



Celebrating Learning and Teaching

Vol. II

Exploring Pedagogy and Impact at Platanos College



July 2018



CPD Project

Ritika Bajaj

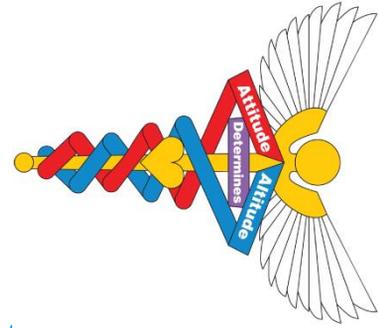
Lesson Study is a model of teacher-led research in which a group of teachers work together to target an identified area for development in their students' learning. One of the gap tasks from a CPD on 'Mathematical thinking and the new GCSE' I attended this year was to carry out a lesson study to collect evidence of students using reasoning skills in maths lessons. The task was to record our findings over a cycle of three research lessons and this had to be conducted collaboratively. We were given a focus for each cycle along with a teaching technique.

There were four stages to each research lesson:

- Stage 1 Planning - joint planning to closely study the effects of this new approach keeping in mind the needs of pupils.
- Stage 2 Lesson observation – teach and jointly observe lessons focusing on pupil learning and progress and conduct interviews with pupils to gain their insights on the lesson.
- Stage 3 Post-teaching discussion – joint analysis of how pupils responded to the technique, what progress they made, what evidence of learning or of difficulties with learning they displayed and what can be learned about the way the teaching or learning approach is further developed.
- Stage 4 Formally share the outcomes with the workshop.

Wider impact

Our findings from the study will be part of the research published by the NCETM. Platanos College will also be hosting and running the Mathematical Reasoning and the new GCSE workshop on behalf of the Maths Hubs in 2018-19.



Personal Impact

Firstly, I could not wait to teach an identical lesson but even bigger was the impact it had on my personal lesson planning. I began to anticipate what might happen during a lesson and make more adjustments during the planning process. I began to remind myself of what students really need and not get caught up in the extras. Secondly, it reinforced the value of working collaboratively as we consciously made more time during our already busy schedules to discuss plans and outcomes.

Since the process involved joint planning, joint observations and joint analysis we had to collectively imagine what learning looked like. The planning process forced us to view pupil learning with much sharper detail than is usually possible. This allowed aspects of classroom information that relate to pupil learning, to become visible, which would otherwise have been filtered

out when working individually. Moreover, I previously viewed lesson observations in the context of some form of appraisal or judgement of performance so I tended to play safe with the practice I planned. However, in a lesson study the focus is on pupil learning rather than on teacher performance which took the pressure off me when I was delivering the lesson.

CPD Project

Ritika Bajaj

Suggested questions for a post lesson interview with the case pupils		Suggested questions for a post lesson interview with the case pupils	
<p>What did you enjoy most about that lesson?</p> <p>What did you learn? (What can you do now that you could not do? What can you do better? How is it better?)</p> <p>What aspect of the teaching worked best for you?</p> <p>If the same lesson is being taught to another group what would you change. Why would you change that aspect?</p> <p>Lead & challenge, what made lesson easy was using strategies from previous lesson, on how to calculate percentages</p>	<p>AW</p> <p>At first found it hard, then found the lesson easy.</p> <p>Using diagrams to answer % Qs.</p> <p>Explanations helped with how to present it & explain it.</p> <p>Nothing, explanation 'perfect' to help understanding, diagrams really clearly showed how to find missing pieces of information</p>	<p>MP</p> <p>Teacher showing methods of how to calculate %, (one-to-one with teacher)</p> <p>How to work out the answers with the diagrams.</p> <p>Explanation on how to actually calculate the % (not using the diagrams)</p> <p>Using more of the method to calculate % of amounts</p>	<p>KS2 score 101 - expected progress</p>
			<p>KS2 score 94 - below expected progress</p>



