

NR 2015

Leadership for Great Teaching

June 2015



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Stephen Tierney Executive Director - BEBCMAT

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#GreatTeaching

Quality of Teaching	Assessment	Expected Learning Gains	Pedagogy	Student Behaviour	Delivery Focuses On	Outcome
 Increasingly Higher Quality of Teaching	Closes the Gap	Retaught (Tighter)	Refined & Fluent	Inter-dependent	The Learner (Looser)	Wisdom & Growth
	Defines Curriculum Excellence	Structured & Sequenced (Tight)	Researched & Practised	Engaged	The Plan (Tighter)	Achievement
	Consistent	Weakly Defined (Loose)	Silver Bullets	Increasingly Compliant	The Activities (Tight)	Missed Opportunities
	After Thought	Incidental & Haphazard (Loose)	Ineffective	Disruptive	Survival (Loose)	Lack of Progress



Getting the Mix Right

Recipe for Data & Feedback Informed Teaching

Take one large Main Thing bowl (Stephen Covey) and mix the following ingredients together:

One big cup full of know thy impact (Hattie)

Multiple Spoonfuls of Marginal Gains (Brailsford)

Essence of Professional Capital (Hargreaves & Fullan)

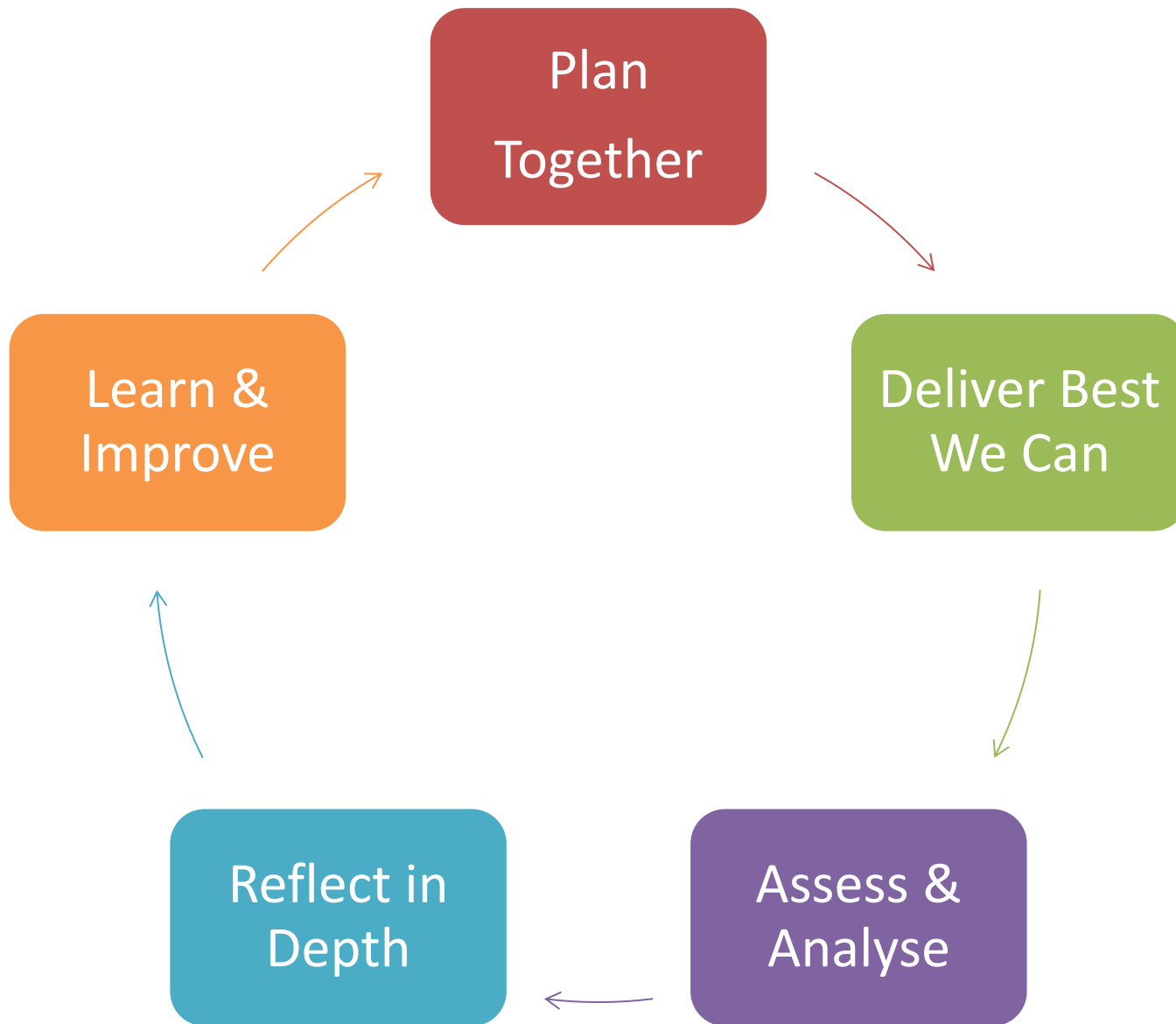
Spice with What Seems to Work (Sutton Trust)

A generous sprinkling of Lesson Study (NTEN Style)

Season well with Leverage Leadership (Bambrick-Santoyo) and Teach

Like a Champion (Doug Lemov)

Leave to prove but check regularly



NR **2015** **Collaborative Planning**

June 2015

Collaborative Planning because Teaching is Complex

What Do You Do in Meetings?

