

D & AHT Newsletter

(Deputy & Assistant Headteachers)

May 2023

Issue 24



FOLLOW
THESE
LINKS

GOV.UK

Guidance

What
main-
tained
schools
must
publish
online

Guidance
has been
updated
on 17th
April 2023

[https://
www.gov.uk
/guidance/
what-
maintained-
schools-
must-
publish-
online](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online)

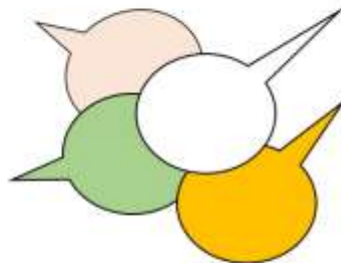


SUMMER TERM



A summer term focus on school improvement and your school's capacity to improve

What is the capacity to improve?



- Accurate self evaluation
Including rigorous analysis of data
- Effective strategic planning
- Rigorous and robust monitoring of standards and the quality of education
- Action that has a demonstrable impact

How have you (as a leader) ...

- improved achievement and well-being
- monitored performance and outcomes for children
- improved inclusion ?



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- improved achievement and well-being
- monitored performance and outcomes for children
- improved inclusion ?

Please register your interest for the D & AHT Network meetings, or Aspiring to Headship group, by emailing Hazel.Fryman@Halton.gov.uk

Halton Conference for Deputy & Assistant Headteachers

The section on Teacher and Headteacher standards included references to performance management and holding teachers to account. An example was shared of how the Standards could be used to support teachers and how they could be used to help create a support plan.

The focus on pedagogy: content knowledge, pedagogical knowledge and pedagogical content knowledge was very popular and comments featured in many of the evaluation forms.

The highest proportion of participants (16) indicated that they were planning a focus on pedagogy on their return to school.

How are you getting on with the actions you identified whilst you were at the D & AHT Conference in March?

It's not too late! Why not get out your notes and see if you can make a start?

What worked well for me...

- *"The focus on pedagogy in relation to subject specific vocabulary."*
- *"Pedagogy discussions."*
- *"The opportunity to talk to other schools about pedagogical approaches."*
- *"Information regarding curriculum and pedagogy."*

Next actions:

- *"Ensure staff can explain why we do what we do in regards to curriculum areas (English)."*
- *"Check clarity of pedagogy."*

School Self evaluation & monitoring:

What my next actions will be:

"Look at the impact of monitoring within our school and evidencing it, holding people to account, supporting head in performance management using teacher standards."

What do you feel should be covered in future sessions? What you said:

- Sharing good practice across schools
- Support in holding others to account / managing others & accountability
- Balancing role of DHT and class teacher
- How are schools assessing foundation subjects?
- Offer conference with workshop sessions
- Specific Ofsted session for special schools
- Conference across 2 days, with additional (external) speakers
- Budget management



Remember this?

What is your school's capacity to improve? How do you know?

Sharing of examples of how performance and outcomes for pupils have been monitored

Rigorously and robust monitoring programmes and how to evidence impact shared

Evaluating schools' self-evaluation & monitoring systems using rubric

Self-Evaluation (SSE) for school's self-evaluation and monitoring systems in relation to Quality of Education

Self-Evaluation helps us find out and measure the gap(s) between where we are now and where we intend to be. Monitoring provides evidence that: ...

Monitoring is using effective strategies to find good evidence of the impact of our teaching and the children's learning. Is what we are intending to happen, actually happening?

	Theme	Focusing	Developing	Establishing	Enhancing
Senior leaders	Self-Evaluation finding out and measuring the gap(s) between where priorities are currently and where they are intended to be.	SSE and monitoring systems are not yet sufficiently robust so that reporting by senior leaders to all key stakeholders does not yet give a clear picture of the school's strengths and areas for development in relation to the Quality of Education	SSE & monitoring systems are, in the main, consistently developed and regular. Reporting by senior leaders gives stakeholders most information and some meaningful educational priorities are set and reviewed, although not always on a regular basis.	Reporting of SSE & monitoring by senior leaders provides most key stakeholders with a clear picture of the school's strengths and areas for development. As a result, meaningful educational priorities are set and reviewed on, although not always according to the plans.	As a result of effective, robust, SSE and reporting by senior leaders, all key stakeholders have a clear picture of the school's strengths and areas for development in relation to the Quality of Education. With this information, meaningful educational priorities are set and reviewed on a regular basis.
Subject Leadership:	Curriculum Planning	Long term & medium-term planning does not yet cover the required knowledge, concepts and skills. Planning needs to identify requirements for all year groups and show progression. The planned curriculum does not meet the needs of a significant number of pupils.	Long term & medium-term planning covers most of the required knowledge, concepts and skills. Planning identifies requirements for all year groups (with the exception of EYFS) and mostly shows progression. The planned curriculum meets the needs of most groups of pupils.	Effective long term & medium-term planning covers the required knowledge, concepts and skills. Planning identifies requirements for all year groups and shows progression. The planned curriculum meets the needs of the majority of groups of pupils.	Effective long term & medium-term planning covers more than the required knowledge, concepts and skills. Planning identifies requirements for year groups and shows progression. The planned curriculum meets the needs of most groups of pupils over time.
	Consistency of practice	Subject policies are not all in place / in practice. Assessments are not consistently carried out and there is little opportunity for internal standardisation/moderation. Quality of teaching and learning is variable.	Subject policies are, in the main, in place / in practice. Assessments are mostly consistently carried out and there are some opportunities for internal standardisation/moderation.	Subject policies are all in place, but not all in practice yet. Assessments are consistently carried out and there are many opportunities for internal standardisation/moderation.	There is a subject policy in place and in practice for all subjects. Assessments are robust and teachers assess consistently.

