Name: ………………………………………………………………………………..

Session date: ………………………………………………………………………

**Introduction**

**The purpose of clinics**

**Clinics are designed for you to:**

* **Retrieve knowledge** from the study and application modules
* **Apply** knowledge to scenarios
* **Evaluate** decision making
* **Collaborate** with colleagues

**Clinics are NOT designed to:**

* **Mirror** the final assessment
* **Provide solutions** that are guaranteed to work in your context

**Assessment clinic outcomes**

* Retrieve and recap aspects of the 3 modules on the ‘supporting all pupils’ course:   
  (1) Responsive Teaching   
  (2) Whole Child Development   
  (3) Interventions
* Apply module principles from the first two modules to realistic scenarios involving fictional leaders.
* Contextualise parts of the NPQLBC framework covered in this course.

**Study module consolidation**

**Retrieve:** circle or write your answers below.

1. Responsive teaching is when teachers:​

1. **Use evidence of what pupils have learnt to adapt teaching to meet pupils’ needs.**​
2. Set different tasks for different pupils based on their prior attainment.​
3. Adapt teaching based on pupils’ preferred learning style.​

2. In order to develop the whole child, school leaders should focus on: ​

1. Selecting a memorable set of characteristics that they want pupils to develop and putting up posters around the school to remind pupils. ​
2. **Developing a strategic and proactive whole-school approach which integrates the teaching of desirable social, emotional and learning behaviours.** ​
3. Letting individual teachers take responsibility for promoting whole child development in their classrooms. ​

3. The most effective interventions for pupils with complex needs…. ​

1. Take place outside of lessons where they can be taught in small groups with different behavioural expectations. ​
2. **Are evidence-informed and seek to specifically target the pupils’ individual needs without lowering expectations.** ​
3. Will most likely result in an impact within a couple of weeks and can then be stopped.

**What are module principles?**

Module principles draw out important commonalities from framework statements to capture ways of thinking leaders can use to make decisions.

This is an example of how one of the module principles on this course is linked to framework statements:

|  |  |
| --- | --- |
| **Module principle​** | **Framework statements​** |
| **Secure Success** Pupils’ behaviour and their investment in learning is driven by their experiences and perceptions of success and failure so ensuring they feel successful has positive impacts ​ | 2.6. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.​ |
| 2.4. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.​ |

**Module principles across the course**

Remind yourself of the module principles for the modules on this course

|  |  |
| --- | --- |
| Module | Module principles |
| **Responsive Teaching** | |  |  | | --- | --- | | Pupils as individuals | Recognise that pupils have individual needs and influences and may require tailored support. | | High expectations | Ensure that high expectations are maintained for all pupils. | | Supportive | Ensure that pupils, parents and teachers are supported to achieve shared goals by breaking down barriers to success. | | Consider cognitive load | Learning is inhibited when pupils working memory is overloaded, so utilise strategies which prevent cognitive overload | | Secure success | Pupils’ behaviour and their investment in learning is driven by their experiences and perceptions of success and failure so ensuring they feel successful has positive impacts | |
| **Whole Child Development** | |  |  | | --- | --- | | Strategic | Take a deliberate approach which is carefully planned and sustained. | | Proactive | Leaders should intentionally create optimal conditions for pupils to learn and feel successful at school. | | Teachers can influence pupils’ behaviours | All teachers, with the right support, can effectively influence pupil behaviours | | Behaviour can be learnt | Many behaviours are a combination of knowledge and skill which can be learnt over time | | Secure success | Pupils’ behaviour and their investment in learning is driven by their experiences and perceptions of success and failure so ensuring they feel successful has positive impacts | |
| **Interventions** | |  |  | | --- | --- | | Supportive | Ensure that pupils, parents and teachers are supported to achieve shared goals by breaking down barriers to success. | | Co-operative | Consult with parents, pupils and teachers about decisions. | | Build  belonging | Ensure that everyone within the community feels welcome and connected, particularly through establishing shared values and trusting relationships. | | Pupils as individuals | Recognise that pupils have individual needs and influences and may require tailored support. | | Secure success | Pupils’ behaviour and their investment in learning is driven by their experiences and perceptions of success and failure so ensuring they feel successful has positive impacts | |

* With your partner, discuss **which of these you focused on during this course and why.** This may have been through activities such as select tasks, further reading, or applying the principle in your context.   
  There is space overleaf to make notes if you wish.

Notes:

**Module principles in this clinic**

|  |  |
| --- | --- |
| **Module principles** | |
| **Secure Success** | Pupils’ behaviour and their investment in learning is driven by their experiences and perceptions of success and failure so ensuring they feel successful has positive impacts |
| **Supportive** | Ensure that pupils, parents and teachers are supported to achieve shared goals by breaking down barriers to success. . |
| **Pupils as individuals** | Recognise that pupils have individual needs and influences and may require tailored support. |
| **Co-operative** | Consult with parents, pupils and teachers about decisions. |

**I do**

**Note:**

* First and foremost, we will use the module principles stated to analyse the scenario. However, you may also think of other concepts and principles covered in the NPQ programme as well as your wider knowledge that can also be applied to this scenario. This thinking is valuable to do after applying the module principles.

