The Friary School CPD Magazine

The Framework has Arrived!

As we all embark upon an exciting new era, there have been lots of developments in the world of teaching and learning. Most importantly, the introduction of a new framework to provide a basis for everything that we do.

The PDR cycle provides a guide for teachers and students to plan for effective learning, whilst also tying in with four key areas which are all going to be essential as we begin our journey towards becoming an outstanding school (continued on page 2).

THE PERFECT OBJECTIVES

As part of our focus on using the language of Blooms to create highly-effective learning objectives, we ran a competition to see who is the best when it comes to objectives.

The winner is....

Sam Male

Turn over to see the award winning objectives...
Planning lessons around higher order thinking skills is essential if we are going to improve outcomes for our most able students.

Having spent the first two training days outlining some of the exciting new initiatives coming along, the two G2O sessions to date have allowed time to consolidate and look at areas for development.

One of the main focuses has been planning lessons and learning objectives around Bloom’s taxonomy. This has also extended to questioning. Examination results show that our higher ability pupils need to do better, so planning lessons around higher order thinking skills is essential if we are going to improve outcomes for our most able students.

There is also a clear sense of progression from one to the next so that the students can see how they are gradually going to develop skills and knowledge through the lesson’s key phases.

“Planning lessons around higher order thinking skills is essential if we are going to improve outcomes for our most able students”

THE WINNING OBJECTIVES....

- To analyse the presentation of nature in Keats’ poem
- To justify your ideas using precise quotations
- To compare and contrast Keats’ use of imagery with Hughes’ in Hawk Roosting

These are particularly good objectives as they work around the higher levels of the Bloom’s theory. Although it may sometimes be necessary to start with basic skills such as remember and identify, it should not automatically be the case.

There is also a clear sense of progression from one to the next so that the students can see how they are gradually going to develop skills and knowledge through the lesson’s key phases.

FRIARY FRAMEWORK CONTINUED

The G2O training programme has got off to a flying start in order to help launch the Friary Framework.

There are also a range of new materials being developed for use in classrooms, including an outline of what assessment means for students and the code of conduct.

Every classroom will also be getting a PDR cycle to display above the whiteboard.

The training day at the end of the first half term will provide an opportunity for everyone to set up their classroom support plans.

IT’S ALL ABOUT BLOOMS....

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One of the key strands of the Friary Framework is the classroom support plan. These will be launched through an Inset day at the end of this half term. Time will be provided for everyone to complete personalised plans for the students in their classes.

A group of eager staff are already working hard on developing classroom support plans for some of the classes that they teach ready for the big launch on 21st October. Watch this space!
GETTING DIRT INTO THE CLASSROOM!

One of our key focus areas during the September Inset days was investigating how we can ensure that students are provided with opportunities to respond to feedback, and that those responses are high quality.

Here are the top tips that came out of the Inset session:

- Plan it in as part of your lesson – get students into good habits.
- Make sure that you are specific with what is required in the response.
- Avoid closed questions though.
- Reshaping and redrafting can be very good uses of DIRT time.
- Use it for literacy too!
- Check that it has been done—build time into lessons.
- Make sure that it’s clear where the response is.
- Make sure it’s more work for the students than it is for you!

Remember, allowing students the time to respond to feedback is the most effective way to demonstrate that feedback has had an impact on pupil progress and that they are acting on targets.

SECRETS OF SISRA

Want to be a data guru?
Want to get the most out of SISRA?
Every half-term our own SISRA expert will give you a great tip to help you on your way.

Tip #1

*When looking at any column of data in SISRA you can sort them into order by clicking on the name of the data set in the yellow box at the top of the column.*

*By clicking onto the Progress 8 Tab at the top of the column students can be sorted by levels of progress to help you to more easily identify under achievement. One click will sort it from high to low. A second click sorts it from low to high. Fascinating!*
JOINT OBSERVATION EXPERIENCE

During the second part of this half-term, the leadership team embarked on a timetable of whole-school observation in order to get a snapshot of how things are going in lessons, as well as looking to see how some of the new ideas and initiatives are being embedded into lessons.

This provided a great CPD opportunity for 13 staff to have a look at some teaching outside their specialist area and discuss the progress of students in a 30-minute observation with an experienced observer.

Some staff even got to jointly observe a lesson with our external observers from John Taylor and Pool Hayes.

Here are some of the views from staff:

“It was great to see group work in another subject and different styles of learning - organising a scientific report into its appropriate order.

I picked up some really useful ideas on questioning and pursuing an answer that isn’t quite clear enough. Getting students to evaluate each other’s work in a structured way was also great to see” (Steven Cartner).

“Observing a lesson outside of my own subject area was beneficial for a number of reasons: it informed my practice as a second in department, especially now I’m required to observe colleagues as part of the appraisal process, and, most importantly, it aided my own teaching too. In such long and busy terms we get so consumed with marking, data entries and detentions that it’s always useful to find time to focus solely on what good teaching and learning looks like.” (Amy Jones).

Overall, a very positive experience for those staff involved. If you missed out this time, don’t worry, there will be lots more opportunities during the course of the year to take part in joint observations. We will also be offering the option to take part in joint learning walks during the next half-term, so please look out for that one!
**SAFEGUARDING FOCUS: FORCED MARRIAGE**

A forced marriage takes place when the bride, groom or both do not want to get married but are forced to by others, usually their families. People forced into marriage may be tricked into going abroad, physically threatened and/or emotionally blackmailed to do so. Every year, hundreds of young people in Britain, both male and female, are forced into marriage against their will, often by violence and blackmail from their own families and relatives.

