

# CLF Education Executive Think Piece Two | Pedagogy

August 2020 | the thinking behind the Strategic Plan for 2020-2021

**Education Strategic Plan 2020-21 (Y3/S)**  
Cabot Learning Federation | Education Executive | Area A

**CURRICULUM**

- ▶ 3-19 CLF Curriculum | Evolve, Enact, Critique and Embed
- ▶ Subject Communities | Experts, Guardians and Curators
- ▶ Vertical Strands | Progression 3 to 19
- ▶ CLF Curriculum on-line | Blended learning
- ▶ Recovery Response | supporting re-connection

**ASSESSMENT (USE OF)**

- ▶ Trust-wide assessment | key milestones and standards
- ▶ Assessment that informs teaching | responsive planning
- ▶ Responsive teaching | assessment informed pedagogy
- ▶ Strong transition 3-19 | sticky assessment for progression
- ▶ Quality Assurance | ARMs, ARVs and PRs

**PEDAGOGY**

- ▶ Quality of Teaching | PD focus on Pedagogy
- ▶ CLF Pedagogy Curriculum | Empowering Professionals
- ▶ Seeding a 'CLF Pedagogy' | Delivering Loftier Goals
- ▶ Communities of Practice | Teacher Research Groups
- ▶ Professional Learning Culture(s) | Tech assisted pedagogy

**EMPOWERMENT (LEADERSHIP)**

- ▶ Trust-wide Disadvantaged Strategy | 3-year investment
- ▶ Senior Leader Empowerment | School Improvement
- ▶ Mental Health and Well-being | All children thriving
- ▶ Empowering School Improvement Team(s) | Engine Room
- ▶ Pupil Parliament | Student/Pupil leadership

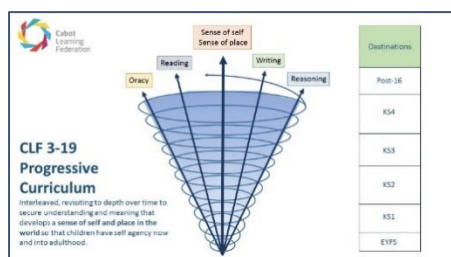
## Empowering Learning | Focusing on Pedagogy

Lead author: Susie Weaver

So, we have a shared curriculum. It's been an investment. We are starting to see our investment pay dividends. We have a whole host of people coalescing around the curriculum. We have communities of practice which are beginning to thrive. We are placing the focus on the importance of subject. People across all layers and in every corner of the trust are talking about children developing a sense of self, sense of place and gaining positive self-agency – with real clarity and confidence.

The curriculum is now being enacted in all of our schools. Our 11,000 children are being given the opportunity to engage in joy-filled, sequenced, meaningful learning experiences. Teaching is carefully crafted and designed to enable children to question, discuss, debate and make sense and meaning of their learning, now and over time.

**At least that is the idea.**



We now have a 3-19, progressive curriculum, which has been fine-tuned over the last five years, and is an ever-onward challenge. We have empowered teachers and leaders across the trust to develop our shared understanding of the

Establish **High expectations** for all that we seek to achieve  
Create **Equity** of opportunity, removing disadvantage  
Champion the success and life chances of **All children**  
Furnish pupils and staff with the **Resilience** to succeed as lifelong learners  
Promote **Tolerance** and respect for ourselves, our communities and our environment

learning that matters most. The importance of subject is in focus and we have used the passion and

commitment that colleagues bring to their subjects as our collective advantage – making sure the curriculum goes beyond knowledge, into sense and meaning making, within and beyond subjects.

We need to level up and make sure the intent of our curriculum is fully accessible to all children. Teachers in every Academy across the trust need to be empowered to enact the curriculum with confidence, clarity and coherence. It is essential that all children have full access to a rich and ambitious curriculum.

***This presents a challenge and an opportunity.***

***The answer lies in our pedagogy.***

So, what do we mean by pedagogy? And why does it matter? Most importantly, how do we make it pedagogy that has a positive impact on learning and learners across the trust? We need to create a shared understanding, a common language, and keep it clear, simple, and understood by all.

The origins of the word Pedagogy is Greek – with the literal translation being ‘child leader’ and finds its roots in ‘guiding’ – guiding, facilitating and co-constructing learning is exactly what we mean when we talk about children developing a sense of self, sense of place and developing self-agency. This doesn’t mean ‘discovery learning’, nor does it intend to imply that children who are not exposed to a rich and ambitious curriculum don’t have agency.

