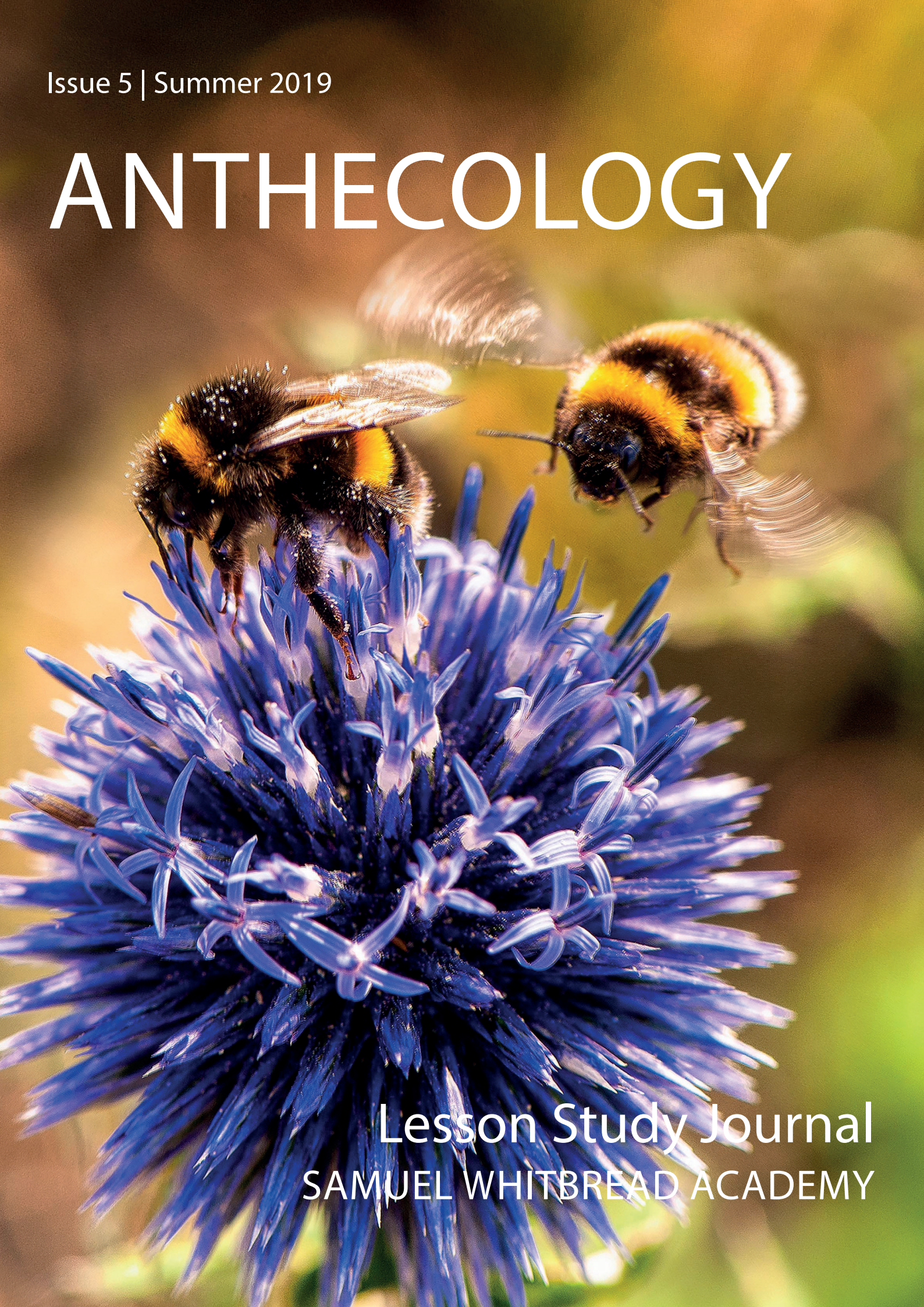
Issue 5 | Summer 2019

ANTHECOLOGY



Lesson Study Journal

SAMUEL WHITBREAD ACADEMY

ANTHECOLOGY

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Issue 5 | Summer 2019

www.samuelwhitbread.org.uk

CONTEXT

Samuel Whitbread Academy is a large rural upper school (Years 9-13) of 1750 students which includes 450 in the Sixth Form and is the largest school in Central Bedfordshire Local Authority. We have come a long way in the last few years and we are now one of the highest ranked schools in the local area for results at both GCSE and post 16 levels.

We are part of the Bedfordshire Schools Trust (BEST). BEST offers exceptional all-through educational provision across Bedfordshire. Provision begins at our BEST Nurseries and culminates at the Samuel Whitbread Academy Sixth Form, from where students enter either Higher Education or employment. We aim to enable all to be the BEST they can be, have enjoyed their time in our schools and be well-prepared for life.

We have been using Lesson Study at Samuel Whitbread Academy as our primary vehicle for improving teaching and learning for the last six years and we are confident that it has significantly raised the standard of teaching in the school. This Anthecology is a further collection of all of the work completed by the Lesson Study triads this year at Samuel Whitbread Academy.

ACKNOWLEDGEMENTS

We would like to thank the SUPER network and CUREE for their support in helping us develop a research culture throughout the academy.

CONTACT DETAILS

Samuel Whitbread Academy
Shefford Road, Clifton,
Shefford, Bedfordshire, SG17 5QS
Tel: 01462 629900 **Fax:** 01462 629901
Email: swa-info@bestacademies.org.uk
For further information contact: dhall@bestacademies.org.uk

FOREWORD

Samuel Whitbread Academy (SWA) has been actively involved in the School-University Partnership for Educational Research (SUPER) and Nazarbayev Intellectual Schools (NIS) Kazakhstan Teacher Internship since the introduction of the programme in 2014. 120 NIS Interns have been hosted by SUPER schools since March 2014.

The collaborative benefits, transferable values and deliberate enquiry of lesson study may be viewed from teachers' and students' perspective. For the purpose of this foreword, I will focus on teacher professional learning and development perspective whilst focusing through an international lens.

SWA identified four themes for the lesson studies this year following the CARE framework: challenge; asking questions; reflection and; engagement. I will briefly address each relating to some of the perspectives I have become aware of with teachers.

CHALLENGE

The challenge of finding time to be actively engaged in lesson study whilst building collaborative professional trust of colleagues requires a whole school commitment modelled by senior staff. It demands planned time and the creation of a safe learning environment for everyone involved. The challenge of learning and applying, reviewing and evaluating new concepts and processes requires scaffolded practice.

ASKING QUESTIONS

Teachers and school leaders are continually asking questions of themselves, of each other, and of students, in order to improve understanding, knowledge and skills of pedagogy. Sharing research ideas through lesson study gives a foci for conversation and discussion. Curiosity is a delightful connection between inquisitiveness, reflexivity and learning. The NIS teachers arrive with a focus for their two-week internship, and SWA staff who have been involved will be aware, questions are asked about every aspect of school life; as I do when having the priviledge of visiting schools in the UK and in other countries.

REFLECTION

Such occasions create opportunities for teachers and leaders to ask, 'Yes, why do we do this?', which in turn prompts consideration and critique regarding 'the way we do things'. Such conversations during lesson study, or questions in passing whilst walking down a corridor, offer the opportunity for teachers and school leaders to reflect. Lesson study creates time for consideration, comtemplation and deliberation.

ENGAGEMENT

Apportioned and acknowledged time allows for the professional enagement of teachers, leaders and students which involve commitment over quality time, collaborative encounter and mutual action. The above advancement can lead to the celebration of self and peer professional learning whilst enhancing quality student learning. This has been acknowledged by NIS teachers following each internship in an ascending spiral of scholarship.

Over the last five years SWA has played a significant role in assisting the Kazakh visiting teachers to be challenged, to ask questions, to reflect and engage in lesson study practice and to take these qualities to NIS across Kazakhstan. Each year the Kazakhi teacher interns return to the UK, it is clear they have benefitted from their experiences, as their questions become more challenging indicating they and their NIS colleagues participate in reflexive engagement.

Thank you to all SWA staff and students who have shared conversations, experiences and quality time with the Kazakhi teachers. Thank you also to those involved in the organisation and 'making the internship happen' each year.

Jan Schofield
Senior Teaching Associate
University of Cambridge
Faculty of Education

CONTENTS

Key:

C Challenge
A Asking Questions
R Reflection
E Engagement

INTRODUCTION

Welcome to Issue 5 of the Anthecology. Once again the teachers at Samuel Whitbread Academy (SWA) have been engaged in investigating and researching ways to improve the progress of students in their classes and develop their practice to enhance the learning experience of all. This year's Antheoclogy is another superb compilation of the many and varied lesson studies that have been undertaken throughout the year at SWA. Each lesson study has been focused around an aspect of our CARE framework, which is designed to help teachers concentrate on key teaching and learning areas which have been identified at SWA. Further to this, many of the lesson studies have case students chosen from one of two particular groups of students which have been a concern across the academy when their progress is analysed. The first group of students are 'Xbox' boys, which is a term to identify students who often do the minimum amount of work in the classroom and spend very little time outside of lessons revising. The second group of students are 'quiet' girls who not only work hard in the classroom but also outside of lessons on homework or revision. However, even though they are working hard they still fail to make the progress expected. With these groups identified across the academy each triad have then designed a specific lesson study based on the issues current in their department. As you dip into this Year's Antheoclogy enjoy the rich variety of resources, templates and creative activities which students and teachers have been involved in and appreciate the difference that this is making to the teaching and learning at SWA.

David Hall
Samuel Whitbread Academy

CARE FRAMEWORK

This year, Lesson Study has been our whole-school tool that we have adopted to research and develop areas of the CARE framework: Challenge, Asking Questions, Reflection and Engagement. We have targeted four interrelated pedagogical principles which we believe to be integral to teaching. The first principle, Challenge, is the driving force of teaching; only by giving students work that makes them struggle and think, and having the highest expectations will we be able to move them beyond what they know. Asking Questions, our second principle, is the thread that weaves across a learning cycle having multiple functions. Reflection, our third principle, revolves around feedback. Behind this principle lies our belief that effective feedback and reflection allow for our students to foster metacognition thus enabling learning and development. Our final principle, engagement, is interrelated to the other features of the CARE framework and is seen as essential for our students to be cognitively busy and empowered by the curriculum.

Detailed below, is the success criteria, for each of our CARE framework principles which our teachers have researched and developed using Lesson Study.

Katie Bridge
Samuel Whitbread Academy

CARE FRAMEWORK

Challenge	*The teacher behaviours ensure that the lesson provides for the opportunity for all pupils to:* • engage with a clearly structured lesson around challenging Learning Outcomes (linked to relevant Assessment Objectives for the course) that takes account of prior learning. • regularly review and feedback (including verbal) through assessment opportunities to reflect on their learning and how to make progress. • be challenged through tasks that are pitched and differentiated appropriately for both need and ability so that information is cognitively balanced. • Remember, long term, the content they have been taught and to integrate new knowledge into larger areas.
Asking Questions	*The teacher behaviours ensure that their questioning strategy provides the opportunity for all pupils to:* • have 'think time' to enable them to prepare and rehearse their answers to challenging questions. • respond to challenges / questions posed as part of the lesson and to explain their thinking. • explore and evaluate the responses of others. • Share their understanding and receive clear feedback.
Reflection	*The teacher behaviours ensure that the structure, pace and challenge of the lesson provides opportunity for:* • dedicated 'fix-it' time across lessons to facilitate high quality MRI from all pupils. • all pupils to build understanding through regular formative feedback (both verbal and written) so that they can explain HOW their MRI addresses the points raised in any EBI . • adjustments as the lesson progresses (based on the teacher assessment of the quality of learning) to ensure that the engagement and learning of all pupils is maintained. • Remember, long term, the content they have been taught and to integrate new knowledge into larger areas.
Engagement	*The teacher behaviours ensure that the pace of the lesson provides the opportunity for all pupils to:* • be actively engaged, given the level of challenge in the lesson. • to regularly reflect on what they are learning, and to clarify their understanding. • actively engage in learning in all phases of the lesson.

MARKET PLACE

The Department Lesson Study (DLS) sharing event was an opportunity for triad members to present the research they had been undertaking to other members of the academy. It also gave them a chance to discuss possible future lesson studies and learn from what different triads had been researching.

> Terrific to see teachers excited + inspired by their teaching + keen to share

ALAN LEE

“ENJOYMENT FOR IMPROVED ENGAGEMENT”

ISSUE

Lack of engagement in boys towards the end of Year 10 and into Year 11 means that they do not complete their coursework and exam projects and so many do not hit their targets.

RESEARCH QUESTION:

To what extent can positive praise, reward and competition encourage the engagement of key students.

CHALLENGE / ENGAGEMENT

MEMBERS:
Cheryl Burgoyne,
Jane Redcliffe,
Julie Blake
(Art & Textiles)

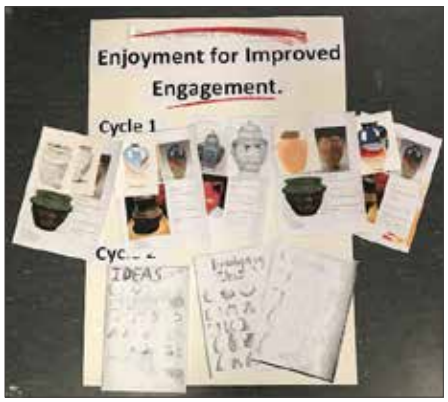
BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH:

- Cochrane, J., Richards, S. & Sinclair, S., (2018), Anthecology: Lesson Study Journal, Affordable Print, 4, p52-53

CONCLUSION:

Initially we thought competition, reward and praise would encourage engagement but without a conclusive result we have to return to and address the root cause of disengagement. If key students are not enjoying the lessons they are not going to be motivated to work. Lessons should be relevant and enjoyable.



LESSON 1 DESCRIPTION

Following the idea that boys respond better to quick tasks with instant rewards and competition we designed an activity to improve students understanding and use of tone within their culture topic. As an additional point of investigation, half the class was given formative feedback while the other half were given praise as well. Students were given a choice of ceramic images from their culture and had to accurately reproduce them. By reproducing in pencil they were given 1 mark, biro 2 marks, pencil crayon 3 marks and acrylics 4 marks. To gain a reward, 4 marks were needed, the reward being no homework while other students needed to complete the activity at home.

Discussion points

- Do students with growth mind sets, who are self-motivated, look for challenge and ways to improve their work?
- Are students that respond to praise not independent thinkers as they rely on others for affirmation? Could praise make them work harder?
- Does letting the student off homework increase the pace of the lesson?
- Is the students ATL is reflected in their choice?
- Will students who lack confidence pick media that they feel secure in?
- Will lazy students think that one piece of work will be easy and quicker than a combination of several pieces?
- Will gifted students head for the more challenging tasks?
- Will students who do not get only formative work as hard as those who are praised?

LESSON 1 CONCLUSION

Observers felt there was no difference between students who received praise or not, all were focused on task. It was a mix of students who went straight for the 4 pointer task. The high achieving girls went for pencil tonal and took their time; they were not bothered about skipping homework but picked the task that they were good at, not risking a poor outcome. Lazy students did go for acrylic and felt they had fulfilled the SC enough in order not to do homework. Eager students who wanted to try something new picked the acrylic.

Areas for development to take into DLS lesson 2

a) Two elements worked well in the lesson for the target boys, the increased pace linked to a sense of competition against the clock
b) Because students were given very clear instructions and knew what to do, with a small achievable tasks where they didn't have to think too hard.

LESSON 2 DESCRIPTION

Although the question remained the same we refocused on small achievable tasks and creating pace to improve engagement. Each member of the triad taught the same lesson with minor adjustments relating to the class make up. Students often decide on the final outcome early in the designing process which limits experimentation, creativity and progress. This task was designed to create pace and generate imaginative ideas by reducing students options and forcing them to open their minds to new techniques and ways of working. Prior to lesson one students had drawn out 5 basic 3D shapes. The teacher drew slips from two bags, one naming the shape, the other naming an instruction; students were given 90 seconds to complete it. In lesson two students started with a cultural inspired ceramics shape which they then manipulated following random instruction from he teacher. In the first lesson the majority of students enjoyed the lesson, there was a good sense of fun and engagement however HA girls got frustrated that things didn't look perfect and revisited the pages to refine the shapes. In the second lesson, although the students enjoyed the task they disliked the time element and felt rushed however the teacher felt the students worked well and made good progress.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Our Key students, disengaged boys, enjoyed the tasks and made good progress. For us it was a reminder that students learn best and are engaged when they are happy and having fun.

Impact on Pedagogy - As an Art department we feel that too much emphasises is put on statistics and second guessing the exam board and not enough time on teaching skills and creativity. Students feel pressurised to achieve and lose the enjoyment they felt in middle school thus becoming disengaged. As teachers we need to teach for enjoyment, ours and the students, and then hopefully the boxes will tick themselves.

