



# Academies Improvement & Support Team

## Summary of First Year's Work & Impact

2019-2020

### The Kite Family Hub (KFH) & Inclusion

This year our Lead Inclusion Advisor has successfully led and grown the KFH through the first part of the year, including the induction of two new Family Support Workers (FSWs). A dedicated website is being developed with videos about the work that the hub carries out.

As the base for the Family Support Workers, the hub is providing:

- A central location for support for families, including a neutral meeting space
- A base for Kite wide universal activities such as stay and learn sessions, coffee mornings, parent/carer workshops and programmes (with the exception of parent programmes, these are all an extension on the FSW support we have previously been able to offer)
- An opportunity to engage with and support the local community, for example local Child Minders

A successful Open Afternoon for all Kite staff was held in late February to promote the work of the hub and elicit feedback which informed plans for the remainder of the year and 2020-21.

The development of a User Agreement has meant that we have been able to extend the use of the Hub building to community/family groups for regular use, such as Child Minders.

Through Lockdown, the FSW team has supported 72 families across the Trust, organising and delivering food parcels and food vouchers and carrying out 'gate visits' to vulnerable families and those in crisis.

Other KFH work in brief:

- Two successful LLF bids for funding for Team Teach trainers and development of Speech and Language Champions during 2020-21
- ELSA supervision
- Online training for families with FSWs using 'Live' events with families
- Overseeing protocols for video-conferencing Annual Reviews to sustain SENDCo and DSL processes through the Lockdown period
- Full review of FSW systems and processes. This has included a new referral forms and system; refining FSW paperwork to support efficient working; reviewing and updating lone worker protocols; writing a Kite lone working policy

### Coming up for 2021:

- Development of an English as an Additional Language (EAL) network
- Review the possible need for an Emotional Literacy Support Assistant (ELSA) network within the Trust (or how we can influence an existing one)
- Re-establish sessions as it is safe to do so (coffee morning in each academy, Stay & Learn sessions etc.)
- Further develop the KFH page on the Kite website to include a first point of access for parents/carers looking for support and ensure each academy has this linked within their own website
- Questionnaire to Kite parents in Autumn 2020 to help inform plans for the KFH
- Continue to develop systems to measure the impact of FSW work

## Requests for Involvement (RfIs):

RfIs are sent to the AsIST email inbox and may be referred via leaders or self-referral but require academy Head Teacher approval.

Number of requests year to date: **55**

60% of requests are now 'closed' with a further 20% at final review stage pending closure. Of the 5 active cases carried over from the autumn, several are ongoing support for leadership and 3 relate to late term referrals for pupil support which was in progress at lockdown.

First term requests have shown a heavy bias towards support to improve quality of teaching and leadership support for those new to role/responsibility. Support for adults working with children with complex behaviour provided through Kite Family Hub has been a constant.

Kite-wide training raising expectations for teachers as subject leaders has addressed many of the questions that arose in the Autumn term. A high proportion of leadership support is for proactive individuals who are seeking to accelerate their impact of the subjects they lead in their academies.

## Whole Staff Training

The whole-school staff *Subject Leadership* training that was delivered in the autumn term in most academies is still pending at Hale and Fernhill, where there have been more pressing whole-school priorities. Positive feedback and subsequent high follow-up attendance at *How to Monitor Your Subject* training was evident.

## Leadership Development & Support

Two successful Kite-wide subject leader network meetings have been held. These have had particularly high impact in terms of sharing good practice and resources and reducing teacher workload through group working. By early spring TERM, all subject leaders mapped progressions in their subjects and some excellent cross-academy links have been made. It will be important to ensure that these continue in a supported capacity through 2020-21.

We have established high impact networks for Curriculum, Wellbeing, EYFS and Inclusion Leaders as well as Maths and English curriculum leaders, and these will be carried forward to 2020-21.