Stretching our Most Able

Ms Wall

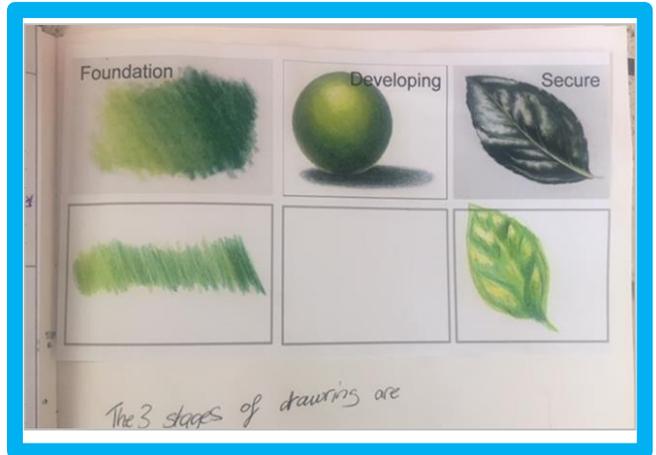
2017 Study

“Differentiated Learning – stretching the most able students”.

A forum was held at Weetwood Hall, University of Leeds, 12 -13 June, 2007 and focused on the biosciences. Twenty invited participants attended. The forum agreed that higher education should develop each student to their full potential and noted that special provisions were almost always made available to weaker students who were struggling with their courses. However, special provision was not common for the most able students even though these students, if fully developed, might make a disproportionate contribution to innovation and discovery in their disciplines and the development of the UK economy.

Pupil voice

‘I always feel challenged in my art lessons because the teacher doesn’t let me select the easy option. I have to complete the task that seems a bit too difficult because that means I will get better.’



In the News

‘A report from the education watchdog says gifted pupils are not keeping up with their clever counterparts in independent and grammar schools. "While inspectors found pockets of excellence, too many of these children are not being challenged sufficiently - and thousands of highly performing primary pupils are not realising their early promise when they move to secondary school," said Mr Harford.

He said that Ofsted would "keep focusing sharply" on the progress of able pupils, including those from poorer backgrounds.

<https://www.bbc.co.uk/news/education-31715022>



Stretching our Most Able

Ms Wall

What can we do to stretch the most able?

- Share learning goals with pupils
- Help pupils know and recognise the standard they have to aim for
- Provide feedback that helps pupils to identify how they can improve
- Believe that every pupil can improve in comparison with their previous achievements
- Pupils learn self-assessment techniques to discover areas they need to improve on
- Recognise that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques

Learning Outcomes	
	Skills: To identify/develop/refine the stages of observational drawing
	Knowledge: To know/demonstrate/refine 3D drawing skills
	Understanding: To explain/demonstrate how tone can create 3D effect



Pupil voice

'My teacher encourages me to try and work through the secure and extending success criteria because she believes I am good enough even when I don't.'



During my year as an NQT at Platanos College I have taught across both KS3 and KS4 within girls PE. Alongside this I also lead Netball and Trampolining clubs which have both been popular with high participation rates.

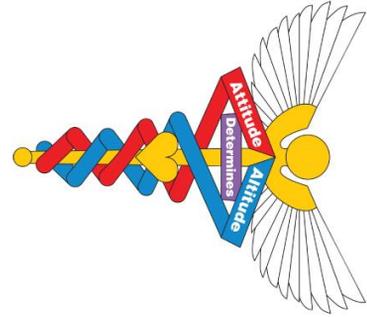
Highlights 2017-2018

- Taking students to the school's first Trampolining competition where the majority managed to place and achieve a certificate. Pupils really enjoyed themselves and were able to showcase all of the skills they had learnt.
- CPD, departmental and mentor meetings as well as staff sharing good practice in briefings.
- Delivery of my own briefings of which other members have applied aspects to their own teaching.
- The PE department. There is a wide variety of expertise which also allowed me to view a number of strategies

- Different approaches and opinions which meant my progress was fast pace across many areas.
- Support outside of PE where feedback was given on the performance management cycle, meaning I could discuss cross-curricular topics and adapt other department strategies.
- Observing a number of my students in an alternative environment which helped me build a stronger rapport and a holistic view of certain individuals.

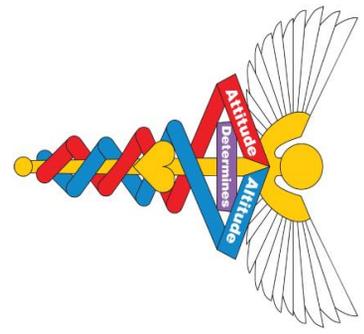
Within my teaching, I taught and was observed across a variety of topics including GCSE which I was introduced to in the latter stages of my NQT year.

