

Developing professional capacity

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Part of the Cabot Learning Federation

New school, new vision for CPD



Whole school strategic approach

[http://www.suttontrust.com/researcharchive/great-teaching;](http://www.suttontrust.com/researcharchive/great-teaching)

What makes great teaching?

Review of the underpinning research

Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major

October 2014

Wallscourt Academy Retweeted



Keri Facer @Kerileef · 6 Feb 2015

Good to see @wallscourt academy today. I love a school with its own dog, a slide and a serious intellectual agenda



Leadership at all levels



Effective use of all staff in CPD

Making Best Use of Teaching Assistants – Recommendations Summary

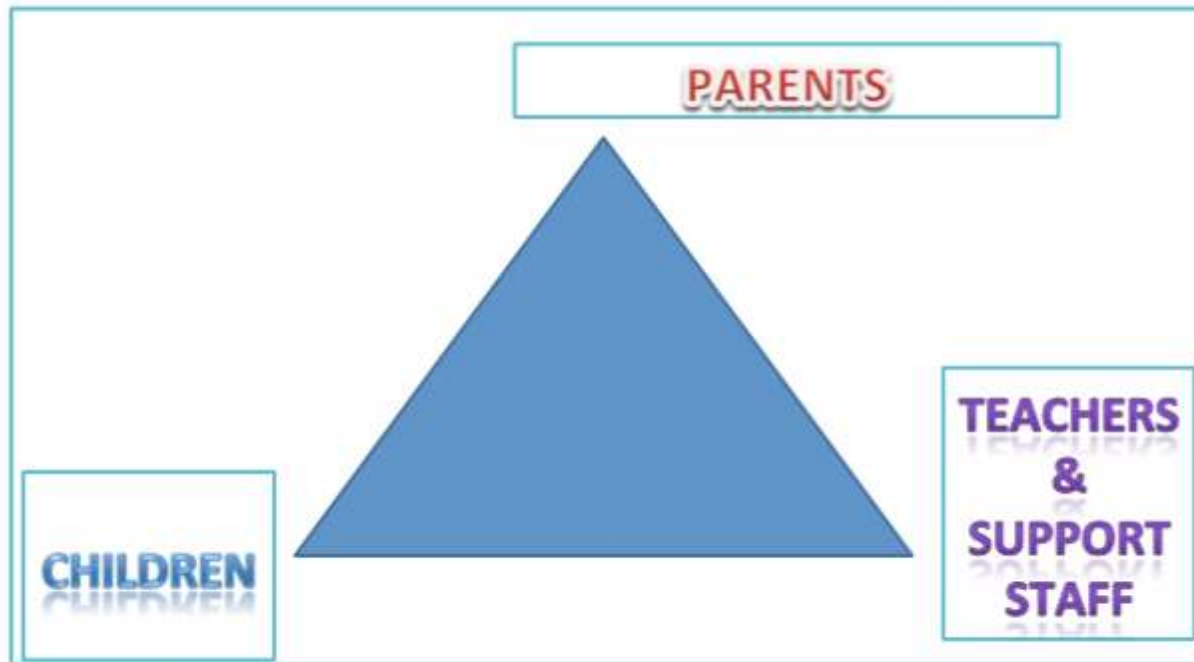
RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN EVERYDAY CLASSROOM CONTEXTS				RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN DELIVERING STRUCTURED INTERVENTIONS OUT OF CLASS	RECOMMENDATIONS ON LINKING LEARNING FROM WORK LED BY TEACHERS AND TAs	
I	II	III	IV	V	VI	VII
<p>TAs should not be used as an informal teaching resource for low-attaining pupils.</p> <p>The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in need/less. Although this has happened with the best of intentions, the evidence suggests that the status quo is no longer an option. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TA time is supported across the school.</p>	<p>Use TAs to add value to what teachers do, not replace them.</p> <p>If TAs have subject expertise, it is important they supplement, rather than replace, the teacher – the expectation should be that the needs of all pupils are addressed, first and foremost, through high-quality classroom teaching.</p> <p>Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where</p>	<p>Use TAs to help pupils develop independent learning skills and manage their own learning.</p> <p>New research has shown that improving the nature and quality of TA support to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p>	<p>Ensure TAs are fully prepared for their role in the classroom.</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Creative ways of ensuring teachers and TAs have time to meet include adjusting TA working hours (with work flexibility), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.</p>	<p>Use TAs to deliver high-quality one-to-one and small group support using structured interventions.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of appropriate levels to four additional months' progress (effect size 0.2-0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training when TAs are deployed in more</p>	<p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.</p> <p>Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:</p> <ul style="list-style-type: none"> • Sessions are offered for 20-50 mins, occur regularly (2-5 times per week) and are sustained over a sustained period (8-20 weeks). • Careful monitoring is in place to enable this consistent delivery. • TAs receive extensive training from experienced teachers and/or teachers (5-30 hours per intervention). 	<p>Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.</p> <p>Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to have a clear, reliable, site connection between what pupils experience in and away from the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work made in the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.</p>

https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf

Learning triangle is key to CPD



The Learning Triangle



Visits and visitors to enhance CPD



Wallscourt Academy @Wallscourt · 19 Mar 2015

Great FNN with early years team across Clif to look at learning- what wonderful writers we have! @Cabotfederation



Use of new technologies

Our platform offers the full cycle of effective professional learning; giving you a **cost effective** and **sustainable** way to support professional growth.

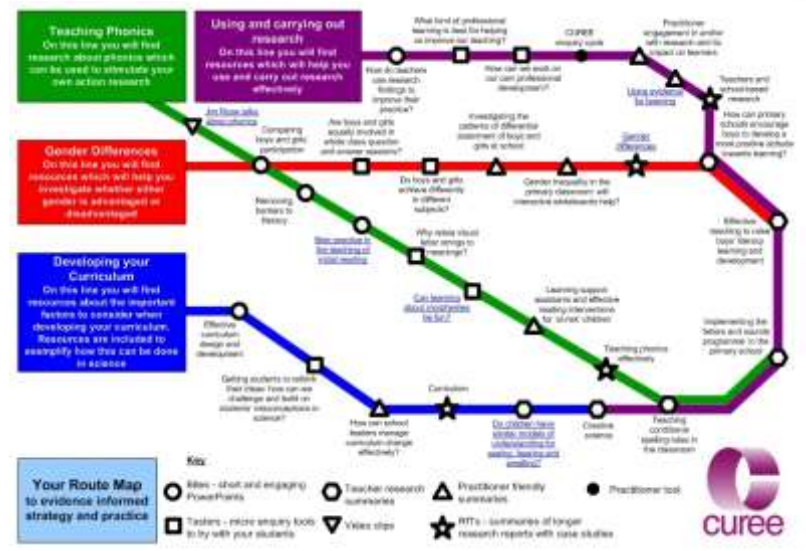


Effective use of research



Wallscourt Academy @Wallscourt - 20 May 2015

Delighted to display our WFA growth mind map- research underpinning our Top 10 @Laurie_s_art @Cabotfederation #R&D



External networks and links

Developing Teachers

Improving professional development for teachers

January 2015

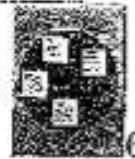
https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf

Ownership for professional development – developing teachers



Impact

- Individuals
- Ofsted report
- Pupil survey

 <p>6)</p>	<p>Do you think your teachers are teaching you well? Do they lead/teach good learning? How do you know?</p> <p>Comments: <i>yes</i></p> <p><i>because they sometimes go to a different school</i></p>
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