Quality Assured
Educational Consultancy

Today's slides - www.qualityassurededucation.co.uk/learning-partnership

SCAN ME

Using Leadership Walks to articulate impact

Learning Partnership.

Quality Assured
Educational Consultancy

Learning Partnership.



Participate in discussion - you can use either the chat function or via your microphone. Raise your hand and we can answer your questions



Turn on your camera - our delivery partners and yourself will get more from the session when you can see each other



Mute your microphone - background noise can affect the quality of your experience and that of the group



If the call freezes; hang fire and we will be back shortly!

Learning Partnership.

Session 1 Objectives

- ✓ Examine the concept and importance of leadership walks
- ✓ Explore the principles of The Congruent Triangle of Validation
- ✓ Revisit the principles of hypothesis-based and question-based' QA
- ✓ Action planning for effective learning walks and curriculum discussions

Please note: this course is neither endorsed by, nor being offered on behalf of Ofsted

Learning Partnership.

These training materials are for the use of delegates only and should not be shared beyond your school setting

Session 1 Objectives

- ✓ Examine the concept and importance of leadership walks
- ✓ Explore the principles of The Congruent Triangle of Validation
- ✓ Revisit the principles of hypothesis-based and question-based' QA
- ✓ Action planning for effective learning walks and curriculum discussions

Please note: this course is neither endorsed by, nor being offered on behalf of Ofsted

Learning Partnership.

These training materials are for the use of delegates only and should not be shared beyond your school setting

The key notions…

'Know thy impact' – ***John Hattie, Educational Leadership, Vol. 70, No. 1, pp. 18–23***

'The more leaders focus their professional relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes" - ***Robinson, V. M. J. (2007). The impact of leadership on student outcomes: Making sense of the evidence. Research Conference 2007, Australian Council for Educational Research (ACER)***

Quality Assurance through learning walks and case sampling is not just for Ofsted. It is a fundamental approach that leaders can systematically undertake to provide rich and accurate contemporary evidence with which to celebrate, validate and highlight. – ***Phil Abbott***

These training materials are for the use of delegates only and should not be shared beyond your school setting

The typical shape of inspections

These training materials are for the use of delegates only and should not be shared beyond your school setting

The typical shape of inspections

Lens	Focus area
Leadership	Leaders' priorities, actions and the impact of these.
Curriculum, teaching and achievement	Strong foundations and subject clusters
Inclusion	Case sampling and learning walks with leaders (Eg SENCO, Inclusion, Pastoral, Attendance etc)

These training materials are for the use of delegates only and should not be shared beyond your school setting

How the inspection will be structured: Day 1

- Single central record will be checked early on day 1.
- Gathering first-hand evidence of pupils' experiences through:
  - discussions with pupils at the start of the day and social times
  - learning walks with leaders (including discussions with pupils and looking at their work)
  - considering, in detail, the experiences of pupils identified for case sampling.
- Dedicated reflection meetings with leaders.
- Focused leadership meetings, including safeguarding.



These training materials are for the use of delegates only and should not be shared beyond your school setting

Session 1 Objectives

- ✓ Examine the concept and importance of leadership walks
- ✓ Explore the principles of The Congruent Triangle of Validation
- ✓ Revisit the principles of hypothesis-based and question-based' QA
- ✓ Action planning for effective learning walks and curriculum discussions

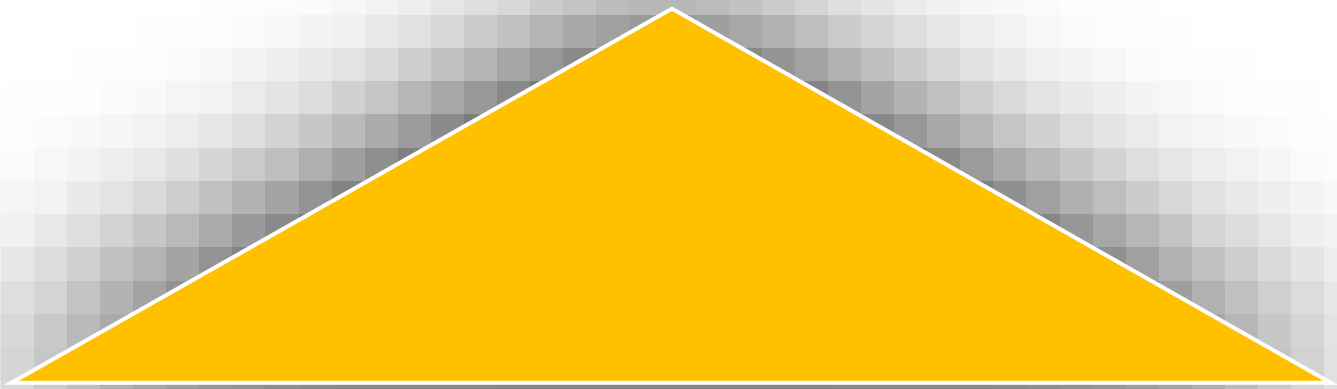
Please note: this course is neither endorsed by, nor being offered on behalf of Ofsted

Learning Partnership.

