

The SSAT Framework for Exceptional Education (FfEE)

Reviewer Feedback

Name of school: Gatley Primary School


Reviewer: Laura Burton

Date: 30.6.22

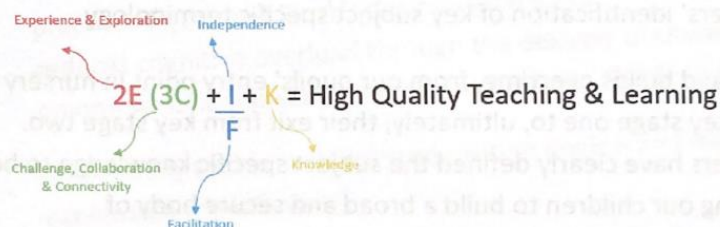
Strand of FfEE reviewed: Effective Learning Behaviours

Please use the following questions to provide feedback to the school.

Please provide specific evidence and analysis.

Who did you meet with from the school to learn about their practice in this strand and what evidence was submitted and discussed to support their application?	
Gemma Norman (Headteacher) Rebekah Lyall (Curriculum Lead and KS2 Phase Lead) Colette Lowe (Pupil Research Lead) Sample of Pupils from across the school	
Standards of and Learning Behaviour policy Behaviour charter Behaviour principles class poster Teaching and Learning policy Outcomes of work by Creative Council in developing 'exploration station'. Staff and pupil journals Class visits	
What additional evidence were you particularly impressed by?	Evidence
<ul style="list-style-type: none"> - The children's confidence to speak about their learning and ability to talk about the frameworks and structures that support their development. Particularly in the older years. - The school's curriculum design which carefully blends pupils' interests with what they need to learn whilst building on prior knowledge and their local context. - Pupil voice is given high importance and pupil agency is used to inform all whole school decision making. - All staff are both learners and facilitators of learning. The work staff undertake in curriculum teams and their engagement in evidence and research mean they demonstrate themselves as lead learners. One child, when talking about his learning, commented that 'one teacher works with a focus group and the other teacher comes round and helps us if we need it'. All adults, regardless of their role in school, are teachers and facilitate pupils to be lead learners. 	Pupil Conferencing Class visits Curriculum boards Curriculum teams evidence
What were your thoughts on the scale, consistency and potential sustainability of their practice in this area?	Evidence
<p>The practise at Gatley is fully embedded across the whole school. The school's focus on effective learning behaviours began over 14 years ago when the school harnessed, championed and built upon the learning behaviours displayed by the youngest children in early years. The work the school has done over the years has refined, improved and developed their practise. The staff team are reflective practitioners in every aspect of school life. They are continually working together to share practise and learn from others to inform and develop school approaches.</p> <p>There are talented leaders in the team who work across the trust to support and share practise. This will continue to scale and build the practise across the schools in the area. Working with the secondary who has recently joined the trust will be</p>	SLT discussion Staff/SLT journals Curriculum teams feedback
 <p>the schools, students and teachers network</p>	

<p>an exciting development for the school and the team, with opportunities to impact practise in KS3 and beyond.</p>	
<p>What impact is this practice having on learners, staff and stakeholders?</p>	<p>Evidence</p>
<p>During the visit, the impact of the school's work in this area was evident. Pupils are actively engaged in the learning process, using the learning environment and structures put in place by teachers to succeed in all areas of the curriculum. Staff value and listen to the views of pupils as learners, refining and adapting approaches accordingly. This has a powerful impact on pupils at Gatley – they are encouraged to be reflective and to use their awareness of their own learning behaviours to co-construct with adults in every aspect of school life. Pupils engage in powerful discussions about learning, with older children demonstrating a mature ability to articulate metacognitive strategies that support them in the learning process.</p> <p>Everyone at Gatley are learners and this was very evident during the visit – from members of the senior leadership team seeking support with journaling from colleagues to teachers sharing the practise of journaling with pupils and the curriculum teams undertaking research on key areas of school development. This culture of learning is tangible, with adults, as lifelong learners, presenting themselves as powerful role models for pupils.</p>	<p>School tour</p> <p>SLT discussion</p> <p>Class visits</p> <p>Pupil Conferencing</p> <p>Staff and pupil journals</p> <p>Curriculum team evidence</p>
<p>What evidence is there of the school's practice being shared effectively with other schools? Please comment regionally, nationally and internationally where relevant.</p>	
<p>Gatley works collaboratively with other schools across their trust. The trust has recently been joined by a local Secondary which is the main destination for Year 6 pupils on leaving KS2. The school look forward to opportunities to work reciprocally with KS3 colleagues to explore ways for approaches to curriculum, teaching and learning to be shared to enhance transition for those pupils at the end of their primary learning journey.</p>	
<p>How could the school further extend their work in this strand?</p>	<p>Evidence</p>
<ul style="list-style-type: none"> - The school could consider ways to develop children's oracy skills further. This could further enhance their articulation of metacognition, skills of collaboration in learning and communication to others. This could be particularly of benefit for pupils in KS1/LKS2 who had early education disrupted due to the Covid pandemic. - During the visit, the school's plans for the use of pupil journals next academic year were shared. The school could consider how the journals could be expanded to facilitate children's 'personal dialogue' on metacognition and key area skills. Children could explore and record approaches and strategies that have been tried/been successful/not worked on a particular occasion. This could support children actively shaping collaborative activity based on prior experience and knowing which structures/protocols work. - The school could continue to explore ways for teachers to share their own learning journeys with pupils. This could include teachers sharing their own journaling with pupils or the work they undertake within curriculum teams. 	<p>Class visits</p> <p>Pupil conferencing</p> <p>SLT discussion</p> <p>Pupil and staff journals</p>
<p>Please provide a short summary of your visit and the evidence provided.</p>	
<p>The school shared their Standards of and Learning Behaviour policy with associated documents which clearly defines the school's vision that all children will develop aspirational learning behaviours in order to learn successfully and thrive throughout their time at Gatley and beyond. The policy details the evidence informed practise which is fully embedded across the school and reflects approaches and systems that have been co-created by pupils and staff. The recently updated policy exemplifies the school's vision and supports the school's continued work in facilitating pupils to become independent, active and confident learners equipped with skills for life. This is also encapsulated by the school's formula for effective learning which was constructed collaboratively by all staff –</p>	



