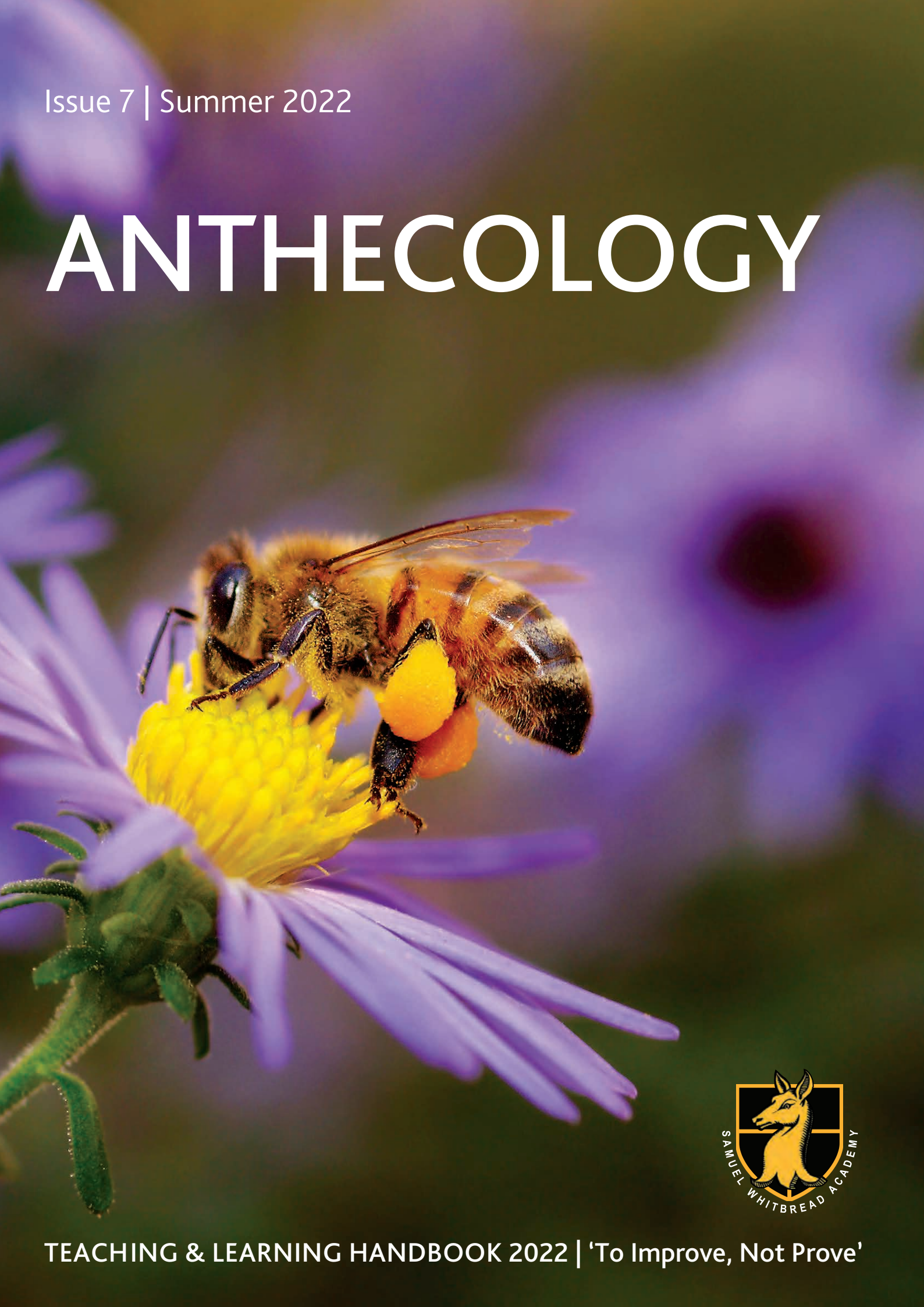
Issue 7 | Summer 2022

ANTHECOLOGY



SAMUEL WHITBREAD ACADEMY

TEACHING & LEARNING HANDBOOK 2022 | 'To Improve, Not Prove'

ANTHECOLOGY

TEACHING & LEARNING HANDBOOK 2022

'To Improve, Not Prove'

Issue 7 | Summer 2022

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Contents

ACKNOWLEDGEMENTS

We would like to thank Tom Sherrington and Oliver Caviglioli for their professional generosity in helping us develop our 5 Teaching and Learning Principles and, importantly, the format, style and approach of our Anthecology Teaching and Learning Handbook. Futhermore, we would like to thank our CPD Champions whose expertise help to shape the sharing of great practice which has been integral to the creation of the Anthecology.

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Context

Samuel Whitbread Academy is a large rural upper school of 1650 students aged 13-19 which includes 450 in the Sixth Form and is the largest school in Central Bedfordshire Local Authority.

We are part of the Bedfordshire Schools Trust. BEST offers exceptional all-through educational provision across Bedfordshire. Provision begins at our BEST Nurseries and culminates at the Samuel Whitbread Academy Sixth Form, where students enter either Higher Education or employment.

In recent years, we have developed a powerful research culture at Samuel Whitbread Academy working closely with the University of Cambridge, through the School-University Partnership for Educational Research (SUPER) and Nazarbayev Intellectual Schools (NIS) Kazakhstan Internship since 2014, as well as (CUREE) the Centre for the Use of Research in Education.

This year, we have continued to embed our 5 Teaching and Learning Principles and coupled with our coaching approach to sharing best practice we have entered an exciting phase of collaborative professional development to improve teaching.

Welcome

Katie Bridge

Editor of The Anthecology
March 2022

'To improve, not prove' has continued to be our driving objective for our CPD programmes this year where we have strived to embed our 5 Teaching and Learning Principles: Deliberate Practice, Clear Explanation; Modelling and Scaffolding; Assessment and Feedback and Questioning and Discussion to improve teaching and, ultimately, student outcomes.

Neither the rising numbers of the Delta variant in September nor the discovery of the virulent Omicron variant in January, deterred, detracted or derailed our programme of CPD events across the year! The academic year commenced with each department writing and creating a screen-recording of the rationale and challenges behind their 6-Step Walkthrus published in our 2021 Anthecology. On the recommendation of Tom Sherrington, we developed our subject-specific Walkthrus so that colleagues had the opportunity to hear the motivation and reasoning behind each teaching strategy as well as the limitations to be aware of should the idea be implemented elsewhere. For Sherrington, 'when we understand why strategies work well, we're more likely to sustain our commitment to them to truly change our habits in a sustained way' (Sherrington, 2021).

Our Anthecology this year, continues in the spirit of Sherrington's Walkthrus concept and offers readers the opportunity to look at our new Walkthru strategies, formulated by teachers, in the light of the ideas shared by our very own CPD experts through our wide-ranging CPD provision. Our programme of CPD this year, not only includes the exceptional work of our CPD Champions: Amy, Laura, Jason, Julia, Lee, Andy, Lois, Leanne, Jenny and representatives from every department, it is also emboldened by our optional CPD programmes. These include a Kagan Structures group, a Visualiser group and a Teaching to the Top group, all of which include around 10 teachers, from both Samuel Whitbread Academy and across our BEST trust, led by our CPD Champions, Alex, Charlotte and Julia, who meet and collaborate regularly across the year.

The goal of our 2022 Anthecology is to be a truly practical Teaching and Learning Handbook, one in which the reader can not only read the description of each Walkthru, but have the opportunity to watch it in practice through the inclusion of our QR codes! Each section of the Anthecology is headed by one of our Teaching and Learning Principles and opens with our Autumn term presentations on Deliberate Practice including Guided Reading and Teaching Students with Autism; Clear Explanation including Behaviour for Learning and Teaching to the Top; Modelling and Scaffolding for Revision; Assessment and Feedback for Revision and Behaviour for Learning and Questioning and Discussion for Teaching to the Top. The further three sections include Walkthrus, inspired by our optional CPD programmes, on Kagan Structures, Visualisers and Teaching to the Top and open with a summary of the content and direction the programmes followed across the year. The final section includes ideas from our spring term CPD event.

The Anthecology is the ultimate Journal for the sharing of great practice that teachers at Samuel Whitbread Academy derive from our CPD programmes, led by our own experts and practitioners, to implement in their classrooms in order 'to improve, not prove' their own practice and the outcomes of our students.

Our Teaching and Learning Principles in Action

To accompany five of the 6-Step Walkthrus, we have produced five short films of the strategy in action. Each Walkthru in action models one or more of our five Teaching and Learning Principles for example Julia, in her Teaching to the Top Walkthru, models clear explanation and Charlotte and Katie, whilst demonstrating modelling and scaffolding, also use deliberate practice techniques; thus the short films not only evidence a Walkthru they also show great teaching principles.

Lois

Lois is using effective behaviour management tools to engage a group of students in productive group tasks. She has pre-planned the groups to ensure a range of abilities and has distributed students with challenging behaviours across different groups to ensure they have positive role models around them. To support productive collaboration, she explains clearly her expectations of group work and ensures students understand these expectations. Exact timings are then provided for each task, along with clear group roles, to ensure students are focused.
Page 27 and 97.

Jason

Jason is using the 'I, We, You' strategy, with his GCSE class, using deliberate practice and modelling to develop responses to examination questions where he is modelling a scaffolded approach to using knowledge and applying it to specific examination questions in Geography.
Page 53.

Katie

Katie is using the 'I do, We do, You do' approach with her Sociology A Level class to encourage deliberate practice in the deconstruction of and planning for sophisticated extended essay titles.
Page 55.

Julia

Julia is using the Teaching to the Top approach with her GCSE History class to provide students with a clear explanation on how to think like a subject specialist, facilitating a greater depth and breadth of knowledge and ability to confidently use more complex language and subject-specific key terms.
Page 73.

Charlotte

Charlotte is using her visualiser to model effective self-marking against a set criteria; the redrafting process and how to be specific when setting personal improvement targets. She has used a model paragraph of her own, as well as a student's paragraph to support her to achieve these aims, which results in the whole class being able to effectively evaluate the quality of their work; consider the specific choices they have made and know how to improve their work next time when they are asked to complete a similar task.
Page 86.

SWA 5 Teaching & Learning Principles

CPD 2022 – 2023
CHALLENGE FOR LEARNING

This year's CPD has two main aims: to raise the academy's 'challenge' in all areas of school life for our students and to start meaningful preparations for our transition from three to two tier.

As with everything we do our CPD sessions, alongside our Collaborative Classroom weeks, will be 'To improve, not prove', acting as vehicles for us to praise and share best practice, whilst ensuring we can design bespoke CPD and empower our staff body.

DATE	EVENT
1st – 2nd September	Training Day
17th October	CPD Event 1
31st October	Training Day
W/C 7th November	Collaborative Classroom 1
12th December	CPD Event 2
3rd January	Training Day
23rd January	CPD Event 3
30th January	KS3 CPD 1
20th March	CPD Event 4
17th April	Training Day
W/C 24th April	Collaborative Classroom 2
3rd May	KS3 CPD 2
8th May	CPD Event 5
19th June	KS3 CPD 3
W/C 26th June	Collaborative Classroom 3
10th July	Teaching and Learning Event

Deliberate Practice

What is Deliberate Practice?

Rosenshine's fifth principle suggests that the most effective teachers provide more time for guided practice; if students are going to be successful in becoming confident and independent with curriculum knowledge, the teacher needs to use strategies to ensure they are forming strong ideas early on. Rosenshine stated that the most successful teachers are those that spend as much time as possible guiding student practice. It's not enough for students to learn something once before completing tasks independently; they have to keep rehearsing this information if they want it to be stored in their long-term memory. And teachers are in charge of guiding this process. To this end 'Deliberate Practice' forms one of our core principles for teaching and learning.

To develop effective deliberate practice teachers could:

- Use retrieval practice strategies, so that information is cemented in the long-term memory.
- Guide students as they begin to practise, so their understanding is accurate, through questioning and checking for understanding.
- Guide students prior to independent practice, using expert modelling and collaborative practice.
- Prepare students for independent practice, so that they have the opportunity to consolidate understanding before going it alone through partially worked examples.
- Monitor students when they begin independent practice to ensure they are getting it right through questioning and assessment.

DELIBERATE PRACTICE IN THE CLASSROOM – CPD LEADS

Amy Anderson

Laura Jonson

Jenny Swift

Amy Anderson: Deliberate Practice and Guided Reading Process

Deliberate practice is a way of training which is designed to bring students to high levels of skill efficiently. The idea is to transform novice habits, movements, and ways of thinking into expert habits, movements, and ways of thinking.

- THE LEARNING AGENCY LAB

(It is important that we have) a rigorous and sequential approach to the reading curriculum (which) develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.'

- EIF OFSTED

RATIONALE: GUIDED READING PROCESS

Why do you use this strategy?
This strategy is a great tool for breaking down the approach to a text.

What's the problem that it addresses / attempts to resolve?
It offers students the opportunity to understand the text in parts, key information and key concepts/ terminology. Within English, they are able to think about both structure and language throughout the text.

When do you use this strategy?
This strategy is used every time we read a text. It is a skill that they come back to most lessons, particularly when looking at unseen text.

- Ericsson defines deliberate practice as, "purposeful practice that knows where it is going and how to get there."
- He says this requires a clear model of what expert performance looks like and what actions need to be taken to achieve that level of performance. This in turn requires guidance and feedback from someone more skilled.
- But it isn't just the amount of time put into practising skills that matters, it's what and how you practise – and how deliberate the practice is. (A.Erricsson 2016)

THE READING PROCESS ➪ BREAKING DOWN READING STRATEGY

Modelling the breakdown, taking it step by step and using the think aloud strategy will enable deliberate practice of the reading cycle

Modelled reading- creating deliberate practice

- Modelled reading (reading to or reading aloud) involves students listening to a text read aloud by the teacher.
- The teacher models skilled reading behaviour, enjoyment and interest in a range of different styles of writing and types of text.
- It provides an opportunity for teachers to demonstrate their enjoyment in reading, and allows students to see a purpose in learning to read or practising the skill of reading.
- As well as demonstrating fluent and expressive reading, teachers can also model the comprehension of unfamiliar or complex vocabulary; and talk through their thought processes when comprehending a text.
- Similarly, analysis of the composition of the pages, use of visuals, and elements of the text structure can also be highlighted and discussed.
- This all occurs in an authentic literacy experience, where modelling of texts for pleasure can stimulate thinking and motivate students to read.

Modelled reading enables teachers to model good reading behaviours though providing opportunities to familiarise students with the linguistic and visual features of text.

Theory to Practice

According to the Gradual Release of Responsibility model (Duke and Pearson, 2002), modelled reading provides the maximum amount of support by the teacher as they are in control of all the reading. Nevertheless, during the reading, the student is encouraged to be an active listener and engage with the text. Students who are read to are supported in the development of their "vocabulary..., syntax, listening comprehension, print engagement and early reading behaviours" (Hill, 2015, p. 103).

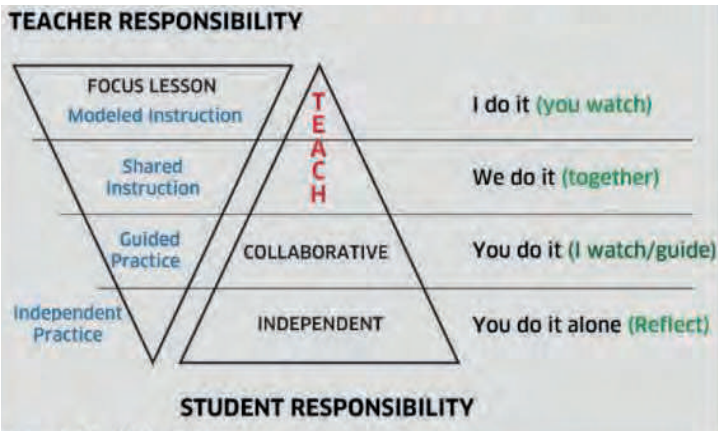
The use of modelled reading relates to Vygotsky's (1978) Zone of Proximal Development and Bruner's (1986) notion of scaffolding. The practice of modelled reading falls outside the zone that a learner can successfully undertake with guidance. However, when a teacher or adult reads to students, they provide an opportunity for students to see and hear skilled reading behaviours.

Through this high level scaffolding, students begin to imitate and internalise the modelled reading strategies in shared reading and guided reading (i.e. which fall within the zone of proximal development), so that the reader can gradually experience success and read independently (Bruner, 1986).

During modelled reading, students develop an appreciation and an understanding of Literature and the skills required of readers. They gain practice in constructing images of events, people and objects removed from themselves. Unfamiliar and unusual vocabulary, increasingly complex sound-letter patterns and structures and features of different text genres can be introduced and explained through this practice (Heath, 1983). These sessions also provide an opportunity to nurture a passion for Literature.

GRADUAL RELEASE OF RESPONSIBILITY MODEL (DUKE AND PEARSON, 2002)

The gradual release of responsibility model of instruction suggests that **cognitive work should shift slowly and intentionally from teacher modelling**, to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher, 1983).



Think-alouds during modelled reading

- A purposeful interruption where the teacher models their thinking processes to assist their comprehension, is known as a 'think aloud'. These interruptions are useful for demonstrating to students "what comprehension actually looks like during reading" (Keene and Zimmermann, 2007, p.38).
- The thinking aloud strategy provides direct access to the reader's mind through the talk they engage in as they are thinking. When a teacher uses this strategy, they must be explicit and concise about the examples they choose to articulate.
- First the teacher stops to share their thinking and then students are invited to add to the thinking (e.g. through turn and talk, think-pair-share). Eventually, through supported practice, students will internalise the strategies articulated in the think aloud and use them to read independently.

Reading Comprehension Strategies

Strategy	Cognitive Processes / Instructional Prompts
Monitor for Meaning	Activate relevant prior knowledge (What do I already know?) Check understanding of text while reading (Does this make sense?) Take action if text doesn't make sense (how can I resolve the inconsistency?)
Identify Text Structure	Graphic features and visuals (e.g. font changes, diagrams) Writing patterns (e.g cause & effect, descriptive lists) Signal words / phrases (e.g. for example, however, contrarily) Writing structures (e.g opinion essays, research articles) Consider how elements affect text
QUESTION	Clarify (What does this mean?) Analyse (Why does this matter?) Speculate (What would happen if?) Contextualize (How does this relate to?) Use generic stems to generate questions
Paraphrase	Divide complex passages Reorganise sentence parts Question specific phrases Translate difficult wording Analyse connection of ideas Reword and compare with original text Assess whether original passage is represented completely and fairly in paraphrase
INFER	Read, wonder, think Connect ideas in text with prior knowledge Ask "so what?" "If… and… then…"
Summarise	Identify and paraphrase local and / or global main ideas Combine main ideas into a cohesive description of the original content
Synthesize	Identify categories / themes in or across texts Gather ideas relevant to each category Connect, question, infer to construct meaning in and across texts

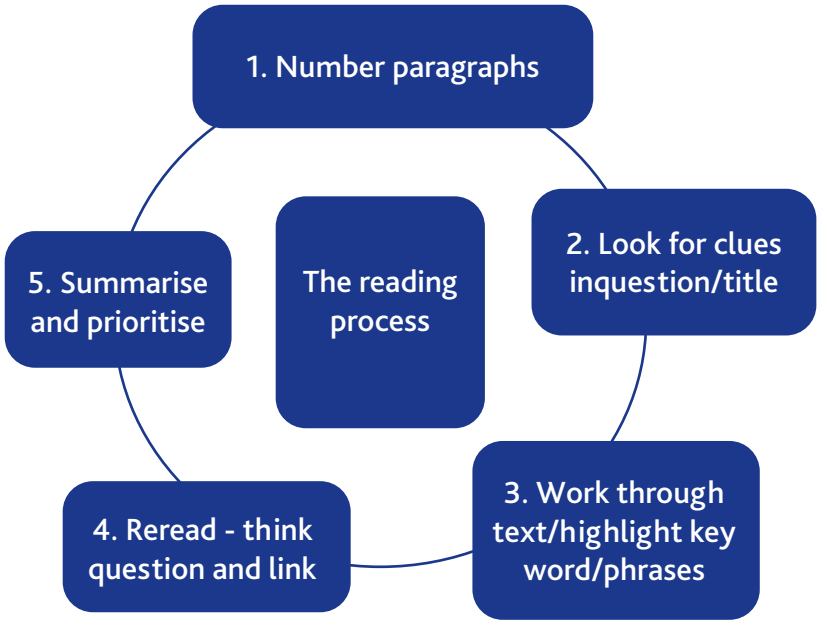
Breaking Down Reading Strategy

Modelling the breakdown, taking it step by step and using the think aloud strategy will enable deliberate practice of the reading cycle

"Reading is prioritised to allow pupils to access the full curriculum offer."

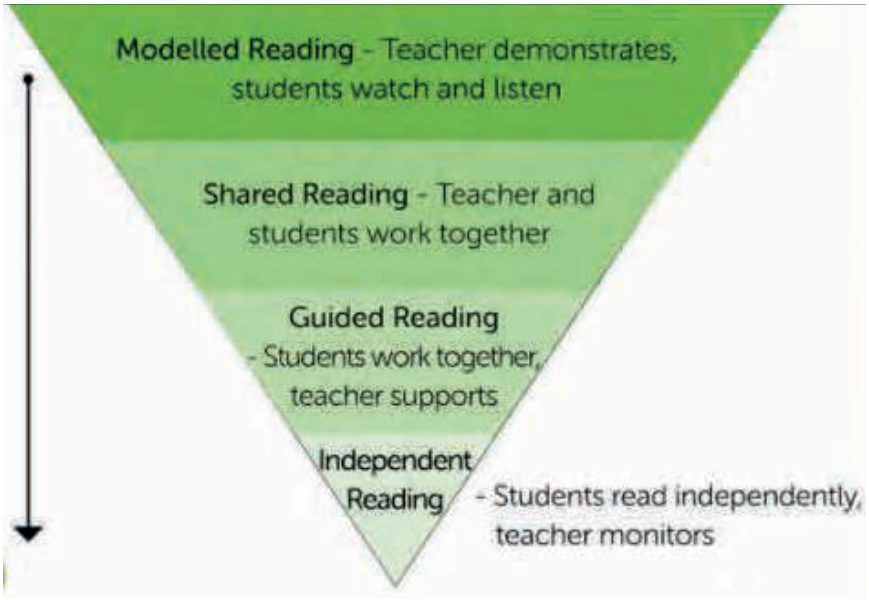
- EIF OFSTED

HOW WELL DO STUDENTS READ THE SOURCE TEXT?



Deliberate Practice and Guided Reading and Live Modelling

- This reading strategy is a great way of developing student reading behaviours. Through modelling, it encourages them to think about how to approach a text, to actively read and think about the process.
- This, in turn improves the independence of their reading.
- Once modelled, this becomes deliberate practice when approaching any text. Students can become independent when reading and understanding text.
- This strategy breaks down the reading process, to engage students in the structure, journey, important terminology and concepts throughout the text.
- It enables them to connect with the text and imitate the teacher's thought process- thinking about the bigger picture/ society/ cultural capital.
- Modelling through the use of positive language maintains a calm and respectful classroom climate as well as creating positive and confident habits for deliberate practice.
- Students who find reading challenging engage in texts much more effectively when I've modelled what this should sound and look like. Breaking it up gives them thinking time.
- Providing this structure ensures learning outcomes are maximised.



DOs

Take time to model and read texts aloud- be clear and project, do not rush.

Always stop and start your own reading- 'thinking aloud' for key notes on comprehension/ terminology/ concepts/ big picture analysis.

Admit mistakes and confidently show how to tackle reading mistakes.

Remember that you are modelling to create independence for deliberate practice.

Read every text in the same format- no matter how long it is.

Encourage students to actively annotate whilst you read/ when they read.

Give students thinking and discussion time around the text.

Guide and challenge them to think about the bigger picture and cultural capital.

DON'Ts

Rush through the text.

Let students try the process before modelling it.

Rush through each step of the strategy- they need time to process what has been read/ what they have read.

Skip to the important information- let students contextualise a text.

PRINCIPLE: Deliberate Practice

The Reading Process: Using live modelling of a reading cycle to guide and break down comprehension, improve reading skills, and enhance knowledge and vocabulary.

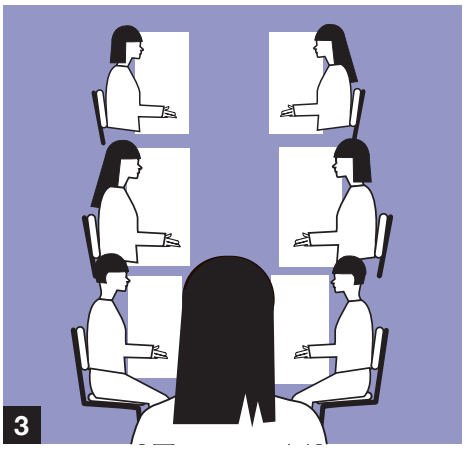
ASSIGN THE TEXT

Consider a text which explores key concepts, ideas, terminology and information for student learning. Choose one that is challenging and provides opportunities to discuss think about the 'bigger picture' and one that provides cultural capital.

TEACHER READS THE TEXT ALOUD

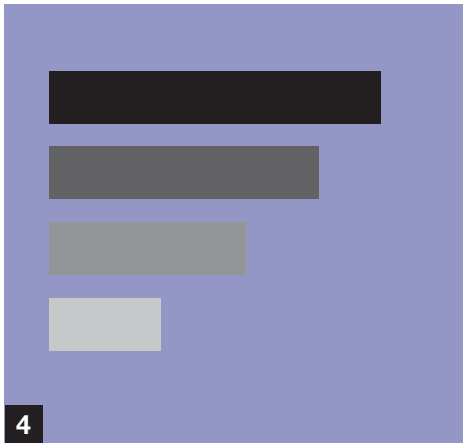
Introduce the text to students, discuss the title, content, the author and illustrator, language they are looking at, concepts to be explored, concepts of print etc. Have students number the paragraphs to think about the journey and structure of the text. Model strategies used by efficient readers and demonstrate adapting reading strategies to gain meaning from different text types.

'Think aloud' about the text, making predictions and links with prior knowledge and experiences.



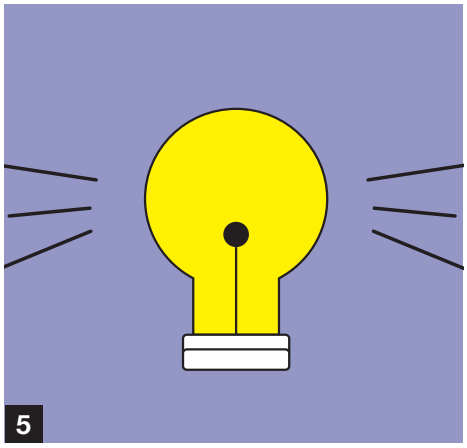
ACTIVATE THINKING

After reading, encourage the students to actively think by inviting them to respond to the text. Discuss what students have heard, providing an opportunity for students to extend understanding and link their prior knowledge to new concepts and information presented in the text.



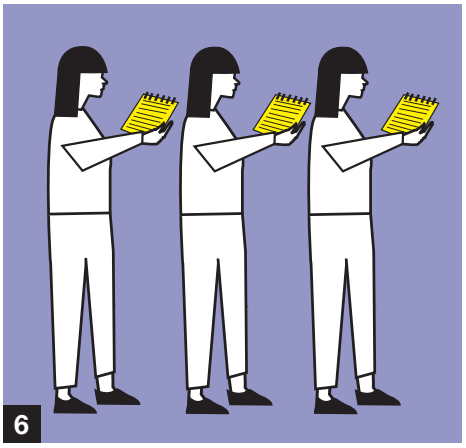
STUDENTS TO ACTIVELY WORK THROUGH COMPREHENSION OF THE TEXT

Students could summarise what happens in each paragraph or section of the text. They could be given a question to consider to which they will search for clues and answers within the text. Highlighting and annotating is great for this.



PROVIDE FEEDBACK ON COMPREHENSION

Discuss student understanding and findings. Use this time to challenge ideas and concepts by linking ideas to the bigger picture/ society/ cultural capital. Use this time to link to key concepts and terminology needed for the lesson. Offer praise points. Offer constructive 'EBI' verbal feedback: 'You identified ..... but what else could we learn from/ about.....'



STUDENTS CAN COMPLETE THE STRATEGY INDEPENDENTLY

Once you have done this with them a few times, it becomes a habit. The deliberate modelling creates deliberate practice. Students can then use this skill whenever they approach a text- independently.

Laura Jonson: Deliberate Practice and Guided Reading

RATIONALE: ACADEMIC READING SKILLS

- We use this strategy to establish and develop our expectations for students reading new texts.
- Some students can be passive readers; asking students to 'read a text/source' for homework can result in a range of outcomes in terms of understanding and retention.
- We usually use this strategy early on in a unit of work to demonstrate expectations of reading in class and/or for homework.

STRENGTHS OF THE WALKTHRU: GUIDED STUDY

- Students develop their independent reading skills.
- They are better equipped to make notes independently.
- They are more confident approaching challenging and unfamiliar texts and concepts.
- Students have useful notes to revise from.
- It is easier to quality assure the standard of notes when the expectations have been made clear.

DOs

Make basic expectations clear.

Provide texts that are challenging.

Show students how to find suitable texts.

DON'Ts

Insist on one model for all.

Provide complete glossaries.

Expect miracles overnight!

Academic Reading

Note-taking

Decide on your **purpose**: what is your "big question"? As you read, you are looking for evidence and ideas to support, challenge, or develop your response to this question.

Write the following at the top of your page:

- Author's full name.
- Title of the book OR online article.
- Publisher, place of publication, date of publication OR the full name of the website.

When note-taking, include:

- Summary of the critic's overall argument.
- Key words.
- New information.
- New vocabulary (look it up in an online dictionary and consider how it links to your reading context).
- Juicy phrases (put in quotation marks and include page number if you think you may reference this later).
- Questions to ask about or to consider later.
- Links to what you are already thinking.

When note-taking, don't include:

- Information you already know.
- Long, detailed explanations – keep it concise.

As you write:

- Use a highlighter or pen to mark key quotations or passages.
- Pause every 5 minutes and return to your "big question" – how is the information you are reading helping you to answer this?
- Have a copy of your primary text on the desk to refer to – you may want to link your reading to quotations/examples from the text. You can add these in a different colour of pen.

Cornell Note-taking

KEY WORDS, QUESTIONS	TITLE
	NOTES
	SUMMARY

Sources

To evaluate an online source, look at:

- the identity of the author (what is their background/job?)
- the quality of the referencing
- the name of the website (does it link to an academic institution?)
- If you are still unsure, check with your teacher

Examples of sources:

- British Library
- MASSOLIT
- Introduction or appendix to your copy of the text
- Poetry Foundation Website
- Poets.org

Reading a New Literature Text

Predict

- CONTEXT → Why are you reading this text? E.g. for the unseen section of the paper you will already be looking for SPP conventions.
- TITLE → What do you expect the tone/content of the text to be?
- PARATEXT → What does the cover/blurb/foreword/presentation suggest about the text?

Activate Prior Knowledge

- TEXT TO TEXT → Where have you encountered this genre / character type / narrative style / literary technique previously? What do you recall about how and why the writer used these devices?
- TEXT TO SELF → How can you relate this text to your own experience?
- TEXT TO CONTEXT → What does the date of composition suggest to you? What do you know about the key issues in that time period?

Strategies to Aid Understanding

- GIST → read a section (e.g. a chapter or group of stanzas) once through. Write down the 5Ws – who, what, where, when, why?
- REREAD → be alert to the point at which you lose understanding of the text. Revisit your 5Ws and return to the point at which you last understood the narrative and reread.
- LOOK UP → use an online dictionary to look up definitions of words. Use an online thesaurus to look at similar words. Rather than just accepting the definition, consider how it fits to the context you are reading.
- USE THE NOTES → often literary texts include explanatory notes. These might be at the back of the book.
- HIGHLIGHT → mark phrases which resonate with you. Why do these words strike you?

Speedy Analysis: Highlight

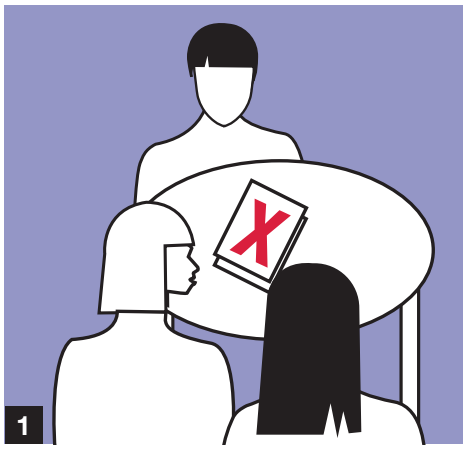
Motifs – Juicy phrases – Resonant images – Generic features

Note-taking Symbols

And &	Because ∵	Therefore ∴
Proved QED	Uncertain ?	Meaning =
Links to →	Increases ↑	Decreases ↓
More than >	Less than <	Approximately ~
Around the time of (circa) c.		
World War 1 WW1		Nineteenth century C19
Example e.g.	Similar sim.	Very v
Chapter Chp.	Page p.	

PRINCIPLE: Deliberate Practice and Guided Reading

Academic Reading Skills: Training students to become active readers; using the Cornell notes method.

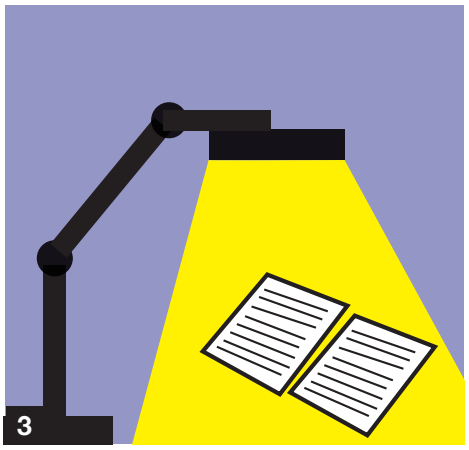


ESTABLISH CLEAR LEARNING GOALS

Distribute a new text connected to the topic being studied. It helps if it's challenging either in terms of vocabulary, concepts or both! Ask students to read and make notes. They should find this difficult and you should expect the outcomes to be wide-ranging in terms of quantity and quality.

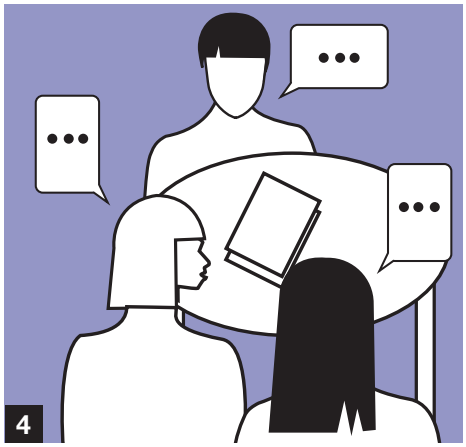
GET FEEDBACK FROM THE STUDENTS ON THEIR PROCESS

Ask the students questions in order gauge their experience of the process. Use this to inform how you model note-taking in the next step. Questions you might use include: How did they find the text? What did they do with words/ideas they didn't understand? How did they decide what to include for their notes? Why did they lay their notes out like they did?



USE THE VISUALISER TO MODEL

Model to the students how to make annotations and making effective notes. To do this, begin with: What is the Big Question? Then explain what they should write at the top of the page; what they should include when taking notes; point out what not to include!

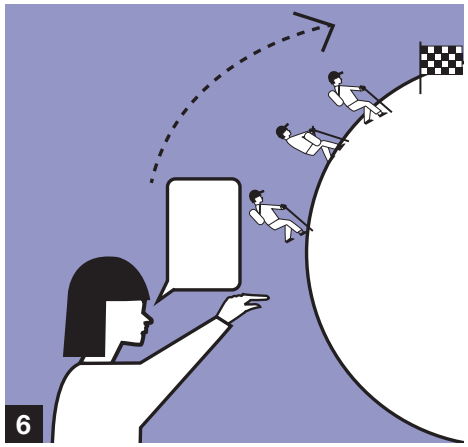


PRACTISE INDEPENDENTLY WITH A MODEL

With a model of what good notes should look like, ask the students to complete the task again on a different extract, independently. This time, they should be better equipped to meet expectations and develop effective reading strategies.

PROVIDE FEEDBACK ON THE QUALITY OF NOTE-TAKING

For successful note-taking students should be able to annotate and make notes independently; explain/demonstrate the process to each other; present their findings to their peers and have a clearer understanding of what enrichment looks like. Using this success criteria, provide feedback to the students and model each point so that they are clear on what it should look like.



MONITOR AND QUALITY ASSURE PROCESSES

Make the expectations of note-taking clear in order to quality assure the modelling process. The students should develop their independent reading skills; be better equipped to make notes independently; be more confident approaching challenging and unfamiliar texts and concepts and have useful notes to revise from.

GEOGRAPHY

CPD session attended: **Deliberate Practice and Guided Reading** Led by Amy Anderson

What practice did you note?

Amy's session was valuable as it displayed how guidance can be really useful in creating impact on literacy and understanding written text. The use of questioning whilst reading aloud was clear in the CPD and this is something we wanted to work on in Geography.

Setting aside time for students to create their own summaries of the text, in their own format, and using key term definitions from the text was really useful. Building these strategies in over time was clear in its value to getting students using text independently.

How have you adapted this for the department or classroom?

Reading has been made more purposeful by 'guiding' the students to appropriate reading sources that link to their current learning. Modelling reading, through the visualiser for example, helps identify key points and ideas from the body of text being used.

We have implemented this guided reading at KS3 and KS4 as a homework strategy and used retrieval starter activities in lessons to review the learning from the students' reading. We have used relevant and modern articles and blogs from sources that are easy to access and this has increased engagement.

What challenges did you face?

It takes time to organise the reading materials but once set up the same sources can be used time and time again. Students need to be coached on how to get the most from the reading tasks but with regular opportunities this is soon achieved.

What is the rationale behind the strategy?

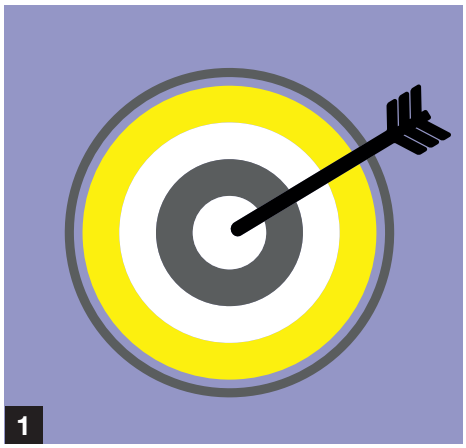
Guided reading has enabled students to read both around the topic being studied and it has also encouraged students to read in greater depth; the bank of supplementary reading in Geography has supported this development.

Retrieval homework tasks benefit students by looking back at learning they have recently completed and has help to embed key components integral to the course such as case studies.

Students logging their reading at A level helps demonstrate they are completing the study time tasks that they are set.

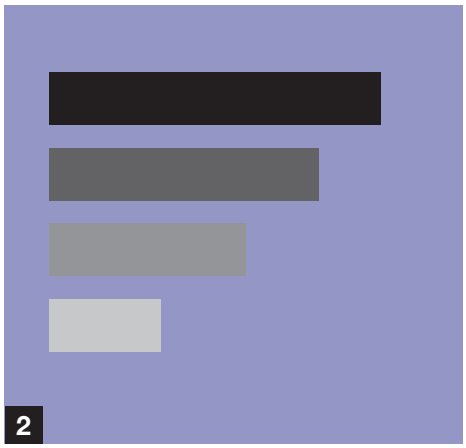
PRINCIPLE: Deliberate Practice

Retrieval Reading: Using wider reading to retrieve key knowledge and apply to broader contexts.



IDENTIFY CURRICULUM AREAS AND RESEARCH TARGET ARTICLES

Identify the 'big ideas' within the curriculum and consider those that would benefit students most. These might include areas of the curriculum which might have synoptic links or mandatory parts of the specification such as case studies or set works. Prepare the organisation of the readings by creating topic folders to hold the retrieval reading resources.



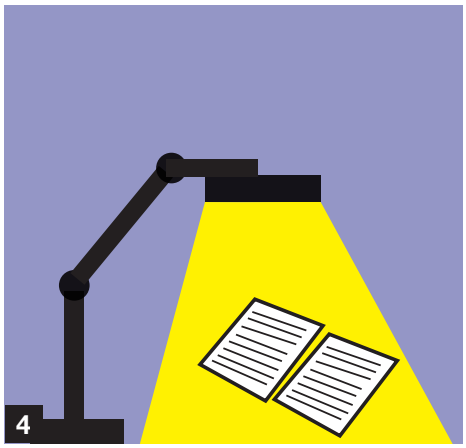
CHUNK THE READING

Select the authentic, relevant and challenging articles with the view to scaffold and guide reading and knowledge retrieval. Collate into accessible, pertinent areas, for example, Geography A-Level is split into EQ areas. Similarly, identify relevant links such as referencing case studies.

CREATE ACCESSIBILITY

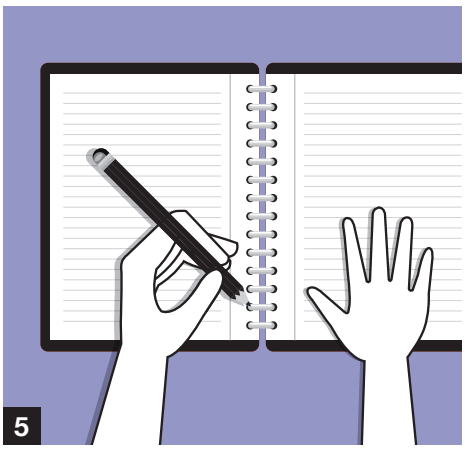
Choose and create a platform to publish the Retrieval Readings on. This could be in any of the following formats:

- A Google Sheet 'reading hub' – using links to the learning platform, structured using the curriculum sequencing.
- Links published on the subject area on the school website.
- Google Classrooms.



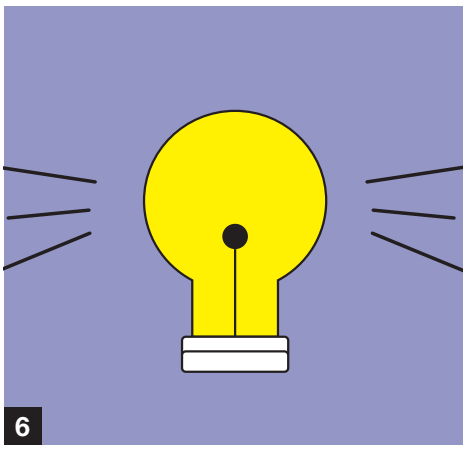
MODEL OR 'WALKTHRU' THE READING

Using a visualiser model the production of useful notes from reading (condensing). model effective practice by chunking key ideas from the text into key note-taking points. Show the class how you identify and extract the pertinent points explaining why you have chosen each piece of information so that they learn how to do this independently. If possible, model the use of this reading and material with exam questions.



READ AND WRITE TIME

Set students the task of 'Retrieval Reading' as preparation work or homework ensuring that expectations are clear on the volume of key points to be noted from the individual reading content. Use a reading log, one that enables the student to track their reading journey. Once students become independent readers and confident at 'Retrieval Reading', provide an element of choice over time, where they branch out into wider areas of the curriculum.



REFLECTION TIME

In the sequence of learning, factor in lesson time to address the independent 'Retrieval Reading' by creating lesson starter activities that focus on a discussion of key points in the reading. Allow students to discuss key findings in working groups, perhaps using group leaders to chair the discussion. Facilitate class discussion ensuring the major issues dealt with in the article are addressed.

Jenny Swift: Deliberate Practice & Teaching Students with Autism

RATIONALE: STRATEGIES TO HELP AUTISTIC CHILDREN REMEMBER KNOWLEDGE

People with autism don't have the automatic cross talk between brain systems - the reasoning and the memory systems - that tells their brain what is most important to notice or how to organize it thematically.

