**PiXL Leadership Approaches**

The PiXL Leadership approaches have been adapted from the principles explained in *The 4 Disciplines of Execution* by McChesney, Covey and Huling (2012) and underpin the conversation we have with schools on improving life chances and outcomes for pupils.

1. Knowing what is important (setting Wildly Important Goals – WIGs – and knowing the vision)
2. Knowing what may stop you (conducting a pre-mortem)
3. Knowing where to put your weight (creating tangible lead measures)
4. Knowing you are winning (having compelling scoreboards and celebrating success)

Detailed guidance on these approaches are available on the website. You will also hear about these approaches in PiXL National Conferences and be able to explore their practical implementation in the School of PiXL Leadership courses.

**Wildly Important Goal (WIG)**

In the ‘whirlwind’ of school life, it is important to be clear what is ‘wildly important’. The WIG is the goal that matters the most right now and is often linked to the pupil outcomes you wish to see. It is the thing that if we do not make significant strides forward in, will make every other accomplishment seem secondary, or possibly even inconsequential?

**Raising Standards Leader (RSL)**

The RSL is the person who is responsible for leading the raising of standards so that pupils have the best chance at becoming successful learners. They are the person who drives PiXL in their school, meets with the associate, attends conferences and supports those they lead to use PiXL most effectively for impact.

**Core Team**

The Core Team are those members of staff, led by the RSL, who work together to improve the outcomes and life chances of the pupils, with a particular focus on Key Marginals. In primary schools, this is likely to be a year team but can involve pastoral, curriculum and phase leaders and in secondary and post-16 is likely to include Heads of Maths, English, Science or other priority subjects. Having regular Core Team meetings helps ensure actions are clear and are reviewed and adapted as required. They also allow any concerns with pupils to be swiftly acted upon. The PiXL Leadership approaches discussed above can drive the agenda for Core Team meetings:

* Keep revisiting the WIG to ensure that everyone is clear about what the team are collectively aiming for.
* What is stopping us and what are the specific barriers for our pupils? (Pre-mortem)
* What are those easy to implement actions which will have impact and support the WIG – the lead measures? Keeping these a focus of these meetings will ensure that these actions do not get dropped in the whirlwind of school life and also allows the team to celebrate success.

DTTR – Diagnosis, Therapy, Testing and Revisiting

Diagnosis, Therapy and Testing originally came from the Covey notion of a *Compelling Scoreboard* (The 4 Disciplines of Execution, Covey et al).

* The first step is to carry out a *diagnosis* of which pupils need additional support and what their precise barriers are: What do the pupils know and what do they not know?
* Once the precise barriers are diagnosed, *therapy* is used to close the identified gaps. Therapy can take the form of whole-class feedback and teaching, intervention where appropriate, or asking pupils to work on specific weaknesses.
* The testing part of the DTTR cycle is often forgotten: ‘testing’ does not mean a formal assessment (although it could). *Testing* can be done through questioning, low-stakes quizzing or through other forms of assessment over time. The key thing is that the gap that was diagnosed is now closing, and that this gap is checked over time to ensure it hasn’t opened again.
* *Revisiting* is about ensuring that the knowledge and understanding gained remains and is revisited. PiXL have created several resources that are designed to ensure this process is not increasing workload (see PLCs and Therapy resources).

Key Marginals

Key marginals are pupils who have the potential to reach an expected standard or achieve a particular grade but are currently not on track to do so. Diagnosing which pupils are Key Marginals (and which pupils are not) is the first step in the DTTR cycle (see above). Once they are identified, teachers identify what the knowledge and skill gaps are that may be holding them back. There may be identifiable patterns across your group of key marginal pupils. As part of the DTTR cycle, gaps are identified, taught and then re-assessed (via different approaches at different times) to ensure that the gaps are closing and remain closed.

PLC – Personal Learning Checklist

Personalised Learning Checklists came from the *Covey Compelling Scoreboard* and are a proven way of diagnosing and analysing almost anything. At PiXL, PLCs are an integral part of the DTTR process (see above) and include the pupils’ names and the key, specific knowledge and skills that the pupils have to be able to know and understand. Each pupil is colour-coded according to the level of knowledge and understanding they have. PLCs enable the teaching team to be forensic about those specific areas which are barriers to pupils’ learning and can be used to evidence progress.

Horsforth Quadrant

The Horsforth Quadrant, named after Horsforth School in Leeds, where the idea originated, is a simple process of plotting pupils’ progress against their effort. Seeing pupils in the different quadrants allows staff to consider more carefully the support pupils may need beyond curriculum gaps, be it providing wellbeing support or boosting certain character traits. How a pupil in the High Effort and High Progress quadrant is best supported will be quite different to how a pupil in the High Effort and Low Progress is best supported.

A graph with text on it

Description automatically generated