

BRINGING LEARNING TO



## **LiFE MAT Collaboration and Support**

### **Vision**

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. **We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing.** Hence we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each school is seen as a leader of and vital to its **local community**; each school is regarded as fundamental to the identity of its surrounding community.

### **LiFE Values**

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school environment
- The relentless pursuit of excellence by; expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing the diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies.

### **Our Mission**

#### **Long term goal**

- Outcomes equal to the best nationally and internationally for every school and every child
- Every child receives a **truly rounded education resulting in a strong moral compass**, a globally competitive skill set and a confident sense of self
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families and other local stakeholders.

- Providing high quality buildings, engaging classrooms and excellent sporting facilities
- Delivering innovative learning resources and materials
- Ensuring a well-disciplined and caring environment
- Exploiting cutting edge technologies to expand the opportunities for students, staff and our community to benefit from learning in a digital age.

### Medium term objectives

- Each school is confident and thriving in its development; schools are beyond challenge from OFSTED in achieving the aims and values of the LIFE MAT.”

LiFE Developments and Collaborations	Description	Impact
Team of Lead Practitioners made up of 9 teachers	Shares and exemplifies best practice across all of our schools. Working closely with teachers and Heads of Dept.	Direct and rapid. Lead Practitioners work closely with teachers on all aspects of pedagogy, planning of curriculum, sequencing learning and research. ALL Lead Practitioners and Leaders across the Trust work in classrooms and teach when needed.
Synchronising School Calendars across the Trust	Allows greater opportunities for all educators to collaborate and work together.	Allows clarity in each school of when they can access Trust support and the importance we place on collaboration amongst professionals.
Each Trust School becomes a Google School	This allows greater “real time” opportunities to collaborate and plan together remotely through G Suite.	Instant access to resources and planning documents in “real time”.
XMAT Peer reviews	Annual English, Maths and Science reviews	Each Department receives a feedback

	carried out across the Trust. Lead by Lead Practitioners and teachers. Allows focus on general practice and identifying foci for improvement and showcasing excellence.	report detailing the findings. Allows clear identification of any areas of excellence, as well as working with the Department clear feedback on next steps and improvement strategies.
XMAT Curriculum Development	Half termly meeting and workshops between Deputy Headteachers with overall responsibility for curriculum construction. Cross Phase.	Models of curriculum planning shared and discussion around options over timetabling and sharing resources between schools.
XMAT Behaviour & Attendance Meetings	Half termly meeting between behaviour & Attendance leads in each School.	Focus on upholding our Trust values surrounding inclusivity, whilst improving attendance and ensuring all students are safe and each school complies fully with current Safeguarding Regulations.
XMAT Twilight Professional Pathways	4 Meetings per academic year for ALL Trust teachers.	Improved practice in selected area. (See Appendix i)
XMAT Department Collaboration Meetings	Termly meetings between Departments/similar areas to discuss curriculum - medium and long term plans/GCSE & A Level Specifications/Behaviour & Attendance Strategies.	Departments/different areas of Trust schools have autonomy, but mostly choose to line up practice where possible to strengthen collaboration and improve workload.
Coaching and Personal Improvement Plans across all Trust Schools	We believe in coaching, as opposed to line management, to allow all staff to play a meaningful part in their own professional development and problem solving.	Each member of staff in each Trust school receives 6 hours of dedicated coaching time. Personal Improvement Plans are drawn up at the beginning of the academic

		year with a distinct focus on an aspect of the strategic improvement identified by the school.
2 Wider Development Sessions per academic year	Allows CPD, coaching and Personal Improvement Plan writing and evaluating.	Provides clarity of process. Instills and strengthens our beliefs in coaching and encourages individuals to complete their individual learning journey.
Trust Conference Day, incorporating Strategic Planning and priorities for the coming academic year	Enables a cross section of our Trust and individual teams to have a shared and focussed approach to strategic planning for the coming academic year,	Clear, focussed direction for improvements across the Trust. Reflections on previous academic year and priorities and direction of travel set for the coming academic year.
No notice and with notice lesson observations	Each teacher across the Trust has the opportunity to have a “no notice” or if they choose a “with notice” lesson observation.	All staff in each Trust School have opted for the “No notice” observation. All staff also have the opportunity to take part and be a joint observer in lessons.
Primary Phase led Voice 21 Oracy Project	Braunstone Frith Primary School are helping lead an initiative to improve the oracy and literacy levels in students across Leicester City. They will also lead on developing this within the Trust.	Increased collaboration between Primary schools within the Trust and also the opportunity for Primary Leaders to share and help secondary colleagues to develop and improve strategies to improve oracy and literacy in their schools.
Development of The SHINE Centre (a Specialist school provision for 15 secondary SEMH students, based on The	This has improved our ability to meet the needs of our SEMH students in our community., allowing focussed curriculum provision with expert	Development of a specialist teaching and support staff with expertise in educating students who are experiencing severe



