

# BLOG



At Earlston High School we believe that staff are our single most important resource. We aim to create a culture in the school that fits with our vision of "Supporting you to become the best version of yourself". This includes staff as well as students.

Teachers' professional learning and a range of approaches to improve learning, teaching and assessment are leading to more consistent learning experiences for young people.

## EARLSTON HIGH SCHOOL

### Bookshelf of Reading and Research

Rosenshine's Principles in Action, Tom Sherrington, 2019

Visible Learning, John Hattie 2008

How I wish I'd taught Maths, Craig Barton, 2018

Why students don't like school, Dan Willingham, 2009

Teach like a champion, Doug Lemov, 2010

Making good progress, Daisy Christadoulou, 2017

Outstanding formative assessment, Shirley Clarke, 2014

EMBEDDED FORMATIVE ASSESSMENT, Dylan Wiliam, 2012

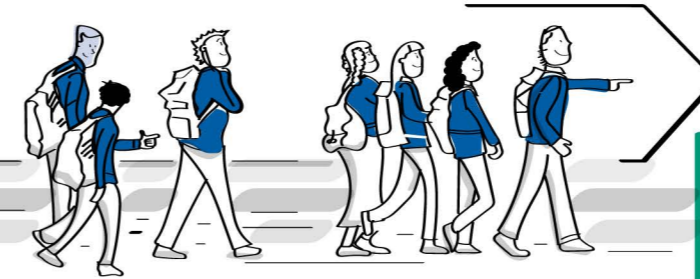
### Our professional learning has several key themes:

It is based on research and best practice; papers such as 'What makes great teaching?' Coe et al, 2014. (Coe, R. and Aloisi, C. and Higgins, S. and Major, L.E. (2014) 'What makes great teaching? Review of the underpinning research.' Project Report. Sutton Trust, London.)

We expect all staff to improve their practice; this includes those in leadership positions and pupil support assistants.

Development is 'bottom up'; so staff choose their own development priorities, and may stick with them for several years.

Support for this is given priority; this means allocating time to work on your own development and time for coaching.



### So what does this mean in practice?

1. A practitioner enquiry: chosen by individual staff based on research and their own identification of strengths and weaknesses.
2. 'Earlston's Excellent Learning Framework': a shared understanding of what good learning looks like, from checking prior knowledge, through to Learning Intentions and on to retrieval practice.
3. Professional reading to guide the personal enquiry and to aid wider school development.
4. Coaching to support each other's enquiries.
5. E-learning modules and mandatory training.

We see the impact of this both quantitatively and qualitatively. Every member of staff produced a plan, had several coaching sessions and then presented it to someone else or to the whole school. We see a wide variety of innovative practice in classrooms as a result. Many areas of development are coalescing around themes such as retrieval practice and knowledge organisers, which are in turn influencing the school's priorities for future development. There is very strong staff engagement in the coaching approach to supporting each other with over a third having done extensive formal training and all involved in experiencing coaching. In future we hope to give still more time to regular coaching.

### Each year we do this through:

- Identifying areas of strength and weakness in our classrooms – through our own self-evaluation, through asking students and interrogating our data, through PRD, through wider research.
- Making a plan to improve – and getting colleagues' support through coaching.
- Joining 'Quality Improvement Teams' – which collate emerging areas of best practice.
- Sharing current practice – in twilight and lunchtime sessions.
- Sharing our end of year progress – with colleagues on a small poster and at the May INSET.
- Celebrating the process – with the £500 departmental prize for best enquiry.