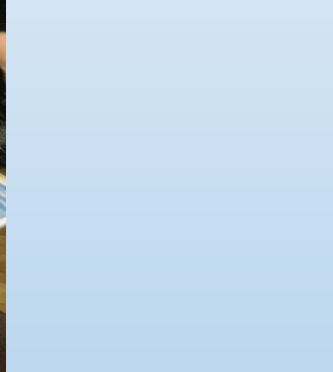


All together



Days gone by

- In the past at the Dales we have used the 'Big Plan' as a starting point and platform to support learning, produce ideas, trialling these before implementing into the curriculum and having fun too. Following this the school has moved forward so that, staff have developed skills through a variety of training courses established strategies and techniques to support the individual needs and requirements of the child. Continuing to work as Teams and sharing information.
- Regular briefings were held two mornings a week to discuss the timetable, planning and 'What's going on right now'. This happens on Monday only with staff training and learning on a Monday night.



There for each other

- We are a school continually striving to improve ourselves thus improving the learning opportunities for the children.
- We are continually developing new ideas and approaches to support each other thus enhancing learning and teaching opportunities.
- We have ensured that the health and well being of the staff is looked after and carefully monitor anyone who needs extra provision.
- We run a family support group and offer training or information sessions on issues which may affect their children.
- We have parent craft groups where parents can come and have a chat and learn some new crafts without any children present.
- These sessions have been incredibly useful, as parents give and take advice and help one another with similar issues and have often been invaluable in directing one another where to go for support outside of school.
- Staff also partake in craft sessions after work, socialising, learning new crafts and inspiring others with their own ideas.

What's new ?

It's exciting to tell you what is happening right now at the Dales. Staffing has changed a great deal, in that present staff have been given new titles and responsibilities disseminated inline with the work the Head feels they accomplish, this has reflected in staffing being restructured.

Staffing from across both sites of the Dales has been put into 'Buddy Groups' these groups include both teaching and unqualified teaching staff. The focus of these groups is to support and glean new skills, share ideas and strategies and to improve areas of development where a staff member feels they need help or support.

Class teams come together at the end of the week to discuss previous learning and future planning. This time also gives the opportunity to discuss and identify in depth any children who may have raised cause for concern above and beyond their normal circumstances, giving teams time for further personal support.

Teaching staff including unqualified teachers were also put into small clusters to develop the planning for a particular topic title e.g 'around the world' this cluster using the iAsend were responsible for looking at all the areas within the curriculum and write a planning document that others could use.

iASEND

What is iASEND?

- It is a way of assessing and recording the children's learning from shallow- functional.
- It shows clearly where the gaps are for future development.
- It shows clearly within a Time-scale how the children have progressed or not.
- It is monitored by the Head teacher and it can be quickly seen which staff have or have not been recording the learning and who has not been using it to inform planning.

Professional Development

- The vision and drive of the new leadership has engaged strongly in monitoring and modelling practice and been involved in regular dialogue with staff focused on practice and progress.
- Disseminating leadership has empowered all staff to shape provision to meet children's needs effectively offering training and skills development.
- Key members of staff have now been given the responsibility of facilitating professional discussions. These take place on an informal 1:1 basis.
- These discussions are to look at where staff are now and what they want to do in the future, whether it be training or a focused enquiry.
- They are time based and discoveries and conclusions are reported back.

Communicating Together

- “All together we are making the difference by sharing good practice and working together”
- Sharing of information from internal and external professionals.
- Supportive network of Safeguarding, Mental Health, Family Support, Behaviour Support e.t.c
- Teaching School Alliance has enabled communication through a wider network and sharing good practice.
- CPD development.
- Staff have been empowered to ask for support if needed and know where to go for help.

Learning Together

- As part of the 'Teaching School Alliance'. All the Dales school staff attend a venue outside of school, this may include a variety of seminars, lectures and workshops. Occasionally the facilitators may be from the Dales or a mix of outside professionals too. The information collected helps inform future needs and development at the Dales.
- The expertise and knowledge shown by the staff at the Dales is sometimes requested from other schools in the Teaching School Alliance(TSA 12 schools in and around Northumberland)
- In set training sessions are led by external professionals and agencies and/or staff within school who are subject leaders/coordinators, there is always an agenda to complete and is never used for just a talk and listen exercise.



What is working at the Dales

- Whole school approach offered the opportunity to ;
- Listen to ideas from others without any hierarchy.
- Allowed everyone to share their opinions and ideas about how we could extend our creative offer to further engage and involve our children.
- The willingness to share ideas.
- Allowing those who are more skilled to lead.
- CPD development to support cross-curricular links for all staff, staff were able to ask for training in areas they were interested in and not just subjects they were teaching.
- Our statement of commitment is linked to key priorities in the School development Plan-
- “The creative curriculum will be extended to provide less formalised access to learning and additional opportunities to celebrate achievement. This will include Dance, Movement, Art, Music, both indoors and out.”
- Increased usage and interaction with all aspects of ICT.

- Structures now in place facilitate staff working together, creating dialogue around creative approaches and the sharing of good practice. Informal team meetings take place regularly where notes are taken discussing what has worked and what hasn't gone so well and what the conclusions and outcomes reached.
- Professional autonomy has been empowered so that teachers have flexibility to match the curriculum to the children's needs and interests.