Typical people automatically notice and focus on what's important or relevant. Because people with autism focus on details instead, they can't recall or respond to what most people think is important.

Having some different strategies to try to help support memory will not only support those with ASD but others in the classroom too.

The pedagogical strategy outlined in the 6-step Walkthru serves to enable students with autism to effectively revise and remember key points

The strategies should be used as often as possible so knowledge has the greatest chance of being embedded, so students with autism can start to automatically know and apply the knowledge themselves.

Strategies to help Autistic children remember knowledge

- **Time is key:** Provide time for students with autism to physically write their notes.
- **Use gesture and movement:** Physically doing an action can help students with autism to help remember things.
- **Active learning:** For some students with autism, make activities as physical as possible.
- **Make learning relatable:** Relating things to a familiar aspect of an autistic student's environment makes the learning meaningful, for example, relating learning to family members or life events.

DOs

Give them plenty of time to write things down and process information.

Do activities which require physical movements, playing cards, moving to different areas of the room, doing different gestures etc.

Make things as visual as possible as this really helps with memory.

Repeat things regularly over and over.

DON'Ts

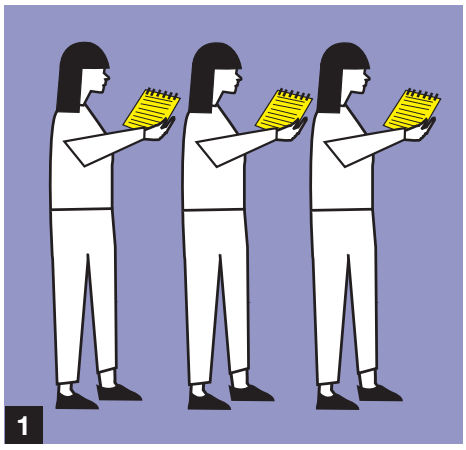
Rush through things – if something is too fast they will understand at the time but will struggle to recall it again at a later date.

Allow the classroom to get too noisy when doing these activities otherwise the atmosphere will become too much and with counteract your strategy for effective learning.

Don't start talking about something else when they are writing things down as this will not be remembered and will be frustrating for an autistic student.

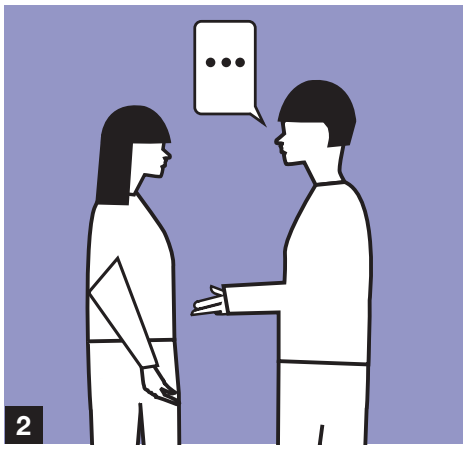
PRINCIPLE: Deliberate Practice

Recall for Autistic Children: Teacher behaviours to support the teaching and learning of children with autism.



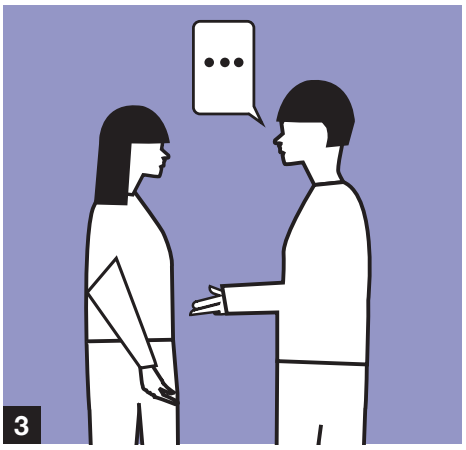
CREATE A ROUTINE FOR ARRIVAL

Students with autism benefit from a familiar classroom setting and start to a lesson routine. To this end, ensure there is a seating plan, starter activity and habitual commencement to the lesson. For example, a starter is always displayed on the board or the teacher is always at the door meeting and greeting on entry.



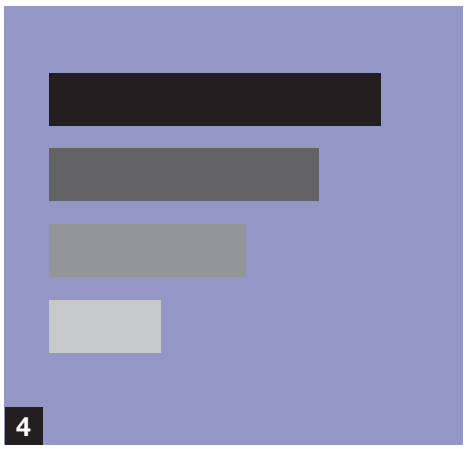
USE GESTURE AND MOVEMENT

To explain curriculum content, new concepts and ideas, use gesture and movement such as physically doing an action. This will help a child with autism to remember things. For example, to teach the parts of the brain and its function, place your hand on your own head simultaneously chanting the name of the particular part of the brain.



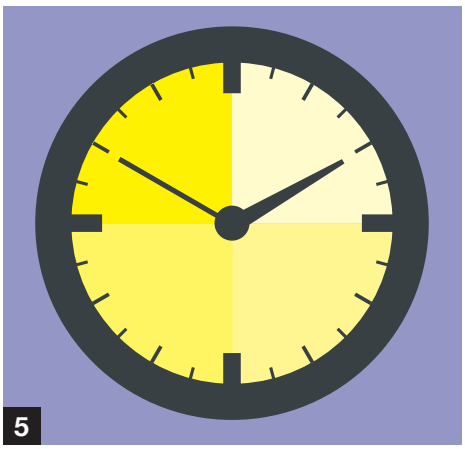
MAKE LEARNING ACTIVE

Many students with autism find that physical movement encourages learning to embed and move from short-term into the long-term memory store. For example, model physical movements and ask students to stand and reproduce the motion. Or, use physical objects to help to explain new learning.



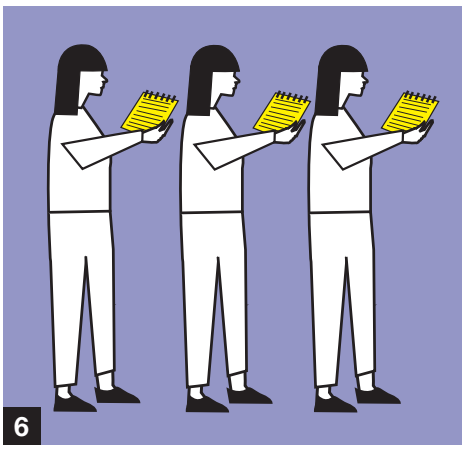
MAKE LEARNING RELATABLE

To support with memory and recall, relate the big ideas, concepts or curriculum content to things that are familiar to their environment. Making learning meaningful helps students with autism to remember. For example, chunking down new ideas to a familiar mnemonic such as 'GCSE' can assist recall because the acronym means something and is familiar to them.



PROVIDE TIME

Provide a specified amount of time for students with autism to physically write their notes. Try to avoid talking about new ideas or knowledge whist they are writing to avoid confusion or digression.



CREATE A ROUTINE FOR EXIT

Consider a consistent plenary to end the lesson. For example, a quick quiz to recall key knowledge. Ensure there is enough time to tidy up, pack away and stand behind chairs so that a child with autism is able to leave the classroom calm and collected.

DANCE

CPD session attended: **Curriculum Review** with Sam Mahoney, Head of Dance, Goldington Academy


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding


Questioning & Discussion

What practice did you note?

During the Curriculum Review, Sam and I discussed the teaching of the theory components of the Dance GCSE course. Sam shared insight on teaching the theory units through practical work and demonstrated a dance routine she had created that matched the subject-specific terminology. She modelled how she physically showed the students the movements whilst stating the key words which she then made the students perform whilst stating out loud the key words. This method had helped them retain the information as the key word and the action were linked.

How have you adapted this for the department or classroom?

I chose a list of physical skills that the dancers have to memorise; words such as balance, flexibility, strength, control. I made a movement sequence that connected the skill with a certain action, for example on the word 'flexibility' I taught them a high kick, and on the word 'balance' we held a position on one leg. The movement sequence flowed well so it became a dance routine for them. Once they knew it they performed it whilst saying each skill out loud; enabling the teaching of theory through practical application.

What challenges did you face?

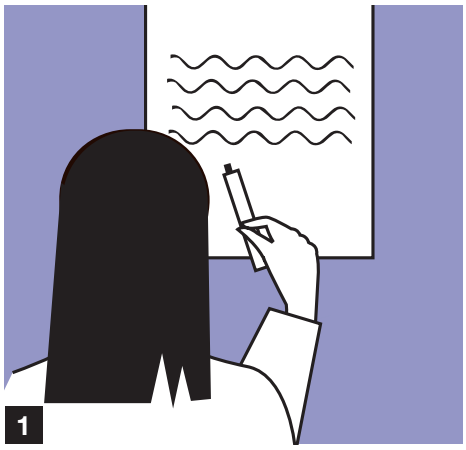
This method doesn't work for every list of key words on the GCSE specification and students would find it boring and repetitive if I did it too often so you have to choose the right set of key words to make it work.

What is the rationale behind the strategy?

Students retain information better when they are moving; the cognitive psychologist Daniel Willingham notes the importance of modelling physical movement to students to help them master the physical skill. Not only are the students enabled to improve their movement but they are supported in using this to recall the subject-specific terminology. The sequence was systematically repeated so that the routine and words became embedded in their movement memory. When it came to testing the students about the definition of each skill, I stopped them on a certain action and questioned them. The action they were performing at the time was able to help them recall the definition as they were doing it with their bodies.

PRINCIPLE: Deliberate Practice

Fusing the theoretical with the practical: A starter activity that incorporates theoreticalkey terminology with the practical component of the course

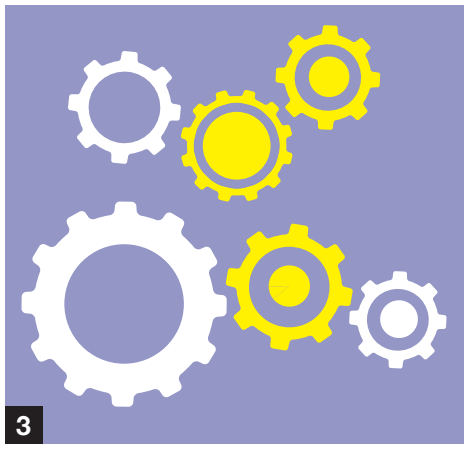


IDENTIFY THE KEY WORDS

Decide upon the subject specific key terminology required for the written component of a course, ones that can be transferred easily to the practical component. For example, in dance key terminology covers a list of physical skills students need to memorise for performance assessments.

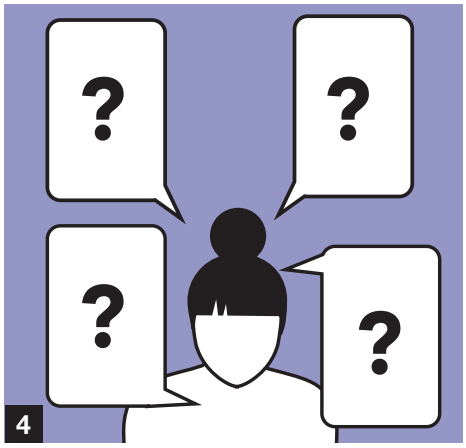
MODEL THE SKILL

The teacher should choose the key terms and physically demonstrate the skill through an action. The students demonstrate understanding by learning these actions. For example, for the skill coordination, the teacher might model travelling forward in a gallop whilst circling the arms backwards at the same time.



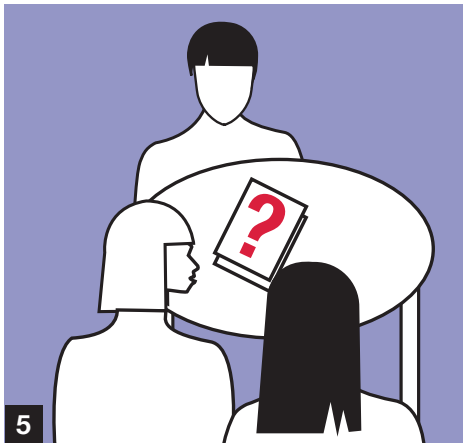
MEMORISE THE SEQUENCE

Students are given time to learn the physical skills sequence of 11 actions to match the 11 skills. Students are required to say each skill word out loud as they perform the corresponding action to support their memory of the key terms list. Through observation, the students can see how the movement relates to the meaning of the key term. Through modelling, the students are able to improve their physical and cognitive development.



PROBE THE THINKING

Follow up on the practical modelling of the skills with probing questions to extend thinking and develop understanding. Ask students to stop at random on a skill/action in the sequence and tell a partner why this action represents the skill word.



ASSESS THE LEARNING

Listen to students' understanding of the 11 skills, gauge gaps in learning and flush out misconceptions. This supports them with clarifying their knowledge and understanding of the key terms.

REPEAT THE STARTER ACTIVITY

Once a week/fortnight then repeat the activity at the start of a lesson to support students' memory recall and knowledge retrieval of the 11 physical skills.

HEALTH AND SOCIAL CARE

CPD session attended: **Collaborative Classroom Fortnight** Led by Charlotte Linehan


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding

Questioning & Discussion

What practice did you note?

We observed an example of retrieval practice in Charlotte's lesson through the use of a visual nine-grid starter template. We noticed that Charlotte challenged students as soon as they entered the classroom by providing them with this starter activity. The task engaged them to get them thinking about the content learnt during the previous lesson. We noticed some questions were more challenging than others and she prompted higher attainers to answer specific numbers.

How have you adapted this for the department or classroom?

As a department we used the idea of the nine-grid starter for a 'trial' basis period and saved these resources within our google drive. We decided to relate it to pass, merit and distinction criteria, from the BTEC qualification, by creating specific questions for mixed ability learners e.g. focusing on the command words and differentiating between knowledge-based responses and application.

What challenges did you face?

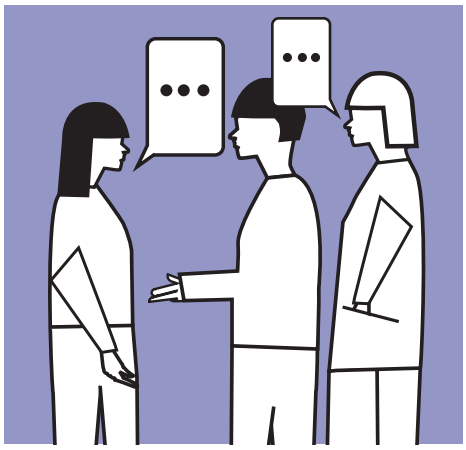
The challenges we faced were that students found creating a mark scheme challenging if they did not know the topic with great confidence. We overcome this barrier by pairing the students with someone who identified this topic area as one of their strengths. It also took the students longer than we planned to complete the task. To this end, we would recommend considering with care the nature and level of complexity of the tasks / questions.

What is the rationale behind the strategy?

The driving motivation for retrieval revision questioning was feedback from our 'deep dive' Curriculum Review where we are looking at strategies to embed knowledge into students' long-term memory as well as finding a way to identify common misconceptions within the unit 1 exam. We believed that if we were able to improve both short- and long-term memory, it would have a positive effect on students' overall examined grade.

PRINCIPLE: Deliberate Practice

Six-grid starter: Retrieval practice starter activity utilising exam specifications and marks schemes.



IDENTIFY THE TOPICS

Divide the specification up into sub sections (e.g. A1, A2, B1, B2, C1, C2). Print out a copy of the specification and ask the students to highlight the focus areas.

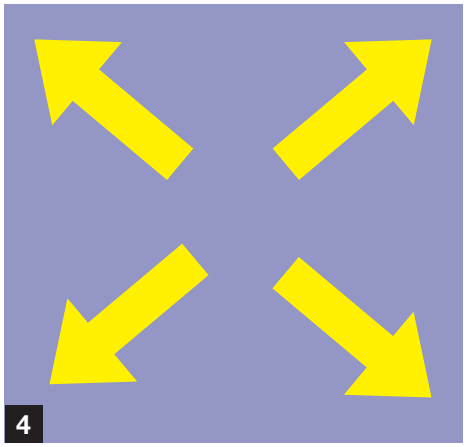
IDENTIFY THE REVISION QUESTIONS

Create six questions which address all the grade boundaries e.g. 2 -10 markers. This will allow you to demonstrate slow progress and increase the level of difficulty.

Alongside the six questions there will need to be a mark scheme for students to check their understanding of the knowledge and skills (Assessment Objectives).

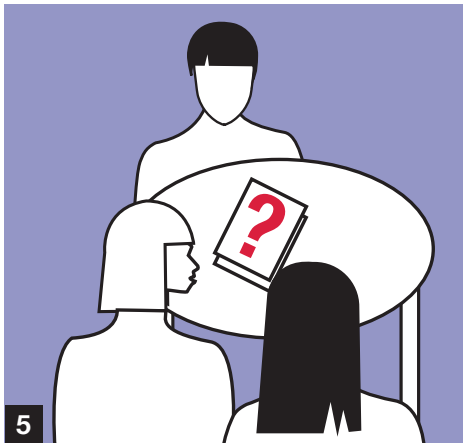
DEMONSTRATE AND MODEL

It's essential during this stage, that you model the structure of what you expect your students to achieve by the end result. This can be done on the board or can be pre-written and printed for each student to annotate. This would include what the examiner will look for such as key terms, structure and application.



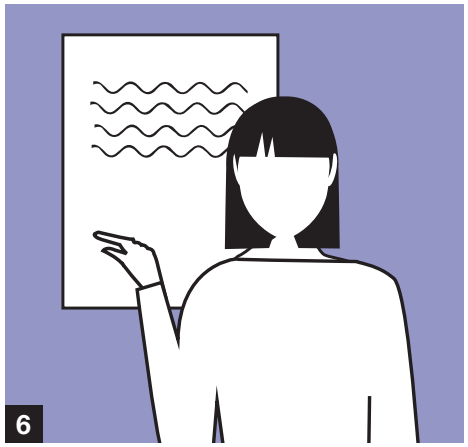
PROVIDE INDEPENDENT CHALLENGE

Display the retrieval grid on the board and get students to attempt the knowledge-based questions or lower tariff questions (2-4 markers). Students will collaboratively feedback their answers.



PLAN, SHARE AND ATTEMPT

During this stage, students should, in collaboration with a partner, complete a higher tariff question. Students should work together to plan a 10 marker with a peer using the template from the modelling stage (refer back to step 3).



REVIEW AND FEEDBACK

Using the mark scheme students will self-assess their longer style responses to check their understanding and application. It's important at this stage to highlight the success criteria and model what the students should be looking for in their answers.

MATHS

CPD session attended: **Deliberate Practice and Teaching Students with Autism** Led by Jenny Swift


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding


Questioning & Discussion

What practice did you note?

The session on Autism and establishing long-term memory was one that struck a chord owing to the on-going issue in Mathematics as to how to enable all students, including those with Autism (who struggle with Mathematics) to remember information, key facts, techniques and methods within the subject. Further research led to linking this session with 'Critical Mass', the true mastery of a skill, again an ongoing change of approach already started within the department and affecting teaching and learning approaches of Mathematics. Deliberate practice, establishing a clear routine and structure rang true as approaches that overlap the Mastery approach of teaching Mathematics with the structure outlined in the CPD session.

How have you adapted this for the department or classroom?

The CPD session directly affected how to teach certain topics by organising the lesson in a different way; the use of structured PowerPoints, the clear time limits given to students and the use of a grid system to structure answers.

What challenges did you face?

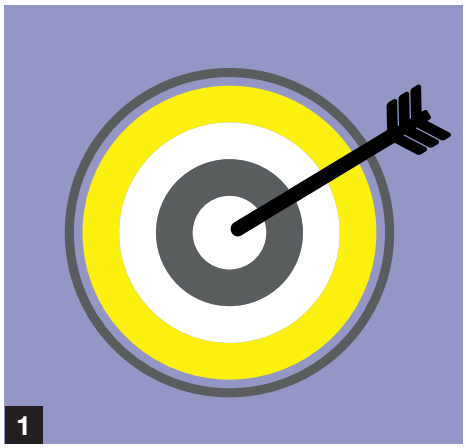
The main challenge of this approach is the time-consuming nature of altering the structure of a lesson. Preparation of resources (PowerPoint, written resources) will take longer to prepare as the grid of solutions needs to be specific to the topic, as does the PowerPoint. Adaptation of established resources will need to be done in order to apply this technique of deliberate practice for Autistic students.

What is the rationale behind the strategy?

The strategy has been implemented to help Autistic students by giving them a clear structure, time to complete work and organisation of their solutions. The explicit instruction of these areas will help Autistic students access the curriculum more easily and hence make better progress.

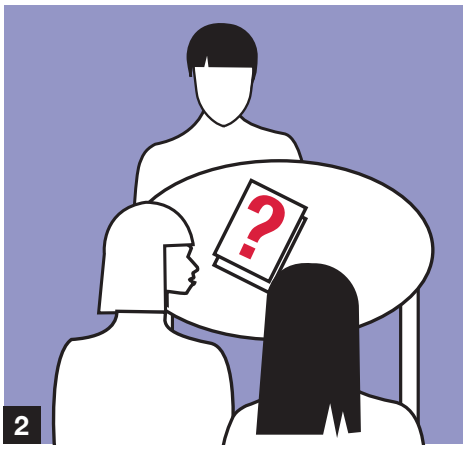
PRINCIPLE: Deliberate Practice

Predictable, Structured Repetition: Using an answer grid, a help sheet and a structured power point to give clarity to students whilst reviewing topics previously taught.



IDENTIFY KEY CONCEPTS

Four key concepts are identified from modules taught based on common misconceptions from assessments, homework and prior in-depth curriculum knowledge or exam marking.



CREATE A HELP SHEET

The help sheet is designed in such a way that it models how to complete the key questions (linked to the key skills), gives techniques that should be employed as well as key facts to help model the same key skills.

CREATE A POWERPOINT

Twelve slides are produced, 3 per key skill. E.g. 1a, 1b, 1c ,1d, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d. The four key skills (a, b, c, d) are experienced three times, giving repetition and structure to the information. The help sheet is used to support the learning whilst completing the questions.

CREATE AN ANSWER GRID

Create a 4 x 3 answer grid to contain the solutions to each question. The purpose of the grid is to help the student organise their work and give structure to their answers. The teacher also gains from being able to see at a glance how far students are progressing with the task.

CLARIFY THE TIME EXPECTATIONS

For each slide students are given a time frame to complete the tasks. This would include time to read through the help sheet as well as complete the questions.

MODEL SOLUTIONS

After each slide answers are modelled by the teacher and/or students. Reference being made to the help sheet to reinforce its purpose.

Clear Explanation

What is Clear Explanation?

Rosenshine's second principle suggests that more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps. Clear explanation, using subject-specific terminology; modelling 'big ideas' and new knowledge act together to provide clarity to secure students' knowledge. Clear explanation can help to 'remove the fog' and support cognitive development.

In his article, 'How knowledge helps', Daniel T. Willingham notes that those with a rich base of factual knowledge find it easier to learn more; he talks of the importance of background knowledge in order to free up space in working memory in order to both comprehend and acquire more knowledge and allowing that space to be devoted to other tasks.

To this end, Clear Explanation forms one of our core principles for teaching and learning:

- Because comprehension demands prior knowledge, it's important to teach using clear explanation using subject-specific language so that students can make inferences and become more adept at learning new knowledge.
- Because comprehension demands prior knowledge, it's important to provide reading opportunities so that students can make inferences and become more adept at learning new knowledge.
- Because working memory is limited, it's important to 'chunk' new information to free up space in working memory.
- Because new learning needs to be remembered, it's important to make learning meaningful as it is related to what is already in memory.

Strategies to clearly break down procedures to enable students to develop concepts include:

- Step-by-step planning.
- Writing frames.
- Explanation grids.
- Modelling through explanation.
- Chunking – putting items together to enable recall and memory.

CLEAR EXPLANATION IN THE CLASSROOM – CPD LEAD

Lois Scott

Lois Scott: Clear Explanation and Behaviour for Learning

STRENGTHS OF THE WALKTHRU: EFFECTIVE GROUPWORK

WHY THIS STRATEGY WORKS FOR ME:

- Students know my expectations every step of the way.
- They feel informed and therefore empowered – they know how to get it right.
- Helps to build a productive classroom environment as students are supported by each other.
- Leads to students exploring a range of ideas that are naturally developed and challenged.
- Improves verbal communication skills, which leads to improved quality of written communication.
- Helps to create independent learners.
- Supports behaviour being a taught part of the curriculum.

DOs

Do use pre-emptive language: 'In a minute, we will…'; 'Next, I will…'

Do pre-plan, ensuring you are clear of your aim, your behaviour strategy and your rewards.

Do provide scaffolds to students who struggle to communicate.

Do actively praise students who are getting it right, clearly explaining what they are doing and why it is right.

DON'Ts

Don't rush: place value on your explanations so students will value them too.

Don't allow for unstructured groupwork.

Don't worry about repeating yourself!

Don't assume that students know how to work as part of a group.

Tips and Tricks for house keeping

- Student lollipop sticks.
- Colour by ability.
- Maximum of three per group.
- Additional help resources.
- Help desk… 'Help Yourself'.
- Time spent finding prior knowledge in exercise book.
- Use of mini whiteboards to capture prior knowledge.
- Writing materials.
- A3 sheets.
- A4 plain paper.
- Talk cards.
- Will your students need some help to communicate with each other?

Rules and Expectations

- Pens down, mouths closed, facing the front, listening, 3… 2… 1.
- When I need your attention, I will stand here, raise my right hand and count down from 3. When you see that happening, you will need to stop talking, face this way and raise your hand.
- You will not make any comment about the people in your group.
- You must sit in a way conducive to group work.
- You each have a responsibility to take part.
- You must speak to others with respect.
- You must listen to others.

Tips and Tricks to introduce and allocate roles

- All students need to scribe.
- Three certain roles:
    - Reader
    - Group Leader
    - Communicator
- Element of choice by as-you-go allocations.
- Other roles could include:
- Quality control (spell checker, vocabulary elevator, presentation enforcer).
- Project Manager – responsible for keeping group on track.

Tasks and Timings

- Short timings, building to longer if necessary.
- Be clear about what they need to achieve.
- Repeat your instructions.
- Display the time.
- Make it clear which tasks allow talk and which should be silent.

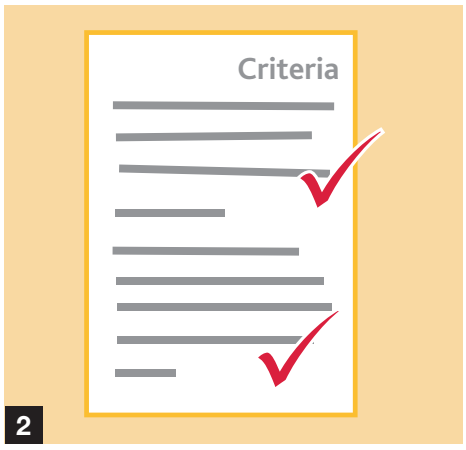
PRINCIPLE: Clear Explanation and Behaviour for Learning

These steps provide guidance and helpful tips about how to prepare and facilitate effective groupwork in your classroom.

PLAN FOR SUCCESS

Before you teach your lesson involving effective groupwork, plan task and groups carefully using the 'Who, What, When, Where, Why, How?' structure.

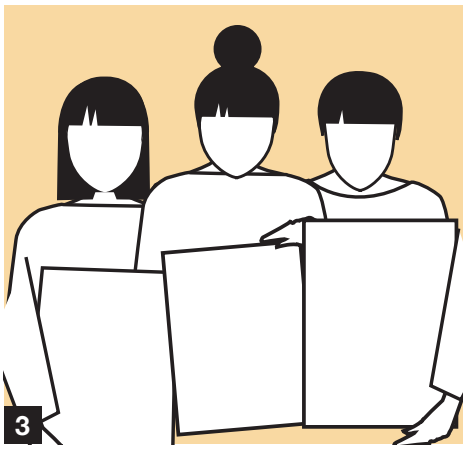
What do you want students to achieve?
Why is group work helpful to achieve this?
How will you allocate groups?
Who will be challenging?
When will the group work take place?
Where will students get help?



DISPLAY, EXPLAIN, EXPECT

It is important to teach behaviour for groupwork to ensure your students are able to use learning time effectively. Before you introduced group allocations or the task, display your expectations for groupwork and talk through each of them clearly. Allow time for questions.

Whilst the group work takes place later in your lesson, instruct regularly using time prompts and enforce your expectations by stopping work to reiterate your rules.



A JOB FOR EVERYONE

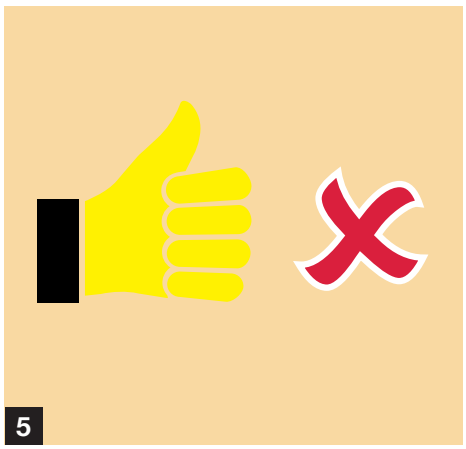
You have spent the time allocating groups, so now reinforce this by asking each member of the group to take responsibility for one aspect of their task.

Remember that three students per group is plenty and try to ensure:
Every student has an active role.
Every student is a scribe.
Consider why you are allocating roles and who will be in control of allocations.
Make students accountable.

SHORT, SHARP, PRECISE

Once you have established your groups, they have their individual roles and the group are sat in a way conducive to collaboration, explain the task they need to complete.

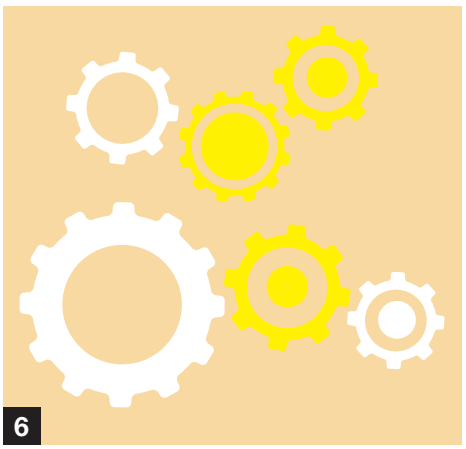
Provide short time frames for students to complete each step, with whole-class check in points built in to your time. Display timers clearly and explicitly state how you want students to behave. For example, silent working; indoor voices; sat down etc.



FACILITATING GREAT GROUPWORK

Your role in the classroom during groupwork is vitally important. Remember to be mobile, present and engaged.

- Be prepared to stop the whole class and re-establish expectations.
- Maintain the same count-downs to gain whole-class attention.
- Intervene with groups who are finding it difficult.
- Seek out groups who are getting it right so they can share.



REFLECTION

Once the group task is complete, ask students to return to their seats for independent learning.

Take the time for students to reflect on their learning: How did you contribute to your group? What did you learn? What could be improved? How did others contribute?

All peer-to-peer feedback should be 'Kind, Helpful and Specific.' 'I like the way you… because…' 'Next time, I wonder if you could…' 'To achieve this, try to…'

DRAMA

CPD session attended: **Clear Explanation and Behaviour for Learning** Led by Lois Scott

What practice did you note?

During Lois' CPD she highlighted the importance of careful grouping which she said should depend on the desired outcome for the lesson, for example mixing ability groups, ability groups, mixing personalities to dilute the temptation for negative behaviour, mixing girls and boys or not.

Lois conveyed the positive impact of giving specific time limits along with a clear explanation of what students need to achieve in that time in order to focus students' attention and give them accountability for the standard of their work.

Group work is something we do every lesson in Drama so I was interested to see a non-Drama teacher's approach.

How have you adapted this for the department or classroom?

In GCSE revision lessons, this has helped to push students to a higher level. I use the desired outcome to inform my groupings within the lesson, rather than just allowing friends to work together. If I need to raise the "top", I group by target grade so that the work I give to the top group extends and challenges them so they don't become complacent. In other lessons, where I need to raise those at the lower end, I mix the abilities but give them specific roles in order to give lower ability students a chance to improve their confidence while working within a group that achieves a good standard for the desired outcome.

What challenges did you face?

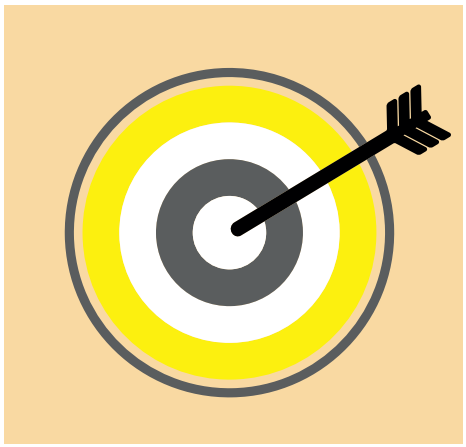
Sometimes, grouping in this way meant that students were not with their friends and it took a little while both to get them communicating as a group or for students with less confidence to make contributions to the group work.

What is the rationale behind the strategy?

In order for students to improve their confidence with the written structure, they need to be amongst students that understand it (sometimes a peer explanation or model is easier for them to understand). However, there are times that working within a similar ability group creates a greater confidence to build a better understanding, which enables them to participate to a greater depth in the mixed ability groupings.

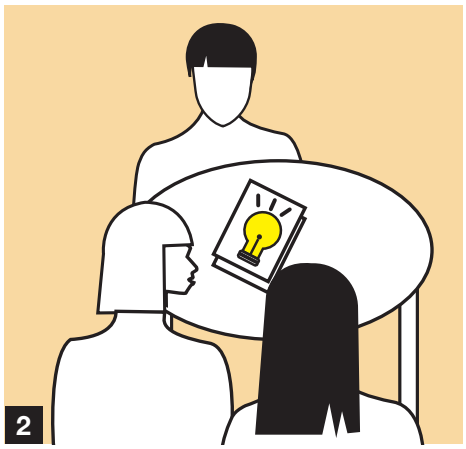
PRINCIPLE: Clear Explanation and behaviour for learning in groups

Group PEEL: Writing PEEL paragraphs in groups with deliberate grouping in order to improve confidence for all and challenge the top.



DECIDE THE OUTCOMES

Before deciding upon the nature of the group, it's important to decide on the outcome of the task or learning outcome. On doing this, it's important to decide which cohort of students you are focussing on for example, aiming to raise attainment for weaker students while challenging the top. Group the class by predicted grades so that there is a mix of 9-1 in each group. Keep group number to 4.

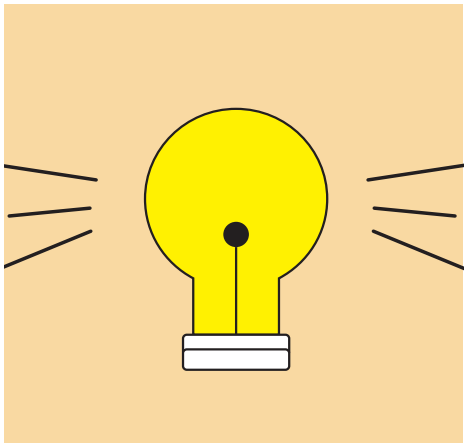


ASSIGN THE ROLES

Ensure every student is assigned a role to work on for the paragraph writing. Give each person a component of the writing frame for example, P, E, E or L and give the group 4 different coloured highlighters and A3 paper. Within each group, give the lowest predicted grade 'Evidence', the next lowest 'Point', the next one up the scale should have 'Link' and the highest attainer 'Explanation'. Don't tell the students this is done on ability!

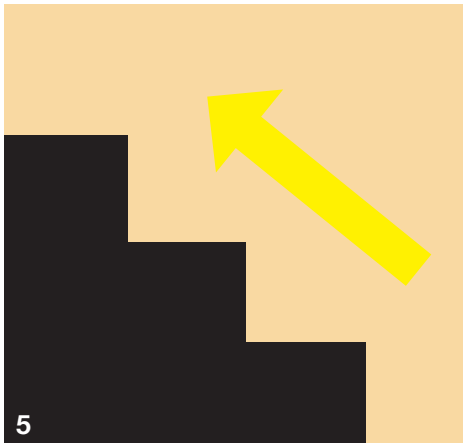
TIME TO MIND-MAP

Set the exam question and clarify its success criteria. Provide a specific amount of time for students to mind-map their ideas. Give clear instructions and set expectations regarding the level of detail required for an effective mind-map. Allow a 5-10 minute group discussion about the different ideas they have for the answer and get them to mind-map it on a piece of A3.



MAKE THE DECISION

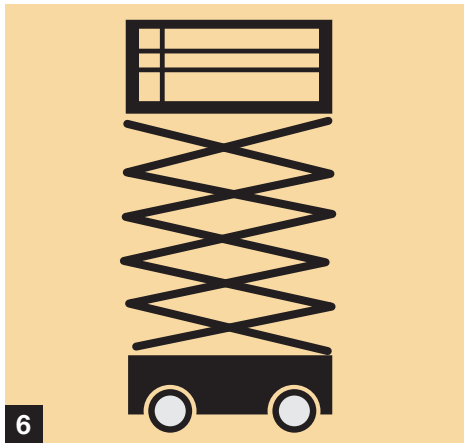
Get each group to focus on just one idea, ask them to weigh up which one should be used, and make sure each group has a different idea. This will become the subject of their PEEL paragraph.



WRITE THE RESPONSE

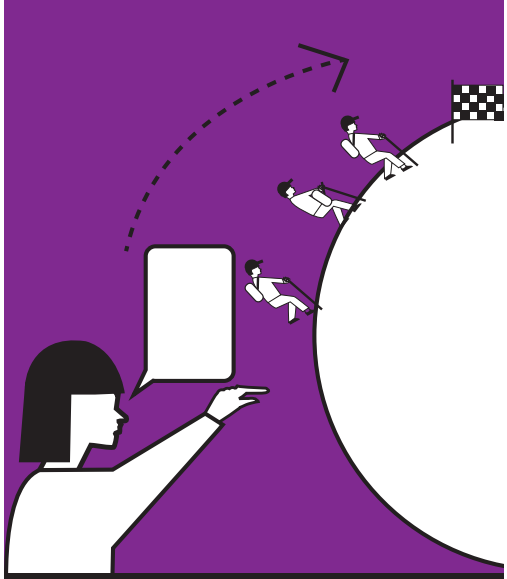
On a separate sheet of A3, each student should write their part of the PEEL paragraph using their colour of highlighter. It should start with the 'Evidence' (so leave a gap at the top for the student in charge of the 'Point' to add their sentence), then 'Point', then 'Explanation' and then 'Link'.

Rotate the groups checking for understanding and demonstration of each of the skills. Suggest improvements or areas that need re-working.



CREATE A SHARED REVISION RESOURCE.

Place each PEEL paragraph alongside its corresponding mind-map on a display board or a table. Students can then look at each other's work and take photos of each paragraph. The aim is that the whole class has contributed to the answer, been challenged to think and improved in confidence. The next time you use the activity, you can increase the difficulty role based on the student's confidence rating of the last attempt.



Assessment & Feedback

What is Assessment and Feedback?

Rosenshine's sixth principle suggests that teachers should regularly check for understanding. If students haven't answered correctly, this is key information for teachers to know, as they can identify this as an area that needs to be revisited or retaught.

In his book, 'Embedding Formative Assessment', Wiliam identifies 5 Key Strategies that support the implementation of effective formative assessment. These include:

- Clarifying, understanding, and sharing learning intentions.
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning.
- Providing feedback that moves learners forward.
- Activating students as learning resources for one another.
- Activating students as owners of their own learning.

For Wiliam, assessment should be used primarily to impact on learning and, importantly, the teaching should be contingent on what students have learnt, so that whilst teaching, evidence about where the students are should be elicited by the teacher, in order to adjust subsequent teaching, so that students are enabled to achieve the learning goals.

To this end, Assessment and Feedback forms one of our core principles for teaching and learning.

ASSESSMENT AND FEEDBACK IN THE CLASSROOM – CPD LEADS

Leane Cross

Andy Scott

Leane Cross:
Assessment and Feedback and Revision

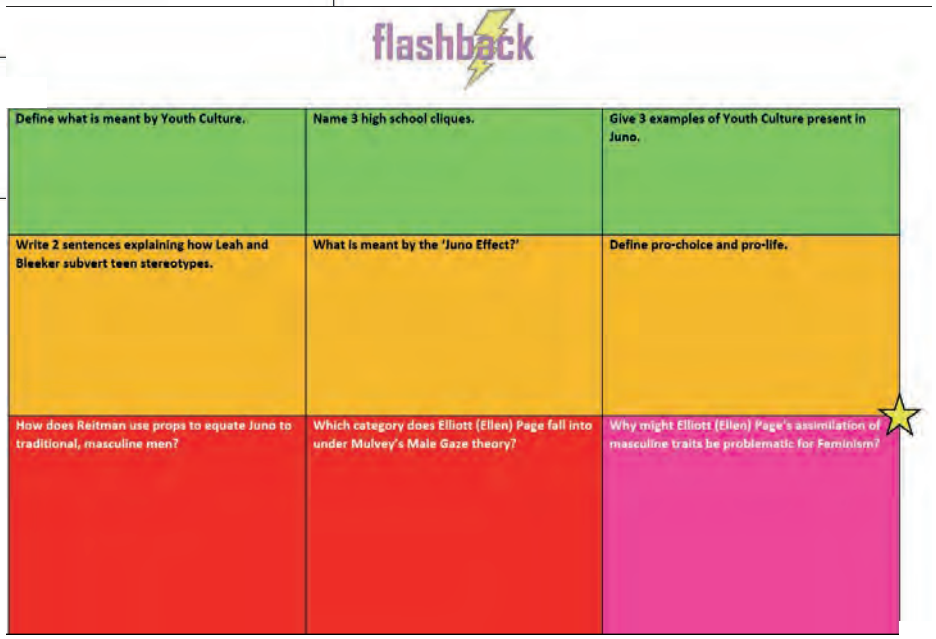
Rationale: Phraseology. Insights. Elaboration (P.I.E)

- This strategy focuses on improving the quality and depth of student analysis (AO2) which is assessed in every question across GCSE and A Level Film Studies.
- A recurring problem within our extended exam responses (15, 20 and 40 marks) is that students lack sophistication, and/or do not provide qualitative depth of analysis, when exploring film form.
- P.I.E is utilised as a tool to improve the quality of student literacy; stretching and challenging them to utilise more sophisticated terminology; to provide their own insightful comments; and to elaborate on underdeveloped points.
- P.I.E can be compartmentalised or used holistically, depending on the area of improvement.
- This strategy can be used as part of knowledge retrieval starter activities; as an analytical prompt when undertaking scene analysis; as part of modelling effective responses and for helping to complete MRI responses.

TOPIC: DISTRICT 9 (1)

Briefly describe a key character from your film (5)
Wikus Van Der Merwe is a weak and easily led character. He is given a new role as part of MNU to move the aliens out of District 9 as he is controlled by his father in law, Piet. He treats the aliens poorly in this role with some disrespectful actions. He redeems himself when he begins turning into an alien and then helps Christopher.

Phrasing: Develop the phrasing and expressions highlighted in red	
Insights: Answer the question(s) to reveal deeper insights	How does Wikus discover his humanity?
Elaboration: Offer more examples and explanations for the part in green (Remember FAT CAT)	



Vivacious Vocab – Definitions:

- **Imperious** – domineering, dictatorial and overbearing.
- **Terse** – Abruptly concise.
- **Dispassionate** – Devoid of personal feeling or bias.
- **Acerbic** – harsh or severe, as of temper expression.
- **Meek** – overly submissive or compliant.
- **Acquiescent** – submit or comply without protest.

