What is the Learning and Teaching Lead Practitioner scheme?

The Learning and Teaching Lead Practitioner scheme has been set up to promote peer support and share good practice. The aim is to develop and challenge the learning of all pupils including those who are gifted and talented by accessing the expertise of outstanding lead practitioners.

The Lead Teachers support a programme of continuing professional development. They have been appointed to demonstrate outstanding practice in their classrooms, receive visiting teachers to their classrooms and undertake outreach work in other schools. Lead teachers also contribute to central training at the Isaac Newton Centre.

To become a Lead Practitioner, teachers undergo a rigorous selection process designed to identify consistently excellent classroom practice. Lead Practitioners receive an additional allowance for their work and their schools are also reimbursed for supply costs related to the programme.

How does the Lead Practitioner scheme work in practice?

The work of the Lead Practitioners is co-ordinated by Ann Debono for the School Improvement Service. Support from a Lead Practitioner can be accessed as a result of a recommendation from a Headteacher, through the partnership work of a literacy or mathematics consultant, an Early Years Advisory Teacher or the work of a School Improvement Adviser.
The scheme operates on two levels:

1. A programme for the term indicates the dates for half day visits modelled by a Lead Teacher. Up to four teachers can visit the school, observe the Lead Teacher in his or her classroom, engage in professional dialogue about the practice and, with support, draft a personal action plan.

2. Individual teachers can be nominated for an outreach visit for focussed support and intervention to achieve consistently good or better teaching.

The Lead Practitioners use the borough intranet for email advice, to organise and maintain pre-and post-visit support. The “MLE” learning centre is increasingly the access point for more efficient information exchange to share good practice, ideas, resources and strategies with visiting teachers.

**Organisation of visits**

For a visit or period of support to be successful, it is essential that a clear focus for the work is identified before the visit. It is recommended that school-based follow up by the School Leadership Team or School Improvement Adviser occurs to assess the impact of the visit upon teaching, learning and achievement for pupils.

Lead Practitioners are able to offer support in the following areas:

**Learning and Teaching:** strategies to promote effective questioning skills, positive behaviour management, ICT, differentiation for all pupils, provision for Gifted and Talented pupils and personalised learning opportunities.

**Learning Environment and Classroom Organisation:** creating a language-rich environment, managing resources and additional staff, a positive climate for learning and risk-taking.

**Planning and Assessment:** use of day-to-day assessment to inform future planning, self- and peer-assessment, developmental marking, APP, use of lesson success criteria, data and target setting.

In addition, the Foundation Stage Practitioners can also support teachers within specific **areas of learning**, on **leadership and management** issues and on developing **ways of working with parents and carers**.
Summer Term 09-successful support has included:

- Partner work, subject leader support and lesson observation resulting in ideas for writing resources, co-planning and better differentiation in Year 4 – return review visits planned for the autumn term.

- Regular visits, staff meetings and peer lesson observations for mathematics and APP between the lead teacher and identified partnership schools.

- One-to-one and ongoing support for teachers to improve learning outcomes in the integrated curriculum with higher pupil expectations.

- Theory into practice: A joint CPD offer with theory and training at the PDC and a subsequent lead teacher visit. This occurred for letters and sounds, transitional FS to Y1 projects and refining pedagogy as 3rd and 4th year teachers.

- Philosophy for Children (P4C) as a development of Gifted and Talented provision. This has been a popular request for visits to a Lead Teacher.

- Primary and Secondary Transition Project. This powerful and innovative project has begun to address, challenge and share good practice with peer and partnership lesson observations and professional dialogue between KS2/3.

- Early Years support for planning, CLL, PSRN and developing outdoor provision.

“The visit was inspirational!”

“A very helpful visit, I want other staff to visit and experience the same next term”

“My expectations about pupil achievement have been completely changed”
Autumn Term 2009

Rajul Shah from St Barnabas and St Phillips School is on maternity leave.