These training materials are for the use of delegates only and should not be shared beyond your school setting

The Congruent Triangle of Validation

Learning walks and case sampling



Ongoing Self-evaluation

School Improvement Planning

These training materials are for the use of delegates only and should not be shared beyond your school setting

Congruent (adjective):

In mathematical terms, of equal size. In this context, we relate this to mean of equal stature and importance within the model

Validation (noun):

Validation is the process of checking, confirming, or providing evidence that something is accurate, sound, appropriate, or effective. Validation is not simply proving that an existing judgement is right. Good validation can confirm, challenge, or refine that judgement. It uses evidence from different sources to test and substantiate judgements about current practice, improvement priorities, and the impact of actions taken.

These training materials are for the use of delegates only and should not be shared beyond your school setting

Congruous Triangle of Validation:

Perfectly aligned in strategic intent and daily execution; characterised by absolute harmony between school policy, leadership perception, and actual classroom practice.

Mutually validating; functioning in a closed loop where internal evidence seamlessly confirms or refutes overarching strategic assumptions.

These training materials are for the use of delegates only and should not be shared beyond your school setting

The Triangle of Validation

Points	Purposes
Learning walks and case sampling	Working with contemporary evidence. Collecting this evidence through hypothesis and question-based quality assurance.
Self-evaluation	Evaluating the strengths and weaknesses identified by the contemporary evidence. Isolating the key next steps.
Improvement planning	Applying the most pressing issues to the school improvement plan.

These training materials are for the use of delegates only and should not be shared beyond your school setting

How can Leadership walks inform the Triangle of Validation?

- ✓ By generating contemporary evidence
- ✓ By finding evidence to support our view of the quality of the curriculum and its delivery
- ✓ By evaluating the impact of your strategic thinking
- ✓ By developing leaders' skills (including your own) in articulating and evidencing the progress made against improvement strategies*
- ✓ By placing the focus on the most vulnerable learners

**Think Ofsted Leadership Walk, Day 1*

These training materials are for the use of delegates only and should not be shared beyond your school setting

LEADERSHIP WALK FOCI

Confirming the continued and embedded impact of previous strategic priorities

- ❑ What were your AFIs from the most recent inspection? Do these remain challenges?
- ❑ What elements of your previous SIP remain embedded? Have any slipped back? What do you need to do with this information?

Determining the impact of current strategic priorities

- ❑ How well known are the current strategic priorities across the staff team?
- ❑ How well do staff know their specific roles within this?
- ❑ What tangible evidence of gains is there in the classroom?
- ❑ How consistent is the development and impact across different classrooms?
- ❑ Where are the best gains being made? Does there appear to be a need to tweak of review the priorities based on the impact (or lack of) that you are seeing?

These training materials are for the use of delegates only and should not be shared beyond your school setting

Checking the impact of strategic decisions

- ❑ What is the rationale for the deployment of staff across school? What evidence is there that this is working/not working as intended?
- ❑ Where are your strongest practitioners? Why are they effective in this role?
- ❑ Where are you working more intensely with weaker practitioners? Can you see positive impact in this work?
- ❑ How well are the strategic priorities known by staff?
- ❑ How obviously do staff actions contribute to the improvement priorities?

Relating all impact to the most vulnerable pupils

- ❑ What direct evidence can you see to show that provision for the most vulnerable pupils is having a positive impact?
- ❑ How effectively is the universal or targeted provision supporting these pupils?
- ❑ What does progress actually look like for these pupils?

Learning Partnership.

These training materials are for the use of delegates only and should not be shared beyond your school setting

Session 1 Objectives

- ✓ Examine the concept and importance of leadership walks
- ✓ Explore the principles of The Congruous Triangle of Validation
- ✓ Revisit the principles of hypothesis-based and question-based' QA
- ✓ Action planning for effective learning walks and curriculum discussions

Please note: this course is neither endorsed by, nor being offered on behalf of Ofsted

Learning Partnership.

These training materials are for the use of delegates only and should not be shared beyond your school setting

HYPOTHESIS OR QUESTION?

The hypothesis approach (i.e. proving what you already expect to see)

- ❑ Standards of handwriting are maintained across all areas of the curriculum.
- ❑ SEND pupils benefit from individualised support because staff are clear about what they need to do to help them
- ❑ Where attendance is too low, the actions leaders are taking are bringing about improvement in attendance and achievement

The question approach (i.e. What do I need to find out?)

