

Working together.

To improve outcomes.



**WE CANNOT
ACCOMPLISH ALL
THAT WE NEED TO
DO WITHOUT
WORKING
TOGETHER.**

QUOTEHD.COM

Bill Richardson
American Politician

Team·work *(noun)*
cooperative or combined
effort of a group of persons
working together as a
team for a common cause

Collaboration opportunities

- Lesson observation
- Health and safety
- Planning



Lesson observation

- Gaining confidence
- Gaining accuracy
- Leadership relationships



What was created?



RHYL HIGH SCHOOL LESSON OBSERVATION FEEDBACK					
Teacher:	Observer:	Obs Date:	Obs Time:	Lesson:	
Yr Group(s):	Grouping: Girls Boys:	Present NOB:			
Subject:	SEN	EAL	Other:	Ability Level:	
Focus: (i.e. main purpose of the observation)			Content of lesson:		
Evaluation:					
1 Start to the lesson and review of prior learning	U	A	G	E	
2 Learning Outcomes	U	A	G	E	
3 Putting the lesson into context	U	A	G	E	
4 Timing and linking of activities	U	A	G	E	
5 Review and evaluation of the learning in the lesson	U	A	G	E	
6 Progress of students	U	A	G	E	
7 Skills-thinking, decision making, problem solving, WWO, IQLP	U	A	G	E	
8 Effective and structured group work	U	A	G	E	
9 Pace and active participation of students	U	A	G	E	
10 Questioning techniques and knowledge and understanding of students	U	A	G	E	
11 Behaviour and motivation of students	U	A	G	E	
12 Use of support staff	U	A	G	E	
13 Differentiation and challenge within lesson	U	A	G	E	
14 Learning styles and range of activities	U	A	G	E	
15 Teacher knowledge, control and skills as a facilitator of learning	U	A	G	E	
16 Assessment criteria shared with students and linked to grades and levels	U	A	G	E	
17 Use of current and prior learning to drive lessons and extend learning	U	A	G	E	
18 Discussion of performance targets	U	A	G	E	
19 AFL opportunities in the lesson - self/peer assessment, target setting	U	A	G	E	
20 Verbal/written feedback and use of praise	U	A	G	E	
21 Highlighting of areas in need of attention/ Strategies to improve learning	U	A	G	E	
22 Involving students in evaluation of lesson and next steps in learning	U	A	G	E	
Circle the band for each category. Draw a line through the categories which do not apply.					
Unsatisfactory	Adequate	Good	Excellent	Overall:	
-	-	-	-		

RHYL HIGH SCHOOL LESSON OBSERVATION FEEDBACK	
Summary of main points:	
Observer Signa ture:	

