



school
360



School 360:
how we do it



EDGE
FOUNDATION

Who this book is for

We wrote this book because we realised that what we are doing at School 360 is powerful but complicated. As founding teachers for the school, we hold a lot of tacit information about 'the way we do things' at School 360. We needed to make this knowledge explicit so that we could share it with new staff as they joined the school, helping to induct them into our ways of working.

However, we also wanted to help other schools to follow our journey towards a better kind of learning for children, families and staff. Hopefully this book will inspire you to make changes that lead to higher wellbeing and a better kind of learning in your own school, a more expansive view of what learning could be: a Big Education.

Founding Headteachers, School 360



Sarah Seleznyov



Andrea Silvain

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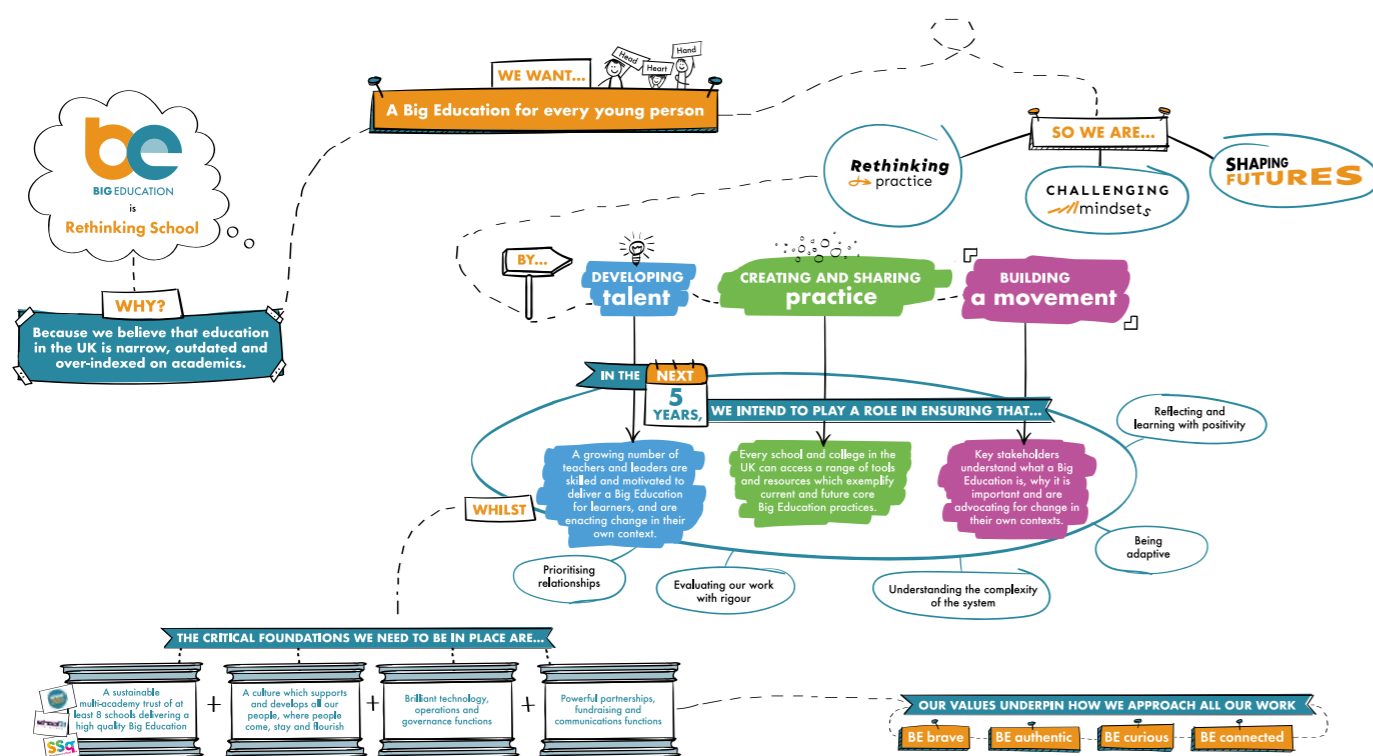
1. Introduction to S360: Big Education, history, values, curriculum, pedagogy

Big Education Trust

The Trust wants to offer pupils an education of Head (academic learning), Heart (relationships and wellbeing) and Hand (creativity and social activism), and this has provided a tight but loose focus within which to innovate. This is an 'and' model, and not an 'or' model: it is possible to get strong academic results without teaching to the test. It is possible to focus on knowledge and skills and understanding, and to support pupils to achieve in all three. This approach offers teachers

a different kind of teaching experience, in which risk taking and innovation are encouraged.

The Trust works with a network of over 500 schools across the UK, focusing on supporting them to move towards a Head, Heart and Hand approach. The Trust's first two schools: Surrey Square and School 21 have each approached this challenge in their own ways and with great success.



See full page version of diagram on [page 51](#)

A history of School 360

In September 2021, School 360, a brand new primary in the Big Education Trust, opened its doors in Newham, London to its first cohort of Reception age pupils. The Co-headteachers, Andi Silvain and Sarah Seleznyov, took on the leadership of a school just as the COVID lockdown was ending, in the middle of a large building site: this was not without its challenges.

The school opened in a brand new area, not yet fully built. Families who had raised their children during the COVID years felt isolated and lacked a support network. Children had not benefited from the social friendships and nursery education that should have been in place, due to the lockdowns.

The name of the school intended to capture our commitment to social justice and to the Head, Heart, Hand model of education: children would receive a 360 degree rounded education, and the school would be both inward and outward facing, working within, with and on behalf of the local community.

Our mission statement is: *Think differently, learn together, change the world.* This statement intended to show our commitment to social justice, understood as a focus on developing pupil and community agency, as well as two distinct strands of action: around diversity, equity and inclusion and tackling the climate crisis.

Values

The Co-headteachers wanted some guiding principles to help shape decisions taken about leadership structures, curriculum, pedagogies and assessment, during the year spent planning for opening. They had read about the importance of values-based leadership (Copeland, 2014) and decided to commit to a core set of values that would shape the school.

The importance of values for pupils is enshrined in the current Ofsted framework (under Spiritual, Moral, Social and Cultural Education), and for leaders through The Association of School and College Leaders' (ASCL) Framework for Ethical Leadership in Education (ASCL, 2019). There are numerous case studies of the positive impact of a values-based education on pupils and adults in the

school community (eg Hawkes, 2010). Biesta has described values as the framework within which 'evidence-based education' needs to operate (2010). And yet, as most school leaders know, stating school values is much easier than living them in the day to day practices of a school.

At School 360, we wanted our values to be at the heart of any decisions taken and goals set for the school. We considered them through three lenses: the individual, relationships with others, and the world, so that the values were clearly articulated for everyone in the school community. We planned to apply them to school practices, from staff development to curriculum, from school culture to community work.

School values

	 Self	 Others	 Community
Courage	Don't give up when things are tough; learn how to say no when it's the right thing to do.	Look after your friends and family, standing up for them even when it's not easy.	Be bold about what we can achieve if we work together, and work bravely to make it happen.
Joy	Be joyful in the present moment, knowing what to be grateful for and how to improve and maintain your own wellbeing.	Develop meaningful, productive, joyful relationships, that are beneficial for both people.	Look for opportunities to be of service and make the world a more joyful place.
Responsibility	Take responsibility for your own behaviour and actions, act as you want to be treated.	Act with honesty and integrity towards others in your peer group, the school community, and the wider world.	Aspire to effect social change – the world is my responsibility.
Kindness	Look after your body and your mind, be kind to yourself.	Assume positive intent, balance the needs of others against your own, knowing that treating others well improves your own wellbeing.	Ascribe equal value to each person in the human race, be compassionate and see the humanity in everyone.
Curiosity	Be constantly curious, ask questions, see things from different angles, see mistakes as learning opportunities.	Be curious about what others experience and believe, form your own opinions and challenge stereotypes.	Work in a disciplined way as part of a community of innovators to implement important innovations.

Curriculum

The School 360 curriculum intends to offer pupils a balanced education of the Head, Heart and Hand.

Curriculum vision

Head	Heart	Hand
<p>Problem solving and critical thinking</p> <p>We learn how to think critically about issues that matter to us, the community and the world. We develop problem solving skills that will help us to generate solutions to these important problems.</p>	<p>Care and respect</p> <p>We learn about issues that matter to the local and global community and design solutions to these real life problems. We explore different perspectives with care and respect, challenging discrimination and prejudice.</p>	<p>Creativity and the arts</p> <p>We experience as much arts as academic learning, and know that developing arts expertise can help our academic learning. We explore a wide range of arts practices, and hone our arts skills through experimentation and practice.</p>
<p>Foundational skills</p> <p>We develop important skills that pupils will need to use as they move through the school system and begin to navigate their own futures: listening, speaking, reading, writing, mathematics and scientific enquiry.</p>	<p>Working collaboratively</p> <p>We learn how to work as a team, persevering to tackle challenging tasks, each person contributing and benefitting. We learn that greater things can be achieved locally and globally through successful collaboration.</p>	<p>Expert skills</p> <p>We develop expertise by working alongside and in the role of experts in a wide variety of fields. We practise and perfect the skills that are needed to work like artists, designers, historians, musicians, actors, dancers, sportspeople, and many other important roles.</p>
<p>Taking control of your learning</p> <p>We learn to reflect thoughtfully on our own learning, taking increased responsibility for it as we grow and mature. We develop a toolkit of skills to tackle any challenges we face. We seek and respond to critique.</p>	<p>Happiness in body and mind</p> <p>We learn to be well in body and mind and to build successful, productive relationships. We learn to know and value our own identities and how to handle moral dilemmas, remaining true to our values.</p>	<p>Design thinking</p> <p>We learn how a designer researches, consults stakeholders, plays with ideas, prototypes, refines and produces a final product. We learn why it is important to be ambitious for our work and how to work collectively towards excellence.</p>

Oracy and storytelling

We learn the skills to engage in productive dialogue, tell our own stories with eloquence, and really listen to others' stories. We use these skills to improve our understanding of texts and our own written work, as well as to understand our community and the wider world.