We have curated and crafted a curriculum which privileges certain concepts, which, when taught well, build over time and become greater than the sum of their parts – an entitlement for all. What we have intentionally designed, is a curriculum which puts children first, and aims to enable children to own, drive and develop their own learning.

*Don't give me a mind map, it's my mind.*

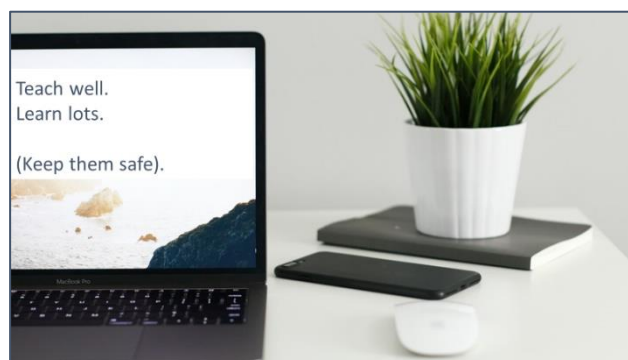
*Don't tell me how to organise my knowledge, that's for me to decide.*

*Give me access to the best of knowledge, and give me time, space and provocation to grapple with my learning. Help me know when something just needs memorising, because it will be useful to me, and guide me through a curriculum which builds on what I learnt before, allows me to link learning within and across subjects and supports and encourages me to be able to generalise, because I have understood the key concepts, and I have taken the essence of the lesson, and turned this into learning.*

*Find out what I know. Find out what I don't know. Then teach me that. And then some.*

*Support me to become the kind of learner that knows what to do, when I don't know what to do.*

**Sounds so simple.**



**Which brings us back to pedagogy. We need teaching to be everyone's super power.**

Across the Trust, in every Academy, in every classroom, in each learning space, we need teachers who have all the right teaching tools at their disposal, and are able to be judicious about what to teach (and what to not teach) and discerning about how to teach it, so that all children learn it. Especially those children who will only ever get to learn it if they learn it in their school. This entitlement speaks to our values across the trust and our deliberate strategy to advantage the disadvantaged.

If we are to genuinely **Empower Learning**, we need to shine a light on great teaching.

- We need to design a personalised pathway for each teacher.
- We need to engender a culture across the trust of learning, of research and of development.
- Joy-filled learning for all.
- As leaders across the trust we have a responsibility.
- We need to work collectively to develop a shared strategy for CLF Pedagogy that improves the quality of teaching and secures best outcomes for all children.
- We need to work together to define and refine what we value, seeding, spotlighting and propagating CLF pedagogy – bringing brilliant stuff into standard, looping round to secure the best teaching and learning for all.

Every teacher, in every school has the opportunity to become a better teacher, and to continue to improve their practice, day in, day out, year after year.

***“The quality of teaching is hugely important to the outcomes of young people, and great teaching can be learnt. Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity” (William, 2018).***

During the past few months we have taken the time to invest deeply in the Education Strategic Plan. Curriculum is an evolving, ever onward and shared body of work which is curated by experts across the trust. Curriculum is where we placed our bets and we have pushed hard for the last few years.

In August 2018 we asked leaders to focus on being able to answer this question;

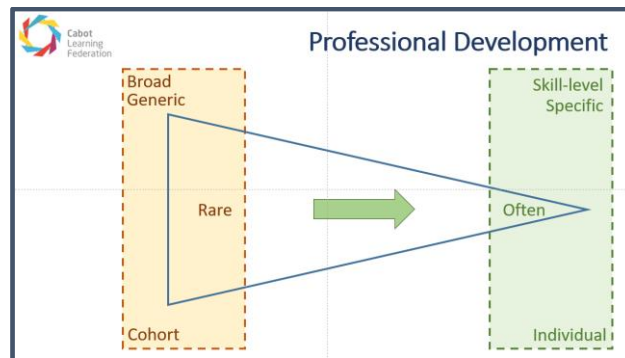
Tell us about the quality of teaching in (y)our schools.

What we didn't ask was, so, what are you doing about it? Or more important still, how are you working to improve the quality of teaching in (y)our schools?

