

Proposal to make changes to the school day



"It's feasible that turning around a school requires additional focus on some of the basics, but this should be in addition to a regular diet of quality training."

"We need to make our schools into places that are steeped in professional support and development opportunities."

David Weston, CEO of the Teacher Development Trust (Feb 2018)



Contents

Introduction

New model for Continuous Professional Development

Moving to 1 hour lessons

Longer break and lunchtimes

Timings of the school day

FAQs

Introduction

Could I firstly thank all parents who have given their feedback on the proposal to the school day. The following pages are a summary of the changes that we wish to make for September 2019 and the reasons behind these changes.

The Senior Leadership Team and Governors are committed to the highest possible standard of teaching and learning. They believe that Ebor Academy Filey students deserve the best possible education and guidance to become confident, articulate and skilled citizens to enable them to thrive in a diverse British and global community.

The commitment to these values and aspirations is what the proposed change is all about. We plan to invest in training our staff so that they, in turn, can deliver an exceptional education to our students.

The ultimate goal of this change is to make every lesson as good as it can be. Achieving that will ensure that we can provide our students with an exceptional education.

What is the rationale for the change?

The Senior Leadership Team and Governors of Ebor Academy Filey believe that this change will have a significant impact on the academy's ability to provide a great education for our students. Case studies of other schools who have adopted a similar CPD model indicate that these can help facilitate significant further improvement in teaching and learning.

1. **We want to provide more time for vital staff training and development.** The change will facilitate an additional and invaluable 18 hours of staff training and development time over the year for every full time member of staff.



2. **We want to dedicate time to planning how we can best support all learners.** The additional time will be dedicated to improving what is done in and around lessons to support learning and progress for all students. The aim is to ensure that every lesson provides the best possible learning for our students. Please see further details in this document on how the time will be used and what benefits we expect to see.

3. **We want to provide training time within the school day that will allow for effective collaboration between teaching staff and teaching assistants.** This will improve the support offered to not only those students with additional needs, but to classes as a whole.

4. **We want to address the issue that the current allocation of 5 INSET days is not sufficient to meet the training needs of all staff.** The law states that students in schools in England must attend school for 190 days a year. Furthermore, teachers must work an additional 5 'In-service training' (INSET) days for the purposes of training and development. Since the 5 INSET days were implemented nationally in 1988, the responsibilities placed on schools have grown significantly. The requirement to train staff in essential aspects of education such as safeguarding, medical needs, data protection, emotional wellbeing and Special Educational Needs now accounts for the majority of time set aside for INSET. Little time remains for specific work to improve the quality of teaching, learning and assessment; these are arguably the most important things schools should be working on.

5. Why not pay staff to work longer hours and complete the additional training then?

Schools in general are very poorly funded. School leaders and politicians are campaigning for a fairer level of funding for students but this is unlikely to happen in the medium term. Despite a lack of fair funding, our budget is very well managed. **This proposal will not cut staff costs as there will be no reduction in staff working hours.** However, there would be no way for the school to fund additional staff training by extending hours. For this reason, the proposed shortening of the school day on Mondays on alternate weeks is the best way to secure much needed training time for staff.

6. How will the time be used and what benefits will be seen?

The proposed change will add one hour of extra staff development time on alternate Mondays. The change will facilitate two-hours of high quality staff development time every fortnight. Despite some being shorter on one day each fortnight, **we aim to get more out of every lesson through:**

Individual training and development

At present, all teachers work in focus groups to improve aspects of their teaching as part of teacher's Continuous Professional Development (CPD). These groups focus on different aspects of teaching and learning such as questioning or modelling. Every teacher will be part of a coaching group to sharpen the focus of their work further and to help evaluate the impact that their training has on groups of students. Additional time will be given to these CPD groups so that they can:

- ✚ Use published national and international research into best teaching practice and apply it at our academy.
- ✚ Reflect on their teaching through feedback from observations and video recordings;
- ✚ Set up and evaluate opportunities to trial new approaches and engage in peer-observations;
- ✚ Visit other excellent schools in order to learn from their staff and improve practice at our academy;
- ✚ Work with teaching assistants to plan strategies that will best support students with additional needs.



Subject-based professional development

There is strong evidence that department-led professional development, through collaborative planning and subject knowledge enhancement, has a significant impact on student outcomes. As well as a strong understanding of the material to be taught, teachers and teaching assistants must also understand the ways in which students think about the content and be able to clearly identify students' common misconceptions.



With increased time and flexibility, department-led CPD would be used to do the following:

- ✚ Plan learning that is linked to the demands of the curriculum and discuss the key learning points that students need to master so that teachers can best deliver these points and address misconceptions;
- ✚ Enhance staff understanding of the new, more challenging GCSE courses;
- ✚ Enable teachers and potentially teaching assistants to work together to best support students with additional needs. At present there is no formal time set aside for such work;
- ✚ Review the impact of assessment, standardise marking and improve the quality of feedback for students;
- ✚ Improve the effectiveness of homework.

