

# **New Initiatives in Secondary Education in England**

January 2019



# New Initiatives

- Teaching – Lesson Structures
- Assessment for Learning (AfL)
- Active learning techniques
- Classroom management - rewards and sanctions (students' taking responsibility.
- Developing an International Dimension.
- Trainee teaching



# AfL

## Let's explore...

- What is meant by actively involving children in their own learning?
- What are the benefits of involving children in assessing themselves?

# Assessment for Learning

Creating independent learners who can self-assess, make improvements and know how to learn. Children are actively involved in their own learning.

## Key elements:

- A learning culture, where pupils have self-belief and know how to learn and teachers have high expectations and belief that all pupils can improve and succeed
- Pupil involvement at the planning stage

# AfL Key elements

- Pupils knowing learning objectives and co-constructing success criteria. WALT. We are learning to .... And WILF what I am learning for ....
- Discussion about what excellence looks like, visualisers what a good one looks like .... (writing).
- Effective questioning
- Talk partners and classroom discussion
- Effective self, peer and teacher feedback so children understand how to improve
- Adjusting teaching based on results of assessment

# Other Interesting Initiatives

- WOW DAYS (often beginning/end of term.
- Learning themes, questions
- Outdoor provision – use of space, all curriculum areas
- Learning Walks
- Whole school challenges and homework
- Whole school days and events – teachers moving classes and year groups
- Look at Learning sessions for parents and the wider community

# Lesson Structures.

## The Three Part Lesson

- Introduction.
- Activities/Engagement.
- Review and cue.

## The Five Part Lesson

- Return to last lesson and link to current one
- Starter activity.
- Introduction and conceptual basis.
- Activities/engagement.
- Plenary and evaluation.

# Differentiation

- By resource.
- By task.
- By groupings.
- By outcome.
- By in-class support.
- By withdrawal procedures.
- By enhancement opportunities.



# Learning.

- **Task. In groups discuss the following: (15)**
- What are the key features of good learning?
- Can didactic learning be effective?
- Can you be a good teacher if your learning strategies are not very good?
- Brief plenary (everyone)
- **Learning Styles:**
- Didactic.
- Active and experiential learning.

# Good Quality CPD

- Each activity is part of teacher's long-term plan for CPD based on their learning and reflections.
- There is a clear vision about improved practice.
- Clear evidence of expertise gained about their knowledge, understanding and skills acquired.
- Supported by experienced mentors/coaches.
- It models effective learning strategies.
- The CPD is carefully evaluated.

# Teacher Education 2

- Initial Teacher Education – teacher training.
- Newly Qualified Teachers and Induction.
- Main Scale Teachers – 2<sup>nd</sup> and 3<sup>rd</sup> year teachers
- Threshold – 4<sup>th</sup>, 5<sup>th</sup> and beyond years.
- Excellent Teachers.
- Advanced Skills Teachers.
- The School Leadership Team.
- National Standards for new and experienced Headteachers2

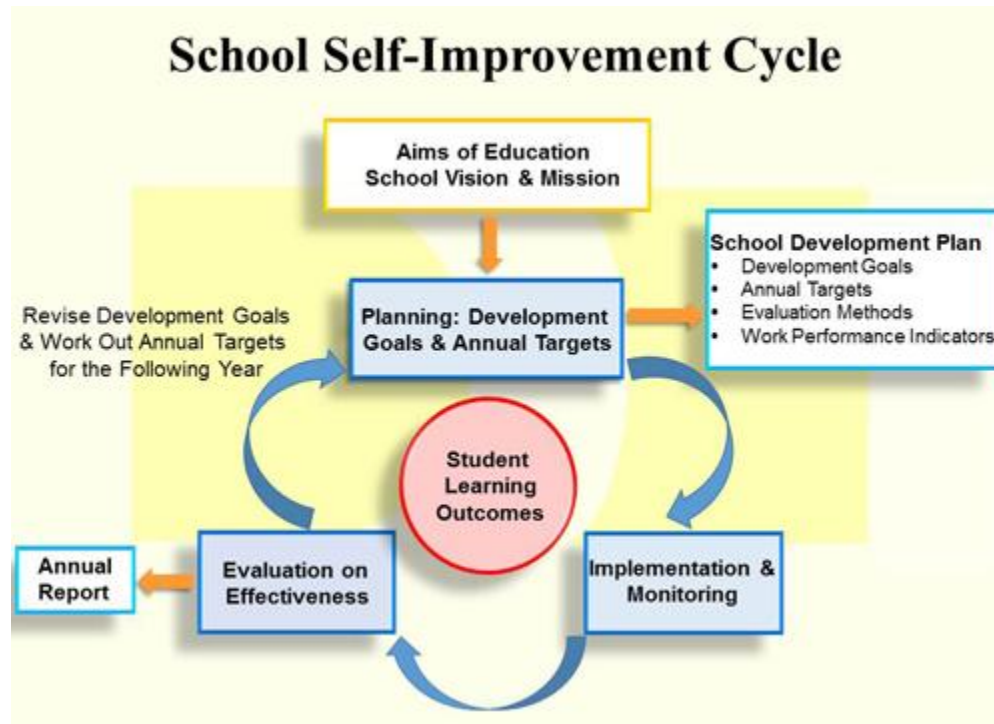
# The National Teaching Standards

- Set high expectations which can inspire, challenge and motivate pupils.
- Promote good progress and outcomes for pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well structured lessons.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good safe and learning environment.
- Fulfil wider professional responsibilities.
- Demonstrate consistently high standards of personal and professional conduct.

# How “good” is my school?

- Data gathering – Internal School Exams, SATs, GCSEs, A Levels and National Qualifications.
- RAISE online [www.raiseonline.org](http://www.raiseonline.org) – a school data comparison tool.
- November 2017 – Analyse School Performance (ASP)
- Pupils, parents and local community views.
- Staff evaluation/performance management.
- School self-evaluation and LA Advisers.
- Governors.
- OFSTED Inspections.

# A framework for school progress...



# The European Dimension in the Curriculum

- Working with partner schools abroad
- Promotes positive attitudes
- Working towards national curricular objectives
- Encourages an appreciation of diversity
- Promotes global citizenship
- Exposes educators to new practices and perspectives
- For young people, it prepares them for life in a global society

# What are the aims of the European Dimension in your Curriculum?

- To enhance a sense of identity and belonging and to become responsible global citizens
- To promote peace and harmony
- To enhance sustainable living
- To motivate pupils
- To promote each of the objectives in the previous slide
- To raise standards in your school
- To promote effective use of ICT to achieve the above aims



# The Core Skills for European Dimension

- Digital Literacy
- Critical thinking and problem solving
- Creativity and imagination
- Student Leadership
- Collaboration and communication
- Citizenship
- <https://schoolsonline.britishcouncil.org/international-learning/global-themes>

# The Core Themes for Developing the European Dimension.

- Identity and belonging
- Sustainable living
- Conflict and peace
- Fairness and equality
- Rights and responsibilities

See

<https://schoolsonline.britishcouncil.org/international-learning/global-themes>



# Useful Websites

- [www.shirleyclarke-education.org](http://www.shirleyclarke-education.org) transforming learning through formative assessment
- [www.bbc.co.uk/news/education](http://www.bbc.co.uk/news/education)
- [www.gov.uk/government/collections/national-curriculum](http://www.gov.uk/government/collections/national-curriculum)