Impact on Scheme of Learning - Key Students worked well with short, quick, active tasks that were well laid out and didn't involve soul searching. They preferred 'doing' as opposed to annotating and analysing so in future teaching skills and finding alternative ways of recording progress may be the way forward for disengaged students.

FURTHER RESEARCH:

How to make lessons enjoyable while still fulfilling the exam board's criteria.

HIGHLIGHTERS FOR APPLICATION

ISSUE

Students lacked application to case studies in their exam answers, which restricted marks.

ENGAGEMENT

MEMBERS:
Mohammed Jamil, Jennie Philbin, Charlie Gill
(Business)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH QUESTION:

To what extent can we engage KS4 boys to engage within Business and add context to their answers?

CONCLUSION:

Our conclusion is that students are unsure about what they need to do when the mark scheme refers to application. Students are visually able to see when application is included when asked to highlight any relevant words or phrases to the case study. This enables students to add any application into their answer before it is marked, which has improved the grades they received in exam questions.

LESSON 1 DESCRIPTION

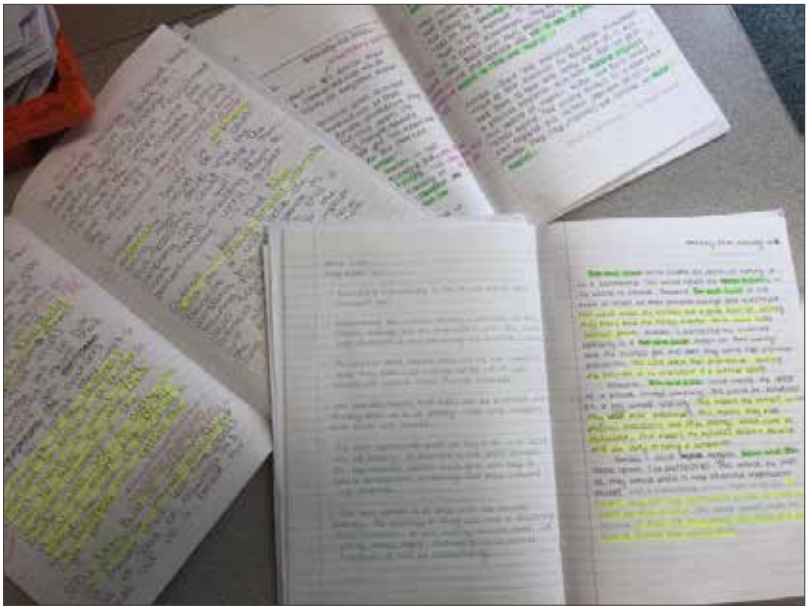
We used top trump cards to encourage students to complete homework and used this to engage with exam answers and encourage the use of application in these answers.

LESSON 1 CONCLUSION

Students found top trump cards very engaging, but levels of quality varied depending on the student's ability. Some disengaged students did not complete the homework.

LESSON 2 DESCRIPTION

Based on the Year 11 Mock results, we changed our DLS as we needed to develop application skills. Using highlighters, students highlight any application to the case study within their exam answers.



Students identified gaps in their exam technique particularly if there is no application to the case study. It was also clear some students are confused about what application is. Pedagogy has changed to incorporate more application teaching, and how the students could apply their answers to the case study.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Students can identify when they have applied their exam answers to the case study independently. They can then add this to their answer, which the teacher then marks. This means marking is better quality and focusing on higher level techniques, rather than being stuck at a grade 2 answer.

Impact on Pedagogy - The impact of this is that students are developing their exam answers to include more application.

Impact on Scheme of Learning - We have incorporated time into lessons and schemes of work to ensure that students have time to highlight their work, and then improve it based on these findings. More time is given in lessons to focus on exam technique.

FURTHER RESEARCH:

Next year we would like to focus on '5 Chains of Analysis' so students can highlight their chains of reasoning to further develop their answers.

USING SHORT MARK KNOWLEDGE TO BUILD LONG MARK ANSWERS

ISSUE

There is a move towards a knowledge based curriculum and students are generally good at learning facts. This, however, can limit them with long mark questions because they can not apply that knowledge to new scenarios

CHALLENGE

MEMBERS:
Paul Scullion,
Lee Starkey,
Matt Barber
(Computer Science)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH QUESTION:

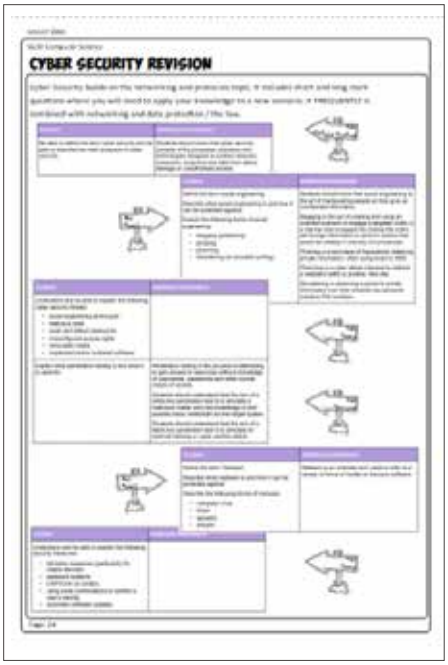
To what extent can students use short mark knowledge to build long mark answers?

CONCLUSION:

Year 10 have responded well to the concepts tried. In conclusion though, there is not one single technique which has led to this. Instead a different mindset from the students, an increased focus on securing a solid AO1 foundation of knowledge in lessons and repeated practice of exam technique has also had an impact. Although the impact of this means the scheme of learning (SoL) is being followed more slowly, it has meant that the students have a much more secure understanding of the concepts and see the benefit of success in learning. This increases intrinsic motivation which should bring an increase in outcomes.

LESSON 1 DESCRIPTION

Students were undertaking a short test. One element of the test was a short essay on an unseen topic: Explain the positives and negatives of computer networks. Example positives and negatives were given to the students to help them get going together with a PEEL paragraph builder table. An explanation on how to use the table was given – making reference to English and History lessons which use the same concept. Students then developed their short essays using the table and then wrote the essays.



LESSON 1 CONCLUSION

Very good short essays with considerable detail in their work. On many occasions the students requested additional paper to continue their answer. Many in the group gained full, or nearly full marks. Some would have gained more than full marks if the question had had more marks allocated to it.

LESSON 2 DESCRIPTION

We reviewed AO3 application based questions from the mock, but by giving the students AO1, knowledge answers instead and getting them to review their own work; looking for the AO1 points in their own answers. We also used PEEL tables to show students how to piece together AO1 knowledge into AO3 answers.

LESSON 2 CONCLUSION

For some students this was a lightbulb moment and they will take the ideas forward, however for those with a lower English target grade, they are struggling to combine ideas, instead preferring to just write bullet points.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - As we have found in the past, our DLS has demonstrated again that those students who want to succeed really take to the ideas and run with them, whereas those who do not, struggle to engage. Year 10 have been more successful in understanding the concepts and are able to produce more detailed, extensive longer mark questions. The techniques of building a PEEL paragraph with AO1 knowledge with a whole class first worked well, especially in Year 10. (see second picture which has a PEEL table which the students complete prior to answering an AO3 question) This has been accepted both by HA and LA students. In Year 11, the success was less so, however, there were some LA students who had been struggling who suddenly clicked with the ideas.

Impact on Pedagogy - Now that the techniques are more embedded in Year 10, the next technique would be to try reverse engineering it to see if students can take apart model AO3 answers and find AO1 knowledge.

Impact on Scheme of Learning - We plan to introduce AO1 plenary questions for each lesson to continually consolidate the knowledge and also reverse engineering lessons for students to deconstruct AO3 model answers to really practice their exam technique

FURTHER RESEARCH:

Our research combined AO1 knowledge on a topic by topic basis. On the whole this has proved successful, but reviewing how we consolidate that knowledge we feel that there are topics which could support each other well to help create more detailed AO3 answers. We have therefore introduced reflection questions during topic tests which assess both present and previous topics.

CRITERIA FOR CHOREOGRAPHY

ISSUE

Initially we identified that students were not accessing the higher mark bands for their choreographies and wanted to encourage greater creativity but at the same time we also know that students were not clear on the criteria used for assessing their work and so we wanted students to become familiar with this too.

REFLECTION

MEMBERS:
Liz Major,
Charlotte Tabert
(Dance)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH QUESTION:

To what extent can providing detailed exam resources inspire students to improve the quality of their dance choreography?

CONCLUSION:

Students learned valuable lessons from the Teacher On Line Standardisation for them to understand the quality needed from their choreography unit as it is 25% of the course. The students need to use it regularly in lessons in order to retain the criteria for the unit. As a result of this I decided to rethink this approach in the future but for the purpose of the lesson study switch to concentrate on developing students' understanding of the marking criteria. This also meant that I could work alongside the music department.

LESSON 1 DESCRIPTION

Students were given three resource stations to compose three different motifs. Each resource was based on a different type of motif; e.g. a travelling motif, a floor bound motif and a gestural motif. Each task was designed to encourage more unusual action content from the students to access the higher mark bands in the criteria. The tasks enabled students to think about using unusual body parts to instigate movement such as elbow, knee and hips rather than hands and feet.

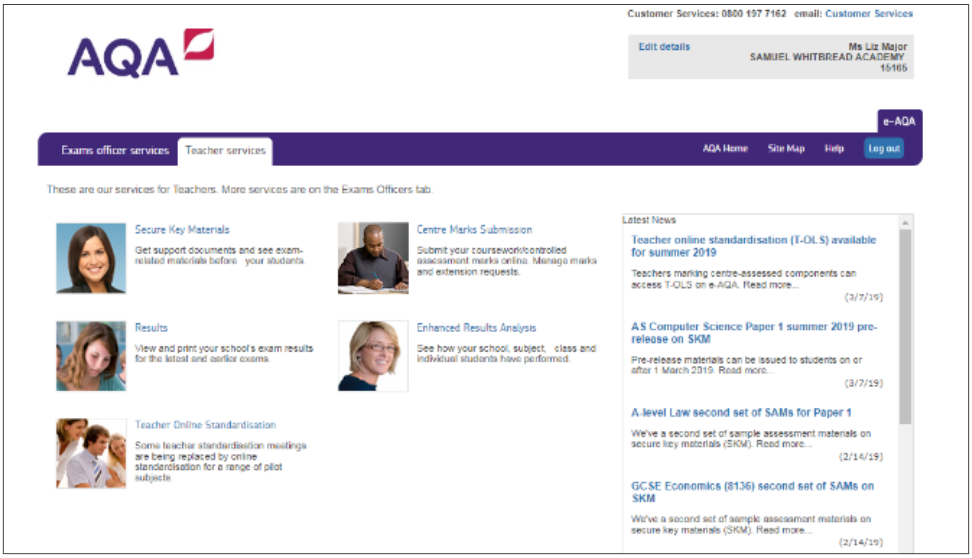
LESSON 1 CONCLUSION

At the time students said they found it helpful to create new original action content that they wouldn't usually think of. They liked that we turned the lights off so they felt secure to experiment under teacher guidance but no one else could see them. I asked them to film their motifs for memory and they must use them as a starting point in their choreographies. As we were working on two other units of work alongside this unit, it was a couple of weeks before we came back to the task. By the time we revisited it and they were asked to show me how they'd embedded the motifs into their choreography, 14 out of 16 students said they hadn't used the movement material now; they had forgotten it, disliked it, it didn't fit their music, or it didn't suit their story anymore. As a result of this I decided to change my DLS focus completely to the same as the music dept;

LESSON 2 DESCRIPTION

Students were shown past choreography and performance in a group dances, and marked them using the criteria. The teacher then revealed the grades given and students could see how right or wrong they were.

This was successful and gave some students confidence in their own work and in understanding the mark scheme better. Most students were able to understand the mark band they will fall into now. Some still find it hard to mark their own work. This needs introducing in Year 10 to embed it into the SoL.



FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - All students were marking other students work from the standards set by AQA. All students were marking within tolerability of 3-4 marks difference. A lot of them said they found it really interesting and helpful and gave them more confidence to mark their own and peers' choreography. It also helped them to understand the mark scheme as some of them do not retain the information and at times, have no idea what they are getting marked on.

Impact on Pedagogy - Students need this information drip fed into starters between October and February to keep the criteria fresh in their heads. By constant repetition of seeing and marking other dances they should have a better understanding of the criteria from the start.

Impact on Scheme of Learning - SoLs in Year 10 and 11 will need to be rewritten to accommodate this.

HOW TO ENCOURAGE INDEPENDENT LEARNING IN PRACTICAL LESSONS

ISSUE

We wanted to encourage independent learning, engagement and ownership of practical learning opportunities, particularly with LA boys.

ENGAGEMENT

MEMBERS:
Michelle Sherman, Tracey Lund, Elaine Lucas *(Design Technology)*

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH QUESTION:

To what extent can low ability boys identify short term lesson targets to help long term progress?

CONCLUSION:

The exercise really didn't have the impact we were expecting it to, in most cases the students in Year 10 did not have the knowledge to identify the key steps needed, and the Year 11 the students did want to expend the time needed to make this effective.

LESSON 1 DESCRIPTION

We gave students a “practical log” to help them with their photo diary for their coursework, to identify what needed to be completed in lesson and to identify alternative tasks if machinery tools were being used. This was to reduce waiting time and to try to get students to independently plan and sequence actions. A template was set up to guide them in their planning sheet for their coursework. All students’ were expected to complete this at the start of the lesson and then review at the end of each practical lesson.

LESSON 1 CONCLUSION

All managed to state what had been achieved in the lesson, but students were reluctant to take the time to plan their practical lesson time. Some needed to identify independent working as an EBI.

LESSON 2 DESCRIPTION

We tried the planning task for a class of Year 10 students and this was to see if introducing the planning task as regular expected behaviour prior to starting practical work was more effective and encouraged more independent work.

This worked better and students did interact with greater achievement. The main issue was that they still needed to be prompted to refer back to planning sheet.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - This exercise worked best for the more motivated students. Unfortunately some students with engrained negative behaviour still did not engage fully with this support structure.

Impact on Pedagogy - This approach allowed for think time, which for some students resulted in a more organised approach. As a result of this it meant that they were working at a better pace and more was completed in lesson.

Impact on Scheme of Learning - The planning sheet would work best if it was to be implemented earlier, at the beginning of the course for the practical work and therefore should be introduced in Year 9 & Year 10.

FURTHER RESEARCH:

Try another tactic, exercise maybe better for the A Level students.

MAKING CLEAR THROUGH COLOURFUL COURSEWORK

ISSUE

Students do not feel confident with writing extended answers in the Drama portfolio.

REFLECTION

MEMBERS:
Lucy Jones,
Jennifer Swift
(Drama)

RESEARCH QUESTION:

Does carousel structured feedback improve the quality of written work in the devised portfolio, from draft to final piece?

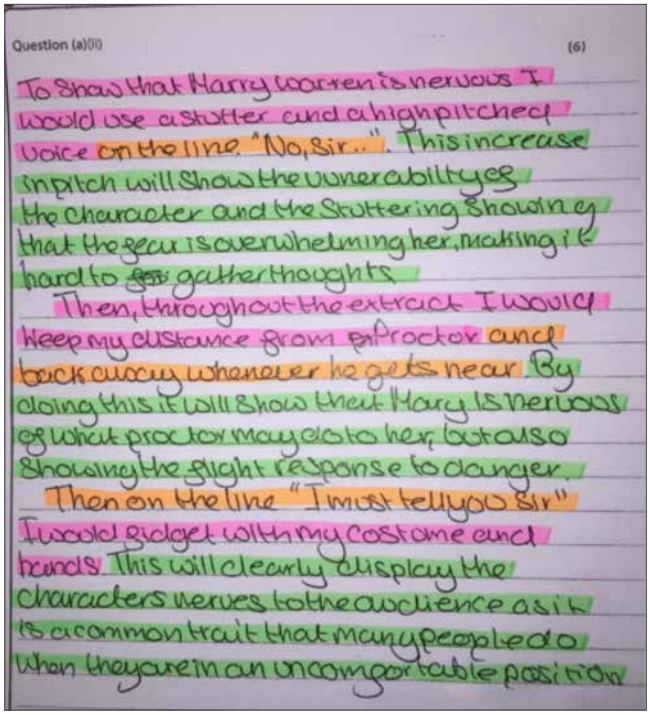
BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•						

CONCLUSION:

This PEEL mat was a very useful tool in helping students to visually see how they had structured their writing and how they could improve on it.

LESSON 1 DESCRIPTION

We split the Year 11 class into 4 groups, based on their target grade. Each group had a different structural point to look at based on PEEL writing and were given a PEEL mat. Each group was given the same piece of anonymous candidate work to look at and as it circulated the room, each group highlighted with a specific colour where they could identify their given structural point (P,E,E or L). At the end of the task, students identified from the colours used, the correct structure for extended writing in Drama. They also identified that in a PEEL paragraph, the Explanation holds the most amount of marks and therefore needs the most development. Students then tried to re-write the answer to see if they could improve on any of the PEEL points.