Although teaching in a classroom is something I had little experience in prior to this, I relished the opportunity to expand my skill set.



NQT - Reflection

Terri Daniels



Embedding KS4 PE curriculum in KS3

These classes proved to be particularly challenging as many of these students had no intention of choosing PE as an option at first, so failed to understand the relevance of the theoretical lessons. This was echoed by positive feedback from staff on learning walks and the students themselves became more receptive, with feedback including overhearing optimistic comments.

Next Steps

I am very keen to improve the delivery of theory-based lessons during the next academic year.

Being a form tutor

I have also really enjoyed my role as a Year 7 form tutor as it has allowed me to develop and learn alongside them. Within this role I have also taught PSHRE and delivered assemblies.

These topics meant I had more experience within a classroom environment which allowed me to practice more behaviour strategies in line with the school's policies.

Personally, behaviour management was a particular aspect in which I initially struggled with, but over the year I gained confidence as a teacher and with what I was delivering.

I spent a lot of time observing my colleagues with particular focus on behaviour, my expectations became more consistent and I was able to deploy a wider range of strategies to suit the nature of the student and actions.

Eventually, towards the end of the year my behaviour management improved significantly which was reflected in a number of observations. Another role I enjoyed during my NQT year was being involved in the inter-house competitions for PE. This allowed me to influence students across the school by encouraging them to compete and take pride in their house colours.

NQT - Reflection

Terri Daniels



Differentiation

Nasia Fletcher Thomas

I regularly practice differentiated instruction as it factors in individual learning styles.

Differentiating instruction is when the same material is taught to all pupils through using a variety of instructional strategies, or a teacher delivering lessons at varying levels of difficulty based on the ability of each pupil.

This helps to ensure all pupils, feel supported yet sufficiently challenged and refine their skills over time.

To deliver differentiation effectively, it is imperative that we ensure that the structure of the task, success criteria and instructions are succinct and easy to follow. Pupils additionally need to feel confident and comfortable in rehearsing a skill learnt.

The ability to refine skills is an integral factor to pupil progress within Art and Technology. In practical lessons the following takes place:

- Instructions to make a product or design are often differentiated.
- Pupils are given a choice of step by step guides with pictures and/or instructions or using a video tutorial. I have found that the provision of help guides slowly

Differentiation in the classroom is important as it gives pupils the best chance at learning, regardless of their abilities, strengths and weaknesses.

Differentiation in itself is tailoring teaching to the pupils needs.

decreases as the academic year progresses.

- Pupils develop the ability to become more self-reliant.

From differentiating regularly I have found that it naturally encourages self-regulated learning. In essence, pupils are able to develop independence and take ownership of their learning because they are developing skill mastery and understanding of principles.

Self-regulated learning is a learning environment where pupils are proactive, displaying personal initiative and display perseverance.



Differentiation

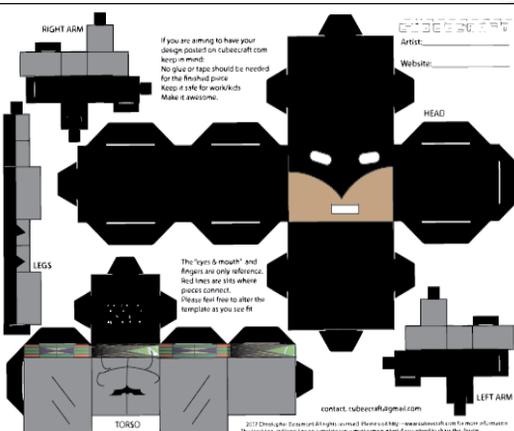
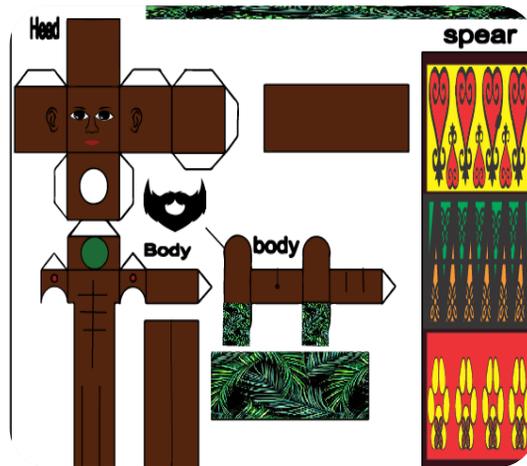
Nasia Fletcher Thomas