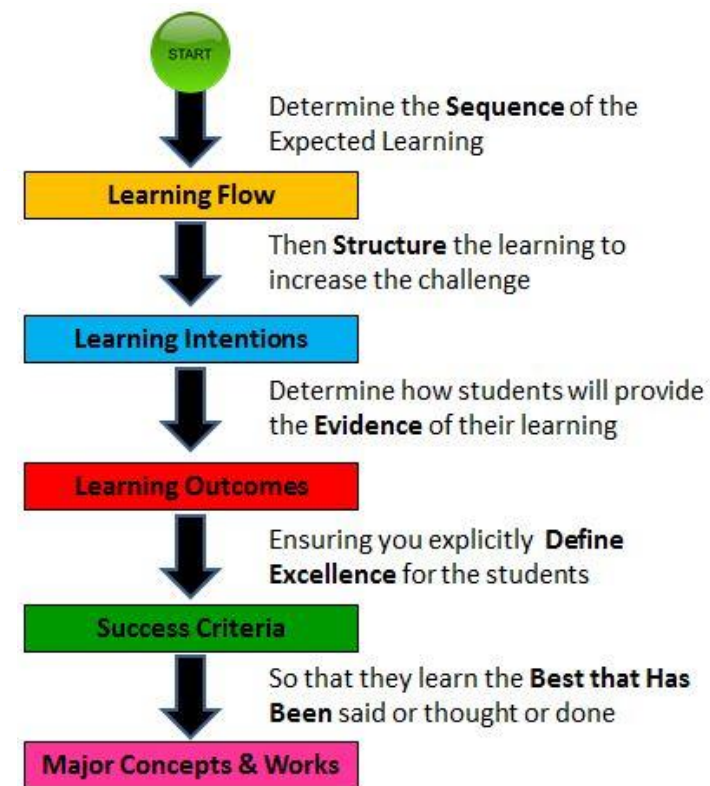
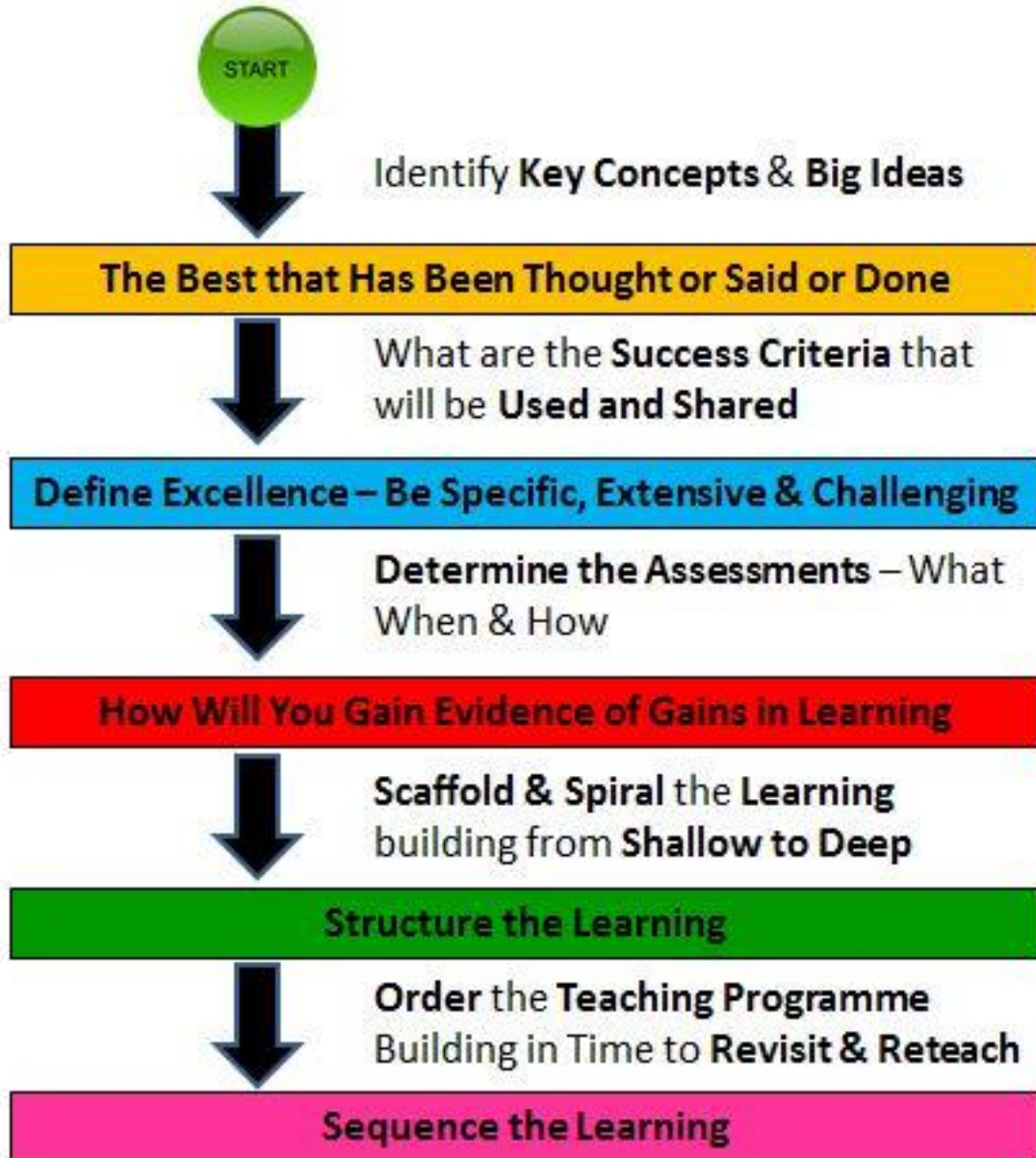
Is the core of the meeting given over to professional instruction or discussion of what (knowledge) and how to teach (pedagogy) core concepts and ideas in your subject?

Are common misconceptions identified and ways of preventing them or addressing them agreed?

Are assessments for future units or topics discuss, agreed and then expanded on so every teacher understands the standard of excellence required?

Are schemes of learning rigorously reviewed soon after teaching so shortcomings can be identified and addressed whilst still fresh in teachers minds?

