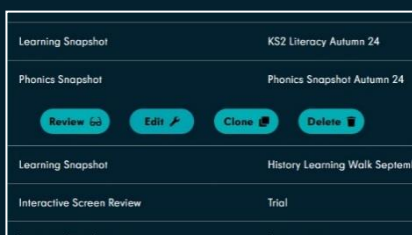**nautilus**

Les Voyages Extraordinaires #15

IMMERSE · DISCOVER · IMPROVE

QUICK TIP #1
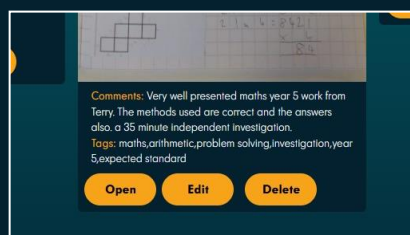
Re-open or Edit Walks

Edit your previous walks on the Create area. Click 'All' and then click to open and edit. Here you can add tags or change the focus (change SEND to ALN). Great for sharpening your dashboard.

Learning Snapshot	KS2 Literacy Autumn 24
Phonics Snapshot	Phonics Snapshot Autumn 24
Review	Edit	Clone	Delete
Learning Snapshot	History Learning Walk Septemb
Interactive Screen Review	Trial

QUICK TIP #2

Get More From Your Photos

Edit your tags in the Gallery to improve your search filtering. Dip into old photos and add additional tags. Cross-reference subjects to get more from your photo, eg. History/Writing/Computing.

Comments: Very well presented maths year 5 work from Terry. The methods used are correct and the answers also. a 35 minute independent investigation.
Tags: maths,arithmetic,problem solving,investigation,year 5,expected standard

Open | Edit | Delete

QUICK TIP #3

Instant Feedback

Email your feedback as soon as you've visited the classroom. Go to your Walks, click the envelope icon on the visit in the complete column. The default feedback report is also now without stars.

Email This Report
Survey : Learning Snapshot
Department : Science
Name : Learning Snapshot Colonel Everest 2024-12-13
Observing : Colonel Everest

phileas.fogg@nautilus.education
Specify report recipients

Send | Cancel

'There is a way to do it better. Find it.' – Thomas Edison

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Welcome to the Spring 25 Nautilus Newsletter

The spring term is an interesting one. There's a long list of significant achievements in the Autumn term, inducting new pupils and welcoming everyone else back into school and before you know it, you're into the festivities.

I always think that this term is a little more straight forward. There's a familiarity about everything, which can offer the opportunity to focus on some critical aspects of school improvement. This can be the perfect time to review your systematic approaches to monitoring, observing and professional development, making sure that what you do is effective and sustainable. It can be easy to roll these things out year after year, without stopping to question whether or not you're getting the best value for your time and energy. In this issue, we'll be taking this into consideration. Providing ideas and solutions that can help you to review how you self-evaluate. As a headteacher, one of the most significant things that you can do, is to provide the right toolkit for your team to efficiently quality assure their areas of responsibility. Without the right approaches, it can be easy to experience pressure points in the year, where staff may feel overwhelmed or even disheartened, with logistical challenges and time pressures. We did a little bit of research recently and discovered that if we give each teach one hour of leadership and management time per week, this will cost between £1000-£1200 per year. This raises the question, how is this time utilised, and what's the impact? With leadership and management time at a premium, this is a question that I would ask when evaluating how best this time could be spent. As always, all of the content and ideas that you'll find in this issue, derive from doing the job ourselves, as well as supporting busy school leaders all over the world.

I hope that you can enjoy a productive and calm spring term. Don't forget that we're here to support you and your team. Please don't hesitate to get in touch if there's anything that we can help you with.

David Rushby
Former Headteacher · LA SIP · Co-creator of Nautilus · david.rushby@nautilus.education

In the Issue:

