

**1. Tell us about yourself – your background, the path you took you to GO Plus**

I have been working in education for 25 years, with experience as a teacher, leader, author and consultant. From working in hundreds of schools, I realised that the needs of each were often different and I developed GO Plus to deal specifically with the areas that each school needed to move to good or outstanding. All the areas focus on ensuring that learning can be the best it can be because the teaching is the best it can be.

**2. What is GO Plus in a nutshell?**

GO Plus is a programme that develops teachers to good, outstanding or beyond outstanding. The components of the training are dependent on the needs of the school, so some schools may need to focus on areas such as challenge, questioning and planning, whereas other schools may need to look at classroom management, feedback and the roles of their middle leaders. The programme can develop teachers and leaders from a range of subject areas, or it can be used to develop subject teams such as maths or science. The key principle underpinning GO Plus is that it addresses the immediate needs of the school and is not an 'off the shelf' course.

**3. What is the process for GO Plus?**

Initially, schools are visited and the needs of the school are diagnosed through conversations with senior and middle leaders, classroom observations, student input, teacher input and other data. An initial diagnostic report is written with suggestions about what the school needs to do next – the nature of training, the key areas to focus on and the outcomes that will demonstrate that good, outstanding or 'beyond outstanding' is reached. It is essential that senior leaders, middle leaders and teachers are clear about their roles in the process and how they will ensure excellence for all.

**4. Can you describe GO Plus in three words?**

Rigorous, supportive, focused

**5. Is there any evidence underpinning your approach? (possibly just your own experience and centres' results)**

Yes – all teachers use data over the course of the GO Plus programme to measure their impact over time. The data obtained from schools involved in GO Plus shows that teaching has improved students' results by more than the national average – in some cases, considerably more. Other data is collected and analysed to help paint a robust picture of

how teaching and learning is developing – this varies from effect sizes and statistical methods to conversations with students and staff, questionnaires and work scrutiny.

**6. How will centres/participants evaluate course success? Tangible/intangible?**

Schools will evaluate the impact of GO Plus in several ways. In the short term they will see improvements in teaching and the amount of lessons that are good or outstanding, and they will see a greater clarity in terms of how lessons are planned and deployed so that learning outcomes are outstanding for all. In the long term, examination results will improve, and the quality of teaching and learning will become embedded so that teachers have absolute clarity regarding what constitutes outstanding practice.

**7. Is there anything schools can do now to improve teaching and learning, in advance of GO Plus taking place?**

Most definitely – As mentioned earlier, GO Plus is not an ‘off the shelf’ programme. There may be subtle or even major differences between schools in terms of their starting points and areas for development, and this will determine how GO Plus will need to be designed, conducted and evaluated in each school. This requires senior leaders and middle leaders to start discussing the current state of their schools – and they also need to be fully prepared to work very closely with a GO Plus trainer to improve the teaching and learning in their schools. The GO Plus programme requires commitment and focus from senior leaders on an ongoing basis to support them to know their school, know their gaps and know, very clearly, when these gaps are being closed and how they have been closed.