What Would You Rather Do?



Planning Learning
VS
Planning Lessons

TEACHING AND LEARNING PLANNER

BIG PICTURE

To develop pupil's composition skills

To improve compositional development

STICKABILITY

How to compose effectively for a range of instruments

How to compose creatively, both melodically and holistically

MAKING STUDENTS' LEARNING VISIBLE

ASSESSING PRIOR LEARNING

What are the notes on the treble/bass staff?

How can music be used to create/enhance certain moods?

SUCCESS CRITERIA

To compose a piece of programme music to meet a chosen brief.

To write idiomatically for chosen instruments

To creatively develop musical ideas within the brief

To compose effective melodies

CHALLENGING LEARNING GAINS

KNOWLEDGE & UNDERSTANDING

To be able to compose using music notation software

To be able to write a 4 bar melody that represents a character or idea

To be able to develop said idea over a length of time

To be able to effectively compose idiomatically for a range of instruments

SUBJECT PROCEDURAL SKILLS & HABITS OF MIND

Reading music notation and rhythms

Reading traditional scores

TEACHING AND LEARNING PLANNER

BIG PICTURE

To develop pupil's composition skills

To improve compositional development

STICKABILITY

How to compose effectively for a range of instruments

How to compose creatively, both melodically and holistically

MAKING STUDENTS' LEARNING VISIBLE

ASSESSING PRIOR LEARNING

Listening test on pieces of music - pupils to describe the mood of music, compare and contrast pieces of music to discern interpretations of the story behind the music.

SUCCESS CRITERIA

To compose a piece of music with a range of melodies, counter-melodies, accompaniment and stylistic idiomatic features, to create 'descriptive music' to a given brief.

CHALLENGING LEARNING GAINS

KNOWLEDGE & UNDERSTANDING

To define and combine the key conventions in melodic writing, such as the rule of three, rhythmic/motivic development and arch shape (rising and falling pitch over a length of time) – SOLO (MS)

To analyse existing melodies from well-known pieces of classical music as examples of good melodic writing

SUBJECT PROCEDURAL SKILLS & HABITS OF MIND

Reading music notation and rhythms



You Don't Say Sherlock

If You Don't Define Excellence...

... You'll End Up With Mediocrity...

... What Do You Want?

Give Success Criteria a SEC

Writing success criteria and in turn gaining clarity about the expected learning gains can be difficult :

- ✓ First, you have to be clear in your own mind what excellence looks like
- ✓ Secondly, you have to communicate this to the students with absolute clarity

“State the type of religious order joined e.g. apostolic or contemplative”

“If I do that do I get an A*?”

Success criteria must be specific, extensive & challenging.

Direct students towards excellence.

“Compare and contrast apostolic and contemplative orders explaining why people join one based on personal preference, scriptural quotes, chosen purpose and challenges of life.”



**You've
Arrived**

To compose a piece of music with a range of melodies, counter-melodies, accompaniment and stylistic idiomatic features, to create 'descriptive music' to a given brief.



To create a stylistic and idiomatic 'background' for the melodic content already composed. This should include a range of instruments suitable to the musical setting of the brief, and use tempo, texture, dynamics, pitch, rhythm and timbre creatively to not overpower the melodies.



To write effective countermelodies to form background music against the main themes in a piece. These countermelodies will not detract from the main melody, but will provide contrast using differences in pitch, rhythm, dynamics, appropriate instrumentation and timbre.



To write effective melodies to suit the main characters in a story using appropriate instruments, tempo, pitch, rhythm, dynamics, timbre and key to accurately represent that character.



Determine the End Point Success Criterion which is Specific, Extensive & Challenging (Think Big Idea)



Deconstruct the End Point Success Criteria to determine a series of Milestone Success Criteria



Pre-plan End Point & Milestone Assessments to Exemplify Standard Required & Assess the Learning



Determine how Assessments will be Analysed to provide Feedback & DIRT/MAD Time or Reteach



Curriculum Excellence Defined through End Point & Milestone Success Criteria & Assessments

#GreatTeaching TIPS

Have you defined excellence in terms of success criteria for the expected outcome of the particular scheme of learning? Are they specific, extensive and challenging?

Have you deconstructed this end point success criterion to consider the different elements of learning which will be required?

Have you defined success for each of these different elements (milestones or way markers) of learning?

Have you set the terminal assessment and a series of milestone assessments so you can check students' progress during the teaching of the scheme?

How do you intend to assess students' starting points? What do they already know? What can they already do?

NR 2015

**Data & Feedback Informed
Learning**

June 2015

Posts Move, Goals Don't

@LCLL_Director (Vivienne Porritt)

I'm convinced we've never really understood the main goal of assessment in the class room.

It's why we are struggling now that the posts have moved.

Too many schools are still scoring assessment own goals.

The main purpose of assessment in the class room must be to close the gap between a child's current and expected learning.

@LeadingLearner

“Decision Driven Data Collection”

Wiliam, D (2014) Redesigning Schooling - 8: Principled Assessment Design. SSAT (The Schools Network) Ltd

What important decisions do I need
to make?

What data do I need?


When will I need it?

In what form will it be most useful?

Assessment Goals

- 1. Assessment must Support Teaching and Promote Learning.**
- 2. Assessment must Help Close the Learning Gap between Current and Expected Learning.**
- 3. Assessment must be Meaningful and Manageable.**
- 4. Assessment must Raise Aspiration and Encourage Pupils to Work Hard.**

@LeadingLearner

Quality of Assessment	Assessment for Learning	Assessment of Learning	Assessment for Grading	Assessment for Teaching	Assessment Focus
 <p>Increasingly Higher Quality of Assessment</p>	Personalised Feedback & DIRT	Analysed & Acted On	Diagnostic & Formative	Improves Teaching	Closing the Gap
	Includes Challenging Success Criteria	Pre-Planned	Moderated & Standardised	Improves Schemes of Learning	Defining Curriculum Excellence
	Comments Based	Common & Cumulative	All In or Accounted For	Helps Teacher Improve	Consistency
	Tick & Flick	Idiosyncratic	Undefined & Ad Hoc	Largely Ignored	After Thought



@Leading Learner





To write effective melodies to suit the main characters in a story using appropriate instruments, tempo, pitch, rhythm, dynamics, timbre and key to accurately represent that character.

