28 February 2023

Inspection Training

Session 5:

Preparation for Deep Dives for Teachers

Polite Request

Please do not record any of the sessions. We want leaders to be able to speak freely about their schools

An edited recording of the session will be made available

Introductions:

- Jason Hughes - Primary School Advisor (presenting)

- Michael Hawkins - Interim Service Manager (supporting)

- Richard Woodfinn - Primary School Advisor (supporting)

- Caroline Ryder – SEND education advisor (supporting)

- Nicki O'Flanagan - Education Improvement Support Officer (supporting)

Suggestions

➢ **Please use the 'chat' option to ask questions, all questions will be answered, some by a follow up email**

➢ **The slides will be made available to you, please make notes as you see fit**

There was no feedback from session 4 so we can only assume that the sessions objectives are being met-thank you!

This session is part of a suite of training offered to support Hillingdon Schools in preparation for inspection and includes:

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Session 1:   Phone Call Preparation

Session 2:   Curriculum Leader Preparation

Session 3:   Subject Leaders Meeting Inspectors

Session 4:   Preparation for Deep Dives, Subject Leaders Looking at Books

Session 5:   <mark>Preparation for Deep Dives for Teachers</mark>

Session 6:   Bringing Everything Together

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- **Audience: Curriculum leaders, subject leaders and teachers**

- **Remit: Preparation for Deep Dives for Teachers**

Agenda

- Metacognition

- Deep Dives

- Possible questions

- ANSWERS

Agenda

- **Metacognition**
- **Deep Dives**
- **Possible questions**
- **ANSWERS**

Introducing Metacognition

When did you become self aware?

When did you take ownership of your learning?

Introducing Metacognition

https://cambridge-community.org.uk/professional-development/gswmeta/index.html

Metacognition - definitions

Occurring in the neocortex, metacognition is our ability to know what we know and know what we don't know.

Metacognition - definitions

It is our ability to plan a strategy for producing what information is needed, to be conscious of our own steps and strategies during the act of problem solving, and to reflect on and evaluate the productiveness of our own thinking.

Metacognition - definitions

Metacognition is often considered to have two dimensions:

1.   Metacognitive Knowledge

2.   Metacognitive Regulation.

1. Metacognitive Knowledge

Metacognitive knowledge refers to what learners know about learning. This includes:

- the learner's knowledge of their own cognitive abilities

1. Metacognitive Knowledge

- the learner's knowledge of their own cognitive abilities e.g. 'I have trouble remembering dates in history'

List your own 'positive' examples

1. Metacognitive Knowledge

Metacognitive knowledge refers to what learners know about learning. This includes:

- the learner's knowledge of particular tasks

1. Metacognitive Knowledge

- the learner's knowledge of particular tasks

e.g. 'The ideas in this chapter that I'm going to read are complex'

List your own examples

1. Metacognitive Knowledge

Metacognitive knowledge refers to what learners know about learning. This includes:

- the learner's knowledge of different strategies that are available to them and when they are appropriate to the task

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1. Metacognitive Knowledge

- the learner's knowledge of different strategies that are available to them and when they are appropriate to the task

e.g. 'If I scan the text first it will help me to understand the overall meaning'

List your own examples

2. Metacognitive Regulation

Metacognitive regulation refers to what learners do about learning. It describes how learners monitor and control their cognitive processes. For example, a learner might realise that a particular strategy is not achieving the results they want, so they decide to try a different strategy.

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Metacognition - definitions

How can you promote the development of metacognition within the children at your school?

What does best practice look like?

Metacognition - definitions

While "inner language," thought to be a prerequisite, begins in most children around age five, metacognition is a key attribute of formal thought flowering about age eleven.

What is your earliest memory of being self aware and having your own 'inner language'?

Agenda

- **Metacognition**
- **Deep Dives**
- **Possible questions**
- **ANSWERS**

Deep Dive activity – meeting teachers

- Discussion with senior leaders-generally phone call

- Discussion with curriculum leaders

- Visit to a connected sample of lessons

- **Discussions with teachers**

- Discussions with pupils

- Scrutiny of pupils' work

Deep Dive activity – meeting teachers

Which teachers?

Not necessarily the ones that have been observed.

Deep Dive activity – meeting teachers

Which teachers?

Not teachers under appraisal & capability proceedings

Deep Dive activity – meeting teachers

Which teachers?

This is an opportunity for inspectors to talk to teachers about all aspects of the Inspection framework

Deep Dive activity – meeting teachers

Which teachers?

So ECTs, and observed teachers but also;

Looking at teachers of: deep dive subjects and generic deep dives such as writing and PSHE

Deep Dive activity – meeting teachers

But, more than likely:

Safeguarding
Well being
Behaviour
SEND

And what else-discuss?

Deep Dive activity – meeting teachers

Dogs with a bone!!

Deep Dive activity – meeting teachers

Lines of enquiry

Agenda

- ➢ **Metacognition**
- ➢ **Deep Dives**
- ➢ **Possible questions**
- ➢ **ANSWERS**

Possible Questions

Safeguarding

Possible Questions

For me this would be around whistle blowing, but different inspectors have their own questions

For example, what would you do if a child made an allegation against the headteacher or DSL?

DISCUSS

Possible Questions

Not necessarily the Chair of Governors

Police!!!

Possible Questions

What would your teachers say?

Do you know what they would say?!

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Possible Questions

Do you regularly check the understanding of safeguarding within the adults at your school:

Midday supervisors?

Governors?

Possible Questions

There is the story of a school where an inspector bumped into a supply teacher in the corridor and asked them who they would report an issue to.

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Possible Questions

Why this why now?

What is this question referring to?

DISCUSS

Possible Questions

The sequencing of the curriculum, why are you teaching this topic/this subject and why now?

Example of History v Geography - termly

Possible Questions

Whole school priorities

What are they?

What is the very top priority?

Possible Questions

How is your well-being supported?

Possible Questions

How often do assessments take place?

Two pronged here inspectors can find out about

well-being and the regularity of assessment

Possible Questions

Has a reduction in the marking and assessment obligations led to children's misconceptions and gaps in their knowledge increasing?

Possible Questions

If a pupil starts to fall behind in your lessons, how do you take this forward/what happens next?

Possible Questions

How do you ensure you are knowledgeable about SEND?

Possible Questions

SEN strategies – so how long do you try these strategies for? How do you know they if they are working?

Possible Questions

What about external experts? Are they ever involved?

Possible Questions

Do you know which pupils have an EHC plan or individual SEND support plan?

What are their individual targets?

Possible Questions

How is the curriculum adapted for these pupils?

Agenda

- **Metacognition**
- **Deep Dives**
- **Possible questions**
- **ANSWERS**

Answers

I do not know your answers – only you know your school well enough to answer questions!

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Answers

But I can point you in the right direction

Answers

For example,

teachers at your school need to know inside and out the SEF and SDP/SIP

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Answers

For example,

teachers at your school need to know the priorities for the subjects that they teach

Possible Answers

Make them research based,

For example, (this is about school improvement)

Possible Answers

Fonts across the school – cursive writing

Possible Answers

The building of vocabulary:

- such as an extra 10 words per year per subject,

- using spelling tests, one word a week is an extra subject specific technical word.

Possible Answers

T&L

Build knowledge

Possible Answers

Drip drip, examples including:

History timelines, telling the time, geography-world map,

Any Questions?