A *Developing Leadership* training for twelve colleagues who were new to SLT in their academy was begun in the SPRING TERM. The aims of the training were:

- for leaders to be supported in their role to ensure that they are effective in their own academies
- for leaders to be empowered and upskilled to enable effective impact of their role
- for leaders to collaborate across the trust enabling them to support and learn from one another

As well as two afternoon training sessions, participants also received termly coaching sessions

Feedback was very positive and evaluation forms included the following comments:

- *This training was relevant to my role and has given me clear actions to improve my leadership skills. Thank you...it was fun!*
- *Thought provoking – good knowledge*
- *Thank you for making it interesting and relevant*
- *Very engaging, very informative. Well prepared*
- *Engaging and encouraging*
- *Supportive – comfortable / relaxed environment*
- *Lots of practical advice*

This training will now form part of the career pathways that begin in the AUTUMN TERM. It will become the *Emerging Leader Pathway*.

As well as working with new senior leaders, AsIST have carried out coaching sessions with all Achievement, Curriculum, Inclusion, EYFS and Wellbeing leaders to provide ongoing development for all leaders in the Trust. Contact with all these colleagues has been maintained throughout lockdown.

## Twilight Menu of Training

Our menu of twilight training (staff are expected to attend 3 sessions in lieu of a day closure) was shared before Christmas and many teachers registered for more. Prior to lockdown, 9 of these sessions were delivered, largely by AsIST and several by leading EYFS practitioners in our academies.

We have developed Evaluation and Feedback forms which once summarised, we distribute to all attendees with Post-Course Feedback identifying suggested next steps for delegates and points of note for AsIST/Executive Team. These have been well-received, and some colleagues have already commented that they feel 'listened to' – also that the training is further tailored to suit their needs.

A total of 152 people trained in the first part of 2020, course themes including *Reading Widely, Reading Deeply; Engaging Children Through Talk, How to Monitor Your Subject; Managing Difficult Conversations; Making The Most of Tapestry and Rich Vocabulary-Why Bother?*

Training feedback has been 85-100% Good or Very Good. In a very few cases where individuals felt the training less relevant for them, this had been due to a misunderstanding over course content and we have ensured that in any future mailings the course 'blurb' clearly states for whom the course will be of interest and relevance.

Just a few extracts from feedback:

- *Very good – lots of different ideas to think about and put into practice*
- *Very good training, fun and positive*
- *Love the handouts, especially the prompt sheet*
- *Great session – came away with lots of good ideas to use*
- *Very thought provoking*
- *Relaxed, clear training*

I have a clearer idea about:

- *what makes the biggest difference to learning*
- *having a clear list of possibilities for monitoring my subject*
- *the need for a clear focus in book looks and possible ways to do this based on the '3 Is'*
- *what impacts most on learning*
- *I feel a lot more confident in my next steps*
- *I really enjoyed hearing the tips gained from the questions I asked*

Supporting resources being readily available on the Trust's document processing system (DPS) have been well-received too.

During the spring term we began rolling out *Team Teach* training in positive behaviour management, focusing on staff that had been identified as requiring the 12 hour training with 100% of staff attending rating the training as excellent or very good. Due to the nature of this training we have not been able to continue it during the current pandemic.

## Wellbeing

A Kite Wellbeing day was held for all staff on March 9<sup>th</sup> 2020. The morning with Andy Cope, 'Doctor of Happiness', was well received by all. The afternoon followed with workshops, taster sessions and stands from companies who advertised wellness products, hobbies and counselling. The day was a launch of an ongoing commitment to staff wellbeing across the Trust. In liaison with wellbeing leads and HR staff, we are now

working on how to support mental health and wellbeing through the summer break after what has been a challenging time for all staff. This will then lead into further work which will further support staff into the next academic year and beyond.

