



Lanesend Primary School

Coaching Policy 2023

Signed: Date:
(Headteacher)

Signed: Date:
(Chair of Trustees)

Review Date: April 2025 (Every 2 Years)

Reviewed By: Coaching Leads and Teaching and Learning Group

Coaching Policy 2020

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

Coaching Rationale

Lanesend Primary School uses 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 a responsibility to monitor impact and report this to the Headteacher and Board of Trustees.

Coaching Structure

<u>Area of Responsibility</u>	<u>Staff Member(s)</u>
Lead Coaches	Maryann Price Tara Hopkinson Graham Andre Tabitha Wren Ruth Gangonells
Monitoring Impact and Reporting to Headteacher and Trustees	Tara Hopkinson
Training and Staff Meetings	Maryann Price
Organisation of Cover	Tara Hopkinson

Definition of Coaching

Coaching is a time-bound, formal intervention focused on shorter term goals and challenges. Although there are many models of coaching, they all start from the premise that people have the resources within themselves to achieve their personal and leadership potential, and that the task lies in assisting them to access those resources and apply them.

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.

There is the need to create conditions which allow:

- teachers to experience and develop understanding of an integration of knowledge and skills
- teachers to gain multiple opportunities to learn and apply information

- teachers' beliefs to be challenged by evidence which is not consistent with their assumptions
- teachers to have opportunities to process new learning with others.

Coaching can provide a means by which these, and other key principles, can be achieved and teacher learning can be enhanced. At Lanesend, 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 forty-five minute session. Early Career Teachers (ECTs) join the coaching cycle in their second year of teaching. They are supported to develop their teaching and learning through a mentoring approach during their NQT year.

Coaching Cycle

The GROWTH Model

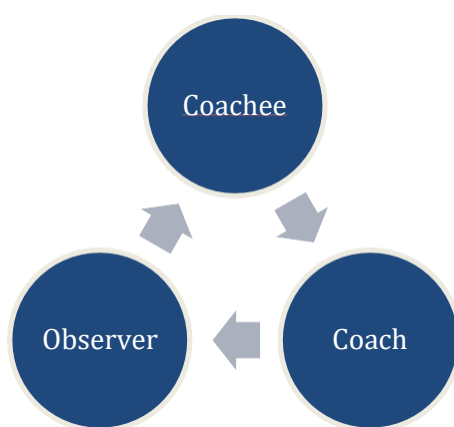


The GROWTH Model is one of the best known and widely used coaching models. It provides a simple yet powerful framework for navigating a route through a coaching session, as well as providing a means of finding your way when lost. GROWTH is an acronym for Goal, Reality, Options, Will, Tactics and Habits, which are seen as the key elements of a coaching session.

The GROWTH Model is described above as it applies to an individual session, but part of its strength is that it can be equally well applied to a part of a session, or to a series of sessions as, in each case, the principle is the same.

Coaching Partnerships

Coaching partnerships will take the form of trios, which are identified by the Headteacher and supported by feedback from the Lead Coaches, where appropriate. Trios may change after each cycle or remain the same, depending on the impact and next steps identified. The purpose of these partnerships is to ensure effective professional working relationships that are mutually beneficial and focussed on improving teaching and learning. For each cycle of coaching, the trio will identify a Coachee, Coach and Observer.



Monitoring and Impact

Each coaching session will be recorded on Blue Sky 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 Observer. The impact of the coaching is shared with the staff member responsible for monitoring impact and reporting to Headteacher and Trustees at the end of every cycle in the form of a short impact statement shared. There is a specific proforma to complete for this, to ensure consistency across the school. This information is then reported anonymously to Trustees via the Teaching and Learning Group.