Dissemination of Good Practice

Purpose

1. To provide an opportunity for schools within the Loyne Learning Alliance (LLA) to share good practice undertaken with funding and support from the LLA
2. To enable partners to learn more about resources, initiatives that can be delivered or modified for use in their school
3. To identify lessons learned from current work and possible initiatives which may be evaluated in more detail in the year ahead.

Overview

The event was attended by 18 staff from 5 Special Educational Need (SEN) schools and 4 Mainstream Primary schools and 1 Pupil Referral Unit.

The presentations covered each of the 'Big Six'

1. Training new entrants to teaching
2. Continuing Professional Development
3. School to School Support
4. Specialist Leaders in Education (SLE)
5. Succession Planning and Talent Management
6. Research and Development

Dissemination of Good Practice

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New course design and delivery for high incidence issues regarding mainstream behaviour management	■	■				■
Overview of Maximising Impact of TAs in mainstream schools (in conjunction with Institute of Education)		■				■
Development of Motor Skills Resource pack relating to transition to High School						■
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Impact of mainstream school to school support			■			
Role of SLE in IT/ NC (computing) issues and support		■		■		
Talent Management and succession planning including SLE work on School to School website					■	
School Direct	■					■
Next steps/ future areas of focus and direction	■	■	■	#		■

As requested

1 New course design and delivery for high incidence issues regarding mainstream behaviour management

Name: Diane Sheron **School:** Stepping Stones

Contact details: http://www.steppingstones.lancs.sch.uk/

Description:

The Stepping Stones, pupil referral unit, works with 119 schools to support them in handling and managing pupils at risk of exclusion. The current initiative has been undertaken in collaboration with the University of Cumbria. Based on Stepping Stones' experience it was identified that there was a need for a 'guide for behavioural difficulties' which would help dispel the myths about behaviour management and build mainstream schools' capacity to manage behaviour of the more challenging pupils.

A pilot 2 hour workshop to provide a taster and basic understanding of conditions including ASD (Autistic Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder), issues of attachment and / or brain trauma. A 100% of the participants attending the six workshops delivered to mainstream schools thought training was good or very good, and suggested it would help them with their work. Two further workshops are planned for September 2014.

As Diane explained "*This is not the magic answer it is about helping teachers to be aware of the reasons behind the behaviours and to promote tolerance*". Inset being delivered by Stepping Stones is valued as the relevance of experience is highlighted. The inset has also been relevant for schools that already have a behaviour management strategy due to its focus on classroom management.

Initial Teacher Training (ITT) provision on behaviour management has been enhanced through the LLA network and connections made with the University of Cumbria. To date, training has also been delivered as part of a year 2 ITT course, plus a group of 124 year 4 students; this was an adapted course explaining the role of the Pupil Referral Unit.

Termly Behaviour Surgeries have been introduced whereby mainstream colleagues are invited to visit Stepping Stones to look at resources. An additional aim of these surgeries was to help dispel myths, '*it is not a place with bars on the windows'*. Feedback from mainstream colleagues was for more structured work, so we are developing lunchtime activities, however, there has also been some interest from Senior Leaders in looking at more strategic approaches to behaviour management.

Areas for ongoing activity or further development:

➢ Behaviour surgeries to continue
➢ Requests for more packages to be developed
➢ Extend the link with the university of Cumbria
➢ Explore and establish linkages with School Direct provision
➢ Unstructured times and train SLT and cascading to welfare assistants
➢ Consider a research and evaluation project during 2014-15 to identify specific effects of the intervention within mainstream schools and changes in views about behaviour management.

2 Overview of Maximising Impact of TAs in mainstream schools (in conjunction with Institute of Education)

Name: Helen Gaddes   **School:** Loyne and Red Marsh

Description:

Research background to the staff development workshops - this is a national project supported by MENCAP and undertaken by the Institute of Education (IoE). Research by (Russell et al, 2013) raises questions about pupil progress following work with teaching Assistants (TAs). Some of the concerns raised by this research include Teaching Assistants:

> *"the IoE evidence was quite explosive, the journey had been planned so that it could be cascaded by delivering training …[to avoid resentment] the emphasis has been on how teachers deploy TAs in the classroom, rather than on the actions of the TAs".* Helen Gaddes

- ➢ giving incorrect information for instance misconceptions
- ➢ repeating what the teachers said rather than extending pupils
- ➢ being assigned to work with lower ability groups
- ➢ being asked to work with intervention groups that involved working away from the teachers
- ➢ tending to work with the same children thus leading to a dependency
- ➢ feeling under pressure to get work completed or make sure the pupils finished their work which may include excessive levels of help

In a secondary context, TAs reported they didn't understand the lessons, for example in Science, however, (Russell, et al, 2013) research suggests that misconceptions can arise from an early stage. School response to these findings has been mixed, some resenting the implications of the findings.