'There is a way to do it better. Find it.' – Thomas Edison

Click and Go

This was one particular development that we considered to be critical in the never-ending pursuit of making each class visit as versatile and efficient as possible. Using the new Click and Go! Feature, you can simply head into the classroom without having to prepare or assign. Select the teacher and subject, adding your filter tags before capturing and evaluating.
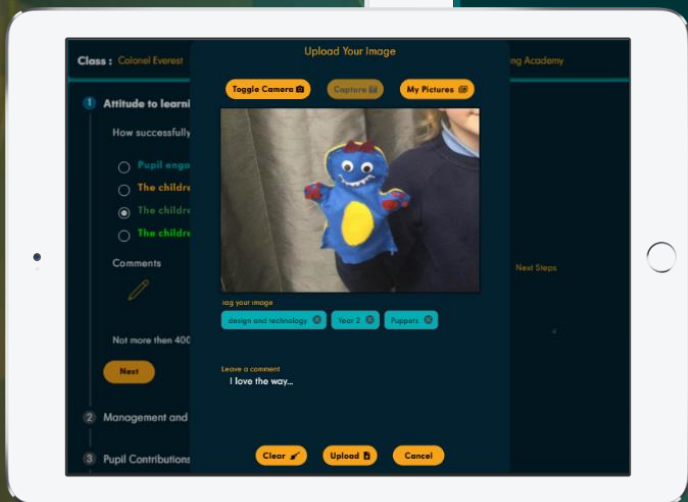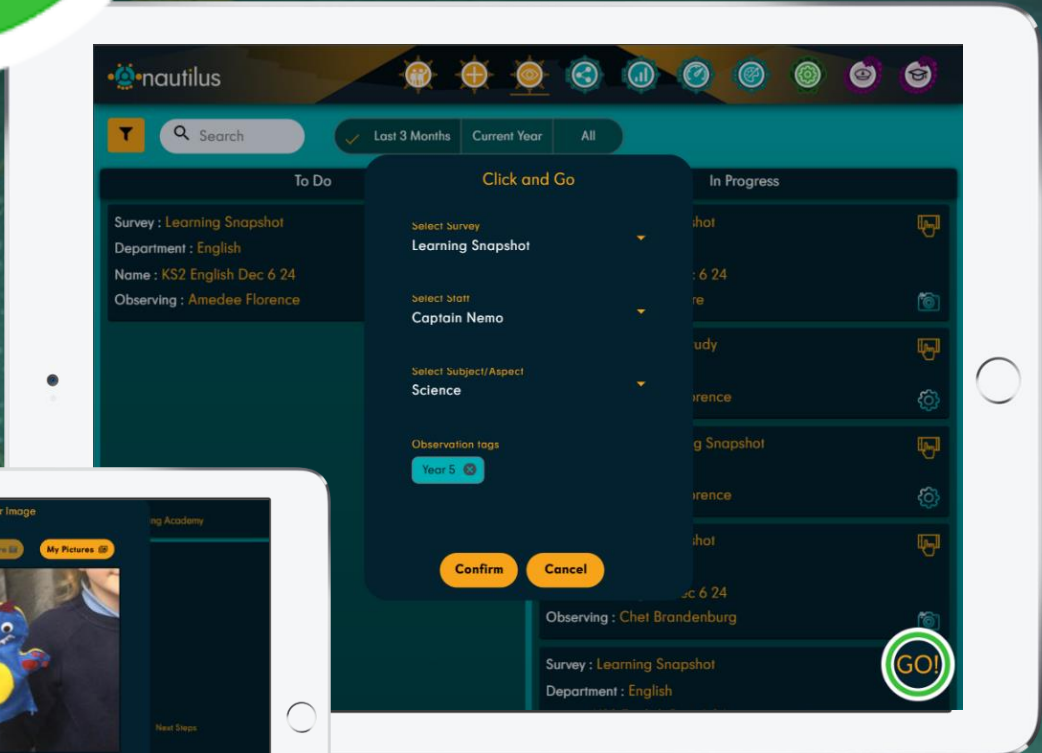
Email non-judgement and concise feedback directly you your colleague as you finish.

Click To Email

Use the Voice type to remove all reporting and get straight into the feedback.

As you visit your dashboard, you'll now be able to see the big picture subject and aspect data using your tags and filters. A great way to build up a live, robust picture of teaching and learning in the background with each quick visit.

'There is a way to do it better. Find it.' – Thomas Edison

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5 Ways to Rethink Lesson Observations

After welcoming the pupils into school, settling in, and rolling out your priorities, how do you then seek to secure genuine improvement in your classrooms?