Question (a)(ii) (6)

To show that Harry Warren is nervous I would use a stutter and a high pitched voice on the line "No, Sir..". This increase in pitch will show the vunerabilityes the character and the stuttering shows me that the text is overwhelming her, making it hard to ~~get~~ gather thoughts.

Then, throughout the extract I would keep my distance from Proctor and back away whenever he gets near. By doing this it will show that Harry is nervous of what proctor may do to her, but also showing the right response to danger.

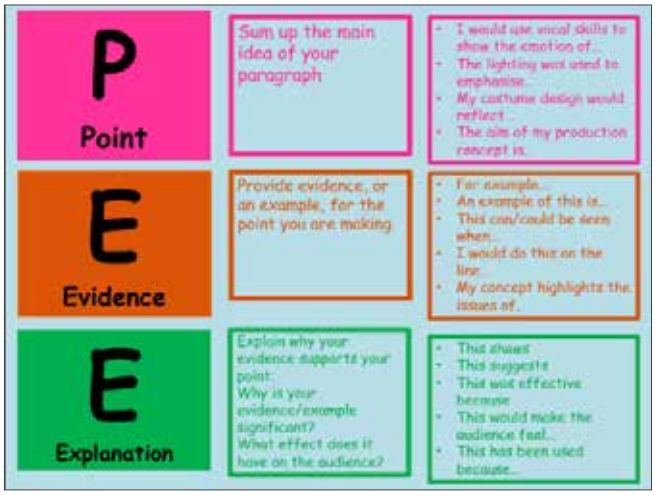
Then on the line "I must tell you Sir" I would fidget with my costume and hands. This will clearly display the characters nerves to the audience as it is a common trait that many people do when they are in an uncomfortable position

LESSON 1 CONCLUSION

We found that students with lower ability responded really well to the visual element of using different colours and those with a higher ability could clearly see where they could develop their links.

LESSON 2 DESCRIPTION

Each student had their own written work in front of them from a lesson at the start of the year. We then changed the groups so that each group had a member from the previous P,E,E or L groups in it. Within their groups, they then looked at each other's work and used the same highlighting colours to identify which structural points had been included. When students got their work back, they could see the balance of the structure. Many had not developed their explanations and others had not given an example. They then had the chance to re-write their own answer, which was then marked to show how their mark had improved.



FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Students are able to see the weighting of an effective PEEL paragraph and will therefore understand that the explanation carries the most marks so needs the most development for extended answers.

Impact on Pedagogy - Using it across the department for written work, which has resulted in better quality written responses in Year 10, 11 and 12.

Impact on Scheme of Learning - We use the PEEL mat in every written lesson, making it a normal practice for students to use it for all written work.

“SIMPLE BUT POWERFUL- PLICKERS”

ISSUE

A department aim is to develop the engagement of students within English Language whilst challenging them to extend their thinking.

RESEARCH QUESTION:

To what extent can Plickers engage students in higher level thinking questions?

CHALLENGE
ENGAGEMENT
REFLECTION

MEMBERS:
Amy Rolleston,
Jodie Vallance,
Sian Waterhouse
(English)

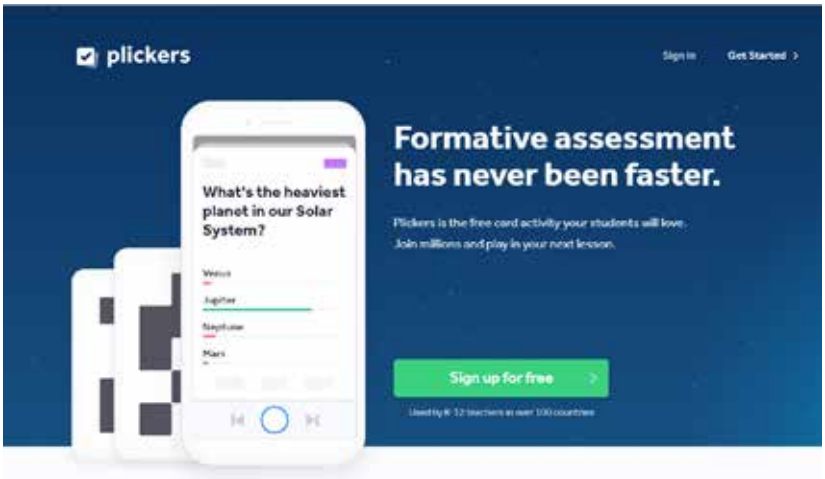
BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH:

- Walsh, J. A. & Sattes, B. D., (2015), Questioning for Classroom Discussion: Purposeful Speaking, Engaged Listening, Deep Thinking, ASCD
- Atherton, P., (2018), 50 Ways to Use Technology Enhanced Learning in the Classroom- Practical Strategies for Teaching, Learning Matters
- Brookhart, S. M., (2014), How to Design Questions and Tasks to Assess Student Thinking, ASCD

CONCLUSION:

A simple but powerful tool to ensure that questioning style is varied, engaging and challenging. Students are able to enjoy the competition and instant feedback of Plickers and Teachers are able to assess pupil progress efficiently and effectively.



LESSON 1 DESCRIPTION

We created a Plickers quiz to be used at the beginning of the lesson as a starter, recapping prior learning and knowledge on the English Language Paper 2. Students engaged in the starter but it seemed as though the questions created did not challenge the case student enough so they seemed almost 'too easy' for them.

LESSON 1 CONCLUSION

We realised that although it is a very engaging tool for questioning and that students enjoyed the starter, they were not challenged enough to extend their thinking.

LESSON 2 DESCRIPTION

We adapted our questioning from the first lesson and tried to extend them as if we were verbally asking the students the questions. We used A Level styled questioning to develop student knowledge and the purpose of technique, language and style. It seemed that the students were engaged and challenged with the questions and the use of Plickers this time.

When we spoke to the students about the task, our 'Xbox boy'/ case student expressed a lot of positivity for the interactive tool as it made it more of a 'game', to challenge himself against his peers. Additionally, our 'quiet girl' case student liked the ability to engage with an answer whilst remaining somewhat 'anonymous' and free from any concerns about confidence in her own understanding. The students seemed challenged and engaged with the task and were able to use the answers from the quiz to highlight or extend specific skills within their own written responses. It was evident that the use of the quiz would be brilliant for revision of a topic.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress -We used an online quiz site called Plickers in order to engage students though questioning, to extend their thinking skills. 'Plickers is an assessment tool which allows teachers to collect on-the-spot formative assessment data without the need to have students use devices or paper and pencil.

Substitution: Students use Plickers as a formative assessment instead of a paper and pencil formative assessment. Teachers also use Plickers as a formative assessment tool instead of asking students to raise their hands to answer a question.

Augmentation: The teacher can be made aware instantly if a student hasn't answered a question.

Modification: Teacher can instantly see who has the correct answer and have the student revise their answer. Teachers can share how other students have answered without giving away the correct answer so that students can re-think their answer and change it instantly.

Redefinition: Students can all be part of a formative assessment versus calling on different students at a time or not having some students participate at all. Teachers can ask a question mid-way through a lesson to check for student understanding in real time, in order to inform instruction instantly.

Students were able to access Plickers as a revision tool and to use questioning to develop their own written responses. Students could extend their ideas and knowledge of a specific area.

Impact on Pedagogy -The tool could be used to secure prior knowledge, revise or to develop thinking of a specific area. Teachers would need to refer back to the use of Plickers and questions given to them in order for students to then apply new/ extended knowledge to their own responses.

Impact on Scheme of Learning -This is a great tool for starters, plenaries or revision. It would be great to embed this tool into various lessons across Literature and Language as we could ensure that higher order questioning opportunities are given to students. It is a fantastic way of engaging students with their learning, for them to challenge themselves and could support students who enjoy competition with their peers.

FURTHER RESEARCH:

It would be great to see this used across the department but will need the time for resources to be created in preparation of teaching time, for each classroom. We will try to add the use of Plickers into SOL for the next academic year with quizzes being created for the department.

USING MODEL PARAGRAPHS TO ASSIST WITH MRI

ISSUE

We wanted to improve the quality of MRI by ensuring that students had clear examples of the key skills they omitted from their first attempt at a piece of work. Through discussion with our students, we found that students could not always act upon their EBI comment because they did not know how.

REFLECTION

MEMBERS:
Dave Hetherington, Jake Cochrane, Sarah Richards
(English)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH QUESTION:

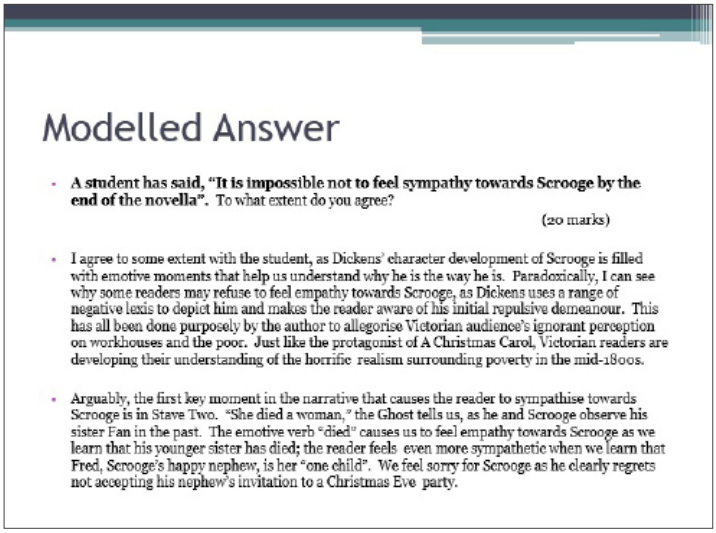
How can the impact of modelled paragraphs and fix-it packs enhance the quality of student MRI?

CONCLUSION:

We have decided to use a selection of different ability answers – ranging from Level 4 to Level 9 – to facilitate all students' learning needs during MRI tasks. This was decided after observing the lack of impact the high ability modelled paragraph had on the less able.

LESSON 1 DESCRIPTION

An MRI lesson on A Christmas Carol was planned. It has been observed that AO3 is an area that needs improvement with class. Teacher modelled an answer that was strong in contextual information for MA students to build key skills into MRI.



LESSON 1 CONCLUSION

Although some students really enhanced their MRIs with the modelled paragraph, some did not, we need to find a way to ensure that all students are assisted with this

LESSON 2 DESCRIPTION

After reflecting on the previous lesson, DHE will use low-prior attainment MRIs with faults to show the students what to do/what not to do. The lesson began with a dialogue with the class about what areas the student could do better in. This helped students be independently thinking about their own attainment and how it could be improved.

Students benefit from lower grade modelled answer – although the high one offers a range of vocabulary for them to tap into, being able to decode the EBI from the Grade 3 or 4 example gives the students a better understanding of improvement.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress -With our first cycle of learning, we incorporated a collaborative model paragraph into the starter of the lesson. This meant that students could engage with each of the key skills that they may or may not have included in a response, and see an example of how they could be applied effectively in a response. Students then wrote their own MRI paragraph in the second half of the lesson, using the model paragraph to assist them, particularly with their specific EBI.

We found that HA students responded strongly to the challenge of replicating a model answer, but some of the LA students found the challenge of aspiring to a model answer too daunting. Therefore, for cycle two we constructed a task whereby students ranked three responses of varying quality – Grade 5, Grade 7 and Grade 9. They then used their target grade and latest attainment to select one of the model paragraphs to use to assist with their MRI. In this way, higher attaining students could continue to challenge themselves with Grade 9 content, whereas LA students could use the Grade 5 paragraph as a model and still make demonstrable, but manageable, progress.

Impact on Pedagogy - Through our departmental lesson study, we have all reflected on our pedagogy and discovered that using a range of modelled examples of different abilities has impacted our student's understanding of summative assessment. Although the high modelled examples stretch and challenge the more able students and allow them to tap into complex ideas - such as historical and social context of the literature - the low modelled examples assist the learning of our lower abilities and help them understand the mark scheme and criteria clearer. Having that dialogue in lessons has been very helpful to our practice and the comprehension of our students.

FURTHER RESEARCH:

Going forward, we need to trial and observe how much of an impact a range of examples has on the selected students. Are there any particular Assessment Objectives that require more of a focus following a class assessment, for example? Perhaps the range of ability could be determined by the strength or lack of strength in the chosen AO, for example: a strong contextual paragraph contrasted against solid language analysis.

“LESSONS LED BY LEARNERS”

ISSUE

As a department we want to develop the engagement of students within English Language whilst challenging them to extend their thinking.

RESEARCH QUESTION:

To what extent can student led learning help them to make progress with their own understanding of texts?

ENGAGEMENT

MEMBERS:
Sarah Sinclair, Ashleigh Duguid, Vishalie Yadav
(English)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•		•				

RESEARCH:

- Brookhart, S. M., (2014), How to Design Questions and Tasks to Assess Student Thinking, ASCD
- Sutton, C. & Westberry, K., (2016), Fearless Learners, CreateSpace Independent Publishing Platform

CONCLUSION:

Students developed their confidence in relation to certain topics. However, when they were challenged with larger tasks to take ownership of they struggled and felt too overwhelmed. We think that with more coaching and developing that students will feel confident enough to take over larger sections of the lesson.

LESSON 1 DESCRIPTION

We explained to students that they would be leading part of a lesson and that they had to design a task that they could lead the class on. Students were given time at home to prepare for this in groups. In pairs the students then delivered a starter, relating to the topic being covered in the lesson, to the remainder of the class.

LESSON 1 CONCLUSION

Students enjoyed delivering the starter, but were nervous standing in front of the class. We found that students would go for a "safe" option (word search) as opposed to anything they were worried they might get wrong.

LESSON 2 DESCRIPTION

We challenged students by asking them to prepare something which was more than just a wordsearch. Students were often proactive in their delivery of the starter. We found, on occasion, that students may have forgotten to prepare their own starter and therefore would try to make things up on the spot.

When we spoke to the students about the task, our 'Xbox boy' case student expressed a lot of positivity for the interactive tool as it made it more of a 'game', to challenge himself against his peers as to who could deliver the most engaging starter. However, we found that our other student did not take it seriously and made something up on the spot. This indicated to us that we would need to give the students slightly more responsibility in order to encourage them to take it more seriously. Students were told they were going to be preparing tasks for a larger period of time in the lesson.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress -We encouraged students to lead parts of a lesson to help develop their confidence, knowledge and engagement in relation to different texts we study through English Language.

Ownership – students were put into pairs and asked to create a task relating to a topic that we were going to cover. Each student had a different task to cover.

Challenge – after it became clear that students were relying too heavily on wordsearches and crosswords, students were encouraged to think of more substantial tasks.

Encouragement – where students felt immediately challenged, they would then encourage each other and work together to come up with their own ideas as opposed to copying someone that had been before them.

Engagement – interestingly, students were engagaed with the starters as they wanted to show solidarity to their fellow classmates.

Students were able to access knowledge of certain texts/devices and demonstrate this knowledge in front of the class. This built a level of resilience and confidence when it came to recalling this information during revision.

Impact on Pedagogy -The idea could be used to secure prior knowledge, revise or to develop thinking of a specific area. Teachers can create a list of different types of starters/difficulty of tasks to engage and differentiate for a variety of learners.

Impact on Scheme of Learning -This is a great tool for starters, plenaries or revision. It would be great to embed this tool into various lessons across Literature and Language as we could ensure that higher order questioning opportunities are given to students. It is a fantastic way of engaging students with their learning, for them to challenge themselves and could support students who enjoy competition with their peers.

FURTHER RESEARCH:

We found that students indicated that they would like to be more responsible for larger areas of the lesson but this is something that they felt they needed more guidance with. This is something that we would like to work on to ensure that students are remaining challenged and engaged.

WHAT DO YOU GET IF YOU CROSS A DLS WITH AN ACTION RESEARCH PROJECT?

ISSUE

Addressing the issue of students not making links between the common skills across their assessments and their EBI/MRI targets.

REFLECTION

MEMBERS:
Tracy Montague, Emma Foreman, Bertie Prow, Laura Johnson *(English)*

RESEARCH QUESTION:

How can we encourage students to reflect on prior attainment to build on current progress?

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•						

RESEARCH:

- https://educationendowmentfoundation.org.uk/

CONCLUSION:

We changed our initial DLS after we realised the focus did not allow us to track progress across or assessments. Although SIMS allowed us to look at this numerically, for this to be of a benefit to students and teachers it was much more useful to have this as a working document, taking students through the full two year course. This will roll out for all Y10 English classes from September 2019.