Dissemination workshops to share the IoE research have been delivered as part of the LLA. In addition two schools have focused on related aspects of TA work in research and development projects (see Briefing Paper X, 2014). There was an initial seminar delivered to Senior Leaders and 6 teaching staff in the LLA, the latter have delivered training to 123 teachers with an additional 3 events planned, 1 in July, 1 in Barrow area for Heads and third for SENCOs in Barrow who will then cascade to their schools. The response by schools who have received the training highlighted the:

From a SEN perspective is has been valuable – within our school setting, "*if TAs don't understand the introduction, if they don't hear the introduction about what is happening this will make it difficult for them to teach the lesson*".

- ➢ Usefulness in changing the mindset of the teachers and using the evidence to encourage discussion about current practice
- ➢ Increased teacher awareness of withdrawal groups and heightened recognition by teachers that they are responsible for all the learning
- ➢ Initial uncertainty by SEN schools that the research based in primary schools is not applicable, however, some points followed up, for instance, increased TA training, to stress that its ok that pupils don't finish the work when working with TAs and recognition that there is a need for teachers to value 'unfinished work'

Areas for ongoing activity or further development:

- ➢ Reflect on Loyne and Red Marsh TA research and evaluation findings
- ➢ Disseminate details of the Audit to help schools identify how TAs are spending time.

See Russell, A., Webster, R. and Blatchford, P. (2013) *Maximising the Impact of Teaching Assistants: Guidance for school leaders and teachers*, London: Routledge

3 Development of Motor Skills Resource pack relating to transition to High School

Name: Nicola Boswell, Julia Middleton, Honor Redfern   **School:** Mossgate and Loyne

Contact details: Mossgate www.mossgate.lancs.sch.uk/   **Loyne** www.loyneschool.org.uk/

Description:

Background to project Feedback from secondary schools about the increasing number of pupils limited motor skills required to fulfil 'basic' everyday tasks e.g. packing a bag, fastening an apron, tying shoe lace. Reasons for these problems were unclear and it was speculated if it was a result of not being taught, parents doing things for children at home, time spent on gaming consoles reducing time on other physical activities (see also confidence levels in LLA Briefing Paper 4).
Overall aim was to equip years 5 and 6 pupils with the motor skills needed for successful transition to high school

Stage 1 - teacher plus 3 TAs received training in motor skills from the Loyne School which was helping to impact positively on handwriting, balancing on one leg [Contact Loyne for details]

Stage 2 - Development of a 'motor skills screening test' of motor skills based on questionnaire responses from Secondary schools and discussion with Physiotherapists who generated a list of common concerns that were categorised on the basis of the level of difficulty and mapped onto areas of the curriculum

Stage 3 - Development and piloting of a screening test in consultation with an Occupational Therapist (OT) to identify the motor skills that would support successful completion of the task. The screening process involved assessing pupils on specific tasks and then providing them with activities and materials to 'learn' and 'practice' the task / skill.

Users will be advised to make a referral to the OT service if there has not been an improvement in child's motor skills

Areas for ongoing activity or development

➢ Ongoing piloting and development of screening test – this will be used to identify the tasks a child cannot do.
➢ Development of resource pack that will include: support cards for each task that will include information about the motor skills needed, suggested activities based on discussion with the Occupational Therapist (OT) and Physiotherapist and other relevant resources.
➢ Following screening test, there may be the possibility of setting some of the activities as an alternative source of homework, or considering how they could be taught or covered in the curriculum of younger pupils.
➢ Interest expressed by secondary schools in the work which might permit tracking of pupils over time or use of the resource pack for pupils coming from other schools
➢ Possible links with other LLA schools, for example, Clifton referred to working with an OT to develop a 'Fit for fun and Teddy Gym' which was popular amongst pupils.

4 Talent Management and succession planning including SLE work on School 2 School website

Name: Lesley Sullivan and Rebecca Warnock   **School:** Pear Tree

Contact: http://peartreeblogs.net/

Description:

The presentation provided an opportunity to disseminate a summary of the work undertaken by Pear Tree on behalf of the LLA and reported elsewhere. The project had originated work from concerns about the age profile of SEN school leaders and the number of staff approaching retirement.

Key messages and questions for schools to consider included:

➢ Recognition that Head teachers (HT) consider whose responsibility it is to 'bring other staff on in terms of talent managers – bring on in leaders. *It's not just HT but also the Governing Body'*.

