



# Penn Wood Primary and Nursery School

Application Pack – Class Teacher

Better Never Stops –  
Mastery Learning in Pursuit of Excellence



## *Mastery Learning in Pursuit of Excellence for all.*

Please take some time to look at our school website and our film. The film explains our philosophy and the story of how we build our school around our 'Tree of Life' metaphor.

### **The Tree of Life at Penn Wood School**

The 'Tree of Life' visually represents the essence and vision of the school. We include all, celebrating diversity and minimising any barriers to learning. As the spirit of the school is totally inclusive, it is responsive to the varying needs and languages (approximately 40) of learners. The heart at the centre of the tree represents the all-important beliefs, attitudes and values of all learners. The tree is about the growth of the heart and mind - about a range of intelligences including emotional and spiritual intelligence.

I am very pleased to welcome you to Penn Wood Primary and Nursery School. We are able to offer an amazing environment for teaching, and creative and deep learning, through our innovative building and our outdoor areas including a woodland, a field and a pond. Our learning community combines high expectations for all with quality learning and relationships to ensure that every child achieves beyond their best. We also have expectations for behaviour of all children and for the conduct and professionalism of staff and the Board of Governors.

The curriculum is rigorous, rich, creative, relevant, broad and balanced; English and Maths are pivotal and are prioritised within each subject area. You can read the documents below to find out more about our curriculum. We have attained various quality marks – Basic Skills, Unicef Rights Respecting Schools' Award, ICT Quality Mark and Thinking Schools' accreditation in recognition of our work. In addition, we are recognised as a Centre of Excellence for 'Talk for Writing' and we offer training to other schools and Local Authorities. On occasion, we have hosted visits for teachers and Principals from other countries.

Ofsted deem us to be a good school and believe that many aspects of our work are outstanding. What matters to us is our desire to be exceptional for our children, particularly our most vulnerable. We are driven to support our children to become confident and capable citizens. We strive for a common culture, values and ethos across the whole organisation, ensuring that it is reflected consistently in both policy and practice. Our ethos promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different beliefs. We encourage children to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010 and we have recently purchased a range of new books to support our work in this area. Andrew Moffat, a well-known author and trainer in this area will be delivering professional learning for our staff in the near future.

We provide a caring and secure environment for all children. Safeguarding our children and staff is of paramount importance to us. The school's Governing Board, Inclusion Team and our Special Needs Team are very supportive.



We look forward to meeting you and hope that Penn Wood is of interest to your professional career.

Jane Girle  
Headteacher

### **The Tree of Life at Penn Wood School**

The 'Tree of Life' visually represents the essence and vision of the school. We include all, celebrating diversity and minimising any barriers to learning. As the spirit of the school is totally inclusive, it is responsive to the varying needs and languages (approximately 40) of learners. The heart at the centre of the tree represents the all-important beliefs, attitudes and values of all learners. The tree is about the growth of the heart and mind - about a range of intelligences including emotional and spiritual intelligence.