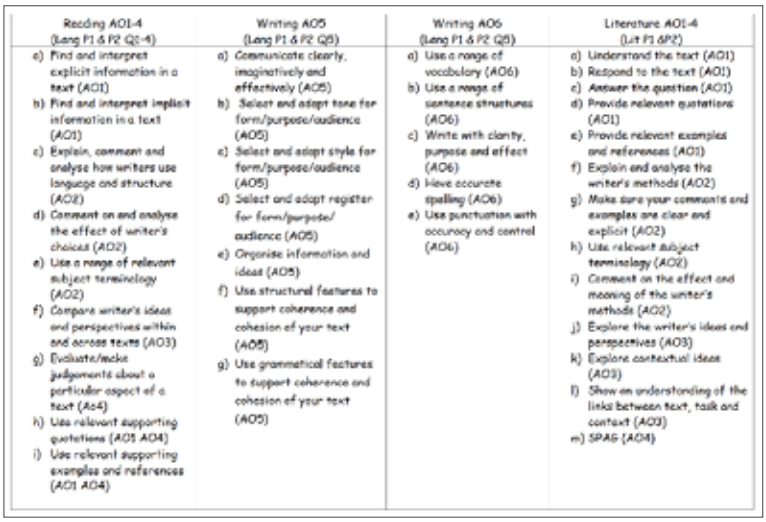
LESSON 1 DESCRIPTION

We planned a resource that would allow students to reflect on previous EBI targets with the intention of embedding in next assessment.

LESSON 1 CONCLUSION

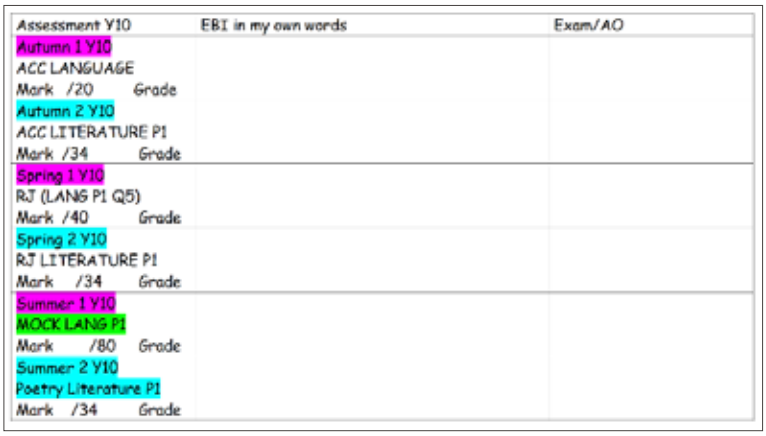
The focus was on previous assessment which didn't link to our current one; we realised we needed to make changes so the resource looked at skills over the course of the academic year.

LESSON 2 DESCRIPTION



Reading AO1-4 (Lang P1 & P2 Q1-4)	Writing AO5 (Lang P1 & P2 Q5)	Writing AO6 (Lang P1 & P2 Q5)	Literature AO1-4 (Lit P1 &P2)
a) Find and interpret explicit information in a text (AO1) b) Find and interpret implicit information in a text (AO1) c) Explain, comment and analyse how writers use language and structure (AO2) d) Comment on and analyse the effect of writer's choices (AO2) e) Use a range of relevant subject terminology (AO2) f) Compare writer's ideas and perspectives within and across texts (AO3) g) Evaluate/make judgements about a particular aspect of a text (Ae4) h) Use relevant supporting quotations (AO1 AO4) i) Use relevant supporting examples and references (AO1 AO4)	a) Communicate clearly, imaginatively and effectively (AO5) b) Select and adapt tone for form/purpose/audience (AO5) c) Select and adapt style for form/purpose/audience (AO5) d) Select and adapt register for form/purpose/ audience (AO5) e) Organise information and ideas (AO5) f) Use structural features to support coherence and cohesion of your text (AO5) g) Use grammatical features to support coherence and cohesion of your text (AO5)	a) Use a range of vocabulary (AO6) b) Use a range of sentence structures (AO6) c) Write with clarity, purpose and effect (AO6) d) Have accurate spelling (AO6) e) Use punctuation with accuracy and control (AO6)	a) Understand the text (AO1) b) Respond to the text (AO1) c) Answer the question (AO1) d) Provide relevant quotations (AO1) e) Provide relevant examples and references (AO1) f) Explain and analyse the writer's methods (AO2) g) Make sure your comments and examples are clear and explicit (AO2) h) Use relevant subject terminology (AO2) i) Comment on the effect and meaning of the writer's methods (AO2) j) Explore the writer's ideas and perspectives (AO3) k) Explore contextual ideas (AO3) l) Show an understanding of the links between text, task and context (AO3) m) SPAG (AO4)

FINDINGS, IMPACT & EMBEDDING:



Assessment Y10	EBI in my own words	Exam/AO
Autumn 1 Y10 ACC LANGUAGE Mark /20 Grade		
Autumn 2 Y10 ACC LITERATURE P1 Mark /34 Grade		
Spring 1 Y10 RJ (LANG P1 Q5) Mark /40 Grade		
Spring 2 Y10 RJ LITERATURE P1 Mark /34 Grade		
Summer 1 Y10 MOCK LANG P1 Mark /80 Grade		
Summer 2 Y10 Poetry Literature P1 Mark /34 Grade		

Impact on Student Progress - Students are now more confident at understanding the common skills not only across their assessments but also across the different disciplines of English Language and English Literature. Over a longer period of time this should allow them to look at MRI as a way of building skills rather than treating them as stand-alone assessments.

Impact on Pedagogy - Teachers should now be able to map the skills in a similar way and communicate how and when these skills are transferable. This is particularly significant now that we have moved to an integrated (Language and Literature) curriculum and when more distinction between the two will be needed as students move into Year 11.

Impact on Scheme of Learning - The student records can also be used to speed up marking or help teachers mark more efficiently, and ensure that all AOs are addresses over a two year planning cycle.

FURTHER RESEARCH:

We will now need to decide if this is viable over a 2-year period and if so, what form it will take. Next year we will also look at how useful a tool this would be for Y9. It is still considered as a 'work-in-progress' and the dialogue between teachers and between students and teachers will help inform our understanding.

FORENSIC ASSESSMENT FEEDBACK

ISSUE

For Year 13 Geography students continue to make common mistakes in extended writing by not writing with enough depth and examples to maximise marks.

RESEARCH QUESTION:

To what extent can a highly structured approach to feedback on A-Level Geography extended answers improve the quality of outcomes for students studying A-Level Geography?

REFLECTION

MEMBERS:
Thomas Rowell,
Lee Huckle
(Geography)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•		•					

RESEARCH:

- https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/

CONCLUSION:

Older students who feel that they have already proven themselves did express that this was a little labour intensive and not necessary, but the middle and lower target students found it to be a helpful way to structure improvements and make future changes. It would appear that being told the same thing in different ways in different voices makes a difference.

LESSON 1 DESCRIPTION

We provided a very structured five stage approach to feedback on test answers. This got students to be highly methodical in their feedback and created a forensic approach to responses.

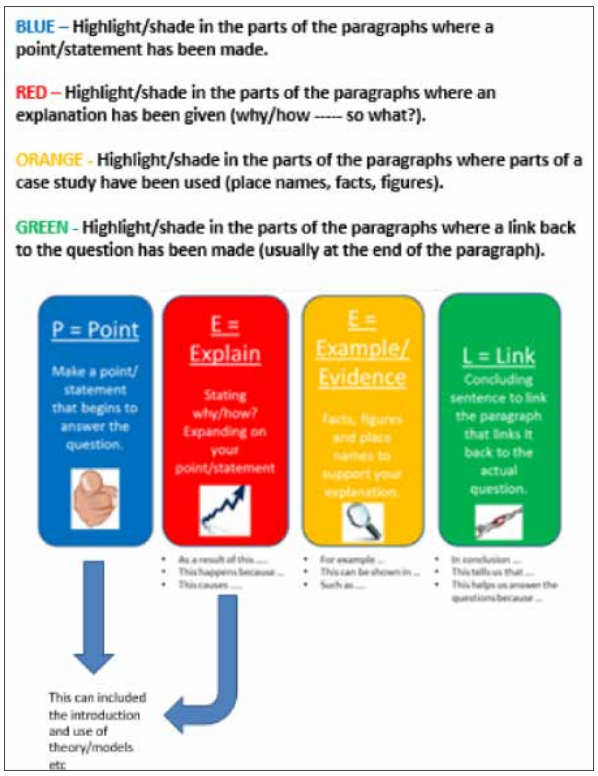
LESSON 1 CONCLUSION

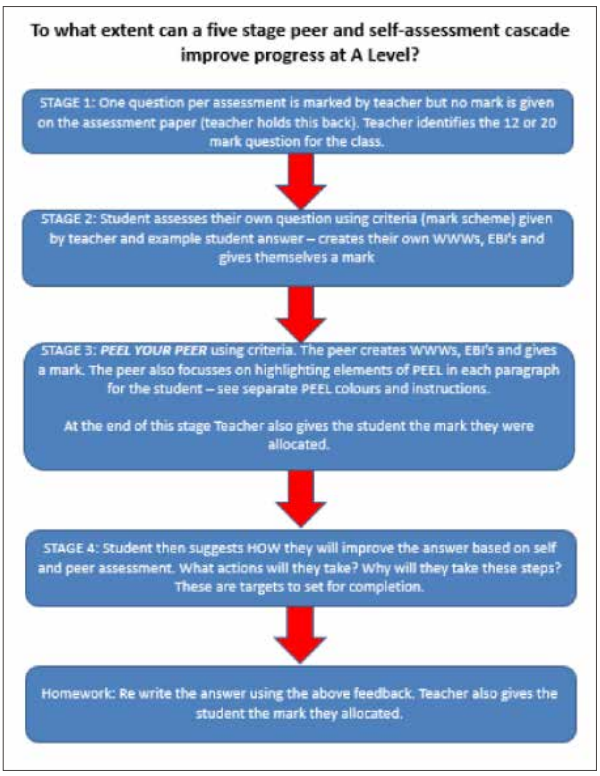
Case students at this age were a little cynical of the approach. They felt it was over helping them, that they knew what they were doing and that it was all a bit much. Lower target students found it more beneficial.

LESSON 2 DESCRIPTION

Same as before, but doing it with less visible structures, going through the process but without the visual prompts

Case students seemed happier with this, and were able to follow the structure verbally, although some felt they were "a bit old for this sort of thing now".





FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Lower targeted students found this approach more helpful, high targets felt that they know what to do anyway.

Impact on Pedagogy - A very clear and staged approach to marking using the PEEL methodology as a key driver for high quality writing in Geography (see figure for details) Starts with teacher, then self then peer assessment does enable all areas to be covered. Teacher marks work, but writes no feedback, students then self assess, then get it peer assessed then teacher shares their assessment and the varied feedback is then compared. This provided a very rich and detailed discussion on the markscheme and maximising potential. Students were, in time able to write better answers on 12 mark assessment questions and 20+ mark evaluate questions

Impact on Scheme of Learning - More time in lessons is needed in order to do feedback lessons well

FURTHER RESEARCH:

We need to look to see how this process can be sped up and embedded in the feedback system.

ISSUE

Pupils underperform in the 4+ questions within exams and assessments.

RESEARCH QUESTION:

To what extent can peer assessment increase pupil's ability to understand marking criteria and construct 4+ point answers?

FURTHER RESEARCH:

How can pupils develop their ability to compare and analyse the impact of significant events.

REFLECTION

MEMBERS:
Richard Candlin, Cheryl Grover, Gunta (Patrick untill Dec) *(Geography)*

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH:

- Black, P. & Wiliam, D., (1998), Inside the BlackBox: Raising Standards Throught Classroom Assessment, School of Education, Kings College London, UK

LESSON 1 DESCRIPTION

Students given an 8mark question to answer with books to research. Then given Level 2 and Level 3 model answers as examples, to allow them to mark their own/ peers work.

LESSON 1 CONCLUSION

Model answers improved student knowledge and understanding of questions. It helped low ability students more than high ability. High ability didn't stretch themselves and fixated on the model answer rather than looking beyond it to give a better answer with more facts and detail.

Next time: Highlight PEEL areas, so they can see what they have/ have not included. Focus on command words not just content.

LESSON 2 DESCRIPTION

The starters activity included the deconstruction of an answer that was produced for another topic area. Pupils highlighted the written content that linked to each element of the PEEL strategy. Students then BUG'd the exam style question and again deconstructed a model answer for that question. The more able used resources to construct PEEL using different examples within their PEEL answer. Other students were able to use guided examples to construct their own PEEL answers. Once completed, peers doubled checked that the examples explained the impact and offered verbal support to improve answers.

LESSON 2 CONCLUSION

We found the following outcomes in relation to students' views about their learning:

- the confidence of the students in their own ability was enhanced;
- students saw assessment as a process in which they can legitimately have some involvement;
- students believed that their involvement in the peer assessment process can be beneficial in relation to their academic performance and other peers.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Students' perceptions of the purpose of assessment began to change, as they began to recognise what made a good piece of work. The impact was that the quality of students' written work began to improve.

Impact on Pedagogy - Teachers used model answers earlier in the lesson to demonstrate how the PEEL can be used to meet the criteria.

Impact on Scheme of Learning - The skills to develop PEEL have been moved to Yr 9 and more lessons in each unit involve the deconstruction of PEEL paragraphs to allow pupils a wider and an increased exposure to 4+ mark answers.

CONCLUSION:

The use of self and peer assessment techniques helped students to achieve higher grades in 4+ mark questions. This success was indicated by students being able orally to state how they construct answers with PEE. We also noted that students were able to talk in a more confident manner about the similarities and differences between their own, others' and example answers. Lastly we found that students written work had a much clearer structure and students were able to plan and construct PEEL answers and give support to peers on how to improve their work.

“THE AWKWARD SILENCE OF QUIET GIRLS”

ISSUE

The ‘quiet girls’ don’t make a fuss and will always do as you say but progress isn’t great.

RESEARCH QUESTION:

To what extent can student led activities help to develop team work and effective communication amongst quiet girls?

CHALLENGE

MEMBERS:
Kim Blessing,
Katrina Chamberlain,
Kate West
(Health & Social Care)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
	•	•						

RESEARCH:

- http://www.teachhub.com/student-led-instruction-strategies
- https://www.myenglishpages.com/blog/how-to-deal-with-quiet-students/

CONCLUSION:

We feel the positive aspects of this lesson study were that we focussed more of our time on the focus students and came away from the sessions having gained a better understanding of their needs. However the negative aspects were that certain strategies were less successful than others. We still feel that this is working progress as we experimenting new ideas from current research.

LESSON 1 DESCRIPTION

The plan was to get the students to work in small pre-selected groups. They were set a task that was student led and involved group and individual work. The task involved communicating and challenging each other.

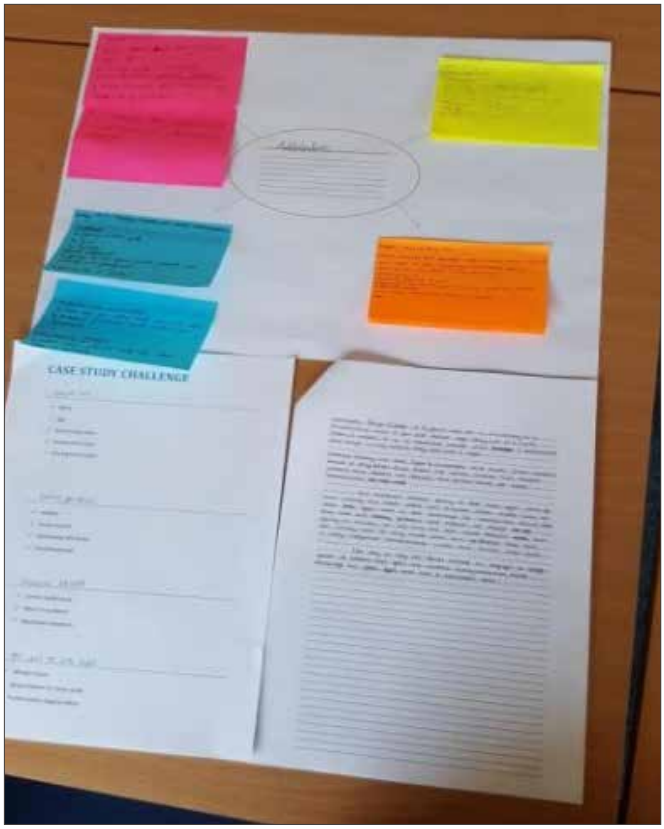
LESSON 1 CONCLUSION

Case student 1 was very shy and quiet and needed a lot of prompting to share her ideas with the rest of her class. She did get involved within the activity but seemed slightly uncomfortable.

Case student 2 got involved within hr small group and seemed to enjoy taking the lead, she was involved and communicated with confidence to the rest of her team. However when sharing her ideas to the rest of the class she was shy and passed this responsibility on to a more vocal student.

LESSON 2 DESCRIPTION

The aim of the session was getting the students to work in the same groups but to swap roles. One was the scribe, another the spokesperson and the others were the creative thinkers. The task involved very little teacher input and the responsibility was cooperative learning amongst students.



