# NST Successful Leadership of Reading

Autumn 2020



Volatile, Uncertain, **Complex**, Ambiguous What do subject leaders need to consider in a VUCA world?

### Accountability

'There are two aspects to accountability in relation to the curriculum: the first is to be clear about what is to be taught and the second is to have some purchase on what pupils have been learnt and how well they have been taught.....(In) essence: schools need to know how well pupils are doing in relation to the part of the curriculum that has been taught.'

Myatt, 2018: 147

Overall Effectiveness CIF	<b>Overall Effectiveness EIF</b>
Teaching, learning and assessment	Quality of education
Outcomes	Behaviour and attitudes
Personal development, behaviour and welfare	Personal development
Leadership and management	Leadership and management

# Barriers

- Pupils may not have picked up a book/shared a book?
- Retrieval skills may need to be refreshed
- Concentration levels impaired
- Phonic knowledge/decoding skills poor
- Limited recall of prior

learning/engagement with text types

# Accountability

**Key Stakeholders** 

- oral purpose ourselves
- Our communities
- Our trust/peers
- Local authority
- Ofsted

# The Quality of Education

# A new approach:

# INTENT

**Curriculum flexibility** 

Curriculum narrowing

**Cultural capital** 

The Quality of Education The curriculum is at the heart of the proposed new framework: Ofsted's working definition ...

- The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage INTENT
- for translating that framework over time into a **structure** and **narrative**, within an institutional context IMPLEMENTATION.
- for evaluating what knowledge and skills pupils have gained against expectations. IMPACT/ACHIEVEMENT

# We are all curriculum architects

**Curriculum development** means taking the desired outcomes from the intended curriculum to create engaging learning opportunities for our students.

Intend		→ Achiev
ed	1	ed
Implement		
ation (the		
	design)	

Pedagogy is the **lived daily experience** of our students.

Therefore, **pedagogy is also the curriculum**.



# Questions we need to ask about our curriculum

Is your curriculum...

#### **Balanced**

Broad but not shallow. Deep but not narrow. What should be taught and what can be removed.

#### 🕐 Rigorous

Rigorous doesn't mean difficult, rather it means developing disciplinary habits of the mind. Think like a Scientist, Artist, Historian...

#### Coherent

Allow students to make connections between learning experiences through themes, subjects and differentiated tasks.

#### Vertically integrated

Clear progression over how a topic develops over time.

#### J Focused

What are the *Big Ideas* in your subject and across the entire curriculum?

#### 🕐 Relevant

Getting students interested in the topics and ideas they didn't even know they were interested in! How does the curriculum and teaching help pupils to store their knowledge in long term memory?

#### Curriculum

### Key Considerations

Has careful curriculum planning ensured that previous learning has been embedded in long term memory so pupils can perform more complex tasks [sequencing]?

Are lessons focused enough on the learning intentions so pupils working memory is not overloaded? Or is there too much distraction?

Has there been planned repetition [repeated recall] so pupils are fluent?

Is challenge judged in terms of curriculum goals, rather than the general categories of activities used in lessons [teaching over time]?

The appropriateness of lesson activities depend on how they contribute to the end points/towards achieving curriculum goals.

# Cultural Capital and Literacy in the Handbook

- As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:
- 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

# Matthew Arnold, *Culture and Anarchy*, 1869

'The whole scope of the essay is to recommend culture as the great help out of our present difficulties; culture being a pursuit of our total perfection by means of getting to know, on all the matters which most concern us, **the best which has been thought and said in the world**.'

# The Quality of Education ...summary

# **Curriculum- key principles**

- Developing understanding not memorising disconnected facts.
- Sequences of learning.
- The school's use of assessment systems.

### Reading in the EIF: Implementation

#### Reading is prioritised to allow pupils to access the full curriculum offer.

A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

#### **2019 survey** Thousands of children do not own a single book Published: 04 December 2019



# Almost 400,000 children in the UK do not have a single book of their own, new research suggests.

It means they are missing out on many proven benefits of book ownership, including improved reading skills, reading enjoyment and mental wellbeing. The study involved 570,000 children aged from nine to 18 and has been undertaken by the National Literacy Trust (NLT).

