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| **BEING A REFLECTIVE PRACTITIONER**EDUCATING FOR EFFECTIVE LEARNING |

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| **BRIEF DESCRIPTION OF THE PROJECT:**In the light of the on-going review of the work of the school, the Senior Leadership Team considered the effectiveness of the performance management process in ensuring its impact on learning outcomes for pupils. Following extensive discussions with staff, it became apparent that the cycle for performance management did not fully utilise the process for developing staff. It was felt that the annual performance management cycle, consisting of three formal meetings and lesson observations was failing to fully impact on staff development and pupil outcomes. It was therefore decided that termly peer observations and a weekly reflection session, for all teachers, should be introduced to give staff an opportunity to consider with colleagues their practice against the teacher’s standards. As a staff team it was recognised that reflection is essential for professional development. The staff team acknowledged that to develop as a reflective practitioner required a willingness to be open, honest and self-critical, with a desire to improve practice throughout all aspects of their professional lives. It was agreed that it was important for staff to have the time and support to reflect on their current practice and to have an honest and realistic view of the practice of colleagues. Staff recognised that reflecting on their actions is not always easy. It requires willingness on their part to be open and honest, and a readiness to be self-critical and to be prepared to ask the questions ‘How am I doing?’ and ‘How well am I impacting on pupil outcomes’. |

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| **THE GOOD PRACTICE IN DETAIL (how it improved outcomes for pupils)**At Belvue School we acknowledge the importance of being a reflective practitioner through: * All staff working together in a mutually supportive environment where individuals are respected and valued, and learn from each other.
* Reflect systematically on all aspects of our practice and against the national standards for teachers
* Maintaining meaningful communication and consultation between all staff and learners.
* Monitoring and evaluating the quality of teaching and facilitating the sharing of best practice.
* Reviewing all aspects of practice and sharing outcomes with colleagues

The following formal structures were therefore introduced to support this vision and facilitate reflective practice:**MORNING MEETINGS FOR REFLECTIVE PRACTICE**These take place once a week for thirty minutes and are an opportunity for teachers to spend time together focusing on one of the following issues with the aim of reflecting on practice, problem solving, sharing professional ideas, practice and expertise:* The National Teachers Standards with a colleagues and a senior leader
* A lesson starter that went well/not well
* A piece of students work demonstrating learning
* A piece of students work demonstrating a particular difficulty with an aspect of learning
* An activity that went well/not well
* An individual student and their learning style
* An individual student and their response to a learning situation
* A lesson plan
* Ideas for accelerating learning
* A useful resource/app/website and its effectiveness for learning

**PEER OBSERVATION**Teaching staff work in groups of three to undertake peer observation. During professional development time they plan a lesson together for a group of pupils, reflecting on the pupil’s needs and prior learning. The lesson is then delivered by one teacher on a rotating basis. During the lesson, the two other teachers act as observers of the learning and make judgements based on the impact of the planned lesson on pupil outcomes. Time is given during the following professional development session for the group to analyse the learning and pupil outcomes and to reflect on their planning and delivery of learning. Good practice is then shared amongst the whole team. This process is repeated termly. |

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| **Impact on pupil outcomes:*** In the summer term of 2016, 100% of lessons were judged to be good or outstanding
* In 2016, 100% of pupils in KS4 achieved a minimum of 2 Entry Level Qualifications with some pupils achieving up to 13 qualifications (in subjects such as IT, PE, RE, French, Printing and Drawing, Graphic design, photography, print making, Resistant materials, Textiles, drama and music)
* At the end of 2016 all core subjects saw a very high percentage of students reaching UQ, with very few in LQ
* 100% reported that they enjoyed coming to school
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