Whole school development (for all staff)

The proposed model would enable us to introduce new knowledge and skills to staff through:

Whole school development activities;

- ✚ Developing whole school approaches to ensuring students of all backgrounds make excellent progress;
- ✚ Further enhancing staff understanding of statutory requirements such as;
 - Improving our practices regarding safeguarding and medical needs
 - Improving staff awareness of mental health issues and our wellbeing strategy
 - Up-skilling staff to cater for students with greater needs, given the pressures on external agencies
 - Data handling in light of current changes to the law



What the experts say about CPD

Teachers learn best when they can collaborate. This could be planning together, watching each other's lessons or discussing research. You could try:

- ✓ scheduling teacher non-contact periods so that groups can work together (eg, phase teams, subject departments or faculties, year teams);
- "banking" 15 to 30 minutes of extra professional development time by finishing school lessons slightly later on four days of the week and then using that time on the fifth day;
- ✓ scheduling similar classes together (eg Year 10 maths) so teachers can more easily swap classes or see each other's lessons, and more easily engage in joint planning and assessment;
- ✓ extending team meeting times to encourage subject-specific or topic-specific professional development discussion instead of whole-school, one-size-fits-no one;
- ✓ disaggregating Inset days, using the time instead for several twilight or dawn sessions;

*Bridget Clay, Head of programme at Teach First.
David Weston, CEO of the Teacher Development Trust.*

...97 percent of what makes teachers effective is related not to their background and qualification but to what they do when they are in the classroom, to their everyday behaviours such as which question to ask or how to correct a disruptive student. Improving their ability to maximize their skills and talent in each of those settings is, in the end, the first obligation of any school or school system.

*Doug Lemov, author and educator.
Founder of "Teach like a Champion" methodology*

'Investing in high-quality support for teachers' professional learning is not just one of the most effective things schools can do to raise standards, but one of the best value choices they can make'.

Professor Robert Coe, Director of the Centre for Evaluation and Monitoring

"...the only way we will become a truly great school is for all of us to improve our teaching....a challenge for all my colleagues: the challenge for us, working collectively, is to identify the structural change(s) which will create the conditions for all of us to be better teachers"

John Tomsett, Headteacher & National Leader of Education

Lesson times, break times and lunchtime



For a long time there had been debate in school regarding the length of lessons and whether having six lessons per day is good for our students. At a recent meeting of the academy's Subject and Faculty Leaders there was a unanimous feeling that moving to one hour lessons per day would enable better curriculum coverage and would also benefit students.

As one member of staff commented:

"remembering what they've done each day for five lessons will be easier than for six, not to mention having to remember fewer books, homework and equipment"

The added bonus of having five lessons per day allows us to lengthen the break time and lunchtime for students.

Currently students have a 10 minute morning break, barely enough time to go to the toilet and queue for a snack, let alone get some fresh air. We often see students gobbling down their snack too quickly or even throwing it away as they do not wish to be late for lessons. Having one longer break time should enable more students to have a good break between lessons.

The forty minute split lunchtime means that it is extremely difficult to organise lunchtime clubs and extra-curricular activities at lunchtime. The short lunchtime and the fact that staff members are often teaching whilst students are on lunch makes organising clubs very difficult. Having one fifty minute lunchtime will mean that more clubs can be organised each day.

What will the school day timings be?

Current School day

	Years 7, 8 and 9		Years 10 and 11
Registration	840 - 905	Registration	840 - 905
Period 1	905 - 1000	Period 1	905 - 1000
Break	1000 - 1010	Period 2	1000 - 1050
Period 2	1010 - 1100	Break	1050 - 1100
Period 3	1100 - 1150	Period 3	1100 - 1150
Lunch	1150 - 1230	Period 4	1150 - 1245
Period 4	1230 - 1325	Lunch	1245 - 1325
Period 5	1325 - 1415	Period 5	1325 - 1415
Period 6	1415 - 1510	Period 6	1415 - 1510

In summary, every student has six lessons per day. Three of the lessons have 55 minutes and three have 50 minutes. Every student has one 10 minute morning break and a lunchtime break of forty minutes.

Proposed School Day from September 2019

Time	Week A Monday	All other school days
840 – 900	Registration and morning briefing	Registration and morning briefing
900 – 1000	Period 1	Period 1
1000 – 1100	Period 2	Period 2
1100 – 1120	Break	Break
1120 – 1220	Period 3	Period 3
1220 – 1310	Lunch time	Lunch time
1310 – 1410	Period 4	Period 4
1410 – 1510	Staff CPD commences at 1420 for 2 hours	Period 5

In summary, every student will have 5 one hour lessons per day. Students will have a 20 minute morning break and a fifty minute lunch break.

Frequently asked questions

Q1. Will any students be able to stay in school on Monday until 3.10pm if needed?

A: Yes. We will staff the LRC for students to stay in school if parents request it and especially if there are issues with transportation. There, students will be able to access computers and reference resources in order to complete homework and other learning activities. As is the case already every day, other students will also be able to stay in the event of unexpected travel issues.

Q2. What about school buses?

A: Before launching this consultation, the school has been in contact with the bus company and is confident that the school buses will be able to collect students at the proposed finish time on alternate Mondays.

Q3. If my son or daughter has a sanction on a Monday, when will they sit it?

A: From September, there will be no sanctions held on Mondays as all teaching staff will need to attend the staff training.