However, disadvantaged children are more likely to be among those without a book to their name. When broken down by free school meals, the figures show that 9.3 per cent of FSM children do not own a book compared to six per cent of non-FSM children. Meeting with curriculum/subject leader(s) to discuss INTENT

Visits to lessons to consider IMPLEMENTATION

# The Deep Dive Methodology

Discussions with pupils (seen) with books about their experiences

Discussions with teachers (seen) about their planning and enactment of the curriculum

Work scrutiny with leaders to consider IMPACT and sequencing of knowledge over time (plus discussion of assessment methods and provision for bottom 20%, PP and SEND pupils)

#### \*NOT phase specific\*

# EIF Primary: Reading Deep Dive

#### Evaluation criteria:

- A: The Headteacher prioritises reading
- B: Staff foster a love of reading
- C: The content and sequence of the phonics programme supports pupils progress
- D: Reading books match the sounds that children know
- E: Children are taught phonics from the start of Reception
- F: Pupils who fall behind are supported to catch up quickly
- G: Staff are experts in early reading

# Intent: Questions

- What are your aims for your subject?
- How do you ensure that knowledge is well sequenced?
- How do you ensure that you are addressing the requirements of the national curriculum?
- Do you make any links with other curriculum areas?
- How do you use assessment tools to check on pupil progress?
- How do you ensure that teachers have the required subject knowledge to deliver the curriculum effectively?

# Implementation

- Expertise
- Speedy and targeted support
- Subject knowledge (and organisers)
- Recall and review
- Sequencing
- Assessment

### **Evaluating different approaches to teaching**



**'Ofsted does not advocate that any particular approach should be used exclusively in teaching'** 



'Nevertheless, any approach used has features that must be present to ensure it is delivered effectively'



Research document – 'Education Inspection Framework – overview of research' January 2019 Exemplar Knowledge organisers Y4 Knowledge Organiser Geography: South America

**Key Vocab** Rainforest A forest of broad-leaved evergreen trees that receives high annual rainfall Solstice When the sun reaches its highest or lowest point in the sky at noon, marked by the longest and shortest days Deforestation The clearing of large areas of forest lands which are never re-planted Agriculture Another word for farming Northern hemisphere Everything north of the Equator **Southern hemisphere** Everything south of the Equator **Species** A group of animals, plants or other living things that all share common characteristics **Biome** Areas of our planet with similar climates, landscapes, animals and plants.

# Questions for Teachers

- What kind of training have you had to enable you to teach history effectively?
- How do you assess pupils' progress in science? How do you use this information to help them improve understanding and skills?
- What opportunities are there for pupils to practice reading and writing skills?
- How do you enable weaker pupils to catch up/stretch those who are needing to move onto more challenging tasks?
- How are you involved in fostering a love of reading in the school?

# Questions for Pupils

- What did you learn today?
- How did previous lessons help you with today's learning?
- Can you show me a piece of work which you are pleased with/proud of?
- How do your teachers provide help if you need it?
- How do you know how to improve your work?
- Have you learnt any new vocabulary today?
- In your lesson today did you make links with any other subjects?

# Impact

- All pupils make sufficient progress to meet or exceed age related expectations
- Staff are well trained and knowlegable about the subject
- The culture of reading is clearly evident around school and valued by all stakeholders
- Assessment information is used to adjust activity design

### Analysis of performance information

Historic data – captured in headline documents such as the IDSR

Progress data – according to school's assessment system

Subject specific assessment information (using specific criteria)

Fine level analysis of progress and attainment of specific groups of pupils

Analysis of impact of targeted interventions

What do I want to know?

Impact of strategic focus on a key group of pupils Trends over time for specific groups of pupils **Trends in outcomes for particular** year groups/class teachers Aspects of subject knowledge/skills that need further development

### Defining the 2 activities (OED)

Monitoring (v) : observe and check the progress or quality of (something) over a period of time; keep under systematic review

Evaluation (n): the making of a judgement about the amount, number, or value of something; assessment.

