

OFSTED'S EXPECTATIONS POST-COVID – EVIDENCING BEST PRACTICE

CODE 8598

ABOUT THIS COURSE

Since schools returned to face-to-face teaching and learning, there have been some key updates from the department of education and Ofsted on the impact of the pandemic on learning and progress, the process of interim monitoring inspections; and Ofsted's plans for full inspections from Autumn 2021. This practical workshop will examine the implications of national guidance and expectations for remote learning, explore how schools can evidence best practice based in learning, teaching, pastoral care/wellbeing and leadership on inspection advice from relevant regulatory bodies; and consider next steps – how school leaders and teachers can evidence lessons learned to further support the learning, well-being, and progress of learners during and after the current pandemic in preparation for the resumption of full Ofsted inspections.

PROGRAMME

TIME

Ofsted – What's changed to Ofsted grading in view of the pandemic? 10.00 – 10.45am

- The latest updates on changes to Ofsted processes and expectations post-pandemic.
- Exploring the evidence – what has research and models of best practice told us?
- Evidencing intent, implementation, and impact – lessons learned from remote learning.
- Preparing for inspection.

Discussion: coffee break

10.45 – 11.00am

Demonstrating your whole school response to the pandemic 11.00 – 12.00pm

- Evidencing impact – moving from description to impact statements.
- Evidencing impact in Quality of education.
- Evidencing impact in Behaviour and Attitudes.
- Evidencing impact in Personal development.

Lunch and informal discussion

12.00 – 1.00pm

Pastoral – Demonstrating how you have supported your students' mental health and wellbeing throughout the year 1.00 – 2.00pm

- Baseline your own school experiences against current research (EEF and others).
- Writing your school narrative on mental health and wellbeing.
- Evidence based conversations about mental health and wellbeing.
- Lessons learned for better mental health support and wellbeing practice post pandemic.

Progress – Evidencing the impact of catch-up strategies / adapting to remote learning 2.00 – 3.00pm

- What does the research say about effective catch-up strategies – DfE EEF and Ofsted?
- Best practice from remote learning – what do you NOT want to lose?
- Using data to show maximum impact – making catch-up learning visible.
- Adapting current learning practice to build on lessons learned.

Leadership – Supporting your team / Moving beyond the pandemic 3.00 – 4.00pm

- Evidencing impact in leadership.
- Evidencing effective team strategies.
- What all teams need moving out of crisis?
- Effective strategies to make your teams stronger, more resilient, and better engaged in your school vision and ethos.

LOCATION/DATE

Online

Wednesday 15 December 2021

COURSE LEADER

Steve Burnage

Having spent over 25 years teaching and leading a variety of schools across the UK, Steve is sought after as an expert practitioner, consultant, and trainer. He specialises in developing effective school leadership at all levels; and supporting outstanding and impactful classroom practice, pedagogy, learning and teaching. Alongside Steve's training and education reform projects, he receives frequent invitations to speak at international education conferences, features in a wide range of training videos and online seminars, hosts regular interactive webinar sessions on key aspects of effective classroom practice and school leadership; and coaches and mentors headteachers worldwide.

WHO SHOULD ATTEND?

- School leaders and teachers preparing for Ofsted inspection

BENEFITS OF ATTENDING

By the end of the workshop, participants will:

- Know what the relevant guidance and expectations are for the impact of remote learning, face to face teaching, and student wellbeing.
- Understand what high quality remote and face to face learning, pastoral support, wellbeing, and leadership can look like based on models of good practice and how to evidence this for Ofsted.
- Consider how to evidence intent, implementation and impact in both remote and face to face teaching and learning.
- Be able to evidence the leadership, planning and delivery of effective teaching using lessons learned during the pandemic to enable, catch-up and ongoing learning that empowers students' learning, well-being, and progress.