Learning Intentions:

1. To define and combine the key conventions in melodic writing, such as the rule of three, rhythmic/motivic development and arch shape (rising and falling pitch over a length of time) – *SOLO (MS)*
2. To analyse existing melodies from well-known pieces of classical music as examples of good melodic writing before composing their own melodies for two given characters – *SOLO (R)*
3. To compose (create) music in a suitable key (major or minor) reflecting on how the key can change the nature of the music representing a character – *SOLO (EA)*

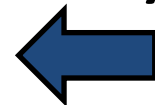
These two characters will be chosen from one of two storylines (compositional briefs)

Assessment:

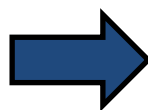
- Assessment criteria will be based upon the learning intentions of appropriate instruments, tempo, pitch, rhythm, dynamics and timbre.
- Performance of melodies to the class to see if melodies suit the given character.
- Peer/teacher feedback will be given on the overall sound of the melody and any improvements to be made > DIRT

Suriname Full Name	Class	Unit 1 retrieval	Unit 1 inference	Unit 1 craft	Unit 1 compare	Unit 1 test mark /40	Unit 2 writing	Unit 2 writing	Unit 2 test mark /40	Unmined total UM/S	Unit 3 Describe 7.5% (raw marks)	Unit 3 Narrate 7.5% /20 (raw marks)	Unit 3 OMAM 15% /40 (raw marks)	Total Unit 3 (scaled (rks)	grade equivalent unit 3	Unit 4 Studying spoken language 10% (20 raw (rks)	Total all Units (scaled (rks)	Final grade equivalent	Total all Units 3 & 4 ONLY	Total grade equiv from all units 3 & 4 ONLY
	11L3/En	0	6	5	8	19	11	0	11	45	12	12	29	39.75	c	12	96.75	E	51.75	c
	11L1/En	0	7.5	0	1	8.5	13	13	26	51.75	16	14	33	47.25	a	14	113	D	61.25	b
	11F2/En	2	0	0	0	2	10	0	10	18	13	13	27	39.75	c	12	69.75	F	51.75	c
	11L1/En	0	5	3.5	2	10.5	13	13	26	54.75	16	16	28	45	b	13	112.75	D	58	b
	11L1/En	0	5.5	3.5	6	15	11	11	22	55.5	12	12	23	35.25	c	12	102.75	D	47.25	c
	11G2/En	0	2	3	2	7	12	12	24	46.5	12	12	26	37.5	c	13	97	E	50.5	c
	11L1/En	0	10	6.5	2.5	19	12	12	24	64.5	14	14	31	44.25	b	15	123.75	C	59.25	c
	11L1/En	0	0	0	0	0	12	12	24	36	17	15	32	48	a	15	99	E	63	b
	11L2/En	0	5	6	2	13	12	0	12	37.5	12	12	24	36	c	12	85.5	E	48	c
	11L1/En	0	0	0	0	0	10	10	20	30	12	10	23	33.75	d	12	63.75	F	33.75	e
	11G3/En	0	2	3	0	5	13	13	26	46.5	14	12	25	38.25	c	11	95.75	E	49.25	c
	11L3/En	0	5	6	3	14	12	0	12	39	13	13	28	40.5	c	12	91.5	E	52.5	c
Alec	11F2/En	0	1	2	1	4	9	0	9	19.5	12	12	26	37.5	c	12	69	F	49.5	c
	11G2/En	0	0	0	0	0	13	13	26	39	14	15	27	42	b	12	93	E	54	c
	11G2/En	0	5	4	7	16	14	14	28	66	12	12	28	39	c	13	118	D	52	c
	11L1/En	0	5	1	1	7	12	12	24	46.5	15	14	29	43.5	b	14	104	D	57.5	b
	11G3/En	0	3	5	0	8	10	10	20	42	11	12	22	33.75	d	10	85.75	E	43.75	d
	11G2/En	0	5	5	4	14	12	0	12	39	12	10	23	33.75	d	12	84.75	E	45.75	d
	11L2/En	0	4	1	2	7	14	0	14	31.5	12	12	27	38.25	c	12	81.75	E	50.25	c
	11G2/En	0	7	6	4	17	14	0	14	46.5	12	13	26	38.25	c	13	97.75	E	51.25	c
	11G4/En	0	0	0	0	0	7	0	7	13.5	12	12	24	37.5	c	12	85.5	E	48	c
	11L1/En	0	0	0	0	0	15	15	30	45	12	12	24	36	c	12	85.5	E	48	c

