11 using the school inclusion budget and have real hopes that she will be able to attend school more as she goes into year 11 though a full-time timetable is not a consideration at the moment.

The second pupil also had a high level of success. PAWS, the parents and the pupil reported very positive engagement and an openness to work through areas that he had previously been reticent to cover. As a result, he was able to attend school full-time for the last month of year 11 and even attended the end of year 11 prom.

Where next?

Our initial plan had been to develop the project further in house – PAWS offer training and support to enable school staff to bring their own dogs in to school to provide as similar service to the one that they offer independently. Following long discussions, we decided that this was not going to work for us mainly for logistical reasons (who is going to look after the dogs when not being used, where would this happen etc). It had felt like a big mountain to climb to get all the risk assessments in place and work through the potential issues, so we were all comfortable with this decision.

It can be really worthwhile looking 'outside the box' to support pupils who are harder to reach. PAWS was a bit of a gamble on our part but has had real success for two of our most vulnerable pupils

We are really keen to carry on the project in school to support some of our more vulnerable pupils moving forward. Our plan for next year is to work with predominantly younger pupils within the school environment, either one-to-one or in small groups, again providing a relaxed and supportive environment, together with a trained counsellor to help them to work through some of their issues. This will be funded from the inclusion and pupil premium budgets jointly.

Want to know more?

Contact: Rob Bowen, Project lead
Email: RBowen@Eggars.hants.sch.uk

In a nutshell...

1. It can be really worthwhile looking 'outside the box' to support pupils who are harder to reach. PAWS was a bit of a gamble on our part but has had real success for two of our most vulnerable pupils, giving us a model that we can use going forwards.
2. The school can have a positive impact on pupils through this kind of engagement, even when they are not attending school.
3. The benefits of dog-based therapy can be huge, but also hard to measure statistically.
4. Animals in school can sound like a health and safety nightmare, but the issues are possible to overcome with careful planning!
5. In a school with very tight budgets, investing such a large sum in a small number of pupils can seem like a luxury, but the benefits for those individual pupils can be huge.

ssat the schools, students and teachers network

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