

**Part B**  
SPP role-specific  
training:

**Peer Reviewer**



# Materials you will need for Part B Peer Reviewer training

The following materials are available online in the [members area of the SPP website](#).

- [GROW model example questions](#)
- [Evidence scenarios](#)
- [FORBES article - How To Use Radical Candor To Drive Great Results](#)

Password = Collaborate2023

# Aim of the session

## Part B Peer Reviewer training

1. To prepare well for the review and use the framework
2. To gather good evidence
3. To provide and receive great feedback
4. To support the Improvement Champions and the workshop



**THEORY OF CHANGE - CAPABILITY, CULTURE AND PRACTICE**



**PARTNERSHIP**

Capability and capacity in leadership of collaborative school improvement

Culture of shared responsibility

Open and transparent systems and processes



**LEADERSHIP**

Increased confidence in leadership of collaborative school improvement

Strengthened lateral trust within and between leadership teams

Peer review, follow-up support and bespoke intervention fully embedded in school improvement cycles



**TEACHERS**

Greater ownership of and engagement with strategies for improvement and changes in practice

Improved lateral trust within key stage 2 teams

Key stage 2 teachers aware of the improvement priority and their responsibility for changing practice



**PUPILS**

Improved attainment at key stage 2 and school specific outcomes



**PRE-REVIEW MEETING**

**GETTING READY FOR THE REVIEW**

Host school identifies potential area(s) of focus for review based on self-evaluation, prompts in the SPP framework, and evidence-based research. School information relating to the theme is sent to the lead reviewer/review team in advance of the pre-review meeting.

*Writing. Data and feedback from staff demonstrates that pupils perform better in both reading and maths.*

The pre-review meeting between the host HT and lead reviewer (and others) refines and sharpens the enquiry focus for the review.

*To what extent are writing composition strategies taught, modelled and supported? To what extent do pupils develop transcription and sentence composition skills through extensive practice?*

Sources of potential evidence for the review and an outline for the day of the review are agreed.

*Pupil interviews, discussion with staff including the new lead for literacy, review of planning, book scrutiny and visits to literacy lessons.*

Lead reviewer briefs members of the review team. Host HT briefs all staff on the focus and programme for the review day.

Outputs that feed into ongoing partnership activity



**REVIEW MEETING**

**CONDUCTING THE REVIEW AND GIVING FEEDBACK**

The review team introduce themselves to the staff and confirm the plans for the day. They collect a range and depth of evidence and take notes.

*Review of writing examples from all year groups, pupil focus groups, reviewing planning for writing, discussion with teacher focus group, visits to lessons where writing is the focus. Discussion with literacy leader.*

The review team pull together the headlines from the evidence gathered, including areas to share and celebrate and those for further development. They provide verbal feedback for the host school, including the improvement champions (ICs) who will facilitate the improvement workshop. A broad outline for the workshop is agreed, including where evidence-informed research can be used, and the aspects of practice to be further explored and developed.

*How can we ensure consistency for high expectations for writing throughout the school? How can we ensure that meaningful opportunities for writing in project work are exploited and planned for? How can we ensure we are using a consistent approach to assessment of writing? Evidence source - EEF Literacy guidance for KS1 and KS2.*

Outputs that feed into ongoing partnership activity



**IMPROVEMENT WORKSHOP**

**FOLLOWING UP THE REVIEW - TAKING ACTION**

ICs facilitate the improvement workshop, to deeply explore the issues the school faces, and where possible, draws from evidence-based research/practice and identifies potential solutions.

*Having engaged with and explored the elements of the KS1 and KS2 EEF literacy guidance, staff work in groups to consider the underlying issues and inconsistencies across the themes. Potential solutions are explored and agreed.*

Agreed actions for the host school are summarised at the end of the workshop.

*School to devise a portfolio of moderated writing supported by experienced colleagues. KS leaders to work with their teams to review the opportunities to link teaching of extended writing into current project work plans.*

Opportunities for further school-to-school support, CPD, JPD or networking with others in the partnership are identified.

*Experienced literacy leader to work with the newly appointed leader. Literacy development group to work on resources for consistent assessment and moderation of writing.*

Lead reviewer checks in with school around 12 weeks after review.

Outputs that feed into ongoing partnership activity

**SCHOOLS PARTNERSHIP PROGRAMME**



**Follow up activity at school level**

The SLT embeds outcomes from the workshop into the school improvement plan and INSET plans. Change team and leadership identified to take forward the identified solutions and strategies. Specific support and training required to make changes are identified and where possible sourced from the partnership.