GCSE
English
Q by Q
Analysis



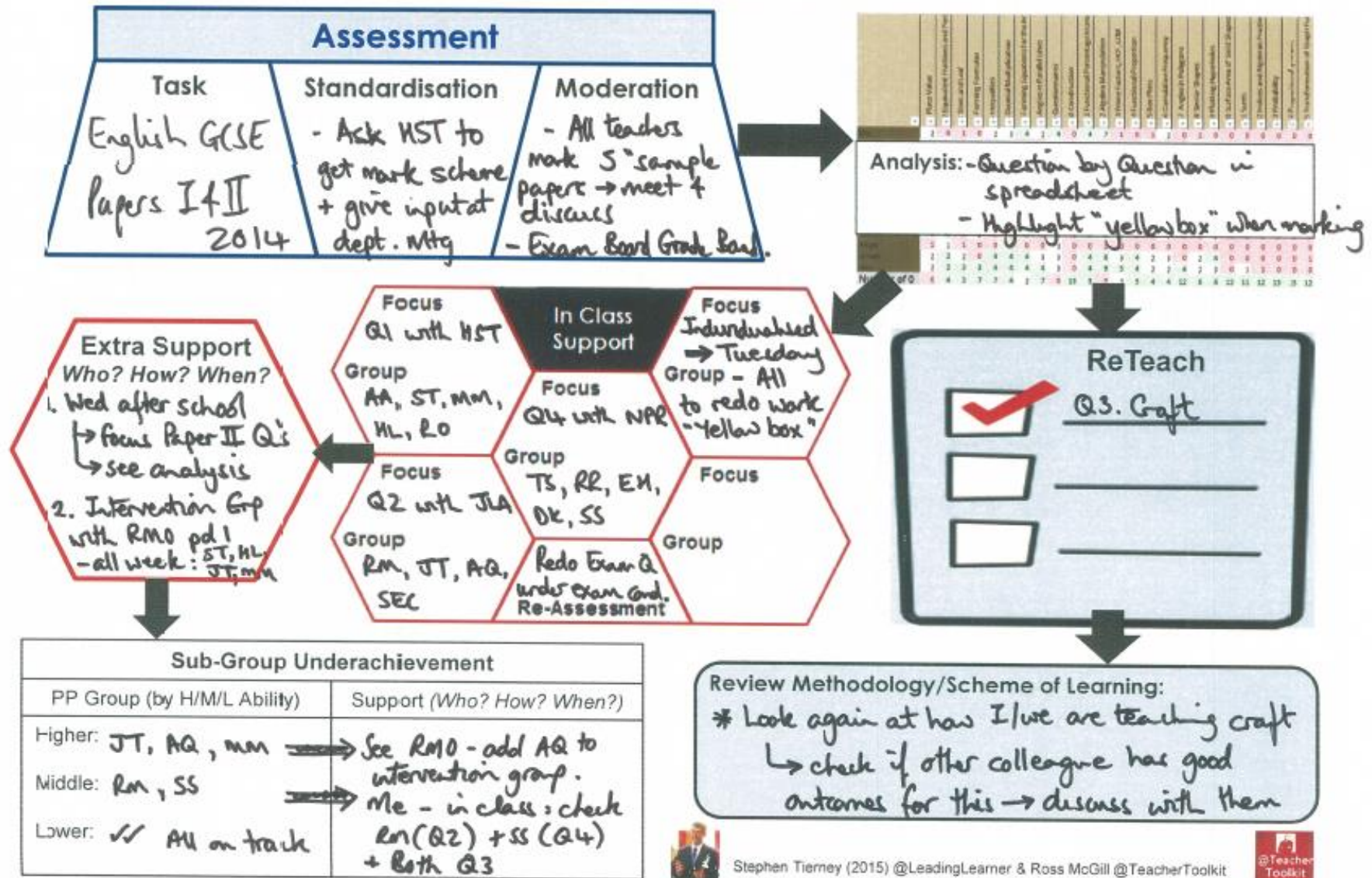
GCSE
Maths
Q by Q
Analysis



	Place Value	2 Equivalent Fractions and Perc	3 Stem and Leaf	4 Forming Formulae	5 Inequalities	6 Decimal Multiplication	7 Forming Equations for the Ar	8 Angles in Parallel Lines	9 Questionnaires	10 Construction	11 Functional Percentage Incre	12 Algebra Manipulation	13 Prime Factors, HCF, LCM	14 Functional Proportion	15 Box Plots	16 Cumulative Frequency	17 Angles in Polygons	18 Similar Shapes	19 Plotting Hyperboles	20 Surface Area of Solid Shapes	21 Surds	22 Indices and Algebraic Fractio	23 Probability	24 Properties of y=mx+c	25 Transformation of Graph Fu
Ella	2	0	1	0	2	3	4	2	4	0	4	7	1	0	1	2	0	1	0	0	0	0	0	0	0
Leila	3	2	0	3	0	4	0	1	3	0	4	1	0	1	2	0	0	2	4	0	0	0	0	0	0
Cordelia	2	2	3	3	2	0	4	2	2	0	4	6	3	0	1	1	0	2	2	0	0	0	0	0	0
Izaak	2	0	2	0	0	0	4	0	4	0	4	2	3	1	2	0	0	0	0	0	0	0	0	0	0
Monica	2	0	3	3	2	4	1	0	2	0	0	4	3	0	0	2	0	0	0	0	1	0	0	0	0
William	3	2	2	0	0	4	1	0	4	0	4	1	4	1	0	1	0	1	1	0	0	0	0	0	0
Anna	3	0	0	3	0	2	4	3	4	0	4	3	1	1	0	0	0	0	0	0	0	0	0	0	0
Samuel	3	2	3	0	1	0	4	0	3	0	0	1	3	4	2	1	0	2	1	3	0	0	0	0	0
Nathan	3	2	1	0	0	2	4	0	3	0	4	6	3	4	2	4	0	0	0	0	0	0	0	0	0
Robert	3	2	0	2	0	0	4	0	3	0	4	8	3	0	1	3	0	0	3	0	0	0	0	0	0
Paige	1	1	1	0	0	4	0	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
James	2	2	2	0	4	4	4	3	3	0	4	8	3	4	2	3	0	2	4	0	0	0	0	0	1
Jess	2	2	3	3	4	4	4	4	3	0	4	9	5	4	2	2	4	2	3	0	1	1	0	0	0
Number of 0	0	4	3	7	7	4	2	7	0	13	3	0	2	5	4	4	12	6	6	12	11	12	13	13	12