➢ Audit tool / prompt sheet for HT and Governors. Leadership can happen within the classroom, they are leaders in their own right, but this isn't always recognised. So what makes an effective leader?

➢ Matrices – identified leadership in school, anonymously collected, Who within a school might fulfil a leadership role in their own or another school?

➢ At what point do schools identify talent and provide people with 'reliable indictors in the future leaders he or she grows along the way'

➢ Current SLE work within LLA is now being badged and linked to talent management to help illustrate where leadership skills are being developed

> **Start preparing for leadership early**
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> **Trainee teachers** – "we had a large influx of new teachers who've trained within mainstream but are now working within a special school and have the potential to be leaders of the future"
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> **Adaptation of teaching standard** – "As a mentor you'd be working with NQT to help them identify and reflect on their practice as an aid to learn more about what they can do to be a good teacher and ultimately a good leader".

School to School support website – to developing a map to publicise and enable schools to identify colleagues who have expertise to share. The framework has been developed, now need to get it populated with information from SEN and publicise to mainstream.

Recommended as a way in which schools could publicise or access peer to peer support
http://school2schoolsupport.org.uk/

5 Role of Specialist Leaders in Education (SLE) in IT/ NC (computing) "issues" and support

Name: Jenny Hindley   **School:** Red Marsh – SLE in Computing

Contact details: http://www.redmarsh.lancs.sch.uk/

Description:

The LLA has nine SLE, this strand of work has been co-ordinated by Kevin Kendall from Grosvenor Park and Catherine Dellow Red Marsh. Jenny Hindley, as one of the SLEs who has been deployed to offer peer to peer support, shared recent developments regarding the ICT curriculum. Due to the proposed changes within the IT curriculum and move computing there were high degrees of uncertainty and concern about implementing the new proposals.

Collaborative work with Julie McGrath (Loyne SLE) has resulted in identifying specific concerns and then planning, delivering training to support effective implementation.

Training and Development:

The following activities have been offered:

➢ A Work IPAD drop-in clinic –to support teaching and learning in the classroom
➢ Planning and delivering of the new ICT computing curriculum
➢ A diverse training delivered to 19 schools that included MLD, SLD, EBD and PMLD pupils and covered activities for pupils ranging from P1 to ICT Level B GCSE

Concerns raised by teachers:

➢ Terminology e.g. debugging, bolean logic
➢ Computing and digital literacy
➢ Access to the correct resources
➢ Keeping up-to-date with new technology and software packages
➢ Adapting the curriculum for pupils working at P level
➢ Addressing the wide ability needs

Makey Makey

To continue the dissemination of practice, Jenny demonstrated resources used within the training including 'Makey Makey' for an illustration in action see http://youtu.be/rfQqh7iCcOU.

For other ideas and support you can contact the Loyne to arrange for SLE support.

Areas for ongoing activity or further development:

➢ Interest in organising local clusters to facilitate collaborative exchange of resources which has proved so successful with initial training and learn from initial delivery of the new curriculum
➢ Need to adapt training for mainstream schools

6 School Direct

Name: Kathryn Veevers   **School:** Loyne Specialist School

Contact details: http://www.loynelearningalliance.co.uk/School-Direct.html

Description:

Kathryn reported on what she described as the '*fabulous journey of individual and initiative development*' based on designing collaboratively with primary and SEN colleagues the curriculum for the LLA School Direct provision. The 2014-15 provision involves 14 primary schools across Lancashire who engaged with the process of developing the curriculum, ten of whom have played an active role in the interview days. which has supported the – many strengths of the SD collaborative model

Recruitment was via UCAS and in common with other Teaching School Alliances recruitment was slow, UCAS opened in October 2013 first applicant in January 2014. Between January and June six interview days for 30 applicants had been held, however, only 6 of the 12 places had been filled. Note by the end of summer term 11 of the 12 places filled.

Applicants attending interview days	Offers	Acceptances	Declined	Pending
30	14	6	8	4

What we've learned from our experience so far

➢ Awareness of school direct initiative was generally very low and there was confusion about how things would work
➢ Importance of being clear about our expectations and sticking to these when recruitment was slower than expected, from the outset there was shared agreement about wanting to recruit quality applicants who would be able to benefit from the experiences we offered.
➢ Pivotal role and commitment of the steering group who have guided the process at each stage
➢ Breadth of curriculum skills and that have been secured for the course delivery by working with a variety of schools who were eager to participate and share their expertise

Unanticipated benefits included:

➢ Professional development opportunities for colleagues involved in curriculum development, interview process
➢ Enhanced communication and links forged for future collaboration work

Ongoing questions

➢ Very time consuming preparing publicity and then participating at recruitment fairs, even sharing the workload with another Teaching Alliance, competing with universities and more established School Direct partnerships.
➢ Cost effectiveness is difficult to measure, however, even with the additional funding received to support the development work school and partners have invested time and effort that exceeds the allocated funding
➢ Viability of the programme experience if the numbers remain small – note by July with additional effort 11 of the 12 places had been filled.