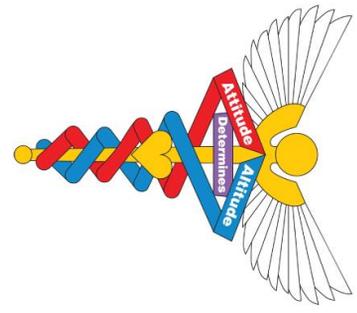
Low ability student outcome from following a step by step guide with pictures and instructions.

Differentiation in the classroom is important as it gives pupils the best chance at learning, regardless of their abilities, strengths and weaknesses. Differentiation in itself is tailoring teaching to the pupils' needs.

Pupil outcome from a self-made net and design.



Pupil outcome from a differentiated work sheet with a guide.



I have been supporting the English department in various ways. This has included working with a small Year 7 extraction group, delivering 1:1 SALT sessions and creating lesson plans from a scheme of work. As most of my work involves working with students with SEN, I focus on differentiating work set out by teachers to make it more accessible for these students.

A lot of it has been learning as I go along. Thankfully I have a very supportive team, but there are some things you can not be 'taught'. Behaviour management was definitely my biggest challenge at the beginning; however over the course of the year, I have found student apathy to be a greater challenge. I have learned that often these issues can be

alleviated through good, inclusive lesson planning that caters for different abilities.

Over the last 10 months I have seen a significant amount of progress with many of the students I work with. Particularly the extraction group from Year 7, who have gone from not knowing what a P.E.E. paragraph is, to being able to write their own with little to no support. Alongside this, I have been able to develop my own leadership, facilitation and planning skills. With the guidance and support of my department, I feel confident devising creative and impactful ways to help develop the students I work with.

Being a graduate TA

Lola Oseni

"Thank you Ms Oseni for teaching me. Even though you push us a lot, you are very kind and helpful!" –

Ronnie Curtis (7E)

"Lola is a great, collaborative colleague" who is always willing to help and share ideas during our lesson planning" M. Jimenez





CHABOP

Emile Klassen



The school's rewards and sanctions system is integral in being able to facilitate a positive learning and teaching environment.

The acronym stands for: Classwork Homework, Attendance, Behaviour, Organisation and Punctuality.

It governs how effectively our students are able to learn and how effectively teachers are able to teach. Teachers are able to create or establish the appropriate learning atmosphere through effective praise, rewards and sanctions, which in turn drives student potential and progress.

The learning opportunities in the classroom will be improved with good behaviour for learning (BfL). Highly motivated students who are valued and

Konstantinos Pirios 9C

'CHABOP is good and effective when teachers use it properly.'

Dennis Lopez Garcia 7A

"The CHABOP system disciplines the children."

Michael Osemene 9H

"I think CHABOP is effective as it encourages students to get more merits."

appropriately rewarded for quality work produced will continue to make positive strides.

The CHABOP policy and system provides clear guidance and alleviates any potential disparity between teacher and student.

In the Physical Education department we try our utmost to provide a brief explanation and justification to students as to why the reward or sanction has been issued. If the aim is to alter the behaviour or evoke a positive attitude and approach to learning then the student knowing is fundamental.



CHABOP

Emile Klassen

Opportunity to challenge and validate

Our department focus this year has been to affirm our students publicly (in front of their peers). This has had a positive effect on students' self-esteem as a few of the students are uncomfortable with receiving and accepting praise.

A culture of being gracious in victory and defeat as well as acknowledging others before self has proven to be extremely beneficial and positive.

The teacher and/or the class or groups/teams within that particular lesson will nominate a student of the week (which is screened by the teacher). This nomination has to be substantiated with examples from the lesson.

Students have the opportunity most often midway through (i.e. middle of a double lesson) as well as at the end of the lesson (during or after the plenary) to enquire by the teacher as to whether merits have been earned.