The Head curriculum does not neglect the development of foundational skills: children need to develop basic mathematics, reading and writing skills. We also believe it is vital to learn to think scientifically and that speaking and listening have equal value to reading and writing. Children also need to become effective problem solvers and strong critical thinkers, in order to cope with the fast moving pace of change and technological development: we do not yet know what problems they will have to solve as adults. Learning to learn skills also sit within the Head curriculum. We want all our learners to learn to take responsibility for their own learning and to have agency over this, developing metacognitive skills and understanding the importance of seeking and using feedback.

The Heart curriculum covers Religious Education and Personal Social and Health Education, but also includes a School 360 Values Curriculum, developed to enable each value to be taught explicitly through the lens of the nine protected characteristics in a weekly teaching slot, through a carefully sequenced progression of skills. Based on stories of inspirational people, sessions enable discussion of different perspectives, and positive representation of marginalised members of the community. We believe it is vital to learn the skills and dispositions required for effective teamwork and collaboration and that these can

be taught. The Heart curriculum also focuses on enabling children to take ownership of their own physical and mental wellbeing. Physical Education and Food Technology are crucial areas of the curriculum, and a mindfulness curriculum encourages everyone to show kindness to themselves through twice daily mindfulness practice.

The Hand curriculum places an emphasis on the development of creativity as a learned skill, both within the arts, but also beyond them. Key to the Hand curriculum is skills development, enabled through contact with real life partners: artists, designers, builders, dancers, business people. This is also enacted through real life tasks, in which the children take on roles and undertake meaningful and authentic pieces of work. Design thinking is one crucial skill that we want children to learn. With the development of Artificial Intelligence, many jobs will not be available to the children we currently teach, but design thinking will help them become effective collaborative problem solvers across the curriculum.

Underpinning all three areas is a strong focus on oracy and storytelling: children learn through talk and learn how to talk, with the intention that they are confident to tell their own stories and motivated to really listen to the stories of others in the community.

Pedagogy

Our project-based learning approach (Berger, 2003) focuses on social and environmental justice, enabling pupils to take action on issues that matter to them and their families, using community organising approaches (Jameson and Chapleau, 2011). Project-based learning pedagogies build curiosity and responsibility: children follow their own lines of enquiry, learning independence and choice, in order to support high wellbeing for pupils.

Here, learning through talk is key, and talk skills are specifically taught so that many lessons can be talk based. There is also a focus on play-based learning with continuous provision for Reception to Year 2, and playful learning beyond (Mardell et al., 2016), including risky play, especially in the outdoors.

Learning to give and receive feedback with kindness encourages pupils to take responsibility

for their own learning. This feedback culture (Drago-Severson, 2018) means children seek feedback, give helpful peer feedback and use feedback to improve work iteratively. Feedback loops and the production of multiple iterations of products, enable children to produce beautiful work of which they can be proud.

Lessons are low threshold, high ceiling, meaning everyone is challenged and no one is excluded. Pupils with special needs benefit from the same rich curriculum experience, and receive extra adult input from staff.

The problems children tackle through projects are ones that matter to them personally, to their family, the community and the world. We want children to know their work is authentic and meaningful. In order to enable this, we develop multiple partnerships with external organisations.

Pedagogical approach



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When I saw the advert for a teaching vacancy at School 360, I knew it was a unique opportunity to work at a school that is striving to do things differently. A visit to the school further fuelled my interest and I was really excited by the prospect of working at a school led by research with the children's holistic development at the heart. The interview process was thorough, but I could see how every part was designed to make sure that our values aligned. I was over the moon to be offered the job.

Starting anywhere new can be an anxious time, and I knew that starting at School 360 would be a huge learning curve for me, because of how different their approach is to most schools. However, I quickly realised that this is a very special place to work. Staff meetings begin with connecting activities that really allow us to get to know other members of staff, enabling us to feel safe to work closely with, to learn from and alongside each other. High expectations are placed on all staff members, but in a supportive way. Our senior leadership team is amazing and make sure we feel comfortable to be able to go to them with any ideas for changes as well as with anything we are finding tricky and they are open to ideas and quick to make supportive suggestions.

I absolutely love working with a fantastic team of people whose core values align, but who have different ways of thinking and approaching things. We are constantly learning from each other and I'm continually inspired by my fantastic colleagues. I feel incredibly proud when I put my school lanyard on every morning and come in to work at a school that I really believe has children's well being and both academic and personal development at the heart of everything they do.



Megan Brady, Teacher

2. Culture and behaviour: values led relationships

Why?

At our school we strive to create a calm, engaging, stimulating and safe environment which empowers the children to learn and develop as people. Every member of staff is responsible for the guardianship of this culture, which is grown from consistency in high expectations and clear systems to support everyone.

We expect the best from each and every child, and provide support, guidance, understanding and compassion when challenges arise. Staff model the behaviour they expect in children and give their first attention to the best conduct.

Intrinsic versus extrinsic rewards

We know from research that when children are only motivated by extrinsic rewards e.g. stickers, presents or certificates, or by sanctions, they are less likely to make progress in their learning. We want children to develop intrinsic motivation to succeed, so that they care about doing their best for their own personal reasons, and care about learning for its own sake. For this reason, we don't use stickers, gifts or rewards.



What?

- Adult behaviour is always calm and consistent
- First attention is always given to best conduct
- Routines are relentless, visible consistencies are upheld
- Difficult conversations are supported when needed
- Restorative conversations take place when values have been compromised
- Recording systems are followed as per the School 360 Culture and Behaviour policy

How?

School 360 values

The five school values are referred to consistently and regularly by all staff. Throughout the year, explicit teaching around each value happens in our heart curriculum and assemblies, and is mirrored in all lessons and activities around the school.

Values display boards

These are found in each classroom for publicly recognising when children are showing the values. Names are only to be on display for positive recognition and you would not see a traffic light system, sad face or rain cloud display for undesirable behaviour. If we need to keep a record of pupils who need follow up from incidents, we make a note of this privately instead of for all pupils to see.

Other forms of positive recognition

- Names go on the class values board
- Children can be sent to other teachers to show work
- Children can be sent to SLT to show work
- Positions of responsibility in class / around the school

Behaviour that goes 'above and beyond' should be recorded by teachers to ensure all children are being recognised and supported in showing this behaviour.

- Values postcards can be sent home
- Positive phone calls home.

These are powerful ways to recognise positivity and also create positive relationships with home and can be linked to the values.

We take a lot of inspiration from the book *When the Adults Change* by Paul Dix.



At one point in the first year of the school, we decided we wanted to find a special way to celebrate those children whose behaviour goes 'above and beyond', especially those who are always sensible, kind and helpful and who may therefore never be noticed for doing something unusually wonderful.

We decided to set up 'hot chocolate Fridays', when these children would come and have a hot chocolate with the headteachers as a special treat. We suggested to the teacher that she might like to set up a chart on the wall with children's photographs, and that every time someone went 'above and beyond', that person would get a sticker and those with the most would come for the hot chocolate sessions on Friday afternoon each week.

Very quickly, we started to notice that those children who would ordinarily have lived up to the values just because it was the right thing to do, would ask 'if I do that, will I get a sticker for it?' And worse than that, children would be upset if they did the right thing and then did not get a sticker! This showed us the danger of extrinsic rewards, and needless to say, the system was quickly abandoned.

Sarah Seleznyov, Headteacher



3. Feedback culture: helping everyone progress

Why?

We are always working on embedding a feedback culture that helps us celebrate the progress we are making as individuals, as teams and as a school. We see feedback as a powerful gift; it's the best way to help people develop. When people receive quality feedback, they can be sure of their strengths and successes, which supports their wellbeing in the long term.

What?

Feedback at School 360 should be kind, but honest: too much negativity does not motivate people to change, not telling people what they could do better is not kind in the long term. The person receiving the feedback should feel safe and not judged in a negative way. Language frames can help set boundaries around feedback and keep a healthy balance between 'successes' and 'next steps'.

- I like the way you...I notice that you...
- I wonder if/whether/why...
- I think you should keep/lose/introduce...

Magic Hat is a dedicated time when someone comes into your class, usually at your invitation and to look at something specific. They then give you feedback to help you develop your practice. The person giving feedback wears a 'magic hat' (any hat will do!) and this signals to the children that they are not there to interact and cannot be spoken to.

How?