Learning Behaviour Principles & Behaviour Charter

Through engagement in best practise and research, the school have identified core learning behaviour principles which are: Organisation, Making Connections, Review and Refine, Challenge and Going Above. These behaviour principles are modelled and scaffolded by staff both in and outside the classroom to enable children to understand, visualise and apply behaviours that will develop their effectiveness as learners across the whole curriculum. The school's behaviour charter, which is known and understood by all, provides an effective model for children to understand how base standards of behaviour (such as respecting others, following instructions and being responsible) progress to aspirational learning behaviours so there is clarity of understanding. Reward structures, including the use of the Dojo reward system, link explicitly to the behaviour charter so children recognise the worth and dedication for aiming high. On being asked about the co-constructed, newly assigned dojos for the aspirational learning behaviours, children commented:

- 'These are worth two dojos – they are worth more. Anyone can do 'listening' (*one of the 'base standards of behaviours'*). These are harder to get, they mean more'.
- 'They are clear on what you are doing well'.
- 'You want to work hard to get these dojos to be star of the week'.
- 'They make you challenge yourself'.
- 'You need these skills to help you in the future and in your job'.

The children clearly understand and aspire to achieve the high expectations placed upon them by the school as learners and the structures in place support them to do so successfully. An example of this includes posters displayed in classrooms which provide age-appropriate examples of how children can demonstrate each Learning Behaviour Principle, with pupils adding their own suggestions.

Class visits and pupil conferencing

Learning environments across the school promote independence and systems and structures in place for delivery of the co-constructed curriculum enable pupils to demonstrate effective learning behaviours both within the classroom and beyond. The school's 'Key Skill Areas' of communication, collaboration, reflection, problem solving, ICT/Research and application enable children to think about their learning more deeply and explicitly, choosing their activity or task based on their understanding of themselves as a learner and how they learn best in a given learning situation. This, alongside the four 'Stages of Learning' provide a structure for pupils to take ownership of where they are in their learning journey on a given learning question, what they need to do next and how they will learn it best. Class visits showed children's ability to use the structures to support independent learning and staff were regularly modelling and scaffolding as appropriate to ensure all children succeeded:

- In reception, the teacher focus table were undertaking a writing task. The teacher asked a child 'what do you need to do to move to the 'could' (*referring to the next Success Criteria*). The child confidently answered 'reflect and revise' and proceeded, with support from the teacher, to add full stops to his writing as he noticed he only had one at the end. The child understood that this key skill area meant 'make it better', demonstrating a sound, age appropriate understanding of this key learning skill.
- Year four children were confident in their explanation of how the four stages of learning helped them in their independent learning, demonstrating high levels of self-awareness:
 - o (*Where we start on the learning cycle*) ... 'depends on how confident I feel with my prior knowledge and our previous learning. This helps me decide where to start on the cycle'.
 - o 'Maths... is my strongest subject. In co-ordinates once, I was so confident I started at Stage 4'.
 - o 'Today I will start on 3 or 4' – the child had identified that from completing his Success Criteria baseline he had existing prior knowledge so would be able to start further around the cycle.