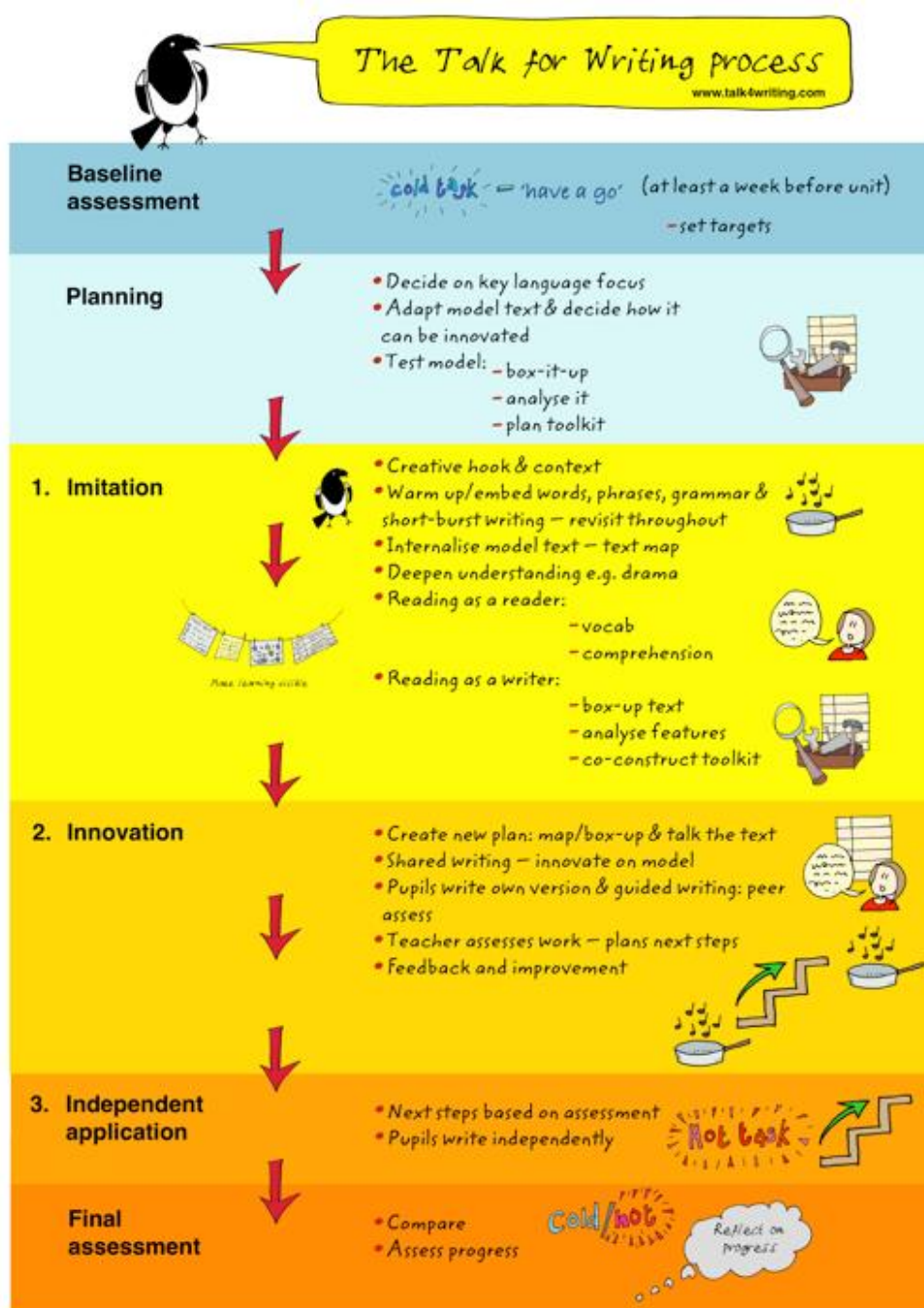
School Application  
Form February 2018.



## Talk for Writing

We are a Talk for Writing Training Centre and train teachers from across the country.

Talk for Writing principles and practice are now firmly embedded across the school and have impacted positively upon standards in reading and writing, leadership practice across a range of areas and the development of an approach to professional learning with research at its heart. Talk for Writing, with its emphasis on feedback, collaboration and meta-cognition, has been key to improving standards. Pie Corbett has been pivotal in our school improvement work for five years or more and the school took part in the 'Transforming Writing' Research Project with the National Literacy Trust.



© Pie Corbett & Julia Strong – Talk4Writing.com



## Teaching and Learning at Penn Wood

### High expectations of teachers and of children

**When planning lessons, we focus on what children will be made to think about rather than on what they will do.** Learning happens when children think hard about subject content so we prepare lessons with this in mind. To develop a learning culture in which children produce high quality work:

- we set tasks which inspire and challenge children, and which are predicated on the idea of every child succeeding
- we develop a sense of whole-class pride in the quality of learning and a sense of peer pressure for children to keep up with the expected standard
- we provide children with exemplars that show them what a great piece of work looks like, which they can analyse in order to decide what makes them strong
- we instil the belief that quality means rethinking, reworking, and polishing so that children feel celebrated for returning to work and improving it.

### Mastery and scaffolding

**Providing various scaffolds which give children the opportunity to master the expected concepts is at the heart of mastery learning.** Underlying misconceptions and knowledge and skill gaps do need to be worked on but through appropriate scaffolding, which is withdrawn at the right time, children can master concepts. There are a number of options to choose from when deciding on the scaffolding required:

- generating and using success criteria
- showing excellence before children work
- worked examples to support modelling and explanations
- partially completed examples for deliberate practice
- lingering with the concrete and pictorial before working abstractly
- guided groups / use of adults.