1. Reflect on your practice and select a specific area that you'd like to develop e.g. behaviour management, lesson planning and delivery, SEND inclusion, teaching phonics.
2. Invite someone to your classroom to wear the 'magic hat' and share the specific area of your practice you are developing. Sometimes, it can be helpful to seek advice from a knowledgeable other first, as you may want to trial a new intervention or strategy.
3. You can be specific about how you would like your feedback shared by selecting one of the language frames. Make a time to have the feedback delivered; in person is always better, where possible.
4. After your feedback, you may choose to invite the person back again in a few weeks so that they can review what you've implemented and together, you can celebrate the progress made.
5. Another option is to ask others if you can 'magic hat' in their classroom, to pick up some new ideas or approaches to help your own development.



When I first started out teaching in another school, I was hungry for feedback on how I was getting on as an Early Career Teacher. Having senior leadership in your classroom felt scary and formal and rarely resulted in any specific feedback, unless something was drastically wrong.

As soon as I started at School 360, it was clear that they had worked hard to embed feedback into their working culture. In my first few weeks, I spent a lot of time wearing a 'magic hat' so I could closely observe the way the school values and curriculum were lived out in the classroom. When I wanted to work on the delivery of my phonics lessons, I invited our Early Years lead to 'magic hat' a number of times as I developed different parts of the lesson. It was reassuring to have another pair of eyes to confirm when I was on track, and share knowledge and resources to help me tweak my practice.



Claudia Bellwood, Teacher

4. COOL time: play as learning

Why?

In the early years, play is crucial to learning. Many high performing Scandinavian and Asian countries, for example, focus on play-based approaches to learning for longer and formalise much later than in England. In Wales, play-based learning until the age of seven was introduced in 2011, and studies found that both attainment and wellbeing improved (Taylor et al., 2015).

Play is generally seen to be entirely child-directed and therefore a bit of a hit-and-miss approach to learning (Smith, 2015). This narrow view of play fails to capture the rich and varied possibilities for learning through play and playful learning: physical play, playing with objects, role play, symbolic play, playing with rules (Whitebread et al., 2012). Guided play offers a teacher-led version of play which merges the best of the 'telling' and 'discovery' approaches to learning: the child has some free choice within a playful activity so that they can make their own discoveries, and the adult provides guidance based on the individual child's interests, needs and understanding to support them towards a predetermined learning goal (Skene, 2022).

What?

→ Guided play opportunities and independent play in the classroom happen both inside and outside the classroom no matter the weather. We call this 'COOL time' (Choose Our Own Learning).

- We create challenge and progression within an environment of choice and independence, using 'must do' tasks in COOL time. These are linked to our project content of the week/half term.
- We also allow children to choose their own learning to reflect our values: we want them to show Responsibility, Joy, Curiosity and Courage for their learning and to learn together with Kindness.
- Each classroom in Reception and KS1 has areas that reflect the choices we offer children in their play: creative, construction, science, role play, writing, maths, outside area.
- Playful approaches to teaching maths and literacy are also embedded within our curriculum.

How?

- A progression of resources, skills and knowledge are carefully mapped out for the Reception COOL time areas which support teachers to plan high quality provision.
- A progression of resources, skills and knowledge are carefully mapped out across the KS1 curriculum subjects through play and continuous provision to support teachers' planning.
- Must do tasks - In Reception these begin as adult guided tasks. In KS1, the children independently manage their time during play based sessions and make sure to complete the activities by the end of the day/week. They upload all their work themselves onto an online platform called Seesaw.

- Every Monday the children will tour the classroom with their teacher and learning coach whilst adults model how to use the different areas.
- During COOL time we use a motto of 'choose it, use it, put it away' to keep our classroom and outside spaces clean and tidy once we have finished playing, and organised and ready for the next person to use it.

- We use the Cambridge University PEDAL (Play in Education, Development and Learning) unit's TRAIL (Teaching Professionals Reflecting on Agency in Learning) materials to enhance our interactions with the children during their play. We reflect on our interactions with children in staff meetings.
- We manage COOL time by having half our adults inside and half outside.



I've always been passionate about play, often being told to grow up and stop acting silly which is all too common for young boys in schools. When I saw that play wasn't just for playtime at School 360, I knew this was a magical place. I believe play is just as important for adults as it is for children.

Play has no barriers and allows us to connect, learn and grow from one another by sharing ideas, problem solving and creating a safe place to challenge our social constructs. Anyone can play no matter their learning needs, which is why our classrooms are spaces that cater for all learning needs. I see this daily with our children who would find traditional schooling isolating and a juxtaposition to their way of learning. Play is often described as a relief from hard work, but actually powerful play is hard work.

Play isn't a tick box: it is the core of everything we do and it's the heartbeat of our school.

Tim Stayner, Learning Coach



5. Seesaw: evidencing learning in a digital age

Why?

Using an online learning journal allows:

- Teachers to capture a wider range of evidence of pupils' learning
- Pupils to take ownership of evidencing their learning
- Easy and effective sharing of pupils' work for whole class and small group feedback sessions
- The school to move towards a more sustainable classroom – in terms of reducing paper use, but also by allowing teachers and families to see past work
- Teachers to reduce time physically marking and tracking
- Teachers to keep a permanent record of learning over time, including paper based tasks, and to highlight the importance of beautiful work

What?

Seesaw is an online learning journal platform which enables:

- Pupils/teachers to showcase the children's learning in all areas of the curriculum – through pictures, videos, comments and voice recordings
- Families to see, like and comment on their child's learning

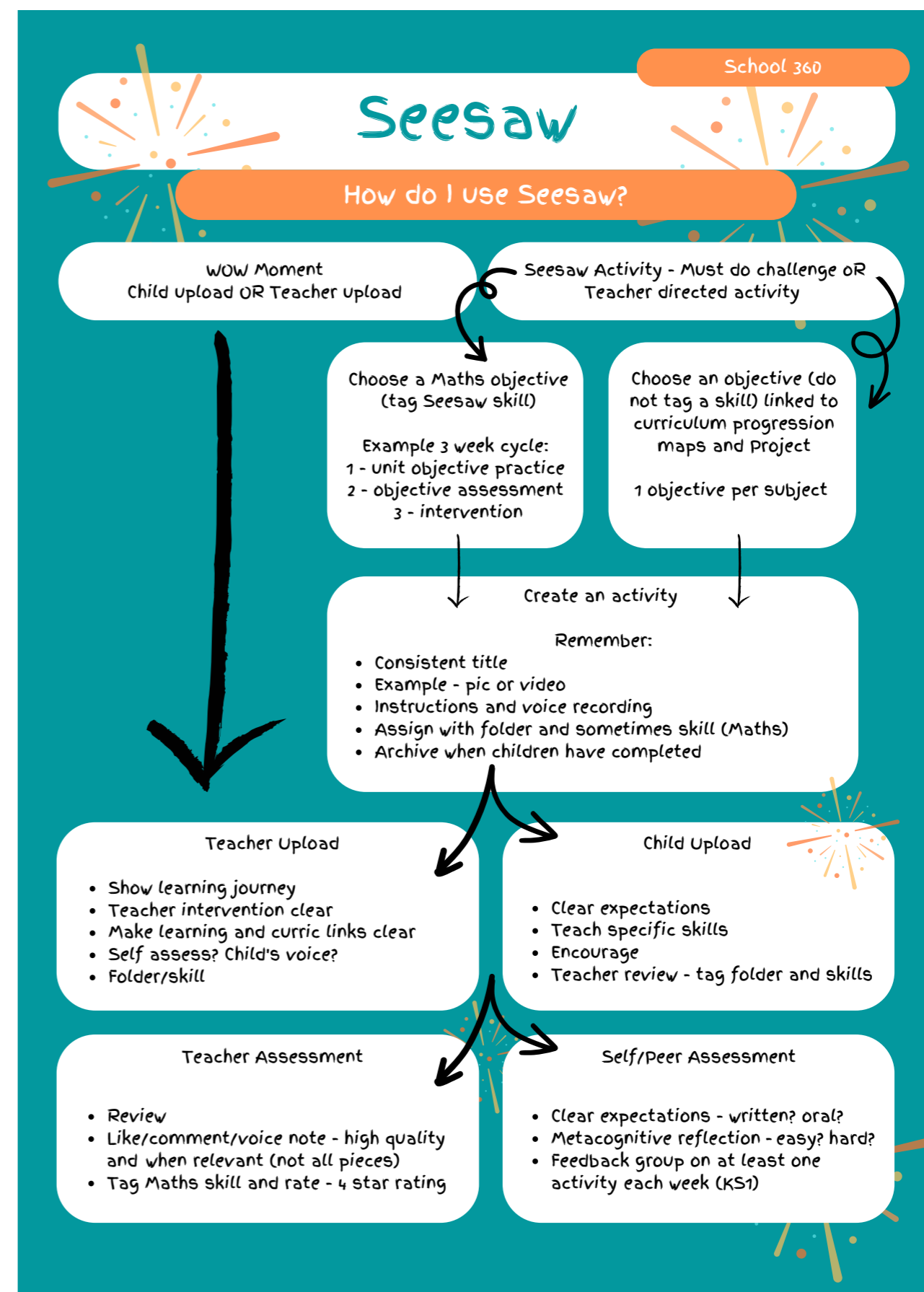
- Teachers to collate evidence in different areas of learning/subjects
- Teachers to track and monitor progress through photographic and written evidence
- Teachers to track and monitor progress in subject areas and for specific skills in maths
- Teachers to send whole class announcements to families and for some 1:1 direct messaging between families/teachers

In Reception, children do not have any books. In Year 1, children only have a writing book. In Year 2, children only have writing and maths books. All other evidence is recorded on Seesaw.

How?