**Task:** Read the scenario.

The phase leader of year 3 and 4 in a large urban primary school began to develop responsive teaching across her phase, so that all teachers deliver high-quality teaching, which supports *all* pupils to experience success. All of the year 3 and 4 classrooms have pupils with special educational needs and disabilities (SEND), who need teachers to make reasonable adjustments. For example, a number of pupils are struggling with their emotional regulation and some pupils have gaps in their learning due health-related absences.

To develop their staff’s ability to teach responsively, the phase leader has provided training for her staff. In it, she introduced the stages of responsive teaching. The training has focused on:

* setting clear learning goals,
* planning opportunities for formative assessment, and
* collaboratively planning scaffolds to address pupils’ common needs and misconceptions.

The leader knows that effective responsive teaching is adapted to support pupils’ individual needs, so the phase leader has asked the SENCo to create profiles for the pupils identified as having SEND. The phase lead asks the SENCo to work with parents, staff and external specialists to create an overview of pupils’ needs (pen portraits). The pen portraits share each pupil’s diagnosis and information about their condition/need(s). The special educational needs co-ordinator (SENCo) creates a folder with these overviews, which is kept in the phase leader’s office.

After several weeks, during which staff have had the chance to practice and use responsive approaches to teaching, the phase leader reviews the impact and effectiveness of the training and support. She organised a number of lesson visits and was surprised by what she saw.

|  |  |  |
| --- | --- | --- |
| **Lesson visit Success Criteria and results:** | **Fully** | **Partially** |
| Is the lesson pitched to reflect high expectations of pupils learning? | 70% | 30% |
| Does the teacher provide support and scaffolding to support pupils to reach these high expectations? | 30% | 20% |
| Does the teacher use formative assessment to check pupils’ understanding/misconceptions/needs are being met? | 70% | 30% |
| Does the teacher respond to the findings of the formative assessment? | 70% | 30% |
| Does the response to formative assessment meet the pupils’ needs identified by formative assessment? | 15% | 65% |
| Does the responsive teaching improve pupils understanding of the learning? | 15% | 65% |

The phase leader found that staff are using resources created collaboratively to deliver lessons which reflect teachers’ high expectations of pupils most of the time. In most lessons, pupils were provided with scaffolding, but the leader noticed that the scaffolding assigned to pupils didn’t always align with the needs identified in their pen profiles. For example, one pupil was given a scaffold for his times tables in a maths lesson, despite his pen portrait identifying times tables as a strength. When the leader talked to teachers, they explained that they really like the scaffolding materials that were created collaboratively, so they tried to share these with all pupils who have learning needs their lessons.

Teachers are planning for formative checks of pupils learning, and gathering ‘in the moment’ data about pupils’ understanding, misconceptions and needs. But in the lessons, it became clear that the teachers’ responses to the data gathered didn’t always match the pupils’ needs. For example, in a science lesson, pupils did not understand a subtle difference between two of the key words they were using to describe pollination of flowers (pollination and fertilisation). Instead of focusing on correcting this misconception, the teacher used a generic worksheet, which asked pupils to revisit all of the key vocabulary from the lesson. This overwhelmed pupils and did not correct the misconception for many pupils.

The phase leader decided that she needed to find out more, so she engaged in conversations with her staff. Some staff shared that they find it really useful to complete collaborative planning, which allows them to have pre-planned approaches to adapting their teaching in response to pupils’ needs. Staff also explained that they think responsive teaching is really helpful in revealing pupils’ needs and it gives them permission to clarify and give feedback. Several members of staff are not aware of the pen portraits, but are interested to know more about them.

The phase leader will use the information she has gathered to reflect on the current problem and decide her next steps.

*Question:*

Taking into account what you have learned on this course:

a) What might be effective about this leader’s decision making?

b) What suggestions do you have that might enable them to make more effective decisions next time?

**Task:** Take notes while the facilitator models how to respond to the first scenario.

|  |  |
| --- | --- |
| Module principle | Response/suggestion |
| **Secure Success** |  |
| **Supportive** |  |
| **Pupils as individuals** |  |
| **Co-operative** |  |
| **Other notes:** | |

**Questions and reflections**

Questions and reflections on –​

* The way I applied the principles to the scenario.​
* The content covered in the scenario.

Notes:

**We do**

**Read and analyse**

**Note:**

* First and foremost, we will use the module principles stated to analyse the scenario. However, you may also think of other concepts and principles covered in the NPQ programme as well as your wider knowledge that can also be applied to this scenario. This thinking is valuable to do after applying the module principles.