David Rushby, LA SIP, former headteacher and co-creator of Nautilus

So many of our approaches to school improvement are back to front, and we know it. Test and assessment analysis may be good for targeting teaching, but we know that this doesn't improve the skillset of our team, or typically inform professional development. This leaves us with our appraisals, 'observations,' and monitoring. These can be labour-intensive, skewed, standalone activities, that can also have little impact on genuine professional development, if we're not careful. Lesson observations are often rooted in appraisals, performance, pay, career progression, accountability, or even compliance. We may well seek to rebrand or reframe them, but we can probably agree that they are unavoidable. Stating that you'll now be doing drop-in visits instead of observations, is pretty much like saying that you prefer hiking to walking. I often think that you'd be better off asking the staff to put their hand up in the staff room, tell you what they teach well and what they teach less well, if you want genuine, no-nonsense improvement. If we can just get our professional development right, then surely the outcomes will take care of themselves?

This is the term where we begin to measure impact in the classrooms. In this article, I'd like to share some ideas that can enable you to step back and rework your lesson observations. Here are 5 key areas to consider if you'd like to prioritise growth and put your faith in your people.

> 'you can call it whatever you like, as long as your team understands what it is, and more importantly, what it's for.'

1.   Set the Expectation

It's good to state what the clear purpose of any lesson observation may be. I would start by being explicit in making the distinction between evaluating curriculum impact and judging teachers. If we can talk about outcomes, effectiveness, impact, and value, then we can move away from a more personal pass or fail process. The shared language that we use is significant when ensuring that your team is in a safe place when you visit, or when they visit

> 'If we can talk about outcomes, effectiveness, impact, and value, then we can move away from a more personal pass or fail process.'

each other, which is critical for accuracy. There may be times when you have to focus on competence or quick turnaround approaches, but these are exceptional, and not the same as establishing your wider, ongoing professional development.

2.   Create the Right Conditions

If this is going to involve others and also simultaneously develop distributed leadership, then it's important to make sure that this process can be a good fit for everyone. After all, not all observations, visits, and monitoring will be performed by line managers. If your team is going to collectively evaluate their subject and aspect areas, then we need to recognise that this is definitely not about 'performance.' We can then seek to prioritise feedback, advice, ideas, and dialogue. What we want to ensure is that when the classroom door opens, the teacher will perceive this to be a useful, collaborative, and developmental process, whilst contributing to a wider school improvement agenda.

'There is a way to do it better. Find it.' – Thomas Edison

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3.   Consistency

Along with transparency, it's a good idea to offer guidance. This is all about the frameworks and proformas that you design to provide your common language. I'd love to say that we'll be using a blank piece of paper, but in all honesty, this may not help to support distributed leadership. I think that identifying simple lines of enquiry with prompts to guide can be enough. This is something that we've spent hours developing with our leadership platform, distilling the key areas and losing any content that inadvertently tells teachers how to teach. By doing this, we recognize that teachers may use different strategies while we focus on evaluating effectiveness. With lines of enquiry, we can nudge and steer so that the key areas are explicit, without using a checklist of uniform expectations or descriptors.

4.   Lighter Touch

It's both interesting and unhelpful how the humble lesson observation can become hijacked by skewed measures of accountability, numerical thresholds, and targets. But all is not lost, 'observations' are often redefined in the form of lesson visits, learning walks, or drop-ins. To be honest, you can call it whatever you like, as long as your team understands what it is, and more importantly, what it's for. Ultimately, as soon as you enter a classroom for the

'I also think that it's entirely possible to keep the visit short, between 10 and 15 minutes, if you have the right lines of enquiry.'

purpose of evaluation, you're observing. One thing about moving from more formal lesson observations to shorter, lighter-touch visits is that we can increase accuracy. When we enter the classroom, it should always be business as usual. Only if the observation is accurate, will the feedback be meaningful. The alternative to accuracy is a 'fireworks lesson,' and this is a game that I've previously played for years. If I enter the classroom and the teacher is dressed as Henry VIII, I can probably assume that it's not typical, that this may well be an exceptional lesson, and that they may be worried that they need to prove their competence to me. When it's really not about me.

I also think that it's entirely possible to keep the visit short, between 10 and 15 minutes, if you have the right lines of enquiry. Utilising what you already know, building a picture, developing your relationship, learning more and more about your colleagues over time.

5.   Create Professional Dialogue

If this is going to be more of a process than an event, then we're not creating standalone targets or objectives. This is more about rolling professional dialogue, which can support improvement throughout the year. Identifying areas for development, sharing ideas and strategies can all help to improve teaching by tweaking, developing, and strengthening. If this whole process is going to work, your feedback needs to be as efficient as your lesson visit. A short, concise observation framework will provide a short and manageable follow-up conversation. Let's not forget that most teaching is already good, and not about competency, but inherently inconsistent across subject areas, programs of study, or year groups. Therefore, it has to be alright to agree that it's perfectly fair to be better at teaching some subjects, areas of study, or year groups than others, in the interests of genuine, developmental feedback.