Using it in context:

Dickens' 'A Christmas Carol,' explores Scrooge's **dispassionate** attitude towards the lower classes.

Miss Trunchbull was an **imperious** headteacher, who spoke to her students with a **terse** and **acerbic** tone.

C3PO is a **meek** droid, programmed by Anakin to be **acquiescent.**

Zooming in on vocabulary:

Write **two sentences** for each of the following terms, exploring the characters from Juno. You should provide a **clear example** from **anywhere** in the film to reflect the terms.

Terse –
(Abruptly concise)

During Mark and Vanessa's argument, Vanessa speaks with a **terse** tone, expressing her dismay towards Mark's choices. Moreover, this is **emphasised by her cynical glare**, as Mark reveals that he wants to pursue his dream of being in a band.

Dispassionate –
(Devoid of personal feeling)

In the **abortion clinic scene**, the receptionist had a **dispassionate** demeanour. Her tone towards Juno was cold, clinical and devoid of emotion. Moreover, this was emphasised by her **facial expressions and body language,** as she continued to play her video game, before **eye rolling** at Juno.

Challenge:

Within your sentence, explore a element of film form that illuminates the chosen term.

(Cinematography, mise en scene, editing and sound)

flashback PIE

Topic: 'Juno – Get Real'

Jim DeRogatis has a strong view towards the film, 'Juno.' One of his main arguments in his review is that the film comes across as 'anti-abortion and therefore anti-woman.' This means that the film shows abortion in a bad way, and makes out women cannot choose what they want to do with their own body.

Phraseology: Re-write the highlighted sentences, using more sophisticated terminology.	
Insights: How might you incorporate Stuart Hall's Reception theory in relation to DeRogatis' review?	
Elaboration: Develop the last point in this response, by providing a key scene and film form analysis which illuminates DeRogatis' argument. You should write a minimum of 3 sentences.	
Challenge:	

ASSESSMENT AND FEEDBACK AND REVISION
STRENGTHS OF WALKTHRU: PHRASEOLOGY. INSIGHTS. ELABORATION (P.I.E)

- Provides a stimulating starter activity for students as they enter the room, encouraging a calm and respectful classroom climate.
- Somewhat 'low stakes.' Students feel safe attempting the questions, as teacher can circulate and view responses, before whole class feedback.
- Provides opportunities for students to undertake knowledge retrieval to retain information in their long term memory.
- Tasks can be developed to address misconceptions from previous assessments.
- During feedback, you can develop learning further with pose, pause, pounce, bounce questioning to provide further challenge.

DOs

Be strategic with planning and ensure expectations are present on handout or stated verbally.

When students are giving you answers, challenge them to use sophisticated terminology. 'Say it again but…'

Consider how you can link P.I.E in each of your lessons, even through non-verbal tasks, to ensure consistency.

Consider ways of providing cross-curricular examples when introducing new terminology, so that students are more likely to retain these terms, by accessing them more regularly.

DON'Ts

Don't rush through the activities. Be prepared for an activity to take half to a whole lesson.

Don't let students try and interpret the activity without explanation.

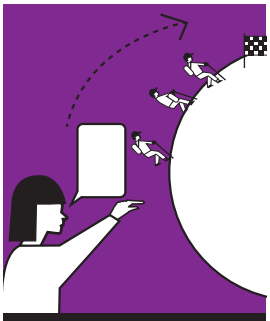
Don't move on without ensuring that all students understand the new vocabulary they have been given.

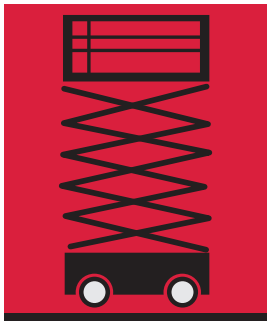
FILM STUDIES

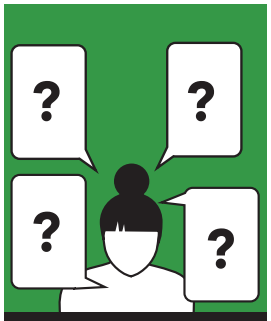
CPD session attended: **Assessment and Feedback** Led by Leanne Cross


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

The session covered how to incorporate sophisticated vocabulary which could be utilised in a plethora of activities. The process to achieve this was through the acronym P.I.E (Phraseology, Insights and Elaboration) which was simplistic to remember, with each slice of PIE developing and enhancing student writing. P.I.E can be used to improve the quality of student literacy; stretch and challenge tasks; to provide insightful comments; and to elaborate on underdeveloped points.

How have you adapted this for the department or classroom?

This strategy has enabled us as a department to link back to our previous acronym FAT CAT, to produce qualitative extended writing. Moreover, we have also been able to adapt P.I.E to link to our CPD from last year, Flashback, incorporating revision and specialist terminology. Across the department, individual teachers have been able to adapt PIE to suit their exam topics and deliver the strategy in a way which adheres to their own specific specialist area.

Since undertaking the CPD session in December, we have since adapted P.I.E further, and have created a revision placemat, using the principles of P.I.E but with a specific focus on exam questions. This strategy is to be used to help students with structuring their exam responses and as a way of achieving high quality MRI work.

What is the rationale behind the strategy?

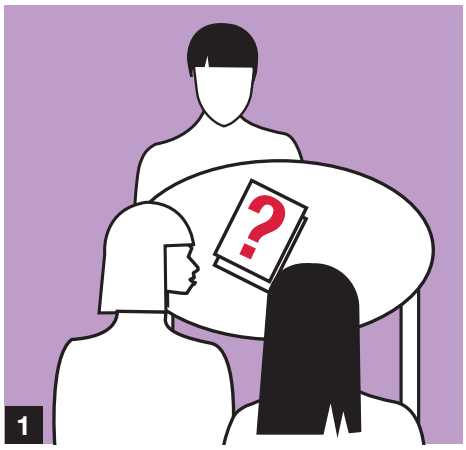
This strategy focuses on improving the quality and depth of student analysis (AO2) which is assessed in every question across GCSE and A Level Film Studies. A recurring problem within our extended exam responses (15, 20 and 40 marks) is that students lack sophistication, and/or do not provide qualitative depth of analysis, when exploring film form. The impact of this strategy is beginning to emerge, and we will be able to see the improvement of our student responses within our Spring Term mock results.

What challenges did you face?

One challenge which has emerged during the construction and implementation of P.I.E has been ensuring that the expectations of tasks are clear. Initially, we created a series of tasks without clear expectations on how much work was required to be completed. During our department deep dive, we discovered a disparity between student work as a result of the tasks being more objective. Following our deep dive, we have since refined our tasks and have provided explicit instructions on how many terms, sentences, paragraphs are expected to be completed, to ensure that students all make sufficient progress.

PRINCIPLE: Assessment and Feedback

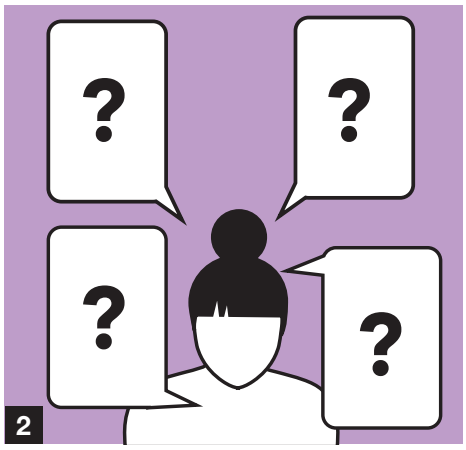
Phraseology, Insights and Elaboration (PIE) to enhance vocabulary: This strategy can be used in knowledge retrieval starter activities; as analytical prompts when undertaking scene analysis; as part of modelling effective responses and for helping to complete MRI responses.



IDENTIFY THE CONTENT

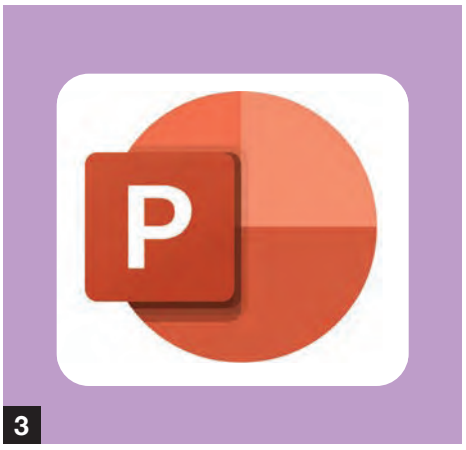
Firstly, decide on what activity you would like to adopt with students – e.g. a knowledge retrieval starter, an MRI task, or even multiple tasks which make up the whole lesson.

Consider if you need to focus on all aspects of P.I.E or just one slice for your activity.



SELECT YOUR TASKS

Consider how you would like to present your task. For Phraseology, you could provide students with a passage lacking in sophisticated terminology and ask them to re-write this with subject specific terms. For Insights, you could provide students with a model answer and ask them to develop links to wider context. For Elaboration, students could build upon a model answer offering an analysis with a 'zoom in' on key language or techniques.



PREPARE THE SLIDES OR HANDOUT

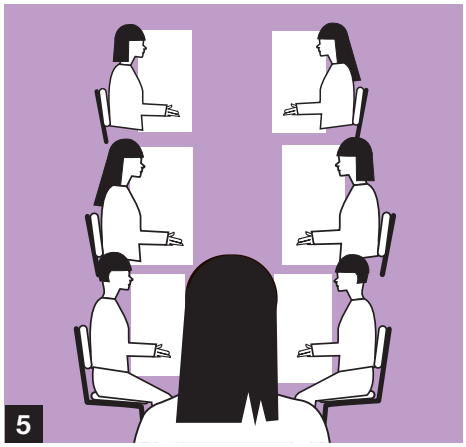
Decide on how you would like to present your task. For a starter activity, could you print a resource so that students are engaged as they enter your room?

On your slides/handout, ensure to define your expectations. Be clear on how much you expect students to complete for each activity. For example, 4 sentences with 5 sophisticated terms at minimum.

PROVIDE TIMINGS AND SET EXPECTATIONS

Consider how would you like students to complete the P.I.E activities – in pairs, in silence?

Be explicit with timings and your expectations of how much work should be completed in the given time. Whilst students are completing the task, observe them as they work and support/challenge those who are not working. This is particularly useful for completing 1:1 check-ins.

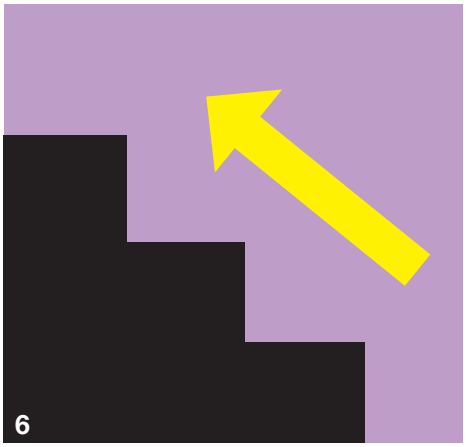


WHOLE CLASS FEEDBACK

Go through the task with your students and extend their analysis with further questioning. At this point, you could target key students from your observations, so that you are creating a safe environment whereby students feel confident enough to share their answers.

Ensure students are feeding back using sophisticated terminology.

Should an answer lack sophistication, use 'say it again but this time use…'



EMBED INTO THE CURRICULUM SEQUENCE

As you continue your lesson/Scheme of Learning, find ways to integrate further specialist terminology, so that you are building a glossary of key terms for phraseology; ensure that you create opportunities for reading and contextual research; and that you provide multiple tasks to build upon analytical skills. Be consistent with the P.I.E acronym, so that it becomes a fundamental part of future lessons. Repeat key terms, so that this stays in their long- term memory.

Andy Scott: Assessment & Feedback and Behaviour for Learning

Rationale: MRI for Low Prior Attaining Students

This approach to feedback is used to engage and motivate lower ability groups. The competitive edge created a momentum to learning. However, the strategy should only be used with groups who would feel content with their work being publicly appraised.

What's the problem that it addresses and attempts to resolve?
Students' understanding of marking criteria is improved as they can gain a deeper insight into its application. As such, through this practical approac, they gain clearer understanding of how to achieve improved grades.

When do you use this strategy?
On key pieces of formatively assessed work.

WHY?
Students will often forget or struggle to understand the success criteria of an assessed piece of work. Furthermore, they often find it difficult to understand the importance and relevance of the mark scheme and how it affects the grading.

This strategy allows the students to visually see the impact of improvements and therefore demonstrates the importance of the specific details within the success criteria to the students.

Improvement through "Closing the gap" allows them to receive praise.

Empowering the students with the sensitive task of ranking the order of the work, creates a competitive atmosphere in class and handled effectively, can buoy and encourage those groups who thrive on competition.

DOs & DON'Ts

Carefully consider which classes to do this with.

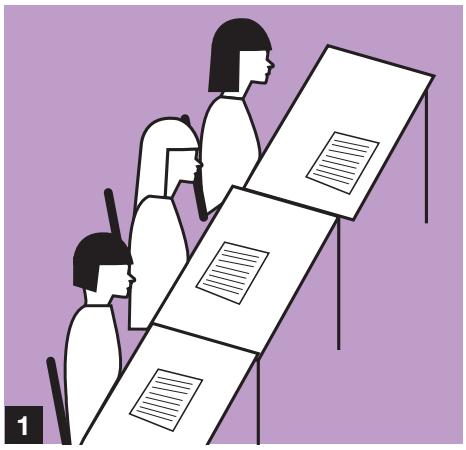
Brief students on the rationale for doing it.

Ensure students that finish lower down are praised for improvement.

Behaviour – Focus praise on key students.

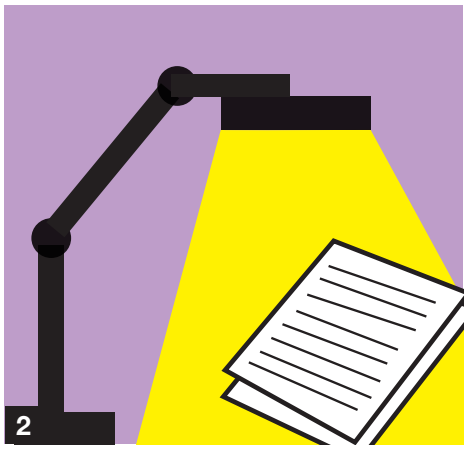
PRINCIPLE: Assessment and Feedback

MRI for LPA students: This is a peer assessed feedback approach using a competitive edge. This approach should only be used with a group who are at ease to have their work publicly appraised by peers.



SET THE TASK

All students should complete a piece of work requiring assessment and feedback. It's important that all students complete the work so that the peer assessment stage is meaningful and relevant.

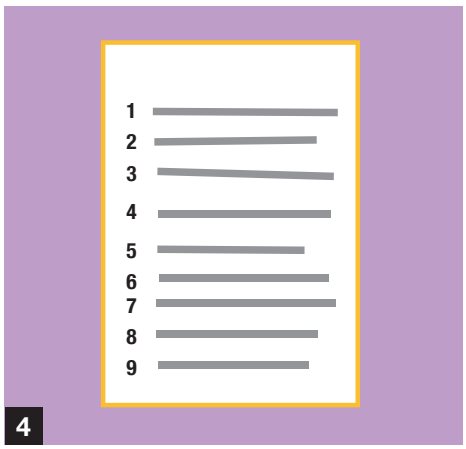


EXPLAIN THE SUCCESS CRITERIA

Re-write the mark scheme in a student-friendly format. For extended written responses, this works better with a mark scheme using clearly defined grade boundaries. Model to the students how the work should be marked, provide models to show where in the grade boundary they would fit and provide rationale for the decision-making process.

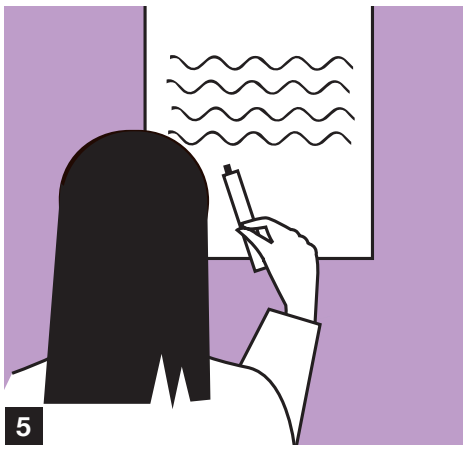
ASSIGN A GRADE

Decide whether you want the students to self-peer assess the assignment. Encourage meaningful discussions regarding success criteria, point out specifics from a mark scheme and question students whether the student work has demonstrated the criteria. Model assessment by intervening and throwing curve-balls into the discussion during the self/peer assessment process. Each piece of work should be assigned a grade.



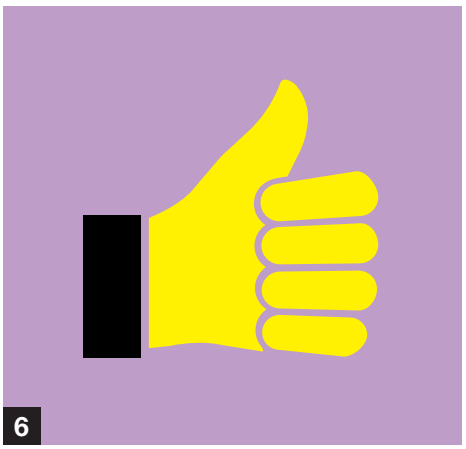
RANK THE WORK

Students should work collaboratively to place the work in rank order. Those pieces of work with the same grade should be scrutinised and ranked separately. Students should de-construct the mark scheme to such a level that separate ranking can take place.



IMPROVE THE WORK

In the light of the discussion generated as a result of the ranking process, pull the salient points together regarding what makes a successful response or outcome. Students should now actively improve their own work.



PRAISE AND AFFIRM

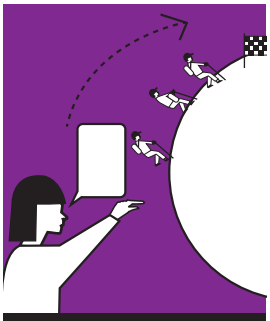
Select key students for praise including praise for positive behaviour for learning and positive attitude to learning. Praise correct answers, improvements and flush out misconceptions.

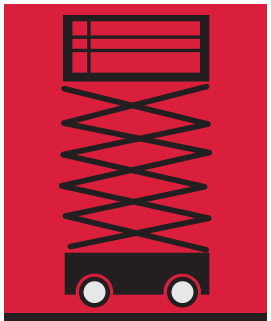
GEOGRAPHY

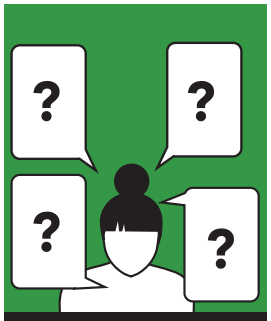
CPD session attended: **Assessment and Feedback and Revision** Led by Leanne Cross


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

Key area of focus that I have walked away from the CPD session, led by Leanne, is having a student-centric way of completing assessment and revision. Thinking about how regular practice using dedicated MRI time can embed routines and exam techniques within students' repertoires.

How have you adapted this for the department or classroom?

I have adapted this into my classroom by allowing students to become involved in reviewing and analysing model answers more often. In particular with HA students and in Year 12 currently so I can refine my practice. This includes focussing on three key elements that students can always look for in exam answers and providing scaffolding to help them improve their analysis of them.

What is the rationale behind the strategy?

The rationale behind the living mind-maps strategy is to encourage students to focus on breaking down their revision and developing their understanding of what makes revision effective. By getting students to initially review knowledge through retrieval, they will be able to identify areas of strength and weakness more effectively. By layering each phase of the mind-map it allows students to slowly build up their knowledge. This means that the revision is more student-centric which links to the concepts outlined during the CPD session which highlighted the importance of identifying key terminology that students then understand and apply. By using key phrases through the process of making the mind-map students become familiar with it and as a result complete more effective revision.

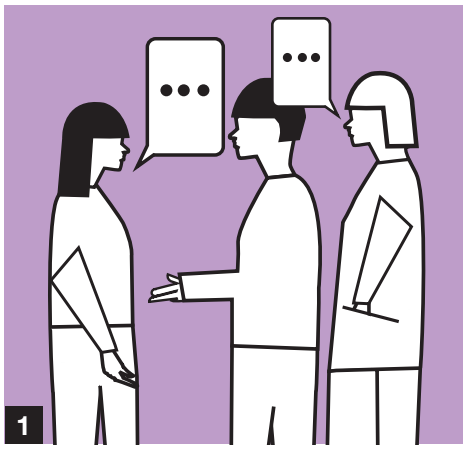
What challenges did you face?

- To focus on making it student friendly meant avoiding too much technical language.
- Finding three key areas which provide enough support and challenge for all, but can then become familiar enough with students that it can be retrieved and recalled regularly.
- Completing sufficient assessments or exam questions to build up a bank and then time taken to implement them whilst also giving students sufficient opportunity to practise and develop their skill-set.

To help overcome these challenges I used whiteboards to provide opportunities for paired or group work to discuss answers. This allowed me to discuss with students their ideas as they are recorded which can then be tweaked as conversations develop. When students are more confident then their ideas can be committed to paper / their notes more regularly.

PRINCIPLE: Assessment and Feedback

'Living' Mind Maps: Independent Assessment for Learning through mind-mapping



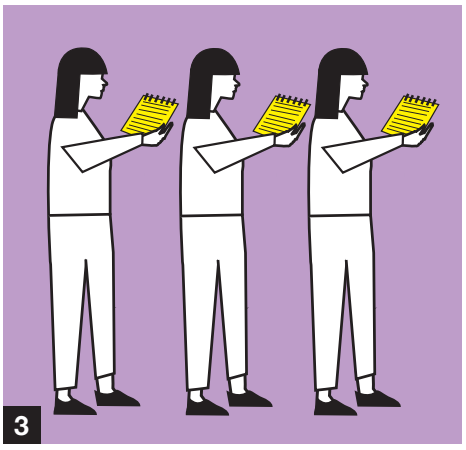
CONSTRUCT REVISION NOTES

Allocate time for students to identify specific topic areas for the number of sections on a Revision Clock resource (or similar technique).

Students should be guided to use their current notes, knowledge books and prior understanding to complete a first draft of their revision clock. Students complete this work in BLACK pen.

EVALUATE EXISTING KNOWLEDGE

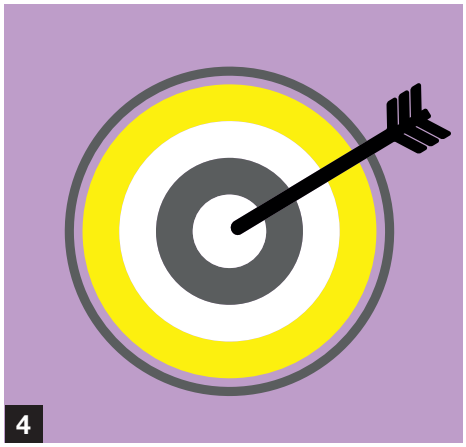
Students should then self-assess their existing knowledge. This is based on the level of detail they have been able to add to their revision clock. To do this, students should be supplied with a student-friendly specification or subject learning checklist.



READ AND SUPPLEMENT

Provide further resources so that students gain access to additional learning resources (e.g. knowledge organisers, case study flashcards, YouTube Pods etc).

Students can then use these resources to further develop their revision clock and plug the gaps. This should be done in GREEN pen to help indicate that this is an area of weakness. In future students can use this to help organise their time into priority areas.



SELF-REFLECT ON STRENGTHS AND WEAKNESSES

Students should take time to review the depth of their knowledge and understanding again.

Guide them to use subject-checklists and revision guides to inform their current knowledge.

Once they have identified remaining gaps in knowledge or areas of weakness, they should then add new information in RED. This indicates the areas they have yet to master.

FILL THE GAPS

"How can I secure the knowledge in GREEN and RED pen?" Provide time and resources so that students can fill any knowledge gaps they have identified.

They should use knowledge and assessment booklets or SENECA tasks to develop memory recall and new knowledge and case study cards. Introduce the possibility of using newly-secured knowledge to practise exam questions.

REVIEW AND REPEAT

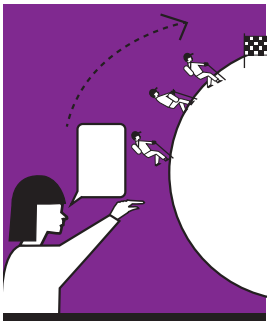
Once the cycle has been completed, review it as a class, and look at any further areas for development. This can also allow teachers or departments to identify trends in areas of strength or weakness of student knowledge. Further refine any sections needed and continue the process for other topics.

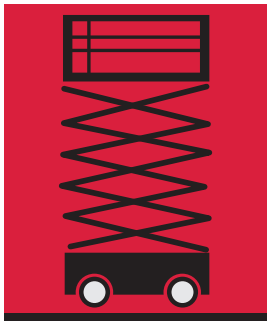
GEOGRAPHY

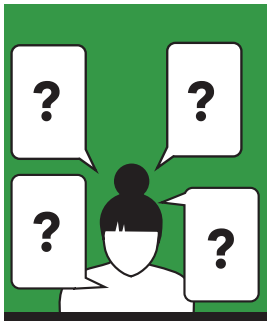
CPD session attended: **Clear explanation and Teaching to the Top** Led by Julia Haynes


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

During Julia's CPD session, it was interesting to see how she had sourced a range of authentic reading resources to aim for the top in order to improve the literacy and academic writing of our more able students. She noted the importance of using authentic, academic journals and texts to deepen knowledge and develop thinking.

How have you adapted this for the department or classroom?

In Geography, we would be using guided reading to aim for the top and provide greater use of vocabulary in the extended essay responses. In the light of the CPD session, we sourced texts and used them to provide higher end thinking resources with the view to them supporting students when applying knowledge and case studies to their written answers. For example, Lee, who is studying for his Master's in Geography, has made use of some of the relevant pre-recorded university lectures to support students to develop greater depth written responses at A-Level. We have created lessons with clear guidance and structures around exam questions and longer essay writing to improve the quality of outcomes.

What challenges did you face?

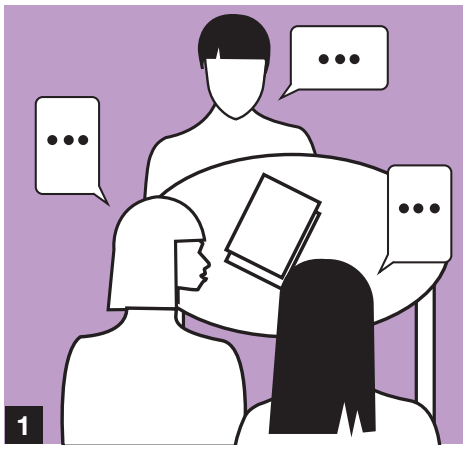
Sourcing good quality and engaging texts, sources and lectures for students to watch can be time-consuming, but worthwhile. Furthermore, as the sources and texts are sophisticated and more challenging, students have found this difficult. Therefore, it is important to prepare them before accessing the source such as defining sophisticated words and language first. Furthermore, in order to enable the less able to access the authentic material and sources, we created scaffolds and supports.

What is the rationale behind the strategy?

We are trying to develop in students, demonstration of making a written point in greater depth, especially with longer extended written answers. This will enable to them to secure the success criteria outlined in the higher-grade boundaries of the exam mark schemes. We have noted a number of students writing at very basic descriptive levels and we are looking to get them to increase the detailed evidence so that they can enrich their responses.

PRINCIPLE: Assessment and Feedback

Apply to Demonstrate: Applying knowledge and case studies to higher tariff exam questions for example, Explain, Assess, Evaluate questions.



ORGANISE THE CURRICULUM CONTENT

Students should spend some time in lesson, or during preparation work, organising their notes and compiling their knowledge for a specific examination question. Take time to recap and explain the content such as, the case study, verbally as a class, using retrieval activities and discussion. Remind the students of the effective structuring of exam answers e.g. PEEL.

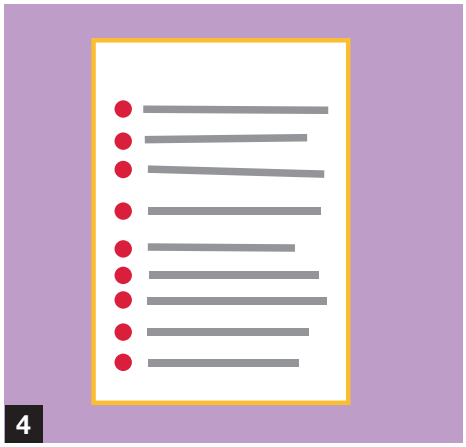
CONDENSE AND SIMPLIFY

Provide opportunities for students to shrink their notes into the preferred format, such as a mini revision clock or mind-map. Ensure students have access to relevant key questions which are low and mid-tariff types of questions, such as:

1. When did it happen?
2. What is it / how does it work?
3. Successes
4. Failures

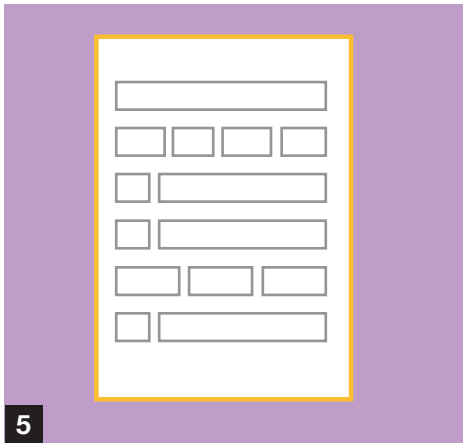
STRUCTURE THE EXAM ANSWERS

Using large sugar paper, divide it into sections to structure an answer. The sections will be broken down into the key areas that students need to focus on in their examination answer – e.g. Introductions, PEEL paragraphs, and examples or evidence to use from the case study, a judgement on whether or not it was an overall success or failure, conclusion.



APPLY KNOWLEDGE EFFECTIVELY

Set the expectations for timed conditions to complete the exam question as a class. Rotate around the room, encouraging and guiding where needed to scaffold exam question.



BE THE EXAMINER

Provide students with a mark scheme for the questions they have undertaken. Project this or use a visualiser. Pick out key discussion areas and get students to contribute examples from their answers where they have met the mark scheme.

PEER-ASSESSMENT OF RESPONSES

Students work with another they are confident with. Students read each other's answers and give each other verbal feedback on the strength and weaknesses they notice in each other's answers. Students use the mark scheme to provide short written feedback to each other.

DESIGN AND TECHNOLOGY

CPD session attended: **Clear Explanation and Behaviour for Learning** Led by Leanne Cross | **Assessment and Feedback** Led by Andy Scott


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding

Questioning & Discussion

What practice did you note?

Andy's session revolved around planning group work for students with more challenging behaviour in the classroom. He included various techniques and seating placements that allow the group work to be constructive and meaningful using strategies to motivate disengaged students. During Leanne's presentation on using clear explanation for revision she recommended using clear and precise vocabulary and subject-specific key words and applying these keywords to the answering of exam questions. Although there are few long form exam questions in engineering, when they do come up it is vital that the students apply the terminology correctly.

How have you adapted this for the department or classroom?

As a department we discussed the different elements of the CPD and it stood out that to help our students to be able to answer the higher-tariff questions, the following techniques would be useful:

- Adopting mixed ability group work to develop underperformance on specific areas of the examination.
- Using clear key subject-specific terminology to support student understanding of what the questions are asking.
- Allowing the students to access a word bank of subject-specific keywords at the start of exam question practice so that they could choose and contextualise which words are needed and why.

What is the rationale behind the strategy?

As a department we have found that students do not understand the transfer from their assessment to exam questions. They see it as two separate pieces of work. We are working to increase students' confidence in answering the high mark questions through:

- Peer assessment work during a design phase in the assessment.
- Subject-specific terminology resources.
- Website reading material that is easily accessible to students.

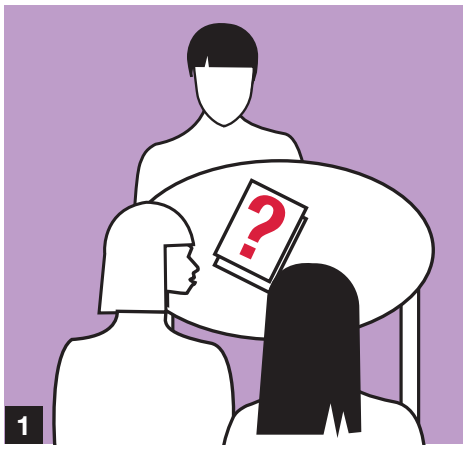
What challenges did you face?

The students of Design, Technology, Food and Engineering enjoy the practical element of the subjects. Our challenge is gaining the same standards of achievement in the written paper.

The word-bank can be overwhelming for some students, so it is an idea to have the words in sections or sub-topics so that it is easily accessible for all students.

PRINCIPLE: Assessment and Feedback

Word Banks: creating and using subject-specific word banks to create knowledge-rich written responses



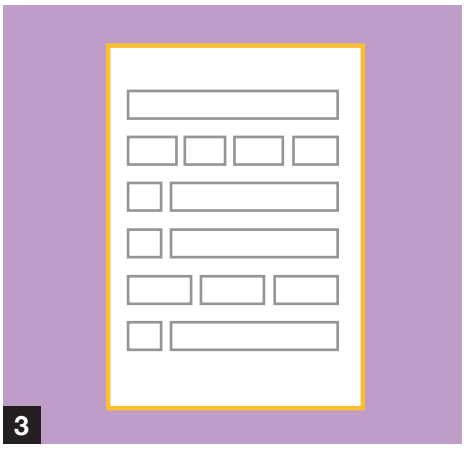
IDENTIFY THE EXAM QUESTION

With other members of the team, review a range of past exam questions. Use exam board websites as well as text books.

Take time to discuss which exam questions will highlight misconceptions or encourage the application of key knowledge.

CHUNK DOWN

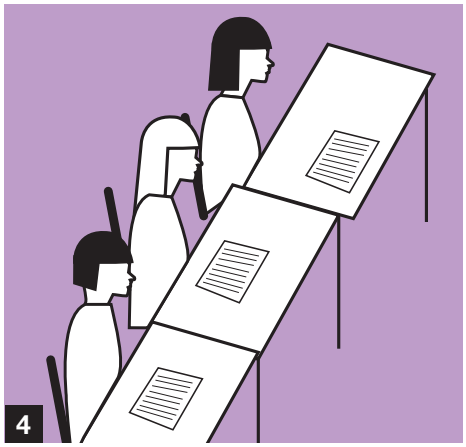
In collaboration with the class, break down the chosen exam question into smaller chunks. Point out the instruction word within an exam question and elaborate on its meaning e.g. 'Assess' means: or 'Explain' questions are asking you to:.



USE THE WORD BANKS

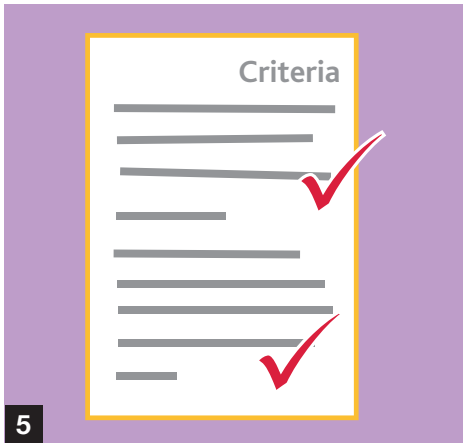
Create a 'word bank' resource. This can be a list of topic key words and definitions or models of the subject-specific key terms used in the context of an examination answer. Keep the word bank in the classroom (either in students' knowledge books or in a drawer/file in the room – either way they should be accessible to the students).

Ask the students to identify the relevant key terms from the word bank that can be used to answer the question.



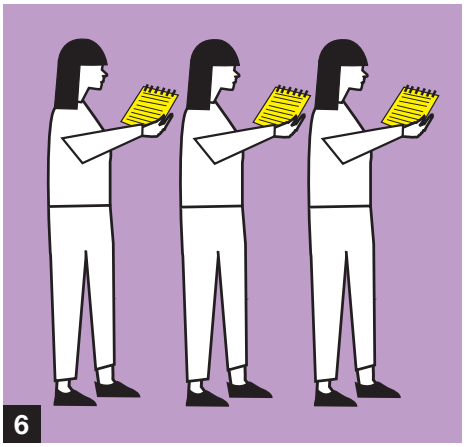
INDEPENDENT PRACTICE

Provide time for the students to complete the examination question. Use questioning to draw out the key terms that students should include in the answer. Display the key terms on the board so that they are visible to students while they complete the question.



PEER ASSESS

Display explicit success criteria relevant to the assessment objectives. Before asking students to peer assess, model how to mark an answer. Pay attention to the impact of the application of subject-specific terminology. Refer back to the word banks showing the students the consequence of their use in order to instil good writing habits.



PRACTICE AND REPEAT

In the near future (at the end of the lesson, start of the next) give students a similar question to answer. Prompt the students to access a word bank and check they are using it correctly. Continue to repeat this process so that the embedding of key subject-specific terminology becomes habit, routine and automatic.

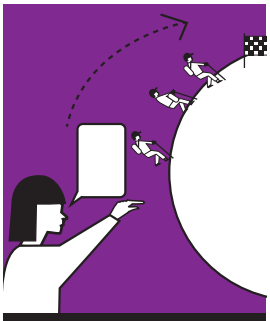
Turning CPD into Practice

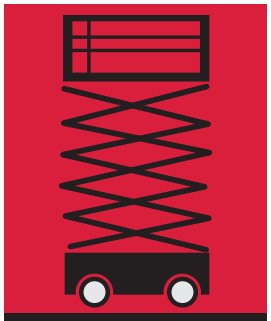
ICT

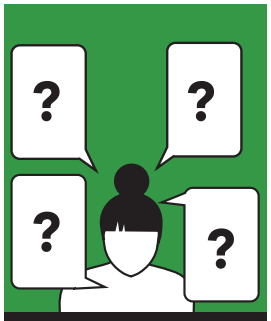
CPD session attended: **Whole Class Assessment and Feedback** Led by Katie Bridge


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding


Questioning & Discussion

What practice did you note?

Last year we observed Katie deliver a CPD session on Whole Class Feedback, using insight from the work of Tom Sherrington, which stimulated reflection on ways this could be implemented within our department to improve our feedback process. We saw how, through the 5 R's of Feedback (Redraft or Re-do; Rehearse or Repeat; Revisit and Respond; Re-learn and Re-test; Research and Record), we can make teacher feedback count by allocating specific active tasks to students which address their individual learning needs, and therefore improve their learning.

How have you adapted this for the department or classroom?

Mark Andrews shared with the department an "Improvement Lesson" PowerPoint template which can be adapted to give feedback on any end of topic assessment or mock exam feedback. The core structure includes slides on "What went well", "Review of key terms", "General areas for development", "Exemplar work", "Exam technique", "Star students" and "Improvement work & MRI Tasks". Combining this with our notes from the CPD session we were able to create a feedback lesson template which encourages and challenges students whilst identifying tasks according to the specific needs of the students. By grouping students according to their needs and by grouping assessment questions, during the feedback phase, according to amount of support students would need to Re-Learn and/or Re-do them, we were able to effectively administer the process in a way which isn't an excessive burden on staff workload.

What is the rationale behind the strategy?

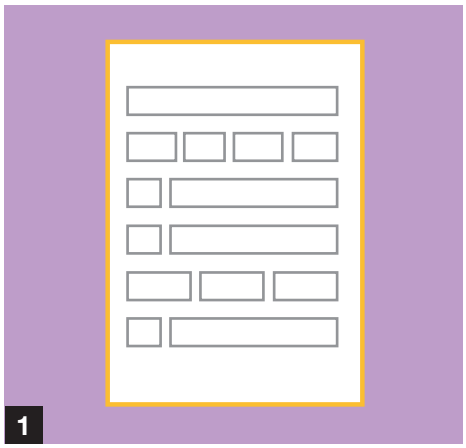
When writing our Department Development Plan, it was agreed that we would look at Whole Class Feedback strategies drawing on notes from the previous year's CPD Session lead by Katie Bridge and Tom Sherrington's WALKTHRUs. We recognised the importance of giving detailed formative feedback to students which allows them to clearly identify their strengths and areas for improvement; giving sufficient time and opportunity for them to learn weak knowledge content and make improvements, whilst minimising teacher workload. Prior to this, students would often copy answers without actively learning through the MRI process or would sit and listen to solutions to questions they answered well. Either way the MRI process was not challenging many students and meeting their individual needs.

What challenges did you face?

During our department review it was identified that whilst students were using green pen to annotate their Mock Papers, because they don't have ongoing access to these papers they are not able to effectively reflect on their progress and learning needs beyond the "Improvement Lesson". To resolve this a "Mock Review" sheet was developed which students complete following their Mock and which is added to their assessment books for their easy access and reflection.

PRINCIPLE: Assessment and Feedback

Whole Class Feedback : Using whole class feedback after marking and assessing end of topic assessments



COMPLETE CLASS FEEDBACK SHEET

Complete the whole class feedback sheet identifying key areas of WWW and EBI; common misconceptions, errors, key terms and areas for development; exemplar student work, longer mark written questions and underperforming students requiring targeted interventions. This information is used to adapt and complete the "Improvement Lesson" PowerPoint.

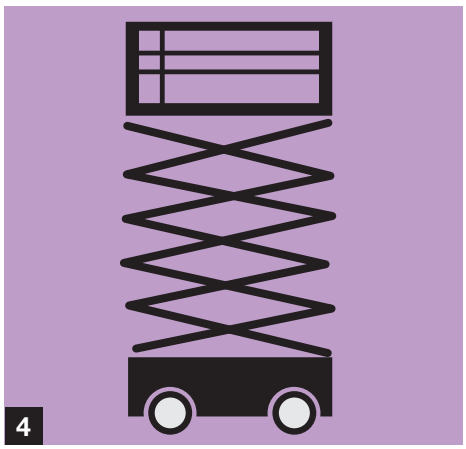
STUDENT MRI ACTIVITY

Provide whole class feedback using the adapted "Improvement Lesson" PowerPoint which covers: "What went well", "Review of key terms", "General areas for development", "Exemplar work", "Exam technique", "Star students" and "Improvement work & MRI Tasks".

ASSIMILATE THE APPROACH

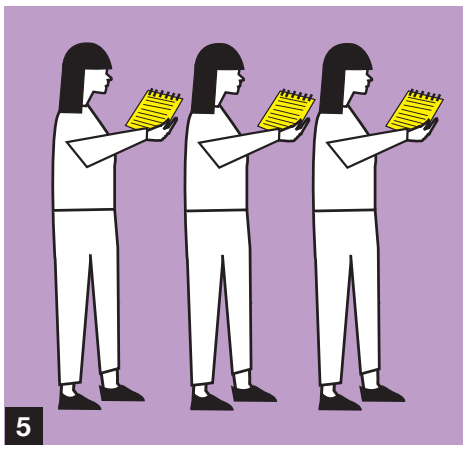
For End of Topic Assessments - Students should reflect on their understanding by completing a RAG sheet. This encourages them to engage with identifying their areas of weakness and provides them with a sense of ownership.

For Mock Assessments, students should complete the "Mock Review" sheet which identifies their performance across a topic area rather than by question.



MODEL EXEMPLAR

Model exemplar work. This could be a combination of teacher led modelling, student work or other examples. Visualisers can be used to model top student written work using I-We-You approach.



IMPROVE AND REWORK

Having completed the personalised MRI activities, students should now demonstrate improvements, this may include looking up answers for short questions, reworking written longer mark answers using an open book approach or re-doing a task. Use support resources e.g a scaffold sheet, additional reading and model answers etc to enable students to complete improvements.

