



**Brooke Weston Academy**  
**PROFESSIONAL DEVELOPMENT**  
**PROGRAMME**  
**2018 - 2019**



# WHOLE STAFF DEVELOPMENT

## PD.1 - VI FORM STRETCH AND CHALLENGE

## JANUARY TRAINING DAY - THE SECRET ART OF LITERACY

## PD.3 - FEEDBACK AND ASSESSMENT

### VI FORM STRETCH AND CHALLENGE - 19<sup>TH</sup> SEPTEMBER 2018

As we begin our professional development programme for the year, we have decided to shine a spotlight on best practice for stretching the most able and ensuring that all VI form students are being challenged at the top end. This is particularly important in light of our 2018 A-Level results and to ensure that we are looking to build on the number of A\*/A grades in 2019.

A number of our colleagues across the academy will deliver a short presentation on some of the most effective and engaging strategies they use to drive our students towards the prestigious A/A\* grades. These might be a particular set of stem questions they have for questioning HAPs; classroom habits where HAPs are always directed to a 'Challenge' task; methods they have for building the vocabulary needed to access the A\* grades – all practical strategies for you to take back to your own classroom!

*You'll also have the chance to share your own 'BIG IDEAS' for challenging our most able students at BWA.*

### FEEDBACK AND ASSESSMENT - 7<sup>TH</sup> FEBRUARY 2019

Feedback is one of the few things in education that pretty much everyone accepts as a non-negotiable. The language and rhetoric surrounding traditional 'marking' has been replaced by a focus on feedback – specific advice given by a teacher to a student on how to make an improvement in some area of their study. We know it matters! As a crucial example, the Education Endowment Foundation places feedback at the top of their list of interventions schools can use to close the achievement gap between more and less advantaged pupils.

However there is no 'silver bullet' for feedback and some important questions remain – challenges that will be discussed in this session:

1. How do we create a whole academy feedback policy which is both effective and sustainable?
2. What does 'effective' feedback look like in Brooke Weston at present and what needs to change?
3. What do you think effective feedback should look like in your classroom and department?
4. What examples of effective practice can we share with each other and across departments and classrooms?

*We hope that you'll be willing to share your classroom based research in our BWA Teaching and Learning Journal over the next year.*





# JANUARY 7<sup>TH</sup> 2019 TRAINING

## GUEST SPEAKER: DAVID DIDAU



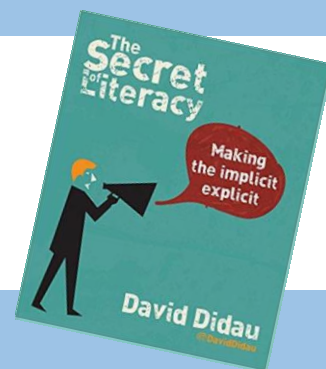
In 2011, frustrated by the current state of education, David Didau began to blog. Since then, he has expressed the constraints and irritations of ordinary teachers, detailed the successes and failures of his own classroom and synthesised his 15 years of teaching experienced through the lens of educational research and cognitive psychology. *The Learning Spy* is widely recognised as one of the most influential education blogs in the UK and has won a number of awards. In February 2017, he recorded 2.5 million visitors to the site.

David has also spent a lot of time working in schools to improve the way teachers approach students' literacy. *The Secret of Literacy* urged teachers to 'make the implicit explicit'. As teachers, we are highly literate but frequently lack the ability to teach these skills explicitly to students. By breaking down and codifying what teachers are able to do, we are able to teach reading and writing more effectively. All staff will be working with David during the morning of January 7<sup>th</sup> and we look forward with great anticipation to hearing his thoughts on how we can equip BWA students with a 'Language for Life'.

## PRAISE FOR 'THE SECRET ART OF LITERACY'

*'David Didau's book is everything a book about the work of teaching should be: clear-eyed, lively, wise, and funny. Written by a front-line practitioner of the craft.'*

**Doug Lemov**, Managing Director, Teach Like a Champion Team



## LITERACY: LANGUAGE FOR LIFE TEACHING STAFF WORKSHOPS:

1. Slow Writing
2. Explicit vocabulary instruction
3. Reading strategies
4. Extended writing and structuring responses



## LAUNCH OF LEARNING DEVELOPMENT GROUPS (2019)

This day will also see the launch of our 2018-19 Learning Development Groups – a new innovation for 2019 that replaces the 'Learning Triads' to encourage increasing collaboration between departments and an emphasis on trialling new strategies in the classroom. Groups will be given a particular development focus that ties in with our whole school priorities to help generate a wealth of resources and classroom-based best practice.