Poor Learning Experience		Outstanding Learning Experience		Focus	
Lessons have clear phases	The start of the lesson is inadequate. There is no review of prior learning.	There is a purposeful and clear start to the lesson. There is an adequate review of prior learning.	A challenge provide a clear, purposeful, start to the lesson and include reviews of prior learning.	All pupils are engaged as they enter the room e.g. question/challenge to think about. Further activities involve all pupils in a review of prior learning.	1 Start
	Learning outcomes are not evident or are not appropriate.	Learning outcomes are related to the lesson and conveyed to the pupils.	Learning outcomes are specific, measurable and shared with the pupils.	The pupils are involved with developing their own learning outcomes.	2 Start
	The lesson is not put in context	Some effort is made to put the lesson in context.	Pupils are clear about how the lesson fits into the course, other subjects and other situations.	All pupils are involved in activities which provide relevance and meaning linked to the anticipated learning.	3 Learning Outcomes
	The activities do not support the learning outcomes. They are not linked together.	The activities are planned to support the learning outcomes and are linked together.	The activities are timed and clearly extend the pupils' learning. Each activity follows on from the last one.	The lesson is a learning journey from start to finish where each aspect builds on prior learning and contributes to achieving the learning outcomes.	4 Learning Outcomes
	A review of the learning does not take place and the lesson fades away towards the last few minutes.	A review adequately assesses whether the learning outcomes have been met. Some pupils contribute to this discussion.	A review, involving all pupils, effectively evaluates the lesson and sets the scene for future learning.	Constant reviewing throughout the lesson engages all pupils in evaluating the impact of the learning and sets the scene for what's to come next.	5 Review
	Pupils have made little or no progress by the end of the lesson.	Most pupils have achieved the learning outcomes by the end of the lesson.	All pupils have achieved the learning outcomes at a level appropriate to their needs.	The quality of the learning experience allows some pupils to make exceptional progress.	6 Progress
Pupils are motivated and engaged in learning	The learners are excessively passive and dependent on the teacher.	Pupils are encouraged to act independently at sometime during the lesson.	Pupils learn independently throughout the lesson. They are required to think, discuss with others, use their own ideas, plan, make decisions and solve problems.	Pupils are motivated and empowered to learn independently. They take control of their own learning and are engaged in challenging stimulating activities which are facilitated by the teacher.	7 Motivation
	Pupils work on their own throughout the lesson or are off task during group activities.	Most pupils work together in a productive way.	Pupils show good respect for their peers and learn effectively. Group work is well structured.	Collaborative activities are well developed and structured. This extends learning significantly.	8 Sharing
	Pupils are not engaged in the learning. The pace of the lesson is too slow.	The pace of the lesson is adequate. Most pupils are engaged at sometime during the lesson.	Pupils are actively engaged at an appropriate pace. They clearly enjoy the lesson.	All pupils are actively involved in a range of activities which allow them to deepen their knowledge and understanding.	9 Pace
	Questioning techniques are poor and only involve a few pupils. Closed questions are mainly used.	Questioning techniques are used to aid understanding. A mixture of open and closed are used.	Questioning techniques engage most pupils in developing their understanding.	Questioning techniques engage all pupils to make meaning of the learning and probe for fuller understanding.	10 Questions and Answers
Footer	Behaviour is often inappropriate and is not managed adequately.	Most inappropriate behaviour is managed adequately.	Most learners behave well as a result of their level of engagement.	Learners behave in an exemplary way as a result of their level of	11 Behaviour
EVALUATING THE QUALITY OF LEARNING AND TEACHING					
Poor Learning Experience		Outstanding Learning Experience		Focus	
Lessons Provide Challenge and support	Inadequate use is made of other adults in the classroom.	Other adults support the learning but do not challenge the pupils to take ownership.	Support staff are provided with a framework for supporting and challenging individuals and groups of pupils.	Support staff are directed well so that the specific learning needs of individuals or groups of pupils are met.	12 Management of Support Staff (L&A)
	The level of challenge is wrongly pitched. The teacher does not have a clear understanding of the learners' needs.	Activities are matched to the different capabilities of the learners, allowing them to progress.	Activities are closely tailored to the capabilities of different groups of learners so that they can all succeed and make progress.	All learners at all levels are challenged and supported with appropriate activities which allow them to make excellent progress.	13 Differentiation (Challenge)
	One approach to learning dominates, which is usually listening with textbook / worksheet based activities.	Activities show an awareness that people learn in different ways.	A range of activities are deployed to meet learners' differing needs.	A wide range of strategies and thinking activities allow all pupils to deepen their knowledge, skills and understanding.	14 Range of Activities
	The teacher has limited knowledge and skills to direct or control the learning.	The teacher is able to direct and control the learning.	Teaching which is well informed, confident and precise, encourages independent learning.	The teacher's skills allow them to act as a confident facilitator of learning and enables them to develop self-directed, creative learners.	15 Teacher Knowledge
	Assessment Criteria for each task, linked to levels and grades, are not communicated to the pupils.	Assessment Criteria for each task, linked to levels and grades, are communicated to the pupils.	Assessment Criteria for each task, linked to levels and grades, are explicitly shared with the pupils.	Assessment Criteria for each task, linked to levels and grades, are discussed with the pupils in the context of their own learning.	16 Task Criteria
	Teacher awareness of current and prior attainment is lacking.	Teacher awareness of current and prior attainment is evident.	The teacher uses current and prior attainment to plan and drive the lesson.	The teacher shares current and prior attainment with individual pupils to extend their learning.	17 Attainment
Sharing how to get better	Neither pupils nor teacher have any awareness of their targets.	Most pupils and the teacher have some awareness of their targets.	Most pupils and the teacher are clear about their performance targets.	Performance targets are discussed regularly. The motivational effect is evident.	18 Targets
	Opportunities to engage pupils in self or peer assessment are missed.	Pupils are encouraged to assess the quality of their own and others work.	Pupils are encouraged to assess the success of their own and others work and to set their own targets.	All pupils are involved in assessing the success of their own and others work and setting targets within the context of the learning.	19 Peer Assessment (AFL)
	Verbal/Written feedback is not given or is unhelpful.	Verbal/Written feedback is helpful. Some praise is given to pupils.	Verbal/Written feedback is helpful and suggests ways to improve. Relevant praise is a key feature during the lesson.	Verbal/Written feedback is personalised and suggests ways to improve. Positive feedback is frequent, appropriate and specific, contributing to the learners progress.	20 Oral/ Written Feedback (AFL)
	It is difficult for the teacher to highlight an area that requires improvement and guidance is needed to improve the impact of learning.	The teacher can highlight one area that requires attention and can agree an alternative strategy which will improve the impact of learning.	The teacher can highlight most of the areas that require attention and suggest alternative strategies which will improve the impact of learning.	The teacher can highlight all of the areas that require attention and suggest alternative strategies which will improve the impact of learning.	21 Moving Forward (AFL)
Pupils are not involved in evaluating the lesson.		A few pupils are involved in evaluating the lesson in an informal way.	Strategies are used to involve most pupils evaluating the lesson.	Pupils are fully involved in evaluating the lesson and planning the next phase of learning with the teacher.	22 Evaluation (AFL)