The 5 Minute Achievement Plan

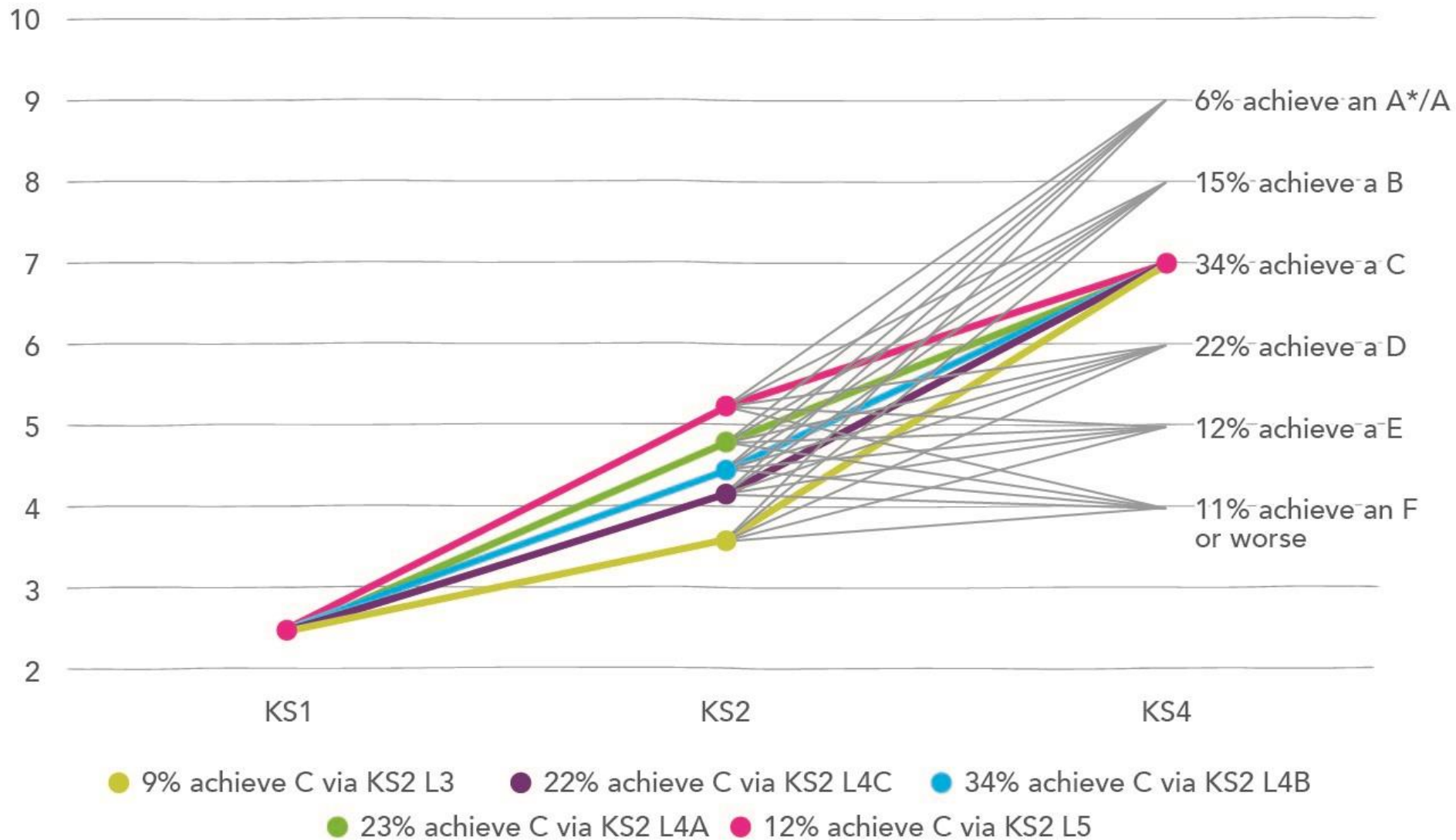
....print and scribble your way to Greater Student Achievement.



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More children get to the 'right' place in the 'wrong' way, than get to the 'right' place in the 'right' way!



“Our evidence suggests that the assumptions of many pupil tracking systems and Ofsted inspectors are probably incorrect. The vast majority of pupils do not make linear progress between each Key Stage, let alone across all Key Stages. This means that identifying pupils as “on track” or “off target” based on assumptions of linear progress over multiple years is likely to be wrong.”

#GreatTeaching TIPS

Have the expected learning gains between these assessment points been appropriately structured and sequenced?

Have you built in time to reteach elements of the scheme that students don't master first time?

Do you analyse assessments by student and question/skill to identify what students do and don't know? (Think about transferring students marks for each question, in an assessment, into a spreadsheet and look for what has/hasn't been answered correctly).

Do you use this data to identify aspects of the scheme students haven't yet grasped & reteach them?

How would you organise your classroom so students could focus on what they didn't know if this differed for groups of students?