REVISIT AND REVISE

Future lessons and homework content should be reviewed and adjusted to include further recap, rehearsal and rework opportunities in preparation for the Mocks.

PHYSICAL EDUCATION

CPD session attended: **Assessment and Feedback and Behaviour for Learning** Led by Andy Scott


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding

Questioning & Discussion

What practice did you note?

Andy's CPD focussed on the concept of competition whilst giving student feedback. Attending the Assessment and Feedback and Behaviour for Learning, conveyed to us the importance of tweaking lessons to meet the needs of low ability students. It allowed us as a department to further develop strategies that can be utilised to enable those of a lower ability to respond to feedback provided to them.

Being a very practical subject, the competitive element of the practice was identified as a key attribute that majority of pupils will possess and therefore the importance of having that within our activity. Also, allowing the class to work collaboratively (pairs or groups) means they have the ability to develop from one another and therefore making a safe learning environment for all.

How have you adapted this for the department or classroom?

The department have adapted Andy's CPD by utilising the competitive element of the learning to challenge the pupils through an engaging and motivating activity.

We have adapted the learning to enable pupils to respond to the feedback and common misconceptions; enabling them to write their own response has stretched and challenged their original knowledge.

What is the rationale behind the strategy?

We have identified that students consistently make errors during the (AO3) mark questions in their mocks. When discussing the misconceptions held by pupils, it was often linked to the nature of the more difficult features of the curriculum. When reading the questions, students were unable to extend their answers due to lack of knowledge within anatomy and physiology. Therefore, creating this resource will help pupils specifically in the area of Unit 1 and provide further support for development of knowledge. The questions will be colour coordinated in terms of level of difficulty and therefore this will enable pupils to understand the question specifically.

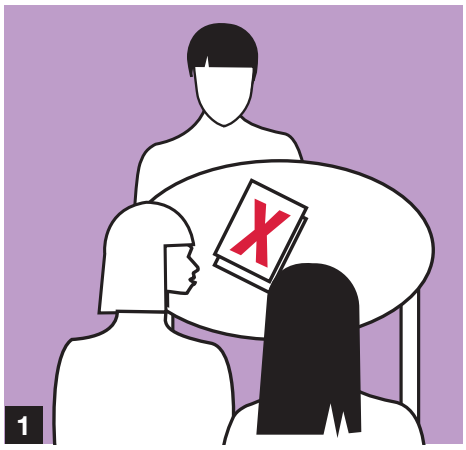
What challenges did you face?

Each unit covers a breadth of sub-topics, therefore it may be difficult to create a single resource that will allow pupils to revise from.

Students may also find it difficult to express their answers as effectively in writing compared to their verbal responses. In order for a teacher to identify the progress, it is important there is a written copy of their answer. Therefore, it is important that pupils have time and support from their peers to provide the quality written response they have verbally expressed.

PRINCIPLE: Assessment and Feedback

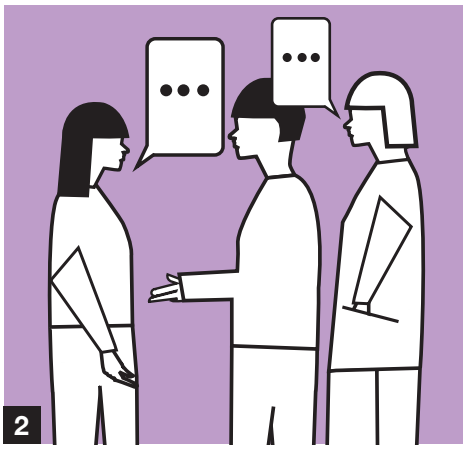
Rush board: In lesson activity. Colour coordinated questions in pairs with different difficulties



IDENTIFY THE MISCONCEPTIONS

This is the stage where teachers should take time to review the specification and topic area to identify consistent misconceptions demonstrated in pupils' work.

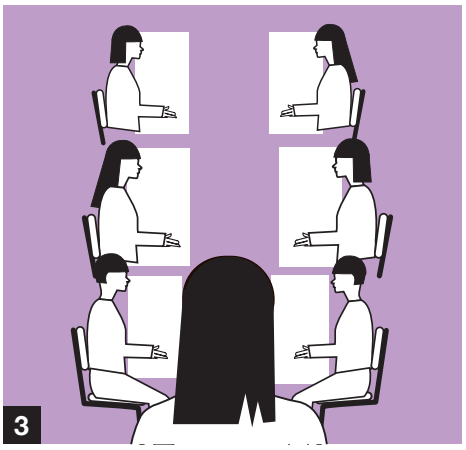
As a result of this, plenary questions or an end of topic test will be useful to highlight the misconception.



DEVISE THE QUESTIONS

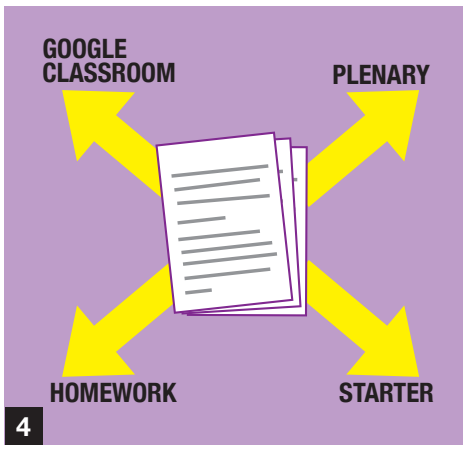
In order to provide appropriate challenge for all, the planning and devising of questions is vital.

Take time to ensure that challenge is provided for all abilities through differentiating according to levels of difficulty; the levels will range from 'easy, medium and hard'.



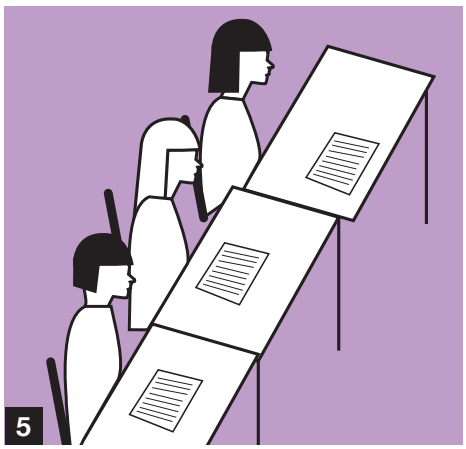
INDEPENDENT IDENTIFICATION OF THE KNOWLEDGE GAPS

After receiving feedback on an end of term test or an assessment, students will have the opportunity to note down the general misconceptions identified by the teacher as it will allow them to see how the specific area of the topic, in this case, anatomy and physiology, is applied.



ADAPT FOR DIFFERENT PLATFORMS

Use the question activity at the most appropriate time. For example, it can be used prior to an assessment, as part of MRI feedback or even as a starter to a new unit.

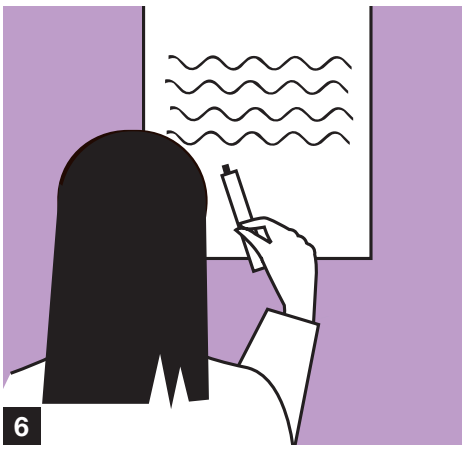


WRITE THE POINT

This is where the pupils will begin the activity. Ensure each pupil is provided with the appropriate ability level of questions.

Provide time for the students to respond to the question on a particular misconception and to clarify and deepen their understanding. This will aid their development and progression.

The class teacher can then circulate the room and question pupils, where hopefully the progression will be present for all.



REVIEW AND FEEDBACK

Students will reflect on the answers and have the ability to provide their peers with WWW and EBI.

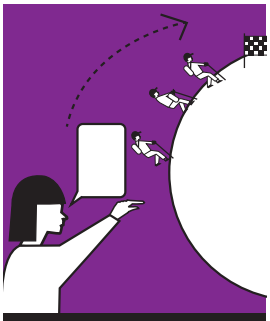
Also, they will have the opportunity to consider what other topics or this method of feedback may be suitable for. For example, for revision purposes.

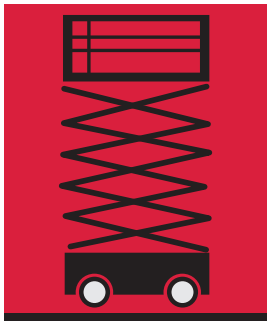
PHYSICAL EDUCATION

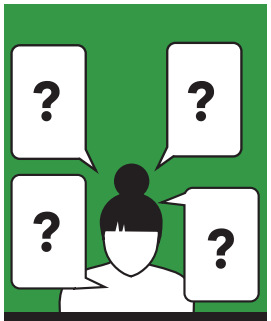
CPD session attended: **Assessment and Feedback and and Revision** Led by Leanne Cross


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding


Questioning & Discussion

What practice did you note?

Taking part in the CPD session lead by Leanne, showed us how important vocabulary can be especially within a starter task. Leanne referred to the effectiveness in using assessment and effective questioning to encourage students to elaborate on their vocabulary.

How have you adapted this for the department or classroom?

PE does not require extensive long mark questions or essay writing however, vocabulary can be an issue in two ways: understanding what the question is asking you and utilising key terms when defining and expanding on curriculum areas. The questions in the 'roll the dice' 6-step Walkthru replicate exam style questions and have a key for students to ensure they are answering the question appropriately (e.g. Explain, evaluate, describe).

The self-assessment element will enable students to progress their exam style vocabulary as a result of reading the exam mark scheme.

What challenges did you face?

There will be limitations on the amount of past questions available for the selected areas of weaknesses, although re-wording and tweaking questions could work.

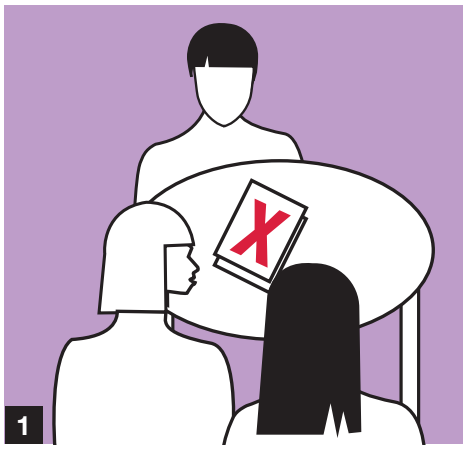
A resource or 'roll the dice activity' allows only for limited knowledge to be developed and won't cover the wide range of content needed to be covered throughout the course.

What is the rationale behind the strategy?

Students have a tendency of missing the objective of the question. This means they are potentially giving A01 answers for questions which should demonstrate A02 skills. The practice will expose students to vocabulary used in exams and mark schemes allowing them to see and understand what is expected of them in future but also in similar style questions. Self-assessing will also allow students, first-hand, to see how important it to use key terms within their answers.

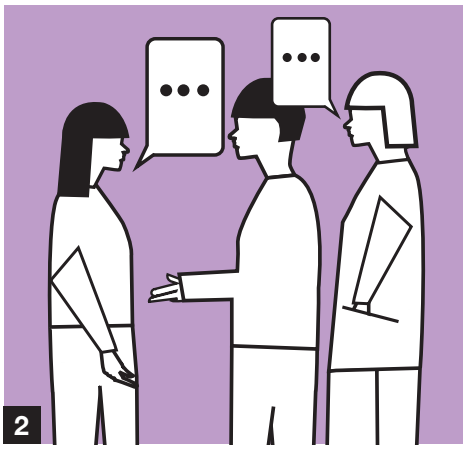
PRINCIPLE: Assessment and Feedback

Roll the Dice: A classroom activity to practise short mark knowledge questions and reinforce understanding of key terms.



ANALYSE THE DATA

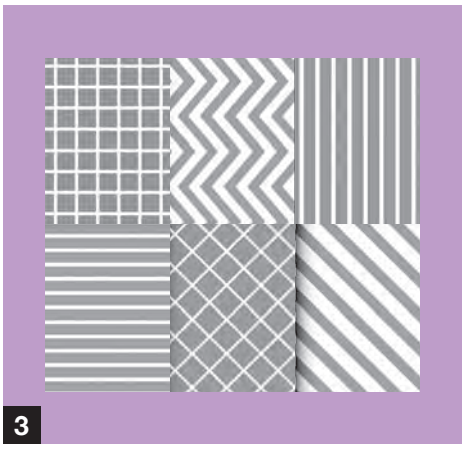
In order to decide upon the content of roll the dice question task, it is important to firstly analyse mock data or end of topic test data and use this to identify areas of strength and development amongst the class.



IDENTIFY SUB-TOPICS

After identifying topics for development, it might be necessary to break this down further to find sub-topics that need improvement or even, question level areas.

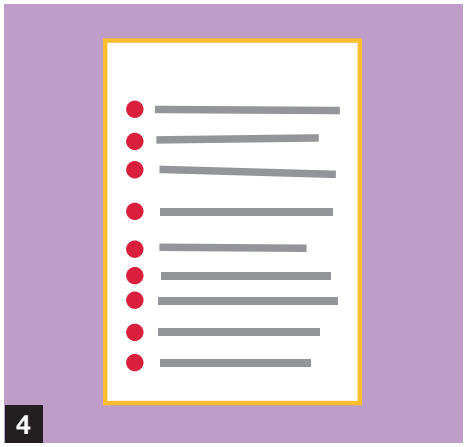
Colour code the mark sheet or relevant resource such as RAG sheet to identify any patterns. After the RAG process, use Red and Amber as the target areas.



SOURCE THE QUESTIONS

Take time to look through past papers to source useful questions that suit the topic. It's always effective to source mark schemes at the same time so that indicative content is to hand to deepen students' understanding and plug knowledge gaps.

For the 'roll the dice' activity, shorter questions, between 1-3 marks are most effective. These types of questions often focus on application of key terms.

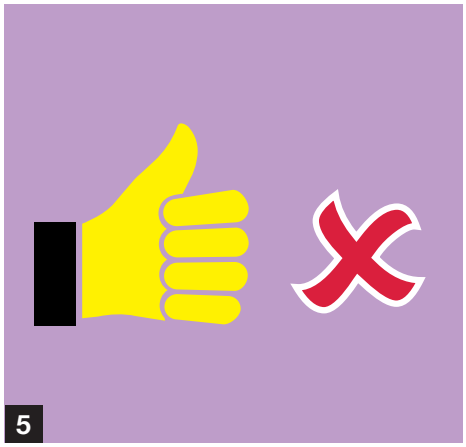


ALLOCATE THE PAIRS

Prepare the activity by pairing students appropriately. Ask the students to take it in turns to roll the dice. They should answer the question that corelates with the number rolled. It will be a race to get to a set number of marks based on the ability of the pair.

They will mark the questions after completing it.

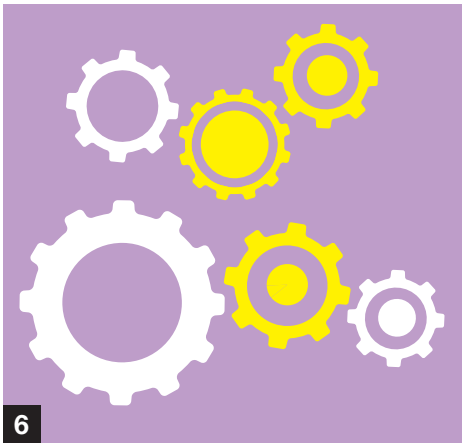
Adjust the questions and points awarded according to ability.



SEEK, AFFIRM AND PRAISE

Model effective peer assessment and provide student-friendly mark schemes.

After the activity, encourage the students to self-assess their strengths and weakness and decide on topic areas that require further revision.



ADAPT AND PLAN AHEAD

Review the learning and use this assessment to adapt future lesson plans to address the knowledge gaps.

The data will be collected in through a RAG of the questions or topic. This can be further analysed for future lessons and recall tasks.

Modelling & Scaffolding

What is Modelling and Scaffolding?

Providing models is a central feature of giving good explanations. According to Tom Sherrington, models can be:

- Physical representations of completed tasks – exemplars that can be used as scaffolds, such as a model paragraph in an essay or a model answer.
- Conceptual models – such as the one we need to form to understand the behaviour of particles in solids, liquids and gases.
- Explicit narration of our thought processes when thinking through how to solve problems or undertake a creative activity.

Rosenshine's fourth principle of instruction suggests that it is important for students to undergo a form of 'cognitive apprenticeship' whereby they learn cognitive strategies from a master teacher who models, coaches and supports them as they develop a level of independence. The key is that the scaffolds are temporary so that students don't become reliant on them.

To this end, Modelling and Scaffolding forms one of our core principles for teaching and learning. Examples include:

- Writing frames.
- Sentence starters.
- Exemplars.
- Partial answer.
- 'I do', 'We do', 'You do' strategy for modelling knowledge and skills.

MODELLING AND SCAFFOLDING IN THE CLASSROOM – CPD LEAD

Jason Hatchell

Jason Hatchell: Modelling and Scaffolding for Revision

Rationale: I We You for Examination Questions

- This strategy combines AO1/2/3/4 (knowledge, understanding of it, application of it) into one exam practice question task.
- It's very effective because it is collaborative – student and teacher led.
- It solves issues surrounding 'how to use knowledge' and not answering the question asked.
- It's best used at the end of a 'chunk' of information learned – including at the end of a topic or at a mid-point.

EQ Practice: Dynamic Development

Evaluate the achievements of an LIDC you have studied towards meeting the Millennium Development Goals (MDGs) [8 marks]

Introduction:
Zambia, in central Africa, has made some good progress between the 1990s and today during the MDGs, but can also be seen to have not met some of it's goals.

Para MDG 1:
Global partnerships have increased in Zambia. It has obtained $5 billion of debt relief from international partners. It has also seen significant investment from China into it's main export industry of copper during the MDG period. The increase in trade links means that copper producers and agricultural sector works have been able to maximise their income. Along with this, debt relief also means that there is a reduced burden on public spending, allowing the Zambian government to invest in other vital services, such as healthcare. Therefore, Zambia has made excellent development progress here and this can be seen as a success...

Structure:
1. Introduction: LIDC name, overall progress.
2. Para: PEE MDG 1 - ✓
3. Para: PEE MGD 2 - ✓
4. Para: PEE MDG 3 - ✗
5. Conclusion: Overall progress, BUT still underlying issues with...

YOU!

Exam Practice Question: Use the Question Slip in Your Margin

Assess the extent to which a bottom-up approach to development you have studied has been effective (8 marks)

Introduction: • I agree to a large extent... • I somewhat agree that... • I disagree and think that they are not effective...	**Paragraph 1 Example:** I somewhat agree that bottom-up approaches to development are effective. The WaterAid project of building water pumps in Ghana has had advantages and disadvantages socially, environmentally and economically.
Effective (Advantages): • Give one advantage and explain it for the Hand Dug Pumps. • Give another advantage and explain it again.	**Paragraph 2 Example:** An advantage of the hand-dug water pumps is... This was an advantage because... Another advantage of the hand-dug water pumps is... This was an advantage because... Social, economic or environmental impacts?
Not Effective (Disadvantages): • On the other hand... • Give two disadvantages and explain them in detail.	**Paragraph 3 Example:** On the other hand, it also had disadvantages, such as... This was a disadvantage because... Another disadvantage is that... This is a disadvantage because... Social, economic, or environmental impacts?
Conclusion (Overall...): • Overall, bottom-up approaches are effective / not effective. • Summarise why you think they are effective or not effective.	**Paragraph 4 Example:** Overall, this bottom-up approach was effective / not effective. The reason it was effective / not effective was... Which impacts are more important? Which impacts are less important?

Modelling and Scaffolding for Revision Strengths of the Walkthru: I, We, You Extended Questions

- Effective cross-questioning, scaffolding and questioning which enables all to progress.
- Students who find extended writing difficult learn through the process of building the model step-by-step.
- Learning outcomes are maximised by the idea of 'using knowledge to apply', rather than listing knowledge points.

DOs

Collaborate with the class on a list of key knowledge that can be used.

Allow thinking or planning time during your questioning session.

Have an additional scaffold (e.g. question or structure slips) for students who struggle.

Ensure that any tiered vocabulary is clearly understood or defined.

Encourage students to give it a go – use your visualiser, and use their work as models.

DON'Ts

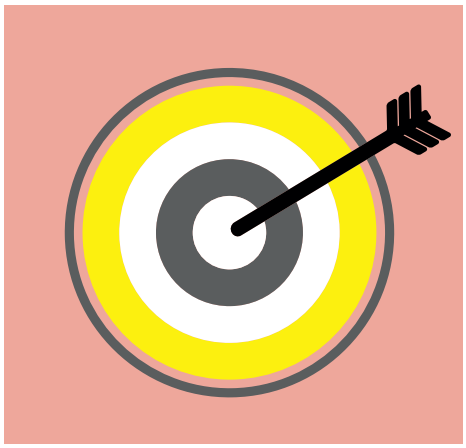
Provide a fully modelled answer and expect students to be able to dissect and work from that.

Implement times conditions immediately – get it right first, then work to time.

Plough through if you identify a knowledge gap – identify, discuss, reflect.

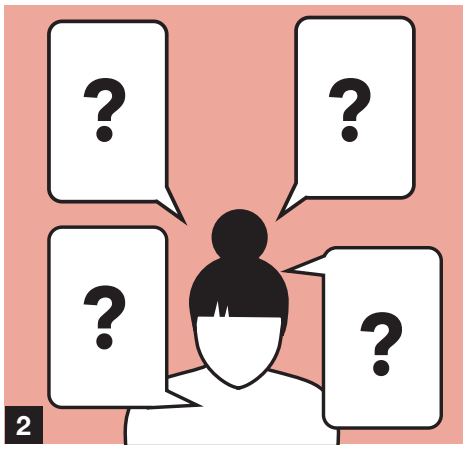
PRINCIPLE: Modelling and Scaffolding for Revision

I, We, You Extended Questions.



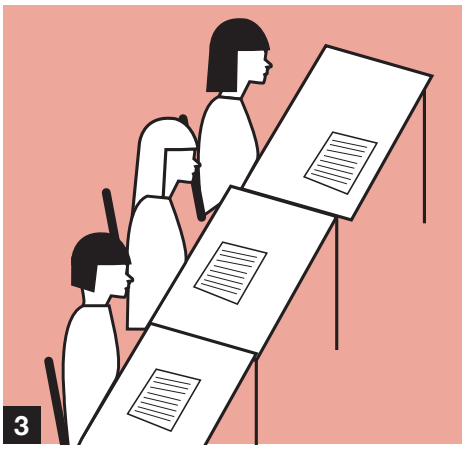
IDENTIFY CONTENT AND OUTCOMES

For the 'I' stage of the process, choose a specific exam question related to the knowledge to be revised and select the content you as the teacher will provide (e.g. subject specific ideas, knowledge, sentence starters, writing structure). Tailor this step to any needs in your class in order to scaffold effectively.



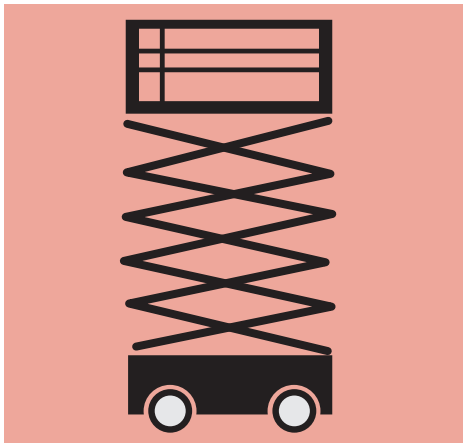
CREATE A SPARKLING START

Build on the first step through questioning and discussion to build knowledge. On doing this you can begin to construct the start of the model answer (on the board, tablet or visualiser). Develop students' reasoning through explanation of the 'why' of what we are writing.



TIME FOR PRACTICE!

Set students the expectations of content and time to answer the question. It is effective at this point to provide individual scaffolding, one-to-one support and to challenge students on what they are writing and why they are writing it.



BUILD THE MODEL

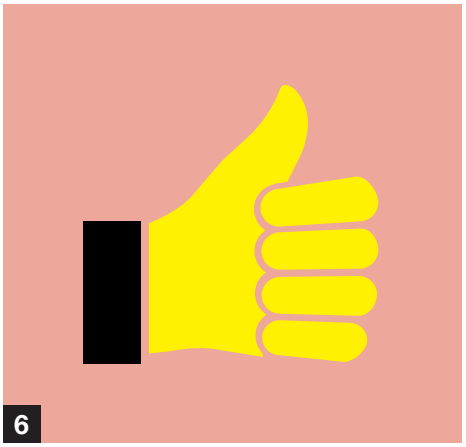
During the 'We' stage, through teacher-led questioning and discussion build the answer together. Students contribute their idea for each of the PEEL sections.

During this collaborative phase ensure to include positive reinforcement of ideas, addressing key vocabulary and misconceptions.

The potential is here to use students' answers on a visualiser as models.

REVIEW THE MODEL

Review the entire answer, highlighting key terms and checking the structure. Highlight areas where the answer develops Assessment Objective marks in the mark scheme and ensure that students have fully addressed the command term of the exam question.



SET ANOTHER QUESTION

The final step of the process is the 'You' stage. Set another question, but this time independently of the teacher. Highlight to students the basic requirements as a review and retrieval to check progress. All the while, support with challenge and praise one-to-one.

Sociology

CPD session attended: **Modelling and Scaffolding for Revision** Led by Jason Hatchell

What practice did you note?

Jason's session outlined a 6-step Walkthru demonstrating how he uses the 'I do', 'We do', 'You do' approach to revision. He showed how he revises, at a question-level, drawing on effective teacher modelling and metacognition. We were particularly taken by the collaborative phase of the process where he notes all students' contributions including the evidence that can be used to answer a question, the key words and key points. Then using a collaborative discussion with the students, whilst drawing on the expertise of the teacher, discussion takes place on the rationale for the most effective points to use for a response, and a group answer is generated.

How have you adapted this for the department or classroom?

The CPD session directly influenced the construction of the revision resource the sociology team made during CPD Event 3. Together the team identified three questions, all of the same type but from different topics on the GCSE paper, and designed an hour-long revision session modelling the 'I do', 'We do', 'You do' approach.

What is the rationale behind the strategy?

The driving motivation for using the 'I do', 'We do', 'You do' model was to address an outcome of the departmental year 11 mock examination analysis where there was a clear underperformance of student answers on a particular 4-mark 'key study' question. We believed that if we were able to model our thinking on how we, the experts, would address a tricky question ('I do'), the students would have the opportunity to understand the process required to answer it. Furthermore, we believed that the nature of this pedagogical strategy was high-challenge and low risk, one where the students would be able to work collaboratively without the concern of getting it wrong thus building their resilience and confidence in answering the question in the follow-up mock examination in the spring term.

What challenges did you face?

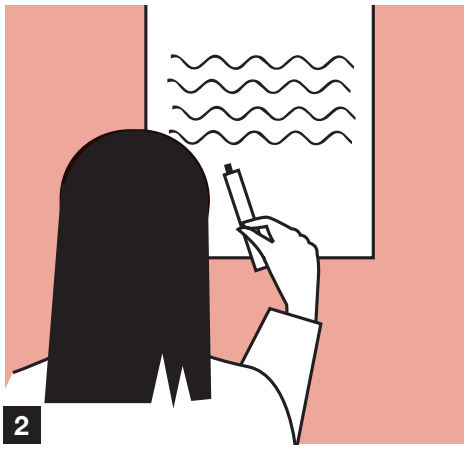
The particular question the students underperform on is one where a neat, uniform and easily adopted writing frame cannot be applied. As such the 'I do' phase is challenging for the teacher to narrate. To overcome this, we ensured that there would be 2-3 key thought processes for the students to follow. Furthermore, the phrasing of the particular question we addressed is changeable with each exam paper, this meant that the 'You do' phase of the process was challenging for the students so they still required teacher input. This however, is pertinent to the sociology examination paper and was the driving force behind the need to support student learning on this question in particular.

PRINCIPLE: Modelling and scaffolding

'I do, We do, You do': Using metacognitive strategies to model how to answer tricky examination questions so that students have the opportunity to observe, collaborate and ultimately, independently practice.

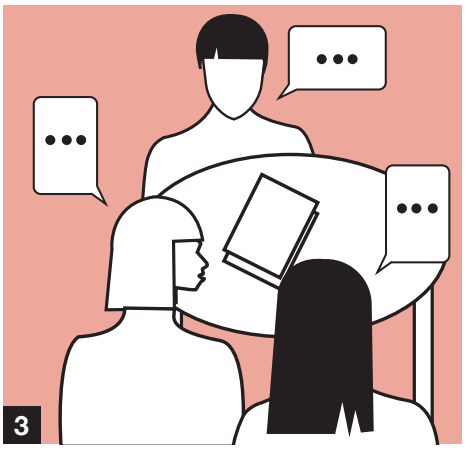
IDENTIFY THE QUESTION

Choose 3 examination questions which have the same mark scheme structure. This will allow you to follow the 'I do', 'We do', 'You do' process during the lesson. Identify a tricky question to start with so that students can see how you address it, de-construct it and gain insight into your thought process.



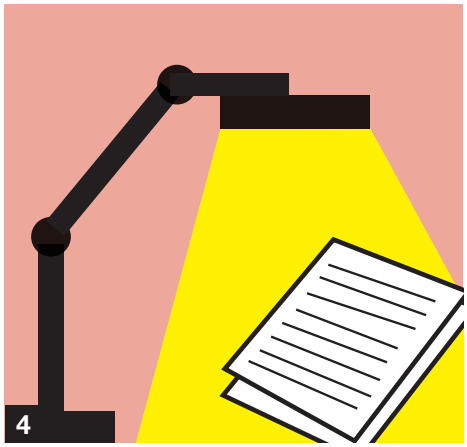
NARRATE YOUR THOUGHTS: 'I DO'

Display the first of the 3 examination questions on the board and narrate your thought processes, sharing how you would address the question, what you would look for, why you are starting as you are. Provide a rationale for your thoughts and bullet point an answer.



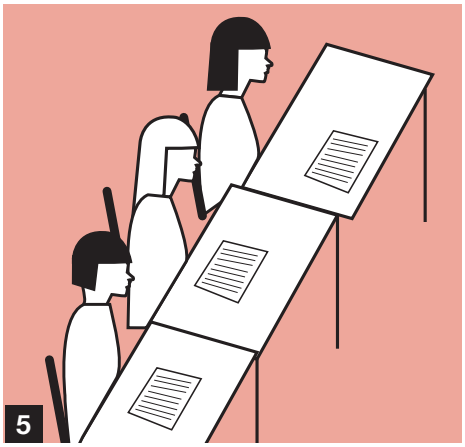
COLLABORATE WITH THE GROUP: 'WE DO'

Display the second examination question on the board. Remind the students of the process they should follow when attempting the question. Set the task to work in pairs or groups of three to plan a potential answer. Task the students to be prepared to feedback with a rationale for their plan.



CO-PLAN AND BUILD A RESPONSE

Use a visualiser or a blank white board. Take potential answers from the class always asking for a rationale, facilitating group discussion on the relative merits of the contributions to a potential answer. Write responses on the board, rub out ideas in response to group discussion until you end up with a whole-class response. Stand back from the board and ask the class to appraise the outcome using the mark scheme.



TIME FOR PRACTICE: 'YOU DO'

Display the third examination question. Provide time for the students to independently practice answering a new question. Provide scaffolding in the form of the agreed structure and rationale for addressing the question.

REVIEW AND FEEDBACK

Assess the responses drawing from self/peer or teacher assessment. Check for both understanding of knowledge and material as well as application of assessed skills. Provide feedback on knowledge as well as examination technique in the light of the skills addressed in the lesson.

BUSINESS

CPD session attended: **Modelling and Scaffolding for Revision** Led by Jason Hatchell

What practice did you note?

After going to Jason Hatchell's CPD session for 'Modelling and Scaffolding for Revision' we identified the process of modelling exam answers and asking students to complete a question based on the modelled answer. During this session, Jason conveyed the importance of embedding high quality exam skills within model answers so students understood how they were supposed to answer the questions.

How have you adapted this for the department or classroom?

From this session, we identified the 'I, We, You' technique to embed practice into our curriculum, and used a modelling guide to make sure this was consistent across the department. This included a worksheet with a table of 'I, We, You' so students can refer to all of the answers on one page. In addition, we have used 'I, We, You' for MRI activities based on feedback after an exam.

What challenges did you face?

When we first used the walk-thru, students could appear passive while modelling the 'I' section of the answer. Therefore, questioning became vital in this element to identify where the students gained the marks. Thus, direct questioning and use of 'Pose, Pause, Pounce, Bounce' allowed all students to be involved and develop the challenge of the questions and examples given.

What is the rationale behind the strategy?

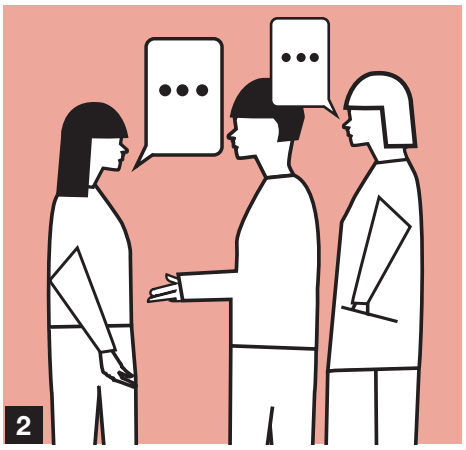
The rationale behind this strategy is to improve the quality of 6, 9 and 12 mark exam questions for mid ability students. Seeing modelled answers would allow the student to understand how to access the marks in order to improve their outcomes.

PRINCIPLE: Modelling and scaffolding

'I, We, You': An approach to incorporate modelling the answering of examination question.

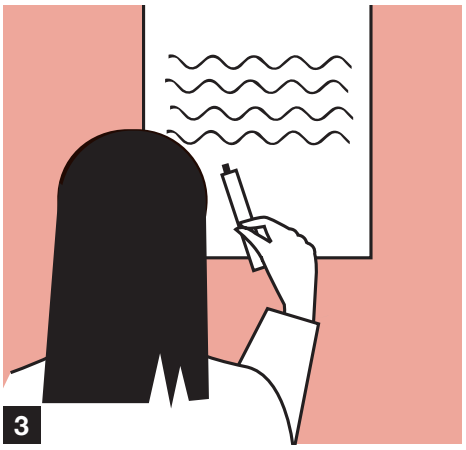
SET EXPECTATIONS

Design a range of model answers that demonstrate the relevant success criteria of an ideal response to the examination question. Share the model answers with the class and facilitate discussion identifying where marks are awarded within the response. Students are given a model full mark answer to aim for the top grades. This is the 'I do' modelling time.



DISCUSS AS A CLASS

Facilitate a class discussion about what makes a good examination answer. Ensure the discussion focusses on the specific success criteria by identifying where it is demonstrated in the model answer. This should always be based on the assessment objectives.

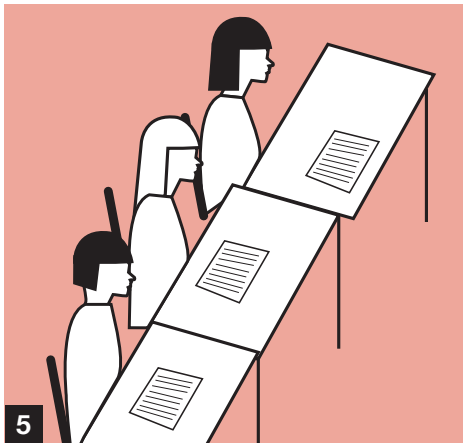


MODELLING MAGIC

For a different question of the same marks, the teacher should model part of the answer step by step to gain full marks. The teacher should probe the class for points and chains of analysis which can be developed by the teacher to aim for top marks. This is the 'We do' modelling time.

QUESTION AND REVIEW

Use questioning to prompt collaboration amongst the group. Identify with the class, through questioning, where the assessment objectives can be seen within the answer and review part of the answer against each key success criteria.



YOUR TURN!

Students need to use this answer to complete the other point of the question using their 'You do' modelling time. This is reviewed by the teacher using verbal feedback stamps within the lesson.

EMBED FOR LONG TERM RECALL

These skills should be reviewed regularly to embed the skills of examination technique into the long-term memory so that it becomes automatic and, even mastered! This will allow the student to make progress and achieve improved outcomes

PSYCHOLOGY

CPD session attended: **Modelling and scaffolding** Led by Jason Hatchell


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding


Questioning & Discussion

What practice did you note?

Jason's session outlined a 6-step Walkthru demonstrating how he uses the 'I do', 'We do', 'You do' approach to revision. He showed how he revises, at a question-level, drawing on effective teacher modelling and metacognition. Jason incorporated a collaborative phase in the process where students considered what relevant material they could use to answer a question. We liked the idea of the 'sparkling start', where the class collaboratively constructed part of an answer to an essay question.

How have you adapted this for the department or classroom?

The department discussed key parts from the CPD session and decided that the principles could be applied to encourage students to collaboratively construct answers to a 9-mark GCSE question. We adapted the concept of 'I do', 'We do', 'You do' to scaffold students through questioning to be able to complete a planning grid, which would later enable them to write their own responses and stretch and challenge their initial thoughts about how to structure their answer.

What is the rationale behind the strategy?

We identified that students struggled or failed to attempt the 9-mark questions in their mocks. Students were unable to achieve full marks on these extended writing questions and therefore we wanted to ensure we produced a way of building students' confidence so that they attempt these questions in future. Furthermore, we wanted to provide an opportunity to make synoptic links across the course and settled upon creating a resource to help students with a very specific type of question.

What challenges did you face?

With this particular type of question students are expected to cover 2 areas of the course, e.g. memory and brain & neuropsychology. Therefore, students need to have knowledge of at least two topics. It may therefore be best to deliver this lesson following a series of revision lessons to ensure all students have enough knowledge to answer the question.

This is likely to require quite a bit of time to explore in depth and ensure everyone can produce a high-quality answer. As students have to draw upon 2 topics and focus on exam technique and essay structure, they are likely to have highly diverse range of questions, specific to the topics they've chosen to include in their answers. Due to the nature of the question, there is not a single clear answer to the question.

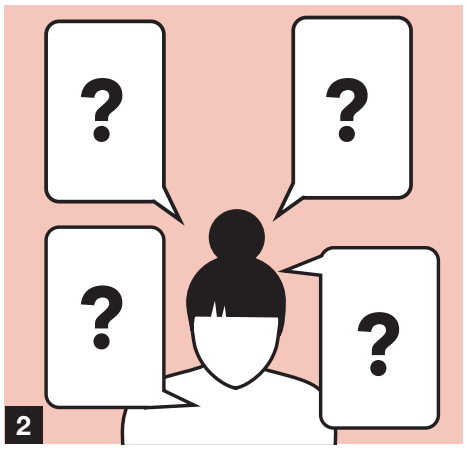
Students may also find this style of structuring too restrictive. It may be necessary to differentiate the essay structure, which could be incorporated into the 'revisit success criteria' stage at the beginning of the Walkthru. Some students for example prefer to write all of their AO1, followed by all their AO2 and then all their AO3, while some students prefer to mix all 3 assessment objectives into each paragraph.

PRINCIPLE: Modelling and Scaffolding

I DO, WE DO, YOU DO: Using whole class collaboration and modelling to write a 9 mark response in psychology

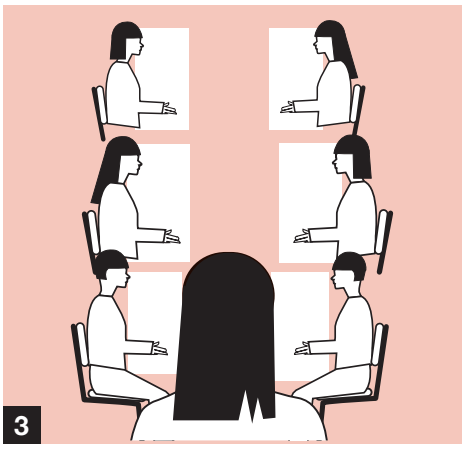
REVISIT SUCCESS CRITERIA

Begin by asking the students to identify the requirements of a 9 mark essay question on their mini whiteboards. Clarify the success criteria with the whole class explaining how this applies to the writing of an examination response (in this Walkthru we will be looking at a 9 mark response which requires students to draw from two areas of psychology).



SET THE QUESTION

This is the 'I do' stage of the process where the teacher identifies the question to be used in class for the lesson.

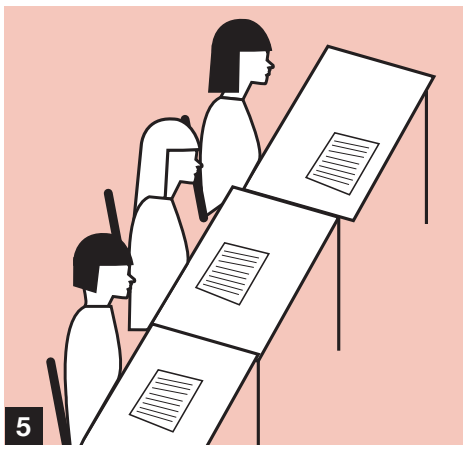


INDEPENDENTLY IDENTIFY KEY POINTS

Provide a planning a sheet, which has boxes for each of the success criteria to organise student notes, and instruct students to independently complete as much as they can. This will include noting down the specific areas of psychology that can be applied to the question, how it applies to the scenario and evaluation.

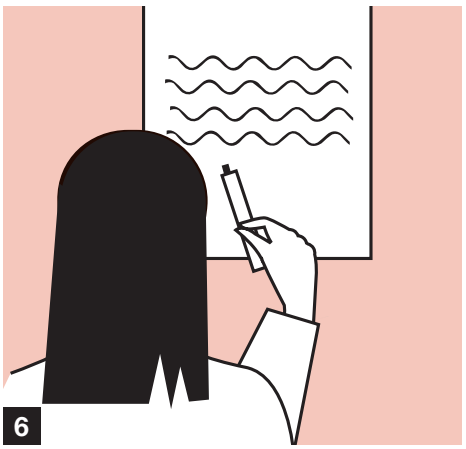
CO-PLAN AND BUILD A RESPONSE

This is the collaborative 'we do' stage of the process. Through questioning, take students' main ideas to address the essay question set. Encourage students to explain their ideas clearly and use key terms. Once all ideas have been shared, ask the class to evaluate which of their points most effectively meets the success criteria. Following this, draw on students' points and use questioning to collaboratively write the first point for the essay.



WRITE A NEW POINT

This is the 'you do' stage of the process. Ask the students to select the second point they want to write and direct them to complete this independently using the class model and ideas as a guide. Circulate the room and answer any questions students have.



REVIEW AND FEEDBACK

Present the success criteria and ask students to peer review writing a WWW and EBI based on the initial success criteria agreed at the start of the lesson (Walkthru). Students should then reflect upon the class plan and consider if there is anything else they should have included.

ENGLISH

CPD session attended: **Modelling and Scaffolding for Revision** Led by Jason Hatchell


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding

Questioning & Discussion

What practice did you note?

During Jason's Walkthru, he modelled an 'I, We, You' writing activity to be used during a revision lesson. The session led us through how the teacher can model work ('I'), chunk it down and build it back up as a class ('We') and then use the process to produce better quality work independently ('You'). Though Jason's session focused on Geography 6-markers, I wanted to see how this process could be adapted to support higher-level attainment in English Literature.

How have you adapted this for the department or classroom?

I adapted Jason's template for slow writing and deconstruction of teacher-produced models into the key skills for attainment at the higher grades in Literature. We wanted to combine this with our Level Up work, with the intent of increasing the number of students achieving grades 7-9 at GCSE level.

What challenges did you face?