**Follow up activity at partnership level**

Colleagues from the host school are supported by colleagues across the partnership with appropriate expertise. Staff from the host school observe and discuss related practice in literacy and teaching of writing in other settings across the partnership. Common issues and themes inform partnership based INSET. Partnership leaders commission specific training and support where there is limited capability and capacity within the partnership.

**The learning from individual peer reviews, follow-up workshops and actions contributes to the continuous development of a sustainable, self-improving and school-led partnership. In order to maximise impact, the partnership should meet regularly to reflect on:**

**Our commitment to each others improvement**  
Are we all investing wholeheartedly and consistently in the process?

- Are we sticking to our plans and getting things done?
- Are we feeding back, reflecting on, and taking action, across our partnership?
- Is our practice in line with our expectations?

**Our commitment to changing beliefs and behaviours**  
Are we thinking and behaving differently about how we work together as a partnership?

- Are we identifying, developing and using talent and capacity across our partnership?
- Are we more confident in holding each other to account for actions?
- Are we being totally honest and open?

**Our commitment to developing ways of partnership working**  
Are we embracing and developing peer review informed processes into our wider school improvement practices?

- Are we leading back and reflecting on the effectiveness and impact of peer review processes?
- Are we developing evidence-based, innovative ways to engage leaders and teachers in collaborative improvement practice?
- Are we sticking to our protocols or 'WOLU'?

**Our commitment to pupils**  
Are we focussing on the things that will make the biggest difference to pupils?

- Are we developing shared priorities, targeting areas where we can collectively make the greatest difference for pupils?
- Do we know our own and each others data well so we can spot trends and address risk swiftly?
- Are teachers solving pedagogical problems together, focussed on identified areas of need and using evidence informed approaches?

**SPP is refined and contextualised by the partnership for the next phase of reviews**

# Pre-review meeting

## The purpose

### To agree...

- and sharpen the focus or foci of the review and enquiry question(s)
- the range and depth of evidence to be gathered
- the design of the review day and implications for the host school
- roles and responsibilities
- protocols

# Preparing for the pre-review meeting

Consider...

## **Essential:**

- Contextual information sent beforehand
- Probing conversations to sharpen and agree the focus
- Host school has communicated with all staff and has consulted the senior team
- Host school using the SPP framework as part of self-review to secure agreement on focus
- As a minimum, headteacher and lead reviewer present

## **Optional:**

- Partnership agrees common set of data to be shared
- Walk around the school beforehand if new to the context
- Other leaders from host school present

# Pre-review meeting



## The GROW model

A coaching model developed in the late 1980s.

Supports the identification of clear, achievable **GOALS**.

Explores the **REALITY** of the issues, challenges and gap between the current situation and the goals.

Considers **OPTIONS** for moving forward (also often considers obstacles to be overcome)

Ensures commitment to actions as the **WILL**

# Activity 1:

## GROW Questions

**Activity: Padlet – Coaching Questions – Peer Reviewers**

Discuss in breakout groups

- Which of these questions do you think are particularly helpful or powerful?
- Are there any that you wouldn't use?
- Can you add to this list?

Resource used in this activity: **[GROW model example questions](#)**



# Activity 2:

## The fish-bowl activity

An opportunity to 'drop into' a pre-review meeting.

As a participant observer consider...

- Were any questions particularly helpful?
- What helped the interaction?
- Did anything get in the way?
- Where does does the dialogue deepen?

# Activity 3:

## Practicing the pre-review meeting

Working in pairs

In your pairs:

- Using the SPP Framework as a stimulus, have a go at the pre-review meeting conversation.
- Each person should have a go at being the host headteacher & lead reviewer.

Feedback on:

- How do we get the most out of the pre-review meeting?
- What do we need to pay attention to?
- How might the pre-review meeting work virtually?

# Review plan template

(available online)

Review date:		Review team:			Improvement Champions:		
	Our Impact		Looking Forward		Looking Inward		Looking Outward
Theme Dimension	What are the specific enquiry questions?				What are the likely sources of evidence?		

# Evidence collection: SPP is an evidence-based model

So...

- Are we looking for evidence in the right places?
- Does this activity in the review really help us to gather evidence for this focus?
- Have we got a plan to gather both the range and depth of evidence we need in the time we have got?

# Evidence: Range vs depth?

- What would be the best evidence to seek to help us with this enquiry? How much will we need?
- If we have limited time, what evidence is the most important to secure?
- If we have limited time and number of people on the review team, have we maximised the use of the team to gather evidence?