### Formative assessment

**Teachers are sensitive to the needs of children and adjust their lessons to the here and now.**

Children work best for the teachers who respect them, know their subjects, who are approachable and enthusiastic. The most effective teachers are relentless in their pursuit of excellence and are able to explain complex concepts and address misconceptions in a way which makes sense. Teachers plan lessons and sequences of lessons with clear, decontextualized learning objectives.



| <b>Closed objective<br/>(knowledge)</b>  | <b>Open objective<br/>(toolkit)</b> |
|--|-------------------------------------|
| Know number bonds to 10                  | Solve subtraction problems          |
| Know the structure of a warning tale     | Describe a character                |
| Know the stages of the water cycle       | Carry out a fair test               |
| <b>Closed objective<br/>(procedural)</b> |                                     |
| Multiply numbers by 10 and 100           |                                     |
| Punctuate speech accurately              |                                     |
| Classify materials                       |                                     |



Better never stops – Mastery learning in pursuit of excellence

Teachers co-construct success criteria with children to show how to meet those objectives. Success criteria will be procedural for closed objectives – children must complete all the steps to be successful and there is no difference in quality for having met the objective. Success criteria will be a toolkit for open objectives – children must choose from a range of strategies in order to be successful and that some work produced will be more effective than others. Teachers give children opportunities to internalise and recall success criteria so that they have them to mind and are able to apply them to different contexts with ease.

There is no need for acronyms like WALT and WILF, nor for objectives to be recorded on worksheets or by children in their books. Objectives are recorded on flipchart plans but teachers are not constrained to blandly starting lessons with telling children what the learning objective is. Instead, teachers plan for hooks to bring the learning to life and provide expert modelling and explanations so that the intended learning is clear. Teachers plan lessons based on what children will think about and the learning that is required, not based on what tasks or what children will be doing.

### Influences on pedagogical beliefs

Teaching at Penn Wood is informed by:

- Dweck's idea of a '*Growth Mindset*'; that children are more likely to get better at something if they believe intelligence can be changed through hard work
- external research and thinking around cognitive science, particularly regarding the limits of working memory, encoding in and retrieval from long term memory
- our collective experience of what works within our context.

### What great lessons look like

**Learning is invisible and cannot be observed in a single lesson.** A lesson does not exist in isolation so it is better to think of a lesson as one learning episode in a long series. Within







- Are examples of excellence shared, discussed and deconstructed with the class?

### Explanation

- Does the teacher establish prior knowledge and use this to 'hook into' new knowledge?
- Does teacher subject knowledge add clarity, depth and breadth to the learning?
- Does the explanation focus on the key learning points, success criteria and subject threshold concepts?
- Are there opportunities to make the explanation more concrete and credible e.g. demonstration, visual, practical appropriate use of analogy etc?
- Does the explanation generate curiosity and so 'open up the learning gaps'?
- Is explanation clear and concise, especially when subject matter is challenging?
- Is teacher talk and gesture enthusiastic, firm, kind and inclusive?
- Does the teacher judge carefully when to move from surface learning i.e. key 'bits' of knowledge to deep learning i.e. using, linking and applying that knowledge?

### Modelling

- Is work carefully modelled, so that children are shown how to use this new knowledge and skills?
- Are exemplary pieces of work deconstructed with the children?
- Do teachers model 'expert thinking' by verbalising implicit thought processes?

### Deliberate Practice

- Once children have had input from the teacher, are they given time to practise this new knowledge & skills?
- Are children made to redraft and improve their work?
- Does the teacher observe for mistakes, intervene when necessary and so ensure that practice is perfect?
- Are mistakes utilised as a key aspect of learning?
- Is practice supported by scaffolds and support when necessary?
- Are scaffolds and supports removed at the right time to allow for independence?
- Are the threshold concepts (key subject-specific knowledge and skills) practised regularly to improve retention?

### Questioning

**Classroom discussion – best achieved through artful questioning – makes children smarter because they make children think.** Questions should only be used if they cause thinking and/or provide information for the teacher about what to do next rather than 'guess what's in my head'. The most common model of teacher talk is IRE: initiation, response, evaluation. But it doesn't work very well. A better model is ABC: agree/disagree with, build upon, and challenge, whereby children pass questions around the classroom.

- Does questioning involve a wide range of children?