### When might we use monitoring and evaluation?

01

#### Appraise performance

02

Gather information

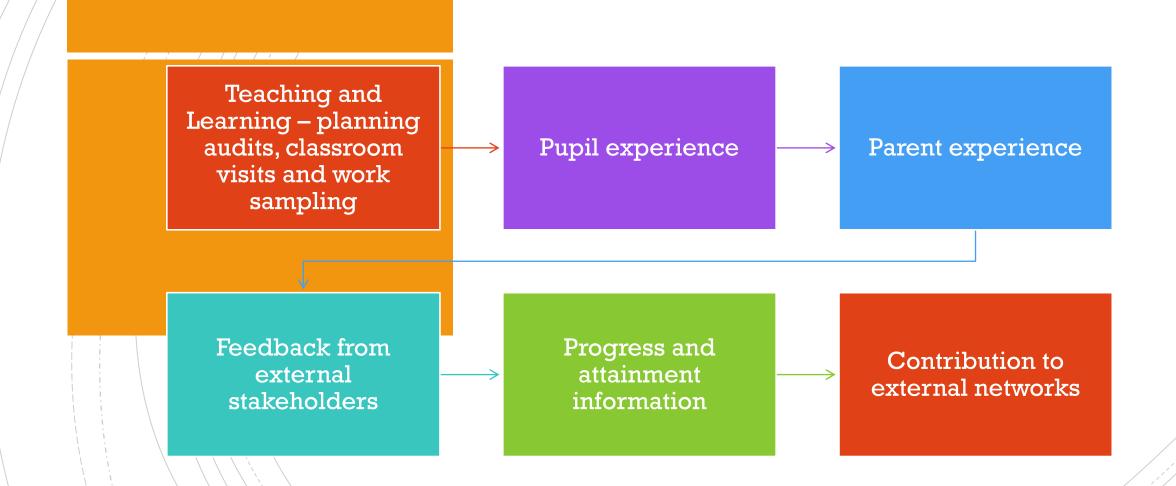
03

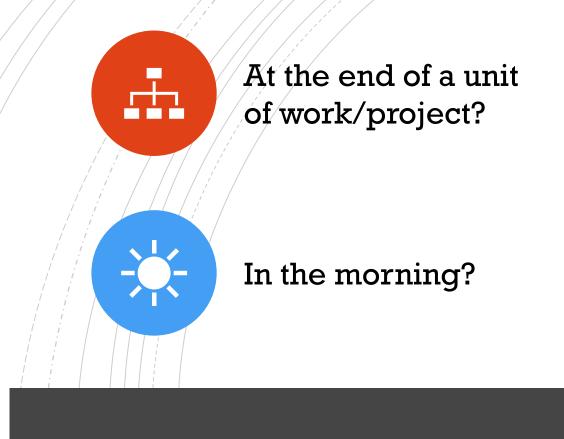
Take the temperature

Purpose and audience? Who wants/needs the information? Senior leaders

- Governors and Trustees
- Appraisers (including performance panels)
- Steering groups/working parties
- Researchers school-based, local, national

### Types of monitoring







Every day/any day?



At the request of the member of staff?

# When should we monitor?

### Monitoring tools



Lesson/visit/work sampling/pupil voice proforma



Teacher standards



School's curriculum intent



Progression maps



Questionnaire/survey

# The Classroom (implementation)

- Appropriate sequence of activities
- Activity design purpose and impact
- Use of resources appropriate to context and confidence of use
- Pitch and pace appropriate to needs of specific pupils
- Use of assessment methods validity and reliability
- Next steps home learning, peer learning, community learning

Kidd's Curriculum of Hope (2020) what are we looking for?