Let's conclude with a win/win. The infinite pursuit of school improvement does not need to conflict with teacher job satisfaction, when it could be an integral driver in creating a school where your staff can feel rewarded and love coming to work every day. This process should contribute to securing a healthy and productive school culture. Lesson observations can be a highly effective way to establish unity and purpose. There's a vulnerability about it which can cement relations between colleagues. It should be a personal experience for the teacher and a privilege for the observer, with the opportunity to look a colleague in the eye and tell them exactly what you like about what they do. From my experience, it there's one thing that all teachers thrive on, it's recognition. Recognition from parents, pupils, colleagues and you. And here's your cue.

Seek to prioritise recognition. Seek ensure that every teacher can leave school every day feeling skilled, positive, effective, and valued, and let 'performance,' pupil progress, test scores, career progression, and school improvement, become the super-charged by-products of what you do.

'There is a way to do it better. Find it.' – Thomas Edison

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Free School Leadership Webinars

a free webinar

SMARTER SEND
Self-evaluate your SEND provision using your Ipad or tablet

What?
Use your ipad or tablet to perform efficient and accurate SEND drop-in observations.
Why?
Identify whole school strengths and areas for improvement. Create same-day individual feedback reports for your teachers.
Who?
Primary Headteachers and SENDco's.

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Book Studies · Learning Walks · Drop-in Observations · Observations ·Parent and Pupil Surveys · Create Your Own

SMARTER SEND – Featured Webinar

In this session, we'll take a closer look at the SENDco/ALNco toolkit. We'll provide lots of innovative solutions to help your leaders to get back into the classrooms, advising and supporting colleagues, evaluating effectiveness and identifying strengths and areas for development.

Select the date that you would prefer, and if you can't make it, don't worry. We'll send the video link through to you afterwards.

DON'T OBSERVE, CAPTURE!
Who? Anyone wanting to revisit and refresh, new users or interested leaders
A one hour 'how to' workshop with Q&A, walking you through the platform. How to administrate and assign activities as well as a look at some of the new features, hints, tips and tricks. LEARN MORE · BOOK

SUPER SUBJECT LEADERS 'How to capture, quality assure and improve your subject area'
Who? Subject Leaders and headteachers
Use Nautilus to strengthen your subject leadership. Learn how to use the subject leader toolkit to perform great collaborative learning walks and book studies for a critical point of knowledge. Use your reports and analysis to evaluate and improve your subject area. LEARN MORE · BOOK

SMARTER SEND 'Capturing and evaluating your SEND provision'
Who? SENDcos, ALNcos and headteachers
A walk-through of the SEND toolkit. We'll take a look at how we can efficiently and accurately self-evaluate SEND provision and identify critical areas for improvement. Add images to your classroom visits and create your portfolio of good practice in the Gallery area. We will also consider reporting SEND to others and the process of individual feedback for your teachers. LEARN MORE · BOOK

A CLEAR HEAD 'Securing clarity and confidence'
Who? Headteachers and Executive Headteachers
Until now, many headteachers have had to rely on test scores, with paper-based moderation and observations scattered across the school server. This can make it very difficult to feel knowledgeable about current teacher skillsets, effectiveness, strengths and areas for improvement. This is a webinar all about helping busy headteachers to secure an accurate view of teaching and learning. LEARN MORE · BOOK

THE 10 MINUTE LEARNING WALK 'Creating the perfect learning walk'
Who? All school leaders
In this webinar, we'll demonstrate the secrets behind an effective learning walk, helping you to create genuine distributed leadership, accurate evaluations and meaningful feedback. With years of school leadership experience, and having designed learning walks for over 500+ schools globally, our two former headteachers will present some critical school improvement solutions. LEARN MORE · BOOK

HIGH LIFE 'Efficient and accurate quality assurance
Who? High school leaders
This is a webinar all about building a clear overview of standards in teaching and learning, securing confident and sustainable leadership and providing timely and supportive peer feedback. It's also about creating sustainable, effective and healthy secondary school leadership. LEARN MORE · BOOK

VIEW ALL UPCOMING WEBINARS

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Leadership Feature

The School Server, the Hospice for Evidence!