Case student 1 took on the role as the scribe. As she lacks confidence when socialising, we felt this would test her listening skills and ability to take more pride in her work when presenting the group work. She knew that others were reading her writing and I noticed that her work was presented a lot clearer than if she wrote in her book. However, answers were given to her so the only thing she needed to think about was how she would put their points in note form. Her Literacy skills were weaker than others in the group so they were able to help her with spellings etc. However she wasn't as vocal as I would have hoped.

Case student 2 took on the role of the spokesperson; she did not feel comfortable with speaking to the rest of the class and communicated this to other members of her group. She was fine when it came to sharing ideas amongst her group of four. In fact she probably gave the most input during the sharing of ideas task. Like before she shied away from the limelight and wasn't as vocal in front of the class, sharing minimal points. However their sheet was covered with points.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress -They seem to enjoy working in a group but we feel the overall impact of this study was minimal compared to our expectations and research.

Impact on Pedagogy -Involve students more and facilitate learning but step in if those learners are lacking confidence and need prompts to encourage/ guide their learning in a positive direction.

Impact on Scheme of Learning -Continue to research new strategies and try to embed new ideas into schemes of learning.

FURTHER RESEARCH:

To continue to keep up to date with exam board changes and be in communication with them regarding changes.

IMPROVING OUTCOMES IN MPA GIRLS THROUGH PEER AND SELF ASSESSMENT

ISSUE

Improve performance amongst MA girls and to further develop our MRI process to enable students to self-reflect and improve.

REFLECTION / ASKING QUESTIONS

MEMBERS:
Mike Inns,
Julia Haynes,
Paul Barton,
Mark Gibbs
(History)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
	•	•			•		•	

RESEARCH QUESTION:

To what extent does the development of peer marking skills improve outcomes for MA girls?

RESEARCH:

- Blake, J., Burgoyne, C., Redcliffe, J. & Williamson, A., (2018), Anthecology: Lesson Study Journal, Affordable Print, 4, p24-25
- Jackman, B., Bridge, K. & Johnson, P., (2018), Anthecology: Lesson Study Journal, Affordable Print, 4, p20-21
- Blake, J., Burgoyne, C., Redcliffe, J. & Williamson, A., (2017), Anthecology: Lesson Study Journal, Affordable Print, 3, p30-31
- Wisson, E., Rhodes, E. & West, K., (2017), Anthecology: Lesson Study Journal, Affordable Print, 3, p26-27
- Adams, E., Graves, R. & Butler, I., (2016), Anthecology: Lesson Study Journal, Halcoyn-Press, 2, p55-56
- Blessing, K., Chamberlain, K. & Dear, K., (2016), Anthecology: Lesson Study Journal, Halcoyn-Press, 2, p67-68
- Nye, L., Oetgen, F. & Little, S., (2016), Anthecology: Lesson Study Journal, Halcoyn-Press, 2, p61-62
- Bibby, H., Rider, N. & Denny, C., (2015), Anthecology: Lesson Study Journal, Halcoyn-Press, 1, p65-66
- Jackman, R., Jones, N., Tawede, S. & Taylor, R., (2015), Anthecology: Lesson Study Journal, Halcoyn-Press, 1, p15-16
- Williams, A., Jane, V. & Denny, C., (2015), Anthecology: Lesson Study Journal, Halcoyn-Press, 1, p17-18
- https://historyrocks.co.uk/5-suggestions-to-increase-female-resiliency-in-your-history-classroom/

CONCLUSION:

For the initial study students found the guidance sheets helpful in identifying the assessment objectives and being able to clearly see where these objectives were being met. For the second study where exemplar answers were provided, students were very positive and found them very useful to develop their MRI and gave them confidence they were doing it correctly. The quiet girls were able to structure their MRIs, linked to the AOs, and produced stronger responses.

LESSON 1 DESCRIPTION

The aim is for 'quiet girls' to take some ownership of their own progress and to create more resilience to improve results. To do this we focussed on 12 marks questions which appear on all 3 of the GCSE History examination papers. The requirements of a 12 mark exam question were broken down into 3 key aspects that would lead to a good answer – 3 reasons, AO1 (own knowledge) and AO2 (explanation). We then asked students to show that they could identify these aspects on a peers' essay by completing a peer assessment sheet that we had created that used clear steps that reflected the 3 key aspects noted at the start. This included ticking whether there were three reasons covered, highlighting in different colours evidence of AO1 and AO2 to show if both were present, and then considering how much of each AO was evident throughout the essay to give a final Level for each Assessment Objective. They were then to use student comments to improve their work.

LESSON 1 CONCLUSION

IMPACT: The key students were able to clearly identify if 3 reasons were evident and what AO1 and AO2 were and found the highlighting made it clear what they were looking for. The marking sheet was seen as very useful as it broke down what you needed to look for. In the observation record it was noted that both could identify key terms and the language of explanation (AO1 and AO2), it was also found that the higher attaining student was able to verbalise the needs of a question showing good understanding, for the weaker student, it was the fact that she could identify the key aspects on the essay in front of her, was able to highlight AO1 and AO2 correctly, and that she now had an understanding of the 3 key features an examiner looks for. We asked 16 students to complete a questionnaire which included questions that tested their understanding of the task, as well as asked for their views on it. From the 16 student questionnaires that were completed, 11/16 responses were able to list the key things correctly, however, for example, some talked of chronological order, rather than own knowledge. Most, 15/16 respondents, were able to give 3 examples of AO2 – the language of explanation. ALL students were able to state what AO1 and AO2 were correctly. We asked students to rank the utility of the sheet that we used out of 5 (1 being not useful and 5 being very useful. When asked about its utility as a peer marking tool, 10/16 ranked it 4 or 5 out of 5. When asked how far it increased their understanding of how to do well in a 12 question, 9/16 marked it as 4 or 5 out of 5. This lower figure than for the previous question was explained by a number of the students on their sheets (who marked it as a 3 mainly) as being because they already had a good understanding of this type of question.

AREAS FOR DEVELOPMENT: We need to continue to push the 3 key aspects and in the lesson we need to focus on this first; I did discuss chronological order as a possible structure point that was aimed at the higher level students. This was a successful activity that now needs to be further developed to break down other types of question that appear on the GCSE exam papers, particularly those that use different AO's such as AO3 – sources and AO4 – interpretations. This would address those students who felt they knew this kind of question well, but other types of question have not been completed so often. We are also going use this type of sheet with KS5 students; so far we have already trialled it with Year 12 students for a Part A USA essay breaking down the requirements of this source based question.

LESSON 2 DESCRIPTION

Students were given differentiated exemplar answers to establish what was expected from a 16 mark question. They highlighted the exemplars for the relevant AOs and compared them to examine what mark they would achieve, which one was better and why? They then applied this to their own work to see what they needed to do to improve and wrote an MRI using the exemplars to assist them.

Students were very positive and found the exemplars very useful. It allowed them to develop their MRI and gave the/m confidence. The quiet girls were able to structure their MRIs linked to the AOs which allowed them to produce stronger responses.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress -Student responses to the questionnaire were positive, clearly showing improved confidence in the type of question being worked on. Focus students were able to identify problems and improve their work.

Impact on Pedagogy -Use guided process for students to improve their work that breaks down the assessment objective and use exemplar works to help students increase their understanding of what is required and to then use this to improve their own performance.

Impact on Scheme of Learning -We have embedded the MRI process for all essay feedback as part of assessment schedule.

FURTHER RESEARCH:

Further improving students' skill in selecting and employing relevant knowledge for their answers. Using memory platforms to improve student knowledge and revision processes.

“CAN SEN STUDENTS CREATE THEIR OWN SUCCESS CRITERIA THAT WORKS?”

ISSUE

We wanted to give LS students ownership and responsibility for identifying how to improve their work by getting them to www/ebi models of different written work of varying quality.

RESEARCH QUESTION:

Can students with SEND assess and create success criteria that will enable them to improve their own work?

REFLECTION

MEMBERS:
Jenny Swift, Sian Waterhouse, Ali Gardiner, Pippa Gibbs *(LS)*

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH:

- Gibbs, P., Gardiner, A., Jellis, S. & Swift, J., (2018), Anthecology: Lesson Study Journal, Affordable Print, 4, p18-19

LESSON 1 DESCRIPTION

Students had to read different descriptive texts and identify individually which has the best descriptive writing. By the end of the lesson the students should have written a checklist of 5 skills for good descriptive writing.

LESSON 1 CONCLUSION

Students engaged with the model extracts and were able to identify which was the weakest descriptive extract. They all wrote a checklist of 5 skills which weren't all specific to descriptive writing. We identified that they would benefit from writing a WWW and EBI for each extract to more clearly identify the writing skills. They also need to follow this up by completing a writing task using the success checklist.

LESSON 2 DESCRIPTION

Recap on key descriptive writing skills which students will identify in a short text. Students to then www/ebi on several examples which they will rank, discuss their rankings and justify them . They will then re-assess ranking. Finally, they will create their own checklist specifically for descriptive writing.

Students were able to identify specific writing techniques for their own success criteria. They enjoyed the 'teacher' role of writing www/ebi. Their criteria was more specific to descriptive writing than previously.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress -

Impact on Pedagogy -

Impact on Scheme of Learning -

The previous year's DLS on helping students with SEN to make progress through MRI concluded that SEN students often find peer-assessment difficult. We also think that students probably do not understand wordy Assessment Objectives from exam boards. We wanted to see if they made more progress by creating their own success criteria in their own words.

Students can identify both good and poor writing features in a text.
They can use these to create their own checklist to improve their work but sometimes need guiding to avoid generic comment like 'it draws the reader in'.
Plan to model or create different qualities of exemplar rather than the perfect one. For example, a deliberate Grade 3 (so students can identify what needs to be improved) as well as a Grade 5 and Grade 7.
This same strategy could be used in any subject.
Let students rank order before annotating in depth.
Model annotating text with WWW and EBI. Different coloured highlighters work well for this.
Allow students to re-evaluate their rank order if necessary.
The success criterion needs to used to identify WWW and EBI in the students' own work.
The strategy to identify WWW and EBI in the model should be the same when self-assessing or in formative assessment by the teacher.

CONCLUSION:

The DLS this year moved from being teacher-led to student-led. This year students have begun to have ownership of their assessment and success by identifying from models what works well to create their own checklists. They have enjoyed this process and are more able to identify errors in their work and know how to progress.

USING COMPETITION TO HELP REVISE

ENGAGEMENT

MEMBERS:
Alan Stupple,
Phil Grimshaw,
Dave Hall,
Adam Leverett
(Maths)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•						

ISSUE

Students find it difficult to revise topics that they have previously been taught and often need to revisit them several times before they can confidently answer exam questions independently. We wanted to find a way to increase the engagement with this important part of the learning process.

RESEARCH QUESTION:

To what extent can using competition improve the engagement of students when revising topics?

RESEARCH:

- Buxton, S., (2010), The Effects of Competition and Reward on Intrinsic Motivation in Males, The Huron University College Journal of Learning and Motivation: Vol. 48 (1)
- Goldstein, G. S., (1980), The effects of competition and external and external rewards on intrinsic motivation, Doctoral Dissertations

CONCLUSION:

The quiz league had a positive impact on the majority of students and the class engaged in the questions as a starter, more than other starter questions given in lessons. The regular marking, which did not take more than 15 minutes per lesson, seemed to have an impact on the engagement of the students although some, particualrly the boys enjoyed looking at thir league positions. The girls was less vocal about their success in the league but showed a positive attitude towards it.

LESSON 1 DESCRIPTION

Students have been placed into 3 leagues where they will play against each other by answering about 5 maths questions in a starter. These are based on topics previously taught and the students answer them independently. The questions are marked by the teacher and the results put into a spreadsheet to determine the score. The score is determined by how many questions they get correct. Each week they play against another student in their league.

Game 12	Last Score	W	D	L	F	A	Diff	Points
Adam	8	9	2	2	106	63	43	29
Evie	4	9	2	2	94	66	38	29
Elise	8	9	2	2	73	59	14	29
Dylan	0	9	1	3	66	54	12	28
Abbie	8	8	2	3	74	40	34	26
Corin	4	8	0	5	74	76	-2	24
Ben	8	7	2	4	93	78	15	23
Skye	4	6	0	8	67	70	-3	15
Ellah	0	4	1	8	67	74	-7	13
Tommy	3	4	1	8	58	71	-13	13
Elodie	2	4	1	8	60	76	-16	13
Maisie	2	3	0	10	22	71	-49	9
Priya	0	2	2	9	28	57	-29	8
Ellie	3	2	0	11	31	68	-37	6

LESSON 1 CONCLUSION

The students appeared keen to engage with the questions although a few were not entirely sure what the benefit of the league would be. It was a bit too early to determine how engaged the student were from it.

LESSON 2 DESCRIPTION

The leagues had been running for a couple of seasons and the students were used to the system. The process was similar with the questions being displayed as a starter. Once the students had attempted them and their responses collected in, the answers were talked through as a class before the current league positions were shown. The questions were based on a recent test to see if the follow up work had been effective.

Some students did enjoy the competition element and were interested in their position in the league. Some girls were not bothered about this aspect but took part nevertheless. The regular quick marking and adapting of new questions based on previous questions was not necessarily understood by the students as a way of revising and them making progress.

	Last Score	W	D	L	F	A	Diff	Points
Jaspar	8	11	1	1	101	31	70	34
Millie	0	9	3	1	64	18	46	30
Matthew	8	8	3	2	83	38	45	27
Katie	6	8	3	2	75	37	38	27
Ethan	0	8	2	3	66	46	20	26
Mackenzie	4	6	3	4	48	44	4	21
Abbey	0	6	2	5	36	32	4	20
Taylor	2	5	4	4	35	39	-4	19
Kyle	0	4	2	7	31	47	-16	14
Erin	0	2	5	6	8	40	-32	11
Percy Vere	0	0	7	6	0	33	-33	7
Gabriel	0	1	4	8	5	51	-46	7
Noah Lott	0	0	4	9	0	46	-46	4
Ivor Brain	0	0	3	10	0	50	-50	3

Game 13

Ben	8	v	4	Corin
Evie	4	v	3	Tommy
Ellah	0	v	0	Dylan
Adam	8	v	8	Abbie
Maisie	2	v	0	Priya
Skye	4	v	3	Ellie
Elise	8	v	2	Elodie
Mackenzie	4	v	0	Millie
Jaspar	6	v	8	Matthew
Abbey	0	v	0	Ethan
Taylor	2	v	0	Kyle
Gabriel	0	v	0	Erin
Ivor Brain	0	v	6	Katie
Percy Vere	0	v	0	Noah Lott

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress -Students found the regularity of the marking an incentive to participate. Some students were more engaged because of the competative element and enjoy looking at their league positions. For some students the concept of the league didn't make much sense so this did not engage them more than normal.

Impact on Pedagogy -The result of regularly setting small questions and markign them gave an increased understanding of the misconceptions and development of understanding. The competition element could be argued to not be as significant as the impact that the marking of the students questions had over the period of the quiz league.

Impact on Scheme of Learning -It is difficult to determine how this could be incorporated into the SoL and would need further research to determine if a significant impact would warrant this to be used as a starter once a week in lessons.

FURTHER RESEARCH:

Is this a good tool to use once a week in Year 10 or 11 as a revision activity and should the questions be more formally written instead?

“WHEN WORKING EXTREMELY HARD IS HARDLY WORKING AT ALL”

ISSUE

CHALLENGE

MEMBERS:
Tony Edwards, Lyn Minker, Mike Lockwood, Justin Togher *(Maths)*

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
	•	•		•				

Initially we were going to look at what was occurring in lesson time and how it could be developed to improve the attainment of our able girls. Results both from our school and an all-girls school were compared and the girl's school was visited to look for differences in approach and classroom practice. There was no perceivable difference in what occurred in the classroom between their school and ours so the focus of the research shifted to how the girls studied/revised their maths outside the lesson time.

RESEARCH QUESTION:

How can we make effective use of the girls' independent study outside of the classroom?

CONCLUSION:

The female students all preferred self study rather than being directed what to do and were motivated enough to work extremely hard but they were also happy to accept that they were stuck on certain topics and in their eyes this was ok and they didn't work on those areas and make use of all the wonderful teaching videos at their disposal. They were working hard developing what they could do but not following up the areas that they were having trouble with. This will need further research to develop ways of solving this issue so that working extremely hard yields the results they deserve.

LESSON 1 DESCRIPTION

A choice of activities was given for the students to select from for themselves. Each one then had to bring in what they had done for checking in the following week's lesson.