Seesaw is used in two ways:

1. WOW moments - picture/video/comment from either teacher or child showing a particular piece of learning that they are proud of or that shows good evidence of learning
2. Must do challenges - teacher set activities that the children must complete by the end of the week. Can be supported, scaffolded, independent or an intervention





“ Setting challenges on Seesaw for children to complete during their COOL time is very different to how I have worked at previous schools. The children enjoy completing their must do tasks and are learning how to manage their time responsibly. Their understanding is deepened as they complete tasks and then they are able to leave voice notes or videos explaining what they have learnt or how they have done something. It’s great to be able to hear them do this verbally as this gives me much more insight in terms of assessing what they know than I would have gained from relying on their written skills.

Oracy is a huge focus at School 360 and Seesaw is another tool that we use to develop that. Children can rehearse different ways of speaking and presenting, for example making videos advertising selling pizzas or reporting on historic events as news reporters. Seesaw responses allow the children to respond in the way that they want to and gives them ownership over their learning. I absolutely love watching or listening to the children’s responses and seeing how their different personalities shine - I’m often struck by the creativity and individualism of their responses.

Megan Brady, Teacher



6. Outdoor learning: making it matter

Why?

Research shows us that getting children to feel nature engaged is one way to improve wellbeing and to encourage them to care about tackling the climate crisis. We also know that children are generally more focused and learn more when learning activities take place outside, that sensory breaks are important for many children and the outdoors can enable this.

What?

Reception, Year 1 and Year 2 are able to choose the indoor or outdoor area during COOL (Choose Our Own Learning) time from 9.30-11am and 1.30-3pm every day. In addition, teachers can decide at any time to lead a ‘carpet’ session outside.

How?

- Plan for the outdoors in as much detail as you plan for the indoors
- Make sure there is a balance of indoor and outdoor ‘must do’ tasks across the week
- Make sure one adult goes outside straight after the carpet session in the morning and the afternoon, telling the children how exciting it is going to be outside
- Consider moving or duplicating some of your areas outdoors eg have an outdoor maths or reading area
- Track which children prefer indoors and try to plan ways to encourage them to go outside
- Teach the children how to choose and put on suitable clothes for outdoors eg wellies and coats, aprons for water play
- Teach the children how to be gentle with plants and animals





Outdoor learning is a hugely important part of the curriculum at School 360. The classrooms have outdoor spaces attached to them and the children are able to take their learning outside and inside. This is because we really value the outdoors and feel that it is important for the children to be able to access the outdoors during COOL time freely. We often say that there is no such thing as bad weather but bad clothing! This means that even in the cold or rain the children are able to take their learning outside if they please. I have found that this supports all types of learners. Sometimes just moving an activity that has been inside to the outside attracts a whole different group of children. Additionally, outside learning provides children with the opportunity to develop their gross motor skills. Something that I have loved about working at School 360 is the encouragement of 'risky' play where we encourage the children to learn to trust their bodies on climbing equipment and outside. We do this through standing back and giving verbal encouragement and prompting them to problem solve and helping them feel confident to figure it out themselves.

Maddy Platt



7. Oracy: learning through talk, learning to talk

Why?

Oracy is a powerful teaching tool and essential life skill, shown by research to boost social, emotional and interpersonal skills as well as improve wellbeing and confidence. When pupils can talk, they have a voice; oracy fosters authentic pupil agency inside and beyond the classroom. Oracy is therefore an important way to empower those who have experienced any kind of disadvantage (e.g. poverty, racial discrimination).

What?

At School 360, Oracy is given the same status as Reading and Writing. Teachers are trained to teach speaking and understand how talk can be used as a teaching tool for supporting teaching and learning across the curriculum. Oracy acts as both pedagogy and curriculum content:

- Learning through talk: all subjects are taught through collaborative talk enabling social construction, with a particular focus on metacognitive talk, in partners, small groups and as a whole class.
- Learning to talk: pupils are taught the specific skills of speaking and listening, and given opportunities to practise them in context, reflect on their own progression, and set next steps.

Our Oracy practice is something we are always developing and building on as teachers and as a school.

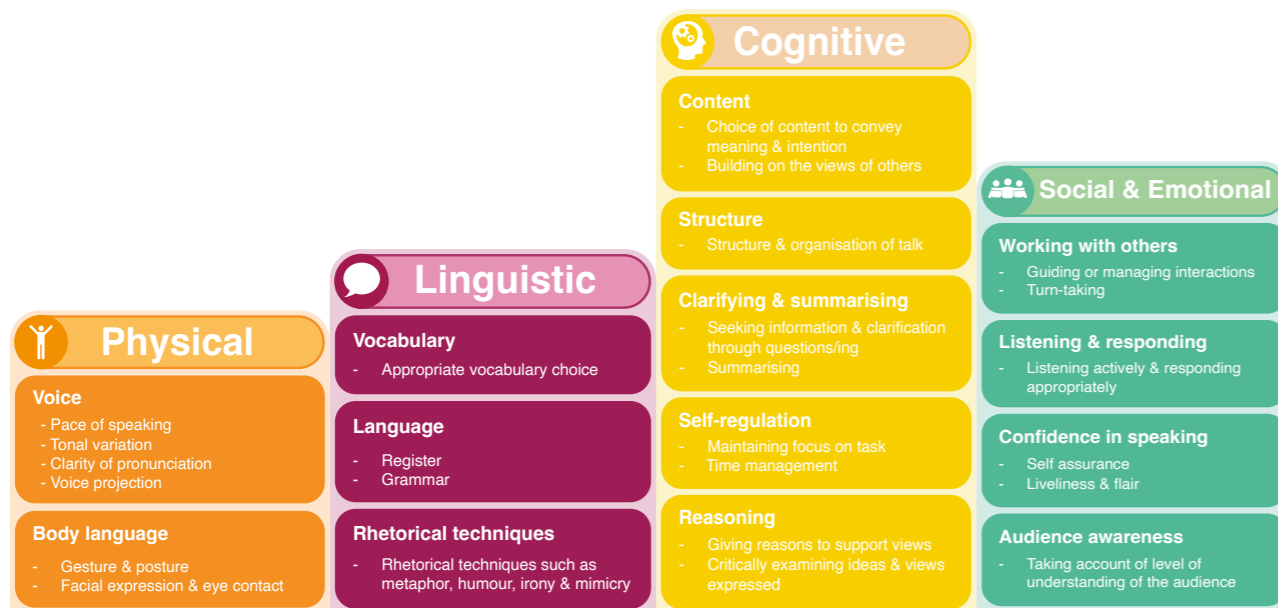
How?

1. Embed oracy in daily routines: Build routines that provide opportunities for everyone to talk everyday, for example number talks in maths lessons, wellbeing check-ins each morning, children greeting each other instead of calling the register.
2. Value every voice: Ensure that oracy tasks are 'low-floor, high-ceiling' and that everyone, regardless of confidence or ability, has the chance to participate and work on their skills. Named lolly-sticks picked at random are a great way to ensure that every voice is heard and this challenges you, as a teacher, to differentiate your questioning.
3. High expectations for every child: oracy is as important as numeracy and literacy and so we set ambitious goals for even our youngest pupils.
4. Magic Hat and peer observation: The best way to learn new strategies for teaching for and through oracy is to observe it in action. Watch others' practice and identify some strategies you can try out in your own classroom.
5. Intervention: Provide extra adult support and oracy practice for those who need it.
6. Modelling: Be what you want to see! The best way to demonstrate your expectations to pupils is to constantly use the speaking and listening strategies you are teaching your pupils. Even better, invite them to critique your speaking and listening behaviours so that they learn how to give feedback to each other.

7. **Planning:** When oracy is used as a pedagogical tool it must be carefully planned. Plan to teach it explicitly, plan to teach it through structured phases and plan for deliberate practise. You will find carefully planned oracy progression in project plans.
8. **Scaffolding:** Think carefully about how your pupils can be supported with oracy at different parts of the day. Sentence stems, discussion guidelines, icons, call and response, are all examples of 'stepping stones' you can provide your pupils to help them develop great oracy habits.



At School 360, we use the Voice 21 materials and professional development to train all teaching staff.

