

Stage One Verification Criteria and Feedback (new framework)

School Name: Bacup & Rawtenstall Grammar School	<p>Write a summary report identifying the teacher's particular strengths and areas for development. In the case of a "not yet recognised" judgement, please clearly identify and reference the evidence of core dimensions not met.</p> <p>A learning journey where an experienced HOY has taken the opportunity to develop their own skills and knowledge in relation to students need to gain increased benefit from work experience in the context of business and enterprise curricula developments. The specific focus was to add new dimensions, team skills and maximizing existing programme through and Enterprise Challenge Day. Participation in the event clearly gave students and the school new opportunities for success with real-time quality enterprise programme and recognition locally and regionally.</p> <p>More detail of resources/work with students, outcomes, evaluation and nature of the Enterprise Challenge would have been informative. The presentation could have benefited from detail of how the HOY's own learning was impacted by the learning journey. For the future, engagement with knowledge base beyond school may support further development.</p> <p>Note: Download presentation form need to ensure that the Title matches the submission. Recommendation that the form is re-submitted with the corrected Title</p>
Teacher Name: Jane Young	
School Representative: Ms G Spokes AHT	
Verifier Name: Marilyn Panayi	
Recommendation: Stage One	
Recognised: Yes	
Verifier Signature: Marilyn Panayi Date: 10th April 2008	

The verifier will look for evidence for each of these criteria. Core dimensions are present throughout the learning journey and are indicated in **bold** type. These are:

- **Engaging with the knowledge base**
- **Coaching and mentoring**
- **Planning your learning**
- **Carrying out your plan**
- **Sharing your learning and influencing practice**
- **Evaluating your learning and its impact.**

Preparing for the learning journey At stage 1 evidence of the following is presented in the learning journal ...	Yes/no	Comments
A clear learning and change focus, identified and refined in dialogue with coach or mentor , with consideration given to: <ul style="list-style-type: none"> - the context of the teacher's role, institution and career - the influence of relevant practice and knowledge - the relevance of the focus, directly or indirectly, to pupils' learning 	Yes	<ul style="list-style-type: none"> - Developing HOY role, Head of Yr. 10 focus on Yr. 10 work experience programme at the school, in the context of T&L particularly at KS4 and school's training status - Informed by Ofsted recommendations - Additional information with regard to the focus on the national competition would have been informative
Ethical considerations and diversity/equality of opportunity issues have been identified	Yes	<ul style="list-style-type: none"> - Inclusive opportunities to participate - Parental permission and curriculum content - H& S at work may need to made explicit
Planning the learning journey At stage 1 evidence of the following is presented in a plan ...		
The plan includes: <ul style="list-style-type: none"> - appropriate, specific and feasible outcomes and success criteria - actions intended to achieve these - resources required to achieve these including time, support and intellectual resources - timescales and key dates - sources of support and challenge - progress review - when and how to share learning and progress with others - evaluation timings and actions. 	Yes	<ul style="list-style-type: none"> - Clear stages indicated , it would have been useful to list the observed outcomes and success criteria after the implementation of the Enterprise Challenge day. Particularly considering scale of the programme, which additionally included involvement of HOY 9, sharing with staff from with local neighboring schools - Support of AHT, DH and school governor is listed

On the learning journey At stage 1 evidence of the following is presented in the learning journal ...	Yes/No	Comments
There has been engagement with a relevant source of knowledge and practice during the change activity. The influence of this is identified.	yes	<ul style="list-style-type: none"> - Teacher expertise and knowledge extend by involvement with outside agencies Lion Heart Challenge Tem, ECG (Development Director) - Clarification of role and involvement of mentor/coach is needed
There has been professional dialogue with coach or mentor/s during the change activity. The influence of this is identified	yes	<ul style="list-style-type: none"> - Well structure and realistic plan to deliver a change activity - Role and contribution of coach/mentor needs clarification, although post project meeting is referred to
The plan and progress have been reviewed and monitored at key points, with amendments to the plan as needed.	yes	<ul style="list-style-type: none"> - Monitoring has been implied through joint planning, review has only been mentioned at the end of the plan, no amendments were mentioned during the plan
Outcomes are evaluated and specific changes to practice are identified. The evaluation includes an element of pupil or colleague feedback.	yes	<ul style="list-style-type: none"> - Outcomes in terms of pupil achievement, participation and pupil/ colleagues/parents feedback good selection of pupil samples are given. - Link to main work experience and post experience reflection - Potential impact beyond the school and joint activities
Ethical issues have been considered and addressed where necessary	yes	<ul style="list-style-type: none"> - Inclusive focus for all Year 10's, ethical consideration with respect to curriculum focus e.g. fair trade, ecologically sensitive enterprise
Diversity/equality of opportunity issues within the learning and change focus have been considered and efforts to secure best possible outcomes are described.	yes	<ul style="list-style-type: none"> - Inclusive focus for all Year 10's specific detail would have useful
The learning has been shared with the intention of influencing the practice of others.	yes	<ul style="list-style-type: none"> - Learning shared with year team and SMT, future school wide learning planned - Pupil learning documented including raising profile of school locally