7 Impact of Lexia on reading and spelling

Name: Julia Middleton   **School:** Loyne Learning Alliance

Contact Details: http://www.loyneschool.org.uk/Training.html

Description:

Lexia is a computer based phonics intervention that consists of two 20 minute sessions that provide individualised learning opportunities that are straightforward to administer and proving popular with children.

It's been used for whole school reading and spelling assessments showing a real '*significant progress'*. Ten site licenses have been used by 30 pupils at different times of day. Lexia as an intervention has been used in Literacy and ICT lessons. It is practical and supports children in building up their confidence in reading and spelling. It was originally designed for mainstream but is being used very effectively with pupils in SEN schools.

Activities and feedback

Training and Access to resources

A training event for 7 schools has been delivered plus a further 5 schools who have visited the Loyne to observe the resource in use. Eight schools have bought licences at a discounted rate negotiated via the LLA.

Positive feedback and lessons for the future

During the trial period there have been some positive experiences, for instance, year 1 children have responded well and teachers have been amazed at how quickly they can work with concentration. The materials can be used flexibly, for example, one school used it alongside guided reading; so that Lexia fitted in with other interventions they already offered. Another used it as a settling down activity, *I find it really useful, TA3 who monitor what is happening [and] if they need support*. Teachers have reported they can *identify children who were needing to repeat things to look at how we could cross reference with other interventions*.

The popularity of Lexia amongst children was very striking; one school reported pupils picking it out when given an open choice of activity. Another primary school signalled there may be a limit, *we stopped using it at Christmas year 2 – as their interest was beginning to wane.*

Use at home

There was interest in whether schools have used Lexia for homework? Feedback from schools within the LLA shows they have adopted a range of strategies. *It's like any homework, the better readers were doing it at home, and it's hard to know if parents are doing it for them.* Another school said: *Some children who weren't doing the reading books at home would work with the Lexia.*

> **Impact and improvement**
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> One primary school reported 89% are now on track to hit 2B, which is a statistic we've not hit before, additional gains observed include fluency when reading. We've looked at children in KS2 in years 3 and 4, those who have the comprehension skills, but not the fluency.

8 Impact of mainstream school to school support

Name: Jennifer Shoulder **School:** Staining Primary School

Contact details: http://www.staining.lancs.sch.uk/

Description:

Account of a teaching approach **'split input strategy'** which involved the teacher teaching more than one lesson at a time. The intervention involved a Specialist Leader in Education (SLE) modelling the split input strategy and offering peer coaching and mentoring support in the new pedagogy. I taught a model lesson, I did maths and the Deputy Head taught Literacy.

Lessons are typically very active and involve teaching three different lessons within one lesson. *The aim is to increase the time pupils are spent being taught, for instance, when I went in, the children were working, but not that much teaching*.

This approach is also influenced by the research about **Teaching Assistants (TAs) and their role**. In this context, the TAs are not teaching but are in effect monitoring and observing in order to pass on information to the teacher. Where this is a change in the role of TA there is the potential for tension and some TAs have found it more difficult understanding the importance of their role.

Teachers need to take a risk, which can be a challenge for teachers who like to have control. It's a very reactive model and requires the teacher to really know their subject to enable them to switch between the teaching different groups. It can be really illuminating for teachers to see how their class would be taught, one teacher commented, *I didn't realise my children could do that.* Pupil's feedback from the pupils – they get to do more stuff and there was a reduction in the passive learning. And parents confirmed increased interest in learning, following a literacy lesson in which three different novels were taught at the same time, *one parent reported that their son had he's asked me to buy a book for him.*

Key messages for school to school support:

> Do the journey round the school yourself, going in and seeing the support yourself, rather than making judgements on the basis of other teachers feedback.

> When working with teachers as an SLE be clear and focused about what the problems are, why you are there and be positive about what will be the outcome.

> Involve key staff within the discussions do it with them not to them, see also LLA Briefings 8 and 9 about Teaching Assistants encouraging independence and offering feedback

> Personal benefits for teachers involved self- developments and usefulness for future projects.

Parallel co-teaching approach

For background reading about this teaching approach see: The Parallel co-teaching approach http://www.uk.sagepub.com/upm-data/53811_Villa_Ch_5.pdf

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