- Does questioning both deepen and develop thinking and check for common misconceptions?
- Are children given enough time to think about their responses?
- Are reluctant respondents encouraged to respond by careful scaffolding?
- Are children encouraged to respond to and evaluate the responses of their peers?
- Are children encouraged to ask questions?
- Are children expected to rephrase answers in full sentence and Standard English?

## Feedback

**Feedback works best when it is explicit about the success criteria**, offers suggestions for improvement, and is focused on how children can close the gap between their current and their desired performance. Feedback can backfire – it needs to cause a cognitive rather than emotional reaction and should make children think. **Feedback can promote the growth mindset** if it:

- is as specific as possible
- focuses on factors within children's control
- focuses on factors which are dependent on effort not ability
- motivates rather than frustrates children.

**Self- and peer-assessment can be effective strategies** because they give children greater responsibility for their learning. They allow children to help and be helped by each other, encouraging collaboration and reflection.

**The only useful feedback is that which is acted upon** – it is crucial that the teacher knows the children and knows when and what kind of feedback to give then plans time for children to act on feedback.

- Is our teaching (within and between lessons) and curriculum planning responsive, based on the performance of children?
- Do we use a good variety of feedback, which encourages children to consider – *Where am I going? How am I going? Where to next?*
- Is personal feedback focused on the *effort and hard work* that children put in to their work?
- Is there a good mix of verbal and written feedback?
- Is feedback kind, specific and helpful?
- Is feedback designed to make children think?
- Is feedback timed right?
- Are self-assessment strategies such as proof-reading, editing and redrafting employed to aid metacognition?

## Intervening for Mastery

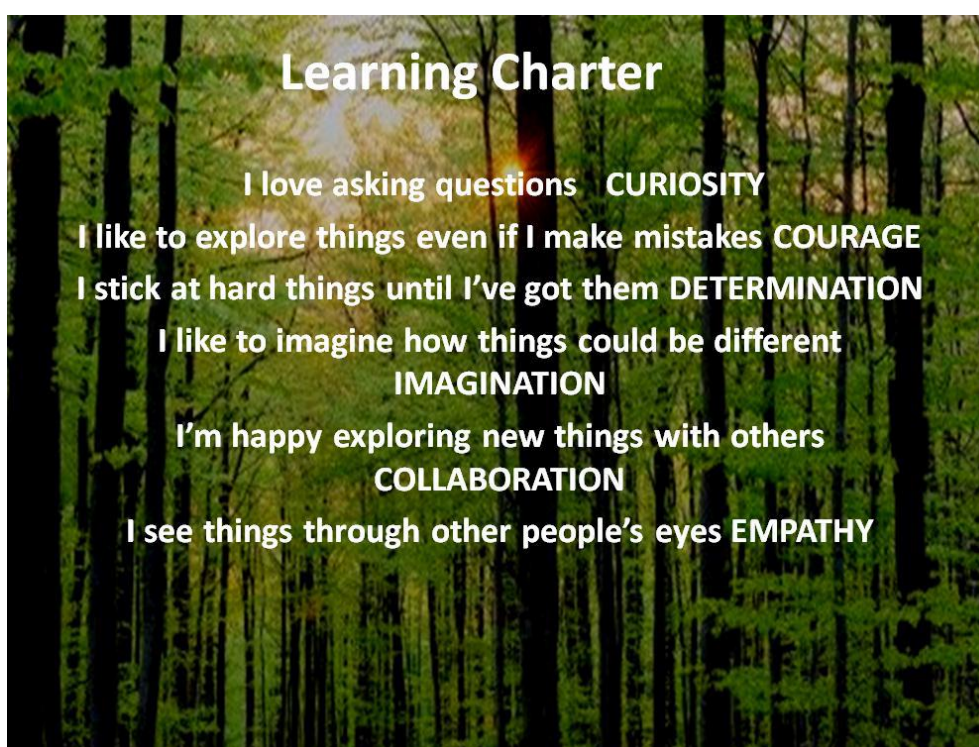
**For children who have struggled with a concept, we want them to keep up with their peers rather than have to catch up later on.** Teachers and teaching assistants intervene when a child or group of children show a misconception or misunderstanding. They intervene for a short period of timely support in order for that child or group to be back on track ready for the next lesson. Three experienced teaching assistants are not assigned to classes, having a



more flexible timetable in order to either intervene with children or cover the class teacher for a short period while the teacher intervenes. This is additional to what class teachers organise in their own classes with their teaching assistants. Professional learning opportunities are provided for teaching assistants to develop their subject and pedagogical knowledge in order to support children effectively.

