Panel Session Two: Creating a Positive Learning Vision for your School: Promoting a Culture of Good Behaviour

Developing Clear Expectations and Behaviour Policies: Communicating your behaviour policy effectively to teachers, pupils and parents

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The focus

- **Understanding how schools that are exceptional in serving the needs of vulnerable students and communities go about systemising communication around effective behaviour policies**
- **http://www.curee.co.uk/node/3272**

A comparison drawn from exceptional schools ad those gaining, approaching and seeking momentum

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The framework came from systematic reviews of research with impact data re school improvement, leadership, teaching, learning and behavior for vulnerable communities

The in depth school data came from:

- Extensive analysis of progress data & school documentation

- Interviews with teachers

- Observation of e.g. classes, CPD sessions, meetings

- Group interviews with members of the SLT

- Focus groups with teachers; and

- Analysis of an online student survey

Key dimensions of the framework

- **Research in 2 waves; one re Strong and Exceptional schools, one re school improvement**

- **Revealed 4 key dimensions key to both waves**
  - Quality of teaching, learning and the curriculum and behaviour - defined as behaviour for learning
  - The nature and structure of the learning environment for pupils and for teachers
  - Leadership – communication, systems and big picture policies
  - Partnerships and networks including but extending beyond relations with parents and the community

A bird's eye view of Phase 2

- **At core – 360° diagnostic of individual schools needing to gain momentum**
- **Compared with each other and with Strong and Exceptional Schools**
- **Plus supported research/ impact projects for leaders, to address emerging issues especially re literacy and behaviour**
- **Huge diversity - schools struggled on many fronts**
  - A lot going on: *many* priorities need addressing and behaviour affects them all
  - Development priorities differed between schools *but* issues clustered in groups / themes

Communication priorities - consistency or coherence?

- **Schools seeking and approaching momentum put most more emphasis on consistency** - especially re behaviour – but missed key clues that students were ready to take more responsibility

- **Gaining Momentum and Strong Schools emphasised consistency but had systems in place for listening to pupils** and gathering evidence to help them spot and anticipate changes in behaviour for different groups and increase understanding of the learning purpose of behaviour policies

- **Exceptional schools emphasised coherence around relentlessly identifying and overcoming barriers to learning and saw behaviour incidents as an important system indicator**

Communication via monitoring

- **In Exceptional Schools monitoring was systematic, relentless and forensically focussed on identifying and *removing barriers to learning for pupils – and for staff too***
- **Problems led to intense, state of the art support – and rapid and consistent consequences if this didn't work**
- **In other schools there was a continuum but monitoring was**
  - Slower and more ad hoc/ reactive
  - More focussed on challenging than analysing/ identifying and removing barriers to learning for groups and individuals; and
  - Linked less strongly with support - which was also less structured/ professionalised

Creating a strong learning environment - 1

- **Approaching or Seeking Momentum Schools**
  - Understand CPD as "instruction for fixing teaching and ensuring strong classroom management"
  - Remedial CPD done to staff rather than building capacity E.g. large scale, intense, long-term, external interventions
- **In SS and GM Schools CPD**
  - more distributed
  - but still focussed firmly on raising the quality of lessons and classroom management; pedagogy is seen as much more important than learning content

In Exceptional schools

- **But Exceptional Schools focus on CPD and learning – (CPDL) was**
  - prioritised as a way of enhancing behaviour for learning; and
  - organised around deep induction into a shared, research informed model of pedagogy that..
    - Helps embed and sustain deep professional learning; and
    - Is organised around relentlessly identifying and removing barriers to learning for *every* pupil
  - Deepening colleagues' content knowledge to enable them relate the curriculum to pupils' lives beyond school

Creating a strong learning environment - 2

- **Practice and CPDL best when developing curriculum, pedagogy, teaching and learning, including behaviour for learning are all *aligned through well understood systems***

- **ES schools put professionalising all of this *coherently* at the centre**

- **Strong/GM schools were making increasing links between them eg at level of expectations, principles/ prompts and schemes of work**

- **Approaching and Seeking Momentum Schools**
  - Focused intensely on consistency in behaviour and teaching - end in itself
  - Did not see developing the curriculum as a driver of quality for all
  - Positioned CPD as an executive arm of senior leadership
  - Defined behaviour as a student not a system problem

Communication around the curriculum

- Schools seeking or approaching momentum saw curriculum development as compliance with external requirements – and a luxury. The focus was on the quality of lessons.

- Strong and Gaining Momentum Schools also prioritised approaches to pedagogy to engage pupils, especially those with behaviour challenges

- Exceptional Schools prioritised helping teachers connect the core curriculum with pupils' lives beyond school through subject specific CPD and used evidence to help them do so

  - EG maths, supermarkets and learning walks with specialists
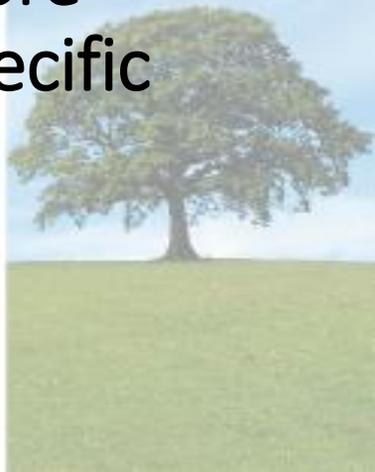
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