**A Guided Approach to Pedagogical Enquiry**

**Argyll and Bute**





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**Programme Overview and Structure**

The aim of this programme is to:

* Increase the quality of teaching and learning
* Increase consistency of the quality of teaching and learning across departments, schools or clusters
* Meet the individual development needs of departments, schools or clusters
* Empower teachers as agents of professional learning and development
* Increase pupil engagement, challenge and learning efficacy

**Background**

We know that the variation in quality of pupils’ learning experiences varies greater within schools than across schools, and that this variation impacts on the learning and attainment of students.  (Leithwood et al, 2005)

This programme is structured to support teachers, departmental leaders and school leaders in increasing the consistency of the quality of teaching and learning to help all young people, regardless of school or class, to have more consistently high quality learning experiences.

It uses a range of techniques that help guide teachers through reflection and enquiry into their own practice, to access stimulating thinking around key pedagogical issues and to work collegiately to support systemic improvement.

This programme is one of school self-improvement and utilises and builds upon pre-existing skills and strengths. In this case improvement is done by, and not too, colleagues within departments and schools.

“While not every school is effective, all schools will have within themselves some practice that is relatively more effective than elsewhere in the school. Every school can therefore look for generally applicable good practice from within it’s own internal conditions.” (Reynolds, 2008, p18)

**Outcomes**

Participants will:

* Critically reflect on their own and their departments teaching methods
* Collegiately form a specific working policy for improving teaching and learning in their department or school
* Apply enhanced or new pedagogical interventions to improve teaching and learning
* Engage students in teacher’s professional learning
* Undertake effective self-evaluation and enquiry into improving teaching and learning

**Approach**

A number of modules have been developed and each relates to a different aspect of pedagogy. Each module follows a similar pattern, with little variation:

1. A facilitated collegiate session including pre-reading and reflection on practice
2. A micro-analysis of an episode of teaching and learning (usually around 20 minutes)
3. Coaching and shared agreement of next steps
4. A second micro-analysis of teaching and learning
5. Coaching and feedback
6. A facilitated collegiate session focused on agreeing a departmental or school wide approach

1. A facilitated collegiate session including pre-reading and reflection on practice

This 90 minute session can be run as a twilight or during in-service tie as part of the planned collegiate calendar. Each session has a set of facilitator plans which outline the aims, outcomes and intended impact of the module. There are also sets of key questions and tasks. Facilitators will share the provided reading material in advance of the session so that colleagues have had enough time to read and reflect on it. Facilitators will then lead the session, ensuring all staff have equal opportunities to contribute.

There is no hard and fast rule about whether discussions should be in pairs or groups; each facilitator will use the arrangement that best suits their group, however it is important that there is a safe, non-judgemental space for all colleagues to partake. Session one usually ends with the production of a ‘rough’ group poster that outlines some of the key interventions teachers will trial over the following week.

The facilitator should have some experience of, or be supported to gain required skills in, facilitation and leading colleague learning. There is a learning resource on [Leading Teams for School Improvement](https://professionallearning.education.gov.scot/learn/learning-activities/leading-teams-for-school-improvement/step-1/) on Education Scotland’s Professional Learning site (Education Scotland a) (You will need to create an account or use your GLOW log in).

2. A micro-analysis of an episode of teaching and learning (usually around 20 minutes)

The facilitator will spend around 20 minutes in each class during the week following collegiate session 1. This will be a micro observation looking specifically at what the teacher is implementing following the session (e.g. for the module on differentiation, the teacher may have decided to implement pupil peer mentoring). The focus of this session should be discussed between the facilitator and colleague beforehand, so that the facilitator is able to focus on the issue at hand.

It is important that the facilitator has some experience in and is competent at lesson analysis, or that they are supported in developing the associated skills.

3. Coaching and shared agreement of next steps

This session should take at least as long as the lesson analysis and the facilitator should take a non-directive coaching approach. There is a learning resource on using coaching to support colleague development on Education Scotland’s [Professional Learning site](https://professionallearning.education.gov.scot/learn/learning-activities/) (Education Scotland a) (You will need to create an account or use your GLOW log in). By asking skilled questions and using active listening, the facilitator will support the colleague in reflecting upon what worked well during the lesson, and one or two specific next steps.

A record of this conversation should be kept to reflect agreed areas of developed practice and next steps, using the lesson analysis sheets for each module.

4. A second micro-analysis of teaching and learning

This 20 minute analysis session will focus specifically on the next steps identified in the previous coaching session with specific focus on what has changed, how this change has benefited pupils and how this is managed and sustainable.

5. Coaching and feedback

This session will begin with coaching and will also, if necessary, include more direct feedback. The facilitator will begin by using a non-directive coaching approach, with an agreed aim of arriving at a number of outcomes:

1. What has changed?
2. What impact has this had on pupils?
3. How was this change managed?
4. What will effective teaching in this area look like going forward?
5. How will this be sustained?

The facilitator may find it necessary to end the session with some direct feedback, if all of these questions are not addressed.