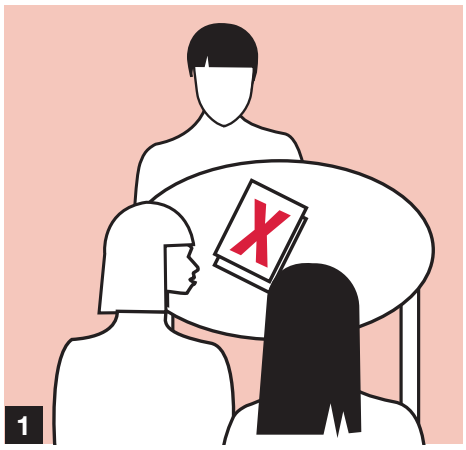
Some key areas to consider when using an 'I' 'We' 'You' approach include: pitching the model answer at the right level; asking the right questions at the slow writing level to produce the best quality response which students can follow; deciding the most effective means of review (self/peer/teacher, verbal/written etc).

What is the rationale behind the strategy?

Students pushing towards higher grades in Literature often incorporate all three key Assessment Objectives, but would benefit from identifying model sentences of how each objective can be built upon and met at a higher level. This can sometimes get lost in a full, pre-deconstructed model, so we attempted to break down the process into chunks and build a response back up again through slow writing.

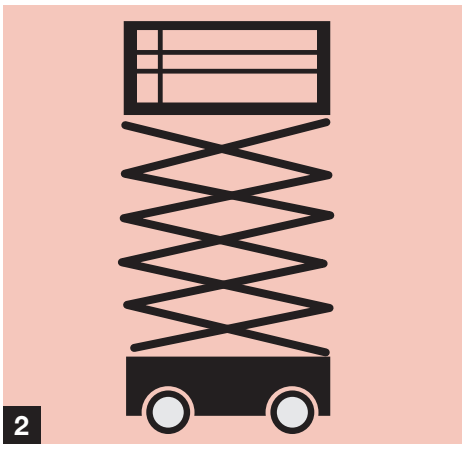
PRINCIPLE: Modelling and Scaffolding

WRITE LIKE LITERARY EXPERT



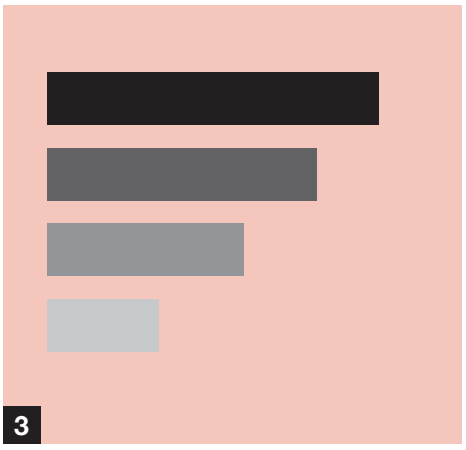
IDENTIFY COMMON MISCONCEPTIONS

Go over common misconceptions in how to reach highest levels in Literature (written) responses. Identify areas of underperformance within the class to target areas for analysis in the upcoming model.



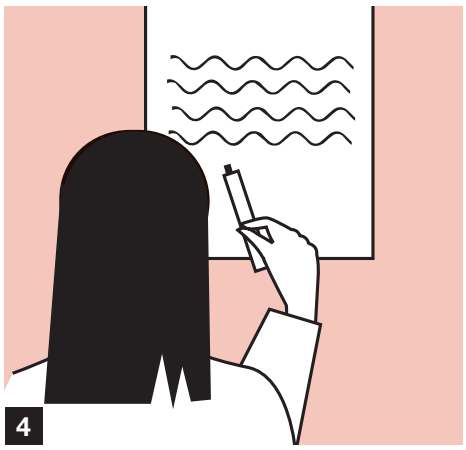
MODEL EXEMPLAR WORK

Share exemplar work of the skill(s) being replicated effectively, either through a student-produced model or a teacher-produced model.



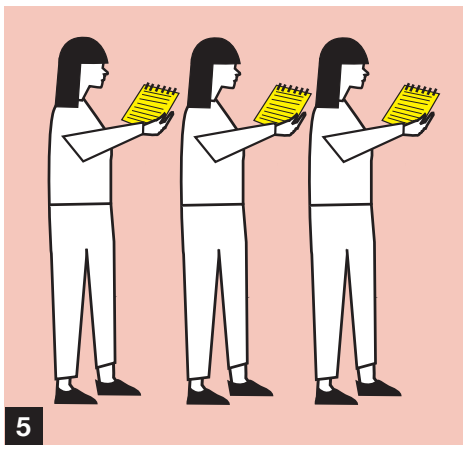
CHUNK IT DOWN

Break the model response down into the target areas of analysis – this is dependent on step 1 (the specific skills students need to develop).



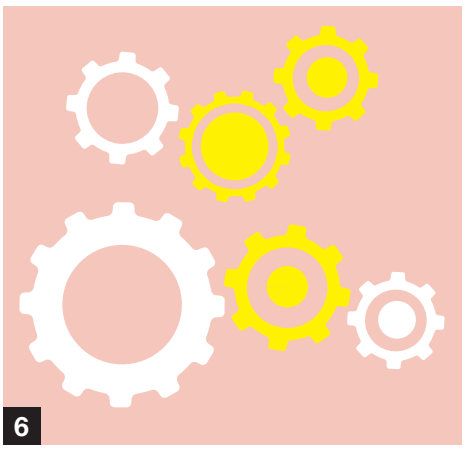
PROVIDE CLEAR EXPLANATIONS

Conduct slow writing as a class, led by the teacher, to live-model this skill being constructed. Take student verbal responses and direct questioning to help construct this.



PRACTISE AND REHEARSE

Students now use the 'we' live-modelled slow writing to help them construct their own independent response to the writing task.



REVIEW AND ADAPT

'Complete the loop' through self, peer and/or teacher review to assess progress against previous writing and evaluate against slow writing model. Adapt future writing practice accordingly.

What is Questioning and Discussion?

Rosenshine's third principle of instruction suggests that that teachers should ask a large number of questions and check the responses of all students. By asking questions about previous or relevant material, students can practise retrieval and cement their overall learning.

According to Tom Sherrington, effective questioning lies at the heart of great teaching. The key to effective questioning is:

- Ask a large number of questions and check for understanding.
- Ask students to explain what they have learned.
- Check the response of all students reaching the far corners of the room.
- Provide systematic feedback and corrections.

Strategies include:

- Pose, Pause, Pounce, Bounce.
- Cold Calling.
- Hinge-point Questioning.
- Quizzing.
- Think, Pair, Share.
- Say it again, better.
- Probing.

To this end, Questioning and Discussion forms one of our core principles for teaching and learning.

QUESTIONING IN THE CLASSROOM – CPD LEAD

Lee Huckle

Lee Huckle: Questioning and Discussion and Teaching to the Top

Rationale: Use of targeted higher order questioning to benefit engagement of all learners.

Why do you use this strategy?

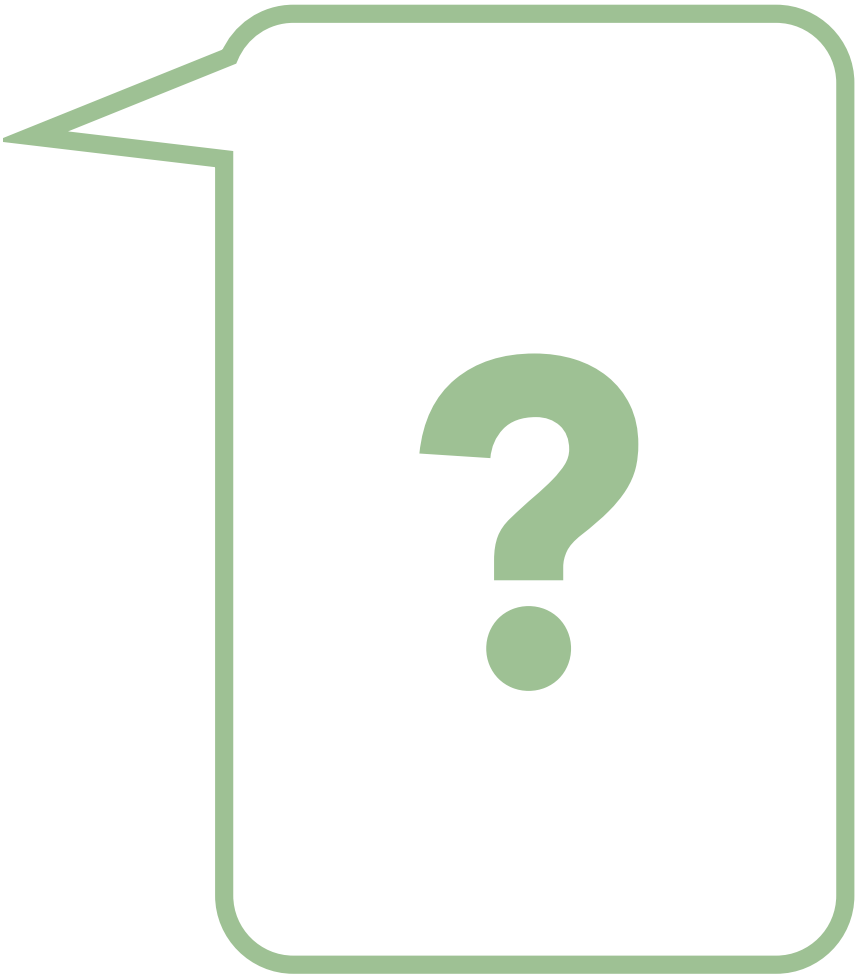
This strategy helps to ensure all students are stretched and challenged in terms of their verbal explanations. It involves modelling what an in-depth explanation looks and sounds like thus supporting students in their understanding of the expectations of a top grade response.

What's the problem that it addresses attempts to resolve?

This approach addresses the common issue of students not explaining a point fully, missing opportunities to use key concepts and sophisticated ideas.

When do you use this strategy?

This classroom approach is most often used to level up and model top grade exam questions and assessment. It's used during MRI feedback lessons as well as exam practice activities.



Use of targeted higher order questioning to benefit engagement of all learners.

- The strategy of questioning, bouncing, modelling and applying to written form enhances improved pupil responses as the points, concepts and explanations are developed verbally as a class before any student puts pen to paper.
- We discuss the explanations together with an assigned high-attaining student summarising the discussion points on the board. The collaboration demonstrates the metacognition of both the teacher and the students and challenges the note-taker to extrapolate the key points.

DO's

Give an option for students to volunteer the **point** that is raised from the initial question.

Arrange for a HA student to be in charge of the white-board where a summary of the explanation points are being written.

Get students to repeat points if the teacher believes somebody has not heard or has not listened.

DON'Ts

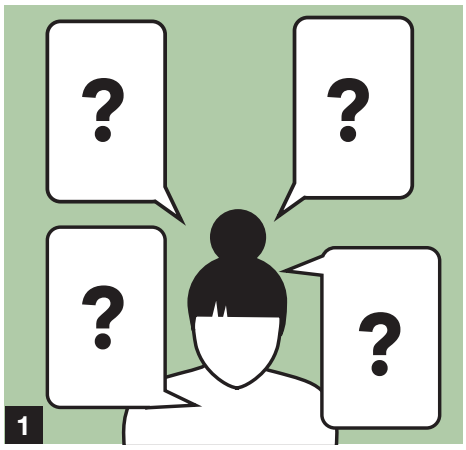
Allow students to put hands up after the point has been given – it needs to be targeted teacher selection to ensure all students are covered.

Allow the explanation to move on until a fully staged explanation is being developed and until a the summary point has been written on the board by the HA student.

Don't allow students to talk whilst others are adding to the staged explanation.

PRINCIPLE: Questioning and Discussion

Pounce and Bounce Higher Level Questioning: Use of targeted higher order questioning to encourage engagement of all learners.

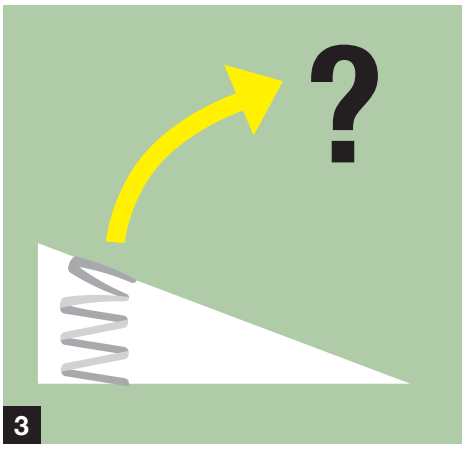


ISSUE THE EXAM QUESTION

Decide upon an examination question that requires an initial 'Point' to be made. Set the question to the class to answer verbally e.g Explain the effects of the Haiti Earthquake (6 marks).

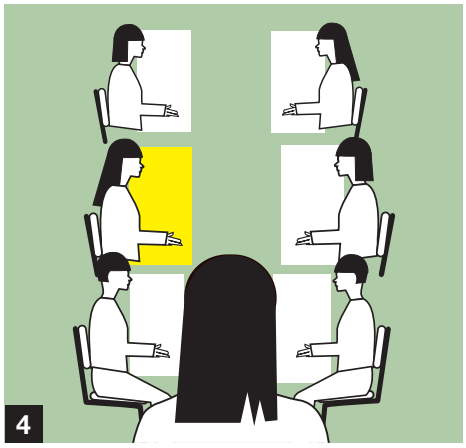
TAKE THE POINT FROM THE FLOOR

All students should engage in the process of considering a possible response. This should be an 'open classroom' for students to offer a 'Point' answer. Choose a high-attaining student to scribe and summarise the feedback on the board. This will continue across each of the stages outlined below.



BOUNCE THE RESPONSE

Choose another student to answer a follow-up question using the why? And how? Framework and 'bounce' the question.



BOUNCE THE RESPONSE AGAIN AND REPEAT

Repeat stage 3 and bounce the question to another student. Use questions that are probing in order to extend thinking and understanding. This is then repeated with the same question three more times around different students but with a different 'Point' being raised.

APPLY TO THE EXAM QUESTION (STAGE 1)

By this point, the board work from the high-attaining scribe should be fully detailed. Students should now be fully equipped and confident to answer the initial examination question raised at the start of the lesson.

PEER ASSESS AND FLUSH OUT MISCONCEPTIONS

Provide students with a clear and student-friendly mark scheme with a success criterial. Model how to answer the question using a relevant writing frame. Listen to feedback and flush out wrong answer and misconceptions.

ART AND TEXTILES

CPD session attended: **Questioning and Discussion** Led by Lee Huckle and Emma Risebrow


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding

Questioning & Discussion

What practice did you note?

Lee Huckle's presentation using questioning to teach to the top and Emma Risebrow's CPD presentations from 2020/1 demonstrated how targeted questioning enables the teacher to control and influence the pace of a lesson, encourages the engagement of all ability levels and to a certain extent, can be used to support behaviour management.

How have you adapted this for the department or classroom?

In Art, we are using the targeted approach of Pose, Pause, Pounce, Bounce as a strategy of in-class assessment, as a way to gauge understanding of students' knowledge from our guided reading texts. We are using the approach to engage the students and ascertain the extent to which they have understood the texts and the relevant subject-specific concepts.

What is the rationale behind the strategy?

As part of our guided reading homework in Art, we want to encourage our students to develop analytical skills and deepen their wider knowledge. The reading is set prior to the lesson and the students are expected to read and comprehend new knowledge relevant to the curriculum. During the follow-up lesson, the students have the opportunity to explore their ideas, reach judgements on the text and contribute to a whole class discussion which is facilitated by teacher questioning. By setting prior reading, students are given a greater opportunity to engage with the content as well as giving them an improved sense of responsibility, in terms of reading to a deadline, and maturity, in terms of a greater sophistication in the understanding of the text.

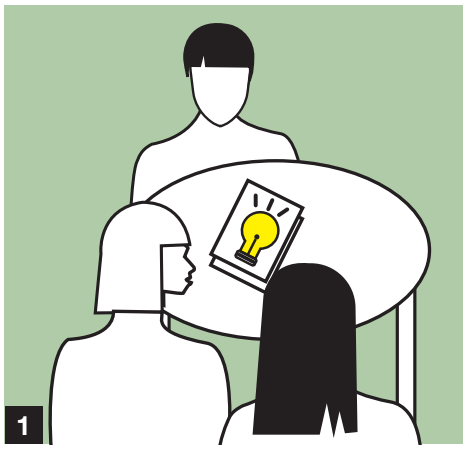
What challenges did you face?

As a teacher, prior reading relies heavily not only on subject but general knowledge. No matter how hard you try to anticipate and prepare for students; responses, questions and opinions offered will always generate a curved ball! Teachers therefore, need to be flexible and link ideas and opinions to society and other artists posing provocative questions to further develop discussions and debate.

Even students who do not do the reading homework can access the 'Bigger Question' which although linked to the homework relies more on opinion. Although frequently stated that there are no wrong answers, a few students are reluctant to contribute either because they are worried about being wrong although they do appear to be listening; this is where the pounce stage can be effectively employed by the teacher.

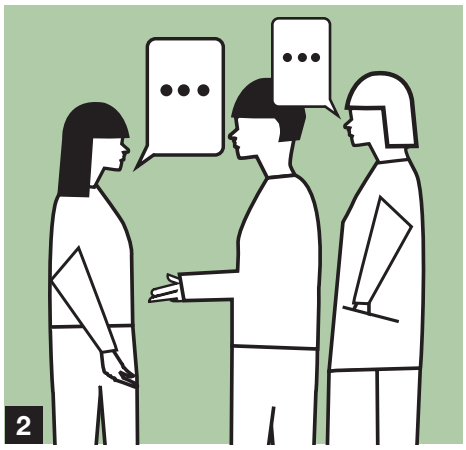
PRINCIPLE: Questioning and Discussion

Pose, Pause, Pounce, Bounce: a questioning technique technique that structures questioning into four stages ensuring that pupils have thinking time, that a range of pupils are selected and that pupils work together collaboratively building on each other's responses.



DISCUSS AND STRATEGISE

Research the relevant texts and topics relevant to the key stage. Decide upon the key stage the flipped-learning will be employed with. Discuss how the work will be set for example, as prep work or homework and how often the independent reading work should be set.



DECIDE THE TOPICS

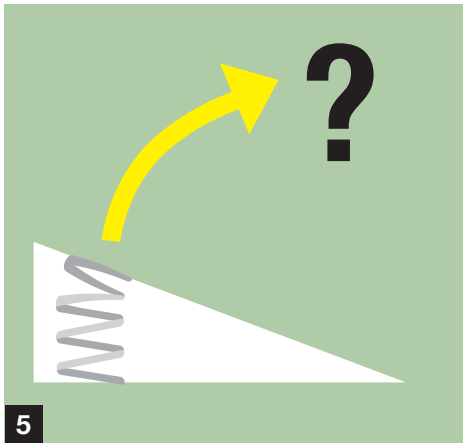
Review the specification and schemes of learning. Decide upon broad questions to focus the reading. In art, to inspire thinking, we chose, 'What is Art and the value of Art and Design in society?' We chose a range of artists with the aim of increasing our students' cultural capital.

SET THE HOMEWORK

Building on prior knowledge learnt within lessons, set an extension homework to research new knowledge. Extracts can be taken from authentic texts, interviews and articles, unamended, to challenge comprehension but scaffolded with supporting video clips.

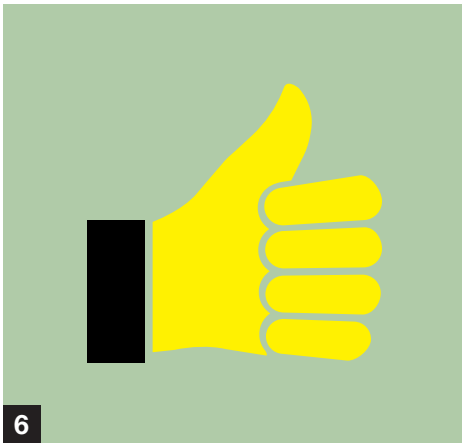
POSE THE QUESTIONS

Devise the questions so that the first set of questions explore the students' comprehension of the content of the extracts. The second set of questions should pose a 'Big Question' which aims to consider the wider meaning for example, the broader meaning to the artist or artwork. Our questions were low stakes with high reading challenge.



POUNCE AND BOUNCE THE QUESTION

After posing the question, pause to allow for thinking time and pounce on a student to respond. The question is then bounced to develop the detail in further responses; in the case of the first set, to extract all factual details, in the second set, to encourage analytical and critical thinking to generate debate and discussion about art in our society.



PRAISE AND DEVELOP

Praise in order to reassure students that everyone's opinion is valued and that there is no wrong answer, (in Art) providing the answer has been justified. Opinions are reinforced, developed or challenged in the next reading homework, when the next 'Big Question' links to the previous one.

Teaching to The Top

What is Teaching to The Top?

One of the optional CPD pathways on offer this academic year to our staff at Samuel Whitbread Academy has been 'Teaching to the Top'. Those who attended the CPD explored a variety of methods for stretching and challenging our students, aiming to the top in our planned activities, and scaffolding down so that all students can access a challenging task. This is a move away from more traditional methods of differentiation, where students have been targeted with mid-level work, and work simplified or added to from there. This unfairly limits the chances of those who are given the lower level work, and can demotivate high attainers if all hard work produces, is more work. We linked the activities that staff were trialling for the CPD to the five Teaching and Learning Principles at Samuel Whitbread Academy, which all allow us to push students to progress in lessons towards more challenging goals. Participants shared best practice and explored strategies over the course of the academic year, culminating in them producing a Teaching to the Top Walk thru.

The participants in the CPD sessions have made use of a range of techniques that have challenged the students in their classrooms. Putting challenge at the heart of every lesson is important for engagement of all of our students, particularly our high attainers, as well as giving them the opportunity to achieve and exceed their targets.

CLEAR EXPLANATION IN THE CLASSROOM – CPD LEAD

Julia Haynes

A range of activities have been explored, for example, the SWA principle of clear explanation is exemplified in lessons that have included making more scholarly works accessible for students. In one instance, with some initial scaffolding through modelling to students how to read and identify key themes and examples in a text, students are provided with the tools to access more advanced texts independently, and to apply knowledge gained to the bigger picture and exam answers. Other examples of clear explanation, are to expand students' vocabulary, enabling them to understand and utilise a broader and more complex range of terminology available to them both in general, and also for subject specific purposes.

Higher level articles are also part of how the principle of questioning and discussion is used to teach to the top. Targeted higher order questioning has been used to engage and challenge all learners. After reading or viewing more complex articles or lectures, pose-pause- pounce-bounce questioning is used to clearly establish the answer to a question and then challenge students to develop their use of more detailed examples to expand and explain their answers further as the request for answers is bounced around the class; providing a clear challenge to all those present.

In terms of deliberate practice, retrieval practice has been used to encourage students to extend themselves, and also to push them to work more independently by being given the challenge of working out a solution for themselves, with hints provided to scaffold down if required. Other examples of independent practice included using students as the teacher and challenging students to create their own model answers. This is also linked to the principle of modelling and scaffolding; excellent answers being modelled and scaffolding being put in place if needed so all students could challenge themselves to aim for the higher-level work.

Challenge should be at the heart of every lesson, and through using Teaching to the Top methods, its presence is ensured. These published Walkthrus highlight just some of the ways that stretch and challenge can become part of your natural classroom practice and provide a few ideas to add to a teacher's 'toolkit' when planning a lesson, or reacting to that hinge moment.

RATIONALE: THINKING LIKE A SPECIALIST

- This strategy uses high level historical texts (HistScholar) to stretch and challenge students, to add depth to their understanding of a topic, and extend their use of subject specific key terms to express their detailed and wide-ranging contextual knowledge.

- Why do you use this strategy?
  - A key skill in history is to analyse and evaluate historical interpretations.
  - To achieve level 4 in GCSE, Assessment Objective 1 specifies wide-ranging knowledge and ability to apply this to exam questions.
  - At A level broader contextual understanding and the ability to incorporate and carefully apply detailed and relevant examples is key to accessing higher levels.
  - At A level students are expected to access chapters from books and articles independently for their coursework.

- What's the problem that it addresses / attempts to resolve?
  - Contextual understanding.
  - Depth of knowledge and use of detailed examples.
  - Breadth of subject-specific language and general literacy skills through expanded vocabulary.

- When do you use this strategy?
  - This strategy is used through all of the Year groups and is being built into lessons across the Key Stages.
  - It is used for each topic and within each topic we have articles available for a range of lessons.
  - To add depth to student understanding and knowledge at regular intervals.

Clear explanation and Teaching to the Top Rationale: Thinking like a specialist

This strategy has worked in History because it has allowed students to develop a broader understanding of the topics through all key stages and develop a more complex subject-specific vocabulary. Students have been able to apply this to exam questions, evidenced in use of greater detail in written examples. Students have also been able to more accurately verbalise their greater understanding through using examples and the correct terminology.

Modelling expectations clearly focusses students on what they need to look for themselves. This develops a more independent deliberate practice approach to learning. Scaffolding can be removed for later use of articles completely.

Modelling use of language highlights the value of specific key terms and the use of more complex and subject-specific language that, if used correctly, will allow them to progress in terms of Assessment Objectives at GCSE / A level and our own KS3 assessment.

Reading it out loud and following as a class keeps focus and engagement and using targeted questioning means that all have to make sure they can answer the question.

It also follows the school literacy policy and challenges the reader to verbalise more challenging key terms.

The level of detail in examples that these texts use in their analysis models the high level that students can aspire to. This challenges them to use subject specific key terms.

DO's

Have high expectations of students reading and following the text.

Ensure students following the text point at the relevant section as it is being read if they are struggling to focus 'follow it with your finger'.

Challenge students to find the relevant information from the texts – the points or detailed examples.

Expect students to use more challenging and specific vocabulary in their discussions of the text.

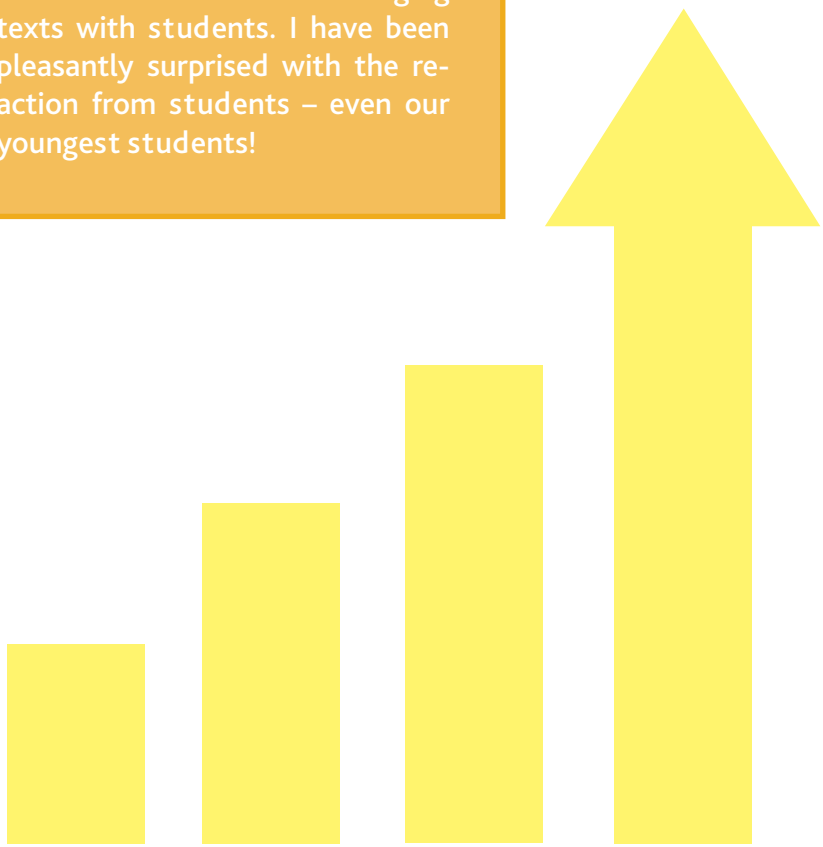
Challenge students to apply this new knowledge and vocabulary to the big picture.

DON'Ts

Read through the whole text at once – rather, break it down into manageable sections to make discussion meaningful. This can change as students become more confident.

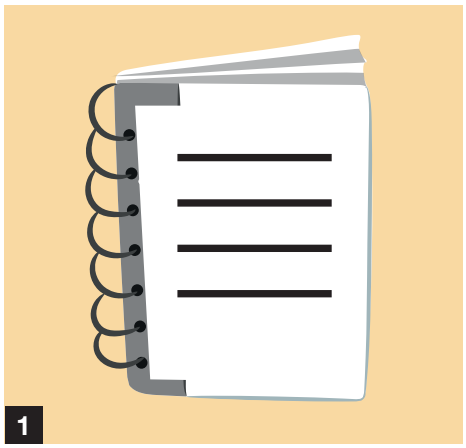
Don't forget to praise students who read the text out loud and who manage to pull out key examples, or link it to the big picture – this models behaviour and promotes challenge as a good thing (growth mindset).

Be scared to use more challenging texts with students. I have been pleasantly surprised with the reaction from students – even our youngest students!



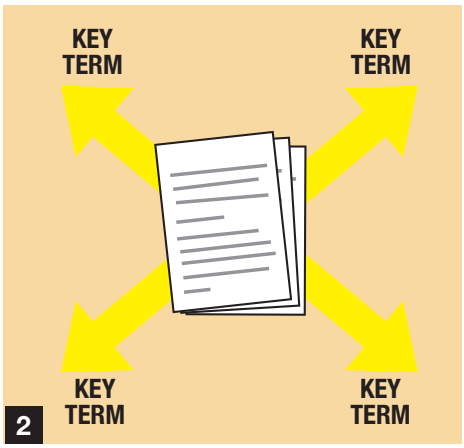
PRINCIPLE: Clear Explanation

'Think like a specialist': Use of high level historical texts (Histscholar readings) to stretch and challenge students to add depth to their understanding of a topic and extend their use of subject specific key terms.



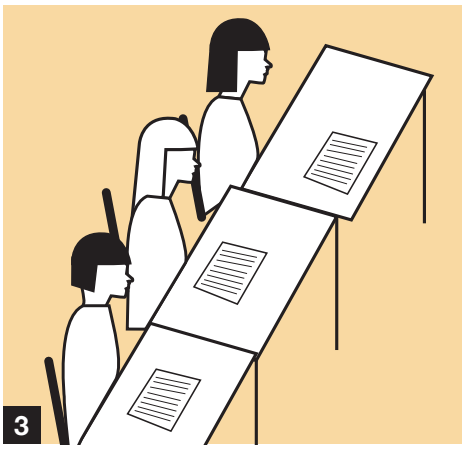
SOURCE THE TEXT

Review sophisticated and authentic texts written by subject specialists or academics. Identify a relevant section of a text book, journal or article, which is carefully selected to add depth to students' knowledge of a key topic that is part of the KS3 Scheme of Learning or KS4 / KS5 curriculum.



DEFINE THE KEY TERMS

Annotate the HistScholar with challenging key terms, inserting their meanings to make the text accessible to extend the students' repertoire of the subject-specific vocabulary.

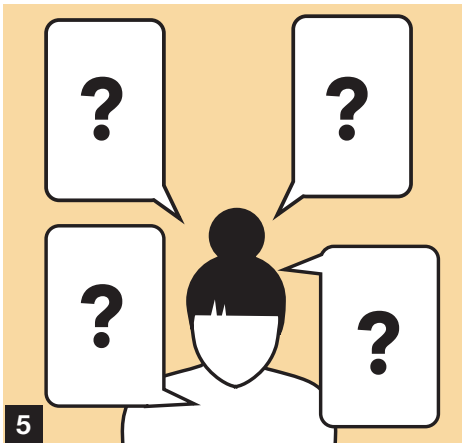


READ ALOUD

Ask students to read through the texts out loud in manageable chunks. Ensure all the other students in the group are following the text as they read. After each paragraph review the information through questioning and discussion. Draw on questions to probe thinking, make predictions or clarify understanding. Use praise for those reading aloud.

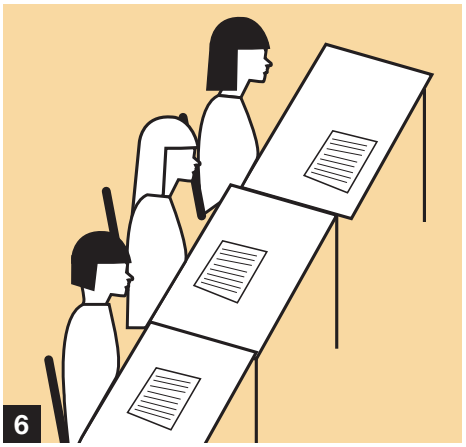
MODEL RESPONSES

Model effective reading processes including where to find the point, locating memorable additional detail and the use of language. Then question students on what the point of the paragraph is and where they can identify memorable details. Ask the students how this applies to their current studies. Praise answers that clearly exemplify what you are looking for.



REMOVE SCAFFOLDING AND QUESTION

Remove the scaffolding provided, so pupils can find the point of the paragraph and memorable details for themselves. Question students to find out what they have learnt, in terms of both knowledge gained and the meaning of sections with challenging subject specific vocabulary. Challenge them to use this vocabulary in their answers.



SHOW APPLICATION

Use think – pair – share questioning to link the article to the bigger picture, the enquiry question, or topic they are studying. Challenge students to elaborate on the detailed examples and apply them to exam style questions.

MFL

CPD session attended: **Teaching to the top** Led by Julia Haynes


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding


Questioning & Discussion

What practice did you note?

The use of retrieval practice to encourage long term retention of key vocabulary, phrases or chunks interested us as a department, as it is one of the key aspects needed for students to be able to achieve in MFL. The self-differentiation aspect of it appealed to us in particular, as pupils choose the level of difficulty they are comfortable with or is suitable to their ability, which matches the foundation/higher split in MFL GCSE. It is this that would also allow for extra challenge at the top, as it does not leave lower ability pupils feeling like they can't achieve anything in this task.

How have you adapted this for the department or classroom?

We have found that one way to stretch high ability pupils is by asking them to make cross-curricular links in their answers, which suits languages very well, as students can talk about a variety of topics where they have the content knowledge but the challenge comes in when they have to express that knowledge using a different language.

What challenges did you face?

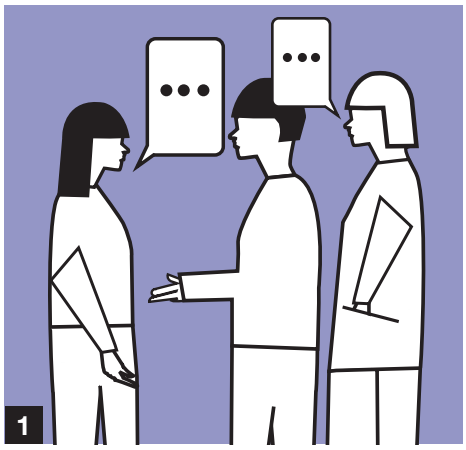
Students tend to take the easy way out, and give answers that do not include those cross-curricular links. This happens particularly if the question doesn't force the student to make that link in order to answer it, which is why particular attention must be given to the way the questions are formulated.

What is the rationale behind the strategy?

The strategy is meant to challenge high attainers who are already mastering the key aspects of the topic they are studying, as they have to make the link between these aspects and content knowledge from other topics. This allows students to level up their answers, as it allows them to have a variety of vocabulary and ideas they can use in their writing. This, in turn, leads to higher marks in their writing paper, and prepares them for the challenges and thinking required at A-level in MFL, where they must make those connections in order to score top marks.

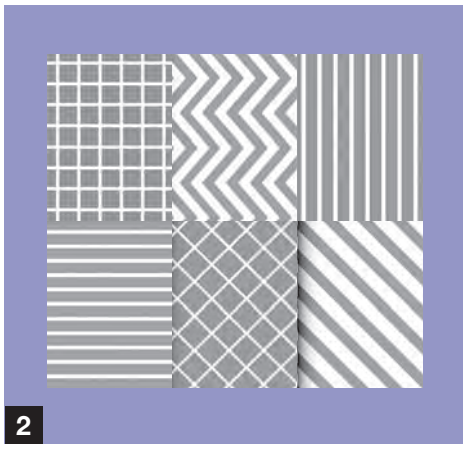
PRINCIPLE: Deliberate Practice

Cross-curricular thinking: A strategy to challenge high attainers through the use of open-ended questioning, making links between skills and knowledge taught across different subjects.



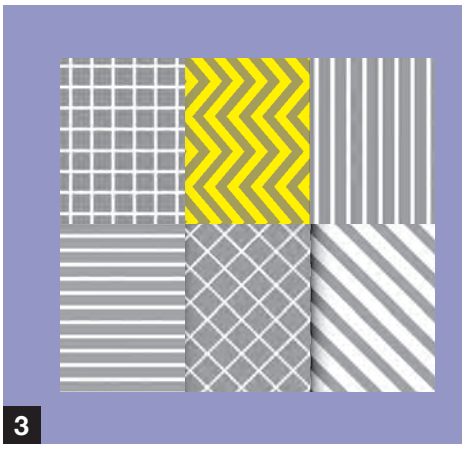
ESTABLISH THE LINKS

Discuss with colleagues from other departments or consult other departmental schemes of learning in order to find links between different subjects and your own.



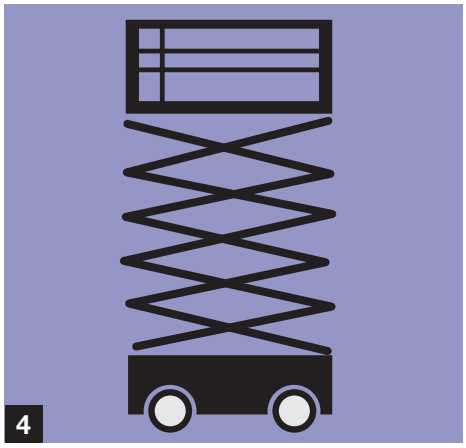
DESIGN THE GRID

Decide how long you expect students to spend on the task, as this will influence the number of boxes on your grid. If using this strategy across key stages, you might want to vary the size of the grid. Consider how you will ask the questions to encourage cross-curricular thinking for example multiple-choice, definition style questions, filling the gap etc.



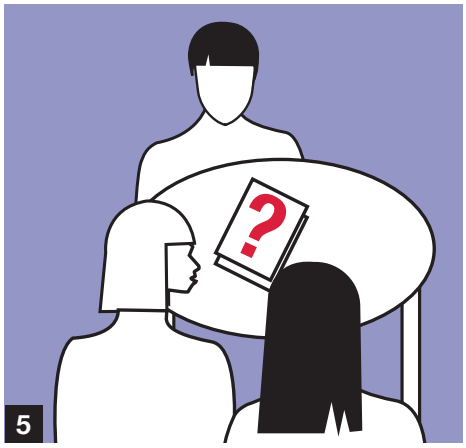
MAKE THE LINK EXPLICIT

Retrieval grids are usually colour-coded to illustrate the varying difficulty of tasks. The idea can be adjusted so that the higher the number of points, the more extensive cross-curricular thinking is required. Alternatively, you might award the points based on how explicit you are making the link for the students, so that the easier tasks are those that make the link explicit with another subject, while more difficult ones ask students to identify those links themselves.



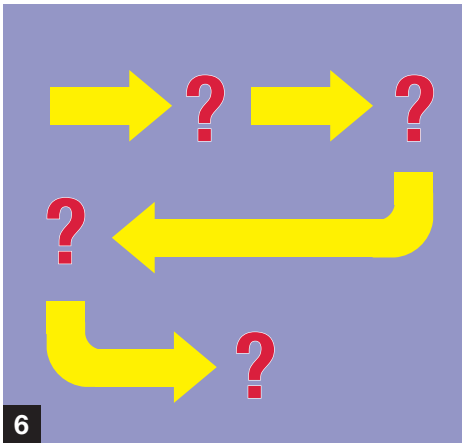
MODEL CROSS-CURRICULAR THINKING.

Explain the purpose of the activity to give agency to the students. Then, provide concrete examples of links the students could make and how those links level-up their answer. You might want to link this to the relevant exam task this would improve the answers for, and make students aware of these links.



QUESTION AND CHECK ANSWERS

Go through students' answers and use questioning techniques such as Pose, Pause, Pounce, Bounce to ensure that pupils have thinking time, that a range of pupils are selected and that pupils work together collaboratively rather than competitively exploring ideas and building on each other's responses. You could, for example, ask high attainers to take someone's answer and improve it by making a cross-curricular link.



EMBED THE CONTENT INTO LESSONS

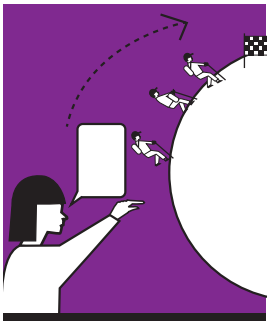
Refer back to the retrieval grid throughout lessons, and through questioning and feedback remind students of the cross-curricular thinking process as a way to level-up their answers.

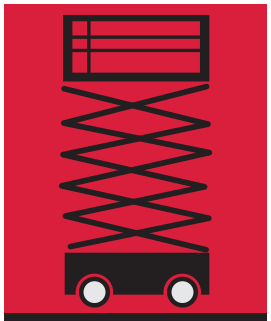
PHILOSOPHY AND ETHICS

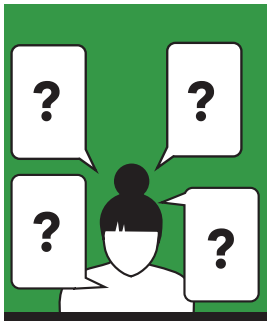
CPD session attended: **Teaching to the Top** Led by Julia Haynes


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

During Julia Haynes' presentation on 'Clear explanation and Teaching to the Top' we explored ways of thinking like a specialist and using specific subject terminology. Julia highlighted the use of high-level historical texts (Histscholar readings) to stretch and challenge students to add depth to their understanding of a topic and extend their use of key terms in order to express their detailed and specific contextual knowledge.

This inspired our idea of developing higher challenge through oracy skills, in particular; debating and discussion tasks.

How have you adapted this for the department or classroom?

Critical analysis and independent practice are important features of the Philosophy, Religion and Ethics curriculum in particular, they are essential components required to improve essay writing skills and, furthermore, are important for the understanding of different viewpoints. Therefore, using the principle of Questioning and Discussion, we developed a Walkthru for effective debating using Socratic questioning to build and deepen students' understanding of the curriculum.

What is the rationale behind the strategy?

For students to reach the point where they can apply their learning independently (in preparation for extended questions in written examination), debating is an excellent way to deepen students' understanding; this has the benefit of enhancing confidence with speaking whilst also teaching students the higher-level skill of considering the validity of alternative perspectives.

The questioning and discussion strategy evidenced in the Walkthru also allows the lower prior-attaining students to access, understand and discuss sophisticated conceptual ideas.

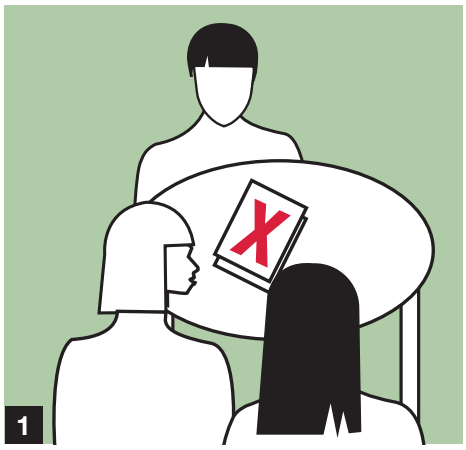
What challenges did you face?

As a teaching to the top strategy, this approach works particularly effectively for more confident students. However, independent practice, modelling and scaffolding of the debate should be fully planned as part of the debate itself. Furthermore, the debate should be integrated into the sequence of learning.