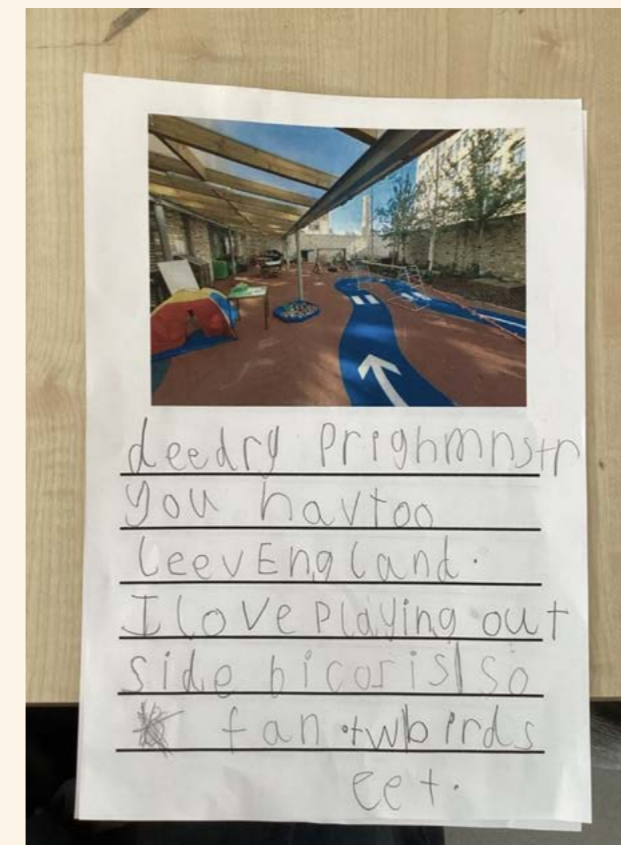


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My Reception class had been working on participating in whole class discussions using our co-created discussion guidelines. To promote quality discussion, I was working on creating provocations on matters close to the children's hearts. I reached out to my headteacher, Andi, for some inspiration and then pitched the following statement to my pupils: *The Prime Minister has banned outdoor play.*

I could never have expected the uproar that followed. The pupils passionately opposed this statement. Our work using the word 'because' helped them justify their outrage and as we summarised, the class was in agreement. Something had to be done to stop this from happening. The children decided to write letters and below is an example from one of my pupils:



Dear Prime Minister,

*You have to leave England.
I love playing outside
because it's so fun.
Birds tweet. I love the birds
tweeting. I want to play
on the swing.*

Love Nina

This provocation helped my pupils 'leapfrog' over the cognitive challenge of idea generation; they were fuelled and raring to go, ideas leaping from their pencils as they furiously scribbled their responses. Oracy helps children see past the limits of their phonics knowledge and understand that writing is a vital tool for communication and expression. Through oracy, we can provoke their desire to be heard, leading to ambitious and authentic writing.



Claudia Bellwood, Teacher

8. Storytelling: the act of telling or writing stories

Why?

At School 360, we use a storytelling approach to the teaching of reading and writing for three key reasons.

- First, evidence suggests that there is a strong link between the development of oracy, storytelling and reading skills and the development of writing: a storytelling approach enables a deeper understanding of the whole text and the process of text analysis then enables the teaching of writing skills at word and sentence level.
- Second, reading and writing can be, and should be, creative and imaginative exercises that bring joy to children's lives and enable them to tell their own stories. Storytelling is fun and engaging, instilling a stronger sense of motivation for reading and writing.
- Thirdly, we believe that hearing the stories of others and being confident enough to tell your own story is one important way to begin to tackle issues of diversity, equity and inclusion.

What?

Each of our projects have a core text. Our core texts are carefully chosen to ensure they are relevant, challenging and good models for storytelling and writing. They are also strongly linked to our values. The core text is explored using our storytelling approach in the first two weeks of the project. Our approach (detailed

below) was developed collaboratively by the School 360 teaching team and draws on good practice and research from Mantle of the Expert, Helicopter Stories and Storytelling Schools approaches.

Storytelling at School 360 is not limited to the exploration of a core text, however. Storytelling is woven throughout the day and across the classroom, for example through a storytelling area, opportunities to retell their own stories on Seesaw, and a consistent storytime at the end of every day.

How?

There are three main steps to storytelling at School 360

- 1) Reading and retelling
 - The teacher reads the story aloud. This is videoed and left accessible in continuous provision (for example using QR codes and ipads) with copies of the text.
 - A story map is produced. This should be kept simple with a manageable number of pictures on the map for the relevant age group.
 - A set of relevant costumes and props is collected and made available in continuous provision. The teacher may model using these during a whole class storytelling session or during continuous provision.

2) Deepening

- Key text vocabulary is introduced and used in simple activities.
- A series of drama sessions enables a deep understanding of the story: see techniques below.

3) Writing

- There is a whole class shared write, and associated 'must do' tasks and linked challenges in continuous provision are set.
- The storytelling area is accessible for pupils to innovate on the story and/or invent new related stories and film themselves, uploading this to Seesaw.
- Pupils are encouraged to share their stories with pupils of different ages, so that they can get feedback and improve their storytelling.

Drama techniques for storytelling

Conscience Corridor

Pupils stand in two lines forming a 'corridor', ready to share an opinion on something. One pupil walks through the corridor hearing the opinions. At the end, ask them how they felt and what words stood out to them that they heard.

Forum Theatre

In forum theatre pupils engage with the performance as both spectators and actors, termed 'spect-actors', with the power to stop and change the performance. It is an interactive form of theatre that engages the audience in exploring different options for dealing with a problem or issue. The teacher may pause the action to ask for directions from the audience, or to swap actors to try the scene in a different way.

Artist & statue, freeze frame

One pupil has to shape their partner into a still statue that represents a character or action from the story, or a group of pupils create a frozen picture of characters or a scene. The class can then discuss the decisions they've made creating the images.

Puppets or small world figures

Object manipulation is sometimes referred to as symbolic play, and this is a natural stage of child development. Object manipulation or symbolic play in this context means using objects to symbolise something within the imaginary world of the play and bringing the object to life using imagination. By describing the characteristics of an object, pupils develop their observation skills and can use the characteristics of an object to create a character and think about how that character might interact with others and the world. When using a puppet or small world figure, pupils should practise giving life to it. For example, exploring how they can show it breathing, looking where it is moving or at the person it is talking to, or reacting physically and vocally to another character or object in its environment.

Status

Every pupil is given a numbered playing card or card with a number on it. They are asked to hold it on their forehead so others can see it without looking at their own number. As they move around, they should greet people appropriately, according to the value of the card they can see displayed, exchanging names and shaking hands. Soon everyone will have a sense of how they are being perceived and judged in terms of status. You can ask them to arrange themselves, without giving away what people's numbers actually are, in a line ranging from low to high.

Story whoosh

The pupils sit in a circle. As the teacher tells the story of the play, they point at individual pupils or groups to stand up and represent characters or settings in the story in the middle of the circle. If the middle of the circle gets too crowded, the teacher can say 'whoosh', wave their arms and everyone will go back to sitting in the circle.

In-role work and hot seating

This exercise involves one person going into role as a specific character and other people asking them questions to find out more about their character or a specific problem. The exercise can be used to: assess what pupils know, develop character, resolve dramatic problems, develop imagination and develop speaking and listening skills. It can be effective when pupils are set a clear objective and when pupils pre-plan their questions. Begin by asking pupils to think of one question they want to ask the character; then ask them to share that with a talk partner so they can see if they have the same or a different question.

If you want to extend the activity you could snowball two pairs to make a group of four to share ideas. Take one question from each group and tell pupils they need to listen very carefully to hear if their question has been already asked. If it has, they could ask their second, third or fourth option.

Magic canvas & soundscaping

Magic Canvas: one wall of the classroom is designated as the Magic Canvas. Pupils can 'paint' with special paints the things they imagine in a setting from the story, and be asked about how and why they're painting those specific things. At the end of the painting, the pupils can 'go inside' the magic canvas to explore the space they have created and the objects they've put there. **Soundscaping:** the whole class makes different sounds adding to the pattern of sounds that creates an entire setting.



In Year 1, one of our projects is 'What are the different perspectives of the Great Fire of London?'. Whilst storytelling is woven through all of our projects, it really shines through in this one. In order for the children to really understand the different perspectives we use drama and role play to retell the different stories. First, we plan a hook lesson where one of our learning coaches dresses up as Thomas Farriner and the children prepare questions to ask to find out what happened. The children, at this point, have no prior knowledge of the Great Fire. Their retention of facts after this role play lesson is outstanding.

We keep running with the in role and hot seating, eventually moving towards the children themselves getting into character and questioning each other as reporters about what happened in the Great Fire of London. The children have not only loved getting into character, building confidence in their drama skills, but they can also showcase an in-depth knowledge of the event and perspectives in a playful and engaging way!



Helen Gourley, Assistant Headteacher

9. Mindfulness

Why?

At School 360 we know that mindfulness can play a unique role in supporting children to develop their concentration and cognition, social and emotional skills and behaviour. A focus on mindfulness will help develop children to reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others - giving pupils the qualities they need to flourish in our society. The benefits of having a mindfulness practice for staff in schools are also well documented, including psycho-social wellbeing and teacher effectiveness.

What?

Mindfulness is simply a method of mental training. A typical meditation consists of focusing your full attention on your breath as it flows in and out of your body. Focusing on each breath in this way allows you to observe your thoughts as they arise in your mind and, little by little, to let go of struggling with them. We believe that through regular practice, you come to the profound understanding that thoughts and feelings (including negative ones) are transient. They come and they go, and ultimately, you have a choice about whether to act on them or not. Mindfulness is about observation without criticism; being compassionate with yourself.

At School 360, we use the Mindfulness in Schools Project (MiSP) programmes to deliver mindfulness sessions to our children for ten minutes daily before lunch. In these sessions you might see: breath awareness exercises; bodily awareness games; focus and attention games; discussions around feelings and emotions; discussions around

compassion for ourselves and others. Mindfulness at School 360 is also woven into our everyday lives and the children are encouraged to use what they have learnt in their mindfulness sessions beyond their ten minute daily practice.

How?