LESSON 1 CONCLUSION

QUESTION	RESPONSES
What work have you been set for revising outside of the lesson?	Websites, 3websites, Can pick worksheets, Maths work
Are you using/doing it?	All said Yes
What are you showing to prove that work is being done ?	All said that they bring in what is done each week signed and dated. Liked that their work was being acknowledged and that they had to do new work each week.
Do you think that it is beneficial to choose your own topic for revision?	All liked to be able to choose what they were revising although sometimes it was hard to decide on what to do and this could waste time, maybe alternatives could be suggested too but only if they were undecided as to what to do.
How do you choose your own topic?	Three based it on problems they had encountered in class and followed them up One used the contents page to identify anything she did not recognise as do-able
How does this compare to the way you used mathswatch last year?	All preferred what they were doing this year although two thought that they needed the structure of Mathswatch last year.
Do you prefer self study or the work that you are given to do outside the lesson?	All preferred self study.

LESSON 2 DESCRIPTION

A revised choice of activities would be given for the students to select from for themselves. Each one then had to bring in what they had done for checking in the following week's lesson.

QUESTION	RESPONSES
What work have you been set for revising outside of the lesson?	Mathswatch, Exam questions
Are you using/doing it?	All said Yes
What are you showing to prove that work is being done ?	Mathswatch – work is marked and recorded Exam questions – work is printed off, marked and brought in and checked
Do you think that it is beneficial to choose your own topic for revision?	All 4 said yes.
How do you choose your own topic?	Mathswatch – working through topics already prepared, they started with topics they felt they were struggling with although mainly based on recent lessons. Both admitted that they didn't watch the video before they started and didn't always watch it when they were stuck, just accepted the low mark. Exam questions – similar to above, although one said one said a couple of the topics chosen were based on the Dec mock exam. Didn't necessarily use the videos either
How does this compare to the way you used mathswatch last year?	Those using Mathswatch preferred the fact that they can choose a topic rather than it being assigned. The two doing exam questions didn't like Mathswatch.
Do you prefer self study or the work that you are given to do outside the lesson?	All preferred self study.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress -Students prefer choosing their own areas to revise and now know what is available and can access the resources available to do this.

Impact on Pedagogy -Teachers can facilitate the students' choices by uploading resources and guiding the students as to where to look for them and how to use them.

Impact on Scheme of Learning -Teachers can facilitate the students' choices by uploading resources and guiding the students as to where to look for them and how to use them.

FURTHER RESEARCH:

We need to follow up girls who revise but are satisfied with getting the revision questions wrong and the low mark that entails and ensure that they follow up with the video resources that are available to them, and revisit the questions previously completed incorrectly.

“TEST THE TALENTED”

ISSUE

More able students in maths were not sufficiently challenged.

RESEARCH QUESTION:

How can we ensure that the more able (Further Maths students) in normal A level Maths lessons are sufficiently challenged?

CHALLENGE

MEMBERS:
Peter Fernendes, Charles Ash, Rebecca Nunan, Karim Kurji
(Maths)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•		•					

CONCLUSION:

The differentiation enabled the most able to stretch their understanding. This lead to students mentally exploring where the topic could go. By presenting the context of the large data set, this allowed students to analyse the data, which even the best Mathematicians were unable to do prior to this.

RESEARCH:

- https://www.drfrostmaths.com/
- https://allaboutmaths.aqa.org.uk/LDSsupport
- https://www.ukmt.org.uk/individual-competitions/british-mathematical-olympiad/

LESSON 1 DESCRIPTION

We planned a lesson teaching the equation of a circle using the ppt from Dr Frost. The key part was a differentiated card sort. Students were grouped by ability in twos/threes to match the equation of a circle with its respective diagram. Less able started with the easiest set of cards but built to more challenging ones, while the most able in the class started straight away on the more challenging set of cards, which required students to complete square before matching them up.

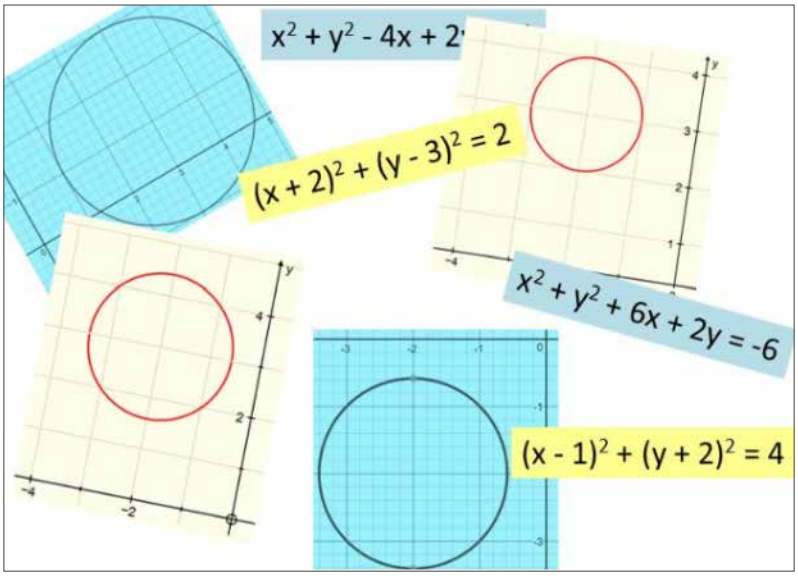
LESSON 1 CONCLUSION

The most able student suggested having three levels of differentiation – circles centred on the origin, circles with same radius and different centre, circles with the same centre but different radius.

LESSON 2 DESCRIPTION

The students were introduced to the large Data set and used videos based on events in 1987 to help students understand the context of the data. Lesson was modelled on last year's exam question which showed the amount of detail that students needed to remember with regards to the large data set.

The students found the interactive nature of the lesson, the discussion and videos extremely helpful, and were able to correctly identify the October month for the box plots and mean and standard deviation statistics. The most able student appreciated the context of the data because of the videos used and it was more interesting than just looking at the data itself.



FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Differentiation allowed FM students to access the more challenging exam questions. Big Data set introduction enabled students to understand the context of the data and thus to be able to answer last year's exam question.

Impact on Pedagogy - Embed Dr Frost ppts into Scheme of learning for pure maths and use our introductory ppt for the statistic's large data set to embed the context.

Impact on Scheme of Learning - Use large data sets within lessons to demonstrate/practise the different skills taught (eg standard deviation and outliers for box plots).

FURTHER RESEARCH:

We need to develop more resources to embed differentiation into more lessons throughout the course. Then we need to evaluate whether these resources have been effective in challenging the most able students.

“POSITIVELY ENCOURAGING EFFECTIVE REFLECTION – THE PEER FEEDBACK PROCESS”

ISSUE

KS5 Students lack confidence and understanding, when providing effective formative feedback on their peer's work.

RESEARCH QUESTION:

To what extent can using the key skills, for peer assessment, develop students' understanding of how to answer essay questions?

REFLECTION

MEMBERS:
Carl Tonking,
Leanne Cross,
Claire Dainton
(Media)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
	•		•	•				

RESEARCH:

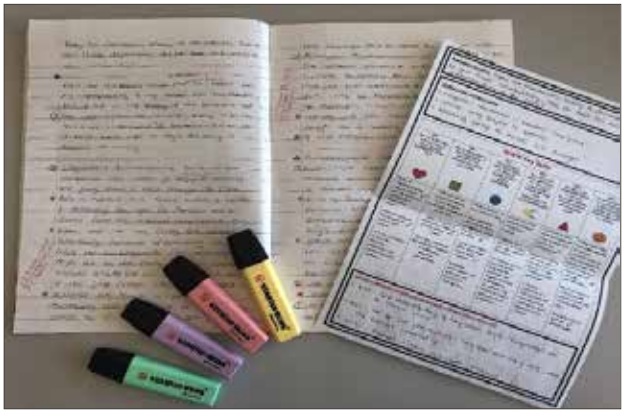
- Cross, L., Dainton, C. & Tonking, C., (2018), Anthecology: Lesson Study Journal, Affordable Print, 4, p60-61

CONCLUSION:

On balance, we have found that asking students to provide effective formative feedback, with an indication of a grade, is perhaps too much to ask of KS5 students. However, by separating the processes, students are much more confident in providing EBI areas, with suggested MRI activities, for their partner.

LESSON 1 DESCRIPTION

The lesson focussed around developing students' understanding of exam criteria. The students engaged with the key skills needed for exam writing and identified these within their partner's work. The students then used this information to help inform and justify a grade, using our own marking grid.



LESSON 1 CONCLUSION

The marking grid is too convoluted and therefore needs to be clearer so the skills that are needed to fulfil certain key skills are obvious. Students are not confident in providing a grade on their partners work. Students are unable to construct an effective EBI comment, for their partner to complete their MRI on.

LESSON 2 DESCRIPTION

Much more effective – improved students clarity of key skills. Students were able to identify WWW and EBIs from their partners work, based on the key skills needed for exam writing. Perhaps a red, green, amber system could be developed when a skill is present, but not explored fully.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - For our first round of lesson study, we developed a marking grid that utilised the language of the exam criteria, with the addition of our own embedded key skills needed for successful exam writing. This was created for students to provide effective formative feedback, on their partners work, during peer assessments. However, students found this marking grid too convoluted and rigid. Moreover, as a department we found that this marking grid was perhaps more tailored towards staff, due to the vague nature of the grade descriptors.

Impact on Pedagogy - After reflecting on our first round of lesson study, we decided to separate the processes out. We adapted the marking grid, so that it focussed more on students identifying the key skills, in their partner's written work, as opposed to trying to grade it effectively. This meant that students would become well practiced in embedding the key skills in their own written work, too.

Impact on Scheme of Learning - By our final cycle of lesson study, our quiet girl case students, were more confident in providing formative feedback on their partners work. Both students managed to identify the strongest and weakest areas of their partners work, and constructed EBI tasks that were focussed on the neglected key skills. Moreover, as teachers we attempted to use the DLS peer feedback sheet for ourselves, to compare our marking with that of the students. It was really positive to see that our EBI comments, were very similar to the students that had provided feedback. Looking to the future, we now have an effective peer feedback sheet, which we can use, when planning our assessments, in future schemes of work. The sheet is simplistic and straightforward to follow, so can be utilised across each of the topics that we have studied.

Furthermore, we have also considered adapting the peer feedback sheet for GCSE students. This will allow for them to engage with the key skills – and the peer feedback process- in a much more in-depth and meaningful way.

FURTHER RESEARCH:

We want to develop a colour coding option, for students to indicate how successful their partner has been when assessing the key skills in their writing. Currently, students can only select whether a key skill has been included or not, so they would like the option to select a colour to represent how successfully a key skill has been addressed. We would also like to see whether this peer feedback sheet can be used successfully by KS4 students.

“A RECIPE FOR PROGRESS”

ISSUE

A group of KS4 students were at risk of underperforming because they lacked good communication skills.

ENGAGEMENT

MEMBERS:
Ashleigh Simister, Victoria Gaskin, Marion Reydet *(MFL)*

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•						

RESEARCH QUESTION:

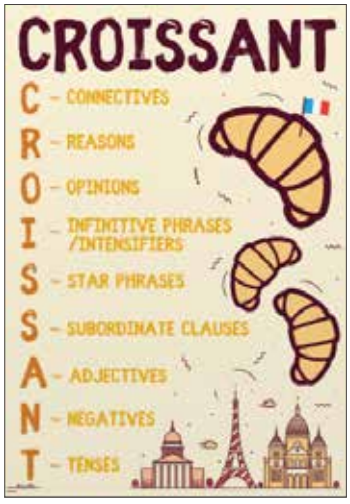
To what extent do structured revision techniques like CROISSANT and AVOCADO help to improve students’ communication skills?

RESEARCH:

- Wood Brooks, A. & John, L. (2019), How to Ask Great Questions, Harvard Business Review
- McComas, W. & Abraham Rossier, L. (2004), Asking more effective questions, Uwaterloo.ca.

CONCLUSIONS:

Creating structured revision techniques and presenting them in an engaging way provided students with a framework to approach the longer writing tasks and conversational element of the speaking exam with confidence. All students demonstrated that they could apply the techniques in their work although not all students were able to explain how to use them in their personal revision.



LESSON 1 DESCRIPTION

The purpose of our first lesson was to use engaging activities to incorporate structured revision techniques when approaching a 16 mark question. We allowed students to write on tables to approach sections of the question in groups. Foundation students using 'Bums on a Bench' technique and higher students using 'CROISSANT' technique; firstly by identifying the elements and then applying them in draft answer.

LESSON 1 CONCLUSION

- Students felt more engaged because they were working in groups and writing on tables.
- Students were able to apply the techniques as a group.
- Students think that they will use it in revision although they seem vague and unsure how or why.
- Students felt that more individual work following the group work would have helped them consolidate their learning and that these skills could be transferred into speaking practice.

Moving forward we need to clarify how and why these revision tools should be used and discuss ways that we can transfer the techniques into speaking practice.

LESSON 2 DESCRIPTION

After the mock results we identified students were not able to easily expand their response which prevents them from accessing the higher banding in the mark scheme. In order to transfer their skills to the speaking paper, and following on from the feedback form the first lesson we focused on the 'why' and 'how' elements of 'Bums on a Bench' and consequently using the 'Connectives' element from AVOCADO. In order to maintain engagement, we used mini-whiteboards.

We created an expansion wheel (see photo) and encouraged students to provide an expanded answer containing contrasting points of view. The use of mini-whiteboards encouraged students to work independently and a scaffolding sheet was provided for LA students.

All students made progress in terms of expanding their answers in both the quality and content aspects which met the outcome of the lesson. The next step would be to vary the content and design of resources to gauge if they would have a more effective outcome for LA students.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Initially the element of group work and the active technique of writing on tables encouraged students to become engaged with the revision techniques and all students were able to apply the techniques as a group to answer a 90 word task from the writing paper. Following the mock exams in November it became apparent that despite using these techniques, not all students were developing their responses enough to access the higher banding in the mark scheme. However, once the focus deepened into specific elements of the techniques, students demonstrated that they were able to implement these strategies not only in their February writing mock exam but also in their GCSE Speaking exams.

Impact on Pedagogy - By analysing the mark scheme and students' work, teachers were able to highlight common areas of weakness in disengaged students and devise strategies to address the issues in a memorable way for the students. By presenting the strategies in an active and interesting way in the lessons, students engaged quite easily with the strategies and took more responsibility for the language included in their work.

Impact on Scheme of Learning - The strategies undertaken throughout this research have been embedded in the department across both languages in all GCSE classes. Students are aware that this is a consistent technique that should be used in every writing and speaking task.

FURTHER RESEARCH:

Kirby J (2015) Knowledge organisers
https://pragmaticreform.wordpress.com/2015/03/28/knowledge-organisers/
Bransford J, Brown A and Cocking R (2000) How People Learn. Washington: National Academy Press.

“PEER ASSESSMENT – WHY DO THE BOYS HATE IT?”

ISSUE

Underachieving boys find it hard to engage in high quality discussions when asked to peer assess work.

RESEARCH QUESTION:

To what extent is peer assessment effective in challenging under achieving boys to improve on their theory work in GCSE PE?

ASKING QUESTIONS

MEMBERS:
Jason Goldman, Kieran Brasier, Ryan Nicholl
(PE)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•		•						

CONCLUSION:

The use of peer assessment tasks regularly within a homework booklet work well for high achieving students but are less successfully implemented with the under achieving boys. However peer-discussions seemed to engage these boys to a higher level and were successful in creating discussions about the topic in question, whilst also encouraging further learning for the next unit of lessons. Further research is required to link these peer-discussions to more formative peer assessment that is currently implemented in our homework booklets.

RESEARCH:

- Reinholz, D., (2016),The Assessment Cycle: A Model for Learning through Peer Assessment, Assessment & Evaluation in Higher Education, v41 n2 p301-315
- Sadler, P., M. & Good, E., (2006), The impact of self-and peer-grading on student learning Educational Assessment, 11(1), 1–31
- Vickerman, P., (2009), Student perspectives on formative peer assessment: an attempt to deepen learning?, Assessment & Evaluation in Higher Education 34(2)
- Gielen, S., Peeters, E., Dochy, F., Onghena, P. & Struyven, K., (2009), Improving the effectiveness of peer feedback for learning

LESSON 1 DESCRIPTION

We used a designed homework booklet and peer assessment tasks. In the lesson students fedback to each other using the "space" peer assessment criteria given in the booklet.

LESSON 1 CONCLUSION

Majority of students engaged well and challenged each other with questions related to their answers. However the Xbox boys were difficult to motivate, and these students were less likely to produce challenging questions for their partners as it involved a more detailed written account.

LESSON 2 DESCRIPTION

We used a peer assessment task related to football (or the students own sport). Whilst aimed to encourage students to think in further detail about the muscles in the body by linking it to their own sport and subsequent training models. Students were then encouraged to ask questions that challenged or extended on their previous written answer.

We tried to make the peer assessment less about writing and peer marking, and more about engaging the students into a conversation about the topic. When circulating the students certainly engaged more in discussions about the muscles in use, and were motivated to investigate different gym activities that could isolate those muscle groups.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Students engaged more with discussion based peer assessment that could be linked directly to a following task. Boys were especially keen to build on their knowledge by showing their understanding in a practical lesson.