- Coherence in curriculum mapping links with other curriculum areas
- Connections to core learning reading for information, reading for pleasure
- Creativity interpreting, curating, representing
- Compassion\* values, impacts, archaeology, responsibility
- Community- local experts, local trips, local sharing

### The Hidden Lives of Learners (Nuthall, 2007)

- We can't 'see' the quality of the long term memory so we must 'design learning activities with pupils' memories in mind
- We cannot control what happens in the gaps between learning so we must engage students in activities that enable them to revisit concepts
- We cannot 'see' the pace of pupils' mental processing so we must monitor individual students' evolving understanding of concepts
- We cannot control the impact of peer culture on learning so we must develop an alternative culture in which learning is highly valued – a learning community

## The importance of talk

'Talk vitally mediates the cognitive and cultural spaces between adult and child, among children themselves, between teacher and learner of any age, between society and the individual, between what the learner knows and understands and what he or she has yet to know and understand. Language not only manifests thinking but also structures it, and speech shapes the higher mental processes necessary for so much learning which takes place. One of the principal tasks of the teacher is to create interactive opportunities and encounters which directly and appropriately engineer such meditation.'

Alexander, 2020: 15

### **Effective Feedback**

- .... is a dialogue
- ...is focused on the impact of
   learning key concepts, skills,
   knowledge development
- ...is focused on the contribution of the individual to the wider team
- Improvides support and challenge
- is provided without fear or favour



## Authentic assessment

'The idea of authentic assessment is that, instead of being driven by the need to produce standardized outcomes, we are primarily focused on generating formative feedback in the form most useful for a particular discipline.'

In Ron Berger's 'ethic of excellence' we hear about Austin's butterfly and the impact of high-quality modelling on progress. 'Subject specialists should pore over each other's evidence of standards and see what everyone else is up to. This would have the effect of making everyone chase the best'.

Sherrington, 2017: 136

## Effective Work Scrutiny

Comparisons over time - start and end of unit Quality of presentation (in subject area) Sequence of learning- evidence of learning gain

Comparisons of curriculum pace and delivery- same day, same year group

Conceptual grasp/skills development

## Leadership and Management



- How leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils.
- Focus on the research that indicates that leaders and managers can have the strongest effect on the quality of education.

# Leadership conversations

- Radical Candour (Heath) and Fierce Conversations (Scott)
- Strategic priorities and action planning
- Design and delivery of professional development opportunities
- Data trends
- Innovation in pedagogy
- Access to external networks

## Using the ASCL criteria



THE CRITERIA ARE DESIGNED TO ALLOW LEADERS TO CONSIDER STRENGTHS AND AREAS FOR DEVELOPMENT IN THE CURRICULUM





CONSIDER THE STRENGTHS AND AREAS FOR DEVELOPMENT IN LEADERSHIP OF THE CURRICULUM AREA

MOST FUNDAMENTAL CRITERIA TOWARDS TOP: 1-12

		Beacon	Strength	Effective	Some concern	Sig concern
1	Teachers know the knowledge and skills they want pupils to learn at particular points (end points). Probably in SoW.	Y	Y	Y	Y	
2	Teachers know typical gaps in pupils' knowledge and skills	Y	Y	Y	Y	
3	There is a coherent rationale for why particular things are taught (selection of content)	Y	Y	Y	Y	
4	There is a coherent rationale for why things are taught in a particular order (sequencing)	Y	Y	Y	Y	
5	The work pupils do matches the intended curriculum	Y	Y	Y	Y	
6	The curriculum broadly meets the national curriculum	Y	Y	Y	Y	
7	The curriculum is designed to ensure key ideas and concepts are remembered long term.	Y	Y	Y	Y	
8	Assessment approaches give useful insight into what pupils do/don't know but without creating unmanageable workload	Y	Y	Y	Y	
9	Teachers check for understanding and misconceptions	Y	Y	Y	Y	
10	Teachers know how the curriculum contributes to the develop of pupils' 'cultural capital'	Y	Y	Y		
11	Assessment foci and practice matches the curriculum. For example, not using GCSE questions to assess a KS3 curriculum.	Y	Y	Y		
12	Teachers have expert subject knowledge	Y	Y	Y		
13	Teachers receive appropriate subject-specific support and CPD	Y	Y	Y		
14	Pupils learn the content of the curriculum reasonably well (might be seen in assessments, talking to pupils & national exam data)	Y	Y	Y		
15	The curriculum is reviewed and discussed on an ongoing basis and refinements made if improvements are necessary	Y	Y	Y		
16	Curriculum materials (eg textbooks) are well selected and appropriate for pupils	Y	Y	Y		
17	Teachers know the curriculum consists of components and composites that allow pupils to progress to more complex ideas and concepts. This understanding allows teachers to meet the needs of all pupils by ensuring they are fluent in the necessary building blocks for future learning.	Y	¥	Y		
18	The department fosters a love of the subject	Y	Y			
19	Pupils achieve well	Y	Y			
20	Pupils achieve exceptionally well	Y				
21	The department is recognised as a local or national beacon of curriculum quality	Y				

