

# TEACHING AND LEARNING NEWSLETTER

## Teaching and Learning

Edition 6



### MAT Learning Walks

This half term, the MAT Teaching and Learning Group has been busy completing learning walks across the 3 MAT schools. Of special interest is how the different learning schools are using the 3 foundations of our Teaching and Learning Model — Bloom's, Metacognition and Co-operative learning, to help their students make the most progress possible and develop strategies for maximising their own learning.

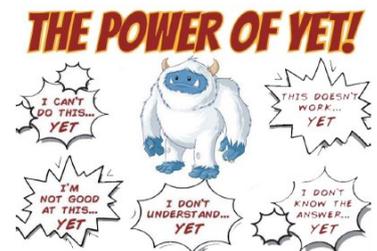


#### This Edition

- ⇒ **MAT Learning Walks**
- ⇒ **Middle School Working Group**
- ⇒ **Ofsted Framework for 2019**
- ⇒ **Book Review**

Although the primary and secondary schools have the same 3 pedagogical foundations, these are tailored to be appropriate to the range of educational developmental stages across the MAT. For example, growth mind-set, a key element of Metacognition which encourages students to understand their own learning processes, is adapted in the classroom for primary students to include a "yeti" and they can clearly articulate, "I don't get it yeti".

The Teaching and Learning Group has found a high degree of consistency in the approach of the schools to our pedagogical model and look forward to getting into each other's school more frequently in the future. We are all seeing benefits of the increased familiarity that our partnership working allows.



### Guest Author - Chris Dove (Key Stage 2 Lead at St Francis School and Year 5 Teacher)

**Chris is a member of the Falmouth MAT Middle School Working Group and is keen to share the philosophy behind the group's formation and the initial plans.**

As we know the transition between Year 6 and 7 has long been identified as an area where standards can drop. Being part of the MAT has enabled us to take action on this and begin work to create a 'Middle School' Concept. A working group has formed from out of the MAT Teaching and Learning team who will specifically focus on strategies which will improve the transition for our pupils. The focus of our work this year will be the core subjects of Maths and English, creating a programme that will bridge the gap between primary and secondary.

This will support pupils in feeling more confident in the first weeks of secondary school and enable teachers to have a greater understanding of the children's abilities and prior learning. Future plans will be to extend this Middle School initiative to encompass curriculum design from year 5 to year 8.

## New Ofsted Framework for 2019

Last week, Ofsted released the new inspection frameworks and handbook. Some key changes for the framework from September are:

- A new 'quality of education' measure that puts greater emphasis on a school's curriculum. This incorporates the previous 'teaching, learning and assessment' and 'outcomes' judgements from the previous framework
- Separate judgements for 'behaviour and attitudes' and 'personal development' breaking down the previous judgement of 'personal development, behaviour and welfare' and thus providing opportunity for a greater focus on these important areas
- The 'overall effectiveness' judgement remains
- Increasing the length of section 8 ('short') inspections from 1 to 2 days
- No longer using a school's internal performance data as inspection evidence

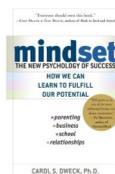
**Staff from all three schools have recently undertaken training on the new framework, the key points that they feedback from this are:**

- There will be a much greater focus on reading ensuring that pupils are experiencing a range of texts from across the curriculum
- Inspectors won't look at **internal performance data** first-hand. If a school wants to use data, they'll be interested in the **conclusions drawn and actions taken** from that data
- There will be a transitional period, to be reviewed in summer 2020, during which Ofsted will **phase-in the 'intent' grade descriptors** for the 'quality of education' judgement – an evolution, not a revolution
- Ofsted will expect that schools take positive steps to support teachers and their workload
- Instead of looking for an '**absence**' of bullying under the 'behaviour and attitudes' judgement, inspectors will look at how schools **'tolerate'** bullying, harassment, violence, derogatory language and discriminatory behaviour ...and, crucially, **how swiftly and effectively schools take action'**

**Pilot Inspections show...**

**Inspections show...**

- There will be 'deep dives' on areas identified by the school and the lead inspector. This will include an area of strength and an area for development
- A clear focus on learning over time – how are schools ensuring that the school's curriculum provides opportunities to learn the components of knowledge and skill and how this, over time, leads to the composite end result enabling fluency and automaticity



## Mindset: The New Psychology of Success

Carol S. Dweck PhD

**Review by Mike Hickman—Falmouth MAT Director of Teaching and Learning**

Mindset: The New Psychology of Success, uncovers the differences between two core mind-sets: the fixed mind-set and the growth mind-set. Through analysis of research and real-life accounts, Dweck examines the two mind-sets. People with a fixed mindset — those who believe that abilities are fixed — are less likely to flourish than those with a growth mindset — those who believe that abilities can be developed.

Mindset reveals how great parents, teachers, managers, and athletes can put this idea to use to foster outstanding accomplishment.

