

Phase 1 Jan-May: SUPPORT AND CHALLENGE

Phase 2 May-July: Focussed Challenge

Phase 3 Sept-Dec: Review, Develop, Refine

ETONBURY ACADEMY		Department		Water (T&L Team + HOD)	
Teacher/Group		Date		Area of excellent practice identified from discussion with T&L	
Ying Ben	Green Amber Red	Green Amber Red	Green Amber Red	Green Amber Red	Green Amber Red
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- The EE5 is introduced into whole school lesson plan.
- EE5 is embedded into the lesson observation form, based on BEST format (SWA).

Lesson Observation Form

Teacher/Observer: _____ Date: _____ Subject: _____

Observation will be structured in 2 parts:

- The 'usual' evaluation of the impact of teaching practice on the engagement and progress of your pupils against the EE5 and the Teacher Standards Framework.
- 'Teaching' consisting of feedback and discussion around the development of your agreed focus area (this may be agreed as part of the performance management process in Autumn 2020) and other aspects of your lesson.

Agreed focus area for coaching, and which EE5 area it is connected to:

EE5: _____

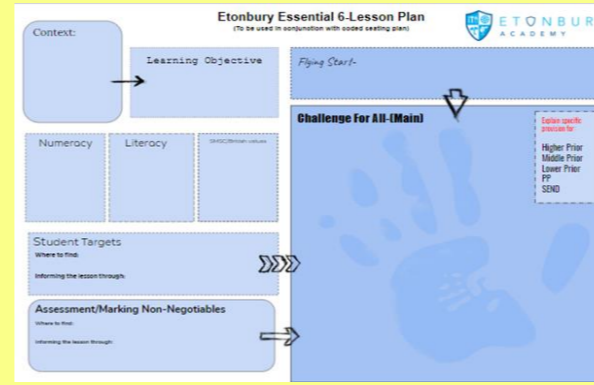
Context: _____

Learning Objective: _____

Challenge For All (Main): _____

Student Targets: _____

Assessment/Marking Non-Negotiables: _____



Interim Impact Review EE5 seen fully embedded in lessons:		
EE5	Spring 1	Spring 2
Flying Start	65%	90%
LO	65%	78%
Targets	50%	68%
Challenge All	41%	47%
Marking/Feed back	33%	60%

- Full introduction of sixth strand to include standards and learning environment.
- EE6 Learning code posters in every classroom.
- Also rolled out to students to promote pride and accountability in learning.

ETONBURY ESSENTIAL 6
Together Everyone Achieves More

Make a Flying Start

Know Your Learning Objective

Know Your Target

Challenge Yourself

Respond to Your Feedback

Respect

Teaching, Learning and Assessment at Etonbury Academy

- Series of individual and paired learning walk forms produced.
- Learning walk feedback is ragged and acted upon through mini CPD sessions at lunch times, line management meetings and coaching.
- Lack of challenge impacts progress of embedding EE5.

Question- Why is the EE5 not embedding more quickly?
Answer- No sense of urgency due to lack of Challenge/ Accountability

Essential 6

Project Aims: Through direct reference to Ofsted findings the EE6 aims to address issues in consistency and expectations in lessons at Etonbury Academy. I worked alongside SLT and was a member of the T,L&A team throughout the project. This flowchart starts with the findings of Ofsted in 2017 which prompted the EE6 strands it then tracks the methods used to roll out the strategy whole school impact and ongoing actions.

Ofsted Report 2017

- EE5 (Later EE6) Sets the T,L&A expectations of every lesson.
- The 5 strands are designed to create consistency (found lacking by Ofsted) across the school.
- This document is shared with staff and a round of intensive learning walks begin to identify areas for future focus and development.

Flying Start/Challenge All:
Many pupils then find activities too easy or too difficult. The strategies teachers use do not stretch and challenge the most able and some disadvantaged pupils. As a result, these groups of pupils, particularly the most able, make less progress than they otherwise could. Pupils across the school do not make consistently good progress from their various starting points. Some teachers do not have expectations that are high enough and their planning does not take enough account of what pupils already know and can do. They set the same work for all pupils without taking their learning needs into account, and many pupils then find activities too easy or too difficult.

Learning Objectives:
Teachers do not make it clear enough what they expect pupils to learn during the lesson.

Targets:
Students unsure of what grade they are expected to achieve, next steps and how they are doing

Marking/Feedback:
Feedback varies, teachers do not follow school policy consistently.

Change of leadership style to challenge staff and increase engagement/ compliance

- NOW:**
- Continuation of challenge culture.
 - Expectation of all the basics being met all the time.
 - Embedded use of EE6 across the school by end of Summer Term 2
 - Review of learning walk data summer 2.

- NEXT:**
- Nurture a culture of aspirational teaching to stretch and challenge the most able and other students.
 - Development of easy systems and clarity for teachers for example 'T,L&A dashboard'.
 - Evaluate/restructure accountability lines.
 - Review performance management procedure.
 - Embed visual EE6 reference; learning boards in every classrooms and in general display around the school.
 - Continuation of CPD with EE6 focus and connection.

Teaching and Learning at Etonbury Academy
A Shared Approach

Together Everyone Achieves More

Humanities

Lesson's Strategy: Expect to see:

Flying Start

Targets

Visible and obvious use of a Learning Objective

Challenge for All

Marking Non-Negotiables

Purposeful Learning Environment

- Shared Approach Document created in collaboration with all HODs to put the EE5 in context in departments.
- This document was useful for that purpose but still ambiguous in places and not suitable for Ofsted Evidence/TL&A guidance ongoing.

Leadership Project
Jo Hammond
June 2018
ETA

ETONBURY ESSENTIAL 6

The non-negotiable basis for every lesson at Etonbury Academy

Flying Start

Targets

Visible and obvious use of a Learning Objective

Challenge for All

Marking Non-Negotiables

Purposeful Learning Environment