## Staff Training through Lockdown & Beyond

A total of 16 twilight sessions for spring and summer terms were cancelled from 17<sup>th</sup> March. One staff training session took place in July as a 'pilot' using Microsoft Teams Live. This event supported NQTs and NQT +1 or RQTs who are New to Subject Leadership.

A total of 3764 e-learning courses and 80 webinars were **completed across the Kite between 20<sup>th</sup> March – 14<sup>th</sup> June 2020**. These include all Flick learning (online short courses- mostly Health & Safety and Safeguarding) plus any additional e-learning/webinars independently sourced or via our Kite Training page. These include those on specific aspects of SEND, EAL and the Recovery Curriculum.

Throughout the lockdown period, AsIST has advertised and promoted webinars and e-learning as opportunities have arisen. There have been a significant number of professional development opportunities offered free of charge by eminent educationalists and we have made every effort to ensure Head Teachers disseminate information about these to their staff.

Overall, training through the closure period has enabled some catch up - especially for support staff working remotely - with additional Safeguarding and Health & Safety training and has proved to be a popular means of professional development for some. The period has also enabled colleagues to work on curriculum development and to pursue personal professional interests, allowing more time for reflection and research on successful proven classroom practices and strategies. A number of Head Teachers have timetabled staff meeting sessions through the AUTUMN TERM when this learning will be disseminated.

## Other AsIST Projects through Lockdown Period:

### Training Development

- Kite Leadership Pathways - development of Emerging Leaders, Subject Leaders and HLSA training pathways. AsIST has been devising programmes, advertising and processing applications
- Research and promotion of Safeguarding training
- Webinars in EAL, wellbeing, mindfulness, EYFS baseline; bereavement training

### Policy Development

- Child Protection and Safeguarding COVID-19 appendix and updates; edits following release of KCSIE for Sept 2020.
- SEND Policy – COVID-19 addendum
- Lone Worker Policy
- RSE Policy
- Bereavement Policy

### Support for Key Worker hubs and Learning from Home through:

- Provision of Surrey Outdoor Learning activity days
- VE Day Anniversary Celebrations
- Researching online learning options and sharing sources and advice - most notably White Rose Maths which has enabled a Kite-wide transition programme for maths mastery into the new academic year

## AsIST Work for 2020-21

We are currently considering the most effective ways of delivering training in Autumn 2020, since face-to-face sessions are the most effective but may not be feasible in the short term. Microsoft Teams Live events will be used for presentations where possible.

The successes of the team's work this year have been founded on their accessibility in partnership with the Executive Team; we are frequently contacted for advice, support and coaching and our availability has led to a

supportive and rapid response not always possible by individual academy leaders which has alleviated pressure on Head Teachers. We have been approached by other Trusts looking at the model that the AsIST and Inclusion Team is operating, who are wanting to emulate it. The 'tailored offer' has been particularly celebrated both by those within and outside the Kite.

As a team, AsIST is mindful that we should be promoting forward-thinking practices and ensure these are research-based and proven. To this end, we are seeking external research projects and using the best evidence to inform all training. Our time planning next year will also build in an element for personnel professional reading and creation of training packages that support this.

- Continue support for individual teachers through RfI process
- Facilitating Kite Pathways training for *Emerging* (8 candidates) and *Subject Leadership* (8 candidates) and HLSA (to include leadership coaching sessions) and Speech and Language Champions
- Facilitate and deliver (with the Executive Team) *Enriching Leaders* training programme
- Re-establish *Team Teach* training programme
- Development of a twilight programme for all staff that delivers cancelled sessions from Summer 2020
- Further expand training offer to prioritise Education Endowment Fund's 'Great Teaching' elements, with a special focus on assessment, high quality feedback and interventions in addition to curriculum planning
- Mentoring and support for Early Career teachers (who will have missed significant training due to COVID-19 closures)
- Support staff in using Kite Assessment and prioritising diagnostic assessments to inform rapid closing of gaps

**Jo Ibbotson**  
**Head of Improvement**  
July 2020