The Nautilus Solution - The Gallery

David 'Deputy' Mitchell, School Improvement Partner, former Headteacher

Over the last 15 years, I have worked with hundreds of schools on projects involving technology, writing projects and various school improvement projects. Over these years, schools have improved how they gather evidence. Evidencing school improvement or evidencing learning outcomes has always been a key component of school improvement and whilst the stakes are high, it will continue to be so. Using images as evidence has been something of a revolution over the last decade, thanks to developments in Early Years and the possibility of sharing evidence with families. However, what schools do with evidence, and how evidence is stored, has not changed in almost a quarter of a century.

'However, what schools do with evidence and how evidence is stored has not changed in almost a quarter of a century.'

In our free School Leadership Webinars, we often speak of the server storage model:

School Server > Server Drives > T Drive > Subject Folders > Term Folders > Planning Folder > Evidence Folder > Skipton Castle Visit 2018 Pictures! *(Phew!)*
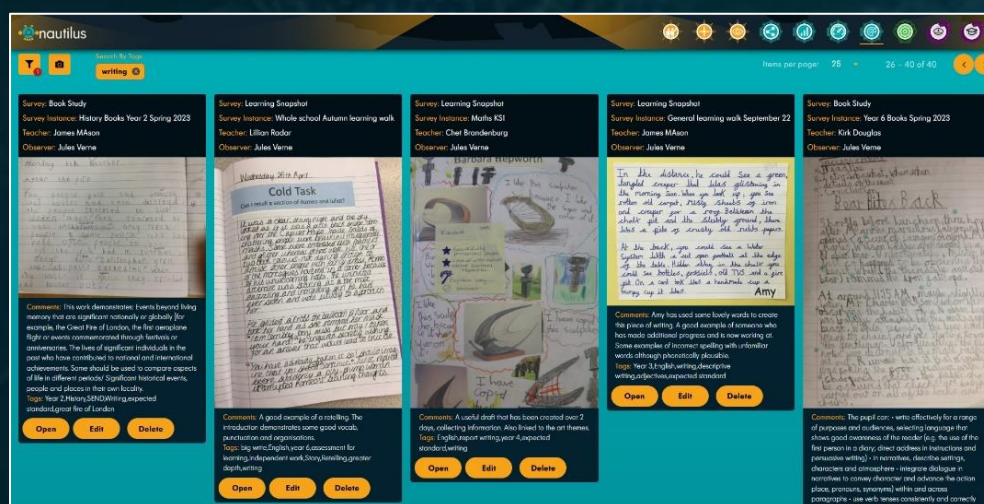
As a subject leader, knowing where your evidence is stored can be quite simple. As a Headteacher, knowing where evidence is being stored can be problematic! Here at Nautilus, we have changed the model from Subject Leader Files and Server Storage to a centralised Gallery where all images are tagged, ready to be filtered and viewed as part of a portfolio of evidence. Whether it's for SEND, expected writing standards, or practical science. Even better, every single member of staff can not only access the gallery, but they can also add to it too. In practical terms, this allows colleagues to be taking pictures of outcomes, resources, marking/feedback etc and tagging these with multiple tags.

