



LYDIATE
LEARNING
TRUST

AUTUMN EDITION 2021

LYDIATE LEARNING TOGETHER

| ISSUE 4



LYDIATE LEARNING
TOGETHER:

*The Journey to
Outstanding*

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ENGAGE, ENABLE,
EMPOWER

WELCOME!

Our Autumn edition of Lydiate Learning Together celebrates a fantastic start to our Academic Year 2021-22!

This year, we launched our approach to Leverage Leadership, an instructional leadership strategy created by Paul Bambrick-Santoyo focused on rapid and sustained school improvement that is replicable across school settings. At the heart of this strategy are seven key levers of school improvement. Consistent application of the levers ensures that each minute in school is leveraged for optimum performance.

The Leverage Leadership approach to school improvement is underpinned by the mantra of "See It, Name It, Do It". Teachers and leaders need to see a model first before stripping it back, unpicking its components and identifying the gap between current practice and the model. Once teachers and leaders can name the key actions to close the gap they are ready to move to the planning and practicing stage. Through thorough planning and repeated practice with precise feedback, leaders and teachers will be ready to implement their action steps in classrooms or across schools.

Across our Trust, we are focussing on embedding three "Super Levers": Data-Driven Instruction; Lesson Observation and Feedback; and Student Culture. We have made an excellent start via our Best Practice Book Studies and Best Practice Lesson Studies, and, of course, we have Project A (Project Ambition) at the heart of our approach to Student Culture - this edition will showcase some of the work being undertaken in Childwall Sports and Science Academy and Deyes High School this term.

In this edition, we gain insight into our pedagogical journey from our Heads of Centre across the Trust. We hear from Alison Brady, Head of AMP SCITT, our Academy of Teacher Education; Janette Vincent, Headteacher at Childwall Sports and Science Academy; and Vickie Beaney, Head of School at Deyes High School.

Warmest wishes,

Suzanne Pountain
Executive Director of School Improvement

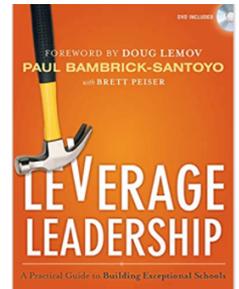


ENGAGE, ENABLE, EMPOWER.



Applying Super Levers across LLT: Best Practice

In September, we launched Leverage Leadership across LLT with the Super Levers of Observation and Feedback and Data Driven Instruction at the heart of both Deyes' and Childwall's ambitious programme of sustained school improvement. A consistent application of these two key levers is helping to ensure that every minute in school is leveraged for optimum performance and ambition.



Our Best Practice Book and Lesson Studies are underpinned by the 'See It, Name It, Do It' model. During our Best Practice Studies teachers have had the opportunity to see a model first – whether that is a model response in a student's exercise book or observing a teacher reviewing material or providing a high level of practice for all students, and then stripping it back. By unpicking its components and identifying the gap between current practice and the model, it has engaged our staff in conversations of how they can name the key actions (or lever!) to close the gap and then move onto the planning and practicing stage.

Best practice lesson studies this term have continued to showcase the best teaching that our schools have to offer. Some interesting patterns in the data are beginning to emerge that reflect the impact of the CPDL journey.

For example, at Deyes, when focusing on questioning there has been mass adoption of Cold Calling combined with No-Opt Out to increase engagement. Likewise, there has been an increase in Everybody Writes, Show Me and Show Call to encourage all students to participate and to allow teacher to check the understanding of everyone in the class.



After the Collective CPDL session in September, staff at Deyes have focused on the accuracy of observations and how to use the [TLaC Crib Sheet](#) effectively. Continuing to improve and develop our use of our meta-language remains a focus, however, emerging strengths in this area are now much more prevalent.