Two years on, with a trust wide, shared and owned curriculum under our belts, we need to focus on developing the very best pedagogy, and on securing effective practices for formative assessment – making sure our children are given the best opportunity to learn, and then making sure they have learnt, that is our mission.

We need to develop the culture and climate in schools that enables teachers to develop their own and others' practice. We need professional development (PD) which is geared towards skill-level, PD which is specific, personalised and helps teachers to teach better. So that children learn more – in the moment and over time.

This has been something we have considered over a number of years, but we haven't, to date, been highly specific or supportive in terms of how leadership teams can develop high quality PD for every teacher. The gap is in the skill-level, specific PD based on teachers' own practice.



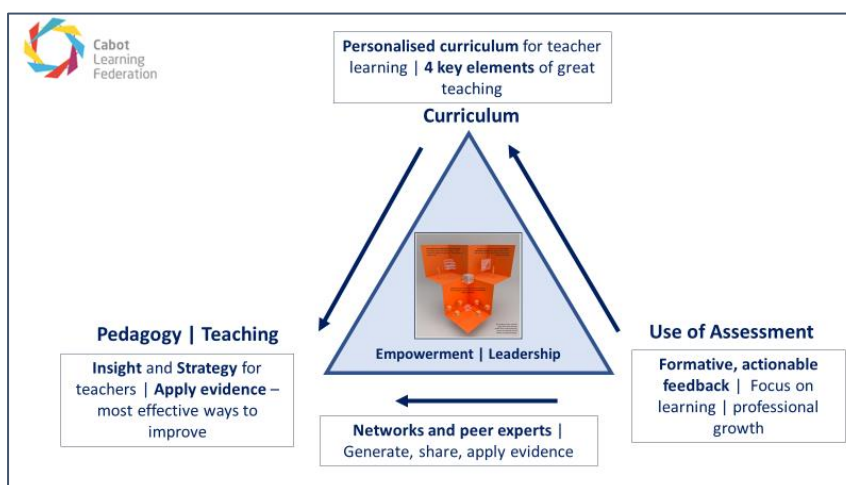
The **PD platform** enables us to support, influence and extend the quality of professional development in our schools.

**Networks of peer to peer expert learning and collaboration** provides the opportunity for teachers to connect with colleagues from across the trust to generate, share ideas, research and experiences and apply evidence-based practice in their phase or subject.

We are now able to support leaders and teachers to **get closer to individual CPD**. The **new PD policy**, with the actionable steps for self-improvement provides the right framework for us to develop a personalised curriculum for every teacher.

As leaders of learning across the trust, ***we need to create the climate in which teachers can thrive.*** The support structures that we establish in each of our schools need to allow for teachers from NQT to UPS3 and beyond to thrive, and to have full access to high quality professional development which enables them to gain insight into their own practice, and work with others **to observe teaching and learning, to reflect, to dissect the decisions and impact of those decisions, and find the most effective ways to improve.**

This approach will need time and investment. We need to get teachers learning. We need to activate hard thinking. We need to do this to make learning better for everyone, and every one of our 11,000 children.



Leaders, teachers, all learners, need a **personalised curriculum**. All learners need access to formative, actionable feedback. There needs to be time invested in personal growth. Learners need the opportunity to gain, gather, share and apply evidence for impact.

To realise this vision, we need some clear commitments;

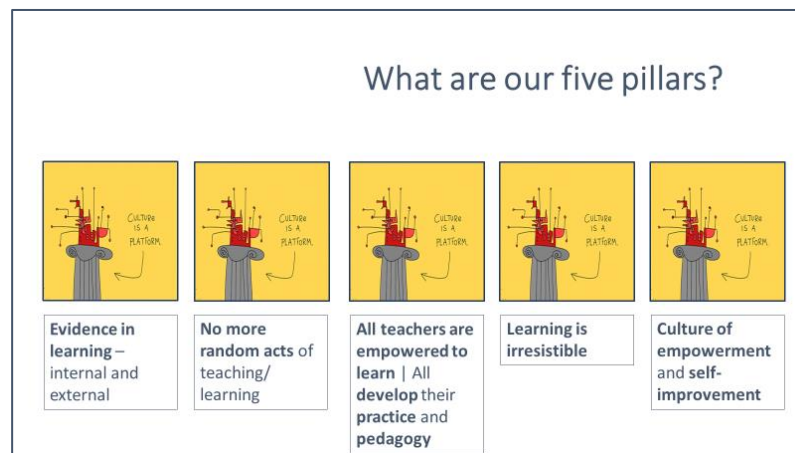
- **Trust wide approach to PD.**
- **Academy and whole trust infrastructure to develop best pedagogy.**
- **Suite of professional learning** – individually curated, accessible on and beyond the PD platform.
- **Every Academy has Director of professional learning in SLT portfolio.**
- **Every Academy invests in skill-level, specific, teacher PD.**
- **Every Academy engages in peer networks which generate, share and apply evidence.**