# Activity 4:

## Review scenarios – what evidence would we seek?

### Activity: Padlet – Peer Review – Planning Evidence Collection

Working in breakout groups on the scenario you are given...

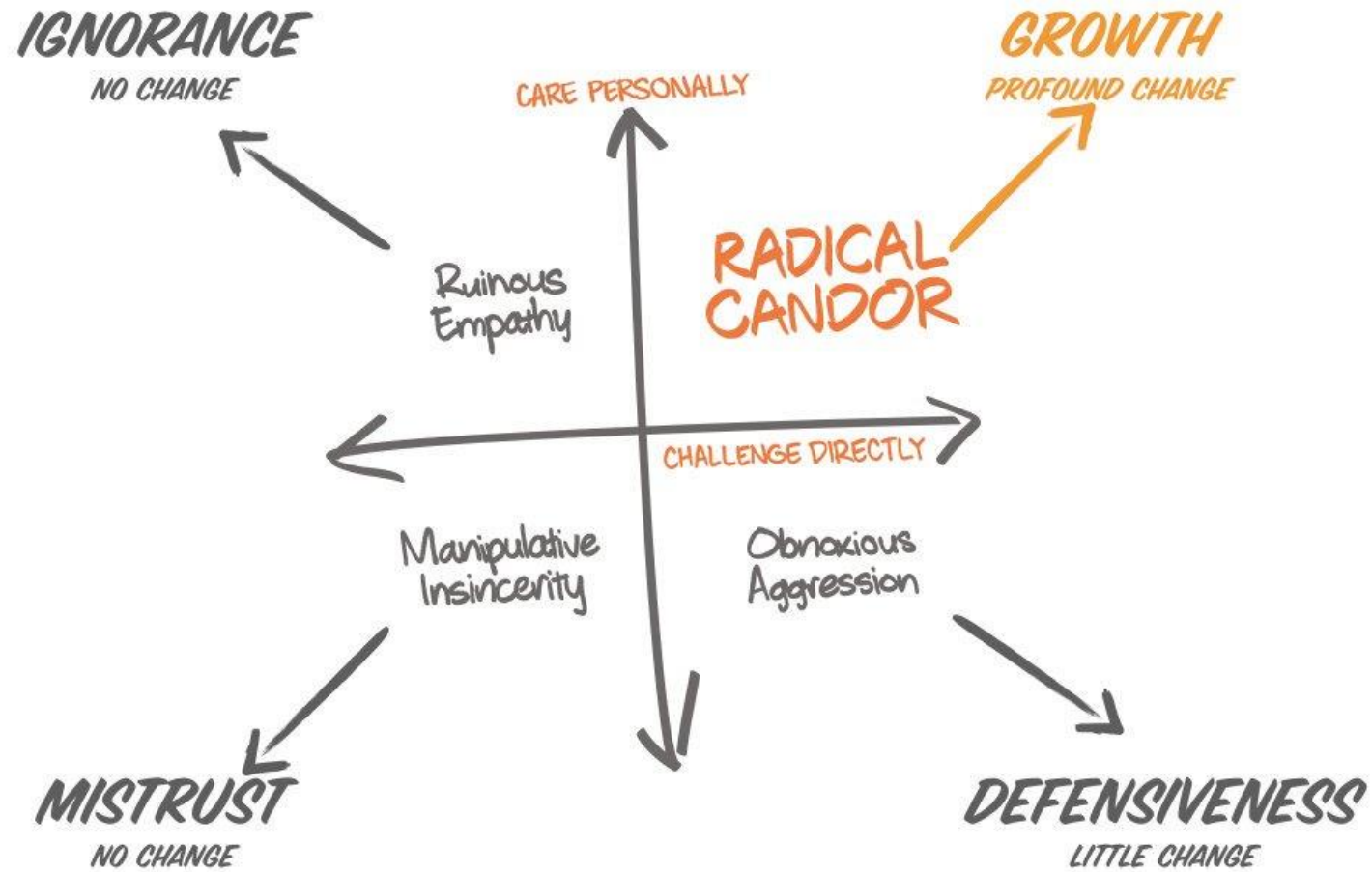
...identify:

- the range of evidence you will need to investigate the review focus
- the depth of evidence you will need to ensure that your review findings are secure and convincing

Resource used in this activity: **Evidence scenarios**



# Radical Candour – Kim Scott



# Activity 5:

## Giving and receiving effective feedback

Article: 'Radical Candor – an interview with Kim Scott'

### In groups of 4 to 6 people

Appoint a timekeeper.

