**INSET Summary Spring Term 15**

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| Pitch Perfect Teaching | In depth training for teachers about why levels have been abolished and how we can develop a new assessment system that evaluates ‘how well’ children achieve rather than can/can’t statements.Chris Quigley’s principles of Basic, Advancing and Deep were explored including the principles behind the new assessments. Teachers were then taught how to plan for these opportunities, question children at different stages of their learning journey and differentiate accurately.  |
| Raise Online | With the publication of Raise online for Yarborough, training was provided for teachers to show the messages that the document showed. Discussions and next steps were made for future development of the school. |
| Evaluation of Teaching and Learning | A new assessment tool for evaluating teachers and the progress that is made in their classes was introduced. This is called ‘The Learning Lenses’ by Chris Quigley. It is used to identify progress in lessons, analyse the effectiveness of teaching, grade the overall quality of teaching and collate findings in order to improve the quality of teaching. It uses 7 lenses to focus observations. These are: progress, assessment, checking, teaching, marking, basic skills and attitudes. This will enable leaders to identify the strengths and weaknesses in each area and use these as the basis for action plans to improve the quality of teaching. |
| New Curriculum – Maths Skills Sessions | How to plan for maths skills sessions was developed with the teachers to be made more flexible rather than just using Big Maths. Planning according to need, using the calculation policy and accurately using the milestone indicators was explored. Grids which link the milestone indicators with Big Maths objectives were given out. |
| E-Safety | Specific training was provided to teachers and support staff by Rupert Collins - Strategic Adviser to Schools for C and TEL (Computing and Technology to Enhance Learning). During this session issues around keeping children safe online were explained and how we can promote and teach children to follow the guidelines. Staff’s acceptable use was also highlighted and the policy was signed by all staff. |
| New Curriculum – Maths Skills Planning | Teacher’s had the opportunity to critique each others’ maths skills planning following from the learning in the previous session. This focused on the planning:Having a variety of learning activities, Using correct ELOs and MIsUsing the calculation policy, Incorporating Big Maths, Using differentiation, Using assessments to inform the planning, Deploying support staff effectively,Following up assessments in workshops, andMaking the learning practical and engaging. |
| New Curriculum - Maths | How to plan mathematical purposeful links to projects was explored through understanding the connective model of learning mathematics and the use of VIVID maths. Teachers took away ideas to help them with planning including:Concrete resources (or manipulatives)More able challenges NrichReasoning framesAlways, sometimes, never‘Thinking for ourselves’ book |
| New Curriculum - Maths | Teachers were trained in how to make maths ‘real’ through purposeful learning that can be applied in a variety of contexts. How to create open ended problems and reasoning was introduced. |
| Project Planning Tuning | Project tuning was introduced as a critique session for teachers where colleagues give feedback on the project plan, come up with new ideas and warn of potential problems that may arise. Protocols for these sessions were shared. |
| Computing | Teacher’s were trained in the use of new applications and their use in the new Curriculum. Coding was a focus in this session and teachers were taught how to code and how to plan this into projects.New email accounts, how to use google drive and how to make the best use of ipads was also covered in this session. |
| Moderation of Writing and Maths | As we are still reporting on levels this year, a moderation session was held to ensure accurate assessments are being made across the school. This also provided good moderation examples for Year 2 and Year 6. |