	Using data and assessment information to identify pupil progress, shape teaching and assess impact.	Teachers assess children's work regularly and national/other tests are in place. There is access to relevant data on standards (baseline, statutory and optional tests, ongoing teacher assessments and work samples). There is limited confidence in the use of data.	There is a systematic structure for assessing children's work and progress. There is a move towards using data to inform judgments on standards across the school, noting patterns in children's achievement. E.g. Whole School Assessment Overview	There is work across the school to moderate teacher assessments and analyse and agree cohort and school priorities, inform teachers' planning, set targets and monitor progress in a comprehensive and systematic manner.	School assessment systems are rigorous and effective. Informal assessment informs the teaching of a sequence of lessons, across a unit.
Assessment:	Regular analysis of progress and rapid response at the point pupils fall behind.	There is, as yet, no systematic whole-school approach to the setting of numerical and curricular targets to track children's progress and raise standards.	Teachers are supported in setting realistically challenging numerical targets for target groups and individuals. They are supported in tracking children's progress by setting curricular targets based on a clear identification of priorities of learning needs through assessment for learning. The targets are evaluated and refined.	There is an effective process for setting and reviewing numerical and curricular targets in each year group. All teachers are able to use targets to track children's progress, inform their teaching and raise standards.	There is close, cooperation between the headteacher, staff and governors in using data, qualitative and quantitative, to raise standards in identified subjects.
Feedback on learning:	Sharing learning objectives and success criteria	Learning objectives are shared with children at the start of lessons or learning activities and are reviewed during the session/in the plenary/ follow-up.	Teachers/practitioners make explicit to children the links between current learning objectives and previous learning. Teachers/practitioners outline or describe to children the overview of learning across a whole unit.	Teachers/practitioners define and make explicit to children the success criteria for meeting the learning objective. Teachers/practitioners identify success and illustrate how further progress can be made.	Children are involved with their teachers/practitioners in defining success criteria linked to the learning objective. Children are encouraged to evaluate and improve their own work, making effective use of success criteria.
	Oral and written feedback Peer and self-assessment Involving parents & carers	Parents/carers are invited to share information about their children's learning. Parents/carers are provided with information on progress, including outcomes of summative assessments.	Teachers/practitioners provide oral and written feedback to children about their progress. Parents/carers regularly share information about their children's learning with teachers/practitioners. Parents/carers are offered information on their child/en's progress to support awareness of their learning.	Children are given time to rehearse and practise learning and to improve their work in response to feedback. If appropriate, children work individually and then with a response partner to identify success against the learning objective. Parents/carers received regular feedback on children's progress against targets and are provided with regular and accessible information on progression in learning.	There is planned time for teachers/practitioners and peers to review progress against success criteria and provide oral feedback to children. Children act on oral and written feedback from teachers/practitioners and peers. Children are able to articulate their success in relation to their curricular and learning targets/ what they need to work on. Parents/carers and teachers/practitioners identify, share and take action about concerns over children's progress and schools/settings provide guidance for parents/carers on how to maximise opportunities for learning.

This monitoring rubric has been shared via your email. Please check you have received it, if not let me know and I will make sure you have access to it.



SUMMER DATES



D & AHT Network Meetings

Network Meeting
3:30 - 5:00 Stadium

Tuesday 27th June 2023
Ensuring that all children (including SEND) can access the whole curriculum and are able to achieve and make progress. We will be looking at English and maths through the SEND lens.

BOOKING LINK: <https://forms.office.com/e/wjE1xPvEvK>



ASPIRING TO HEADSHIP



Come along and meet some like minded professionals who are thinking of progressing in their career. This term we are focusing on finance and interviews and presentations. Even if you are not ready to apply for leadership positions yet, why not come along and find out more

Aspiring to Headship
3:30 - 5:00 Stadium

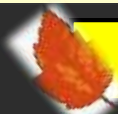
Thursday 18th May 2023 (Finance)

BOOKING LINK: <https://forms.office.com/r/H5mfELtfqa>

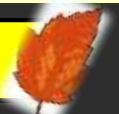
Aspiring to Headship
3:30 - 5:00 Stadium

Thursday 15th June 2023 (Interviews, presentations & tasks)

BOOKING LINK: <https://forms.office.com/r/LG9e6RXqJS>



AUTUMN DATES



Dates for your diary for the autumn term...

D & AHT Network Meetings
3:30—5pm

Thursday 28th September 2023
Thursday 18th January 2024
Thursday 25th April 2024

D & AHT Training

Thursday 23rd November 2023 @ 1:00- 4pm
Friday 15th March 2024 @ 09:00 am - 4:00 pm
Thursday 13th June 2024 @ 1:00- 4pm

Aspiring to Headship
3:30—5pm

Thursday 5th October 2023
Thursday 30th November 2023
Thursday 8th February 2024
Thursday 29th February 2024
Thursday 9th May 2024
Thursday 20th June 2024