- *(What happens when you get to the end of stage 4?) 'We aren't finished. We can go back to our journal to add things we've learnt or we can go to our previous work and refine and improve'.*
- The year four children were able to explain how the success criteria baseline document, which was organised into 'must', 'should' and 'could', meant every learning question begins with activation of prior knowledge and facilitates children engaging in reflection and improvement at every stage, with the pupils excitedly speaking of how they use purple pen to update, develop and refine their answers to show how much they have learnt.
- Children in year 3 were seen confidently selecting tasks based on their understanding of themselves as learners within a French lesson. When asked how he knew he'd been successful, one child replied 'If I get it all right, but also if I got it wrong before and then I go back once I've learnt something new and then I get it right'. Another group of children were observed developing their collaborative key skill in competing their task. One child, who had additional educational needs, was supporting a higher ability child in his understanding showing their knowledge of effective collaboration grounded in an ethos of equity.
- Staff in year 3 and year 2 led mini plenaries where children demonstrated their understanding of key knowledge which supported their understanding of the learning question but also of themselves as learners.
- Within the class visits and pupil conferencing, children demonstrated high levels of metacognition:
 - 'When I met fractions of numbers, I knew that will use multiplication so I went in higher *(referring to the learning cycle)* as I'm confident in my tables'.
 - 'We have a reflection task where we need to answer the learning question. Everyone answers it and it shows how much we have learnt. If you were working at stage 2 of the cycle, you would not have as much detail in your reflection task. If you were at stage 4, your answer to the learning question would be more detailed and you would show you understood more and might use evidence of what you'd learnt in your answer'.
 - 'Problem solving tasks will usually be at stage 2 or 3 because you need some knowledge to be able to do that'.
 - 'You can revisit a task if you need to. You might start at 3 and then have to go back to 1. That's ok... You can go back to 3 when you are confident'.
 - Children showed a good understanding of strategies to support them when they were stuck. These ranged from 'ask a peer', 'ask another peer', 'move to another activity' and then finally 'ask a teacher'. Children knew that helping one another didn't mean just telling them the answer: 'they might be wrong and you won't be learning and knowledge won't stick in your brain'.
 - 'Homework helps knowledge stick in your head. If you didn't do your homework, you wouldn't be able to learn in class'.

Exploration Station

The staff and pupils at Gatley don't stand still. The work they are doing on developing pupils as effective learners is continually evolving. Following the return to school following the pandemic, the staff consulted the children to gain their perspective on what key skill areas were missing from the learning environments which would further help them develop as learners. All children had a voice in sharing their views, with the elected pupils in the new Creative Council making the final proposals. The 'Exploration Station' that they council have suggested as a new Key Skill Area presents learners the opportunity to clarify and deepen their understanding through presenting their learning in a different way. When launched in the coming weeks, the station will be used in outdoor and indoor learning environments, with the council having already created the custom dojo image that will be added to the school reward system.

Journals

Every member of the school community at Gatley have a journal. There are numerous opportunities for staff and pupils to reflect, distil and refine learning both inside and outside the classroom – one way this is enabled is through regular journaling. When visiting classrooms, pupils were confident to share their journals and to explain how they provide them with opportunities to record key learning concepts, revisit and improve learning as well as an aide memoir when learning new concepts in the future. The school also shared an example of how journaling has particularly supported the progress of a child with additional

learning needs and how this, along with the school's MO scale, provided an opportunity for the child to acknowledge and regulate their emotional wellbeing to enable them to access learning more successfully.

All adults in the school also have a journal and these are used regularly, with staff supporting one another with developing their skills for reflecting and recording successfully. Staff use their journals in a variety of ways: recording key learning in staff meetings; to collect ideas, present research and draw conclusions in curriculum teams; to support conversations with other staff and external stakeholders and to support coaching conversations (eg appraisals).

The staff and pupils are proud of their journals and were keen to share these. In pupil conferencing, the children commented:

- 'We can put things in here from our learning'
- 'We can put important things from our reflection task'
- 'It helps us organise our thoughts'
- 'We can use a mind map to make them clearer'
- 'If (*our thoughts*) are in a muddle, we can write ideas down for each topic'
- 'We can look back later when we meet that topic again'
- 'We can use it when we need that learning in a different year group'
- 'When we remember knowledge, it's becoming sticky knowledge'

If a school has self-evaluated as transforming:

Were there any areas regarding the accreditation that need further discussion? (Please be as specific as possible with reasons and evidence)

Evidence

For the School to complete:

Any additional comments or conclusions to make following the in-school review.

Please send to primary@ssatuk.co.uk

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