<p>Winstanley School Site.</p> <p>LiFE Schools Educational Psychologist appointed.</p>	<p>teachers and support staff, including an Educational Psychologist.</p>	<p>SEMH difficulties. This will allow our specialist staff to positively impact on students and staff experiencing difficulties across all Trust schools. Our Educational Psychologist dedicates 2.5 days per week at The SHINE Centre with the remaining time being spent supporting all schools within the Trust through formal EHCP reviews or surgeries for staff experiencing difficulties with particular students.</p>
<p>XMAT Real LiFE Curriculum design</p>	<p>XMAT development and research group devising an experiential curriculum model for all schools within the Trust for delivery to self-selected cohorts within each school from September 2021.</p>	<p>Allowing students to learn in an experiential way, through cross curricular project based learning journeys. Influenced by research from XP School, School 21 and KED learning principles design a Real LiFE Curriculum, personalised to our needs, to improve academic outcomes and foster a love of education and student leadership in our schools.</p>
<p>XMAT Citizens Project</p>	<p>All schools to train students to become listeners and community solution leaders.</p>	<p>Students from each Trust school engage with their local communities to identify and help tackle a social issue that the local community would like to improve. Impacting on each school's student council body and engaging students to take</p>

		responsibility within their communities in a positive manner.
LiFE MAT Choir	Cross phase choir allowing students from each Trust school to support each other and develop collegiality.	Increased inter phase relationships improves transition between phases and helps develop positive student and staff relationships.
Mindful Employer Charter signed by all LiFE schools.	Following on from last year's Citizen's Campaign, when students from The Winstanley School held Leicester City's Mayor Sir Peter Soulsby to account over community wishes, LiFE signed a pledge to be a Mindful Employer.	Mindfulness and wellbeing of our students and staff influence all we do.
LiFE MAT Newsletter	All staff receive regular LiFE MAT News.	Increased communication across the Trust.
Top Slice model developed	4.5% top slice allows the development of a MAT executive team, alongside key cross Trust education and support staff roles.	CEO, COO, CFO, Finance team, Lead Practitioner Team, Director of Teaching, Learning and Assessment, Trust ICT Manager, Trust Estates Manager, Trust Public Relations and Marketing Manager roles created. (See Appendix 2)
LiFE MAT Trustees and LGBs	Trustees (MAT Directors) are made up of experienced professionals who hold the organisation to account. They also support the LGBs to help improve the other schools within the Trust.	There is a clear and accurate understanding of Trust matters, as well as being able to hold leaders to account for the performance of the Trust overall and each school within the Trust.
Head teacher standards	2 separate meetings take	Close network of

and Collaboration Meetings	place each term (1 x standards report meeting and 1 x collaboration meeting, to allow us to update the perceived risks at each school academically, staffing, finances, recruitment etc. as well as to allow headteachers the opportunity to collaborate and work through any issues or difficulties.	Headteachers who work with each other to appraise their schools and seek solutions. This group also works closely with the CEO, COO and CFO.
----------------------------	---	--

### Appendix 1

Each professional learning pathway involves a series of sessions during the academic year with ongoing action required between sessions to develop practice. You might choose an area of your practice which is a whole-school focus or has been identified as an area for development in observation feedback or a session linked to your area of distributed leadership ('spokes').