**Module principles for scenario 2**

The module principles you need to have in mind as you read this scenario are below. They are the same as for scenario 1:

|  |  |
| --- | --- |
| **Module principles** | |
| **Secure Success** | Pupils’ behaviour and their investment in learning is driven by their experiences and perceptions of success and failure so ensuring they feel successful has positive impacts |
| **Supportive** | Ensure that pupils, parents and teachers are supported to achieve shared goals by breaking down barriers to success. . |
| **Pupils as individuals** | Recognise that pupils have individual needs and influences and may require tailored support. |
| **Co-operative** | Consult with parents, pupils and teachers about decisions. |

**Task:** Read the scenario.

A head of department in a secondary school recently received a request for help from a teacher because a pupil in their year 8 class was struggling with their behaviour and learning. The teacher is concerned that this pupil is disengaged, cannot behave appropriately and is just not motivated.

The head of department started their support by revisiting the approach that they can take to support this pupil, who may need a tailored approach to support their behaviour and learning. The leader focused on talking about the importance of understanding the influences on the pupil’s behaviour, finding out about the pupil’s individual needs, rebuilding a positive relationship and supporting the pupil to experience success, in order to build their motivation in these lessons.

To support staff to undertake this process, the school uses the graduated approach (DfE, 2015) to support pupils whose behaviour and learning may need tailored support. The head of department guides the teacher through the stages of the graduated approach to find a tailored way of supporting the pupil’s behaviour and learning.

**Assess**

To begin with, the leader and teacher considered the immediate context. The teacher was delivering a biology unit, which was focused on cell biology and mutations. The head of department looked at the pupil’s behaviour data and found that the change in behaviour was only linked to these science lessons and only began around the beginning of this scheme of learning.

The school leader and teacher looked at the pupil’s book, to work out if there were any barriers to learning. From the book it was clear that the pupil’s previous learning activities demonstrated a higher level of understanding than the learning in the lessons since the pupil’s behaviour had started triggering the behaviour system. They also looked at the records of behaviour incidents; there was a pattern. The pupil began by being disengaged in the lessons, however, when the teachers used least intrusive approaches, the pupil’s behaviour escalated, leading to more confrontational and challenging behaviours. Challenging behaviours were being responded to in line with the school’s behaviour policy.

The teacher reflected that there were several gaps in the pupil’s knowledge, as a result of being removed from some lessons. The leader and teacher also considered whether there were environmental triggers which were causing the pupil’s disengaged behaviours. The teacher reflected that the behaviour tended to be triggered when the pupils began their independent learning.

**Plan**

The leader supported the teacher to create a plan to support this pupil. The leader and teacher focused on small manageable changes, which appeared to match the inferences they had made from the pupil’s book and behaviour data.

* The teacher printed the relevant sections of the knowledge organiser and stuck them in the pupil’s book to scaffold their learning in lessons which relied on prior knowledge they had missed.
* When the teacher began the independent learning activity, they immediately visited this pupil to quietly check that they were ready to begin and offer support and clarification.
* The teacher noticed and reinforced when the pupil was being successful in lessons.
* The pupil had some behaviour coaching with a teaching assistant from the science department. In the coaching sessions, they learnt strategies for beginning and engaging with independent learning and how to communicate in line with the school’s behaviour systems.

**Do**

The head of department, teaching assistant and teacher used and monitored these strategies over a month. After the fortnight they met to review the early effectiveness of the approach.

**Review**

The feedback from behaviour coaching was that the pupil had a range of strategies for managing independent learning and had demonstrated that they were able to communicate clearly, politely and respectfully in line with the school’s behaviour policy. The teaching assistant reflected that they did not think the coaching was necessary to support the pupil to change their behaviour and perhaps there was an unknown influence, which the leader and teacher hadn’t identified. The teacher reflected that the pupil was engaging with more of the learning activities. However, in one science lesson, the pupil’s behaviour escalated and the pupil was removed from the lesson.

The pupil had another science teacher, who delivered their chemistry lessons. When this teacher saw that the pupil has been removed from the biology lesson, they approached the head of department. The teacher shared that the pupil had recently disclosed that a close member of their family was seriously unwell. The pupil had shared that they were finding all lessons, but particularly their biology lessons, hard and emotional as a result of their current life circumstances. The pupil had shared that they didn’t feel comfortable sharing this with all of their teachers, but they want help and support, because getting into trouble isn’t making them feel better.

**Task:** Respond to the following questions independently.

*Questions:*

Taking into account what you have learned on this course:

a) What might be effective about this leader’s decision making?

b) What suggestions do you have that might enable them to make more effective decisions next time?

2. How have you used, or how do you anticipate using, one or more module principles in your decision making?

|  |  |
| --- | --- |
| Module principle | Response/suggestion |
| **Secure Success** |  |
| **Supportive** |  |
| **Pupils as individuals** |  |
| **Co-operative** |  |
| **Other notes:** | |

**Task: share in pairs.**

Notes:

**Task: share with the group.**

Notes:

**Reflect and record**

Take a few minutes to reflect on the group discussion and record your final thoughts on scenario 2.

Notes:

**Next steps**

* Study/application modules on Steplab.​
* Prioritise your select tasks.​
* Know when your next clinic takes place.​
* Any questions?

Record your next steps: