

Coleridge Primary Coaching Policy

“Coaching is unlocking a person’s potential to maximise their own performance. It is helping them learn rather than teaching them.”

Coaching Rationale

Coleridge Primary School uses Instructional coaching to support the development of teacher’s skills, to encourage teachers to lead their own Continuing Professional Development (CPD) and to build capacity within the school. The Coaching Team are responsible for the implementation of the coaching programme and supporting staff to develop their coaching skills. There is also responsibility to monitor impact and report this to the Headteacher and governors.

Coaching Structure

<u>Areas of Responsibility</u>	<u>Staff Member(s)</u>
Lead Coaches	Jess Shaw John Matterson Amy Warner
Monitoring the Impact	Ian Tankard
ECT Coach	Jess Shaw/Amy Warner
Capability Mentor	Ian Tankard

The relationship between coaches and coachees has to be strong in order to have purposeful dialogue about practice. As a result, the headteacher will not be involved in any of the coaching cycles. This will be strictly between the coach and coachee and the headteacher will only be involved in the process if a member of staff needs to be mentored due to capability issues. Jess Shaw, our Deputy Headteacher, will have access to all areas of Steplab and will record a small impact statement for each cycle for the headteacher and governors in SRGs. This will focus on the coaching developments and not the teachers improvements.

Instructional Coaching Definition

Instructional coaching involves an expert working with a teacher in regular one-to-one sessions to gradually improve both their performance and their students’ learning. The expert could be an external coach, a senior leader, or an experienced teacher – and the coachee might be a novice or a more well-practiced teacher. This type of coaching is ongoing and circular: the expert regularly observes the coachee teaching, gives them feedback on what and how to improve, and helps them purposefully practise until they achieve their goals.

The Purpose of Coaching

Teacher’s learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of children’s learning they can start to make adaptations to their practice which can lead to real differences in outcomes.

Coaching can provide a means by which these, and other key principles, can be achieved and teacher learning can be enhanced. At Coleridge, coaching is embedded in a systematic approach to CPD, capacity building in teaching and learning and school-wide succession planning. Coaching is a form of collaborative CPD and can be a strong dimension of teachers' professional learning in school. As such, it needs to be managed as part of a strategic approach to CPD.

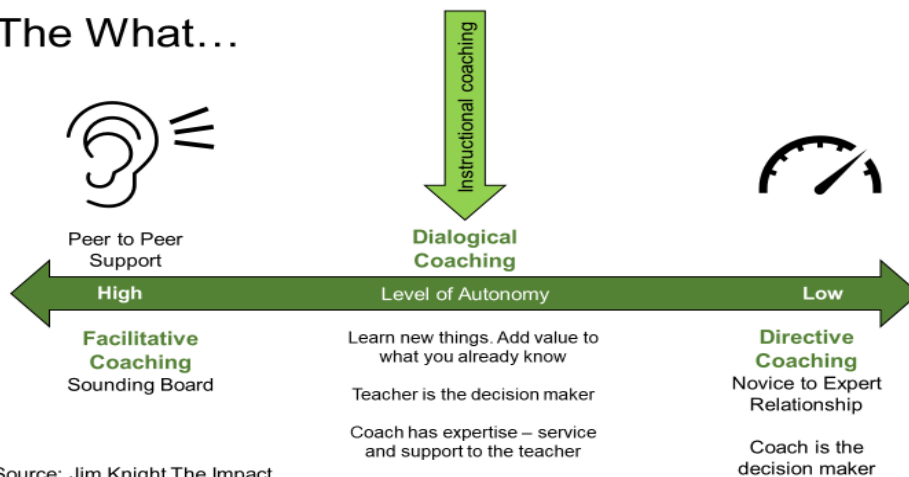
Coaching Partnerships and Coaching Cycles

Coaching is most productive when it is offered as a cycle rather than a one-off event. Participants find that repeat cycles can be used to identify areas for development and discussion. Most coaching cycles are focused around a specific event, often a specific lesson, although this event may be an alternative aspect of professional practice. This focuses on coaching for improving teaching and learning and emphasis is given to lessons as professional practice. Coaching time is given weekly, wherever possible, in the form of a focused 15-minute session. Early Careers Teachers (ECTs) join the coaching cycle in their third year of teaching. They are supported to develop their teaching and learning through a mentoring approach during their ECT years.

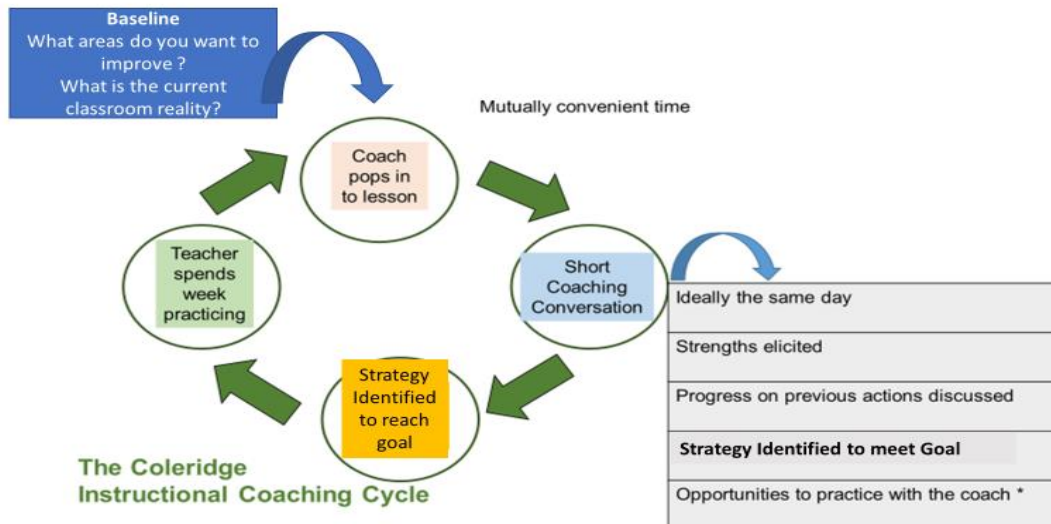
Coaching Cycle

Jim Knight discusses 3 styles of coaching, which are facilitative, dialogical and directive. At Coleridge, we really value autonomy and want practitioners to be able to take control of their CPD. Therefore, we are hoping to switch between either facilitative or dialogical coaching to ensure teachers add value to what they already know and engage in professional dialogue.

The What...



Source: Jim Knight The Impact Cycle (2018)



Instructional Coaching is one of the best known and widely used coaching models. It provides a simple yet powerful framework for navigating a route through a coaching session, as well as providing a means of finding your way when lost. The model will be supported alongside our teaching and learning rubric, which will help the coachee and coach identify a shared goal that can be practiced for a week with the coach and independently.

Monitoring and Impact

Each coaching session will be recorded on Steplab via the specific coaching proforma. The Coachee and Coach will both be able to contribute to this and it can also be shared with the coach. The impact of the coaching is shared with the staff member responsible for monitoring impact and reporting to Headteacher and governors at the end of every cycle in the form of a short impact statement shared.

Below is a diagram from Knight's impact model and shows how we will continue to monitor the impact of our coaching sessions and how these cycles will inform our CPD offer to all staff in a bespoke or whole-school way.