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The History Leader in a Primary School could be taking a picture of an Egyptian display outside the Year 5 classroom and tagging it: 'History', 'Writing', 'Ancient' 'Egypt', 'Year 5', 'Non-Chronological Report', 'Expected Standard' and 'Handwriting'. Just by adding multiple tags, this single image will find its way into multiple portfolios, cutting down admin time and promoting a supportive approach amongst colleagues.
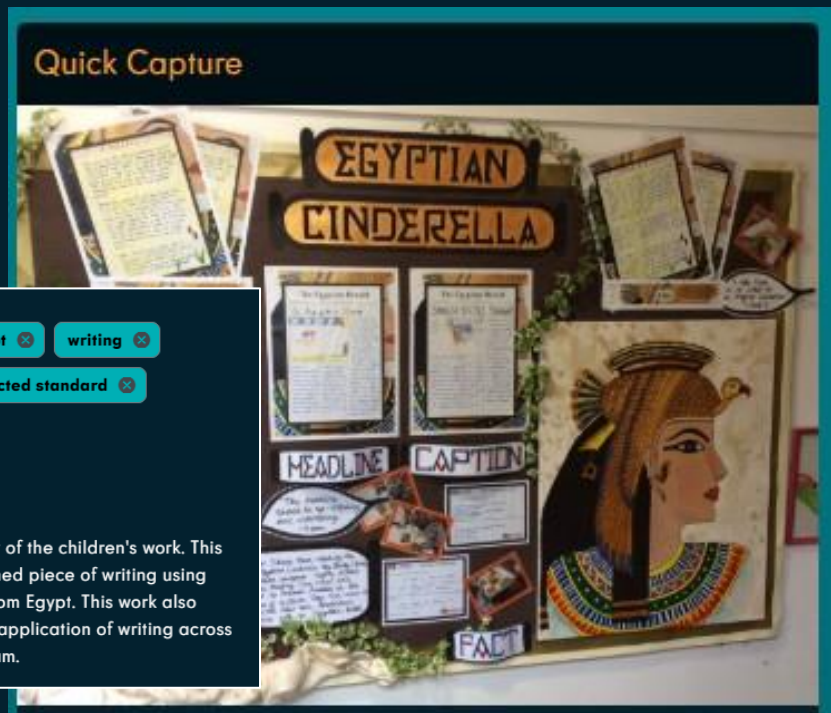
A Headteacher walking from their office to the Early Years setting may see a Teaching Assistant high fiving a child with additional needs, who they have been working with. They can take a picture of the whiteboard, tag it: 'Early Years', 'Phonics', 'SEND', 'English' and as a result, that image can be sent into the portfolios belonging to the English Lead, SEND Lead, Early Years Lead and Phonics Lead with a single click.

'Even better, every single member of staff can not only access the gallery but they can also add to it too.'
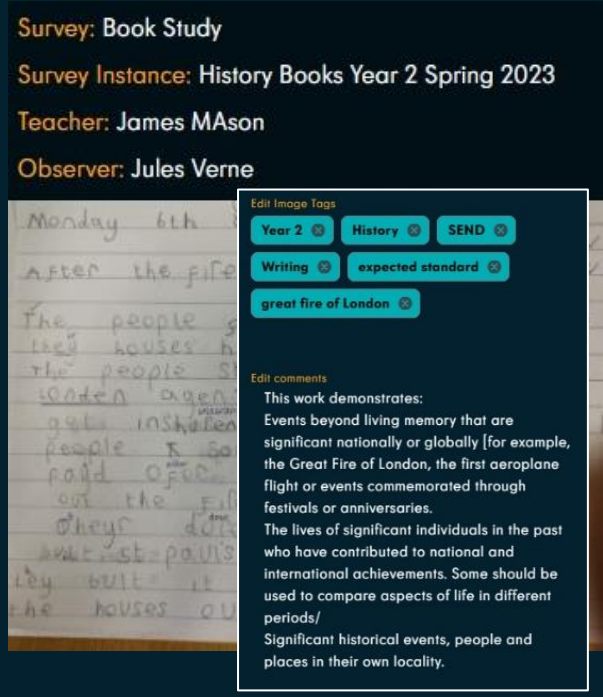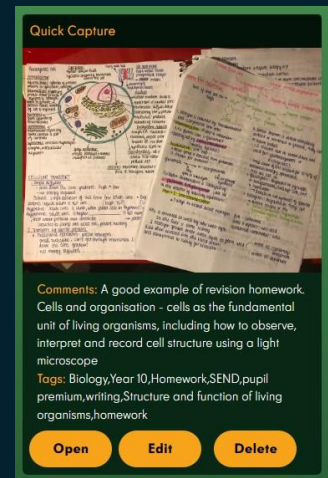
The benefits are significant. One strategy we like, is building a 'portfolio' approach for subject leadership evidence. Schools can easily validate, quality assure together. Aby adding your external colleagues to the platform as a 'User', gives them access to the Gallery. Once added, they can moderate samples of work, assessing and validating. Leaving subject leaders much more secure about what standards are currently looking like across school. And the best thing? This can be done remotely.

Gone are the days of storing evidence on the server in various different folders, where no one gets to see the evidence. Let's support one another, use the simple technology in our hands, avoid clogging up the server, and close the hospice for evidence once and for all.

'There is a way to do it better. Find it.' – Thomas Edison

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FREE Books for Your School!

Click the link, record a 60 second video testimonial telling us all about your Nautilus experience and we'll send you a box of books, just to say 'Thank you!'

