Reminders for this coming week:

ALL HEADS MEETING
09.02.21
09.30 – 11.30

Forthcoming meetings:

SPECIAL BOARD MEETING
23.02.21
11.00 – 13.00

TRUSTEES & GLAC CHAIRS
01.03.21
16.30 – 18.30

AUDIT COMMITTEE
11.03.21
13.00 – 15.30

EDUCATION COMMITTEE
18.03.21
13.00 – 15.30

BOARD MEETING
22.03.21
13.00 – 15.30

CONFLICTS OF INTEREST COMMITTEE
20.04.21
09.30 – 11.00

TRUST ACTION COMMITTEE
29.04.21
Time tbc

Thoughts about leading teaching and the day Gareth Edwards visited my school – Graham Tuck, GEP Director of Secondary Education

Our Trust's secondary teaching group has just met for the third time, looking at the challenges of delivering great learning in the current landscape and how the lessons forged over the last ten months will inform our teaching and our leadership of teaching when the world returns to a nearer normal. In all three meetings we've had so far, I've been struck by the purposeful optimism of the group, a determination to find solutions and a willingness to share expertise. Above all else, there is a sense that, through this collaborative and positive approach, we can produce something even better than before. A something that will benefit the future of our schools. And that got me thinking about Gareth Edwards.

I was just 12 when Gareth Edwards visited my school to coach our team. Gareth Edwards? The son of a Welsh miner, he was selected to play rugby for his country at scrum half when he was just 19 years of age. At 20, he captained the team, the youngest ever to do so. He went on to play 53 matches for Wales during the 1960s and 70s in what was to become one of Wales' best ever rugby teams. He was never dropped. He also played fifteen games for the British Lions. In 2003, he was voted the world's best ever rugby player. However, he is probably best known for scoring the most amazing try in the history of the game, playing for the Barbarians against the mighty All Blacks in 1973. You can still see it – grainy and quaint but nevertheless quite, quite brilliant at http://www.youtube.com/watch?v=AwCbG4I0QyA .

So why did the world's best come to our school to coach us, the under 13s in which I played number 10 (Jonny Wilkinson's position, but there the similarity ends)? To tell you the truth, I don't know. Perhaps it was curiosity. Or some sort of charitable instinct: a favour to a schoolmaster fondly remembered. It certainly wasn't because we were the rugby-playing elite. In fact we were the very antithesis. In a school that prided itself on its soccer tradition, we were the also-rans. These were cruel times and we were the ones left standing in the line waiting to be picked by our more talented

peers when all the half-decent players were already under way with their game. After all, what difference would it make when we joined the fray? It was sheer luck for us that a teacher arrived at the school fresh from Loughborough University, took pity on us and started the school's first rugby team.

We were all shapes and sizes and suffered from numerous impediments that made us unlikely athletes. For example, Stygall on the left wing was less than a hundred pounds in weight. He was also hopelessly short-sighted so that, by his own admission, he struggled to see the ball and would often end up confused and joining the opposition. He was also asthmatic (at a time before inhalers would make much of a difference). However, what he did have was a remarkable turn of speed and this, coupled with his abject terror and instinct for survival, made him a potential try scorer. Particularly if he was facing in the right direction, someone had placed the ball in his hands and he only had a few metres to go to the opposition line. Then, his gasps for breath had the potential to unsettle: a fear that if he were tackled he might stop breathing all together. Unfortunately, this combination of try-scoring events was a rarity. At the time that Gareth Edwards came to coach us we had lost every game we had ever played – some by as many as a fifty points.

Back then in the sixties all the great scrum halves used to pass the ball by diving full length – like an Olympic swimmer at the start of a sprint or a modern day footballer seeking the elusive penalty. And as Gareth Edwards admitted to us as we shivered and shook on that bleak November morning, he wasn't very good at it. Yes, he was quicker than most: he was exceptionally strong for his size; but when it came to hurling himself full-length, his pass lacked the accuracy and distance of the best. So, he had to try to develop something new. A something even better than before.

The great man capped his talk by a demonstration of the technique: the Gareth Edwards' spin pass. "Who plays number 10?" he asked. A hand tapped me on my shoulder and something fizzed inside my head. Many years later, it would happen again, when my first child was born. We named him Gareth.

My parents tell me that 14th November, 1970 is another important date in the history of rugby. It is the day when my school's revitalised Under 15s won their first match. And although the years can play slippery tricks, I am sure that it was Stygall, sprinting in from five metres, his chest rattling, terror etched onto his face, who dived triumphantly over the line for that winning try.

