DEVELOPING A WHOLE SCHOOL APPROACH

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PURPOSE OF THIS SESSION

Not to tell schools what to do!
Provide some insight into one school’s journey.
WHAT DOES S.E.A.L MEAN TO WALLYFORD?

SEAL is not a programme of work

SEAL is a pedagogy that promotes professional enquiry and collaborative working.
WHAT DID WALLYFORD DO?

ONE BITE AT A TIME
WE STARTED SMALL

Started with the interested teachers (Build Capacity)

• Weekly Learning Conversations
• Collaborative Planning
• Team Teaching
• Planning Assessment into Lessons
• WHAT IS THE POTENTIAL OF THIS APPROACH?
DEVELOP UNDERSTANDING & INTEREST IN THE NEED TO CHANGE APPROACH

Interested teachers lead by:

• Sharing good practice
• Offer shadowing experiences
• Support collaborative planning

4.2.2 Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school
LEADERSHIP METAPHOR: FLIGHT OF THE CANDIAN GOOSE
FLIGHT OF THE WALLYFORD GOOSE!
WE FOCUSED ON CLPL

Everyone learns together-

• Exploring findings together,
• CPD sessions,
• Collaborative Planning & Team Teaching

Licence to learn- this is a new way of looking at number so we are going to be learning together. (I don’t have all the answers)

4.2.2 Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school
WHAT DID THIS ACHIEVE

HONK!!

HONK!

HONK!

HONK!!

HONK!!
IDENTIFYING STARTING POINT

Using some diagnostic assessment—Where are our learners and what do they need to do next?

Creating and agreeing the big picture…

4.1.2 Head Teachers establish and use systems to collect evidence with which to inform decision making
Children needed to develop strategies beyond phase 4.

Children needed to be less reliant on processes and have a better understanding of number.

Children need time to develop and understand non-count by one strategies.

Children need to develop knowledge of grouping and sharing to support knowledge of times tables facts.

Number needs to be learnt - not solely taught.

*we needed to go back to basics*

4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities.
DEVELOPING A COMMON LANGUAGE - CREATING A PROGRESSION ACROSS THE SCHOOL

• What should “back to basics” look like?
• Created a pedagogical overview based on teacher needs - develop a common language.
• Worked with our secondary colleagues to agree standard and vision for the future - wrote phases 6&7 in partnership.
• Enhanced and developed with professionals in other schools to further develop based on findings from SSLN

4.3.3 Head Teachers establish and sustain processes to develop pedagogic practices across the school
FROM ACTION RESEARCH TO EXPECTATION IN SCHOOL

Expectations:

- Phased progression used by all teachers to inform assessment & planning
- Teachers collaborate and plan together
- Teachers team teach or shadow with a teacher with experiences in approach
- Shared classroom experiences would support teacher development.
- Monitor through tracking and PIPs

4.2.5 Head Teachers build systems to monitor the impact of professional learning on the culture of learning.
WHAT DID THIS ACHIEVE

HONK!

HONK!

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HONK!

HONK!
OUR BIGGEST CHALLENGE...
PACE & CHALLENGE

Benchmarking - raise aspirations.
Moderation - agreed understanding
Lesson Cycle - AiFL at the heart of all lessons.
Learning conversations:
• Shared Classroom Experiences
• Planning Meetings
• Attainment Review (PIPS)

4.3.4 Head Teachers build collaborative processes to review and enhance pedagogic practice
SO WHAT DOES LEARNING LOOK LIKE IN WALLYFORD?

Benchmarking:
Phase 1 - Nursery
Phase 2 - P1
Phase 3 - P2
Phase 4 - P3
Phase 5 - P4
Phase 6 - P5
Phase 6 - P6 → 7
SO WHAT?

Common approaches in numeracy across the school
Teacher are more confident in planning learning rather than following lessons plans
Benchmarking has raised aspirations- and children and teachers are rising to the challenge
Wallyford attainment is improving.

AND NEXT?

Establishing learning team across cluster primary schools and secondary schools that focus on raising attainment further:

• What is working well? Share and collaborate!
• What areas need to be developed further? What do we know about this and what can improve this?
• Develop use of data 3-18 to monitor progress and inform future decisions.
LESSONS LEARNED

Professional Capital, Hargreaves and Fullan (2012)

What needs to happen:
- Cultivate conditions rather than direct practice
- Empower school community
- Provide more time and space for innovation to grow
- Support more by listening and providing feedback not listening then instructing
- Develop leadership capacity in the school

Metaphor of the Flight of the Canadian Geese
The Leadership File, MacBeath (2004)