Click to Visit
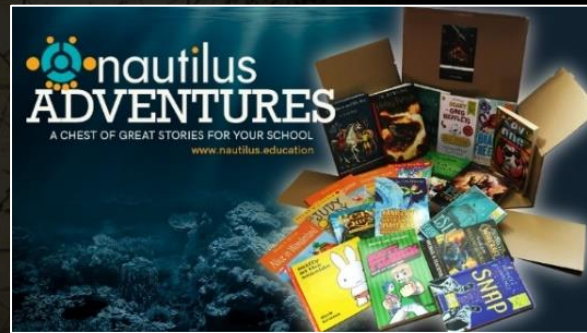
Cheat Sheet

New Development

We're always looking to make evaluating as simple as possible. One suggestion from the team at Sir Francis Hill Primary School, was to create a 'Cheat Sheet' that would enable new users to gain a map of the platform.
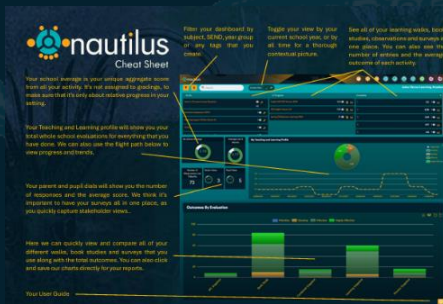
You can now view and download this Cheat Sheet on the back of our <u>Nautilus user manual.</u>

Ai Report Summaries, Just Ask Nemo!

Would you like me to summarise the key points from this report for you?

You'll now see Captain Nemo in the corner of your report screen. Click and summarise your reports. Add instructions or requests to personalise for your audience.

'There is a way to do it better. Find it.' – Thomas Edison

Putting Pupil Views at the Heart of Provision

nautilushigh

Tehmina Hashmi - Former Secondary Executive Principal

We asked our secondary specialist to tell us about her experiences when looking to capture pupil views and the challenges around creating a safe and caring culture, where good pastoral care can be integral to everyday school life. How can we look to regularly capture the views of pupils, building a clear and holistic picture over time to inform provision?

Happy New Year! A phrase used by so many of us in the last couple of weeks. Are our schools really a happy place and how do we know this?

I was always able to say that my school was a happy one – when people walked in they could feel it and I would feel a sense of accomplishment that it was so. But when asked to provide evidence I would say my energy was targeted at collecting evidence of the tangibles; progress, performance, standards. If I reflect on how I gained stakeholder feedback during my time as a leader, I would have to admit it was rather haphazard. I felt that quite often more emphasis was placed on certain stakeholders, usually staff, as opposed to our clients, the children. Yes we carried out surveys periodically but the process was often cumbersome, relying on a variety of different "forms" depending on what was vogue at the time and the consistency from one survey to the next was lacking. We didn't really get an accurate, consistent, reliable dataset from one survey to the next, making comparisons difficult and subsequently any actions were piecemeal and the impact of the actions not tracked successfully.

'Moreover, linking the surveys to the quality assurance cycle puts student voice resolutely at the heart of learning.'

Enter The Nautilus Pastoral Survey. As a Nautilus subscriber, this survey, used as part of the quality assurance cycle has the potential to be an invaluable tool in gathering feedback and therefore provide a more holistic picture of where we are at any point in time. Reflection is timely and actions precise and targeted. Moreover, linking the surveys to the quality assurance cycle puts student voice resolutely at the heart of learning. Allowing us to gather a rich suppository of data upon which we can evaluate those previously intangible but supremely important aspects that are vital for successful learning; enjoyment, safety, behaviour, fairness, relationships, support, friendships, belonging and wellness.

9 Belonging ★★★★

I feel that I belong at this school.

- ○ never
- ○ sometimes
- ○ most of the time
- ● always

Comments

I am really enjoying school...

Back   Next

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All Time
- Enjoying School — 3.2
- Feeling Safe — 3.45
- Pupil Behaviour — 3.15
- Fairness — 3.3
- Teacher Relationships — 3.3
- Feeling Supported — 3.2
- Sharing School — 3.15
- Friendships — 3.2
- Belonging — 3.25
- Feeling Well — 3.15

Data from the 2020 NHS Mental Health of Children and Young people reported that:

'Young people in the UK have higher mental health need than ever. 1 in 6 young people in England (aged 5 to 16) experienced a mental health problem in 2020, up from 1 in 9 in 2017." In addition to this The Office For National Statistics in their Young People well- being survey 2020 reported that "Nearly one-third of 16-24 year olds in the UK (31%) reported some evidence of depression or anxiety in 2017 to 2018. This is; up from the previous year (26%) and the same period five years earlier (26%).'