At Deyes, middle leaders were invited to participate in a series of cross-curricular learning walks. As a trio, two middle leaders and Alex Ryan, Deyes' Assistant Head Teacher and CPDL lead, visited 3-4 different lessons within an hour looking for typicality. The observations made were really impressive, showing how skilled colleagues were at "seeing it" and "naming it" when it came to suggesting what highest leverage change the teacher might think about making. The middle leaders all reported that this was one of the best experiences they had ever had.

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Applying Super Levers across LLT: Best Practice

... From this round of learning walks, leaders were able to see the gaps and how they can easily focus on closing them to improve teaching and learning even more. A really interesting example was connected to the Do Now activities and Daily Review. Colleagues have embraced these important phases of the lessons so much with reviews that were in such depth that it was eating into lesson time – balancing breadth with depth is a really tangible focus and a great example of using See it and Name it so that we can Do something about it!

During Collective CPDL sessions at Childwall, colleagues brought their exercise books and identified through collaborative feedback how planning lessons using some of Rosenshine's Principles and repeatedly practising TLaC strategies will help implement their action steps in their classrooms.



In one of the sessions, a member of staff fed back the benefit of having one action step "Having an action step that was specific and precise meant I could implement it immediately into my History lesson". Another member of staff who was successfully using the model of See It, Name It, Do It was applying it to how to plan backwards. She wanted to plan how she could utilise Rosenshine's principles of Guided and Independent Practice to move from her current mode of teaching, to a desired state where students are more autonomous and fluent in their learning.

The key lever planned for and practised was students explaining to each other about their learning without the need to look at their notes - 'keeping it generative' she called it. Over the two-week timetable, cue cards and scaffolds were removed for most students and all students had to close their books and as she quoted 'not too workload heavy and certainly a sustainable way of seeing how much they know without marking books!'

Term 2 will see colleagues focus on developing the Feedback strand of See it, Name it, Do it through our Collective CPDL sessions.

Thank you to all colleagues across LLT for embracing our Lesson Study model and for sharing their best practice with all as we journey towards excellence across Lydiate Learning Trust!

Suzanne Pountain, Executive Director of School Improvement, Alex Ryan, Assistant Head, Deyes and Nadia Kaye, Assistant Head, CSSA





Vickie Beaney on Professional Development @ Deyes

As Head of School, I am thrilled that the second year of the CPDL programme at Deyes High School has started with a real sense of clarity and purpose. The programme comprises our four-week cycle, allowing all teaching staff to access multiple sessions which are mapped to their roles and responsibilities. Our overarching purpose is a strong focus on developing consistently excellent teaching and learning. Both Rosenshine's Principles and TLaC strategies continue to be the bedrock of our lesson planning and delivery. As a consequence, there are many areas of school where you can feel an infectious enthusiasm about trying new things and cultivating passion for learning in our classrooms.

Subject Leaders' CPDL has been constructed to model the principles of Leverage Leadership whilst also furthering the development of Subject Improvement planning, curriculum development and our plans for cumulative assessment. It has been fantastic to see large faculties working as one team of leaders on key developments and also subjects which may not usually be linked together working on ideas, solutions and change.



The subsequent sessions see Subject Teams focusing in on their specific areas for development, driven by the Subject Development Plans and whole school priorities. Time has been taken to assure understanding of common approaches and we are now moving towards weaving the threads of ambition into our schemes of learning. "See it, name it, do it" is the model for all actions with subject teams and beyond.



Working together in Collective CPDL has enabled us to firmly embed the Best Practice Lesson Study cycle and to create some new, dynamic pairings. Sharing practice, ideas and resources with colleagues in different subjects who may also have different levels of experience or responsibility, has been transformational for some staff. Feedback from peers is giving us the confidence to make changes and step outside of our comfort zones in a planned and sustained way.

Pastoral CPDL completes the cycle and is the focal point of our vision of Ambition for All. These sessions have already provided an opportunity to reconsider our offer to students beyond the classroom and within the curriculum. We have been open to asking whether our levels of challenge will indeed empower every student to be the best version of themselves as they progress into the world beyond Deyes. Our next task is to make this happen.