The student will need to justify through the use of examples from the lesson. These can range from identifying good skill execution, displaying a positive attitude and appreciation of learning, leadership, sportsmanship and perseverance etc. Students have readily taken the opportunity to speak positively about themselves which is a life-skill in itself; this will bode them well in years to come. If the teacher deems it to be warranted then it is rewarded accordingly. Peers often support one another and as a result a genuine selflessness and kindness is shown to one another.

Our findings have shown that this has resulted in a more positive rapport being fostered between student and teacher, which is one of the essential aspects in leading to good behaviour for learning (BfL).

Dennis Lopez Garcia 7A

"The CHABOP system promotes good discipline with children."

Michael Osemene 9H

"I think CHABOP is effective as it encourages students to get more merits."



CHABOP

Emile Klassen



Generally the issuing of merits and de-merits needs to be incremental for long lasting effect as opposed to an instant escalation (from warning to de-merit to LSU within 5 minutes) - misdemeanour dependent of course.

Consistent implementation is required but along with this is the need for the appropriate standard or quality agreed upon in respective departments and school for issuing.

A clearly established benchmark is imperative for students to be 'reward seekers'; this in-turn improves the attitude and motivation of others.

The top, middle & bottom approach:

This systematic approach encourages one to 'always' consider and review all students in the class. I review all the classes taught by the end of the day and issue merits and de-merits accordingly; this aids in me being able to review their performance within the lesson more intricately too. The likelihood for students not to be tracked and monitored is minimised.

"Discipline is the bridge between goals and accomplishment." – Jim Rohn (American entrepreneur).

We are unequivocally encouraged to instil discipline for all the students we teach; as a society we are governed by rules and it should be a prerequisite for our students to respect and adhere to the rules established by the Platanos Trust.





Data Reflection

Monica Yin



***Aaliyah:** 'By knowing my grade or my achievement, it shows me how I can improve and where I need to build up my education.'*

***Shakan:** 'Data and assessments have helped me because I know what stage I'm at and how I can improve and what I need to revise on. I also use my data to see my progress.'*

From information to impact, assessment data can be used to bring about change. When educators are provided with the right information to make decisions, pupils excel. Data is much more about assessment grades; it provides pupils' unique background, strengths and can even provide information about pupils' potential future pathways and career choices.

Data plays an integral part to any educational system, and regardless of the types of data analysis, the main purpose is to improve pupils' overall achievement. Findings from various data analyses can help learning and teaching at the classroom level, as well as the whole school level by prioritising resources, improve accurate decision making and implementing whole school interventions.

***Valeri:** 'Data has helped with my grade in Maths, not just in Science. The assessments have helped me with my test, for example, knowing how to grade a piece of work and how to improve from it.'*





Data Reflection

Monica Yin

This year Platanos College has continued to use data at the core of learning and teaching.

As most GCSEs have now been reformed and departments' advances in the competencies of standardising grade boundaries at all levels, pupils from different year groups benefit from a smoother transition between key stages with staff teaching an increasing seamless curriculum.

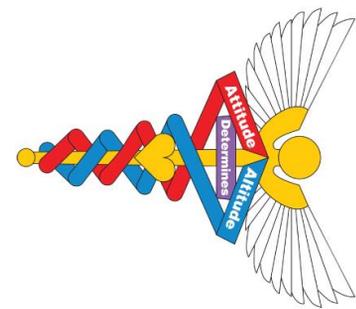
Assessment data is therefore linear and grades are becoming more transferrable between year groups.

Sabarin: 'Data has helped me in my subjects. It helped me understand what I have done wrong and how I can do better in my test next time.'

'A learning-focused education system must capture accurate, timely, and comparable data that link inputs (e.g. school resources and financing) to outputs (e.g. school enrolment and attendance) and outcomes (e.g. performance assessments and other quality indicators).' Samantha, S .2018. 'Toward Data-Driven Education Systems'

One of the major developments at Platanos College this academic year is the use of assessment data and the findings used in increasingly different ways. As classroom teachers, staff continue to use both formal assessment and internal tracking data to provide customised teaching and targeted learning.