### Quick graspers

At Penn Wood, we do not set children by ability or assign children to ability groups. Mastery involves all children being exposed to the concepts expected for their year group in the National Curriculum. Some children will quickly grasp the concepts being taught and will work on tasks that encourage a greater depth of understanding of that content rather than acceleration through the curriculum. These quick graspers are identified through continuous formative assessment





## Indicators that learning might be taking place - YES

- Children are explaining something in their own words
- Children are asking questions
- Children are making connections
- Children are re-creating (rather than reproducing) information
- Children are justifying their decisions
- Children are explaining their thinking
- Children are talking to each other
- Children are active – doing something with information
- Children are reflecting at a conscious level
- Children are offering analogies and metaphors of their own: Oh I get it ... It's a bit like.....
- Children are re-drafting, revising, re-thinking and so on
- Children are frowning (the penny is stuck) and then smiling (as the penny drops).

Mike Hughes



## Penn Wood's Curriculum

### Inspiring hearts and minds

The school curriculum is what children need to learn. It includes lessons but also events and routines, clubs, visits, dramatic performances and sporting occasions. The national curriculum is an important part of that programme for learning. Penn Wood's curriculum is the very essence of its work and we aim to provide highly positive, memorable and magical experiences, and rich opportunities for high quality learning. The Education Act (2002) states that the curriculum must be balanced and broadly based. It must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepare pupils at the schools for the opportunities, responsibilities and experiences of later life.

The national curriculum introduces children to the essential knowledge that they need to be educated citizens. It introduces pupils to 'the best that has been thought and said' and is 'an appreciation of human creativity and achievement'.

The national curriculum sets out a series of expectations for what children should know, understand and be able to do by set points in their primary education. It is a performance model where assessment drives teaching and learning against targets stipulating what children must achieve mastery of.

Penn Wood depicts its curriculum as a tree. The branches are the curriculum subjects and the leaves are the individual bits of learning that are required by the national curriculum. The roots are where the children learn to be critical thinkers and problem solvers, where they learn to work together in teams, develop their own creativity and social skills, learn to investigate, to evaluate, to develop new ideas, to be enterprising and to communicate in a wide range of ways with a wide range of people.

The roots are where the children develop personally as confident individuals, willing to take risks, persevere and deal with setbacks and difficulties. They know that learning involves 'thinking hard', deliberate practice and knowledge retrieval from the long term memory. They learn from watching how others to do well and respond to feedback on their learning. We call this having a 'growth mind-set'; intelligence is not fixed and everyone can improve.

The trunk is the quality of the learning experience including the use of new technologies to enhance teaching and learning, having a global perspective and building real experiences into the curriculum that embrace local opportunities.

The curriculum is creative in that careful thought has gone into putting things together, making connections, so that learning can be more effective. It has the needs of Penn Wood learners at its heart. English and Maths are at the core of the curriculum as these subjects form a basis for success across other curriculum subjects. The school has adopted a subject specific approach as opposed to a cross-curricular approach so that children can be introduced to the knowledge and the systems of thought within each subject area. Subjects will, however, be aligned and connected with thought.

This thinking is a key element in the process of learning at Penn Wood. Children cannot learn by passively absorbing facts, they need to be actively engaged in a deeper thinking process. This requires that they not only hear or see, but also mentally manipulate the information—considering its implications and significance, comparing it to what they already know, synthesizing and digesting it,



and sharing it with others. To make this happen teachers in Penn Wood do not only focus on facts, although knowledge is important, but they also help children to understand the thinking processes they are using which will help them to learn. This approach to learning via deep thinking not only aids problem-solving in school but also throughout a person's life.

To develop thinking further we engage our children in a programme called 'Philosophy for Children'. This approach helps them to become more thoughtful, reflective, considerate, reasoning and reasonable individuals. In each subject facts are different but this method of thinking is used to open up thinking about the 'big ideas' that apply in each subject area. A range of different stimuli are presented. The stimulus could be a film, picture, drawing, sculpture, poem or book, especially a picture book. As a 'Talk for Writing' school we already use books as a 'golden thread' weaving through all the subject areas. The stimulus in turn raises philosophical questions one of which is then explored by the class which becomes a 'community of enquiry', facilitated by the teacher. Questioning is the driver of good thinking and further questions are brought into the enquiry to push it into depth.