NR 2015

Data & Feedback Informed Teaching

June 2015



You Don't Say Sherlock

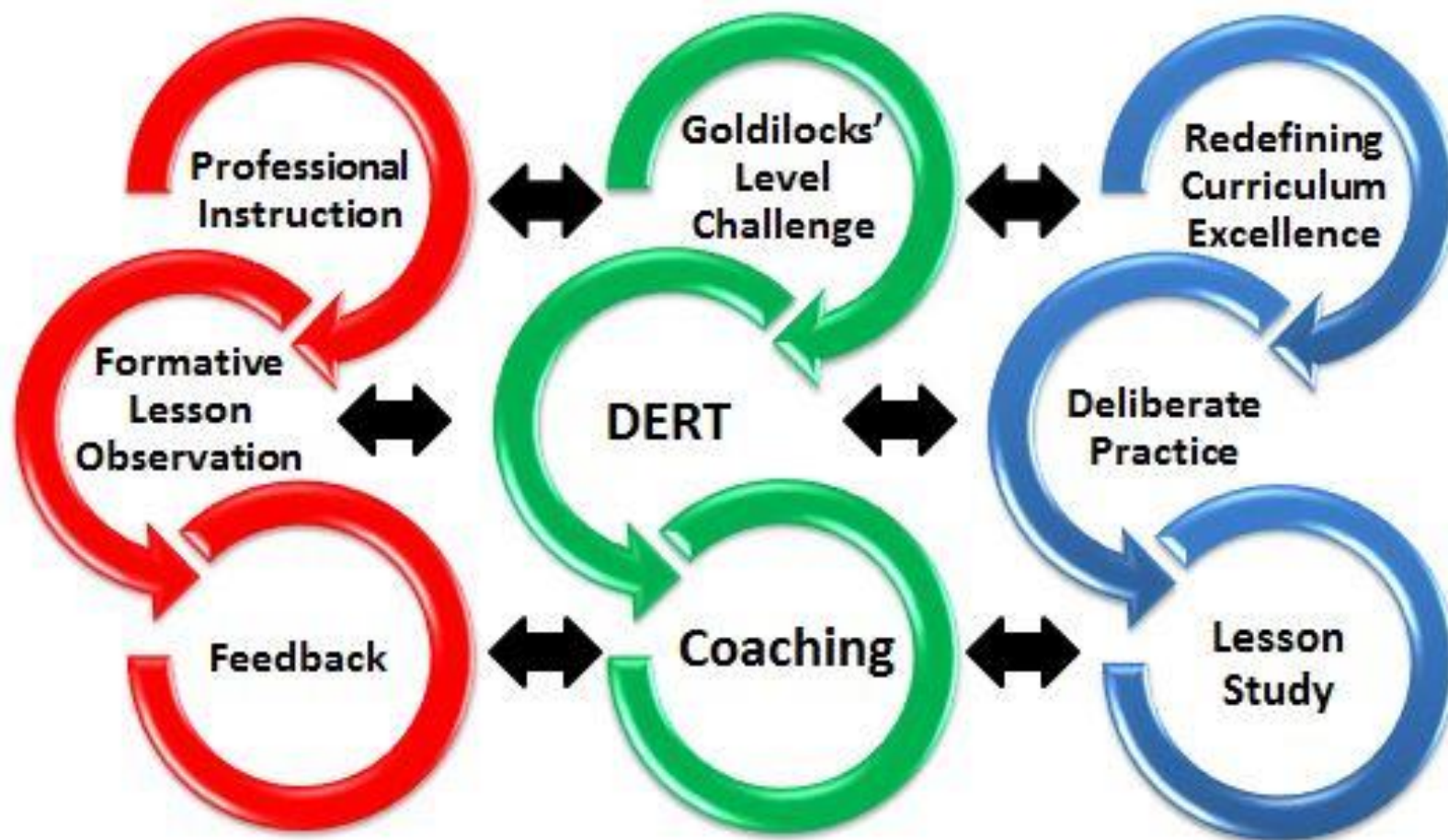
It's All About the Learning ...

... So Get the Teaching Right...

... It's the Leadership Necessity



Building Professional Capital



Through Marginal Gains

Collaborative Planning Is Professional Development

What Do You Do in Meetings?

Is the core of the meeting given over to professional instruction or discussion of what (knowledge) and how to teach (pedagogy) core concepts and ideas in your subject?

Are common misconceptions identified and ways of preventing them or addressing them agreed?

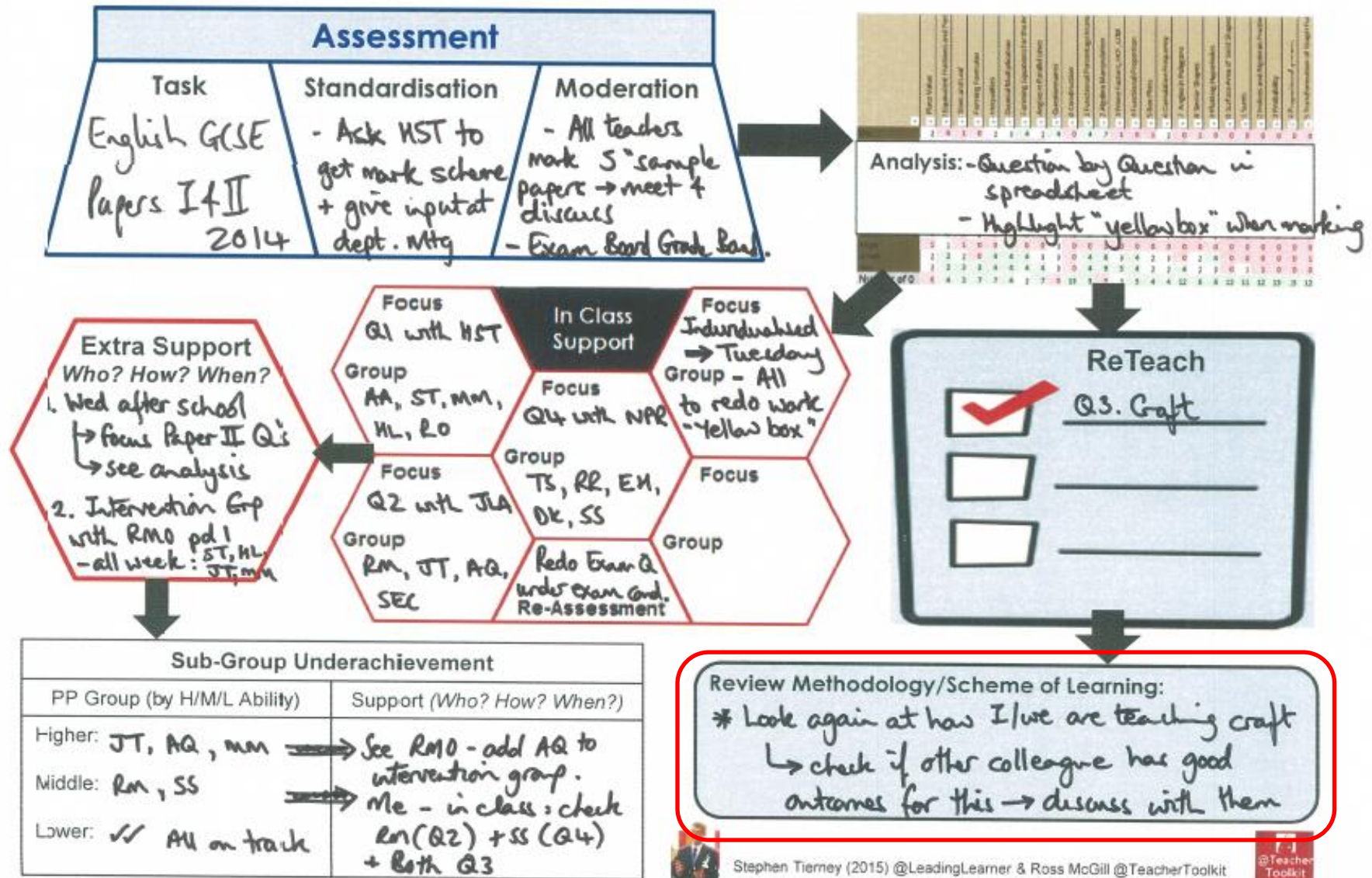
Are assessments for future units or topics discuss, agreed and then expanded on so every teacher understands the standard of excellence required?