We need to be bolder about what it is we are looking for, and together, as a trust-wide leadership team, we need to own this agenda. There needs to be a collective responsibility to drive the improvements in pedagogy across the trust.

The greatest resource we have is the teachers and leaders in the trust. With a shared understanding of what constitutes great teaching and learning, and a shared commitment to securing the best learning experience for our children, we are more than half way there.

**We need to agree the core elements that we value; a shared standard upon which to base great pedagogy; igniting the flame of great learning for all.**

We need to use the evidence base effectively to focus in on what matters most. The PD platform gives us the infrastructure to develop personalised curriculum for teacher learning. Formative and actionable feedback needs to be part of the internal Academy and trust wide routines of ARVs and beyond. Existing networks provide the framework for us to strengthen improvements in teaching and learning.



In order to realise the loftier goals of our shared curriculum intent, we need to develop pedagogy. A focus on pedagogy is not about listing the key features of pedagogy on a checklist. To boil down teaching, in all its complex variations to a list of ten key things, is to completely miss the point.

***Don't give me a checklist, it's my professionalism. Don't tell me how to organise the lessons, that is my domain.***

***Guide me, support me, provoke, question and give me space to grapple with my own professional practice.***

If we develop a set of shared principles about what makes great teaching, these act as a framework, a blueprint, a playbook. They are not there to stifle, to prescribe or to dictate. They are there to encapsulate, to summarise a shared commitment.

This learning needs to be part of a collective. We need to commit to the established peer networks, and use these as a vehicle for sharing, extending and enhancing learning for all across the trust.

We need to provide opportunities for all to become expert teachers, to understand the content and enable all teachers to activate hard thinking.

We need to create the climate where teachers can talk about their subject and the importance of it.

**The PD platform is not the solution, it's the vehicle.**

**The PD policy is not the answer, it's the framework.**

**The solution is to be found in the collective efficacy of leaders and learners across the trust.**

**The answer is the active promotion of joy-filled learning for all.**

When we have all teachers as empowered learners, and all teachers as empowered leaders of learning in each and every classroom, for every one of our 11,000 children, for each hour of learning, across 39 weeks of every year, only then will we have truly realised the vision of **empowering learning** for all.

August 2020

**5 key levers**

- PD platform
- PD policy
- Teachers' standards self-audit
- Networks
- **COMMITMENT** for and from ALL.

Effect of teaching on students in years of progress

Category	Value (Years of Progress)
Average student	~0.5
Disadvantaged student	~0.2
Poor teaching	~0.1
Highly effective teaching	~0.8

Source: Sutton Trust (2012)

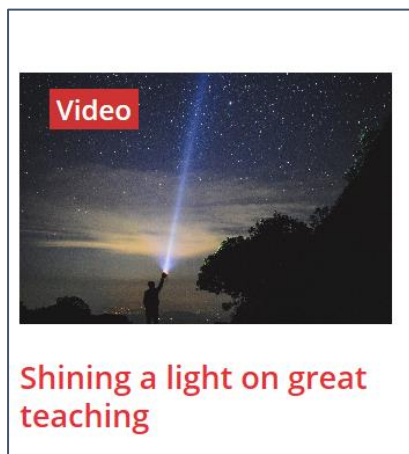
## Further reading and research

Pre and post reading – What makes great teaching?

<https://www.suttontrust.com/our-research/great-teaching/>



Developing Teachers- Sutton Trust report <https://www.suttontrust.com/our-research/developing-teachers-professional-development-pupil-attainment/>



CLF PD platform – additional content – Rob Coe session – Shining a light on great teaching

<https://develop.clf.uk/>