Furthermore we are using the advanced pedagogy of 'High Performance Learning' to build superior cognitive performance from all our children. Developed by Deborah Eyre, this pedagogy is dependent on children developing a series of cognitive characteristics along with values, attitudes and attributes which helps them progress to be advanced performers and enterprising learners.

Through our innovative curriculum design incorporating Talk for Writing, growth mind set, Philosophy for Children and 'High Performance Learning', we aim to inspire the hearts and minds of the children at Penn Wood to encourage them to want to learn and enjoy their educational journey.



Mastery and  
scaffolding at Penn



Professional  
learning - statement



## School Performance

# Penn Wood Primary and Nursery School's 2017 results:

### *Children achieving the expected standard at KS2:*

| Subject                           | School percentage | National average |
|-----------------------------------|-------------------|------------------|
| Reading                           | 62%               | 72%              |
| Writing                           | 87%               | 76%              |
| Maths                             | 80%               | 75%              |
| Grammar, Punctuation and Spelling | 90%               | 77%              |
| Reading, writing, maths combined  | 55%               | 61%              |

### *Scaled scores at KS2:*

| Subject                           | School average | National average |
|-----------------------------------|----------------|------------------|
| Reading                           | 102            | 104              |
| Maths                             | 106            | 104              |
| Grammar, Punctuation and Spelling | 110            | 106              |

### *Children achieving a higher level of attainment at KS2:*

| Subject | School percentage | National percentage |
|---------|-------------------|---------------------|
| Reading | 15%               | 25%                 |





|                                   |     |     |
|-----------------------------------|-----|-----|
| Writing                           | 12% | 18% |
| Maths                             | 30% | 23% |
| Grammar, Punctuation and Spelling | 45% | 31% |
| Reading, writing, maths combined  | 5%  | 9%  |

**Average progress at KS2:**

| Subject | School average | National average |
|---------|----------------|------------------|
| Reading | +0.28          | 0                |
| Maths   | +4.15          | 0                |
| Writing | +1.8           | 0                |

*Note: These figures are provisional until September when progress measures are confirmed.*

### Areas to investigate

**KS2 progress trend**

- Writing progress was in the top 20% for at least two years for middle prior attainers.
- Mathematics progress was in the top 20% for at least two years for all pupils, middle prior attainers, high prior attainers, disadvantaged pupils.

**KS2 attainment**

- In 2017, reading attainment of the expected standard was at or above national for the high prior attainment group.
- In 2017, writing and mathematics attainment of the expected standard was at or above national for groups: middle, high prior attainment and disadvantaged.





**Penn Wood Primary and Nursery School**  
**Ofsted 2014 – Good with many outstanding features**

Penn Wood is an expanding primary school looking for talented teachers and leaders to develop from September 2018

We operate in a wonderful indoor/outdoor environment (including a woodland) - visits to our website and the school are positively encouraged.

In essence, we are:

- An ambitious and highly successful organisation
- A Talk for Writing Training Centre
- A SIMS partnership school
- A Rising Stars Mastery Maths Training Centre
- An OFSTED 'good' school with many outstanding features

You will need:

- Knowledge of the theory and practice for providing effective education for all children
- To be able to develop good relationships within a team
- To communicate effectively with all stakeholders
- To create a happy, challenging and effective learning environment
- To be motivated, creative and resourceful, as well as committed to developing your own practice

In return, we can offer you:

- An inspirational culture for teachers to master the craft of teaching
- Leaders with a strong, proven track record
- A strong focus on research informed professional learning
- A comprehensive NQT induction programme
- An impressive learning environment through our innovative building design
- Career pathways and leadership development
- Highly competitive salaries
- Wonderful, confident and well-rounded children

Experienced teachers and NQTs are encouraged to apply for the post.

Application packs are available on our website <http://www.pennwood.slough.sch.uk/>. Please send completed forms to [enquiries@pennwood.slough.sch.uk](mailto:enquiries@pennwood.slough.sch.uk) and [jane\\_girle@pennwood.slough.sch.uk](mailto:jane_girle@pennwood.slough.sch.uk)

Interviews commence upon receipt of suitable applications

Our School is committed to safeguarding. The successful applicant will be required to provide suitable references and undergo an enhanced DBS check.