- ❑ To what extent is the quality of handwriting maintained across the curriculum?
- ❑ How well do ILPs match the provision in classrooms?
- ❑ What is the impact of poor attendance on the progress of pupils whose attendance is below 90%

These training materials are for the use of delegates only and should not be shared beyond your school setting

Therefore, typically, the **hypothesis approach** (i.e. proving what you already expect to see) will be used to confirm that previous evidence remains current. In proving your hypothesis, you can readily use/retain the statement in your self-evaluation. If the hypothesis is disproven, this allows you to target improvement by using the **question approach**.

The **question approach** (i.e. What do I need to find out?) is therefore more likely to be used to create new evidence to prove the extent to which something exists, has improved, or needs to improve. The question will either assure you of positive impact or lead you to consider further areas for improvement.

These training materials are for the use of delegates only and should not be shared beyond your school setting

Session 1 Objectives

- ✓ Examine the concept and importance of leadership walks
- ✓ Explore the principles of The Congruous Triangle of Validation
- ✓ Revisit the principles of hypothesis-based and question-based' QA
- ✓ Action planning for effective learning walks and curriculum discussions

Please note: this course is neither endorsed by, nor being offered on behalf of Ofsted

Learning Partnership.

These training materials are for the use of delegates only and should not be shared beyond your school setting

Your current Improvement Plan has the following milestone due to be met at the current time:

'All EYFS and KS1 pupils will be able to articulate how they use phonics mats when engaged in writing activities.'

Think of a possible line of enquiry you could follow if you were using the hypothesis approach (i.e. proving what you already expect to see)

Think of a possible line of enquiry you could follow if you were needing to use the question approach (i.e. What do I need to find out?)

These training materials are for the use of delegates only and should not be shared beyond your school setting

Your current School Improvement Plan has the following milestone due to be met at the current time:

'All EYFS and KS1 pupils will be able to articulate how they use phonics mats when engaged in writing activities.'

Think of a possible line of enquiry you could follow if you were using the hypothesis approach (i.e. proving what you already expect to see)

In all EYFS and KS1 classes, pupils routinely use phonics mats to make accurate, or phonetically plausible choices.

Think of a possible line of enquiry you could follow if you were needing to use the question approach (i.e. What do I need to find out?)

To what extent do pupils in EYFS and KS1 use phonics mats when writing, and what is the impact of this?

Learning Partnership.

These training materials are for the use of delegates only and should not be shared beyond your school setting

Your Art Lead has the following objective on her Subject Leader Action Plan

'Pupils in KS2 can recognise the work of distinct artists they have studied by describing the stylistic features of techniques used in each piece of work.'

Think of a possible line of enquiry you could follow if you were using the hypothesis approach (i.e. proving what you already expect to see)

Think of a possible line of enquiry you could follow if you were needing to use the question approach (i.e. What do I need to find out?)

Learning Partnership.

These training materials are for the use of delegates only and should not be shared beyond your school setting

5 good questions to ask PUPILS whilst on learning walks

- ❑ How do you know you are better at *x* now than you were at the start of the year? Can you show me in your book?
- ❑ As well as adults, what else is there in your class/classroom that helps you to learn?
- ❑ Is there anything that makes it more difficult to learn in your classroom?
- ❑ Which subjects do you do most often? Least often? Why do you think this might be?
- ❑ Where or when do you feel less safe in school?

These training materials are for the use of delegates only and should not be shared beyond your school setting

5 good questions to ask TEACHERS whilst on learning walks

- ❑ What do you know about child x?
- ❑ How have you adapted the curriculum for this cohort of pupils?
- ❑ Why have you decided to teach this lesson today?
- ❑ What adaptations have you made to this lesson? Why?
- ❑ What will I see in pupil books to show that they are making progress?

These training materials are for the use of delegates only and should not be shared beyond your school setting

5 good questions to ask TAs whilst on learning walks

- ❑ What do you know about child x?
- ❑ What is your specific role in this lesson? Why have you been assigned this?
- ❑ How will you know you have done a good job in today's lesson?
- ❑ Who do you typically work with during lessons?
- ❑ What is your role within the School Improvement Plan and the Pupil Premium strategy?

These training materials are for the use of delegates only and should not be shared beyond your school setting

Time Blocking

Classroom Walks
Office Meeting
Emails and Admin
SEF and School Improvement Plan
Pupil voice
Open door
Professional Reading
SLT

	8.00	9.00	10.00	11.00	1pm	2pm	3pm
Mon							
Tue							
Wed							
Thur							
Fri							

These training materials are for the use of delegates only and should not be shared beyond your school setting

And finally...

Please follow this QR code link to the session feedback survey. If you would like to follow up anything discussed today, please feel most welcome to email me at **phil@qualityassurededucation.co.uk**

SCAN ME

These training materials are for the use of delegates only and should not be shared beyond your school setting