At the whole school level, assessment data has been used to inform decision making and performance evaluation, including year groups ranking, band/class changes, targeted intervention lists, option choices, parents' evening's invitations and selection for alternative provision. Furthermore, year group data analysis allow staff to have a better understanding about the overall achievement of each year group, and they also provide SLT information to aid school improvement planning and target setting for both pupils and staff.



Platanos College believes all pupils should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. In doing so, the school has a rigorous safeguarding system in place to protect the welfare of its pupils.

Our policy and safeguarding practices ensure that adults, who work in the school, including volunteers, do not pose a risk to children. It ensures staff are fully trained, know how to respond to concerns and keep up-to-date with policy and practice. Moreover, it teaches our pupils about safeguarding and maintains and promotes an environment where children and young people feel confident to approach any member of staff if they have a worry or problem.

It is widely accepted that, because those who work in education have daily contact with children and young people, they are well-placed to identify and recognise when there are potential issues or changes in children's behaviour and the possible outward signs of abuse.

Similarly, children may also turn to a trusted adult in school when they are in distress or at risk. A key part of my role as a Pastoral Manager and as a safeguarding deputy is to understand the responsibilities and the role I play in safeguarding, and equally be vigilant to the signs of abuse, both inside and outside the school and understand the procedures and legal protocols for reporting these concerns.

Designated Safeguarding Lead Level 3 training

As one of the designated safeguarding deputies, reporting to the Senior Designated Safeguarding Lead (Ms Williams), I had to be fully trained for the demands of this role to ensure that I remained conversant with best practice and that our policies and procedures are current and follow best practice.

Safeguarding

Roger Edwards

What I learnt/gained from my DSL Training?

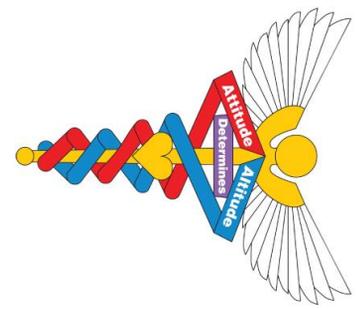
- An enhanced knowledge of statutory laws that governs safeguarding.
 - A deeper understanding of the school policies and systems which support safeguarding, such as:
 - The school's safeguarding and child protection policy, staff code of conduct policy / interaction with pupils, pupils and confidentiality issues
 - The responsibilities and role of the Designated Safeguarding Lead.
 - Procedures for when a member of staff faces allegations of abuse (part of the school's Safeguarding Policy).
 - Whistle-blowing (which is part of our Employees' Handbook).
- Working knowledge of 'Keeping children safe in education'.

- I have also acquired a deeper understanding of my role as a Pastoral Manager and my responsibilities in regards to keeping children safe, promoting the welfare of pupils, promoting equal opportunities and inclusion and preventing bullying.

- Identifying the different types of abuse and neglect (Physical, Emotional, Sexual and Neglect)

- Identifying emerging problems for early intervention and a greater understanding of the many safeguarding issues of concern affecting children and young people today

- The process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.



Safeguarding

Roger Edwards

Prevent Workshop Pupil Voice

It has helped me to understand the school community because now I am able to understand people's intentions before they do anything directly by their remarks and actions

Suweyda Ahmed, Year 9

Impact/Outcome of Training

A willingness to work collaboratively with parents and carers in order to improve the emotional and physical wellbeing of their children. As a result, more supportive letters and Common Assessment Frameworks (CAFs) were completed to assist families with complex socioeconomic issues.

A child-centred and coordinated approach to safeguarding

A need to be more open and approachable to our pupils in our role as Pastoral Manager.

Early internal and external intervention and referrals to address issues of concern.

Improved ability to communicate with teachers in a manner that does not compromise confidentiality.

More safeguarding themed assemblies (e-safety, stranger danger etc.)

Closer liaison and collaborative work with our Safer Schools Officer.

Pupils have disclosed that they feel safe in our school.

A greater sense of community cohesion within the wider school setting and year group.

Pupils are aware of the school's safeguarding procedures.