Lesson Planning

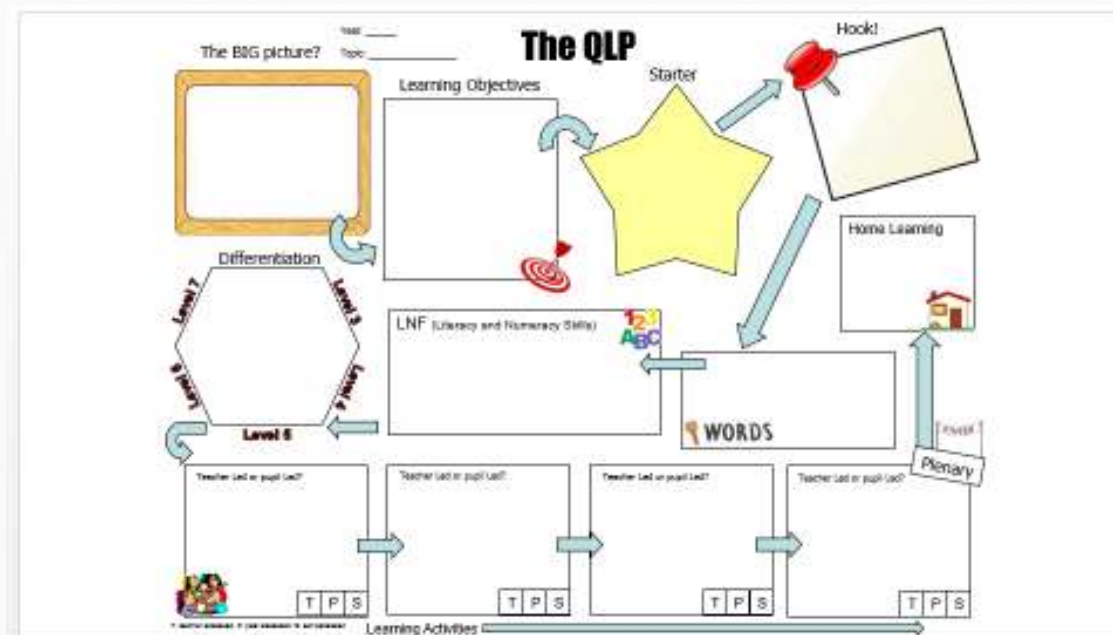
- A GWE initiative with the group members being chosen - told to do not identified sharing a need
- Effectiveness and quality of planning – produce resource for all
- What we did – group meetings





What we produced:

DATE: _____ WK: _____					
	Monday	Tuesday	Wednesday	Thursday	Friday
1	Class:	Class:	Class:	Class:	Class:
	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:
	Resources:	T P S	Resources:	Resources:	Resources:
2	Class:	Class:	Class:	Class:	Class:
	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:
	Resources:	Resources:	Resources:	Resources:	Resources:
3	Class:	Class:	Class:	Class:	Class:
	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:
	Resources:	Resources:	Resources:	Resources:	Resources:
4	Class:	Class:	Class:	Class:	Class:
	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:
	Resources:	Resources:	Resources:	Resources:	Resources:
5	Class:	Class:	Class:	Class:	Class:
	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:	Topic/Progress focus:
	Resources:	Resources:	Resources:	Resources:	Resources:
Other information for the week: Meetings/parents evening:					