Further, it is recommended that during the process, teachers take the role of challenging obvious misconceptions and ensuring a safe environment where students feel comfortable to discuss topics with sensitivity.

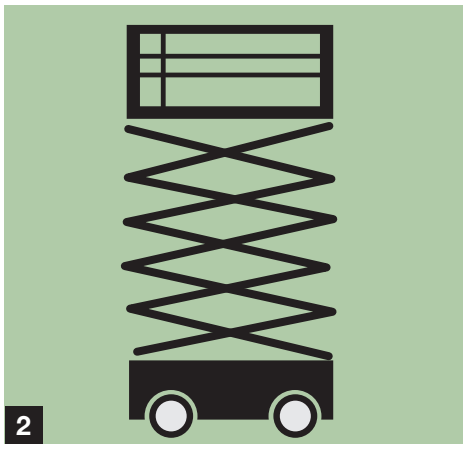
PRINCIPLE: Questioning and Discussion | Teaching to the top

Debating contentious issues: To develop higher order thinking.



ENSURE PRIOR KNOWLEDGE

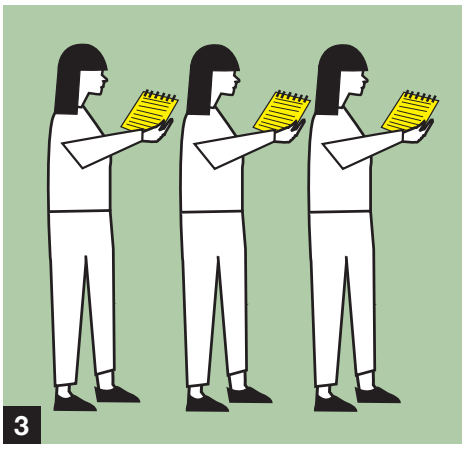
Assess learning to ensure that knowledge base is secure so that the debate deepens understanding and critical analysis and does not become counterproductive. Establish the parameters of the debate including expectations on rules of discussion including respect for all and listening skills.



MODEL AND PRACTICE

Teach some key phrases that help to frame a discussion exchange. Model them and engage students in practice that is polite and respectful. For example:

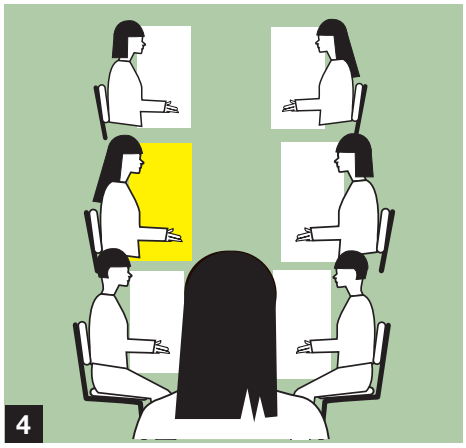
- I believe that….
- In our opinion….
- Others may disagree with that point because…
- That may be the case, however…
- To recap the main points…



SAMPLE DEBATE STRUCTURE

One to one:
Practise the debate through small-scale pairings. Students should begin in pairs and exchange ideas and practise in using key language and terminology. Where possible, match students to support learning and quality of discussion.

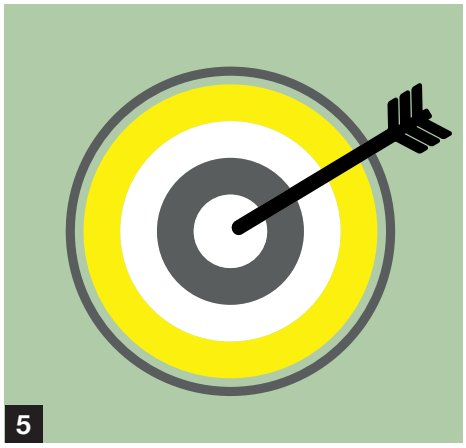
Class: Split into teams to propose or oppose an idea about the text/topic under debate.



RUN THE DISCUSSION

After discussing initial ideas and contentions, facilitate further debate by using the strategy of think-pair-share to slowly build student confidence.

Keep to time so that students can learn to prepare and stick to the discipline of a time structure.



REVIEW THE CONTENT

During and after the discussion, provide instructional input and feedback to highlight the key learning points and challenge misconceptions. Model the students answers onto the board so that they can see a visual prompt in order to consolidate understanding. Review with the class the success of the debate process, highlighting what went well, including effective use of sentence starters, evidence of showing respect and examples of effective counter-arguments so that debating quality can improve over time.

PRODUCE A PLAN

The goal of this stage is for the students to sequence their learning into a clear written plan of the content covered in the discussion.

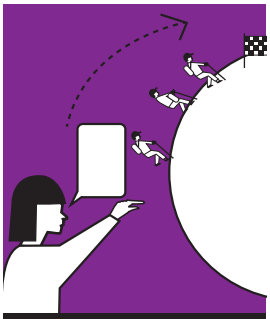
Ask students to produce a mind-map of the range of ideas explored within the discussion. Include whole class feedback so that all students access the breadth of knowledge evidenced during the debate. Students should then construct a plan for a written piece of work.

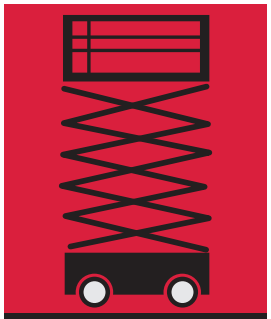
MATHS

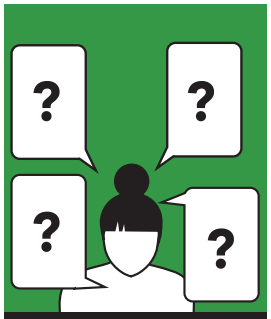
CPD session attended: **Teaching to The Top** Led by Julia Haynes


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

During the Teaching to The Top CPD sessions, Julia shared and conveyed the importance of deliberate practice and the role of the teacher in encouraging independent learning. As a group we discussed how, as teachers, we can develop the ability of students to think for themselves and to work out problems using their prior learning and development without complete reliance and dependence on their teacher.

How have you adapted this for the department or classroom?

The encouragement of independent learning for high challenge thinking resonated with me as a teacher of maths. I applied the CPD experience to the use of starter activities. To support retrieval practice, I adapted the way I use, scaffold and facilitate the use of starter activities so that the students are encouraged to think for themselves without shying away from challenging tasks.

What is the rationale behind the strategy?

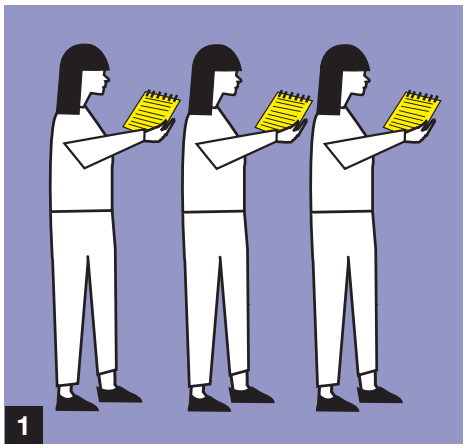
Many students find maths challenging and lack confidence in their ability to attempt problem-solving style questions. To this end, the rationale behind the 6-Step strategy is to assist and encourage students to be more self-reliant and independent in their thinking so that they are fully equipped for their examination as well as securing their subject knowledge.

What challenges did you face?

As teachers our role is to support and aid students' learning. However, the purpose of the starter activity is to encourage the students to embrace challenge and use the information in the question, and their prior learning to attempt the problem independently. To this end, resisting the urge to give them clues was difficult, but is resolved by consciously considering how to effectively question and coach instead. It's important to stick to the set time put aside for the starter so that it doesn't eek into the body of the lesson whilst ensuring the activity is of high worth and quality.

PRINCIPLE: Deliberate Practice and Teaching to the top

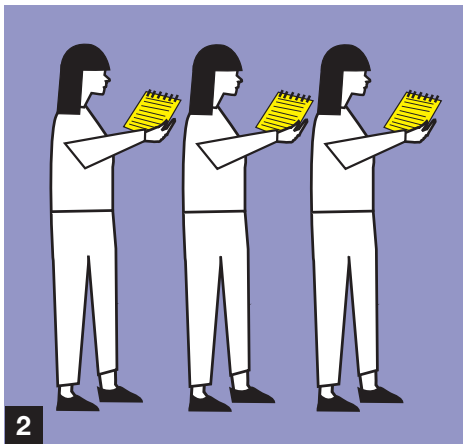
Retrieval through problem solving starters: High challenge, low risk starter activity.



USE EVERY MINUTE

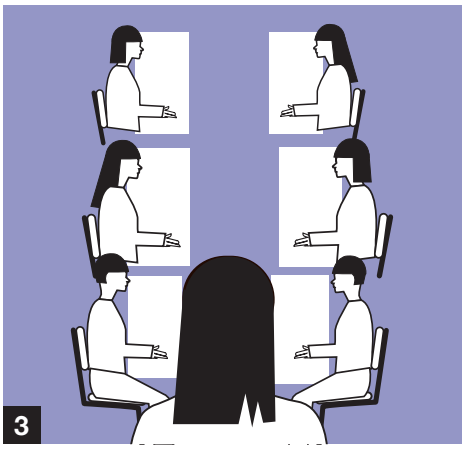
As the students arrive to the lesson, issue them with the starter activity to maximise the impact of every teaching minute.

The activity can be handed to the students on entry to the classroom or displayed on the board. Establish the routine so that it becomes habit ensuring the students are fully aware of its expectations. All students must attempt all questions; no questions should be left blank



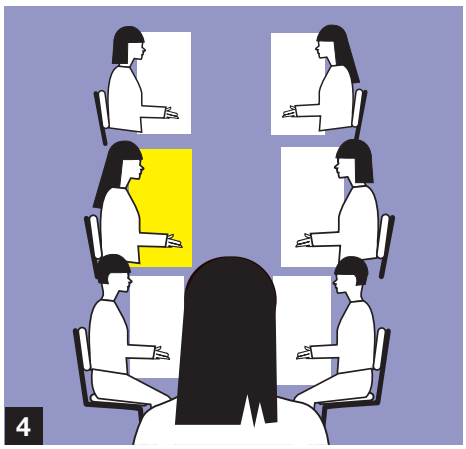
ATTEMPT ALL QUESTIONS

Coach the students in the skills required to answer the starter questions for example, if the question has a problem-solving component, train the students to deconstruct the information so that they are equipped to attempt every question. Therefore, even if students are unsure how to answer a question, they must do what they can with the information provided which may lead to the solution or at the very least an understanding of the process required to address it.



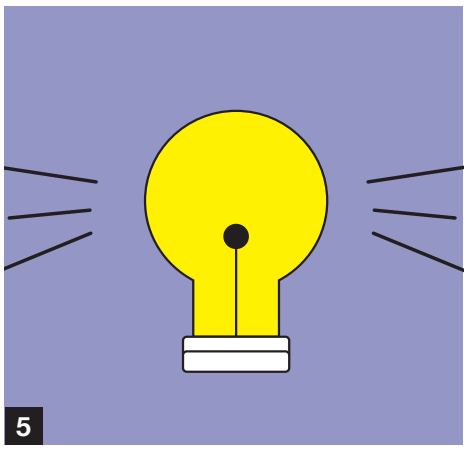
ENCOURAGE THE CHALLENGE

Resist the urge to provide clues or tell the students how to answer the question. Rather coach them into working it out for themselves so that they see challenge as an integral and important part of the learning process.



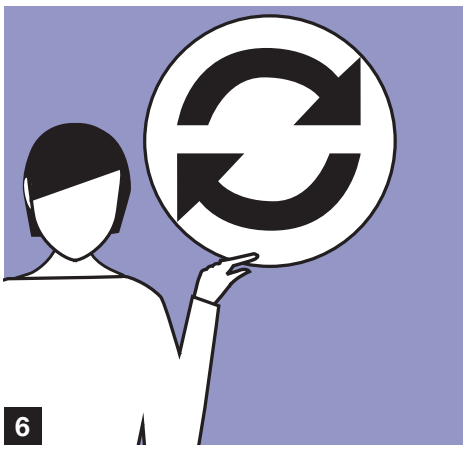
STUDENT FEEDBACK

To review and reflect upon the knowledge and skills developed during the starter questions, facilitate student-led feedback through a whole class review of the answers. Select a student to explain the method they used to solve the problem in the question. Spot-light the important parts of the process used by the student to resolve the problem and facilitate discussion around the room to ensure all students are aware of the learning points.



PASS THE BATON

The student then chooses who goes next to share the process and outcome for the next question. Repeat the review process for each question making sure that the students' vocabulary matches that required at GCSE and noting any topics that will require follow-up revision sessions.



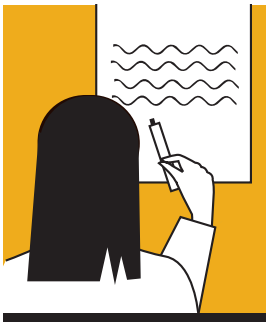
REVIEW AND REFLECT

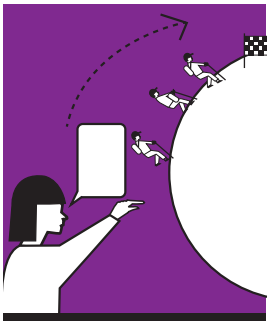
Conclude the starter activity by spot-lighting the key learning moments identifying the skills required to answer the questions. Praise hard work, engagement and correct responses and reinforce the productivity of the starter activity. Note the importance of challenge to learning and in the process of securing knowledge.

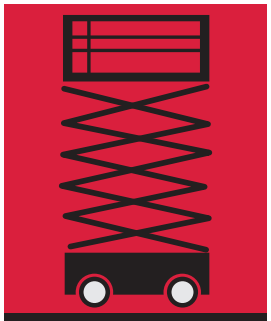
ENGLISH

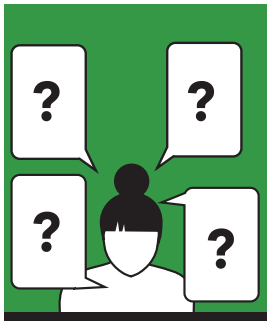
CPD session attended: **Teaching to The Top** Led by Juliia Haynes and Lee Huckle


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

I saw Lee Huckle's CPD on Teaching to the Top; he focused primarily on building classroom cognition using 'Pounce and Bounce' and how that can be used to formulate a Geography essay. This particularly interested me because I am also taking on a High Attainers focus for my CPD; I found his session particularly useful in building targeted higher questioning and it benefitting the engagement of all learners.

What is the rationale behind the strategy?

Levelling up with vocabulary aims to broaden students' vocabulary repertoire so that their oracy, literacy and written responses reach high standards. The task should be embedded over a sequence of lessons and should be continuously reinforced through questioning from the teacher so that student understanding of the subject-specific terms are reinforced.

How have you adapted this for the department or classroom?

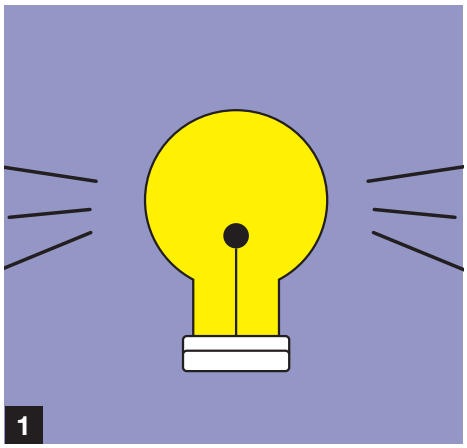
The encouragement of independent learning for high challenge thinking I have used this style of questioning in a number of lessons since observing it. Within my subject, English, the idea of a whole classroom contributing in layers to a whole essay works nicely. Like Lee, I started with an essay question on the board (How does the writer of Source A use adjectives to establish imagery?) and waited for a student to express a simple comment. From then, I used "Pounce and Bounce" with the class until some relevant ideas can been constructed and we had produced a 'verbal essay'. This particular task worked well for the context of the class. They struggle, collectively, with long writing, so breaking the task down verbally demonstrated their understanding and theoretically meant they were able to see how to link the next steps of an essay (for e.g. going from 'What?' to 'How?' and then 'Why?'). Looking progressively, what I would do differently is have a student scribe idea down on the board during the activity. This would then mean that the class could pen their ideas after, copying off the board. Although in the moment of the lesson, understanding was clear, ensuring that this sustains long-term memory would require repetition and jotting the ideas down.

What challenges did you face?

Students may learn the term, but application of it in the correct written context may not always be accurate. Therefore, the teacher should consistently model how the specific vocabulary should be used in their everyday language during a lesson.

PRINCIPLE: DELIBERATE PRACTICE

Levelling up with vocabulary: Embedding a regular semantics test to classroom delivery.

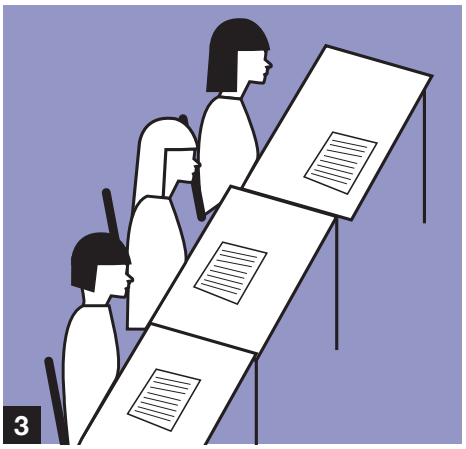


CREATE THE VOCABULARY

Establish and create a bank of vocabulary that is relevant to your classroom context; these should be words that are ambitious and sophisticated.

DEVISE THE RESOURCE

Now that your vocabulary is chosen, create the resource that you will use to teach your words. For example, for English creative writing, sophisticated adjectives such as 'melancholy' and 'covetous' would be most relevant.

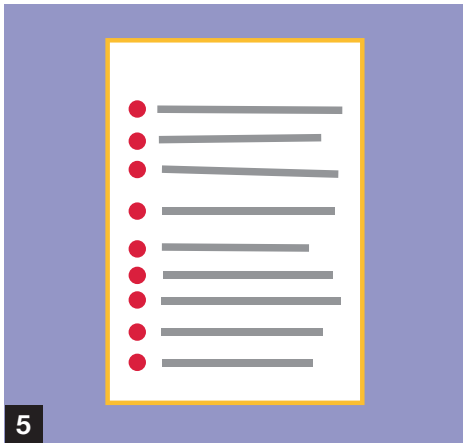


TEACH IT TO THE TOP

Explain to the students that you will be regularly testing them on vocabulary as it is relevant to your subject. Provide the students with a 'semantics test' in which you say the word, and they write down the meature of it, as you would find in a dictionary.

REPEAT IN SEQUENCE OF LEARNING

Embed this task throughout a series of lessons over a fortnight, you could interject your lesson planning with less formal scaffolding; for example, a quick Question & Answer verbally as opposed to the structured 'semantics test'.



SET THE TASK

After you are satisfied that the students are comfortable with this vocabulary, assess their understanding by setting them a writing task which offers them to use it. For e.g., a descriptive piece of writing on a busy London Underground line, in which they must use five ambitious adjectives.

ASSESS AND PRAISE

Assess the work, clarify vocabulary meaning and flush out wrong answers. Praise students for their extensive range of sophisticated vocabulary.

MUSIC

CPD session attended: **Teaching to The Top** Led by Julia Haynes


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding

Questioning & Discussion

What practice did you note?

During the Teaching To The Top CPD sessions, the group discussed strategies to develop and promote thinking skills. We noted the importance of planning effective question, referring to models to promote effective explanation and supporting students' ability to remember knowledge through retrieval practice. A key area that was noted, was the importance of embedding higher-order thinking skills and independence through challenge tasks and facilitating the willingness of students to complete these, despite the level of challenge.

How have you adapted this for the department or classroom?

In music, we already have many differentiated style activities embedded within the schemes of learning, but we have worked to embed a key area that students underperform on and find more challenging, which is identifying musical features from reading music. The more we have focussed on this area and practised, students have grown in confidence and have even started to challenge themselves independently.

What challenges did you face?

Students find this area of the curriculum difficult, so initially there was resistance as they were reluctant to do complete the tasks and needed coaching and modelling of what to look for and how to do this. In order therefore to support the learning, we modelled strategies; the use of a visualiser was really helpful to developing this.

What is the rationale behind the strategy?

We identified a key area of the music curriculum that students find challenging. The rationale has been to focus on this area, provide increased opportunities in the scheme of learning to practise skills in this area and to continue to teach to the top. For example, students find aurally and visually identifying features within a piece of music challenging. By embedding this challenge into tasks, it should help students become more confident with this skill and enable them to complete tasks and assessments in this area more independently. When students have developed the visual element of the skill, we will begin to embed this aurally too.

PRINCIPLE: DELIBERATE PRACTICE/Knowledge Retrieval

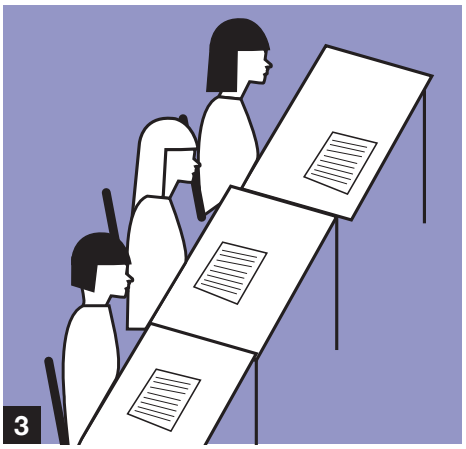
Deliberate practice and teaching to the top: High challenge, low risk starter activity.

PLAN THE STARTER

Create a starter to enable students to revisit and recap on their knowledge. Ideally recall learning that is not only from the previous lesson but from previous weeks, schemes and ideas that have been studied before so that students in the long-term have a greater chance of recalling knowledge.

ADD THE CHALLENGE

Identify the areas students find most challenging. For example, in music students struggle with identifying features within a piece of music – be this aurally or visually. Ensure, therefore, to embed these elements that students find more challenging to stretch thinking. For music, this might ask the students to locate the musical feature within the musical score.



ENCOURAGE TO COMPLETE

Whilst students are completing the task maintain high expectations by ensuring that students complete the challenge, in spite of the 'stretch'. Encourage completion through teacher guidance, scaffolding, questioning, providing resources or pairing with another student.

QUESTION AND PRAISE

Generate and facilitate whole-class discussion to feedback on answers to the starter activity. Ask students to identify their examples, encourage them to embed sophisticated subject-specific terminology in their responses. Use this opportunity to continue to build student confidence and praise regularly.

FEEDBACK AND CLARIFY MISCONCEPTIONS

Provide verbal feedback by highlighting the misconceptions and flush out wrong answers. Review with the group the areas they found challenging and discuss the processes they used in order to address the challenge. Clarify the misconceptions and embed these areas into the next starter activity to create further deliberate practice.

REPEAT!

Use steps 1-5 again, the following lesson, to ensure that students have regular practice of high challenge, low stakes so that they grow in confidence to tackle the challenge.

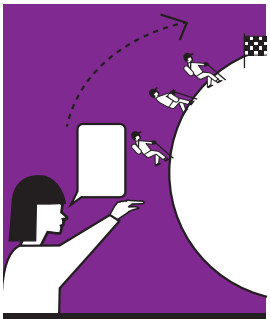
Continue to embed any areas of misconception from the previous task to ensure learning.

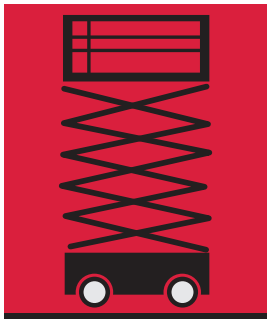
MATHS

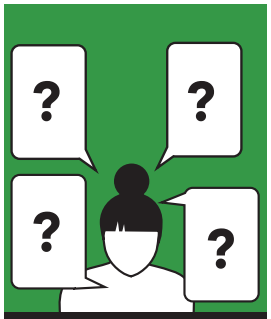
CPD session attended: **Teaching to The Top** Led by Julia Haynes


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

During the Teaching to The Top CPD sessions, During the Teaching to The Top CPD sessions, we discussed strategies and approaches to challenge and stretch all students. One of the SWA staff mentioned how they had used Modelling and Scaffolding to enhance the pupil's learning. This prompted me to realise that my use of 'Be the teacher' could be used in a more structured way to assess and extend the children's learning through independent tasks and homework, whilst giving them ownership of and responsibility for their learning.

How have you adapted this for the department or classroom?

Providing challenge for, and motivating all abilities within a class can, in itself, be a challenge. I decided to give the students ownership of the objectives in order to assess their understanding. Through class-based tasks and discussions, I modelled questions and, as a class, we worked through scaffolded example questions linked to the objectives. This prepared them for their independent tasks, which they could then access at a range of levels.

What is the rationale behind the strategy?

Children respond best when they see a purpose to the tasks they are asked to do. By allowing them to prepare work for their peers, they were motivated to produce work at a high level which they knew would challenge their peers. Being accountable for producing the 'answer sheet' meant they had to be secure in their knowledge of the objective and be able to present it in a way that others could access.

What challenges did you face?

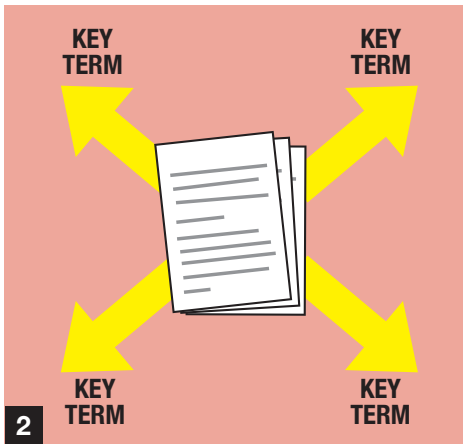
It would have been easy for the students to take the 'easy option' and work to the lowest level of the task. The teacher needs to encourage the students to be brave enough to take on the challenge to demonstrate the highest level of their understanding. Not only is the knowledge important, but equally important is how the children present their knowledge in such a way that others area able to access it understand the steps needed to complete the task. This skill is one that is constantly reinforced throughout maths across all key stages. Peer feedback may need to be supported and scaffolded initially to ensure it is constructive and provides the students with the confidence to challenge themselves further.

PRINCIPLE: MODELLING AND SCAFFOLDING

Curriculum Champions: Training students to be the teacher; students becoming the teacher allows them to take ownership, reinforce their understanding and present in such a way as to engage others. Allowing students to access the tasks their peers have set engages them and gives them a sense of purpose.

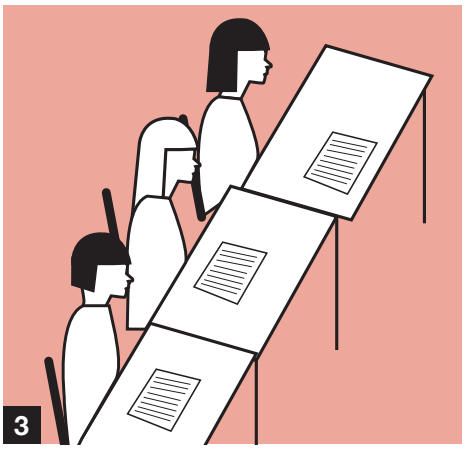
SET THE LEARNING GOALS

Introduce the learning outcome or objective for the lesson. For example, 'to solve two-step equations using all four operations with whole numbers, decimals, fractions and negative numbers'.



EXPLAIN KEY CONCEPTS

Facilitate a discussion with students on how the objective fits in within the topic. Provide differentiated examples for students to complete at their level, but ensuring that all students access the key learning goal. For example, in maths, include all operations/fractions. Use this activity to identify gaps in understanding and those students who need more scaffolding.

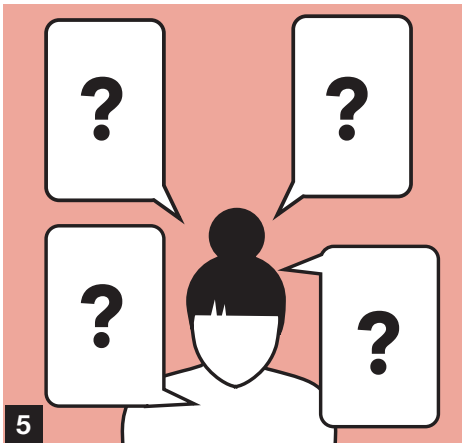


PROVIDE CHALLENGE

Check and extend understanding through questioning and adaptation of the task. For example, demonstrate by including negative numbers, create a two-step equation to reach a given target.

MODEL EXAMPLES

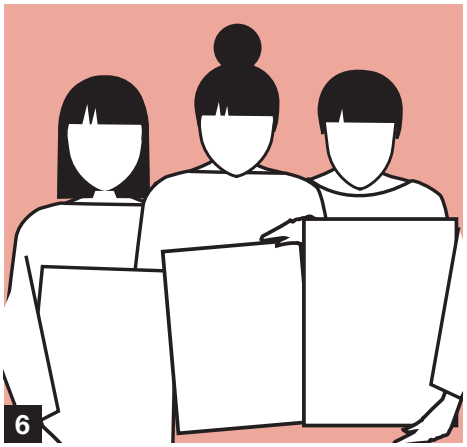
Set independent tasks for the students to create new worksheets for others to complete either in class or as a homework task. Ensure the students are demonstrating the level of understanding relevant to their ability. Encourage and scaffold the activity with models and sentence starters.



SHARE AND SET THE WORK

Check the worksheets to ensure the meaning is clear and prepare copies for students to complete in class. Once complete, return the worksheet to the relevant student and complete a peer assessment activity.

At this stage, encourage the students to note any misconceptions in each other's work.



REVIEW UNDERSTANDING

Review the processes including the making of the worksheets, the formation of questions, the expectations of answers and their quality. Address any misunderstandings and use questioning to seek guidance from those who have made the worksheets.

Create the opportunity for peer feedback. Scaffold the language to be used so that feedback is constructive.

What is the Visualiser CPD Programme?

One of the optional CPD pathways on offer this academic year to our staff was the use of the visualiser in classrooms. Those who attended the CPD explored how the visualiser, combined with one of our five key teaching and learning principles, could support student progress in lessons. Participants shared best practice and explored strategies over the course of the academic year, culminating in them producing a visualiser Walk thru.

For those who have attended the CPD sessions, the visualiser has become an integral part of their teaching tool kit with many teachers commenting that they use the visualiser for the majority of their lessons. The CPD group feel it allows them to set out clear expectations with regards to the presentation of work in exercise books; model and scaffold appropriately for students; live mark and assess, as well as capture or record images / videos for revision.

One of the most powerful uses of the visualiser is its ability to support with our key Teaching and Learning principle clear explanation. Demonstrating writing and answering practice questions live under a visualiser, rather than using a perfect pre-prepared model example, provides students with the reality of the crafting process. This combined with the articulation of specific choices and key questioning of students using 'why' and 'how' question stems has been incredibly beneficial to those partaking in the CPD.

For practical subjects, especially during the pandemic, the visualiser has been supportive for demonstrations and practical experiments rather than gathering in large groups of students around a single table. The projection of the visualiser images allows for all students to clearly see what the teacher is undertaking an in turn the teacher can move the visualiser to zoom in on particular details that may be missed when gathered together at the front of the class.

There is no doubt that the visualiser has a place in every classroom and at every key stage. We hope that the first series of published walkthrus will assist you in experimenting with the use of yours.

CLEAR EXPLANATION IN THE CLASSROOM – CPD LEAD

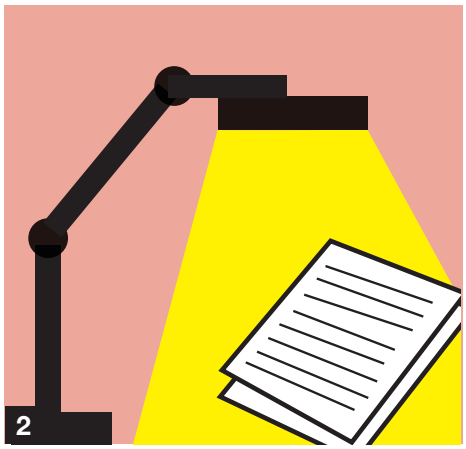
Charlotte Linehan

Modelling & Scaffolding

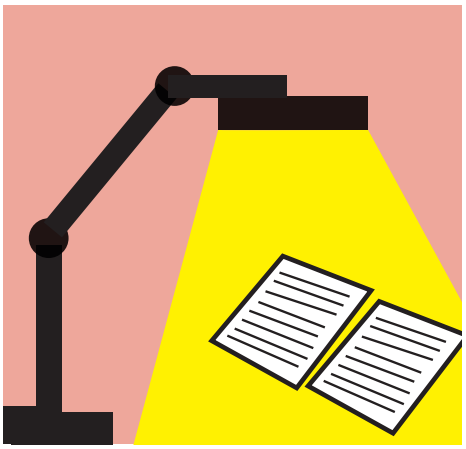
A common feature of learning is the process of engaging with examples of work similar to those that students are aiming to produce themselves. The visualiser is a perfect tool that allows for this to be completed in an engaging and clear manner. During the modelling and explaining element of your lesson ensure you display clear exemplars of varying quality in order to communicate effectively your expectations.

VISUALISER: 'SIDE BY SIDE'

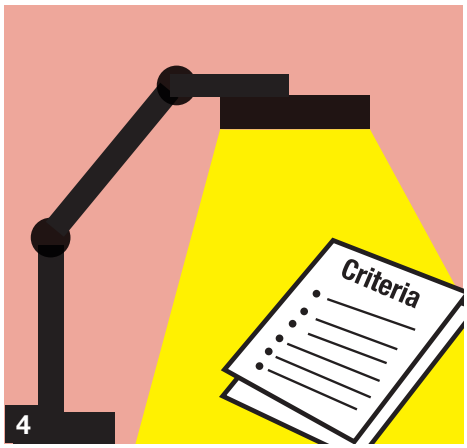
1



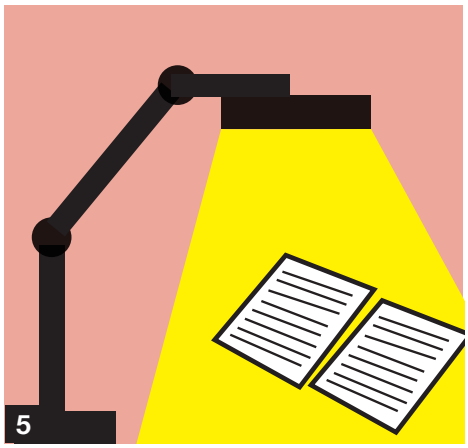
Select an exemplar answer and display under the visualiser. Read aloud to the class and articulate / highlight the strengths and areas for development.



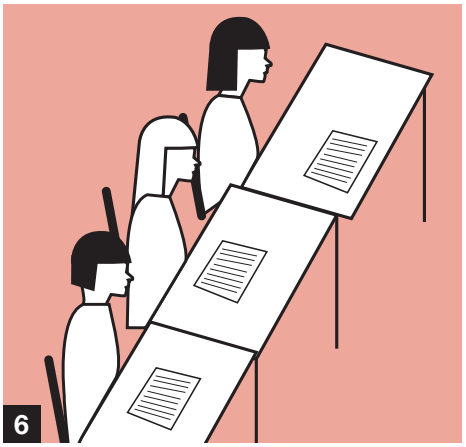
Introduce the second writing example. compare and contrast the two exemplars side by side. Highlight the similarities and differences in different colours.



Establish from these exemplars the precise features of success for the writing. Create a separate success criteria under the visualiser in student friendly language.



Introduce a further exemplar under the visualiser. Place the success criteria alongside the exemplar and critique, continually cross referencing.



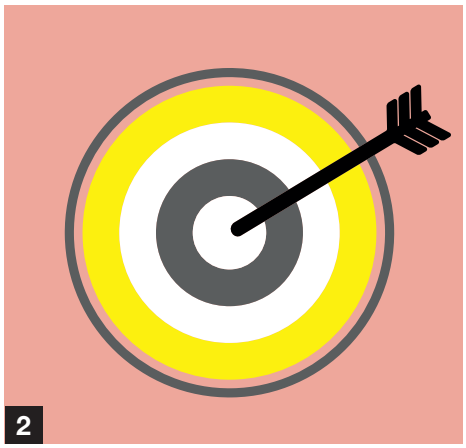
Set an independent, silent task that allows students to apply the learning to their own writing. Continue to display the student friendly success criteria to support.

Modelling & Scaffolding

A common feature of learning is ensuring you address misconceptions following an assessment, but also ensuring that students have a clear understanding of how and why marks are awarded. The visualiser is a perfect tool that allows you to demonstrate a clear correlation between work and a mark scheme. During the modelling and explaining element of your lesson ensure you display clear exemplars and use targeted questions to support student understanding.

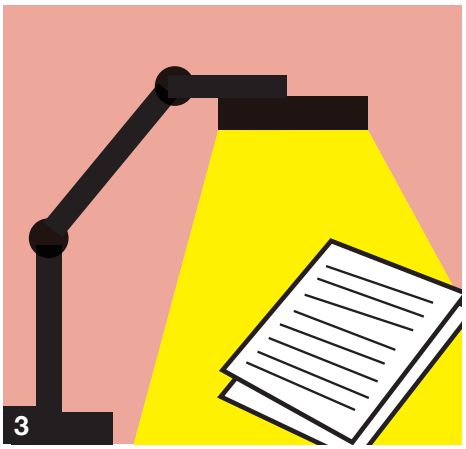
VISUALISER: 'ME, YOU, MARK'

1



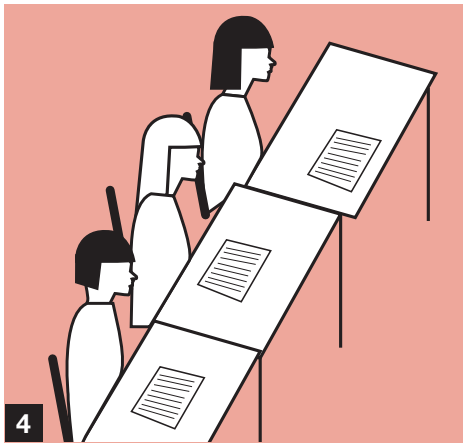
2

Following an assessment identify exam question or area for development then display mark scheme under the visualiser and highlight area of focus for the lesson.



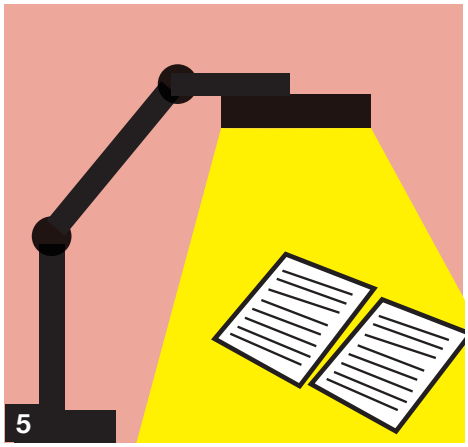
3

Under visualiser begin constructing a response. whilst doing so ask targeted questions to the class ensuring they can explain 'why' choices are being made.



4

Students to complete the written response independently. Continue to display the mark scheme and partial model under the visualiser to support them.



5

Select a student's response and display under the visualiser side by side with the markscheme. Mark live; annotate and address any misconceptions.

Praise!

6

Set another question for the students to complete in full.

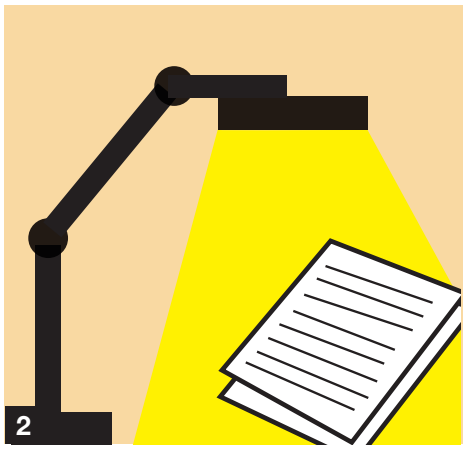
Swap books and peer mark the response using the markscheme under the visualiser.

Clear Explanation

An important key to unlock any subject knowledge is a clear reading process which precedes understanding of content and information, ensuring comprehension of all vocabulary used in a text. The visualiser is the perfect tool to break down and explain this process clearly, verifying vocab understanding in a collective space where students feel comfortable to raise misconceptions or the unknown. During this process, continually explain how each step will build both content understanding and the skills of the reading process, whilst confirming full understanding of all key words.

VISUALISER: 'VERIFYING VOCABULARY'

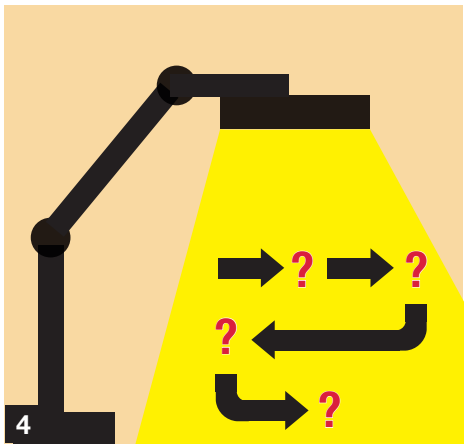
1



2

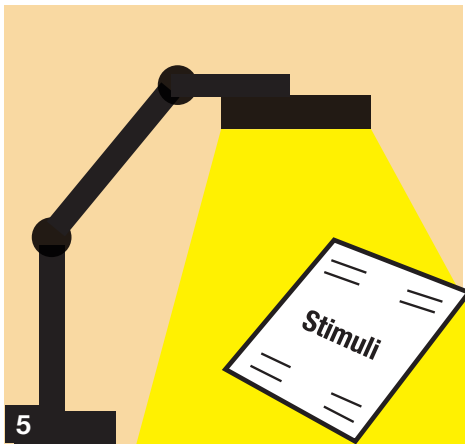
Display text under the visualiser and read through aloud for first time. Students should be tracking text visually on board or their own text.

Highlight words you anticipate may be unknown. Students should do the same. Involve class in process by asking for unknown vocabulary.



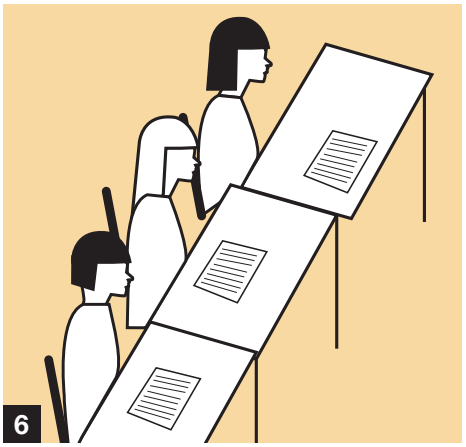
4

Identify each word and collectively define the meaning using stages of questioning bounced around the room, linked prior knowledge or a dictionary.



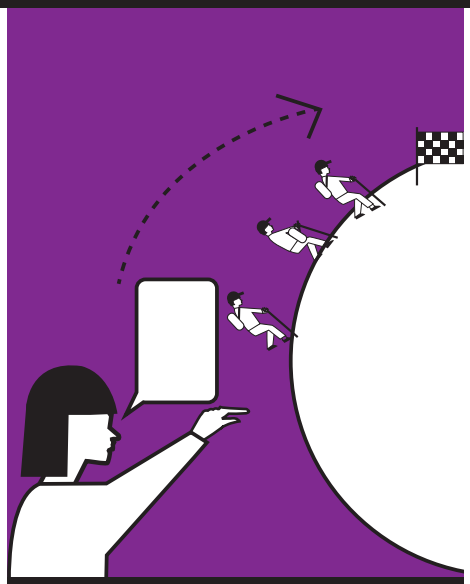
5

Annotate the meaning on the text, including synonyms and antonyms. The class follows this process, mirroring your annotations.