1. All adults working in the school will receive appropriate mindfulness training, beginning with an eight week programme to learn mindfulness for themselves. Adults are encouraged to continue regularly practising in their own lives, as well as having opportunities to practise in staff meetings.
2. Class teachers will be trained to deliver the accredited Mindfulness in Schools Programme (MiSP) for their relevant age groups.
3. The MiSP DOTS programme will be taught from Reception to Year 2 in a dedicated mindfulness session at the same time each day (11.45am - 11.55am). Children will be taught core mechanisms such as: attention; metacognition; emotion regulation; self-regulation; compassion; bodily awareness.
4. To supplement the MiSP DOTS programme, a series of breath awareness activities will be taught explicitly to children to develop their self-regulation strategies.
5. Mindful practice will be encouraged throughout the day by all staff members to help children regulate their emotions, behaviour and motivation at other times. Particularly before and after lunch.
- 6) Children will have the opportunity to practise their own mindfulness throughout the day in a dedicated calm or quiet space in all classrooms.



I was first introduced to mindfulness through a 12 week .b Mindfulness in Schools Project (MiSP) programme. The sessions were all about being in the present moment, living in the here and now and being kind to yourself. The mindfulness practices helped me to be more aware of the type of communication I have with the pupils and my colleagues.

One of the practices that has become part of my daily routine is, in the mornings I try to make time to have a mindfulness cup of coffee by concentrating on the taste, the smell and the feeling of the heat from the cup in my hands. Embracing mindfulness as a way of thinking has enabled me to have a calmer and more positive approach to challenging situations, demanding tasks and managing stress.

Mindfulness in a school is not just about children but also about those who care for them. Being kind to myself has helped me feel kindness towards the pupils and staff and so I respond kindly with understanding. I believe that embracing mindfulness has a positive impact on the relationships and culture within School 360.



Charmaine Blake, Senior Admin Officer

10. Let's Think: improving cognitive skills through mathematics teaching

Why?

We teach Let's Think once a fortnight to every child because we know it will impact on their learning. Numerous research papers published over a thirty-year period have shown the effects of teaching Let's Think on pupils' learning are:

- permanent, i.e. do not fade with time,
- across subjects. i.e. not confined to the school subject they started with,
- statistically significant compared with similar classes without Let's Think lessons,
- applicable to 6/7 year olds as well as 11/12 year olds,
- proven to have a significant effect on children's capabilities with even a moderate use.

Let's Think has a focus on two of the five top rated 4* effects in the Education Endowment Foundation's Toolkit for teaching, with a combined impact on attainment of +13 months. These are metacognition and self regulation, and collaborative learning.

Let's Think develops problem solving skills and makes a big difference to children's ability to listen well and to collaborate, all of which are key parts of our curriculum.

What?

Each class experiences one Let's Think activity each fortnight. Each activity involves teachers introducing a challenging problem, set in a familiar or engaging context. Pupils work in collaborative pairs/groups to solve the problem, then the teacher facilitates whole class/group discussion so pupils can explore and debate the merits of different strategies. This 'episode' of learning is then repeated but at a more challenging level.

How?

Teaching staff are supported to learn Let's Think through a team teaching approach and once they have begun to become more confident, through video reflection and feedback.

There are five core teaching strategies used in each activity:

1. Concrete preparation: The problem to be solved is always put into a familiar context, sometimes called the 'hook' of the lesson, and often takes the form of a story that is personal to the class or the classteacher. Pupils get to 'handle' objects and or ideas, hear about the problem they have to solve, and agree the rules of the task.



2. Cognitive conflict: Children are presented with something which is puzzling or unexpected and which makes them stop to think. Each activity offers a challenge which is a little beyond their current level of understanding, in order to encourage higher levels of thinking.
3. Social construction: During a lesson pupils work at challenges in small mixed achieving groups, enabling a joint construction of insight into the problem. The teacher's role is to highlight the pertinent points of the discussion through careful questioning in a series of mini-plenaries, and to ensure good listening and constructive dialogue happens among the pupils.
4. Metacognition: The children reflect on how they have solved (or even failed to solve) a problem and consider how their learning can be applied in other areas.

Some top tips for teaching these activities from the S360 team:

- Stick to the script for the activities. This makes the first time you teach it quite tricky, but once you have taught it twice, it becomes much easier.

- Let's Think is about the journey, not the destination. There is a lesson plan, but the teacher only goes as far into the lesson as the children need. It is not helpful to 'teach' a strategy in order to get children to a more challenging episode.
- In Let's Think, the adult plays the role of a participant. They act as if they do not know how to solve the problem and they are enthusiastic about solving it collaboratively.
- Give children plenty of opportunities at the beginning to touch the equipment so that they do not want to snatch and 'own' it during the collaborative work.
- Use Let's Think as an opportunity to closely observe small groups of children. This can help you identify any gaps in terms of mathematical understanding.

Find out more about Let's Think [here](#)



“ Let’s Think is an incredible way of thinking outside of the box whilst working collaboratively. Once I let go of the teacher in me and became a listener and novice, this allowed myself to be taught by the children. There’s never a failed activity, just a learning experience for both the child and facilitator. Every Let’s Think activity is recorded which has enabled me to look back and reflect on my own practice and share this with the team. The feedback that has been provided to me from my colleagues has been invaluable to my development and confidence at facilitating Let’s Think. I wish I had Let’s Think when I was at school, there’s something that just feels so right with this way of learning.

Tim Stayner, Learning Coach



11. Lunchtimes

a. Part 1: Eating together

Why?

Family dining:

- Models good behaviour, teaching children responsibility around the routines that come with eating food.
- Promotes positive social interactions through a sacred part of the day without the structure of classroom learning, where children and staff can enjoy one another’s company and talk together.
- Provides an opportunity for teachers to monitor and safeguard pupils. By sharing mealtimes, we get to observe children’s eating habits and ensure that they’re being properly fuelled for the day. This also helps teachers build relationships with children outside of their class.
- Gives children an experience they might not receive at home and can promote a sense of community and responsibility among pupils. Additionally, for some pupils, lunch at school may be their only opportunity for a nutritious meal and social interaction

What?

Lunch-time is an important part of the school day and a learning opportunity, and therefore much thought and consideration has shaped its organisation. At School 360, we provide a family-style lunch where pupils sit alongside peers, other year levels and staff to share a meal together. The roles of pupils are carefully planned to ensure

that everyone has a part to play in the logistics of enjoying a meal together: pupils help set the tables, serve food and tidy up.

How?

As we grow, the systems that ensure our family-style lunch is calm and enjoyable have to continually adapt. Here are the core principles that shape the way we develop lunchtime systems.

1. Teachers and pupils as equal participants, sharing the responsibility of participating in routines to ensure everyone is fed and watered.
2. We all consistently encourage and celebrate children who show courage by trying new foods, emphasising the importance of a balanced, varied diet.
3. Sharing in the joy of mealtimes and the unity that comes with sharing a meal is something children from all walks of life can relate to.
4. Red lanyards are used to help all staff identify children who have allergies or specific dietary requirements.
5. Table monitors specify who is responsible for specific duties at the table and children take turns to fulfil this special role.
6. Staggered entry allows older children to set up, ready for the younger pupils to come and enjoy their meal. This helps with smooth transitions and maintains a calm environment in the lunchhall.

b. Part 2: Outdoor play

Why?

We know that play is fundamental to children's physical, social and emotional development, so children need regular opportunities to engage in physical activity, explore their environment and experiment with risk-taking. Outdoor play also promotes creativity, imagination, and self-led play, helping to reduce children's stress and anxiety. Children need to experience the natural elements and learn how to cope with different weather conditions.

What?

At School 360, outdoor play is every day. There's no such thing as bad weather, just bad clothing!

Inspired by the [OPAL project](#), we wanted to ensure that our students' experience of play at lunchtime had the same high expectations we were setting in the classroom. In a nutshell, this means:

- Teachers as facilitators and participants, not just observers
- Access to exciting and open-ended resources that promote creativity and innovation
- Opportunities for risk-taking

How?

- We provide waterproofs and ensure the children have wellies so they can play outside in all weathers.
- We provide a range of activities and loose parts for children to play with outside and let them lead the play e.g. a lego station, an art station, den building & loose parts, caring for the chickens.
- We embrace risk as an essential part of play and support children to independently assess and plan for risk.
- We ask staff to take an active role, facilitating and engaging in play with the children, while also being vigilant of problems and performing first aid when necessary.
- We educate staff on play through CPD and use of frameworks such as the TRAIL materials (see Appendix); when the adults understand the progression of play, they are able to identify and respond to opportunities to help develop their play.
- We include outdoor play in our feedback cycles, reviewing our provision and the play we are observing to ensure that we are providing all children with an exciting and inspiring environment for play and exploration.



Lunchtimes at school bring me so much joy! I remember my first day entering the lunch hall, it felt like a whole new experience compared to other schools I've seen. The environment and setup is always incredibly comfortable, and there's a wonderful sense of family spirit as we serve the food and sit together to chat. Even though we're surrounded by lots of children, it always feels close-knit and has a real sense of community! I love sitting at our circular tables and listening to all the quirky lunchtime conversations the children have. It's also heartwarming to see how the different year groups and children come together to talk and help one another. Lunchtime at School 360 is something special!



Faith Cooper, Learning Coach

12. Focus Meetings

Why?

