

Title: Now, Next and Beyond - Reflections on leadership pre and post lockdown - Mr Will Overill, Assistant Head and SENDCO.

How we can use the experiences of the Covid lockdown to improve the future of learning?

Now...Assess/Plan/Do

At the forefront of innovation, practitioners speculate on the intended trajectory for any new initiative. Where will a new idea take us? How far will it travel?

During lockdown, staff at Wapping High have recognised the opportunities to become more reflective, as we strive for continuous improvement. My ambitions for lockdown learning have been influenced by Kotter's Change Model, so that the teams I lead can benefit from the cyclical learning of Assess, Plan, Do and Review (Code of Practice 2015) during this time period.

Lockdown has precipitated sudden and peculiar change management scenarios.

It is worth revisiting the 8 step change model of Kotter's, with the conditions for the first two steps at least, having been intensified by lockdown.

Kotter's 8-Step Change Model

- Step One: Create Urgency.
- Step Two: Form a Powerful Coalition.
- Step Three: Create a Vision for Change.
- Step Four: Communicate the Vision.
- Step Five: Remove Obstacles.
- Step Six: Create Short-Term Wins.
- Step Seven: Build on the Change.
- Step Eight: Anchor the Changes in Corporate Culture.

(Kotter, 1996)

Operating under the new normal, I have worked with our Heads of House to innovate much talked about changes to our recording and distribution of safeguarding, anticipating the new Ofsted framework and seeking to open up practice for anonymous audits at any time, from school leaders and governors. Introducing CPOMS has been a step change, in that lockdown has removed obstacles (step five) such as time and in implementing the programme to a small audience we have created short term wins (step six). Heads of House are enthused about the connectivity and functionality of CPOMS and I am thankful for the opportunity to use this lockdown learning to make this institutional change smoothly, where we can grow our practice exponentially ahead of a whole school launch, at the start of the new academic year. It has been a strategic gain to develop more systematic recording of safeguarding, anticipating that we will record serious and critical incidents, telephone logs and other significant student documents, plans and support in a more centralised place.

CPOMS will support the work of pastoral care (including medical), mentoring and SEND alongside our safeguarding practice.

In a similar fashion, I have worked with the SEND team to drive consistency in practice. I have got to know newer team members and shared my vision for how we become more critical and cyclical in reviewing our support for students. We have focused on case studies, telephone logs and beginning online groups for intervention in: literacy, numeracy, phonics, social skills and EAL support. Working out of school has given staff a sharper focus on these essentials, inspiring a new collegiality and sense of team in our approach to determining successful student outcomes.

Next...Review

As a Pastoral team comprising Designated Safeguarding Leads, Attendance and Welfare, Mentoring and medical support we must consolidate our new gains ahead of a September restart. Lockdown time has given us a fantastic breather from operational concerns generated at school and this has inspired colleagues to embrace new practice. I look forward to the team sharing this practice with staff, articulating where the change will benefit best practice as we aim for outstanding pastoral care in student outcomes. Through innovation, the team has also considered existing systems and reviewed their effectiveness; everyone has welcomed this period of utilising reflection for the purposes of action research.

Likewise, In SEND we have begun to reflect on new practice in a shared audit document so that colleagues can utilise Google connectivity to read each other's reflections and through shared folders, become familiar with each other's approach and recording of progress in case studies, communication with home for EHC students and vulnerable SEND students; sharing best practice in enhancing our working methodology. I am using this opportunity through lockdown to observe colleagues delivering their interventions and this will inform CPD in our carousel of enhancing our delivery of intervention.

Beyond... The cycle of Assess/Plan/Do/Review begins again!

Pastoral

- The Pastoral leaders will ensure that this efficiency in recording actions related to safeguarding is expanded to include the uploading of all critical incidents and relevant support documents.
- The chronology around a student is built automatically through CPOMS and trends are much easier to spot than they would using current systems which will in turn make our interventions more strategic, supported by the emotional intelligence of the team in their operational knowledge of students.
- Multi-agency termly reviews of student vulnerability, progress and subsequent referrals in house and to external partners, will utilise the connectivity of pastoral actions including those recorded in CPOMS.

- CPOMS will benefit the administrative team in the efficient secure sharing of student files of school admissions and leavers, their safeguarding information and the diairising of reviews and case conferences in a timely manner.

SEND

- The SEND team have begun to use our audit of lockdown practice, to be more instructive about what works with learners, sharing insights with teachers to take these insights back into the classroom in September for new and existing staff members to increase student agency in learning.
- LSAs will also make the provision of support even more fand nuanced, informed by insights that remote learning has given over student vulnerability.
- In my view the team appreciate themselves as reflective practitioners and can assess their own stance in creating short term targets in IEPs for example and in the longer term, understand their contribution more astutley in creating and supporting future outcomes from Annual Reviews.
- LSAs also have the opportunity to support teachers in using shared language for learning intentions so that there is a pedagogical rhythm across the subjects.
- The SEND team have access to each others reflections as shared google docs to read best practice, so that each term we will review our practice in this way, with reference to our development plan and student outcomes.

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