Briefly re-familiarize yourself with the article.

**Then take it in turns to have one-minute, uninterrupted contribution on the following...**

- What struck you as important?
- Are there any pointers for feedback in the partnership?
- Any issues/questions this raises?

Resource used in this activity: **FORBES article -  
How to Use Radical Candor to Drive Great Results**

“To set up a healthy feedback system, you must remove the power dynamics from the equation – you must enable yourself to focus on the problem, not the person.

Candour isn't cruel. It doesn't destroy. On the contrary; any successful feedback is built on empathy, in the idea that we are all in this together, that we understand your pain because we have experienced it ourselves.”

**Pixar Braintrust – Ed Catmull**

# Giving and receiving effective feedback

## Top Tips

- Think about who will receive the feedback – often better to feedback to a team
- Feedback provided should be directly related to the evidence you have collected
- Using the structure of the ‘review findings’ template can be very helpful
- Use appropriate language, e.g., ‘teachers remarked that...’
- Remember this is a non-judgmental process – this should not be your opinion
- When receiving feedback, it's important to listen and clarify points with questions

# Review findings template

(available online)

Host school:		Review date:		Review team:		Improvement Champions:	
	Our Impact		Looking Forward		Looking Inward		Looking Outward
What were our specific enquiry questions?							
What evidence did we gather?							
What we found...							
What we celebrate and want to share...							
What we recommend for further development and a possible enquiry focus for the improvement workshop...							

# Peer Review – keeping the process on track

Templates in the [SPP handbook](#) and on the website to support the process:

- [Schedule for peer reviews](#) (the order of school reviews in the partnership and who is involved)
- [Review plan](#) (for each review)
- [Review findings](#) (for each review)
- [Summary of improvement workshops and agreed actions](#) (for the host school)
- [90-day check-in](#) (guidance on how to follow up on the review after 90 days)



# Improvement Champions: What do they do in practice?

A significant part of their role is to:

- Plan and facilitate the improvement workshop (in schools other than their own)
- Over time, bring in evidence-based research to inform the workshops and collaborative school improvement
- Help the partnership to identify priorities for improvement

# Improvement Champions:

## How does the IC role work best?

Feedback from SPP groups suggest it works best when the IC:

- Works in a pair with another IC
- Attends the feedback on the review day, ideally in person
- Has time to plan the workshop carefully and consider how evidence-based research could help
- Is able to stand back and be objective – the focus is to facilitate, not to have the answers

Useful resource: Appendix 3 of **SPP handbook**

# Improvement Champions: What is the improvement workshop for?

- To examine the findings from the review in more detail
- To explore the key messages and underlying issues, possibly from different perspectives
- To consider where the schools can build on existing strengths
- To generate potential options and solutions
- To provide the opportunity for the host school to commit to actions
- To help the school consider where it could benefit from support from across the partnership or beyond

# Improvement Champions: How does the improvement workshop work?

Post-peer review workshops usually take place within two weeks of the review and can work in a number of ways:

- A small workshop with the headteacher and involving a representative group of staff, aiming for a cross section of views, lasting 1 to 2 hours.
- A focused workshop with, for example, specific groups of staff (e.g. middle leaders or phase leaders).
- A workshop with the whole staff, often during a staff meeting session, lasting 90 minutes.

Decisions on what sort of workshop relate to the focus, issues raised and the size of school.

# So, what next?

1. Who is your partnership lead?
2. Who are the other schools in your partnership?
3. Who are the other Peer Reviewers/Improvement Champions in your partnership?
4. Is there a support network for you?
5. Will you get an opportunity to shadow someone else first?
6. Is the 'getting started' plan or 'cumulative survey' still relevant? If so, can you see it?
7. What partnership protocols might you need to know about?
8. Have you seen the review timetable for this year?
9. What are the arrangements for the 90 day check in?
10. Improvement Champions – could you have a go at drafting an outline workshop with some real issues?

And the SPP Team are here to help !

# Your feedback

Thank you for taking part in the training session

Please provide your feedback via the link below:

**[SPP Capacity and refresher training - Evaluation form \(alchemer.eu\)](https://alchemer.eu)**



Your feedback is important and valuable to us to improve our trainings and programme!

**Thank you!**



# » SCHOOLS PARTNERSHIP PROGRAMME

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