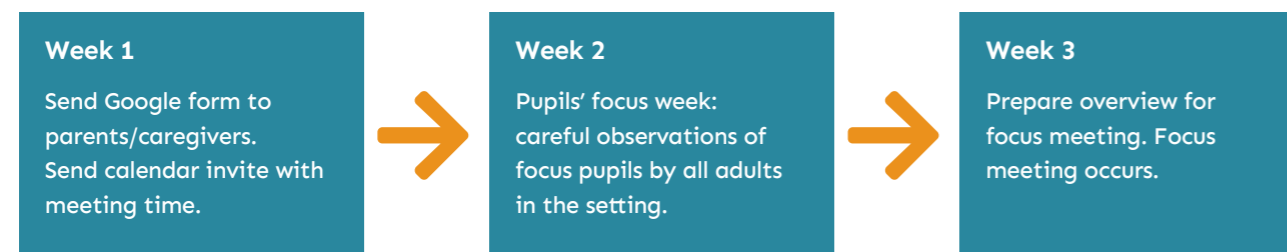
We have scrapped the traditional 'parents' evening' and opted for weekly Focus Meetings, providing regular touch points for parents that allow for proactive, not reactive, conversations about progress throughout the year. Focus Meetings are a child-centred, collaborative approach to supporting our pupils. Our teachers have found that this approach helps build more authentic relationships with families and caregivers, as well as making it much easier to speak authentically about each child, a well-known challenge of long parents' evenings.

What?

Focus Meetings are held on a weekly basis, with parents/caregivers invited to meet their teacher for 10 minutes once a term. Children with SEND, an EHCP, or EHCP in progress will have a Focus Meeting every half term. Depending on class size, this equates to approximately three pupils per week. Parents/caregivers are encouraged to attend face-to-face and provided with approximately ten days' notice.

How?

1. Set a weekly time for your meetings and stick to it! Communicate this with your class' families at the beginning of the academic year along with a brief explanation (or reminder) of what they are for and how they work. Email templates are available on Google Drive.
2. Allocate three children as Focus Children for a given week. This is your time to make observations or collect evidence of this child through Must Do tasks, interventions, whole class teaching or COOL time.
3. Prior to the start of the child's focus week, send out the following to parents:
 - Google form asking for extra information on child (e.g. wellbeing, significant events, questions)
 - Calendar invite with meeting time
4. Before the meeting, prepare a brief overview that can be printed or emailed to parents afterwards.
5. During the meeting, the discussion will cover: wellbeing, attendance, strengths, next steps, any questions the parent/carer has.



Focus meetings give me the opportunity to find out how my child is developing at the current time at school. The teacher can discuss and explain my child's progress in depth. We talk together about how we can help my child in school and also at home. It gives me a chance to learn how I can help my child improve in areas where more attention is required. I can better understand my child's focus, wellbeing and upcoming targets and resolve any issues that may affect my child's focus at school.

School 360 has better communication methods between me and the teacher than other schools, giving me greater confidence. Focus meetings are designed to help me get an up to date understanding of my child's education, and all learning is uploaded on to the Seesaw app, where I can view the most recent work that my child is doing.



Shelly Begum, Parent

13. Admissions

Why?

- We believe that we can have a positive impact on children and families before they start school.
- Starting school is a major transition for children and families.
- Supporting children and families to navigate this transition successfully helps them to start positively on their learning journey and next steps of development.
- Relationships are at the heart of everything we do. We believe that we can start building those positive relationships with and between children and families before they start school.

What?

At School 360 we have processes to make sure children and families feel safe, valued and consulted before and during their arrival at the school.



How?

Some of initiatives that we do at School 360 to support successful transitions to school **before the summer** holidays are:

- Open days throughout the year
- Flexible open days to accommodate working families
- Home visits for prospective Reception families in the Summer term
- Events to support the new family community: invitation to the Summer Fair, family picnic for new Reception families in the Summer term
- Send home storytelling videos from the Reception team (teachers and learning coaches) so that children become familiar with their new adults at school
- Additional pre-transition visits for families with children with SEND

Some of the initiatives to support successful transitions in **September** are:

- Admissions day for parents to hand in important documents and meet the team
- Stay and play session for children and families
- Short but staggered start – three days, with the most vulnerable children being invited in first to support settling
- Whole school focus on behaviour, culture and wellbeing in our first project alongside focused teaching about the values



We had a very positive and enjoyable experience with the staff at School 360 prior to our daughter starting Reception in 2021. The communication on the lead up to the school opening was fantastic, all our questions were always answered promptly and honestly. We felt we were very much part of something exciting and our input was welcome which was refreshing. Andi and Sarah also arranged a picnic a few weeks before term started for the children to meet their teachers and classmates before the big day. This was great for both our daughter and for us as parents to meet everyone and spend some time sharing food and getting to know each other. The school also arranged a stay and play session a few days before the term started to ease the children into the new environment. All in all, we were impressed with the process of joining the school and the period of preparation beforehand.



Melissa McCarthy, Parent



As I introduced myself to the children, I noticed a spark of recognition in their eyes, stemming from the storytelling videos shared by both myself and several members of the School 360 staff. Their faces lit up with familiarity, and it was heartwarming to see how those moments had already forged a connection before our in-person meeting. Their eagerness to engage and their readiness to participate reflected the impact of those storytelling sessions, creating an instant sense of rapport and comfort between us. It was as if our prior virtual encounters had paved the way for a smoother, more welcoming transition into the classroom, fostering an atmosphere of trust and excitement right from the start.



Anthony Headley, Teacher

14. Development Conversations

Why?

- We believe that strong relationships amongst staff are the prerequisite to wellbeing, agency and motivation to improve.
- We know that coaching is a powerful way to develop people's practice.
- We believe that every member of staff should benefit from regular coaching to enable them to build a relationship with someone who can help them achieve their goals in the context of their roles.
- We believe that coaching needs dedicated time and consistent approaches if it is to be successful.

What?

Each member of staff meets on a regular basis with their Development Coach to discuss their wellbeing, to set targets for their work and to find ways to help them to achieve these targets. These conversations will address a combination of:

- Wellbeing;
- Reaching your full potential;
- Working towards agreed goals;
- Improving your practice;
- Pursuing your personal interests.

How?

Before your first ever meeting with your Development Coach, they should send you a self-evaluation to complete and bring along for discussion: this will help you agree targets you would like to set for yourself and a plan for achieving these targets. If you are an existing member of staff transferring to a new Development Coach, you will not present a self-evaluation, but discuss the records from your previous Development Conversations and your current targets. Targets are agreed mutually between Development Coach and member of staff, based on progress in the previous year, feedback from wider staff teams and the person's own ideas and interests.

Development Conversations should always start with a connecting activity, enabling the Development Coach to check in on the person's wellbeing. It is the member of staff's responsibility to bring to the discussion topics or targets they wish to discuss, taking an active role in shaping the conversation with the Development Coach's support. The Development Coach may also bring along feedback to share with the member of staff, for example from Magic Hat sessions.

The member of staff must be proactive in asking for support to achieve their targets, and the Development Coach can organise this support as needed (for example, external professional development, Magic Hat, etc).

It is the Development Coach's responsibility to organise regular meeting dates and to keep a written record of conversations, using the relevant paperwork, and particularly the outcome of six monthly and annual reviews. The member of staff must come to six monthly and annual reviews having prepared a written evaluation of their own progress against their targets. Six monthly and end of year reviews must be shared with the headteacher, and successes should be celebrated more widely.

Unless unavoidable, Development Coaches should not change until the end of the year. For members of staff facing competency challenges, a separate process may be used, depending on the specifics and degree of the need.



One of the reasons I chose to work at S360 was a promise of progression and personal development. Apart from regular professional development sessions, we are offered Development Discussions that take place every two weeks with an assigned Development Coach. I think having a person that we can go to with any question, concerns or to share happy and proud moments is amazing!

In my development meetings I have set myself many different targets that were either based on my personal interests or areas in my practice that I felt needed improvement. In my first two years at S360 I ran a parent-baby group, I planned and delivered English lessons to parents who speak other languages, I planned and developed an arts and crafts area in the Reception classroom and many more. One of the targets I set for myself last year was particularly beneficial in terms of my practice and my understanding of the maths curriculum and how maths is being planned and delivered. With some guidance from my Development Coach, I set a maths intervention group in Year 1 class. To gather evidence I used Seesaw and to plan activities I used the school's progression documents. It was such a great experience! It gave me a real insight into how to assess the children, how to bridge the gaps and how to measure their success at the end of the intervention. This year I am continuing with this target but I feel so much more confident this time!



Karolina Grochulska, Learning Coach



“ Development discussion meetings have been significant in my professional growth. They allow me to learn, share ideas, and better myself as an individual. One of the greatest benefits of regular development discussions with my line manager is the growth it has brought to my administrative role. It’s refreshing to see how much more I’ve learned here at School 360 compared to my previous workplace after being there for a decade!

I have taken on many responsibilities as an administrative assistant, but the ones that I am mostly proud of are taking ownership and responsibility of ‘The Circle’ newsletter which goes out to parents and staff. It’s a compilation of amazing content from our staff members and develops into an exciting newsletter for everyone to read. The other of my recent development targets is social media output. I have already started to post a lot of school content on our social media platforms, and have taken this in my stride.

Working at School 360 has given me a sense of purpose and fulfilment. The trust placed in me as a school administrator motivates me to excel in my role and take on new challenges.

Fahmida Begum, Administrative Assistant



15. Professional development

Why?

We believe that much of the professional development teachers and teaching assistants receive doesn’t help them develop their practice because:

- It doesn’t start from where they are
- It doesn’t always teach them things that are relevant to their practice
- It doesn’t give them time and opportunities to apply and test out new learning in the classroom
- It doesn’t offer the same amount or quality to teaching assistants

What?