Actions for Heads:

The all heads meeting taking place tomorrow, Tuesday 9th February, will start at 9.30am for all and run through until 11.30am. Agenda and papers can be viewed here.

Actions for Governors and Trustees:

Safeguarding training
The safeguarding training that was scheduled for 3 February 2021 and being run by Ruth Murton of Leadershipwise has been moved to **15 March 2021**. Don't forget to *book your place*.

The governors' conference that was planned for 15 March 2021 has been postponed. Governors will be notified when a new date has been set.

School Improvement Update:

NCCE(National Centre for Computing Education
In a bid to encourage more schools to teach Computer Science at GCSE and to strengthen the Computing offer in the primary curriculum, the National Centre for Computing Education(NCCE) has established a Surrey Hub based at Woking High School.

The hub would like to invite all primary headteachers and teachers to a remote gathering on **Wednesday 10th March** from 16:00 via MS Teams. They are keen to understand how they can help with the computing curriculum at primary level and are at present in a position to offer bursaries of £220 per day for one teacher per school to attend courses. Contact Gaby Sutton for the meeting link.
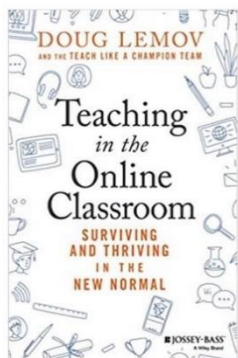
Bursary funded secondary cpd is also available for a wide range of courses.

Please click here to view a flyer with further information. Alternatively, visit their website: **https://teachcomputing.org/** or email Ahmed Afana on teachcomputing@wokinghigh.surrey.sch.uk

Remote learning resource

To follow are two very useful pages from the recently published book by Doug Lemov entitled "Teaching in the Online Classroom"

Planning for Remote Learning	
Keep it familiar and simple	• Set format of lessons breeds familiarity – consistent structure • Consistent font • Consistent layout • Consistent way of presenting instructions for tasks • Font – appropriate size, consider SEND • Background – free from distractions, consider visual impairments and SEND • Stripped back – remove any distractions or superfluous images. Less is more; reduce the distraction by presenting what is needed only. This is not a time for clipart overload. • Feedback – e.g. Whole Class Feedback. Stick with a consistent format and mechanism
Retrieval and recall	• Low stakes • Self-assessment built in – opportunity to repair • Cumulative: daily, weekly, monthly
New content-delivery and explanations	• Script your response • Distil your content to the essentials and identify what is 'desirable' if the children progress well through the lesson • Chunk your explanations – break them down and plan for pause points • Dual coding – use images to support the introduction of new vocabulary and concepts • Pupil friendly definitions – for new vocabulary, avoid dictionary definitions and instead put them into pupil friendly definitions and use strategies like Frayer models • Plan for misconceptions and purposefully discuss them
Guided practice	• Script your modelling • Model answer and a success criteria to support tracking their progress and checking if they have hit the criteria • I do, we do, you do – narrating throughout (what you're doing, why) • Plan how you will identify when they are ready to progress to independent practice – what will this assessment look like? How will you know when they have mastered the basics? • I do – insist on silence, everyone listening • We do – plan for pause points and interaction (chat box, cold calling) • You do – drop into their work live on GoogleDoc/slides
Independent practice	• Try the task from the student perspective – what errors could be made? How can you plan for them to avoid this or spot if a child is making that error so you can correct them? • Scaffold independent practice • Sufficient time for independent practice – lesson to be balanced well between content, guided practice, but also independent practice
Plan for interaction	• Cold Calling – who are you going to cold call, based upon prior learning and work? • Chat box • Polls and platforms such as mentimeter • Digital whiteboards – jamboard, GoogleDoc that all can edit, whiteboard apps • Everybody writes – GoogleDoc set to 'anyone can edit' • Students can write reflections on paper, which they can then share • Plan for formative interaction. Students able to share ideas with one another (chat box, digital whiteboards, breakout rooms) *Do not use too many of these within the same lesson or it becomes busy and complicated to transition; determine 1-2 which are the most appropriate and thread into the lesson in a meaningful way and utilise them well. Less is more.*
Feedback	• Determine your assessment points during the lesson – how will you check for understanding? Have you planned in pause points? • Keep it simple, pithy and to the point – too much will overwhelm • Keep it familiar • Ensure it's accessible – rubrics, GoogleQuiz with pre-populated correct answers upon completion, success criteria which supports implicit assessment • Opportunities to dissolve the screen – Mote voice notes. • Short writing loops – supports chunking and identifying where the students have developed misconceptions, to then be addressed • Timely • Transparent – what is going to be assessed, when, how
Explanations	• Script them • Distil and chunk them • Reinforce with dual coding • Measured pace • Plan for pause points • Plan for common misconceptions when teaching the content – address those purposefully and obviously