Professional Pathway/location and timings	Leaders	Staff sign up	Details
<b>IRIS/SWIVL Lesson Study Film Club</b>  <b>Sessions held at TWS and BA 3.30 - 5.00 (S9 at BA for session 1)</b>	JSC	JRI JHI	Lights! Camera! Action! Reflect! We will be looking at how best to use lesson study video technology to improve our own practice. Suitable for any teaching staff as we all have areas we need to develop and the pathway will be an excellent forum to share our best practice and support each other in improving our areas for development.

<p><b>Developing Student agency</b></p> <p><b>Map room</b> <b>3.20 - 4.50</b></p>	<p>DCL/ SHA</p>	<p>JAL RGR HBA CBK CBO KBY ADO ECO SHL PGO LGR RMC</p>	<p>This pathway is aimed at teachers who want to use project-based learning, the 6Cs and activism to develop student (and teacher) agency. We will look at the research and theory behind these more active approaches to education and then apply them to our own planning and practice. This pathway will also provide opportunities for cross-curricular collaboration across departments and the MAT.</p>
<p><b>Inclusion and SEND</b></p> <p><b>A1 Bosworth Academy</b></p>	<p>LCR</p>	<p><b>EBU</b> AHE <b>SML</b> ACW</p>	<p>This pathway is aimed at teachers who would like to develop their teaching of all students, including those with SEND.</p> <p>This will take the form of lesson study in small groups with a particular focus on an area of SEN which you would like to develop.</p>
<p><b>Sixth Form Learning</b></p> <p><b>Sessions held at Bosworth in D4</b> <b>3.30 - 5.00</b></p>	<p>LHO</p>	<p>LAR (from Feb) KHA RGO EMR CMN SOE JMC GWR CWL KBE MDO IAH</p>	<p>This pathway will provide ideas and support for staff who are new to teaching sixth form classes or those who have a keen interest in broadening their level 3 teaching experience. We will investigate how post 16 students learn as well as similarities and differences between teaching and learning at KS4. We will look at using data effectively as well as exploring opportunities to share good practice and explore new approaches to teaching and learning.</p>
<p><b>Learning Technologies</b></p>	<p>CNO</p>	<p>SMY SMC RBA NBO</p>	<p>This pathway is aimed at those wanting to develop their use of technology both inside and outside the classroom. The pathway will look at how we can make the most of the opportunities that are presented to us</p>



<p><b>Session Held at Bosworth 3:30-5:00 in IT1</b></p>		<p>SRI JWI SOM</p>	<p>by technology. It is suitable for teachers of all experiences and there will be an opportunity for staff to collaborate, share best practice and explore a range of technology.</p>
<p><b>Careers Education Sessions held at Bosworth from 3:30-5 Room L4</b></p>	<p>MDE/L HO/ EGI/CE</p>	<p>VWA MWI RWA SH</p>	<p>This pathway is aimed at teachers would like to know more about Careers education and the new Gatsby benchmarks. We will focus on benchmark 4 which is about teaching Careers in subject areas . If you are a Careers Faculty Rep, this would be an ideal workshop for you giving you the tools and the time to develop impactful careers activities across your Faculty. And we will also try to have fun and exchange plenty of ideas and good practice.</p>
<p><b>Challenge and stretching the more able 3.30-4.30 room E6</b></p>	<p>LMI</p>	<p>BPE AMA RDI GGR MBL MEM HBE VPA TCH AWO LSH SBL GDV NRO EPY DMO CDE</p>	<p>This pathway is aimed at developing strategies to engage and motivate our more able students. It would be beneficial to teachers who wish to seek ways in creating more challenge in and out of their classroom. It is also going to focus on how to study at home and school. It is not about teachers working harder but enabling students to push themselves and aim for the highest grade possible.</p>
<p><b>Dealing with conflict: a restorative approach to behaviour</b> Please note this will take place on a Weds  Weds 2 Oct</p>	<p>RHA/L RA</p>	<p>SPK HCH KME JDU FHA PMA SAS</p>	<p>This pathway is aimed at understanding what restorative approaches means for schools in dealing with conflict. We will explore the importance of building positive relationships to maintain a successful and happy school. We will learn strategies about how we deal with conflict and how we help students learn about themselves in order that they make positive choices in the future. Teachers of all experiences</p>