6

Set task for students to use the new vocabulary in a written sentence to show they have understood the meaning and its context.

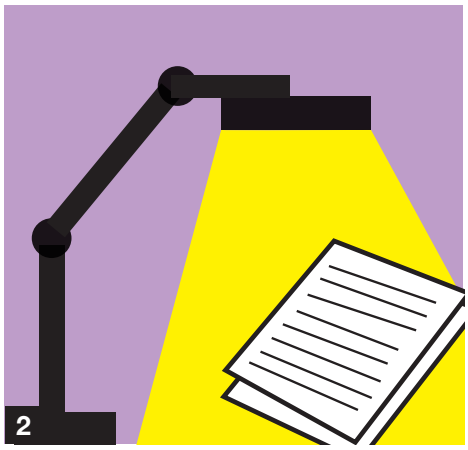


Assessment & Feedback

A common feature of learning is ensuring you address misconceptions following an assessment, but also ensuring that students have a clear understanding of how and why marks are awarded. The visualiser is a perfect tool that allows you to demonstrate a clear correlation between work and a mark scheme. During the modelling and explaining element of your lesson ensure you display clear exemplars and use targeted questions to support student understanding.

VISUALISER: 'MARKSCHEME MARKING'

1

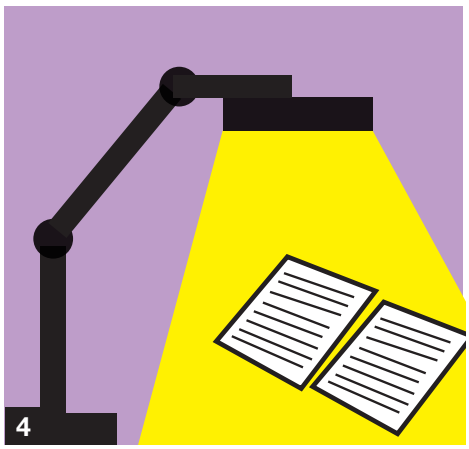


2

Display exemplar answer or students' answer, with permission, under the visualiser.

3

With the markscheme and exemplar side by side, identify where marks are awarded. Highlight and annotate the work, mirroring an examiner.



4

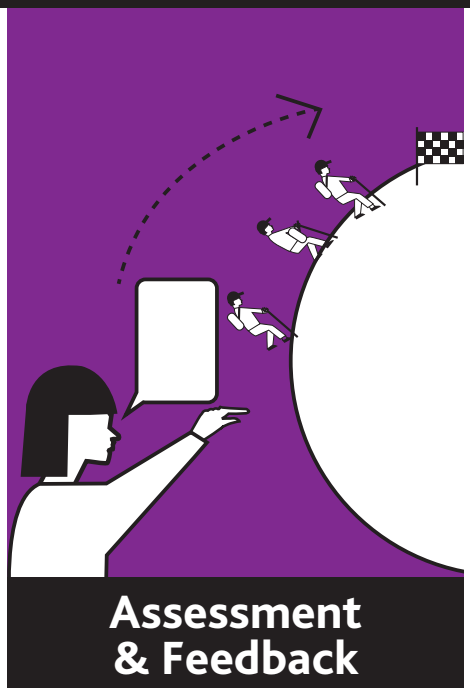
Repeat step 2 with a second exemplar. Compare with the first and question students to ensure they can identify why the marks are different.

5

Students to swap responses and mark their partner's work using the markscheme. They should mirror the teacher annotations as per step 2.

6

Teacher to take an example of peer assessment and display under visualiser. Students to explain why marks have been awarded.



Assessment & Feedback

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VISUALISER: 'MISCONCEPTION MODELLING'

1

2

Under the visualiser display a stimulus that will support creative writing or discussion. Request silent thought time for students to consider their personal response.

3

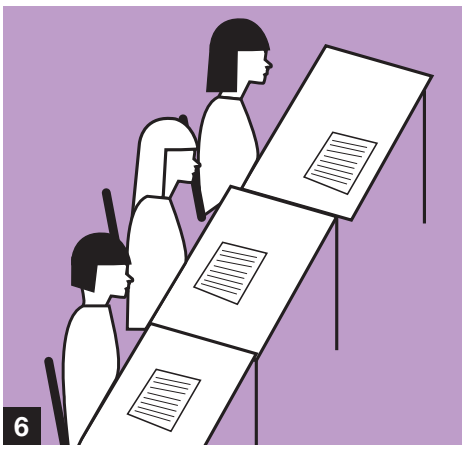
Ask students to share questions / ideas linked to the stimulus. Encourage students to use 'what, who, when, where, why' and stems such as 'the writer chose to ... to provoke...'

4

Under the visualiser, add student questions / ideas to the stimulus and discuss each in turn as a class, adding annotations and key vocabulary.

5

Model how the annotations can be transferred from notes to a plan for a written creative response. Articulate the development of your ideas.



6

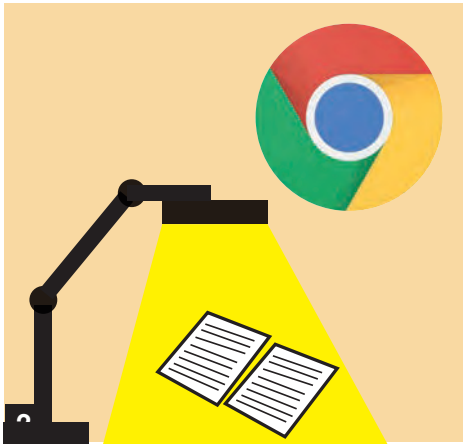
Display a new stimulus and ask students to complete steps 2-4. Continue to display your model under the visualiser. Share completed examples with the class.

Clear Explanation

Providing revision resources in the form of videos which students can access is a valuable resource. Using the visualiser, along with Google Meet, is a quick and easy way to produce this and can also be applied to walkthroughs of powerpoints for revision. You could also use this method to record live lessons for students to access at a later date if necessary.

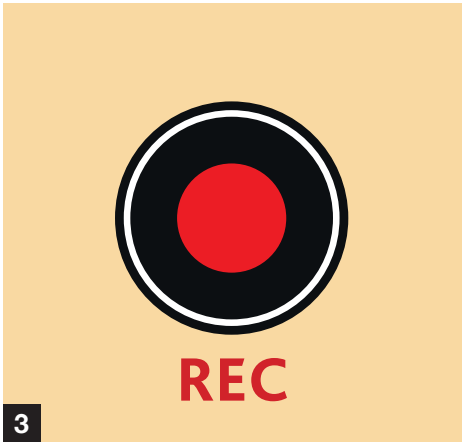
VISUALISER: 'VOICE OVER VIDEOS'

1



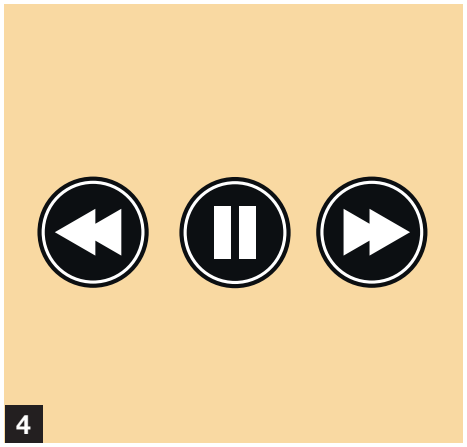
2

Open the visualiser application along with a Google Meet.



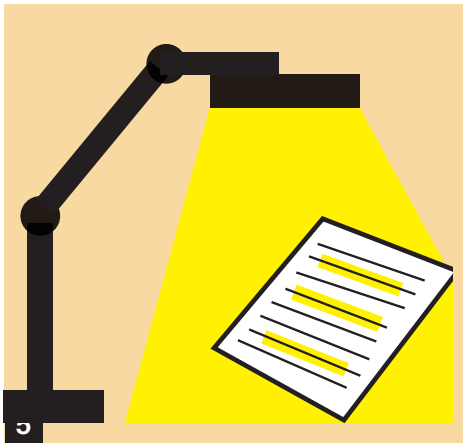
3

Press 'present' and click on 'window' to show the visualiser on the screen. Click 'record meeting.'



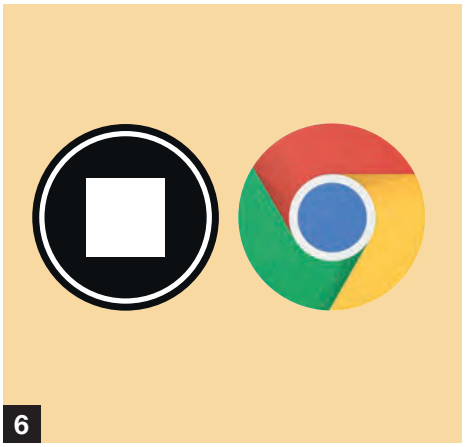
4

Display the text under the visualiser which you are going to model annotating, provide an explanation of the purpose and remind students that they can pause or rewind the video.



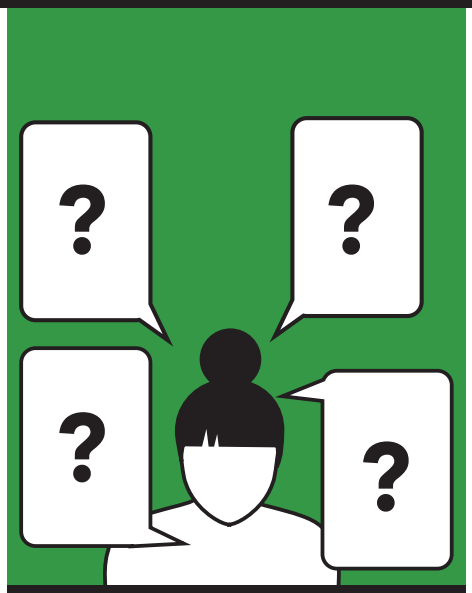
5

Model highlighting and writing annotations, providing clear explanations and modelling use of subject terminology.

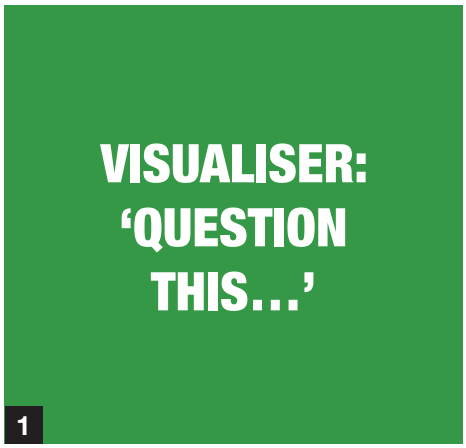


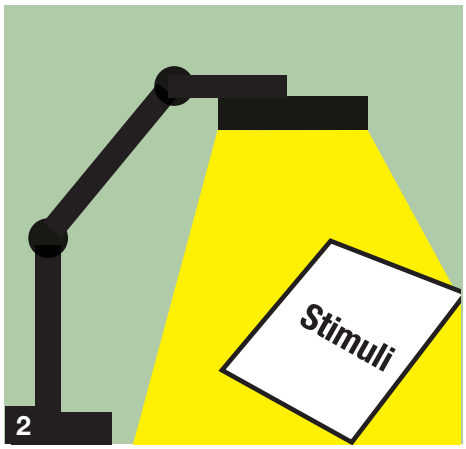
6

Press 'stop recording' and the video will appear a few minutes later in your googledrive under 'Google Meet.'

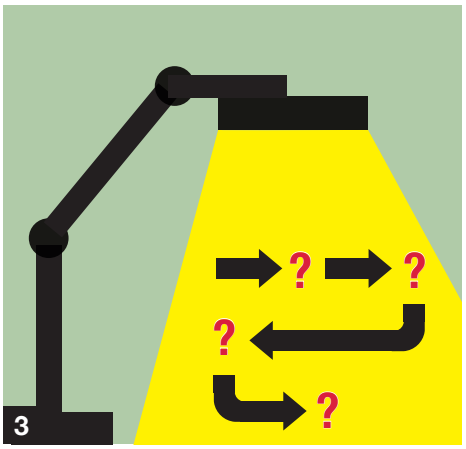


A skill students often find difficult (or skip altogether) is planning, particularly in creative writing tasks. The visualiser is a perfect tool that allows for this to be completed in an engaging and clear manner. You should clearly model the questioning process as well as the resulting written plan. You could follow this with individual students sharing their own plans with the visualiser.

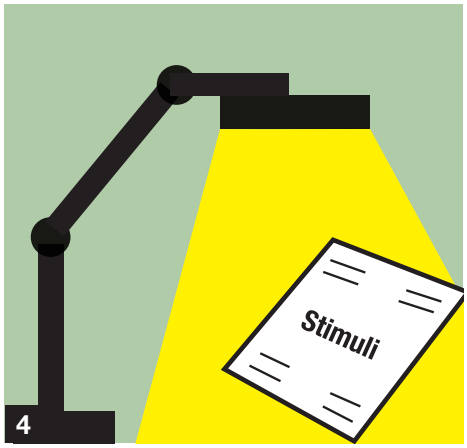




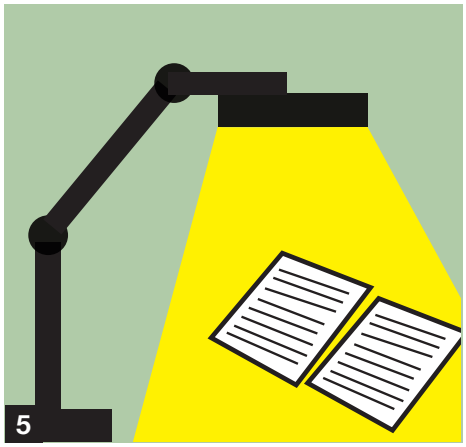
Highlight a common class misconception following an assessment and share with the class the markscheme and key Assesment Objectives under the visualiser.



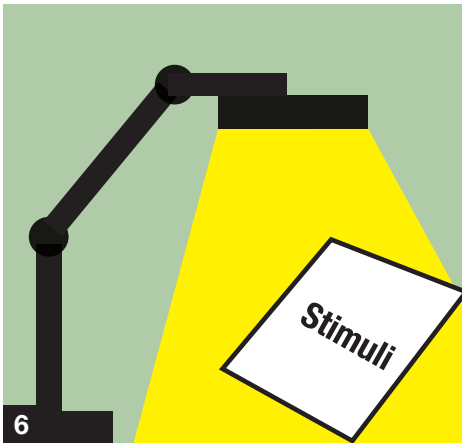
Under the visualiser, live model how a response should have been constructed. Use different highlighters to identify the different aos being met.



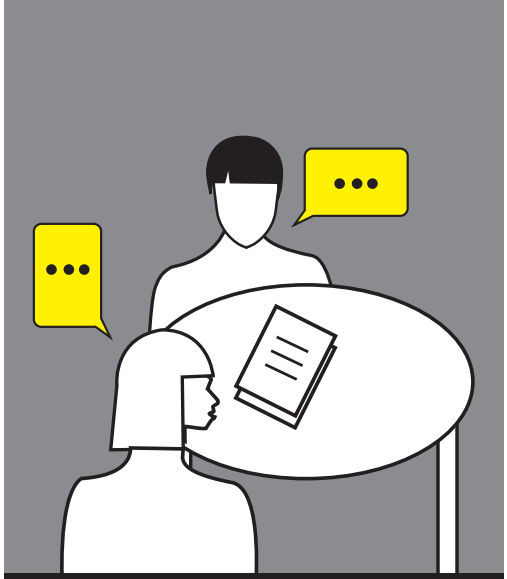
Students highlight their own responses and identify where they have met the criteria. Keep the markscheme and model under the visualiser to support.



Select student work and display under the visualiser. Discuss if the self marking has been accurate and ask students to link back to the markscheme.



Students to use a green pen and complete a rewrite of work which demonstrates the misconception has been corrected.



What is the Kagan Structures CPD Programme?

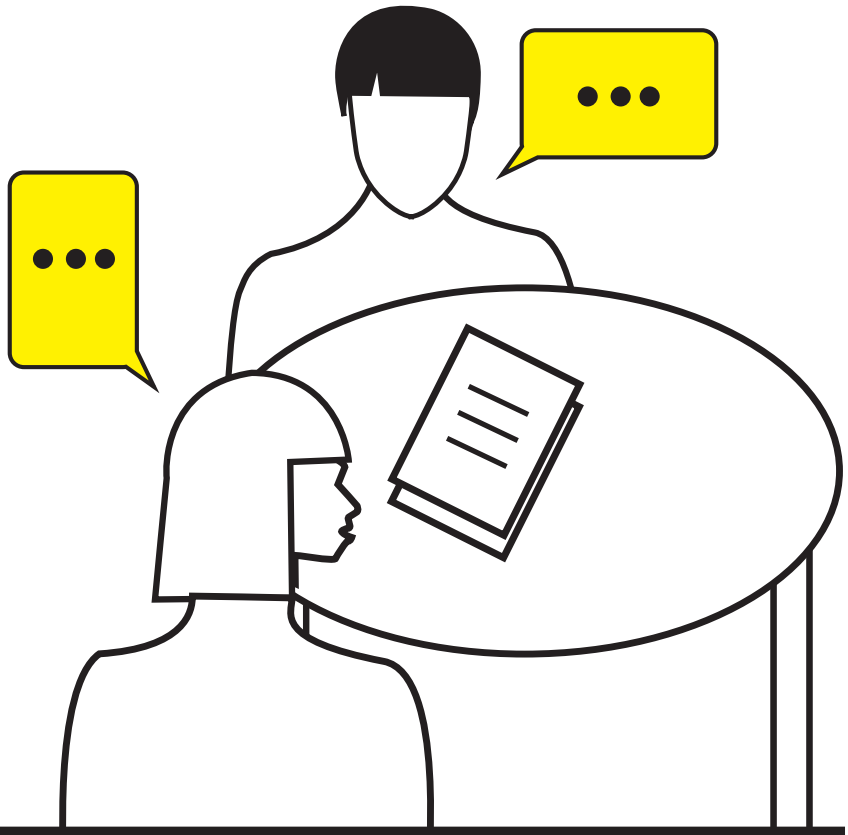
This year, as part of our optional CPD pathways, we offered staff the opportunity to learn, explore and put into practice Kagan Structures. These structures focus on creating a cooperative learning environment within the classroom, ensuring that all learners feel supported and accountable for their learning. Those who attended the CPD learned and put into practice a number of Kagan Structures, which could be used to develop pedagogy and support student progress.

For those who attended the CPD sessions, they were able to learn a range of practical, 'low-prep' structures that could be integrated into their class practice and be supported in ensuring that all students took an active role in their learning. Teachers commented on how the different structures were suitable for different subjects and different year groups. The structures helped to create a framework around group and pair work, and helped to create a culture of positive talk and cooperation within the class. The CPD group felt that it gave practical tools that could be easily integrated into their practice, and students responded positively.

Due to the range of Kagan Structures that are available, there is the opportunity for them to be tried, practised and adapted for both practical and academic subjects. It became more evident that these structures can be used across the curriculum and across key stages.

We hope that the walkthrus will provide teachers with the tools to experiment in using the structures as part of their own practice.

CPD LEAD - ALEX MASON



Our 6-Step Walkthru strategies include Structures from a range of subjects from English and Geography to Science and Design and Technology. The Structures include:

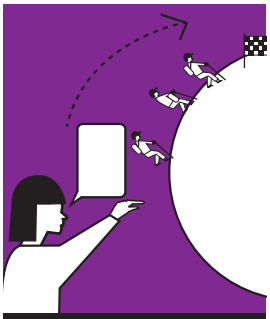
- Timed Think-Pair-Share
- Rally Robin Coach
- Rally Robin
- Look-Write-Discuss
- Show me
- Quiz Quiz Trade
- Think-Pair-Share for extended responses
- Record Rally Robin

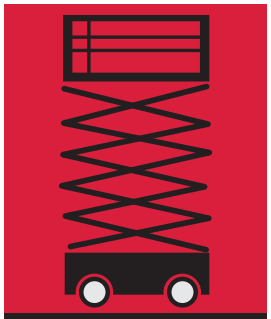
ENGLISH

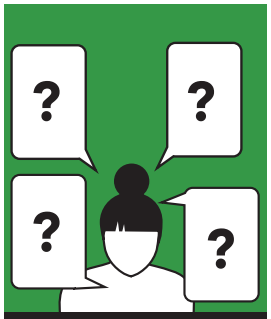
CPD session attended: **Kagan Structures** Led by Alex Mason


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

Kagan structures encourage learners to be independent through the use of a range of varied collaboration tasks. Each collaboration task is fully adaptable to any subject and topic, thus providing a series of structures through which to manage collaborate tasks.

There were many structures of interest, but after trying a number of them in different lessons, the Rally Coach structure was the most beneficial.

How have you adapted this for the department or classroom?

Rather than using Rally Coaches for a short, timed task, I have adapted the structure to ensure the value is extended as much as possible. This involves some preparation tasks and a development of the coaching itself so students are able to record feedback received and act upon it under the guidance of their coaching pair.

What is the rationale behind the strategy?

Rally Coach enables students to work collaboratively to receive kind, helpful and specific feedback on a piece of work from one of their peers. It relies upon a sound understanding of success criteria and therefore develops student extended writing or exam skill.

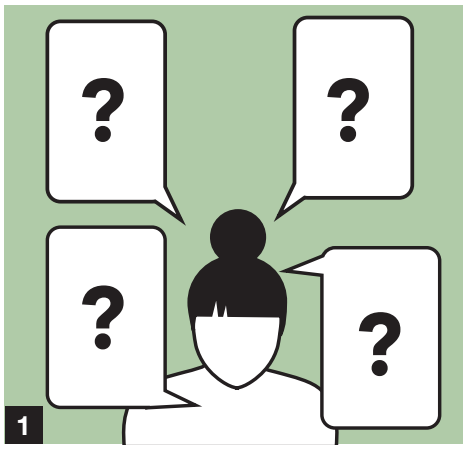
The strategy also develops oracy and confidence.

What challenges did you face?

The strategy itself – as with all Kagan strategies – relies upon a good understanding of students' current attainment, strengths and development opportunities. This is key with the Rally Coach structure in particular to ensure complimentary coach pairs. This requires a good understanding of students in the class. I found that allocating pairs for a particular skill whilst marking books was a good method to overcome this challenge. I would then refer back to the coaching pairs each time we revisited this skill in the classroom.

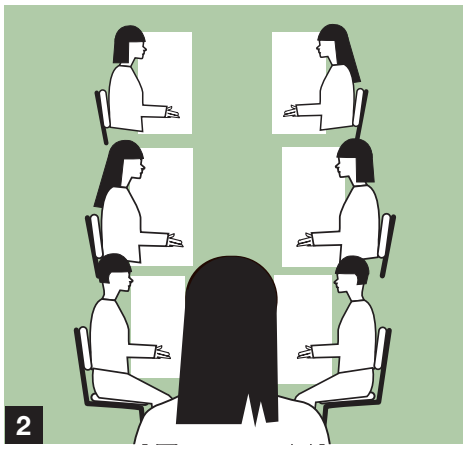
PRINCIPLE: QUESTIONING AND DISCUSSION

Record Rally Robin: The process of providing a framework for discussion to ensure that all students are on task, focussed and are able to offer and gain knowledge from others. The structure helps to support those who struggle to maintain focus in group discussions, but also to support students with understanding of the task or question so that everyone is able to offer a contribution to the task.



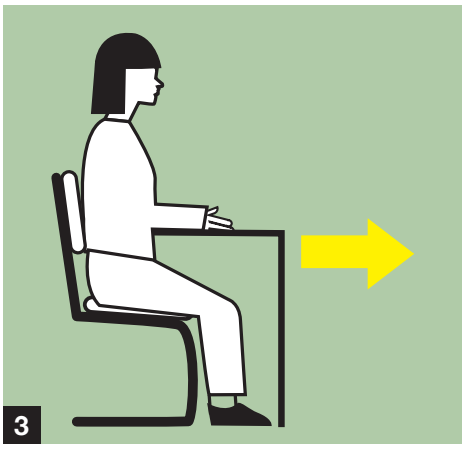
ESTABLISH THE TASK OR QUESTION

Provide clear instructions to the students for the task and/or question ensuring students understand their role and expectations including timing, nature of work to be produced, criteria, how it will be used etc. Check that the students understand what is being asked. Don't ask whether they understood, ask what they understood.



DETERMINE THE GROUP SIZES

Once the task has been set, determine whether you want the students to work in groups or pairs. Groups and pairs could be where they are sat or in pre-determined groupings.

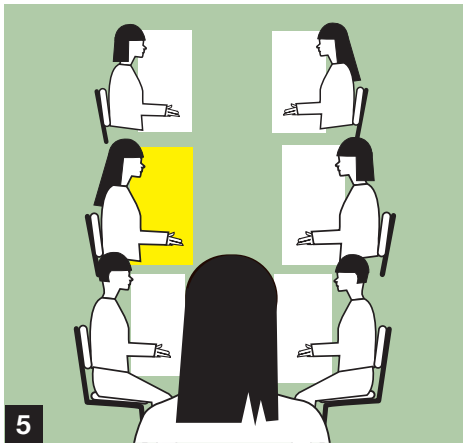


DECIDE THE ORDER OF CEREMONY

To decide who is going first, give the students a 'low-risk' question with no subject relevance, for example, the person whose name begins first in the alphabet is going first, or whose birthday appears first in the year. This will establish an order of talk.

SET THE TIMER

To establish clear boundaries of talk, so that it is focused and purposeful, set a timer of 1 minute to 2 minutes depending on the task or question asked.



TAKE TURNS AND RECORD IDEAS

Students are to take turns sharing an idea in relation to the task and/ or question. As each person speaks they are all to record each contribution. They will continue to share ideas through turn-taking until all students have run out of ideas, or the time is complete.

Students will then have a response to the task or question that is collaborative, and will all be able to offer an answer.

STAND AND SHARE

Once the time is complete, the teacher can ask for some feedback using 'numbered heads', a random name generator, cold calling or volunteers to share.

GEOGRAPHY

CPD session attended: **Kagan Structures** Led by Alex Mason


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding


Questioning & Discussion

What practice did you note?

Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. This involved investigating different methods of teaching techniques or activities. The key purpose is to allow students to have a greater level of engagement in their classrooms. This includes the following:

– removing places to 'hide';

– increasing student engagement with activities by allowing them greater opportunities for thinking time and working with pairs or groups.

A key reason why I chose to complete this CPD is to engage a broad range of students within my lessons.

How have you adapted this for the department or classroom?

I have adapted several different techniques such as 'think-pair-share', 'look, write, discuss', 'record rally robin' and 'give one and get one'. Trialling these different techniques allowed me to investigate which age groups worked best with different techniques and to identify which methods were best depending on my focus which included: starter activities, discussion points, review and retrieval tasks alongside practice questions and other exam techniques.

What is the rationale behind the strategy?

The key reasons for implementing this strategy was to address the four main principles associated with Kagan. These are:

- Positive independence
- Individual accountability
- Equal participation
- Simultaneous interaction

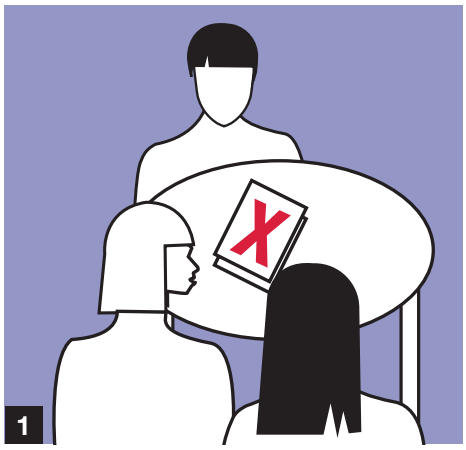
The aim of using these strategies is to effectively support greater progress and engagement within lessons.

What challenges did you face?

Key challenges found whilst implementing these methods were mainly around training students to complete the tasks effectively and embed it within routine. This then needed greater levels of planning and editing of lessons to incorporate effectively. The main challenge is the additional time requirements needed to complete the tasks effectively. However, the benefits of these strategies certainly outweigh the downsides, but some methods can't be adapted easily without effective planning and preparation.

PRINCIPLE: DELIBERATE PRACTICE

A timed activity to promote positive independence and individual accountability for knowledge retrieval.



IDENTIFY THE FOCUS

Spend time identifying a suitable stimulus (text, picture, audio, etc).

Consider the following questions to gauge the effectiveness and relevance of the stimulus:

- Is it about retrieving knowledge?
- Is it about getting students to make connections?
- Can you incorporate stretch and challenge?

PROVIDE STIMULUS MATERIAL

Provide students with stimulus material. Allocate resources for students to complete the task: mini whiteboards, pen and paper or board pens to record on tables.

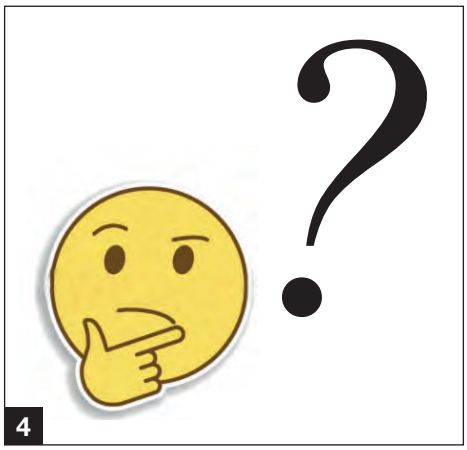
Provide the task instructions:

- Write down everything you can remember about this picture.
- Record five key terms from the source.
- Identify the odd one out and give reasons.
- Suggest similarities and differences.
- Spot the mistakes and correct.

THINKING TIME

Direct students to think about the key success criteria you have outlined in stage 2. Provide a clear outline of the amount of time that is provided.

Remind the students that it is a 'Thinking' task and no discussion is to take place. Carefully consider the point at which it is deemed suitable to allow students to take notes, whether this should be done individually or in pairs.

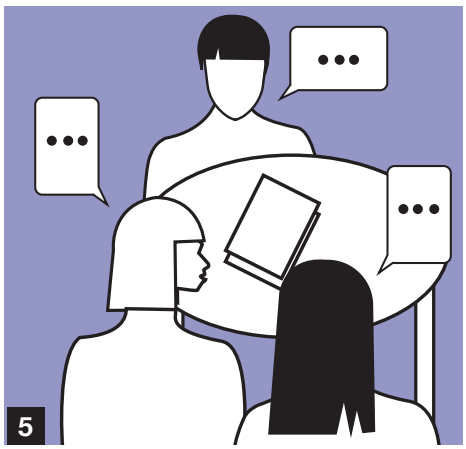


STUDENTS RECORD IDEAS

Provide students with time to write down their thoughts independently. This allows time for you to circulate and check levels of understanding.

Consider:

- Identifying common areas of weakness.
- Ways to stretch students' understanding of key concepts.
- Identifying students who need support or challenge and engaging them further.

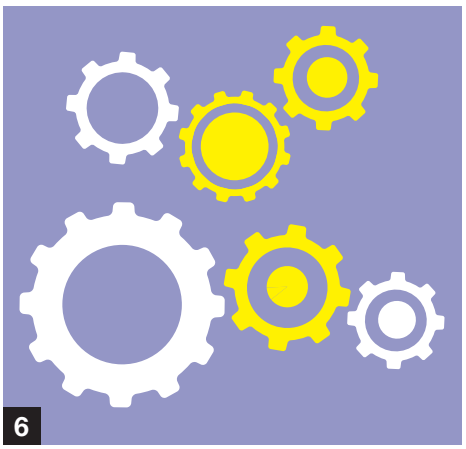


PAIR-SHARE THE IDEAS

Provide students with an opportunity to share their ideas with a partner. This could be either recorded or completed verbally.

Consider:

- Is it beneficial for students to record this information as they go? Could these be annotated notes in their book?
- Could students take it in turns to state their ideas whilst the other records on a shared document (paper or mini whiteboard).



SHARE AND REVIEW THE LEARNING

Facilitate group feedback through questioning. Record student responses in a central location on the board or visualiser so that students can record the information in their notes.

Consider:

- How do you maximise engagement? Will you request feedback from all students or have a system in place to select?
- Use pause, pounce, bounce and other questioning strategies to deepen thinking.

ENGLISH

CPD session attended: **Kagan Structures** Led by Alex Mason


Deliberate Practice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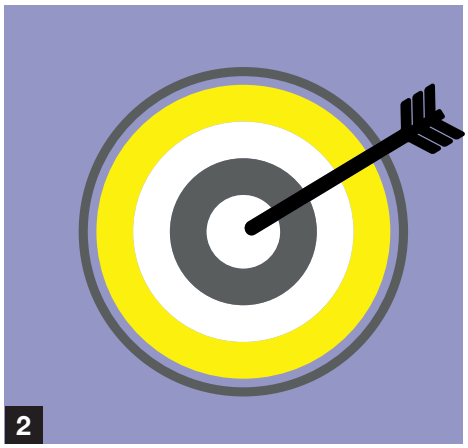
PRINCIPLE: DELIBERATE PRACTICE

Rally Coach: Rally coach provides students with an opportunity to coach their peers through problems and questions.

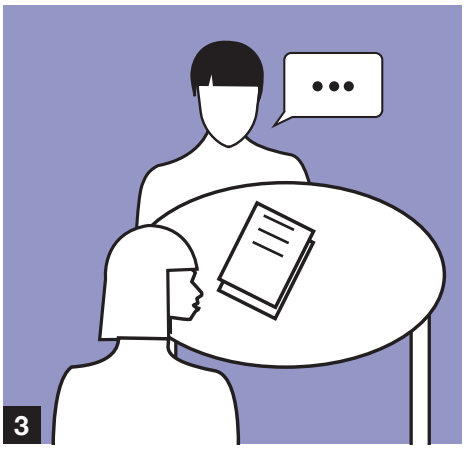
COMPLETE TASK INDEPENDENTLY

Set a short independent task for students to complete. This could be a task that students have already completed, for example for homework, independent study or during a previous lesson.



ALLOCATE COACHING PAIRS

Using your professional judgment, allocate coaching pairs. You could pair by ability to ensure students work alongside a student of similar ability, or to pair students with different strengths to gain a more rounded coaching discussion,



'A'S SPEAK, 'B'S LISTEN

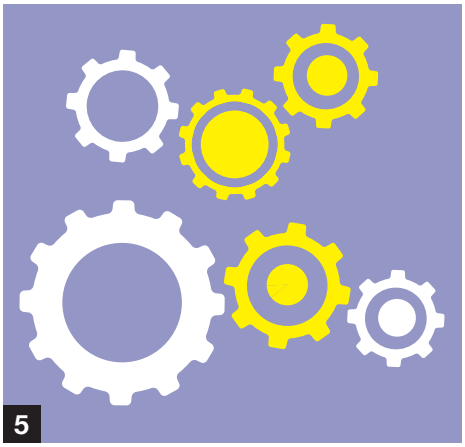
Students allocate themselves A and B. Student A begins by explaining how they approached the task, describing the steps they took to complete the work and what they found difficult before reading aloud their response. As Student A speaks, Student B actively listens – nodding, smiling and writing notes.

Set a short timer (3 minutes or less!) that is visible to students. At the end of time, ask for silence and explain the next step.

'B'S FEED BACK

Using their notes and any other supporting materials (i.e. a student friendly mark scheme, or success criteria), student B explains their Kind, Helpful, Specific feedback:

Kind: I like the way you...
Helpful: Perhaps you could improve...
Specific: You could do this by...
Set a short timer (2 minutes or less!) that is visible to students.

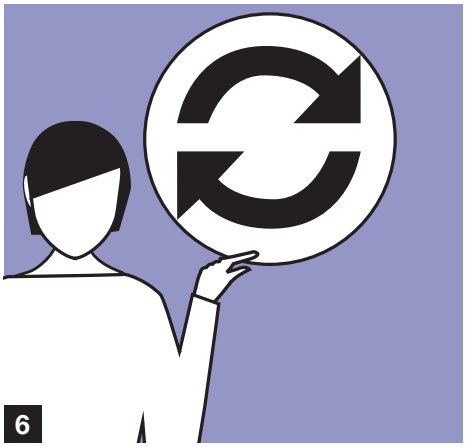


'A'S CLARIFY UNDERSTANDING

Student A now has the opportunity to clarify their understanding and improve upon their work with the support of their coach.

Student A should use a green pen to record the feedback they received and to re-draft their work.

Set a short timer (2 minutes or less!) that is visible to students.



SWITCH ROLES!

Once partner A has made improvements following their feedback, students swap roles and repeat the process.

Remember to explain your expectations clearly and use a timer at each step!

GEOGRAPHY

CPD session attended: **Kagan Structures** Led by Alex Mason


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding


Questioning & Discussion

What practice did you note?

Kagan Structure CPD sessions enabled a discussion of around 17 different approaches to achieving the PIES (Positive Independence, Individual Accountability, Equal Participation & Simultaneous Interaction) that the Kagan approach sets out to achieve. These practical and engaging strategies were simple but effective ways in stimulating the engagement of all students.

This was the key interest for me and, in particular, how students cannot be passive in the learning, sitting back and letting others contribute is actively avoided using the Kagan Structures approach to teaching; all students actively take a role within the different Kagan approaches.

How have you adapted this for the department or classroom?

As a subject, geography has lent itself to several approaches but I have found the 'look-write-discuss' approach, 'crystallize it', 'Rally Robin' and 'think-pair-share' as the methods that have been most usefully adapted to the subject. These approaches have been turned into practice at different points in the lesson but most notably as a starter, a discussion segment or review of work. Kagan approaches have been trialled in the newly revamped Yr9 scheme of learning and in A level lessons. They have helped students to be more actively engaged and this has been particularly important following on from the restrictive classroom environments during the pandemic.

What is the rationale behind the strategy?

The rationale behind the strategy is based on Kagan's PIES (Positive Independence, Individual Accountability, Equal Participation & Simultaneous Interaction). Essentially it is about encouraging cooperative learning and is centred around achieving these four strands.

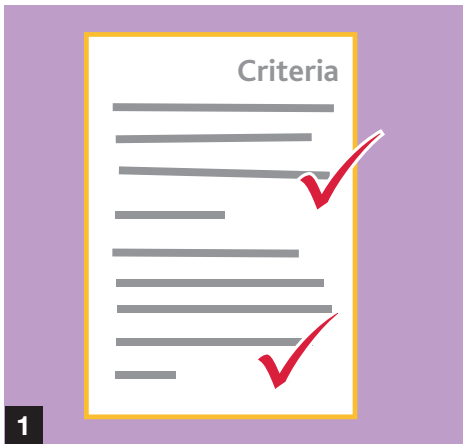
What challenges did you face?

There is a requirement to prepare the students to understand and to get the most out of the approaches. Many of the approaches involved in the Kagan Structures, teachers will have already used to a certain extent, but formalising the use of them has helped me use them in a more effective way.

I have found that the timers, set up in PowerPoint slides, have been particularly useful in getting across the need to get on with the task set. It has though been important to build enough time into the lesson to fully complete the approach and not to rush it. As with anything, the more times it is used the more effective it will become.

PRINCIPLE: ASSESSMENT AND FEEDBACK

'Show me' approach: A whole class strategy where students show their work to all in order to receive feedback from the teacher or peers and to enable the teacher to assess learning.



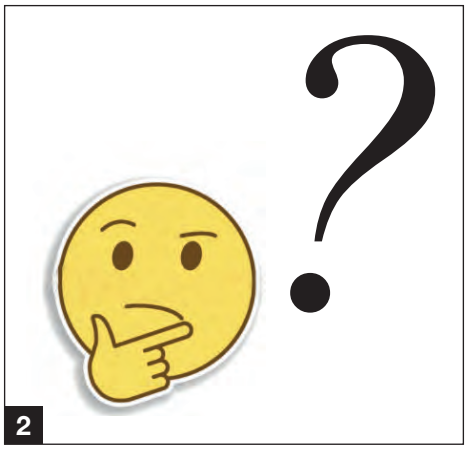
PLAN THE OPPORTUNITY

Identify the aspect of the course that could either be assessed or student feedback sought. Questions to consider might include:

Is it a key part of the course that needs to be understood?

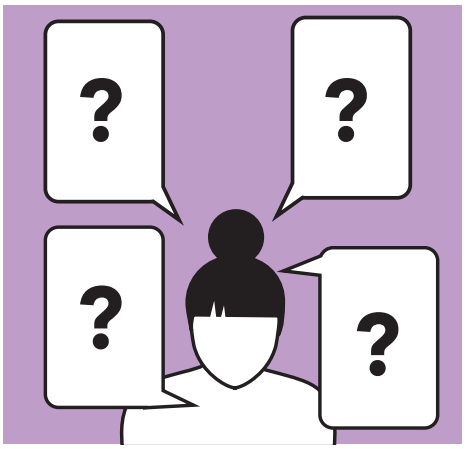
Could it be an image that could be interpreted by a student in different ways?

Does it provide a starting point for future discussion?



DEVISE THE QUESTION

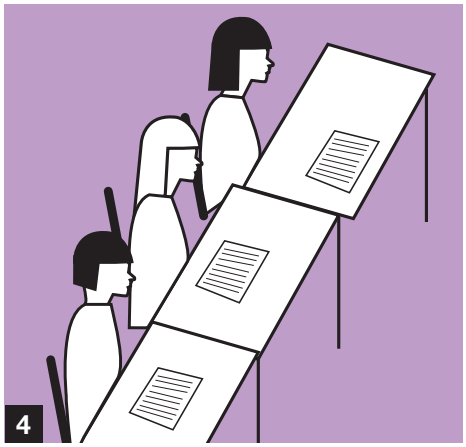
Devise the question based on the level of challenge relevant to the needs of the class ensuring that it can be clearly understood by all. If required, scaffold the question to meet the needs of all students for example, a prompt card with further information. Include success criteria such as the inclusion of relevant subject-specific terminology or data on a graph.



POSE THE QUESTION

Students are asked/ set the question and encouraged to use the thinking time to formulate their response.

Set a clear time limit for example, display a counter on the board for students to work within. Use this as an opportunity to circulate and support where needed.



RESPOND AND ANSWER

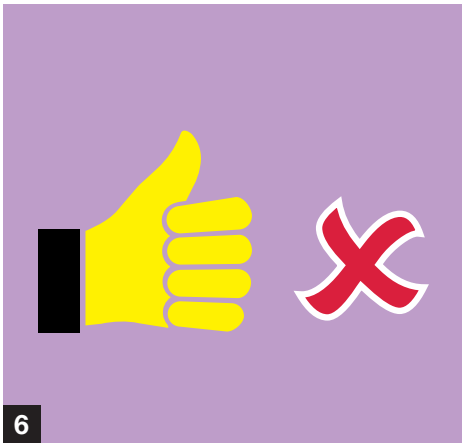
All students should use the time effectively to write or illustrate their response, mini-whiteboards work well for this activity as does paper.

Set the expectations with students ensuring they are aware that their work will be shown to all. Therefore, their response is required to be clear and concise. Encourage the key aspects to be recorded such as evidence of key terminology or a part of a diagram, features which are included in the success criteria set in stage 2.

SHOW ME

This is the 'Show me' stage where all students should share and show their work. Provide a clear opportunity for students to show what they have written or illustrated in response to the question posed.

Students should hold up their response towards the teacher (in first instance, and could be instructed to show others as part of stage 6).



REFLECT AND FEEDBACK

The teacher should scan the room to see student answers and use this as an opportunity to confirm accuracy, flush out wrong answers and highlight misconceptions. Provide whole class feedback in response to the students' understanding of the topic and facilitate discussion through further questioning of students' work to deepen understanding. To further develop reflection opportunity, ask students to look at the answer of a peer and using the teacher's whole class feedback, comment on the work.

SCIENCE

CPD session attended: **Kagan Structures** Led by Alex Mason | **Clear Explanation and Behaviour for Learning** Led by Lois Scott


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding

Questioning & Discussion

What practice did you note?