Delivery in Remote Learning

Dissolve the Screen	• Echoes of the classroom – use routines that you would have in school e.g. equipment, "Expect to be actively engaged." • Narrate the positive – acknowledge interaction and praise when appropriate to. But be measured with this – praise must be used appropriately so that it has the intended impact. • Use of chat boxes and polls to see student responses to respond to them by name; use the chat and polls to probe and expand upon, respondes, to praise and to clarify. • Show call - Use of student model answers and responses. Either prior examples or live examples when dropping into GoogleDocs • Use of praise postcards • Voice – tone and volume • Verbal cues • Mote voice notes for feedback • Reinforce that you are available for support with work when a live episode has ended e.g. Google Classroom chat function
Focused start – workstation set up that echoes the classroom	• Prompt, focused instructions; verbal and written – clear, concise bullet points of what is expected. • Time to be spent on each task • Landing slides to support with behaviour expectations and to have equipment ready • Purpose/objective of the lesson • Bell task whilst waiting for other students to log in
Situate the learning – big picture	• Where in the sequence of learning does this lesson fit? • Use of big picture/PLC sheets to identify where the learning currently is, how it connects to prior lessons and where the learning is going next
Explanations	• Script them • Distil and chunk them • Reinforce with dual coding • Measured pace • Plan for pause points • Plan for common misconceptions when teaching the content – address those purposefully and obviously • Use tone, pace and volume effectively
Interaction	• Interaction within the first 3 mins to build habits. This to then become culture over time. "Expect to be actively engaged." • Pause points – early and often, can jot on paper first then share (allow thinking time) • Strategic cold call – who, what question, way that you ask them • Culture of accountability – that they could be called upon
Pacing	• Time stated for each task • Online timers to support with timekeeping
Independent practice	• Drop into GoogleDoc or other work live to check for understanding and provide 1-2-1 support

School Operations:

Mid-year appraisal reviews
As per the GEP Pay and Appraisal Policy, mid-year appraisal reviews should be completed by 31 March. Staff should not be negatively impacted during the appraisal process as a result of the decision to close schools (to all but children of critical workers and vulnerable children) where this has impacted on their ability to be on track to fully meet their objectives by the end of the year.

Half-termly financial monitoring meetings
January saw the recommencement of half-termly financial monitoring meetings with schools, which, for the first time have been extended out to include Chairs of Governors and/or lead governor on finance, at the discretion of the head. This meeting saw a reflection on 2019/20 financial performance, a look ahead to forecast performance for 20/21, alongside discussions on the financial impact of C-19. Significant progress is already being made by schools in addressing shortfalls in lettings income and increased costs caused by C-19. We thank schools for their continued work in ensuring the 20/21 budget targets are met.

Academies Accounts Return (AAR)
The central finance team have now completed the Academies Accounts Return on behalf of all schools, which is being audited by BDO this week. This statutory return forms the basis of the "View My Financial Insights" tool (https://www.gov.uk/government/publications/academy-trusts-view-my-financial-insights), which enables schools to compare their data with 30 of the most similar academies, and to see a snapshot of performance across all schools within the trust. Note data for 19/20 will not be released by the ESFA until after the statutory deadline of 23 February.

Banking Project
January saw the kick start of a trust-wide banking review. This project is formed of three main strands 1) review of current banking provider 2) development and implementation of a trust-wide investment framework 3) consideration of banking processes, including the option to move to a trust-wide model. The project team is formed of finance staff both from schools and central finance team.

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Jack's visits and meetings this week:

Simon Potten	08.02.21	11:00 – 12:00
Maths School planning with DfE	08.02.21	15:30 – 16:30
GEP All heads	09.02.21	09.30 – 11.30
Kings school visit	09.02.21	12:00 – 13:00
Maths school marketing	09.02.21	15:00 – 16:00
SAfE/Phase Council Leadership summit	10.02.21	All day
Fullbrook school visit	12.02.21	08:00 – 09:00
GEP Executive team	12.02.21	10:00 – 12:00
George Abbot school visit	12.02.21	12:25 – 13:25
GEP Central team meeting	12.02.21	13:30 – 14:30