At a time when our children's mental health is at crisis point, we must now more than ever listen to the views of our children so that we can respond and place these at the heart of our practice.

'At a time when our children's mental health is at crisis point,

we must now more than ever listen to the views of our children.'

Ask Nemo

Would you like me to summarise the key points from this report for you?

Create a one paragraph summary of this report

The Pupil Pastoral Survey 2025 at Jules Verne High reveals insights into Year 7 students' perceptions regarding their school environment. The survey, currently in progress, has an average rating of 3.24 across various aspects, indicating a generally positive sentiment. Key themes explored include enjoyment of school, feelings of safety, pupil behavior, fairness, teacher relationships, and support systems. While many students express a sense of belonging and good friendships, response ratings suggest areas for improvement, particularly in terms of feeling supported and behavior observations. Several observers have reported that the overall engagement and relationships with teachers are crucial factors in enhancing student well-being, which remains a focal point for school leadership based on these findings.

Save   Cancel

30 %

As a chair of governors of a college, safeguarding governor, and trustee on the board of a multi academy trust, I see a variety of approaches used to gather stakeholder feedback. I'm always more interested in the feedback from children. They can give me a real feel for the setting. Alongside the information on standards of performance, they can provide a more holistic evaluation of the school life.

As we begin the Spring Term, where time is of the essence, investing in systems that will provide rich data about the well-being of our children and their readiness to learn, should be a priority for all of us.

'There is a way to do it better. Find it.' – Thomas Edison

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Key Questioning Strategies
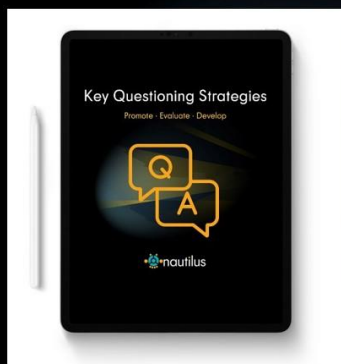
SCHOOL LEADERS GROUP

CONNECT · SHARE · LEARN

This is an interesting framework because it highlights the requirements for guidance. When you take a look at the lines of enquiry, these can provide direction for teachers, suggesting strategies and ideas, without dictating how to do it. It's a great way to help your teachers to develop their skillset, skilfully integrating the right question at the right time.

Higher Cognitive Questions

'Are questions open ended, interpretive, enquiry based, inferential, synthesis questioning and/or evaluative?'

Key Questioning Strategies

Promote · Evaluate · Develop

Designing questions involves determining the purpose, and then selecting the most appropriate types of questions for that purpose. Evaluate four key questioning strategies that can support teacher's effectiveness in the classroom.

SCHOOL LEADERS GROUP

Download free today from our Nautilus Facebook community 'Around the Moon'

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Create and Share Your Own Content

With our built-in editing suite, you can quickly create your own book studies, learning walks and surveys in minutes. We'd love it if you could share them in our community. We created this space for schools to connect and share. Head for the Files section, and upload with a brief summary and let's get collaborating!
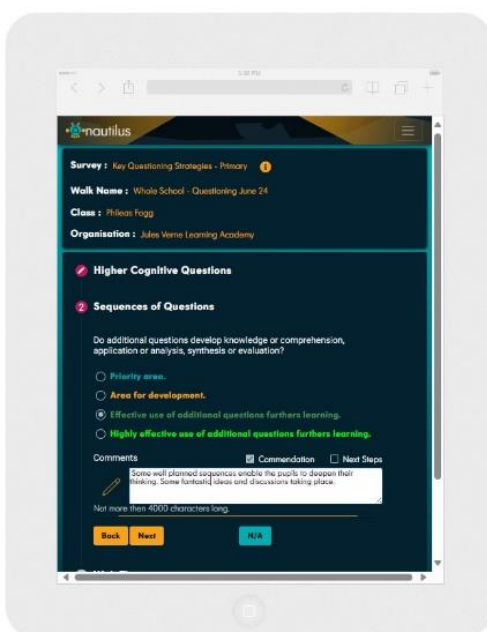
Around the Moon
School Leadership Community

HOW TO ACCESS AND DOWNLOAD

1. Visit our **Facebook school community** 'Around the Moon' here
2. Click on the **FILES** tab, select and download.
3. Go to the Builder and click '**Import Survey**'.

Your new evaluation framework is now ready to use.

'There is a way to do it better. Find it.' – Thomas Edison

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