Impact on Pedagogy - Encourage more discussion based peer assessment that links to students then planning a task that follows. Less directed writing seemed to engage the boys further but the level of work produced remained to a high standard.

Impact on Scheme of Learning - There is still a place to use peer assessment as a directed writing task however, our homework booklet may need to be adapted to include a more practical/discussion based peer assessment that has a task that students must complete/plan off the back of their peer assessment task.

FURTHER RESEARCH:

How to 'hide' written peer assessment to use as evidence of the successful peer discussions being used in lessons to critique each other's work and ideas.

“POSITIVE XBOX ENGAGEMENT THROUGH PEERS AND FIFA”

ISSUE

Due to our subject area and students who select BTEC Sport tend to be ‘Xbox boys’ both with in KS5 and KS4 who also underachieve.

RESEARCH QUESTION:

To what extent can positive challenge impact on ‘Xbox boys’ engagement when developing extended questions?

CHALLENGE

MEMBERS:
Emma Wisson,
Emily Kaye,
Rich Sinclair,
Jimmy Hart
(PE)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•	•					

RESEARCH:

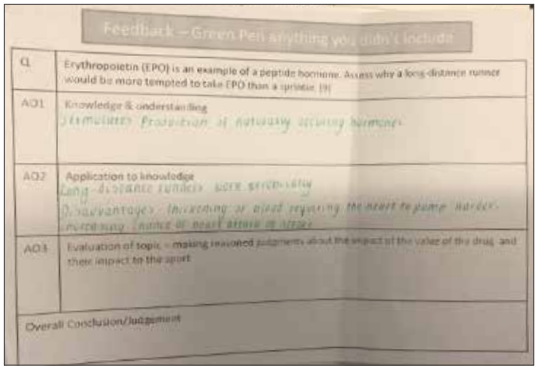
- https://www.ea.com/games/fifa/fifa-19

CONCLUSION:

Using the gaming structure worked very well with the low ability boys relating to their engagement and level of work achieved in the lesson. Use of mixed ability groups worked well with designated roles.

LESSON 1 DESCRIPTION

The students were divided in the groups with an ability range in each group. Xbox boys were designated the leaders of the group so if they were not engaged their group did not succeed at the task and answering the exam question. The students responded very well and were engaged throughout.

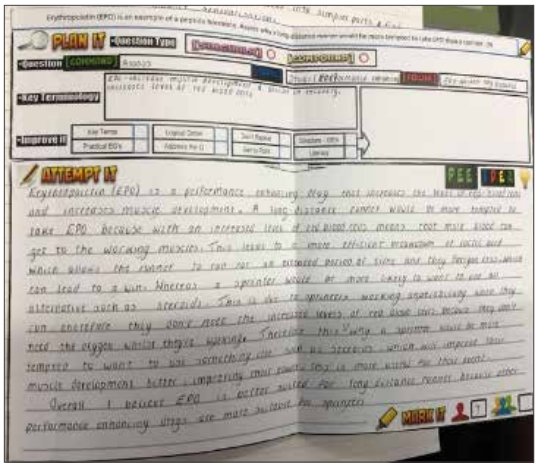


LESSON 1 CONCLUSION

The lower ability were engaged however we needed to build in more challenge for the HA students.

LESSON 2 DESCRIPTION

Using extended questions from a previously learnt topic (drugs), students peer assessed using a gaming system for engagement. Students selected the level of difficulty for their task based on the FIFA football levels: Beginner, Amatuer, Semi-professional, Professional, World class and legendary (Did you include ultimate). One "Xbox boy" was highly engaged, challenged himself to the top tier task (World Class) even though his target grade is a 6 and he is performing at a grade 4. He plays Fifa. Ryan chose a lower level task (amateur) when questioned he said this was based on time available for the task. Our second case student does not play Fifa The Fifa side engaged them however the transfer over to a full 9 mark answers was varied.



FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Providing challenge relating to gaming proved effective with under-performing students. Students were more successful in planning and creating extended answers, they could see extension of their knowledge.

Impact on Pedagogy - Providing challenge relating to gaming proved effected with under-performing pupils. Pupils were more successful in planning and creating extended answer answers, they could see extension of their knowledge. Engagement increased considerably when GCSE grades are replaced with FIFA grades as 'Xbox' boys seem to have a greater desire to be have legendary status rather than 'Grade 9' status

Impact on Scheme of Learning - Collating of Resources and sharing of best practice within department. Ensuring challenge is used particularly at the end topic stage to consolidate learning and support students in forming extended writing answers.

FURTHER RESEARCH:

Still more research needed on high ability to extend and challenge.

CHALLENGE THE CHALLENGING!

ISSUE

We wanted to improve the quality of discussion and writing in more difficult core RS groups.

CHALLENGE

MEMBERS:
Nicola Jones,
Sam Tawede
(RS)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•						

RESEARCH QUESTION:

To what extent do challenging questioning and careful selection of groups improve the quality of discussion and writing in core RS groups?

CONCLUSION:

We concluded that both challenging questions and careful grouping was beneficial to less able and less engaged students but hadn't had the desired impact on the more able students.

LESSON 1 DESCRIPTION

Evidence of underachieving in some cases, as regards their written work and lack of enthusiasm for discussion led us to try to challenge the students more and try to be more selective in our groupings by putting higher achieving students together to hopefully inspire each other. We hoped that by putting middle ability and lower ability students together, the middle ability students would motivate and help the other less able students. We did research on how to use higher order questions to challenge students and selected the questions we would ask for the higher ability groups and the middle and low ability groups. After showing students a clip of the Buddha's life, students were asked to explain why sheltering him from suffering did not achieve the desired effect and how does it help people to know that suffering exists? Finally they were asked to explain the meaning of the noble truths with examples from everyday life to illustrate the meaning. We wanted to ascertain whether challenging them with more difficult questions and giving them the opportunity to share their ideas with each other would improve the quality of their oral feedback and then written work.

LESSON 1 CONCLUSION

In the first lesson, we found that the higher ability students did not produce the range of ideas we had hoped for in the discussions and there was no visible improvement in their written work. However, a usually disaffected student, participated much more enthusiastically in the discussions and the quality of his written work improved. A SEND student also contributed some good ideas to the discussions and produced better quality written.

LESSON 2 DESCRIPTION

In the second lesson we decided to let the students work in friendship groups. The results were the same for the higher ability students but the quality of the work of the less able and less engaged students was not as good as the previous lesson, although better than their normal work.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - The structure of the lesson showed some evidence that the LA and SEND students engaged more and made greater progress. The same was not true for the HA students.

Impact on Pedagogy - By determining the groups on ability and using carefully constructed questions we found that the MA and LA students engaged more and improved their written work.

Impact on Scheme of Learning -We try to select groups for discussion and plan challenging questions which we target at specific groups.

FURTHER RESEARCH:

We would like to do further research on how to challenge more able students in core RS lessons.

SCAFFOLDING IN FORMATIVE ASSESSMENTS

ISSUE

In Year 10, we had found that during mini/ formative assessments, lots of our LA students were either not answering whole questions or writing very brief responses. This happened in all of their three mini assessments before an end of topic test.

CHALLENGE

MEMBERS:
Lauren Nye,
Annie Priano,
Steph Little
(Psychology)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND

RESEARCH QUESTION:

How far can scaffolding during formative assessments increase engagement and confidence with exam questions?

CONCLUSION:

Scaffolding needs to be embedded at an earlier stage (Year 10) to ensure that by the time Year 11 is reached; students have not already "switched off" and will engage with the differentiated help they are receiving. Scaffolding may need to be prompts, rather than key words that need to be included based on student feedback. But this will depend on the type of questions involved in assessment. We also began to include prompts during a mock exam to help remind students of key areas to focus on – considering that prompts may need to also be present in end of topic tests and mock exams.

LESSON 1 DESCRIPTION

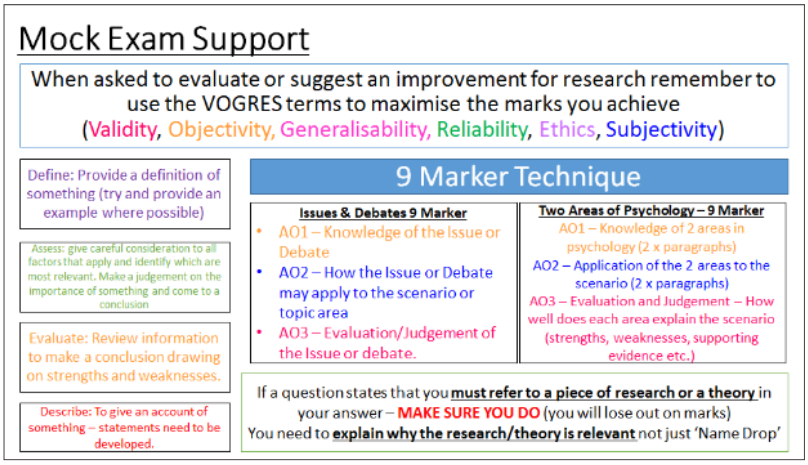
During a formative assessment we provided scaffolding which included a list of key terms plus a couple of skills based comments to help prompt students:

Key Terms Assessment 1

Duration, Capacity, Encoding, Decay, Displacement, Retrieval failure, Interference, Rehearsal, Attention, Anterograde, Retrograde

Skills

Remember to apply knowledge to the scenario; Look at the marks awarded for a question and make the same number of points.



LESSON 2 DESCRIPTION

During the second use of the scaffolding sheet (in assessment 2 of the Memory topic, we asked questions alongside the scaffolding to try and understand how best to help the students during the assessments & to get feedback from them on how to improve.

Key Terms Assessment 2

Duration, Capacity, Interference, Rehearsal, Attention, Schema, Rationalisation, Familiarisation, Omissions, Transformations

Skills

Remember to apply knowledge to the scenario; Look at the marks awarded for a question and make the same number of points; Use a study to explain an answer!

LESSON 2 CONCLUSION

We had also begun to include a regular homework schedule that focused on creating a revision resource for a set number of lessons leading up to an assessment point. We wanted to try and assess which (if either) was helping the students more. Feedback was mixed – some students felt that as the scaffolding would not be available in the actual exam it was a pointless exercise, others reported that it helped trigger answers and made them feel more confident in trying to answer each question.

LESSON 3 DESCRIPTION

Based on feedback from questions in the Memory topic – we adapted the scaffold from a list of key terms and prompts to questions that we helped would facilitate answers to the exam questions. Scaffolding support Use the following question prompts to answer your assessment questions.

Q1. What is the occipital lobe responsible for? What changes in behaviour would you see if there was damage?

Q2. What brain differences are there for males and females? What tasks are males traditionally better at? What tasks are females traditionally better at? How might this apply to the scenario?

Q3. What is a neurotransmitter? What is serotonin? What role does it play in the nervous system?

We found that this way of scaffolding better supported the students to make progress and access marks in the exam questions.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress -Our Action Research has allowed us to help support weaker students in answering exam questions throughout the study of a topic. By them actually attempting the exam questions in practice conditions, this has meant that they have gained confidence with the material and has led to an improvement for some of the students in end of topic tests. We have tweaked the scaffolding material as we have progressed through the year to be more reflective/questioning rather than lists of key terms as this seemed to better assist the students in accessing the marks. However this need depended on the type of exam question – we found in certain types of application question, there was a need for skills support or key terms to be included. Some students did not use the scaffold at all – even when given, they ignored the prompts.

MAKING PEER ASSESSMENT WORK

ISSUE

With the introduction of the new 9-1 sociology GCSE we wanted to develop peer assessment strategies to help our students develop a fuller understanding of the success criteria.

CHALLENGE

MEMBERS:
Katie Bridge,
Phil Johnson,
Becky Jackman,
Michelle Ward
(Sociology)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•			•			

RESEARCH QUESTION:

To what extent can peer assessment be incorporated to improve the written assessment of our MA GCSE students?

CONCLUSION:

Peer assessment when done effectively can be as powerful as teacher feedback which directly impacts on student learning and progress. Whilst this has important learning gains, it is necessary to recognise that students will need support to get the best out of the assessment tool.

LESSON 1 DESCRIPTION

We wanted our students to be able to identify the success criteria for the short assessment questions on the new 9-1 curriculum. The lesson included three main stages of sharing with the students this criteria: including teacher modelling, students assessing a model and then writing and peer assessing their own work.

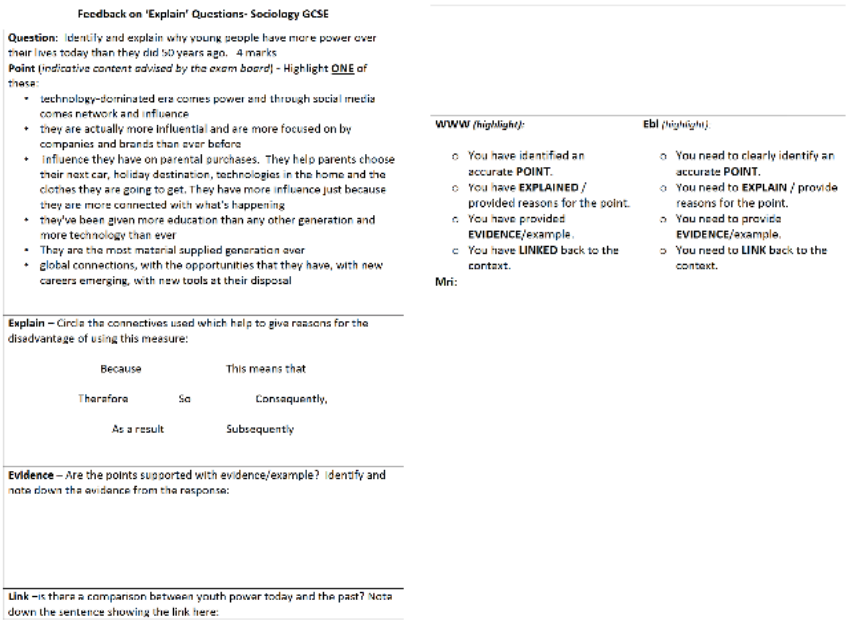
LESSON 1 CONCLUSION

Students seemed to struggle to identify the main stages of the success criteria particularly the link to the context in the question. In view of this we needed to create a resource to enable the students to understand the different layers of their responses more accurately.

LESSON 2 DESCRIPTION

Within this LS we decided to provide more detailed guidance of what a successful answer looks like to enable the students to recognise the key criteria. We created one good and two less effective responses and asked students to use the tool to assess the work. This enabled us to measure the accuracy of their application of the tool and clear up any misunderstandings before they applied it to their own work.

Students were able to recognise the main success criteria within a good model and found these more useful to build their understanding. Some still needed guidance on discovering the final link to context however and therefore strategies are required within our lessons to help identify this element of the question.



Feedback on 'Explain' Questions- Sociology GCSE

Question: Identify and explain why young people have more power over their lives today than they did 50 years ago. 4 marks

Point (*indicative content advised by the exam board*) - Highlight **ONE** of these:

- technology-dominated era comes power and through social media comes network and influence
- they are actually more influential and are more focused on by companies and brands than ever before
- Influence they have on parental purchases. They help parents choose their next car, holiday destination, technologies in the home and the clothes they are going to get. They have more influence just because they are more connected with what's happening
- they've been given more education than any other generation and more technology than ever
- They are the most material supplied generation ever
- global connections, with the opportunities that they have, with new careers emerging, with new tools at their disposal

Explain – Circle the connectives used which help to give reasons for the disadvantage of using this measure:

Because This means that

Therefore So Consequently,

As a result Subsequently

Evidence – Are the points supported with evidence/example? Identify and note down the evidence from the response:

Link –Is there a comparison between youth power today and the past? Note down the sentence showing the link here:

WWW (*highlight*):

- You have identified an accurate **POINT**.
- You have **EXPLAINED** / provided reasons for the point.
- You have provided **EVIDENCE**/example.
- You have **LINKED** back to the context.

Ebi (*highlight*):

- You need to clearly identify an accurate **POINT**.
- You need to **EXPLAIN** / provide reasons for the point.
- You need to provide **EVIDENCE**/example.
- You need to **LINK** back to the context.

Mri:

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Through the process of lesson study we developed a resource (see image below) to enable our students to understand the different elements of the success criteria more accurately. This has allowed students to take more ownership over developing their written responses and to fully engage with teacher feedback.

Impact on Pedagogy - We have integrated the self-assessment resource as part of our teaching practice and have widened its use to peer assessment strategies also. Additionally, we have used the resource in a variety of contexts including intervention groups.

Impact on Scheme of Learning - As a department we have embedded a new resource which has enabled consistency amongst the team and deepened our own understanding of the assessment criteria.

FURTHER RESEARCH:

To monitor the impact this has on more able students to ensure they are not restricted by the framework.

IMPACT OF VLE'S ON STUDENT PROGRESS

ISSUE

Students were not not able to identify their areas for improvement linked to the specification

RESEARCH QUESTION:

To what extent can knowledge of the specification and use of the VLE (Seneca Learning) improve the progress of HA girls?