The staff at Deyes are a credit to the Lydiate Learning Trust for the way they have embraced the CPDL programme and we are looking forward to the next stage of our journey.

Vickie Beaney, Head of School



Janette Vincent on Professional Development @ CSSA

As Headteacher reflecting upon how our CPDL programme has impacted on Childwall Sports and Science Academy, my first response is that learning more about learning has ignited even more passion for teaching in our school. Using research informed strategy has given us all a confidence that our plans will work and, more importantly, our students will benefit over time.



As Headteacher at Childwall, it was a humbling moment when staff and leaders were fully in support of creating a bespoke reading lesson for our KS3 and KS4 students. Staff were unanimous in their view that we would all benefit if our children were stronger and more confident readers. This is of course true, and we recognise that the life chances of our students are much more positive if we can introduce them to reading, encourage them to love it and if we make them aware and confident in the use of a much broader range of vocabulary.

Just over a year later and we are seeing this difference. There is a safe zone in reading, where children can listen, familiarise themselves with new words, make mistakes and immerse themselves in something different which can often be a welcome distraction. Many of our students tell me that reading is now one of their favourite lessons. Many staff have shared that learning how to deliver reading lessons and gaining a heightened awareness of reading strategies, such as prediction, clarifying and questioning linked to the text, has supported the development of reading in their specialist teaching.

Of course, we have not just stopped at reading lessons. Many students at CSSA have had very little, if any, exposure to books, words, the English language and reading for pleasure during their lifetime. In these circumstances we have utilised Lexonik programmes to great effect. Chloe and George, our Lexonik leaders, have implemented the programmes of study designed to ensure students improve their reading ages and understand more of the language they are being exposed to each day. Lexonik Leap programmes are still in their infancy. However, our analysis of Lexonik Advanced progress to date demonstrates an average of 20 months progress in reading ages. All students increased their standard score and their raw score.



Continued overleaf...



Janette Vincent on Professional Development @ CSSA

... Quality First Teaching is a school priority at Childwall and staff are very conscious of our varied and forever changing cohort. CPDL has been a vehicle to explore the key strategies that will drive better learning for all students including those with SEND. Pastoral CPDL has given us an opportunity to reflect on SEND needs and the adaptations that are a necessary part of our teaching to create equal opportunity. Likewise, strategies for the most-able learners in each year group have been explored to ensure our curriculum is deep enough to drive the strongest knowledge and understanding that builds overtime. These strategies have been successful to date, with all cohorts of students demonstrating good progress across the school.



Developing a consistent approach to planning and structuring learning in our classrooms has been key over the last 18 months. The use of our common format for planning and delivering lessons has supported this well. Rosenshine's Principles are at the core of all lessons across the school. The privilege of being Headteacher is that I see this in action across the school and I can talk to the students to see if our hard work is having an impact. Students are keen to express to me how teaching is helping them to remember and build knowledge over time. I have also had students that have come to me to share where they feel this is not the case and how they can tell the difference.

I must mention leadership development within our school. The opportunity to meet with subject leaders regularly has been a great help. Leaders reflect honestly on how to improve, what needs to happen to improve, and we now have a solution focussed team that takes action to improve - See it, Name it, Do it. Leaders are now leading teaching and learning within their departments confidently. Improvement in the curriculum and the sequencing of lessons is adding depth to learning. Leaders are now ready to delve deeper into leverage leadership and refine our practice at all levels, ensuring that our actions are effective in improving learning for our children.



Finally, I would like to end with a huge thank you to the Childwall team. Without the wholehearted commitment of staff to engage with the CPDL programme we would not be celebrating our improvements in the same way.

Janette Vincent, Headteacher



Alison Brady on Professional Development @ AMP SCITT

Lydiate Learning Trust now has a dedicated centre for Teacher Education and Training based in Wavertree Technology Park to Engage, Enable and Empower teachers. The centre allows Lydiate Learning Trust to provide a range of professional development courses for teachers in Liverpool, Sefton, Knowsley and surrounding areas.