During Lois' CPD session she spot-lighted the importance of clear instructions and regular routines in order to achieve effective group work. She reinforced the need for clarity, the repetition of instructions and modelled expectations allows more progress to be made as all students take part and engage.

How have you adapted this for the department or classroom?

Using the 'Rally Robin' structure from the Kagan Structures CPD sessions, I have used the clear instructions and expectations of the task from Lois' session to incorporate this strategy in to lessons on a regular basis, so now students understand immediately what to do, enjoy the low risk engagement and make more progress in their learning of the curriculum.

What is the rationale behind the strategy?

The goal and rationale for the implementation of the new approach is that all members of the group engage and participate, even those who might usually be unwilling to share ideas. The motivation for the strategy is for all students to be able to access each stage of the learning including the independent written components, writing whole sentences or even simply including a relevant key term. Furthermore, the approach covers a variety of skills and needs of all learners, for example, for the group's spokesperson, they would have developed their listening skills, note-taking skills and oracy skills while growing in confidence; they are not necessarily feeding back their own response, so there is no fear of being wrong. In science, we use the strategy to both deepen knowledge but also to improve examination technique; students can see from the group work, how to answer the question whilst familiarising themselves with mark schemes.

What challenges did you face?

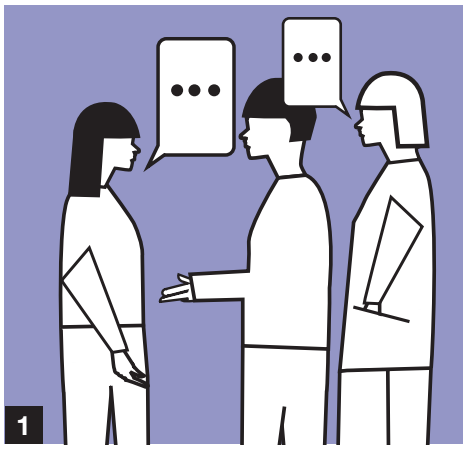
A key tip for the implementation of the 6-step Walkthru is ensuring that the students fully understand the task, that the timer is used and that all group members are fulfilling their role and taking notes.

During whole-class feedback, be conscious of group deliberation on who is going to feedback to the class. Should they take too long, the teacher should subtly select a student.

We noticed that following a set order for group feedback meant that some teams had already have all their points shared; to overcome this, select groups at random so the same group doesn't always contribute least.

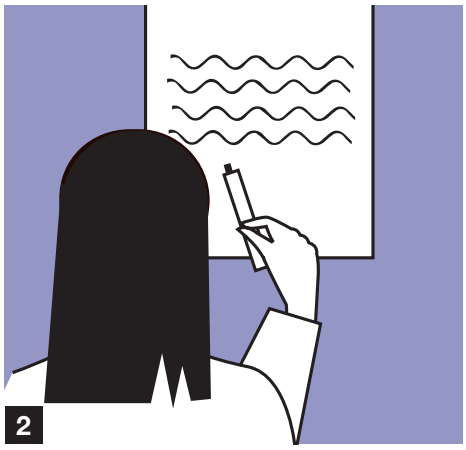
PRINCIPLE: DELIBERATE PRACTICE

Rally Robin: A group task to build an answer to a longer style exam question of 3 marks or more.



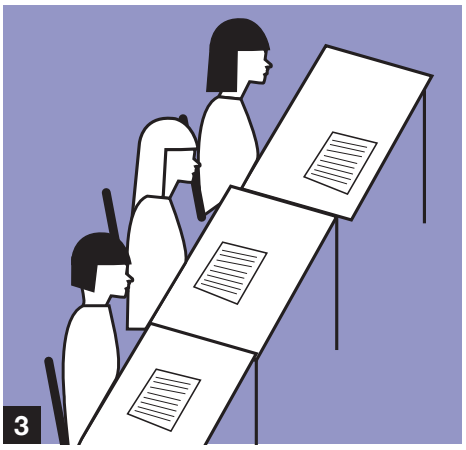
DECIDE WHAT TO REVIEW

Identify relevant curriculum material where students are required to know and understand knowledge in order to answer an extended examination question.



DESIGN AN INSTRUCTIONS SLIDE

In the first instance, display the instructions and the rules for the group work task. Provide the students with 60 seconds, using a timer, to write one subject-specific key term, idea or sentence to answer part of the question. They then pass it onto the next student in the group, for them to write a different, but relevant, term, idea or sentence. They keep passing it through the group till the time is finished.

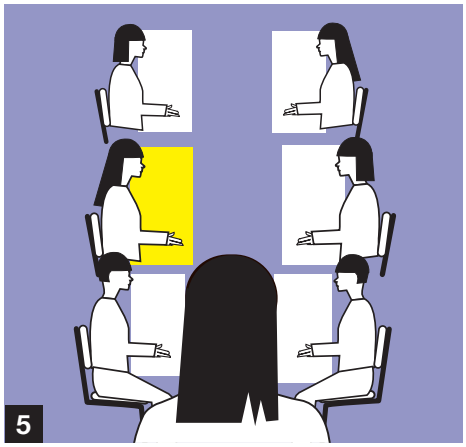


PRACTICE

Use the instructions slide as the first task for them to do a Rally Robin on. Ask them a question like: 'Explain how to partake in a rally robin'. This enables every student to understand their role and practice the structure. This gives the teacher time to gauge whether any students do not understand what to do and thus, provides an opportunity to explain and model expectations.

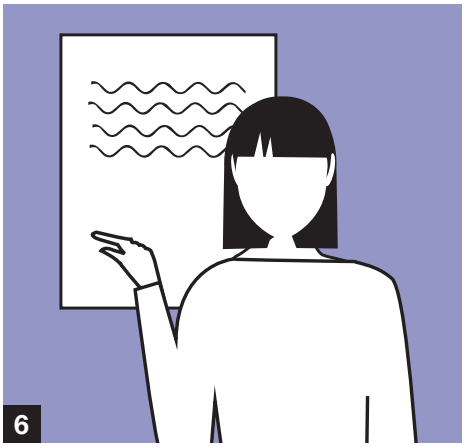
DISPLAY AND DO

Display the exam question that you want the class to answer in their group. Start the task ensuring you display a timer with a buzzer end to give the sense of urgency needed to work efficiently and as a team. Students should be passing the paper continually until the time is up, writing additional points and key terms that should be included in the answer.



FEEDBACK

Nominate a member from each group, to feedback to the class, one of the ideas on the paper. Use a random way of picking the spokesperson e.g. birthday closest to December, person latest to bed etc. The student then feeds back to the class and the teacher writes the contribution to the exam question on the board.



ASSESS AND REVIEW

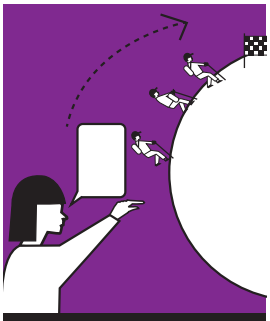
Display the mark scheme for the question and assess the class' group responses. Use different coloured board pens to write the responses on the board and to show where the marks are attained according to the assessment objectives on the mark scheme.

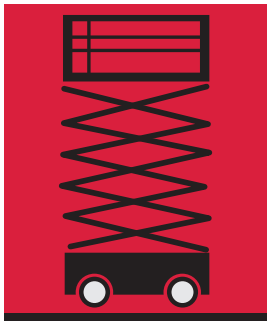
HISTORY

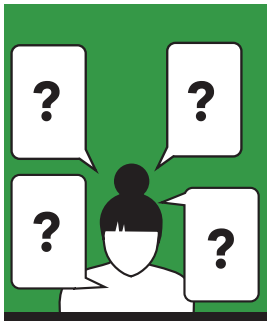
CPD session attended: **Kagan Structures** Led by Alex Mason


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

We were introduced to a range of Kagan Structures for cooperative learning including giving clear structures to paired and group work. Kagan Structures emphasize the importance of providing clear and defined roles for students during tasks and the importance of having clearly identified time limits. I particularly noted that these strict timings were often very short and thus made the activities very snappy and served to maintain the pace of a lesson. Whilst some of the activities were similar to paired or group activities I had used before, I was particularly struck by how much the clarity, in terms of students' roles and clearly delineated structure to the tasks, enhanced the quality of learning.

What is the rationale behind the strategy?

The Kagan Principles encourage positive independence, individual accountability, equal participation and simultaneous interaction; attributes and skills beneficial for learning the content-rich curriculum in History.

How have you adapted this for the department or classroom?

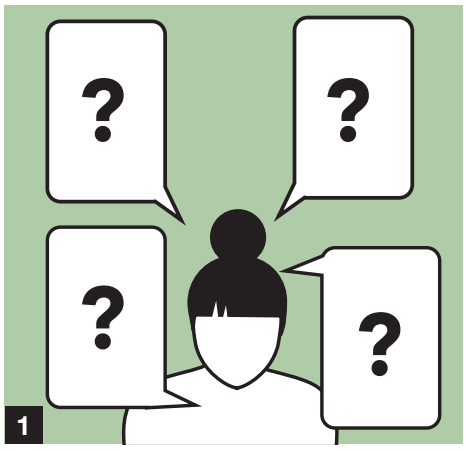
In my History lessons I saw, particularly, the opportunity to use the Kagan Structures for paired reading tasks. There is often extended information to read in History at all levels and the different Kagan Structures that could be used to structure this, such as 'listen up' where students quiz each other on their reading or Read-n-tell where students summarise each other's reading, gave a wide variety of methods to ensure student engagement and understanding.

What challenges did you face?

It took a little time to embed the practice with students and get them used to the different strategies, and they needed explaining carefully to the students. It was important to ensure the student were following the guidance and task expectations carefully and not cutting corners or changing how the task was completed. It is also important to have timers ready for the tasks to ensure that the clear time expectations are maintained and tasks don't run on too long.

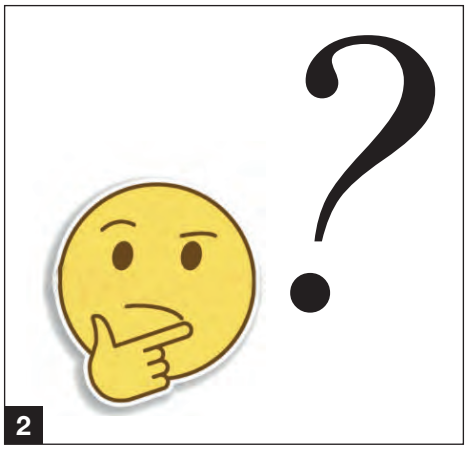
PRINCIPLE: QUESTIONING AND DISCUSSION

Kagan Structures: Paraphrase Passport.



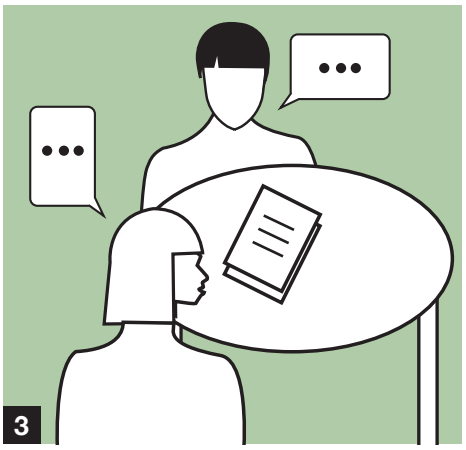
POSE A QUESTION

The teacher poses an open question to the whole class, one that requires a longer or more involved response.



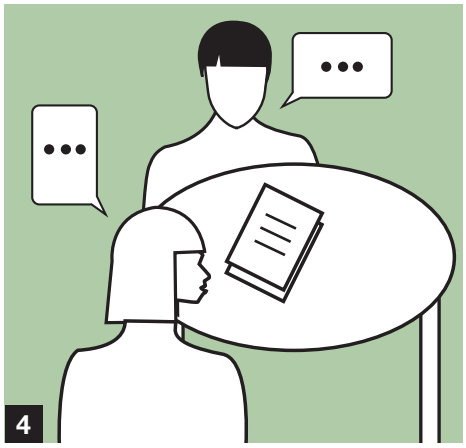
PROVIDE THINKING TME

Give students time to think about and consider their responses so they are ready to explain their answers to their partner and have a developed answer ready.



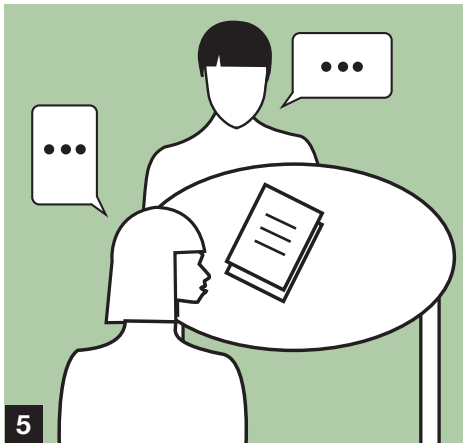
STUDENT A EXPLAINS

In pairs, student A explains their answer to student B, while student B actively listens.



STUDENT B PARAPHRASES

Student B paraphrases what Student A has said back to Student A, attempting to identify and spot-light the key points in Student A's response.



STUDENT A CONFIRMS

Student A confirms whether Student B's paraphrase was accurate or not. Student A could repeat their answer to give student B the opportunity to clarify their understanding or be more accurate.

SHARE RESPONSES AND ALTERNATE

The teacher could ask pairs to share their responses with the class – Student B could be asked to give their paraphrase of Student A's answer.

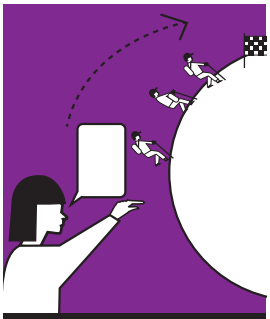
Alternate roles for each question so each student is given the opportunity to explain or paraphrase.

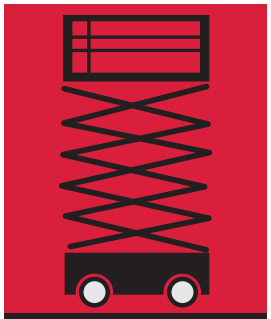
MATHS

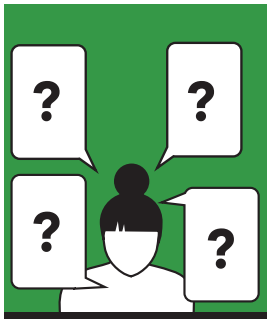
CPD session attended: **Kagan Structures** Led by Alex Mason


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom to boost students' confidence and retain their interest in classroom interaction. The structures work in all teaching contexts regardless of subject, age group and number of students in the class.

In our CPD session, Alex explained the approach and provided time for the group to explore the structures. We were able to experience a number of different structures all of which ensure that pupils developed cooperation and communication skills. These structures are methods that can be developed in our classrooms to improve progress as well as reduce anxiety. We each picked a number of structures to try and reflect as a group to refine. I chose the 'Quiz, Quiz, Trade' which is a quiz card-based questioning approach where students are encouraged to reflect on the answers.

How have you adapted this for the department or classroom?

The CPD session focused on students providing responses to extended questions which could be improved by the second pupil listening and providing feedback. In maths we adapted this to be short fact recall questions which pupils could check using answers (if required) which we added to the back of the card. Some questions we also found useful to allow pupils to show one side of the quiz card to ask the question to include a diagram.

What is the rationale behind the strategy?

The strategy has been implemented to improve the quality of pupils' extended answers by getting repeated feedback and building on each others' responses. It can also be adapted to help pupils recall facts and revise key information in a different manner. It benefited pupils by allowing other students to give feedback to improve responses in a low threat manner and reduce anxiety. It also encouraged participation as the structure make it hard for pupils to opt out.

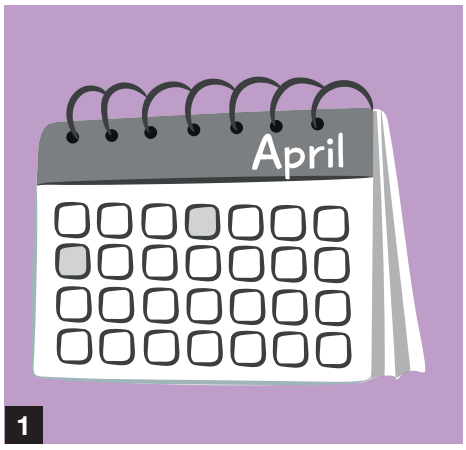
What challenges did you face?

The main challenge of this approach was ensuring that pupils give accurate, polite and helpful feedback to each other. Modelling before starting can help, as can providing key points.

Some groups or individual students find self-management of behaviour more difficult when moving around and providing feedback. Clear expectations and routine help with this. Collecting in the cards at the end of the activity so they can be used again can be difficult with some groups, printing on different coloured card can help.

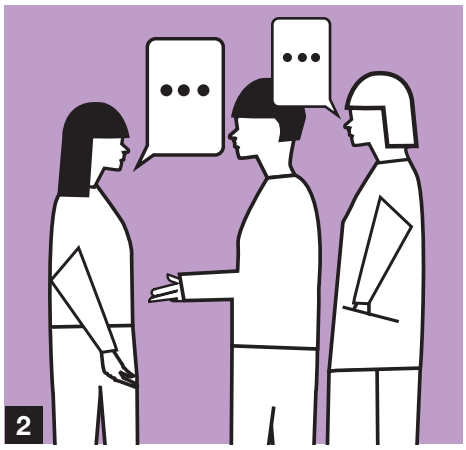
PRINCIPLE: ASSESSMENT AND FEEDBACK

Quiz, Quiz, Trade: Is an activity for pupils to quiz each other based on a question cards and give feedback.



DEVISE THE QUESTIONS AND CREATE THE CARDS

In Quiz Quiz Trade pupils pair up and then both ask and answer questions from the quiz card. Then trading (swapping) cards after pairs have completed their questioning, answering and feedback. The key part of this method is planning the quiz cards which have questions pupils can pose to each other, assess and give feedback on the answer. Each card has a single question for pupils to ask. You need a card for everyone in the class and a couple of extras can help.



GET MOVING

During the quiz pupils will move round the room asking questions, swapping cards (once both have been answered with feedback) and repeating. There are a couple of ways of doing the change pairs:
"bell" when it goes everyone stops and quizzes the person closest to them (think musical chairs) or
"as many as you can" ask as many people as possible in the class as possible within the time limit.

MODEL THE PROCESS

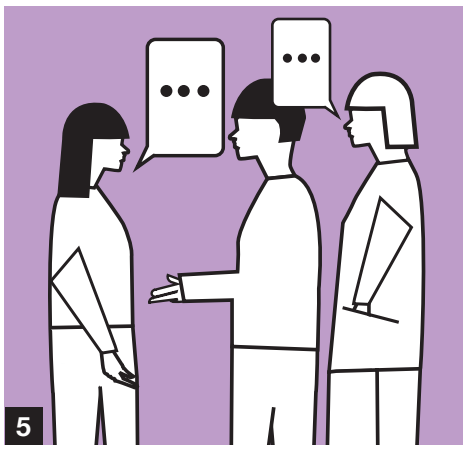
When explaining, it is important to make it clear the detail required in the answer and the manner in which feedback should be given. It can be helpful to model this.

Explain the movement methods to pupils and make the expectations clear otherwise pupils can group together in friendship groups.

PREPARE THE ROOM

Make sure the room is safe before starting, including enough space for all to move round and not have trip hazards (bag under tables and chairs tucked in).

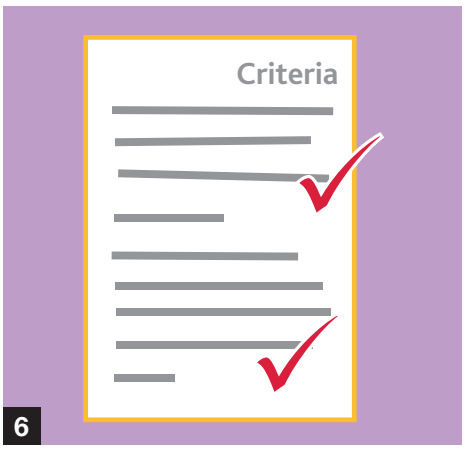
Start by modelling the Quiz Quiz Trade with a pupil so expectations are clear.



MONITOR THE TRADE

While the class are Quiz Quiz Trading monitor what is happening. Things to check:

- Are pupils grouping or moving round the whole room?
- Are the students safe?
- Are pupils giving the required level of detail for the answers?
- Is feedback useful?
- Are pupils polite and courteous?



REVIEW AND REFLECT

Once the trading is complete review the learning. It can be helpful to facilitate pupils' feedback.

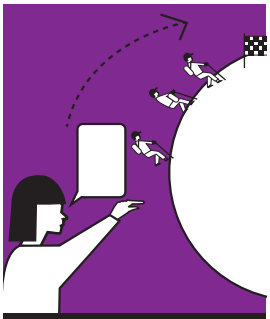
I have adapted this for some topics to include the answer to ensure feedback is effective. The "do as many as you can method" of moving does not work as well for extended answer as it encourages pupils to rush through, it does however work very well for fact recall.

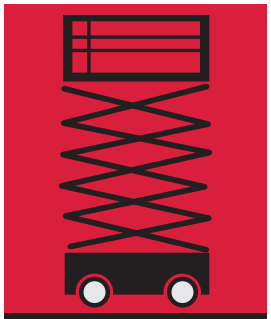
MATHS

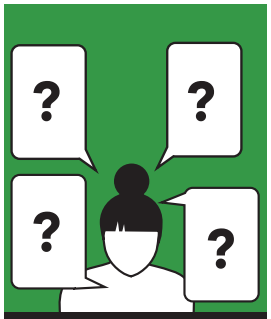
CPD session attended: **Kagan Structures** Led by Alex Mason


Deliberate Practice


Clear Explanation


Assessment & Feedback


Modelling & Scaffolding



Questioning & Discussion

What practice did you note?

Alex introduced us to a number of Kagan structures which are methods to help develop meaningful discussions in our classrooms. Each structure was defined and explained, and then we got to practise these structures as a group. Alex modelled how a teacher might make the rules of participation clear to students, and then we tried them out in our CPD group. Later in the session we had an opportunity to reflect on which structures we would like to try out with our students. I chose the 'look-write-discuss' structure which starts with a picture. Students are given 30 seconds to look at the picture and think about it. Then students are given 60 seconds to independently write down everything that they 'know', or is 'implied', or 'suggested' by the picture. We then partner up, and share our written answers with our partner. This then leads to a class discussion evaluating the quality of the answers overall.

How have you adapted this for the department or classroom?

Instead of a picture, I used a diagram from an exam question, or a diagram related to the topic being taught. This worked particularly well with the 'shape' section of the GCSE curriculum. When students completed the independent writing part of the structure, I encouraged them to write any formulae connected with the diagram. During the paired discussion, I allowed students to check any formulae together, and then allowed them to make any corrections if needed.

What is the rationale behind the strategy?

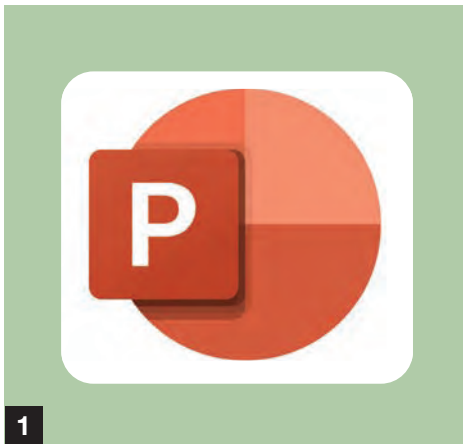
When introduced to the 'look-write-discuss' structure, it started with a picture. In the GCSE Mathematics exam, students are given a number of diagrams. Misconceptions occur when students miss some of the important details on the diagrams, as well as assuming what the question is asking based on what they have seen. For example, an exam paper may have a diagram of a 3D solid with dimensions shown. Often students assume that they should calculate the volume and then go ahead and do that. Comments from examiners have often picked up that students need to read the question and/or the detail in the diagrams.

What challenges did you face?

A key issue to consider is the timings of the task; these need to be adapted to the nature of the group and task. I gave much more time for students to look at the diagram because it usually included more information than a picture such as dimensions and units. Being flexible with the timing was needed depending on the information in the diagram.

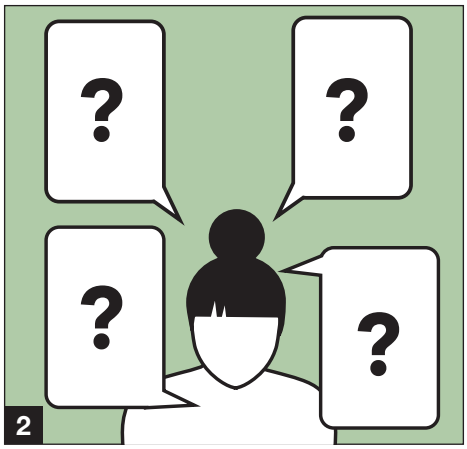
PRINCIPLE: ASSESSMENT AND FEEDBACK

Quiz, Quiz, Trade: Is an activity for pupils to quiz each other based on a question cards and give feedback.



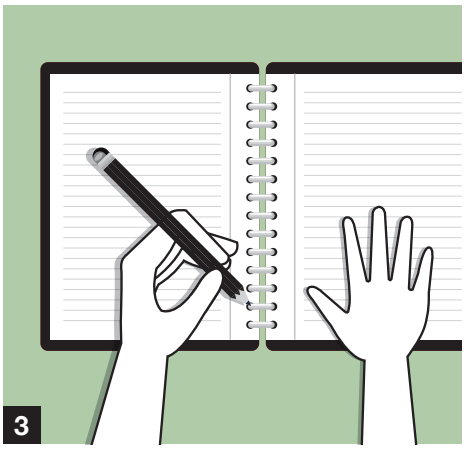
SELECT THE IMAGE

Select a picture or diagram for students to consider. On picking these, it's useful to consider those that highlight misconceptions for example, showing a 3D solid was deliberately selected as students often calculate volume when the question asks them to calculate the surface area. Usually the picture or diagram was one used as an exam question.



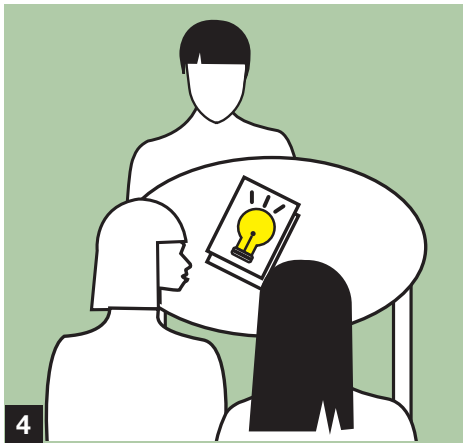
CONSIDER THE IMAGE

Students are given 30 seconds thinking time to look at the picture or diagram. During this time students should not be writing anything down. The students should be thinking about what they can work out based on the information shown in the image.



WRITE IT DOWN

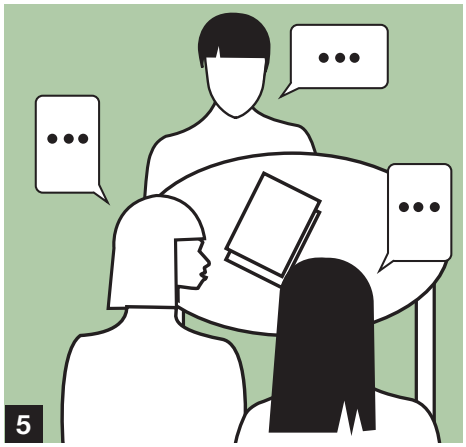
Each individual student should then be given 60 seconds to write down everything that they know, is implied, can be calculated, and any helpful formulae in relation to the picture or diagram.



GET INTO PAIRS

Pair the students. Students should read each other's written work. And be provided with time to discuss each other's thinking.

It is a good idea for the teacher to model what this might look like so that discussion is effective.



FACILITATE GROUP DISCUSSION

Generate feedback and use this to facilitate a class discussion about the image. In doing this, get students to think about the assumptions each student has made.

APPLY TO THE EXAM

Show the diagram or picture with the written text as it was presented in the exam question. Highlight the common misconceptions. The examiners' comments are usually shared highlighting the need for students to read the question carefully and taking in all information from the question.

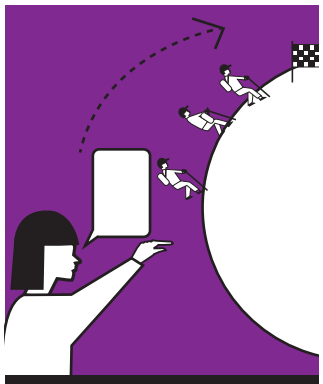
SWA
Principles and Revision

Deliberate Practice

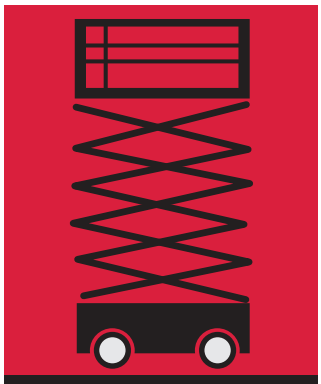
Clear Explanation

CPD LEAD

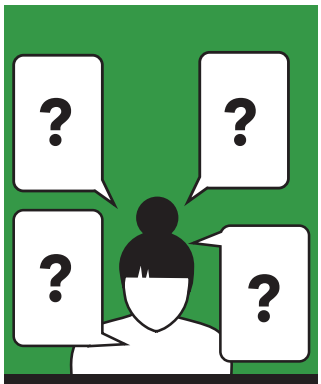
Katie Bridge



Assessment & Feedback



Modelling & Scaffolding



Questioning & Discussion

The formula for effective revision

Organise it + Shrink it + Learn it + Apply it = Pass it!

Cognitive scientist, Dan Willingham, argues that for students to master understanding they must practise and work hard! As teachers, we need to provide opportunities for students to revisit and rehearse knowledge so that it embeds in their long-term memory.

Organise it

- Sign-post the students to the RAG sheets, Knowledge organisers or Subject Learning Checklists – where does your department keep these? Are they on the 6th form/GCSE Learning Platforms? Are they in Knowledge and Assessment books?
- Model how to use them.
- Spotlight key areas: areas of most difficulty; areas of misconceptions; areas which have synoptic links 'learn a little, use it a lot'.

Shrink it

- Shrink the content/ information into new, smaller and easily accessible versions: mind-maps, flash cards, tables or grids.
- Model how to create them by using lesson time to provide worked examples, to create them together as a class 'I', 'We', 'You' strategy.
- Spotlight which areas of the SoL best suit the content e.g. theories might work better in grids than flash cards; case studies might work better as flash cards rather than tables.

Learn it

- Set aside time for recall and retrieval of the information through regular practice.
- Provide opportunities for quizzing through designated homework/ starters and plenaries.
- Remind students of effective revision behaviours through a revision bookmark.
- Paired questioning using flashcards; parental questioning for recall; 5x5x5 stating 5 pieces of knowledge, 5 times, 5 times per day.
- Encourage students to use the flash-cards, mind-maps, grids to self-test, to check and to review.

Apply it

- Encourage and provide time for students to complete exam questions.
- Set partial assessments including partial essays, completing 'one way' instead of the 'two ways' stated in the exam.
- Model assessment using student-friendly mark schemes.
- Use visualisers to model assessment so that students can peer assess productively.
- Choose the best exam questions for students to practice (those that will draw out common misconceptions, facilitate effective practice).
- Question students' application to check for understanding, to flush out errors and identify areas to re-visit.
- Embed exam questions into homework and prep-time.
- Model how to locate exam board past questions and mark schemes.

Ideas for 'shrink it' stage
The Revision Grid – One Lesson (1 hour)

Resources Needed:
- White board (no powerpoint!)
- Students need their notes/ text book

Develop and enlarge:
- 'select a key term and link it to a study'
- Provide a time frame
- Whole class feedback
- Ask students to repeat weak sentences

SOCIOLOGICAL THEORY

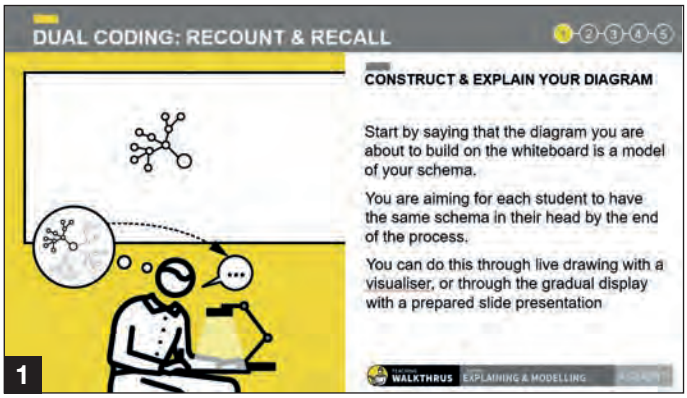
SOCIOLOGICAL STUDY

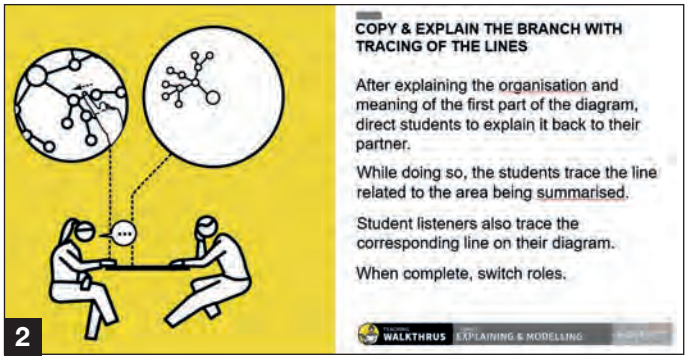
KEY TERMS

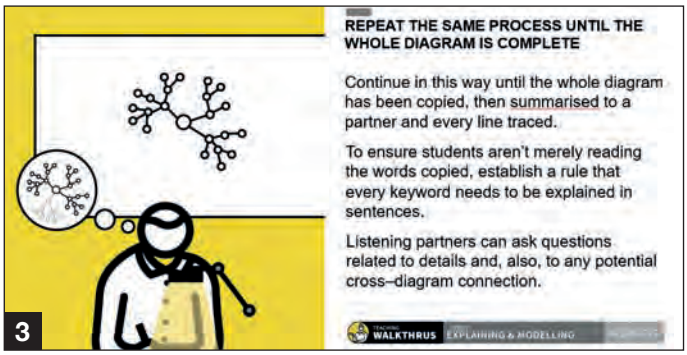
Choose a sub-topic:
- Start small
- 'list all the key terms relevant to this topic'
- Provide a time frame
- Whole class feedback
- Check, check, check through questioning
- Questioning to extend

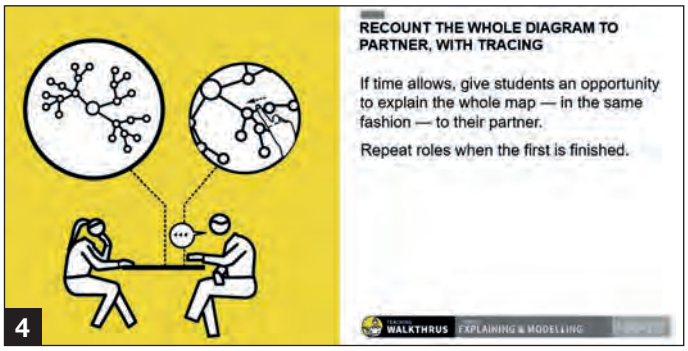
Context and enlarge:
- Identify and explain a relevant theory
- Provide a time frame
- Whole class feedback
- Question to check and develop

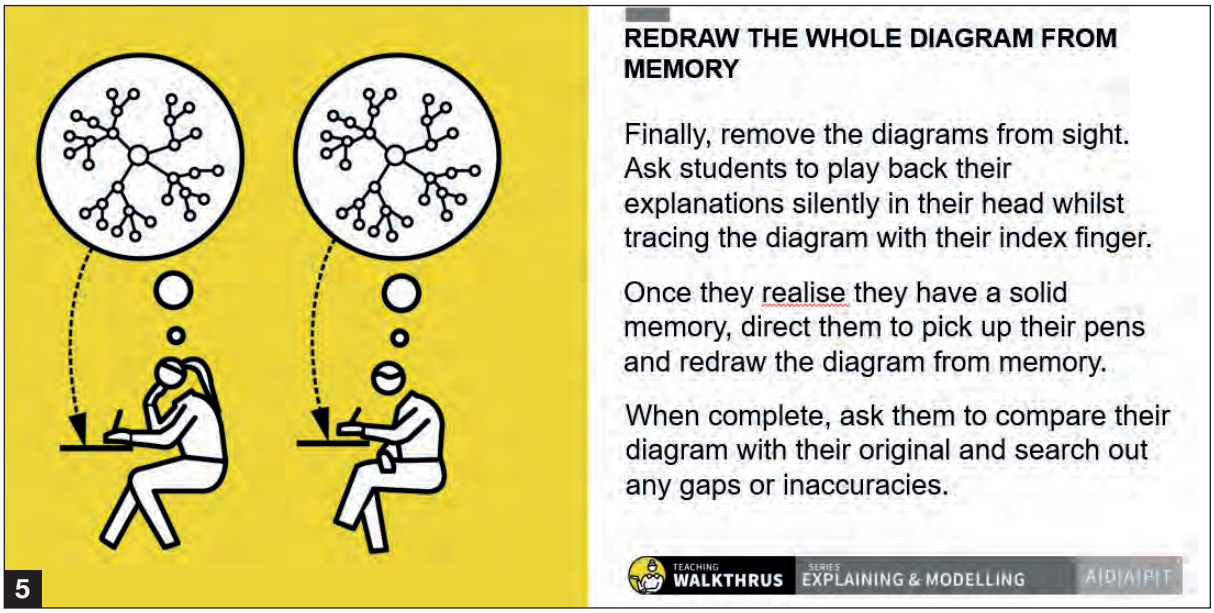
Ideas for 'shrink it' stage
The Mindmap (Tom Sherrington) – One Lesson (1 hour)











Ideas for 'learn it' stage
The Quiz – starter/ plenary / with parent/peer

Questions	Answers
At 3-4 weeks the foetus' brain develops and splits into 3 parts – what are they?	Forebrain, midbrain and hindbrain.
What is the cerebellum?	An area of the brain near to the brainstem that controls motor movements.
When does the cerebellum develop in the foetus and what has happened to it a year after birth?	Develops at 6 weeks, it is 3 times the size a year after birth.
What is a neural connection and how many neural connections are developed every second from birth to 3 years old?	Links formed by messages passing from one nerve cell (neuron) to another. 700-1000 every second.
Name Piaget's 4 stages of development and the associated ages.	Sensorimotor stage – birth to 2 years Pre-operational 2 to 7 years (split into symbolic function 2-4; intuitive thought stage (4 -7 years); concrete operational stage 7-12 years; formal operational stage 12 years plus.

1. Create a Quiz Booklet (with answers)
2. Design a template to log the completion of the activity, the score, the parent's/ peer's signature.
3. The following lesson, the student will complete a quiz / assessment their parent had quizzed them on.
4. Research showed an increase in student confidence and outcomes.

Ideas for 'learn it' stage
The Retrieval revision bookmark – a constant reminder of effective study habits for students

Kate Jones

Revision Bookmark

READ

RETRIEVE

REVIEW

REPEAT

What key words are connected to this topic

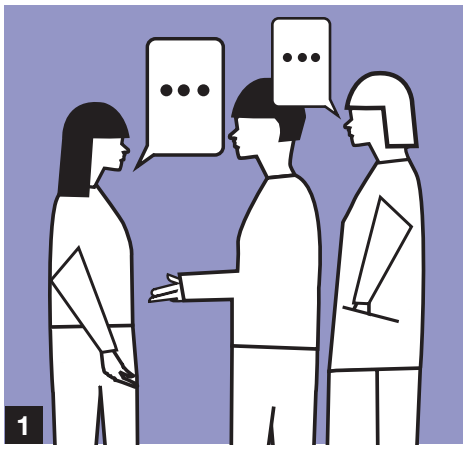
Explain what the keywords mean in your own words

List the main concepts or facts connected to this unit

Complete an exam question on this topic

PRINCIPLE: Deliberate Practice

Revision clock: This retrieval practice revision strategy has been designed to deepen the revision process, gain maximum benefit of knowledge retrieval for students, and therefore lead to higher outcomes.

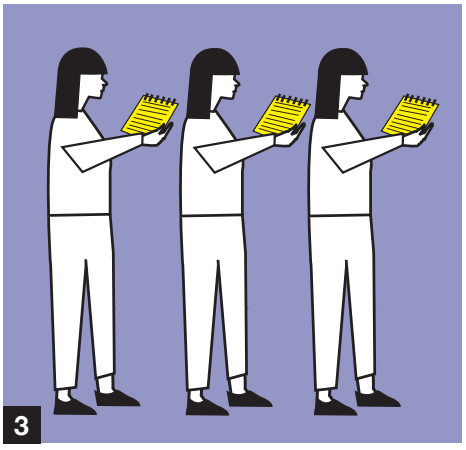


CONSTRUCT REVISION NOTES

Allocate time for students to construct specific topic-based revision notes for the 12 sections allowed on a Revision Clock. Students should be guided to use their current notes and knowledge to construct this revision clock. Students complete this work in BLACK pen.

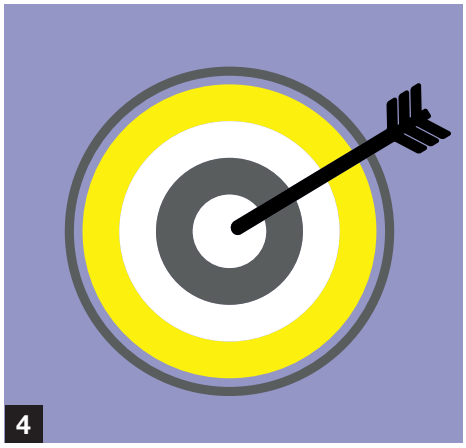
EVALUATE EXISTING KNOWLEDGE

Students should self-assess their existing knowledge based on the level of detail they have been able to complete their revision clock. Students should be guided to take time to look through the gaps in their knowledge and use thought time to add any background additional knowledge.



READ AND SUPPLEMENT

Provide further resources so that students gain access to additional learning resources available (e.g. knowledge organisers, case study flashcards, YouTube Pods etc). Students use these resources to further develop their revision clock using GREEN pen.

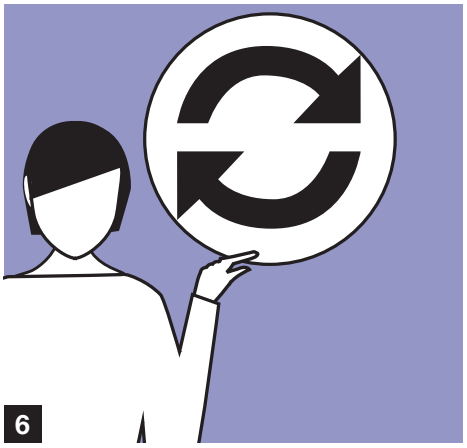


SELF-REFLECT ON STRENGTHS AND WEAKNESSES

Students should take time to review the depth of their knowledge and understanding. Guide them to use subject-checklists and revision guides to inform their current knowledge. Using a self-evaluate resource, students should identify and add in RED pen the areas they are yet to master.

FILL THE GAPS

"How can I secure the knowledge in RED pen?" Provide time and resources so that students can fill any knowledge gaps they have identified in red. They should use knowledge & assessment booklets or SENECA tasks to develop memory recall & new knowledge, case study cards. Introduce the possibility of using newly-secured knowledge to practise exam questions.



REVIEW & REPEAT

Once the cycle has been completed, review it as a class, and look at any further areas for development. This can also allow teachers or departments to identify trends in areas of strength or weakness of student knowledge. Further refine any sections needed and continue the process for other topics.

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