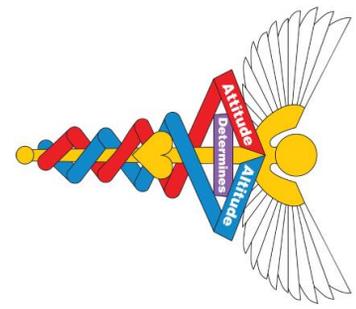
Pupils are very supportive of each other and are willing to report any safeguarding concerns they may have about their peers.

An extensive pupil voice/leadership programme for key stage 3 and 4.

Closer home-school partnership/collaboration.

Close collaboration and involvement with internal and external stakeholders to promote the health and wellbeing agenda and to enable the best outcomes.

An ongoing commitment to represent the academy at PEPs, CP/CIN Conference/Reviews Core and Family Support Meetings.



Safeguarding

Roger Edwards



Extra Curricular Enrichment

Samantha Thompson

During the course of this academic year, a group of Year 7 and 8 pupils have worked extremely hard every Thursday after school to develop their creative writing skills. These pupils have worked alongside Mrs Thompson and Mr Tannam and with Platanos College's Writer in Residence Lewis Buxton, on a variety of creative writing tasks.

The sessions have been fun, engaging and the pupils have immersed themselves in the art of writing with immense enthusiasm and dedication.

The sheer hard work of the pupils has been turned into an Anthology of works entitled 'A Cacophony of Colours', reflecting the array of experiences, relationships and life stories that they have written about.



In addition to being an inspiration to the pupils themselves, Lewis also delivered a professional development session for English teachers, suggesting new and exciting ways to bring creative writing to life within the classroom.

One member of the English department stated, **"I thoroughly enjoyed Lewis' session yesterday. I found it engaging and I enjoyed being able to participate. This will be beneficial when I implement the skills/ideas into my lessons due to first-hand experience and through the examples given in the session."**

Another colleague reflected that the workshop was **"An inspiring session which offers practical approaches/strategies to teach pupils how to enjoy writing creatively."**





Extra Curricular Enrichment

Samantha Thompson

At the end of the academic year, Writing Academy pupils had the opportunity to showcase their achievements in a presentation to parents, siblings and visitors. Audience members thoroughly enjoyed partaking in activities, including 'Word tennis' and 'My name is...' They were also very impressed with the pupils' readings from the anthology.

The feedback from the event was overwhelmingly positive, with one parent commenting, **"This is the best Launch Event EVER. Thank you so much,"** whilst another simply wrote **"just perfect."**

The positive impact of this year's Writing Academy has been evident; not only have teachers reflected upon and been inspired to develop creative writing ideas within the classroom, but parents have commented on the improved confidence and skills of their children.

Most importantly, pupils have been able to develop the skills to truly express ideas about what is important to them – their journeys, families, struggles and joys.





Preparing for the new year

Satveer Bahia

In 2017-2018 the Maths department was involved in two projects led by the local **Maths Hub** through **the National Centre for Excellence in Teaching Mathematics**.

The focus of the projects were to:
Maximise the impact of CPD in the department.

This involved introducing big concepts and reasoning strategies and evaluating the impact of the CPDs run in the department.

Mathematical Reasoning and the new GCSE. This was about focusing specifically on the reasoning and problem-solving challenges of the mathematics curriculum and its assessment in the GCSE.

At the end of the sessions, time was given to implement the strategies shared in the research shown and the impact was evaluated.

Teachers were asked about the impact on their practice and the learning of the pupils.

EA – Non specialist maths teacher:
“Actually the timing of misconceptions session was perfect as a few days later I was due to start the Fractions unit with the year 8 class that I taught”

During the initial lesson of the unit, I checked the prior knowledge of the students to see what misconceptions the students may have had. I found that quite a few students had the misconceptions that were discussed in the session. From that, I realised that I had to change the way that I had originally planned to teach the topic. From the session I gathered that in order to challenge those misconceptions, I needed to utilise more concrete examples.

In addition, I was also reminded not to make assumptions about what the students already knew, but to allow opportunities for students to challenge the misconceptions that they already held, building onto their knowledge and having a better understanding of these concepts. Looking at the research in place and identifying what was most beneficial informed my planning and as a result, the students were able to understand the concepts with more clarity and allowed them to visualise the topic.



Preparing for the new year

Satveer Bahia

Pupils were also asked about the impact on lesson studies on their learning.