This supports the commitments made by the DFE in the Teacher Recruitment and Retention Strategy, to create a world-class teacher development system by transforming the training and support teachers and school leaders receive at every stage of their career.

“There are no great schools without great teachers, and no other profession is as important in shaping the lives of the next generation.”

[Teacher Recruitment and Retention Strategy 2019](#)



We have busy time setting up the centre and launching the range of reformed courses. The reforms provide a ‘golden thread’ of high-quality evidence underpinning the support, training and development available through the entirety of a teacher’s career (from [Delivering World-Class Teacher Development DFE 2021](#)).

In August, we have welcomed our 2021-22 cohort of trainee teachers to their AMP SCITT programme and every Thursday since has seen the conference room filled with discussion regarding the [Initial Teacher Training \(ITT\): core content framework](#) and how as teachers we influence pupil personal development.

Trainees attend subject focussed sessions with their expert practitioners, making use of the 3 classrooms available to explore subject content and pedagogical knowledge.

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Alison Brady on Professional Development @ AMP SCITT

... We also are excited to announce the Lydiate Learning Trust Subject Knowledge Enhancement (SKE). This programme, which is delivered with our partner VIDlearn, is for potential teachers but provides an excellent CPD opportunity for experienced teachers. Working as mentors supporting new teachers as they develop their subject pedagogy colleagues have the opportunity to review the latest research and reflect on your own pedagogy. Visit our site [here](#) to see the subjects available.

October saw the launch of the Early Career Framework and our Academy of Teacher Education is the venue for 180 new teachers and their mentors completing the [Best Practice Network ECF programme](#). Our network has a team of ECF facilitators from LLT and Holy Rosary Primary School.

We recently hosted the first face to face session of the new specialist NPQ suite of qualifications in the Management hub. Participants had a great day reflecting upon the research that informs the design, delivery and implementation of CPD during day 1 of [NPQ: Leading Teacher Development](#).

The other two qualifications are [NPQ : Leading Teaching](#) (developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase) and [NPQ : Leading Behaviour and Culture](#) (developing teachers who have responsibilities for leading behaviour and culture). Deadline for applications for the Spring cohort is 17th December 2021. These courses are currently funded so please discuss with your line manager or head teacher if you think a programme may be suitable for your career pathway.

The leadership NPQs include senior leadership, Headship and Executive Headship. Further details can be found [here](#).

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If you are interested in working in teacher development as a coach, mentor or facilitator please discuss with your line manager or email a.brady@deyeshigh.co.uk.

Alison Brady, Head of Centre





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Best Practice Lesson Studies:
Roseshrine's Principles of in
Action

Key dates - January & February 2022

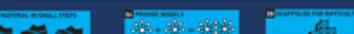
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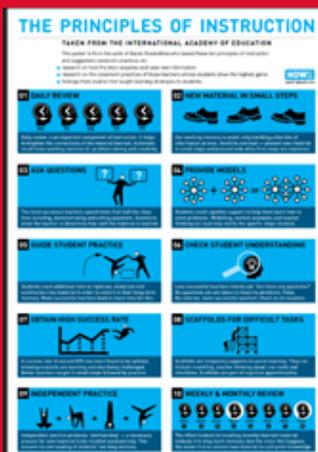
Questioning



Sequencing Concepts & Modelling



Stages of Practice



JANUARY

Wed 5 January - CPDL INSET day

Mon 10 January - Subject Leaders CPDL

Mon 17 January - Collective CDPL

Mon 24 January - Subject Team CPDL

Mon 31 January - Pastoral Team CPDL

FEBRUARY

Mon 7 February - Subject Leaders CPDL

Friday 11 February - Trust INSET Day

Monday 28 February - Subject Team CPDL

Thank you!

Lydiate Learning Trust would like to thank you for all your incredible work this term!