Georgie Knight will be teaching in Year 3 and she will be available for visits in the spring term.

Christie Donovan will be teaching in Year 2 but she will continue to offer ideas and strategies for P4C, assessment and ICT.

Adrian Jones will continue to take a lead on mathematics and APP.

Maria Heron will be available for some visits for KS2 in the Autumn Term but she is going to be working closely with a link school on a teaching and learning project across the curriculum.

The KS2/KS3 Transition Project will continue in the Autumn term. Initial feedback indicates that professional strategies to raise expectations in teaching and learning, behaviour and subject specialist knowledge will be successful outcomes.

There is a current vacancy for a Lead Teacher for one year in the Foundation Stage. Recruitment will occur early in the Autumn term.
A New Focus

Use of pupil performance data. In order to measure the impact of the programme more quantitatively and demonstrate improved achievement, the Lead Teachers will be interacting more with pupil data.

It will be helpful for schools to identify small groups of under-performing pupils in a class who would benefit from additional intervention and specific targets to be reached within an agreed period of time. The Lead Teacher and Class Teacher together will co-plan, discuss and share strategies e.g. APP, personalised learning, partnership teaching to assist these pupils in making accelerated progress as a result.

Who are the Learning and Teaching Lead Practitioners?

Karen Chappell began her career in Richmond and gained responsibility as team leader and PSHE co-ordinator. After four years Karen travelled to Australia where she worked in a diverse range of schools and age groups. Karen now teaches at St Thomas’ CE Primary School where she has become Senior Leader for Raising Achievement, NQT and student teacher mentoring. She has a love of Literacy and gets pleasure from teaching the core subjects in a stimulating and challenging way. She has taught across Key Stage 1 and 2.

Ginny Chattham is senior teacher at St Anne’s Nursery School where she has taught for several years. Her teaching experience has mostly been in the Foundation Stage, although she also has experience of the primary phase and working abroad. Her current responsibilities include assessment and planning and aspects of school organisation. She is also co-ordinator for Mathematical Development and Knowledge and Understanding of the World.
Christie Doncaster has taught in Key Stage 2 at Marlborough Primary School. She began her career as a fast track teacher responsible for ICT and RE and has since taken a lead in AFL, visual literacy, drama and science. As part of her remit she has raised standards in ICT and established a video conferencing project with France. Christie has been developing and delivering the creative curriculum. Her teaching practice was highlighted by OFSTED as outstanding as a result of rigorous assessment for learning and innovative teaching practice. She has been a student mentor and coach.

Maria Heron started teaching as an NQT at Our Lady of Victories School. On completion of her induction year, she moved to St. Francis of Assisi where she has taught throughout Key Stage 2. Having been appointed as Curriculum Manager in 2006, Maria is in the process of developing a creative and innovative curriculum to maintain and enhance an environment dedicated to learning. She is currently teaching Year 5/6.

Adrian Jones has a wide range of experience teaching across both key stages. He joined the Royal Borough in 1999 teaching at Park Walk Primary School for three years, before spending a year teaching at an international school in Prague. Adrian is now working as an assistant Headteacher at St Thomas’ CE Primary School. His curriculum roles include leading ICT and mathematics and the NQT mentor. Adrian is very experienced in mathematics, APP and developing a creative approach to the curriculum.

Georgie Knight is an Early Years specialist and she has taught in Key Stage 1 at Thomas Jones Primary School. Georgie has been integral in developing the Foundation Stage. Her additional responsibilities include leading Design Technology; she is also an NQT mentor. She has been visited for her excellent practice in Letters and Sounds and the development of phonics and transitional work.
How do I access support from a Lead Practitioner?

There are links through the borough’s CPD programme and website:
www.rbkc.gov.uk/isaacnewtonsearch/default.asp

Requests for support from a Learning and Teaching Lead Practitioner should be made by contacting Ann Debono.

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