CHALLENGE

MEMBERS:
Rob Graves,
Morine James,
Sam Page
(Science)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
	•			•				

CONCLUSION:

When used effectively in conjunction with exam questions Seneca showed a positive impact on students articulating the areas of the specification they struggled with. Solely using Seneca could lead students to a false sense of achievement as it does not focus on analysis and evaluation as much as knowledge recall.

RESEARCH:

- Dawson, N., (2015), To what extent can teachers make a difference through pedagogic practice to enhance self-directed learning?. 162-163. Paper presented at 16th International Conference on Human Resource Development Research and Practice across Europe, Cork, Ireland.
- Demian, P. & Morrice, J., (2012), The use of virtual learning environments and their impact on academic performance, Engineering Education, 7(1), pp.11-19

LESSON 1 DESCRIPTION

We use recall and application questions from across the teaching unit to identify areas of weaknesses across the specification. We chose a variety of questions from the physics topic, Energy. Questions were levelled to grades and had a specification link.

LESSON 1 CONCLUSION

Student responses did not provide a large enough scope to allow us to identify areas of weakness from the specification.

LESSON 2 DESCRIPTION

Introduction to Seneca Learning, showing students how to access the questions and how they link to the specification. Students were issued with sections of the specification as an overview

Students found it very useful that the VLE used the specification codes to lay out their revision activities and this helped them to identify the areas of the specification they found challenging.

One student found the positive feedback from the questions to be very motivating and used Seneca exclusively for her revision for the mock exams and as the course had been separated into small sections she would regularly revisit the learning (some sections she had completed 10 times!) she had already completed in order to get 100% on the section - a little like wanting to complete all the achievements in a computer game.

Her aspirational target grade is a 7 and in her November mocks she achieved grade 6 in chemistry and grade 6 in physics. In the March mock exams she achieved a grade 8 in physics.

Another student enjoyed using the VLE, however she found it more difficult to link the revision she was doing to the specification and therefore ended up just completing the assigned tasks - much like the rest of the class. However she then did not go back over the content that she didn't do as well on for a second and third time.

She has an aspirational target grade of a grade 7 and in her November mocks she achieved a grade 5 in both chemistry and physics and in the March mock exam she achieved a grade 4 in physics.

Overall when used effectively and in conjunction with application to exam questions Seneca did show a positive impact on students being able to articulate the areas of the specification they struggled with. However Seneca on its own did not improve student progress and could lead students to a false sense of achievement as it does not focus on analysis and evaluation as much as knowledge recall.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Students were able to identify parts of the specification that were of weakness and could use Seneca learning to improve their subject knowledge of the specific areas.

Impact on Pedagogy - Teachers can embed the use of Seneca Learning or other VLE's, linked to parts of the specification to allow students to self identify the gaps in their learning and what they can do to improve in this area. This is especially useful as when set as an assignment it will feedback the scores they achieved on each section and how may attempts they made.

Impact on Scheme of Learning - Year 11 students will all log onto Seneca Learning and some lessons will be spent looking at specific parts of the specification allowing students to identify areas of weakness.

FURTHER RESEARCH:

This could be used as regular homework as preparation tasks prior to lessons in Year 11 as this content has been taught once before. This would then allow the lesson time to be spent focussing on application of knowledge.

USING TECHNOLOGY TO ENGAGE STUDENTS

ISSUE

We wanted to incorporate technology and the use of chrome books into a lesson in order to engage students as they like to use technology and also to make the most of the great platforms available which give students immediate feedback akin to how they are used to achieving when playing video games. We wanted to couple this with teacher led content to make the best of both worlds.

CHALLENGE

MEMBERS:
Lorraine Murphy,
Jo Haigh,
Abdul Qadir,
Jo Ambrose
(Science)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
		•				•		•

RESEARCH:

- https://www.aqa.org.uk/subjects/science

RESEARCH QUESTION:

To what extent can developing pace and challenge for all HA students and Combined Science students be improved by using technology to improve outcomes?

CONCLUSION:

There are many online platforms which follow the science specification and give immediate feedback to students on their progress. Which is similar to what those who play computer games are accustomed to. By knowing and using a variety of these platforms, portions of a lesson can be accessed by even the most disengaged, and in particular and 'Xbox boy' students. This is therefore a good use of lesson time which they may not have benefitted from before but also teaches them techniques and platforms that they can use at home for revision purposes. Previously they may not have revised at all or sat down to revise and not know what to do or even just copy out notes and not engage in the content. These platforms allow them to engage in the content in a way in which they are more familiar with and therefore will more likely result in more effective revision.

LESSON 1 DESCRIPTION

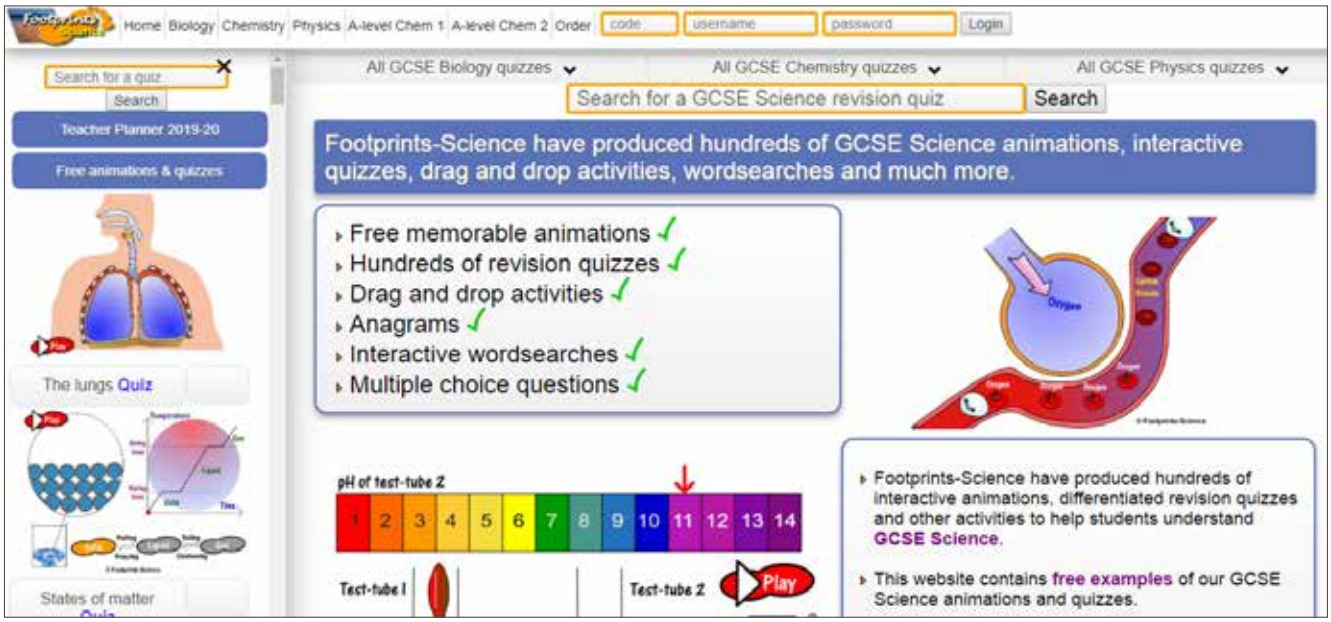
As a starter Foot-prints science online quizzes. Next we had a recap of content activity, teacher led portion of lesson with accompanying worksheet to complete. Finally we used a kahoots quiz as a plenary and a google docs form to get feedback from students

LESSON 1 CONCLUSION

Students engaged with the technology and appreciated the break from one of the teacher led sessions. Students didn't necessarily follow what was expected although all were engaged. For example, a case student, who quite often does not engage in class, was completing foot-prints quizzes during teacher instruction therefore still engaging with content even if not the content that was intended at the time. This is better than no engagement at all.

LESSON 2 DESCRIPTION

We used the same format from lesson 1 but using technology in a different order: Kahoots first then with worksheet teacher led portion and then Foot-prints science quizzes. Again all students were engaged and enjoyed the use of technology but the kahoot was best placed at the end as it was a fun thing to aim for and some students got frustrated that they were not getting the answers right whereas previously as the content was fresh in their mind from the lesson they were enjoying being more successful. We found that for the lesson to be more effective we needed to plan for the students to produce a specific and manageable product (revision card) which was a reasonable size to benefit them



FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - Due to increased engagement in lesson time, Xbox boys especially, progressed further than they would have without the use of technology just by the focus they could give to it. All students enjoyed to use of technology broken up with teacher led time.

Impact on Pedagogy - By using a mix of technology and teacher led activity, normally teachers can engage most students in the lesson especially those who may not be particularly engaged

Impact on Scheme of Learning - The techniques used can be shared departmentally to give teachers an example of how technology can be used in a lesson, particularly with the Year 11 revision SoL we are currently following. This style of lesson would be good to use once a topic in order to give students 'a break' from more traditional lessons.

FURTHER RESEARCH:

The full range of platforms need to be listed and made aware to the department and instructions on how to successfully implement them in the classroom.

DEVELOPING 'BEST PRACTICE' FEEDBACK

ISSUE

Coping with marking workload whilst improving student's quality of MRI.

RESEARCH QUESTION:

How can we develop 'best practice' feedback?

REFLECTION

MEMBERS:
Dan Hardy,
Susie Hoad,
Charlie Walker
(Science)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•		•		•		

CONCLUSION:

Anecdotally we feel students complete MRI better either when targeted through use of MRI help sheets or their comments are more personal to their specific work. We have also found that the MRI help sheets have started to bridge the gap between the mark scheme and the improvements they need to make.

RESEARCH:

- www.markmate.co.uk
- https://www.betterworks.com/articles/5-best-practices-for-giving-feedback-effectively/
- https://www.theguardian.com/teacher-network/2016/may/15/eight-ways-teachers-can-reduce-their-marking-mountain

LESSON 1 DESCRIPTION

We developed an MRI lesson from the write up of a required practical. The students were required to complete their MRI from the EBI which was typed using voice marking. The students were then asked to compare the feedback given by CHW and give their opinion on the quality of the feedback given

LESSON 1 CONCLUSION

Students felt the feedback was more detailed and personal to them which they appreciated.

LESSON 2 DESCRIPTION

We used voice marking to give personalised feedback on a required practical (osmosis). Students then completed MRI from their personalised feedback. Case students were then interviewed.

Year 9's really benefitted from very specific personal comments. As LA students they had previously struggled with tick boxes and found it much more beneficial to use the personal comments.

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - student's now complete more detailed MRI and feel that it has more of an impact on their learning and progress.

Impact on Pedagogy - The use of voice marking and MRI help sheets to improve the quality of marking and volume of workload

Impact on Scheme of Learning - Voice marking takes less time required for expected marking. Feedback from mocks can be given at an appropriate time rather than waiting until results are given out. MRI needs to be embedded with specific lessons set aside for this to be completed.

FURTHER RESEARCH:

Resourcing of help sheets for all mocks and assessed tasks. Ensuring there is time set aside in all lessons and across all 3 subjects in science to allow for quality MRI to be completed.

“SUPPORTING KNOWLEDGE, DEVELOPING SKILLS… USING THE ‘FLIPPING’ EXAM SPECIFICATION!”

ISSUE

Improving pupil independence and confidence with knowledge BEFORE the lesson – enabling lessons to focus on analysis and evaluation skills.

RESEARCH QUESTION:

To what extent will developing a ‘flip’ learning approach to content, based around using the Specification as a key resource improve Grade 4 / 5 pupils’ (especially Fortnite boys and quiet girls) confidence and competence solving examination style questions demanding analysis, application and evaluation.

MEMBERS:
Sherma Joseph, Jayne Moffat, Dave Goode
(Science)

BOYS	GIRLS	KS4	KS5	HA	MA	LA	PP	SEND
•	•	•		•		•		

RESEARCH:

- Bergmann, J., (2017), The case for flipped homework, ASCD
- Talbert, R., (2018), What does the research say about flipped learning, Online article: http://rtalbert.org/what-does-the-research-say/
- Goldman, J., Henwood, P. & Candlin, R., (2018), Anthecology: Lesson Study Journal, Affordable Print, 4, p42-43

CONCLUSION:

Although there was generally positive feedback from many pupils the approach this year was clearly frustrating for some others. The main improvement theme from the pupils was to produce medium terms plans with fixed review points – to enable them to prioritise based on the outcomes of their revision work. This focus on medium term planning will help teachers to potentially be more responsive to emerging pupil needs – and may make more effective use of time through providing a framework that genuinely enables pupils to take more responsibility for their learning.

LESSON 1 DESCRIPTION

The pupils were provided with relevant pages from the Exam Specification and were required to work in small groups to develop the questions that they would ask to elicit answers that included the key points identified in the Specification (AO1 and AO2).

LESSON 1 CONCLUSION

Some pupils were able to engage effectively with this 'flipped' approach, while others struggled to interact with the task and the structure and layout of the Specification. We concluded that we needed to use the Specifications more systematically in our practice, as part of a 'flipped' approach to lesson preparation at home, possibly integrated with other preparation activities (such as the production of specific Revision Cards) to improve the confidence of pupils with specific elements of knowledge (AO1) – so that lessons can then focus on supporting the development of the higher order thinking skills of analysis and evaluation (AO2).

LESSON 2 DESCRIPTION

Use Revision Cards and highlighted Specification to review knowledge and complete Enzyme and temp question. Peer Assess Exam question.(Key exam skills) Construct meaning – Active Site and pH & temp. Apply to demonstrate – Enzyme and pH question.

Positives: (AO1 and AO2) - using the flip homework. - Systematically using the Specification for pupils to highlight / analyse as part of the 'New Knowledge' element of the lesson.

Improvements: (AO1 and AO2) - Develop the routines with pupils (both genres of case pupils) to build AO1 into AO2. - Develop pupil skills and understanding of analysing examination questions

FINDINGS, IMPACT & EMBEDDING:

Impact on Student Progress - In the focus year 11 group for the second cycle case pupils (and many other pupils) identified that they felt much more confident in dealing with exam questions as a result of the focus on knowledge learning at home and then applying that in lessons through sample examination question. Their subjective view was evidenced by their improved mock examination performance (NOT for all pupils, but for about 75% of the pupils overall) where pupils were hitting their Target Grades. This was not the case for all – some pupils found the flip homework frustrating and the Specifications not very accessible.

Impact on Pedagogy - During the year there was a change in pedagogy that linked prep homework activity (producing Revision Cards from the Free Science Lessons website videos, and other web resources). This meant a clear link was progressively established between the prep 'flip' homework, individual pupil's revision and examination questions. Lessons were structured around pupil centred analysis of examination questions and the application of knowledge and understanding. Starter activity was targeted on resolving likely knowledge misconceptions – which were then explored in depth through the main body of the lesson.

Impact on Scheme of Learning - Personal medium term planning next year will focus on making pupils aware of the links between their revision schedule through homework, the structure of the Specification and the focus of lessons in half term sequences, so pupils can prioritise for themselves rather than lesson by lesson. This is based on specific feedback from pupils when reviewing the approach that was developed in the second half of this year.

FURTHER RESEARCH:

The development of medium (half term?) plans to build on what we have learned this year – monitored and developed through teacher observation and pupil feedback.

GLOSSARY

A Level - Advanced Level qualification

Anthecology - The study of pollination

AO - Assessment Objective

AO1 - Assessment Objective 1

AO2 - Assessment Objective 2

AO3 - Assessment Objective 3

AO4 - Assessment Objective 4

AQA - Exam board

ATL - Attitude to Learning

AVOCADO -

BEST - Bedfordshire Schools Trust

CARE – Challenge, Asking questions, Reflection, Engagement

CPD - Continuing Professional Development

CROISSANT -

DLS - Department Lesson Study

EBI - Even Better If - a statement which is used when giving students feedback

GCSE - General Certificate of Secondary Education qualification

HA - Higher Attaining

HOD - Head of Department

KS4 - Key Stage 4

KS5 - Key Stage 5

LA - Lower Attaining

MA - Mid-Attaining

Market Place - An event where members of staff share, display and discuss their Lesson Study research

MRI - My Response Is - a statement which is used when giving students feedback

NIS – Nazarbayev Intellectual Schools

PEAL – Point, Explain, Affect, Link

PEEL – Point, Evidence, Explanation, Link

PP - Student Premium

SEND - Special Educational Needs and Disabilities

SLT - Senior Leadership Team

SoL - Scheme of Learning

SUPER – School-Univeristy partnership for Education Research

SWA - Samuel Whitbread Academy

Triad - A group of three teachers working collaboratively

WWW - What Went Well - a statement which is used when giving students feedback

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SAMUEL WHITBREAD ACADEMY

Shefford Road, Clifton,

Shefford, Bedfordshire, SG17 5QS

Tel: 01462 629900 **Fax:** 01462 629901

Email: swa-info@bestacademies.org.uk

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