Weds 30 Oct Weds 18 March Weds 1 July			would benefit from this pathway and would also help leaders develop their practice.
<b>Transformational Senior Leadership</b>  <b>3.30pm in The Cube at TWS</b>	DBE/S BN/ GWI/B WH	MAS RPI CRI JMA MMO CHO KCA	This pathway is aimed at TLRs, Middle Leaders or aspiring leaders to support them in developing their leadership skills for Curriculum and Senior Leadership. Sessions aim to introduce delegates to a range of leadership theories which can be applied in a range of contexts. Participants will also have access to a regular SLT coach to support their learning journey. Themes include: <ul style="list-style-type: none"> <li>● Extending the vision of what is possible</li> <li>● Establishing shared ownership of VOST</li> <li>● Leadership tool for self-assessment &amp; strategic planning</li> <li>● Creating leadership cultures</li> <li>● Difficult conversations</li> </ul>
<b>Developing Resilience and Character to build self motivated Learners.</b>  <b>3.30pm in H2 at TWS</b>	RB/LC/ GT/NC /HA	PL TH UN CC MBR SKA MME HN JF TO BJA HG SDE HBA (WCC)	This pathway is aimed at exploring ways to develop resilient, self motivated and aspirational learners based on our work with the Anna Freud Foundation, Route to Resilience the Jubilee Centre and each other to explore and develop ways for everyone to SHINE brighter and improve students' ability to access the curriculum. Over the course of the sessions we will look at how to build resilience and 'stickability' within our learners with a key focus on developing learning behaviours to raise aspiration. We will look at strategies to develop independent, self-motivated learners with a focus upon teaching character and positive learning behaviours so students can develop their own character skills to increase engagement and participation across school life. We will look at student leadership, student ownership and strategies to deepen our students experiences and make them life long learners with a passion to reach for the stars

<p><b>Developing the science spiral curriculum through KS1-KS5</b></p> <p>Sessions will be held at TWS, BA, Kingsway and Braunstone Frith.</p>	<p>PTH/ EBO</p>	<p>CCO CMO FMN MGR</p>	<p>This pathway is aimed at teachers with a responsibility in Science who are looking to develop a spiraled curriculum for their key stages and want to see how this links into other key stages across the different schools across the MAT. We will be looking at the EEF documents and national strategies to develop the use of common science specific vocabulary to use when teaching and assessing science, and also developing the use of the scientific method.</p>
<p><b>English Research Group</b> <b>(Not at same time as other pathways - see note opposite)</b></p>	<p>RHA/ SMO</p>	<p>MST KTO AOS (CHO)</p>	<p>Aimed at English Teaching Staff across the MAT this pathway will link with the newly created English Research Hub created to inspire and promote innovative teaching across Leicester, Leicestershire and Rutland. The aim is to produce and publish action research on an agreed area of either development or expertise to influence and improve teaching outcomes; Facilitating collaborative engagement across Leicester, Leicestershire and Rutland; Making English research more tangible and accessible for teachers and leaders and ultimately using evidence based research to inform teaching practice and share at a celebration event in the Spring of 2020. This is an excellent opportunity for English practitioners of any level and an opportunity for LiFE Mat to showcase our excellent practice to a wider audience. (Participants of this pathway will be meeting at different times to the set allocated times as they will need to attend external meetings with the English Research Group TBC)</p>
<p><b>Enhancing Literate Learners</b></p> <p><b>3.30pm in H3 at TWS</b></p>	<p>RI</p>	<p>WZ JBR RN BTO</p>	<p>This is a pathway focusing on disciplinary literacy. We will be exploring subject-specific styles of reading, writing and oracy to further develop our practice across the curriculum, ultimately enhancing our literate learners.</p>

## **Appendix 2**

The 4.5% top slice model has allowed us to create and develop a Trust Central team, consisting of the following:

Executive Leadership Team - CEO, COO, CFO.

Educational Development Team - CEO, COO, Director of Teaching, Learning & Assessment and Lead Practitioner Team.

Central Finance Team - CFO, Deputy Trust Business Manager, plus finance teams created from existing financial support teams of schools who join the Trust.

Trust Public Relations and Marketing Manager.

Trust ICT Manager.

Trust Estates Manager.

GW/03/2020