The Curriculum – subject commentary:					
Subject	Brief commentary on curriculum quality	Rating			
English	+ -	BeaconStrengthEffectiveSome concernSig concern			
Maths	+ -	BeaconStrengthEffectiveSome concernSig concern			
Science	+ -	Beacon       Image: Constraint of the second s			

		Criterian		Termly judgement		
		Criterion	Ofsted	1	2	3
Over	all Effe	ctiveness				
	Intent	Curric ambition: knowledge, skills & cultural capital				
		Coherence of planning & sequencing				
		Meeting the needs of SEND pupils				
		Breadth of curriculum in KS2/KS3 & EBacc				
		Teachers' subject expertise				
_	ç	Adaptive teaching (checking for understanding)				
Quality of Education	Implementation	Teaching to remember long term				
2 S		Teaching environment & resources				
E		Use of assessment				
6		Work matches curriculum intent				
Т <u>к</u>		Reading				
<b>Jua</b>		Teachers' own speaking, listening & writing				
· ·		Impact on pupils' knowledge & skills				
	t	National tests & exams meet gov expectations				
	mpact	Quality of pupils' work				
	2	Readiness for next stage				
		Progress of disadvantaged pupils				
	Qualit	y of Education				

### **Curriculum Vision**

Tell me about your curriculum intent – what do you think makes the curriculum ambitious? How have you ensured that it covers the requirements of the national curriculum?



Where does your curriculum come from and what do you want pupils to achieve through studying it?



How has knowledge of your context and community helped shape the curriculum? How do you know that it meets the needs of your cohort?



How have you ensured that the curriculum is ambitious for all pupils, including the most disadvantaged (most disadvantaged includes DA, LAC, SEND pupils)?

## **Staff training**

What training have you put into place to ensure that teachers have the necessary subject knowledge?

How do teachers assess what pupils know and whether they remember more as a result of what they're taught? How are staff trained to ensure that they understand how to assess?

#### Recommended Contents of a Curriculum Leader's Portfolio



# 'he Reading Curriculum- where are we now'

# Celebrate what we all have achieved in regards to <u>reading</u> already.





## Auditing the Reading Curriculum - where are we now?

- Read, Write Inc
- Whole-class reading
- Library renovation
  - ELS
  - Timetable
  - Lunch club
- Reading ambassadors
- New reading books
  - Book banded books
- Books used in curriculum
  - Some more contemporary authors
  - Ensured were challenging enough
  - Cultural backpack of children

- Reading being visible around school
  - Displays
  - Book Boxes
  - Areas in classes for reading
  - Reading assembly- children bring their books.
     teachers share their reading.
  - Dovecote Prime- children share their reading preferences.
  - Teacher RfP audit- identified areas to improve.
- English festival
  - Author visits- raising profile of reading.