Issues that arose

- People involved not the correct people, people felt that they weren't gaining anything
- Too many egos in the room – was felt that everyone wanted their way to be the right way
- Time allocation – time not gained felt time lost



Health and Safety



- Why we did it? – producing a bank of risk assessments for DT departments
- Who was involved – DT departments in Denbighshire
- What we did – group session and homework
- How it worked – equal division and contribution



What we produced:

Health and Safety Risk Assessment GRA 2014



Description of what is being assessed		Using eyes and points							
Service		Department / team / Technology							
Assessment by: LL		Assessment Date: Jan 2018							
		Review Date: Jan 2018							
Significant Hazards	Who might be harmed & how?	How is the risk currently controlled?	Risk Level with controls in place		What action is required to further reduce the risk?	Expected risk level after additional controls		Action by	Target date
			Severity	Likelihood / Risk Level		Severity	Likelihood / Risk Level		
Spillages	Who: Staff/pupils/LSA/ Technician How: slipping on some stepped up spillages causing injury, bruising, cuts	Staff training Consideration of class size Demonstration to pupils regarding safe working practice Layout of room Provision of cleaning materials Display of safety rules	1	3	3				
Electrocution (230V a.c.)	Who: Staff/pupils/LSA/ Technician How: Electrocution, electric shock or burns	Layout of room Warning signs of water near electrical items All live elements insulated or guarded Before use checks Routine inspection and maintenance Supervision and monitoring of pupils Faults reported to property services for repair	5	1	5				
Irritation	Who: Staff/pupils/LSA/ Technician How: irritation of skin caused by paints and dyes	Staff training Demonstration to pupils regarding safe working practice Provision of PP (gloves and apron) Use of appropriate dyes/paints – reputable suppliers Access to first aid kit	2	2	4				

Health and Safety Risk Assessment GRA 2014



Scissors and clothes damages (work piece, needle and thread)	Who: Teacher/Pupil/LSA/ Technician How: Potential contact point and dyes on clothes	Staff training Correct number of pupils using the equipment Consideration of class size Demonstration to pupils regarding safe working practice Layout of room Supervision and monitoring of pupils	1	4	6				
	Who:								
	How:								
	Who:								
	How:								

Likelihood		Severity				
		1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
1	Minor	1	2	3	4	5
2	Minor	2	3	4	5	6
3	Minor	3	4	5	6	7
4	Minor	4	5	6	7	8
5	Minor	5	6	7	8	9
6	Minor	6	7	8	9	10
7	Minor	7	8	9	10	11
8	Minor	8	9	10	11	12
9	Minor	9	10	11	12	13
10	Minor	10	11	12	13	14
11	Minor	11	12	13	14	15
12	Minor	12	13	14	15	16
13	Minor	13	14	15	16	17
14	Minor	14	15	16	17	18
15	Minor	15	16	17	18	19
16	Minor	16	17	18	19	20
17	Minor	17	18	19	20	21
18	Minor	18	19	20	21	22
19	Minor	19	20	21	22	23
20	Minor	20	21	22	23	24

You should identify risk levels as High, Medium or Low.
The numbers are indicative to help you prioritise actions.

Positives

- People involved all had the same purpose
- No judgement or feeling of inadequacies
- Time allocation – time gained
- Outcome helped all
- Facilitated well



Lessons learnt



- Joint need, not a given problem to solve
- People involvement – with a need to be facilitated
- Peer involvement
- Joint structure – clear aim and outcome, clearly communicated
- Investment is key
- Support – all parties equal support

Wider lessons learnt

- Frustration
- Contact
- Tenacity
- Future plan –
 need based
 structured appropriately
 taken to fruition



Questions and contact

- Claire Armitstead – CSA@rhylhigh.co.uk
- Lindsay Lloyd – ll@rhylhigh.co.uk

Alone we can
do so little;
together we can
do so much.

Coming together,
sharing together,
working together,
succeeding together.





TEAMWORK

coming together is a beginning
keeping together is progress
working together is success

- Henry Ford