Teacher Application  
Form.doc



## Job Description

### Teacher/Class Manager on the Main Scale – Model Responsibilities

**The Class Teacher is responsible to:**

- The Phase Leader
- The Leadership Team
- The Deputy Head
- The Headteacher

**The Class Manager is responsible for:**

- Actively promoting the aims of the school through good practice and a constant professional attitude
- Contributing to the formation and implementation of the Raising Attainment Plan
- Being an active and supportive member of the school staff through maintaining and contributing to the development of the philosophy of the school, setting and maintaining high expectations of standards of work
- Maintaining good order and discipline among pupils throughout the school, and modelling behaviour that encourages a sense of responsibility and consideration for others
- Continuing personal professional development
- Communication and consulting with the parents/carers of pupils
- Developing and maintaining good relationships, interaction and co-operating within school and between school and home
- Participating in a positive way to the decision making processes within the school
- Participating in performance management
- Ensuring that any issues causing concern/requiring debate appear as items on team/management agendas
- To comply with all aspects of Safeguarding and to become familiar with the School's Safeguarding Policy
- To become familiar with the Health & Safety Statement, Policy and Responsibility leaflet and act upon all recommendations concerning Health & Safety at work

### Teaching

1. Preparation, planning, schemes of work
2. Subject expertise
3. Knowledge of statutory curricular requirements:
  - (a) National Curriculum programmes of study
  - (b) Level Descriptions
  - (c) End of key stage descriptions
4. Keeping up-to-date with subject developments
5. Environment - displays
6. Implementation of SEN Code of Practice, individual education plans (IEPs) etc.
7. Preparation of pupils for citizenship
8. Classroom management and organisation
9. Range of teaching styles or competences, response to varying learning styles
10. Use of information technology
11. Communication and presentation skills
12. Evaluation, review and monitoring



13. Differentiation
14. Marking assessment, recording and reporting
15. Homework
16. Contribution to moral and spiritual development
17. Health and Safety

## **Relationships**

### **1. Pupils**

- a High expectations
- b Motivation
- c Discipline
- d Atmosphere conducive to learning
- e Rapport
- f Rewards and sanctions
- g Equal opportunities

### **Teaching staff/others**

- a ability as a team member
- b contribution to meetings and school policy
- c graduate teachers and newly qualified teachers
- d rapport with senior staff and other colleagues
- e parents
- f staff
- g external agencies
- h governing bodies
- i learning support assistants

### **Pastoral**

1. register, record keeping
2. team member
3. commitment
4. support for school ethos and guiding principles
5. liaison with parents/carers
6. interest and concern for welfare of pupils
7. monitoring of pupils' progress, attendance, punctuality, homework

## **Administrative**

### **Other**

1. Punctuality
2. Resilience and stress tolerance
3. Appearance
4. Extra-curricular activities
5. Parent-teacher association and social functions
6. Duties – statutory and voluntary



| Personal Specification      | Essential   | Desirable  |
|-----------------------------|---|--|
| Qualifications              | Qualified Teacher status  | Evidence of continuous INSET and commitment to further professional development  |
| Experience                  | The Class Teacher should have experience of: teaching at Foundation Stage, Key Stage 1 or 2 or more   | In addition, the Class Teacher might have experience of: teaching across the whole Primary age range; working in partnership with parents.   |
| Knowledge and understanding | The Class Teacher should have knowledge and understanding of: the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); statutory National Curriculum requirements at the appropriate key stage; the monitoring, assessment, recording and reporting of pupils' progress; the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; the positive links necessary within school and with all its stakeholders; effective teaching and learning styles. | In addition, the Class Teacher might also have knowledge and understanding of: the preparation and administration of statutory National Curriculum tests; the links between schools, especially partner schools. |
| Skills                      | The Class Teacher will be able to: promote the school's aims positively, and use effective strategies to monitor motivation and morale; develop good personal relationships within a team; establish and develop close relationships with parents, governors and the community; communicate effectively (both orally and in writing) to a variety of audiences; create a happy, challenging and effective learning environment.   | In addition, the Class Teacher might also be able to: develop strategies for creating community links.   |



|                                 |  |  |
|---------------------------------|--|--|
| <b>Personal characteristics</b> | Approachable<br>Committed<br>Empathetic<br>Enthusiastic<br>Organised<br>Patient<br>Resourceful |  |
|---------------------------------|--|--|

The school is committed to the Chartered College's Professional Principles



Chartered College  
Professional Principles