#### Everything all staff are doing in classrooms and around school.

## Leading the Team

- Developing the Reading Spine
- Developing skills in teaching reading
- Developing and implementing a collaborative approach to quality assurance
- Moderation of assessment judgements
- Nurturing a culture of best practice sharing
- Providing training and development opportunities
- Delegating planning responsibilities
- Developing the reading environment
- Fostering a love of reading
- Developing a clear action plan which is owned by all





3



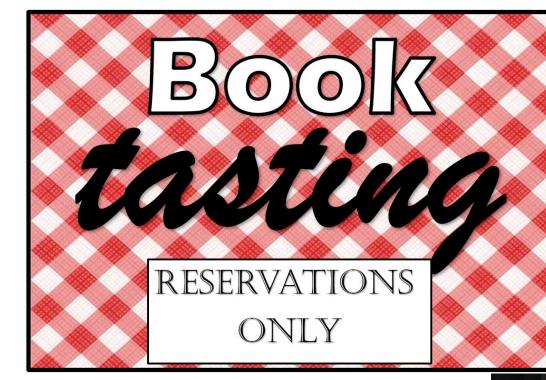




Darren Simpson @DarrenSimpson44 · Jan 20

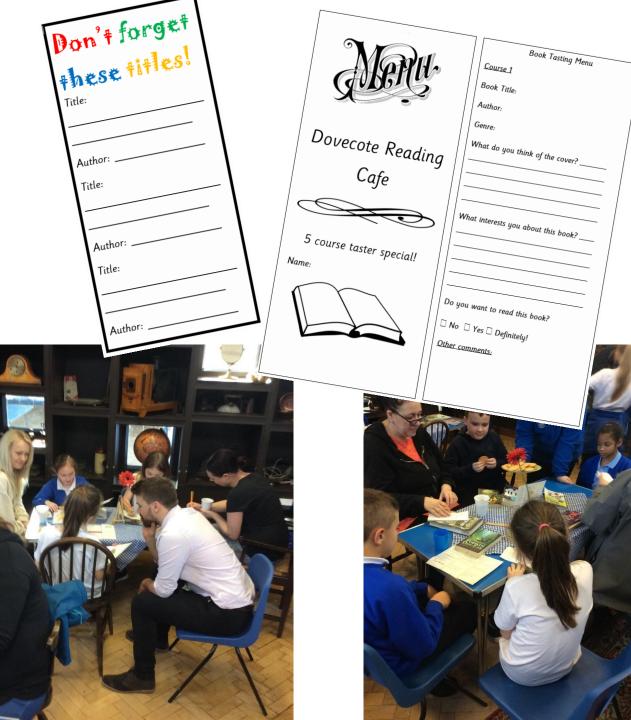
Had a proper lip-wobbler of a moment at a school workshop today. A Year 4 girl told me her older sister has read Scavengers, so I wrote a quick thanks and hello note to pass on to her. As the group left, the little sister jumped out to give me a quick hug. I almost wept. 😭 😅





## Feedback from parents

- Really enjoyed the opportunity to use the library like this.
- Really happy to be involved with the school in this familiar way.
- Loved the range of books on offer.
- Liked seeing their children enthusiastic about the books.
- Needed more space.
- Needed longer at each course.

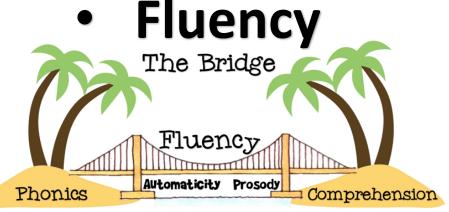


# What's next?- what should we focus on to improve reading at Dovecote?

## Reading for Pleasure

#### 1. Considerable knowledge of children's lit & other texts

- 2. Knowledge of children's reading practices
- 3. An RfP pedagogy, encompassing:
  - social reading environments
  - reading aloud
  - informal book talk, inside-text talk and recommendations
  - independent reading time
- 4. To be Reading Teachers teachers who read and readers who teach
- 5. To develop reciprocal and interactive reading communities.
- Reading for pleasure is the single most important indicator of a child's future success (OECD 2002)



- At one end, fluency connects to accuracy and automaticity in decoding.
  - At the other, it connect with comprehension through prosody.
- Fluent readers are: accurate, read at a fast rate, read with prosody.

۰

• Fluent readers can devote their attention to comprehension.

## What are your key priorities?

??