**Structuring Effective Support for Teachers who require additional input to improve**

Session Duration: Approx. 90 minutes (depending on group discussion)

Intentions of the session:

* + To understand the importance of a quality self-assessment review as a tool to driving quality and outcomes in a department and wider college
  + To make connections between areas for development and the education inspection framework
  + To effectively write a judgement statement

|  |  |  |
| --- | --- | --- |
| **Approx. Timings** | **Activity and Notes** | **Slides** |
| 0-3 minutes | Starter:   * Why do we write a SAR? What is the point? Ask staff to consider this for a moment and put their thoughts in the chat/ post-it note/ word cloud. |  |
| 3-5 minutes | Set out the intentions |  |
| 5-10 minutes | Discussion:   * Importance of the SAR to a programme/department/curriculum. * How each of the SARs impacts the next – driving towards a college/group SAR * Identifies the areas on the quality improvement plan for the following year. |  |
| 10-20  minutes | Activity: Self-assessment against the Education Inspection Framework:   * In groups of 4/5, allocate groups one of the 4 areas of the framework. * What are we looking at in this part of the inspection framework? * What examples/data/facts could we pull upon to make a judgement in this strand? * Discuss honestly in the group, what are your areas for development in this strand and how do you know this (what is the example/data/facts that you pull upon?) * Group to make notes and collate thoughts/discussion on the padlet/flipchart paper. |  |
| 20-30 minutes | Feedback and share. |  |
| 30-35 | Discussion: So, what makes a well written judgement statement. judgement, effect, example (evidence)   * Work through the importance of writing SARs using judgement statements. * Share a few examples and take vote on are they/aren’t they effective judgement statements. |  |
| 35-50 | Activity, judgement statement:  Back into groups, give a series of “SAR Judgements” to the group. Ask them to read all of them and:   1. Is it written as an effective judgement statement with Judgement, effect, example (evidence) If not, as a group, try re writing the statement. 2. Does it clearly identify what needs to improve, what might you put into a QIP to improve it? 3. If time allows, can you answer the questions outlined in activity 1? (What area of the EiF might this statement belong to, what further evidence could be pulled on to use as an example/impact, compare the statement to your programmes) |  |
| 50-65 | Share and discuss 1 example per group. |  |
| 65-80 | Attempt writing 2 areas of strength and an area of development using JUDGEMENT statements. Be sure not to fall into the trap of writing actions/reccomendations.  Share and discuss some |  |
| 80+ | Summary |  |