# LEARNING DEVELOPMENT GROUPS

NEW

A learning development group (LDG) is a group of around 9 teachers (from different subject areas and specialisms) who meet during allocated slots to share best practice, offer mutual support and coaching, and commit to trialling new teaching strategies and/or resources focused on a particular theme of teaching and learning. At the beginning of PD4 and PD5, all members of the group will describe and evaluate the new strategies they have used since the last session.

*Staff will also be given the opportunity to work in smaller groups and organise observations to gain invaluable peer feedback and support in order to improve and embed their strategies.*

## THEMES FOR 2018-19:

1. Oracy
2. Thinking Hard (KS3 and KS4)
3. Active Learning
4. Engaging with Research (RQT Programme)
5. Feedback and Assessment
6. Literacy and Communication
7. Mastery and Deeper Reflection
8. VI Form – Striving for A/A\*

## PD MEETING DATES:

LAUNCH: 7<sup>TH</sup> JANUARY 2019

PD 2: 16<sup>TH</sup> JANUARY 2019

PD 4: 10<sup>TH</sup> APRIL 2019

PD 5: 25<sup>TH</sup> JUNE 2019

RQT 1-1 COACHING MEETINGS:  
W/C - 8<sup>TH</sup> JULY 2019

## HOW WILL IT WORK?

1. The January session will begin with all facilitators introducing their dedicated theme: why this is such an important area of pedagogy at Brooke Weston, key research findings and suggested strategies that staff across different faculties can adapt and trial in their own classrooms.
2. The April and June sessions will begin with a summary of the progress that has been made since the last meeting. Each member of staff will describe and evaluate the new strategies/resources they have used since the last session. *Resources and guidance will be provided to staff to enable them to structure their feedback to the group and share their reflections.*
3. The LDG facilitators may continue to share a number of new suggestions, research-led strategies and recent innovations in teaching and learning for staff to help reflect on their own practice.
4. Staff will break out into pairs/threes to consider how they will adapt/change/embed their current practice to ensure continuing improvements to their practice. *Staff will be provided with a coaching document to support with how they are working with colleagues to shape best practice. Suggested questions/topics of conversation will be offered by the facilitators.*
5. All members of the group will share their 'What Next?' goals and intentions. This is a fantastic opportunity for the group to suggest additional ideas/resources/strategies that will enable successful implementation.
6. All LDG facilitators will summarise and present the group's findings during the 2019 training day to all



# ALREADY CURIOUS ABOUT OUR THEMES?

## LEARNING DEVELOPMENT GROUP THEMES 2018-19:

As we look ahead to the launch of the LDGs in January 2019, you may wish to reflect on the themes which feel most relevant and applicable to your classroom and department. We hope that all staff relish the opportunity to engage with current educational research before trialling new and innovative strategies in their own practice.

For each of this year's eight themes, we have compiled a few useful links to allow you to begin your own reflections on why these are so important for teaching and learning at Brooke Weston.

Feel free to dip in and out of these sources and start a discussion with colleagues about where you might see the benefits for our young people.

### ORACY

<http://geoffbarton.co.uk/files/teacher-resources/2016/Teachology/Oracy-Report.pdf>  
<https://www.noisyclassroom.com/oracy-across-the-curriculum/>  
<https://www.nace.co.uk/blog/5-reasons-teach-oracy-skills-classroom>

### THINKING HARD

<https://www.theconfidentteacher.com/2016/02/thinking-hard-practical-solutions-for-the-classroom/>  
<https://kennetlearning.com/2016/11/25/lets-get-pupils-thinking-hard/>

### ACTIVE LEARNING

<https://www.cambridge-community.org.uk/professional-development/gswal/index.html>  
<https://www.ucl.ac.uk/teaching-learning/active-learning-toolkit>

### RESEARCH

<https://www.dropbox.com/s/oldaulzaybik4c0/DGT%20Full%20report.pdf?dl=0>  
<https://www.dropbox.com/s/gqf7wj3qosfopri/Strengthening%20the%20Student%20Toolbox.pdf?dl=0>

### FEEDBACK

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>  
<https://visible-learning.org/2013/10/john-hattie-article-about-feedback-in-schools/>

### LITERACY

<https://www.theconfidentteacher.com/2017/06/why-whole-school-literacy-fails/>  
<https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility>

### MASTERY

[https://www.dropbox.com/s/m094rmnk9y4o2q0/willingham\\_0.pdf?dl=0](https://www.dropbox.com/s/m094rmnk9y4o2q0/willingham_0.pdf?dl=0)  
<https://www.dropbox.com/s/qk2oexsl90rhr7/Working-memory-and-learning-difficulties.pdf?dl=0>

### AIMING FOR A/A\*

<http://www.sec-ed.co.uk/best-practice/stretch-and-challenge-in-your-classroom/>  
<https://bit.ly/2FTVVvA>  
<https://bit.ly/2DtoJ8k>