All teaching staff at School 360 come to a weekly professional development session after school. In these sessions, we agree a focus, usually based on something we have read or identified through Magic Hat. We then make a plan to film ourselves teaching during the following week. At the next professional development session, we watch the videos in pairs or small groups and give each other constructive feedback. We then agree as a group what our learning has been, and what our next steps should be as individuals, as teams and as a whole school. We sometimes film again in relation to this agreement or revisit it at some other time.

How?

1. A focus for the session is agreed: this could be a reading or an input from a member of the team, and it can be identified and suggested by anyone in the S360 team. It will usually relate to something that is already identified as important in the school improvement plan.
2. The input or reading is shared with everyone in the session, giving them time to discuss and to consider what it means to them.
3. Each person considers when they are going to film and what, in relation to the given input, in the coming week.
4. The filming is done in the classroom using a very simple setup of ipad and tripod. The filming is usually no more than 30 minutes. The films are uploaded to an agreed shared folder.
5. The following week, we look again at the input from the previous session. All staff split into small groups of twos or threes and share around 10 minutes of the film they made with each other. It is up to them which part of the video they share.
6. The group use feedback protocols to give each other feedback on the video, for example:
 - *I like the way you...I notice that you...*
 - *I wonder if/whether/why...*
 - *I think you should keep/lose/introduce...*
7. The group agree what learning they have from watching each other’s videos. All groups’ feedback is collated onto a shared document. This document is shared with everyone after the session using Google Classroom.
8. The feedback may lead to a follow up session, where staff refilm themselves with the same focus or be revisited at some point in the future.



“ When I first started recording videos for professional development, I was super nervous and worried about how I’d come across. But as always, it’s the age-old saying of ‘it’s never as bad as you expect!’ Now, I don’t even watch my videos back before sharing them with everyone in the session. It’s become a great learning experience and has really helped me grow as a Learning Coach. Watching the videos and discussing different strategies with my colleagues always sparks new ideas and inspires us to try innovative approaches in our teaching. It’s such a valuable and collaborative learning journey for all of us!

Faith Cooper, Learning Coach



16. Community Panel

Why?

At School 360 we are proud to be part of a diverse and vibrant community in the heart of East London and we want the school community to benefit from this diversity. We have focused on building a panel of members that work with the school and [Citizens UK](#) to identify and tackle issues that matter to the local community. The Community Panel was set up to include parents, school staff, people from local businesses and social enterprises, charities, and community and religious leaders.

What?

Our Community Panel works hard to create spaces and events to bring the community together. They share stories and experiences to drive social and environmental justice campaigns focused on local services and equity, to make our local community a better place for everyone to live and thrive.

From the Community Panel, a group of core members take on additional responsibilities and dedicate more time to give critical feedback into specific aspects of School 360’s offer to children, families and the community - these roles include:

- Safeguarding
- Finance
- Health and Safety.

How?

The Community Panel is chaired by one of our parents and supported by many others. The Community Panel meets at the school every four weeks to:

- Listen to what has been happening in the local community and consider where we can support
- Develop a calendar of school events that link to the community
- Discuss and organise fundraising opportunities
- Support local campaigns
- Delegate tasks and find people that can help
- Keep the school's commitment to social justice at the heart of what we do



“ Chairing the School 360 Community Panel has been an incredibly rewarding journey, marked by collaborative efforts and significant achievements. We’ve made strides in enhancing safety in our local area, including the installation of new signage and safety precautions around the school, directly benefiting our pupils and residents. Our ongoing campaign to improve the local Bow Roundabout stands as a testament to our commitment to communal well-being and safety. Additionally, we’ve fostered a sense of unity and belonging through various community events, such as engaging walks, a vibrant summer fair, and the much-loved weekly tradition of Dan the vicar’s Community Cart at the school gates which offers hot drinks to the community. These initiatives not only strengthen our community bonds but also create a safer, more connected, and joyful environment for all.

Martha Braithwaite, Parent



Appendix: TRAIL materials

Provide a meaningful context which frames learning:

1. Create a purposeful context for learning
2. Use incorrect answers and methods as learning opportunities
3. Follow up children's responses with questions
4. Create 'hooks'
5. Use dilemmas and controversies to stimulate discussion
6. Create engaging tasks and consider the materials on offer
7. Suggest activities if children are unfocused or aimless
8. Use informational rather than directive language

Follow children's interests and preferences

9. Plan lessons that respond to questions and interests that emerged out of previous lessons
10. Use elaborative utterances to challenge students to think more deeply about their response
11. Allow children to choose how to engage with the learning task
12. Seize learning moments
13. Provide time to explore

Share power and responsibility with children

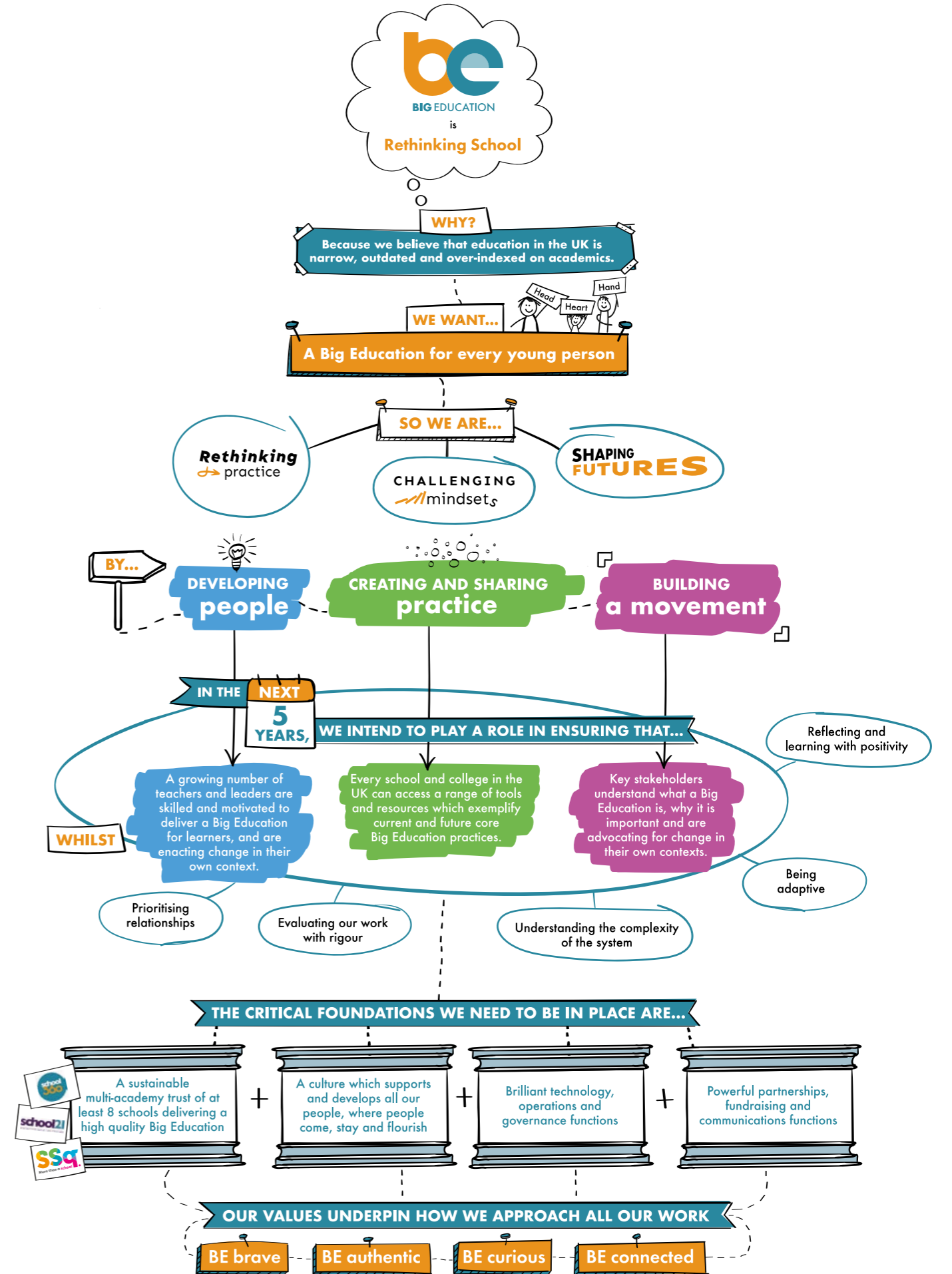
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|---|---|---|
| 14. Involve children in deciding the learning outcomes and setting success criteria | 15. Facilitate goal setting | 16. Evaluate together |
| 17. Support independent problem solving | 18. Recognise divergent opinions | 19. Encourage peer help and peer teaching |
| | 20. Make resources for learning freely accessible | |

Establish the organising principles for participative learning

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|---|--|---|
| 21. Involve children in discussing classroom rules and life | 22. Allow space for movement | 23. Provide opportunities for children to choose where they learn |
| 24. Allow children to protect their learning space | 25. Have a system whereby children choose who to work with | 26. Actively respond to children's cues of distress |

Model being an agentic learner

- | | | |
|---|---------------------------------------|---|
| 27. Elicit and articulate children's task related thoughts and narratives | 28. Ask open-ended questions | 29. Recognise and verbalise children's task related feelings and self-narrative |
| 30. Model and foster empathic behaviour | 31. Model 'not knowing is ok' | 32. Support personal assessment |
| | 33. Develop solution focused thinking | |





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