Are schemes of learning rigorously reviewed soon after teaching so shortcomings can be identified and addressed whilst still fresh in teachers minds?

What Would You Rather Do?

The 5 Minute Achievement Plan

....print and scribble your way to Greater Student Achievement.



Stephen Tierney (2015) @LeadingLearner & Ross McGill @TeacherToolkit



DErTy Teaching

Pedagogical to-do list

1. Teaching for Memory
2. Reading in class
3. More practice
4. Better scaffolding and progression
5. Structured speech events
6. Better feedback routines
7. Engaging with the SEN Information
8. Giving meta-cognition a whirl

Formative Lesson Observation

(Improving the Quality of Teaching)

Quality of Teaching Formative Assessment Grid							
Section	Category	Criteria	Quality of Teaching Self Perception	Quality of Teaching Summative Assessment	Quality of Teaching Peer Perception	Quality of Teaching Student Voice Perception	Quality of Teaching Targeted Improvements
Planning	Teacher Clarity & High Challenge	Assessing students' prior learning	Practise	Effective Practice	Develop	Practise	Focus On
		Teacher clarity about learning intentions linked to key concepts	Share	Highly Effective Practice	Share	Share	Share
		Teacher clarity about success criteria linked to exemplifying excellence	Practise	Highly Effective Practice	Share	Practise	Defer
	Developing Meta Cognitive Knowledge	Explicit planning to teach subject procedural knowledge (often termed skills)	Share	Effective Practice	Practise	Practise	Defer
		Explicit planning to teach students strategies linked to planning, monitoring and evaluating their approaches to learning	Develop	Not Yet Effective Practice	Develop	Develop	Defer
Practice	Positive Climate for Learning in the Classroom	Positive relationships with students	Share	Highly Effective Practice	Share	Share	Share
		Good behaviour management through rules & routines	Practise	Effective Practice	Practise	Share	Defer
	Effective Classroom Practice	Teacher employs effective methodologies to enhance learning	Practise	Effective Practice	Practise	Practise	Focus On
		Work is appropriately challenging and builds on students' prior learning	Practise	Effective Practice	Practise	Practise	Defer
		Key concepts are introduced and explained	Share	Effective Practice	Share	Share	Share
		Students are required to explain how they arrived at their answers	Practise	Highly Effective Practice	Practise	Practise	Defer
		Students are required to plan their work, monitor their approach and evaluate its effectiveness	Develop	Not Yet Effective Practice	Develop	Develop	Defer
Follow Up	High Quality Feedback	Success criteria are available to students that exemplify excellence	Practise	Highly Effective Practice	Share	Practise	Defer
		Feedback is focussed on the key elements students are expected to learn	Practise	Effective Practice	Practise	Share	Defer
		Students are required to respond to the feedback by improving the quality of their	Practise	Effective Practice	Practise	Practise	Defer
	Homework (Secondary)	Challenging homework is often set that consolidates or advances students' learning	Share	Highly Effective Practice	Practise	Share	Share

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Formative Testing Questionnaire

Details


 Published: 27 April 2015

Formative Quality of Teaching

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Formative Quality of Teaching

* Required

Planning


Teacher Clarity & High Challenge

Assessing students' prior learning *

- ☐ Share
- ☐ Focus On
- ☐ Defer

Teacher clarity about learning intentions linked to key concepts *

- ☐ Share
- ☐ Focus On
- ☐ Defer



Micro Lesson Observations Taking the Next Step

Photo Credit: [Richard Browne](#) via [Flickr cc](#)

#GreatTeaching TIPS

Which of your current class room practices are considered effective by research? How certain is the research about the effectiveness of these particular practices?

Do you discuss & agree with colleagues how to teach key concepts/difficult content and skills? Do you discuss & agree with colleagues how to approach the teaching of common misconceptions?

Which areas of your classroom practice are you seeking to improve over the next six to twelve months? (More than one or two areas is likely to be overwhelming, keep it real). How are you honing and refining your current practices? Who is helping you? Is your peer coach/mentor/developer effectively challenging your status quo and assertions about what works? Is s/he keeping the focus on students' learning?

Are you using feedback from students – outcomes of assessments and student voice – to improve schemes of learning/your teaching? (“Know thy Impact” – John Hattie).

How are you responding to the feedback given?

Leadership for #GreatTeaching

NR
2015

How will you seek to build quality into every child's learning experience?

How will you use assessment to support teaching & learning?

How will you develop teachers (and keep on developing them) to be the best they can be?