AW – Year 7 KS3 score 101 (expected progress by the end of KS2)

What did you enjoy most about the lesson?

“At first, found it hard, then found the lesson easy”.

What did you learn?

“Using diagrams to answer percentage questions”.

What aspect of the teaching working best for you?

“Explanations helped with how to present it and explain it”.

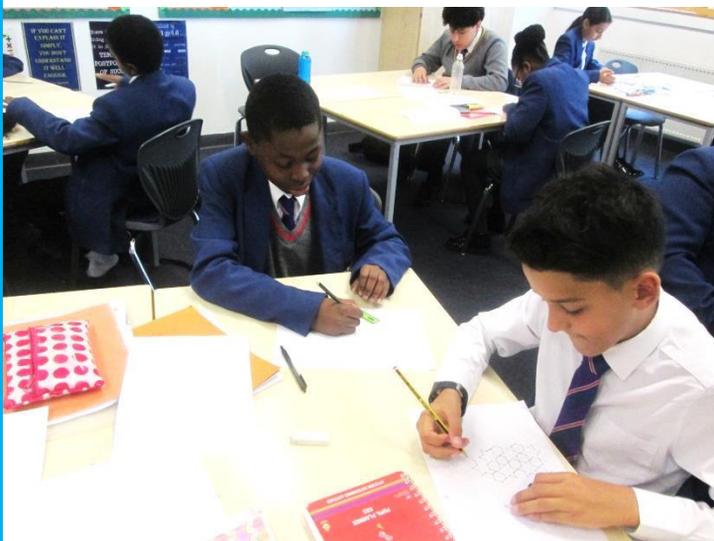
If the same lesson was being taught to another group, what would you change?

“Nothing, explanation was perfect to help my understanding, diagrams really clearly showed how to find missing pieces of information”.



Preparing for the next academic year involves:

- The continuation of the application of shared reasoning strategies.
- Feedback to the maths department on the findings from the lesson studies.
- Introduce new ideas trialled after the series of reasoning CPDs ended.
- Consider how to support and stretch teachers who already regularly apply reasoning strategies in their classrooms.





Preparing for the world of work

Mr Bell

There is no longer one route into further and higher education, or into your chosen career. Even more so, the thought of a 'job for life' has become a thing of the past. Therefore, it has been imperative, in regards to preparing pupils for further education, that I continue my professional development. I must be up to date with new government education initiatives, further and higher education entry requirements and vocational pathways.

I have been fortunate enough to work with KS4 pupils, over the past seven years at Platanos College. During that time there have been many changes to further education. This has meant I have lead assemblies on: compulsory education, training or employment up to the age of 18, an introduction to apprenticeships and the more recent changes to apprenticeships (1st April 2018).

In order to confidently guide and answer pupil and parent questions about what happens after GCSEs, I have had to attend many CPD workshops.

I am fortunate enough to have the time to have informal 1:1 and group discussions during the Year 11 lunch club I facilitate daily, as well as after school.

I use range of methods and materials to impart my knowledge. For example, posters, PowerPoint

presentations, videos, scaffolded writing frames and many conversations with pupils and their parents.

Pupils have stated that they have learnt more by attending the labour market/work related trips out. This is due to the hands on experience, and the opportunity for our pupils to talk to colleges, universities and professionals within industries they have an interest in.

"Many young people will work in industries that do not yet exist and will change jobs multiple times. The question is how best to prepare them for this changing world of work."
Claudia Harris – The Telegraph



Preparing for the world of work

Mr Bell

The CPD I have attended has greatly impacted my performance and the College. I have had a lot of positive feedback from external education professionals, parents and most of all our pupils. The training I have attended has allowed me to network with education professionals, which in turn has given the school and our pupils new opportunities to learn more about further education and employment.

Moreover, the networking I have done has proven successful, as each year we are able to invite new external organisations to our Year 11 Careers Fair. This greatly benefited our pupils' further education and employment knowledge. As a result, Platanos College has been

able to meet the 9 Gatsby Benchmarks and we are now in the last stage of attaining our Investors in Careers accreditation. This is a licensed awarding body for the Quality in Careers Standard Award, which showcases and supports the management of careers education, information, advice and guidance (CEIAG).