# BWA TEACHING AND LEARNING JOURNAL

NEW

## WHAT WILL THE JOURNAL INVOLVE?

This year will see the inaugural publication of the Brooke Weston Academy 'Teaching and Learning Journal' with all articles and content originating from our very own BWA staff. All staff will receive a hard copy version of this publication and all contributors will have the opportunity to submit content on a school/educational related topic of their choice. These might include a commentary on recent educational reform, a beginner's guide to an aspect of T+L, an insight into middle leadership, a hitchhiker's guide to success at Brooke Weston or the challenges of returning to work following maternity leave. Our rationale for the publication is to celebrate 'deliberate best practice' and provide staff with a whole source of inspiration and opportunity for reflection.

Staff may be invited to contribute an article for the journal but we are also happy to receive submissions which address any of the following briefs:

## ACADEMIC SUBMISSION (WITH REFERENCES):

This might include a piece you have submitted for a PGCE, MEd, NPQML, NPQSL, NPQH or similar. Importantly, these articles should be based on current educational research and may highlight your own reflections and strategies within a particular branch of teaching and learning.

## TEACHING AND LEARNING TOOLKIT:

This is where you will have the opportunity to share a strategy, task or activity that you have trialled and tested throughout the year. We would love to hear your inspiration behind the strategy in addition to your **pre-mortem** (how you expected the activity to work) and **post-mortem** (how the activity worked in reality).

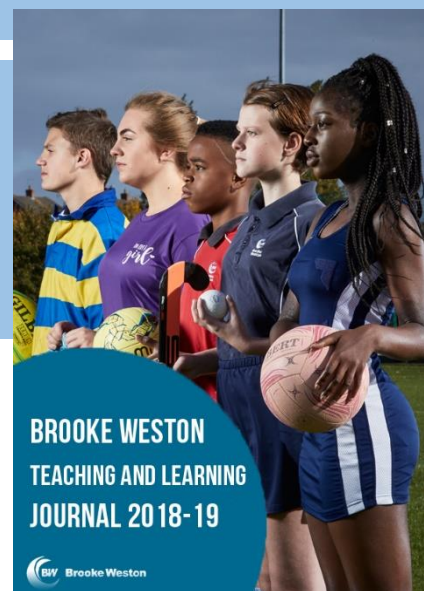
## ADVICE SECTION:

This could include any personal and professional challenges you have faced and your approach to overcoming them. We would love to hear your professional and honest advice to NQTs and new staff to the academy and your suggestions about how they can succeed at Brooke Weston.

## ALL SUBMISSIONS ARE WELCOME:

EMAIL: [bwajournal@brookeweston.org](mailto:bwajournal@brookeweston.org)

All are welcome to come and discuss their ideas for new content.





# MIDDLE LEADERSHIP PROGRAMME

## WHY FOCUS ON MIDDLE LEADERSHIP?

There has never been a better time to be a middle leader. Increased accountability and autonomy means that you can clearly see how your leadership has a direct impact on pupil progress and achievement. The challenge is the task of 'learning leadership' on the job – performing tasks for the first time, all the while securing delivery through others'. The ML development programme this year will focus on a number of key strands from the School Improvement Plan whilst also striving to support with the development of vital leadership characteristics.

*'We need to be the change we wish to see in the world' (Mahatma Ghandi)*

## FOCUS AREAS FOR 2018-19:

1. Feedback and assessment
2. Current educational research
3. Holding yourself and others to account
4. Developing your leadership approach
5. Leading and managing innovation and change



## FEEDBACK AND ASSESSMENT - TERM 1

This session will focus on a collaborative discussion about what 'effective feedback' currently looks like across BWA. Leaders will have the chance to evaluate multiple feedback methods and move towards a consensus of 'best practice'.

## REFLECTING ON RESEARCH - JANUARY TRAINING DAY

David Didau will be working with all middle leaders on the January training day – discussing educational research and debunking some of the more common myths: a fantastic way to reflect on your own research-inspired practice.

## HOLDING YOURSELF AND OTHERS TO ACCOUNT - TERM 3

This SSAT module addresses the role of accountability and performance management. You will understand your role in setting the team culture and expectations and have practical strategies for managing difficult conversations.

## LEADING AND MANAGING INNOVATION AND CHANGE - TERM 4

This SSAT module explores the complex issues involved in leading and managing change. It includes practical tools for effective project management as well as how to handle the emotional aspects of change.

## DEVELOPING YOUR LEADERSHIP APPROACH - TERM 5

This SSAT module looks at developing leadership approaches to improve effectiveness. It includes the importance of self-awareness and emotional intelligence as well as exploring different leadership characteristics and styles.





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