

Learning and achievement committee update

A key focus of the learning and achievement committee is to ensure that ELP schools, working in partnership, can achieve far more than can be achieved by an individual school or small groups of schools.

Documents

- ◇ Committee terms of reference
- ◇ Committee membership
- ◇ Committee priorities
- ◇ Committee plan.

www.egfl.org.uk/ELP-learning

Current work

- ◇ Consideration of the use of information, including data to inform future priorities
- ◇ Identification and mapping of the variety of school improvement strategies to meet the wide needs of schools
- ◇ Developing an analysis of leadership objectives to inform future actions and commissioning
- ◇ Overseeing the 2018-19 priorities.

2018-19 Learning and achievement priorities

Reading

- ◇ Further developing reading by strengthening the leads network with over 40 attending in November.
- ◇ Reading learning communities established for action research
- ◇ Project groups for reading developments
- ◇ Identifying and sharing effective practice through new ELP systems
- ◇ Survey to identify further training needs
- ◇ Other activities in line with the reading plan 2018-19.

Document

- ◇ Learning and achievement reading plan www.egfl.org.uk/ELP-reading

Leadership

- ◇ Commission to Teaching School (EPTSA) for Deputy Head induction, mentoring and a Deputy Head Conference and Stepping Stones course.
- ◇ Commission to Teaching School (WLTA) for Headteacher induction and mentoring and a Headteacher Conference
- ◇ Working with Teaching Schools to map provision for school staff at all levels

Development of collaborative work

Developments arising from cluster reviews and recent meetings

- ◇ Structure with documentation in place with **5 cluster leads** appointed
- ◇ Training for approximately **100 senior staff from 57 schools**
- ◇ **19 schools** hosted reviews in the autumn term
- ◇ Positive feedback received from both reviewers and host schools who report the benefit from the professional dialogue
- ◇ Feedback post review from school overwhelmingly positive (quotes from survey monkey)
- ◇ Evaluation of process based on the first reviews taken place informing developments
- ◇ **Responsive to school feedback** e.g. reporting forms tweaked to simplify recording
- ◇ **Evaluative grading** can be used or not depending on choice of host school
- ◇ Collation of areas of strength to share with others. In the longer term the strength of this information over 60 schools will be hugely beneficial.

Documents

- ◇ Peer review handbook
- ◇ Peer review templates

www.egfl.org.uk/peer-review-templates

Learning communities 2018-19

Three Learning Communities have been commissioned on the basis that reading and SEN are key areas for development as well as wider research in to learning styles.

33 Schools are involved in the Learning Communities.

The impact of the activities may not become apparent for a longer period (i.e. 18 months) but in the short term the activities enable practitioners other than senior staff to develop their understanding of school improvement processes beyond attending courses which are relevant to school priorities.

www.egfl.org.uk/learning-communities

The three learning communities are:

SEND

Lead: Melanie Hogan, Castlebar School

Focussing on developing 'quality first teaching' to improve outcomes for pupils with additional needs. Through Lesson Study and peer to peer support use Teachers' expertise and enjoyment of professional learning to build collaboration and enable teachers to make positive changes to their day-to-day classroom practices. As a result, improvements to pupil achievement are sustained beyond the lesson study process.

Action research to improve reading.

Lead: Clare Rees, Havelock Primary School

The use of Appreciative Inquiry model to research and develop strategies to develop the effective teaching of reading building on what is working already.

Metacognition

Lead: Tessa Hodgson, Oaklands Primary School

The education endowment fund has recently published research detailing how metacognition can boost pupil progress when it has been contextualised in learning. The project will use action research to develop ideas

and resources for all to share on how this can be done effectively in different subjects. We hope to deliver concrete ways to improve QFT in different subjects and diminish the need for booster groups.

Documents

- ◇ SEND learning community summary update
- ◇ Action research to improve reading summary update
- ◇ Metacognition summary update

Next steps

- ◇ Collate strengths identified in schools to share effective practice
- ◇ Analyse areas for development to inform future CPD
- ◇ Discussion regarding the development of clusters as a vehicle for promoting high challenge, low threat collaboration, support and improvement
- ◇ Harnessing the energy within and across clusters - 'ELP-wide' mutual support and CPD
- ◇ Support the achievement of targeted groups of pupils

Whilst the evaluations of the peer reviews undertaken so far are extremely positive, we are also beginning to realise the potential of the ELP clusters to identify and profile expertise on behalf of the whole partnership and to work at a scale not possible for individual or small groups of schools.