

What is your school's Ofsted rating and what areas do you need to improve in?

(school to answer) _____

Which area within school would you be looking at Go Plus for?

Senior Leadership / Middle Leadership / Departmental level / Training for an individual

How can Go Plus improve the identified areas?

Go Plus focuses on improving the quality of teaching, but ultimately, the quality of learning that occurs in school. This is the key purpose of Go Plus at middle leadership, departmental or individual teacher level. If the primary focus of the school is not the quality of teaching and learning, then the focus needs to change. Go Plus ensures that outstanding teaching and learning becomes a day to day 'deliberate practice' so that all students and staff can display outstanding outcomes. Go Plus improves these by these steps:

1. Diagnosing the areas for improvement through the diagnostic visit and initial data analysis period.
2. Bespoke training to close the gaps of each individual teacher.
3. Evidence collecting through lesson observations, work scrutiny, student and teacher level data.
4. Subsequent data analysis to demonstrate the extent to which the embedded deliberate practice has led to improved performance for all students.

How can I demonstrate the impact of the training?

Impact is demonstrated through a variety of quantitative and qualitative data. This data is triangulated to show how progress has been measured. Pre-test data, examination scores, work scrutiny, lesson observations and post-test data are all used, along with student interviews, to show impact.

Currently, the 25 departments involved in the Go Plus programme during 2017-18 have shown improvements that are significantly above the expected levels demonstrated in classrooms where the Go Plus programme has not been implemented.

What training areas do your staff need covering? And how will training for this area result in success?

(school to answer) _____

How will Go Plus address these areas, and how can it be measured?

Go Plus addresses the individual needs of teachers. To do this, an initial diagnostic visit is required to observe teachers and to speak to them regarding their areas for development. Subsequent training is then delivered based on these teachers' gaps and then staff are engaged in a period of 'deliberate practice' where these areas are delivered, and the impact of the intervention is measured.

Common areas of focus in training involve feedback, questioning, levels of challenge in lessons, reducing teacher talk and increasing student-centred tasks, pre and post assessment, engaging students, behaviour management and a more learning-centred approach to middle leadership. If teaching and learning is not the core business of the school and the core conversation between staff at all levels, then something is not right and this needs to be reconfigured by the Go Plus programme.

How can I use effect size data to measure teacher performance?

The effect size calculation in the Go Plus context asks the question 'How much progress is being made by my students in terms of their learning?' This can be mapped to the techniques deployed in the Go Plus training that teachers then make commonplace as part of their everyday teaching behaviours.

The effect size is a very simple, effective and informative statistical technique that is used to show the amount of improvement in teaching and learning. Typically, Go Plus trained staff display effect sizes of 1.0 or greater. The average UK teacher shows an effect size of 0.4, so Go Plus staff are significantly improving their practice over relatively short periods of time, and this data is readily available to see on request.