



Laura Dyer
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- English
- CPD
- Supporting NQT/RQT



Q I believe education is about enabling others to become the best they can be, regardless of the starting point. As educators we bring communities together, we celebrate difference, we see obstacles as opportunities and our vision is to make the future brighter for everyone. It is this that motivates me to do the best for the young people and communities I work within. I am excited at the prospect of sharing and learning new skills from across a wider range of school settings, as this can only further enrich opportunities for our children.

Laura has worked in both Leicester and Nottingham City. She has been Assistant Head of School for the past two years and English lead for 5 years. She has experience teaching in schools which have a large percentage of EAL learners and those which are predominantly White British, with high levels of challenging behaviour. She understands the challenges different settings can face and has successfully supported colleagues in developing their practice to meet children's needs.

Laura has created a 10-minute teaching approach to 1:1 reading, this intervention has provided all staff with a toolkit of strategies to teach, support and challenge readers further. Data shows, since implementing this strategy progress in reading is now 2-3 points above National putting her school in the top 20% of schools nationally for the past 2 years. Along with her approach to 1:1 reading she created a reading assessment tracker which enables teachers to accurately assess children's reading ability in line with new curriculum expectations and national book bands. The tracker has been shared with other schools across her trust and is now used in 3 schools to great success.

Laura uses research to guide any new initiatives she shares. Teachers are now inspired to take risks when teaching writing. OFSTED praised the school for its attitude to writing. Her school's recent results show the proportion of pupils who reached the expected and higher standards in writing, by the end of key stage 2, were above the national average.

Laura established a whole school approach called 'Journey to Excellence.' Staff reflection is at the centre of improvements to T&L. All monitoring is triangulated, this triangulation gives an accurate picture of teaching and learning in each setting. The impact has been a change in school culture – staff now strive to learn and improve, they look for excellence within their school and elsewhere. OFSTED praised the approach stating the school has a culture of learning at all levels.