You may become aware of a student because they appear anxious, depressed and emotionally withdrawn with low self-esteem. They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia. Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol. Often students’ symptoms can be exacerbated in periods leading up to the holiday season.

Students may present with a sudden decline in their performance, aspirations or motivation. Some female students may feel studying is pointless if they are going to be forced to marry and therefore be unable to continue with their education.

There may be occasions when a student comes to school or college but then absents themselves from lessons. Often young people at risk of forced marriage are living in virtual imprisonment. They may be subject to excessive restrictions and control at home. Some students may not be allowed to attend any extra-curricular or after school activities.

Girls and young women may be accompanied to and from school/college, and even during lunch breaks.

Therefore, school time is their only “free” time to do ordinary adolescent activities that other students do at weekends with their friends.

Some students may stop attending school or college and visits to the home by welfare officers or other members of staff may result in the professional being told that the student is out of the country. In some cases, the student may have been locked in a room of the house and not allowed to communicate with anyone outside.

Some students, particularly girls, are given minimal time to get to school so they do not have time to meet a boyfriend or talk to friends. There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends.

Some students may come to notice because their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members. These students may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness.
Kelly Harrell became the latest amongst our staff to successfully complete her masters qualification. Kelly has kindly taken the time to reflect on the process and, crucially, explain how it has influenced her classroom practice.

"As many of you are aware I have recently completed my Masters qualification in Teaching Studies, so I would like to share a little bit about my experience. I chose to complete my Masters mainly to say "I've got a Masters!" but also to help me progress further in education. However, I soon realised it wasn't as easy as that! It was challenging and there were times when I questioned whether it was even worth it. But that moment when you submit 23,000 words and 105 pages of work...you realise the hard work has paid off. I soon realised I had to be organised, dedicated and hard working. I started by choosing my area to focus on and as an RE teacher I decided on the Spirituality aspect of SMSC. I wanted to find out what teachers really thought about Spirituality. I conducted some research within the Friary and this formed the basis of my dissertation. I spent hours researching what Spirituality is in between lesson planning, marking and all of the other responsibilities of a teacher. I learnt how to manage my time but also how good it feels to learn new things. Probably the most valuable lesson I learned was that there are some fantastic teachers at the Friary with some great ideas. I realised how much you can learn from sharing ideas and working together. So thank you to all of you who participated in the study and contributed to me successfully passing my Masters! I would urge anyone who is considering to complete any form of professional development or further education to do it...it's hard work but the feeling of achievement is worth it in the end.”

so far in my first half term at the Friary School I have experienced a mixture of classes, students and abilities. With the exception of a couple of groups during my PGCE year, I had not taught a class completely on my own until the start of this academic year, therefore being totally in charge of a class was a relatively new experience. Despite this, due to the support of my department and the school systems, the transition into my NQT year has been relatively smooth. The sense of team work and co-operation in my faculty has helped me to settle into both the Friary School and my new career quickly and easily.

Via the Next Steps training at the Friary I have become more familiar with the school’s policies, including behaviour and safeguarding. The Next Steps training has allowed me and others who have attended to discuss issues and solve them as a group rather than solving problems individually - this again has helped me to settle into the Friary School. Finally, I feel that through a combination of attendance at whole-school staff training on the ‘Plan, Do, Review’ cycle, and my first observations as an NQT, I have been able to learn about and discuss a range of ways in which to improve my teaching practice and ensure that I am heading to deliver high-quality lessons and on course to successfully complete my NQT year”

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It’s been a very busy start to the new academic year in our history department with lots of new ideas and strategies being developed and put into practice in the classroom. I caught up with the team to find out a bit more.

“The first big job for the new academic year was for the department to set about developing learning objectives to incorporate the ideas covered during the first G2O session. We now have lots of fantastic examples of objectives being used across all key stages using the Bloom’s structure as a scaffold.

The department has also been busy developing approaches to assessment during the last half term. One of the big changes that we have made is to base our PLP statements around the stems used by AQA for GCSE questions in the new specification in order to better prepare students for History at KS4.

We have also been developing a range of strategies to improve the use of questioning in our classrooms. One of the most successful strategies has been the use of question circles; this requires students to work together to join answers and questions together. We are also going to start incorporating question dice in lessons along with the new question ladder to really start to challenge the students to think at a higher level.

In order to better prepare students for source analysis in examinations, we have also introduced source bubble sheets this year. These sheets gradually develop the ability of students to analyse sources by structuring analysis into sections and providing specific guidance for each stage of the process.

We are also applying to the Historical Association for a fellowship. If successful, this will enable us to work with cold war experts to develop a unit of work for KS3 on this fascinating topic. Watch this space...”
**CPD DATES FOR YOUR DIARY**

3rd Nov.—Next Steps
15th Nov.—Next Steps
17th Nov.—T&L twilight
24th Nov.—Next Steps
28th Nov.—G2O 3
12th Dec.—G2O 4
15th Dec.—Next Steps

**COMPETITION**

There is a prize up for grabs in our monthly competition. Simply choose one of the options below and return your answer to Jason Cain to be in with chance.

Good luck!

According to the charity teach first, what percentage of England’s teachers (all phases) are male?

- [ ] 14%
- [ ] 26%
- [ ] 35%
- [ ] 48%

Got an item or topic for The Friary School CPD magazine? Get in touch at jcain@friaryschool.com—we’d love to hear from you!