6. A facilitated collegiate session focused on agreeing a departmental or school wide approach

This session wraps up the module. There are facilitator plans to guide this session, which is focused on sharing success and sustainable change. The poster that was drawn up (or reflected on) in session 1 will be amended to then serve as a departmental / school approach. This should be visible to teachers and students going forward. When peer observation, learning rounds or more formal observations of teaching and learning take place, the poster will serve as criteria for effective teaching.

**Timing**

Each module has been designed to take place intensively over four weeks as follows:

|  |  |  |
| --- | --- | --- |
| Week 1 | A facilitated collegiate session including pre-reading and reflection on practice | 90 minute collegiate session |
| Week 2 | Micro-analysis of an episode of teaching and learningCoaching and shared agreement of next steps | 20 minutes per colleague20 minutes per colleague |
| Week 3 | Second micro-analysis of teaching and learningCoaching and feedback | 20 minutes per colleague20 minutes per colleague |
| Week 4 | Facilitated collegiate session focused on agreeing a departmental or school wide approach | 90 minute collegiate session |

There are seldom times in the life of a school where four weekly cycles run without a hitch, so it may be necessary for the facilitator to adapt the programme to accommodate other aspects of school life. When doing so, try to keep as close to four weeks as possible in order to maintain momentum.

**Group Size**

Any number of staff can attend the collegiate sessions, with colleagues forming groups of between three and six. Undertaking micro-analysis of lessons and coaching sessions for large groups of staff will be difficult or impossible for a single facilitator to manage. Each facilitator might work with as many as four to six colleagues, if there are more consider having two or more facilitators to plan and deliver workshops together, each supporting a group of colleagues.

**Collegiate and strategic planning**

As this programme takes current practice as a starting point and seeks to ‘add value’ for all teachers, it is based on the assumption that all teachers, departments and schools can improve. There is also a growing body of evidence to show that a focus on pedagogical improvement is one of the key aspects of school (Robinson et al 2008 & Robinson, 2011) and teacher (Baumfield, Hall and Wall 2008 & Priestly et al 2015) leadership that bring about improved outcomes for learners. It is therefore recommended that schools use this programme to provide a structured and facilitated approach to enquiry to bring about improvements in pedagogical practices.

School leaders and teachers who first encounter this programme will first need to consider the importance of using, or nurturing an ethos of collaboration and trust. This programme is structured in such a way as to enable colleagues to share current and emerging practice; this is both reliant upon, and a contributor to a positive team ethos. This programme can be instigated by a head or depute head teacher, by a departmental principal teacher or by a cooperative of teacher colleagues. In each case, it is important that clear communication about the programme exists between all relevant staff members, including the senior leadership team.

Once a group of teachers have decided to embark upon the programme, a facilitator from the school team should be identified. This needs to be a person who will have time as well as skills in facilitation, coaching and lesson analysis (all of these are available as professional learning opportunities through Argyll and Bute’s Education Team.

The facilitator should then work closely with colleagues who are participating in the programme to use the coaching wheel to identify the area that will bring about the optimal improvement (See guidance on the coaching wheel on pages 8 and 9). Thus all participants are actively involved in deciding the starting point of the programme in their school or department. Each module begins with a facilitated session where participants themselves decide what successful improvement will look like as well as what the current situation is like (improvement planning and self-evaluation). The final part of each module is another facilitated collegiate session which reviews the progress made by individuals and across the department or school. This means that all participants have a say in programme implementation, improvement planning and self-evaluation.

The programme has been robustly planned and trialled in Argyll and Bute schools and has been successful in its current form. During the pilots, however, it became clear that when teachers had a say in how it was implemented it worked better. For instance, in one setting, teachers decided to augment the facilitator analysis of teaching and learning with a round of peer observations and feedback. This was found to have helped staff develop a stringer sense of where the school was going as well as developing more consistent quality of practice and growth of emerging practice. Facilitators should therefore seek to empower colleagues to tweak the implementation of the programme to suit each circumstance. It is usually the teachers in situ who know what will work best for them and taking a flexible and collegiately led approach will help to ensure that the benefits of this programme are knitted to pre-existing strengths and that change is owned by the teachers who implement it.

In pilot schools, the benefits of the approach have included increased consistency and higher quality of teaching and learning. Using the approach however, is intensive and requires 2 collegiate sessions per module, as well as observations of teaching and learning and follow up coaching discussions. For this reason, careful consideration needs to be given to how many modules are used in a session and when the modules will run. Teaching and learning should form part of school or departmental improvement plans and requisite time made available in the school’s working time agreement. This will ensure that improvement in teaching and learning does not add to teacher workload.

**The order of modules**

The modules are designed to meet the needs of different departments / schools and not every team will need every module. Department / school leaders and teacher colleagues will know their needs best and the [Coaching Wheel on Pedagogy](#Coach) can be used as a self-evaluation tool, to help decide which modules are required and in what order.

The modules can be adapted to suit different purposes by changing the reading matter, posters, key questions or activities, however the structure and content provided have been found to be effective in a number of different settings.

Before commencing a module, facilitators should use the module planner to identify the dates and times of each element of the module. These will be planned around what works for the school, but should take place over 4 weeks or as close to four weeks as possible. Every attempt should be made to stick to the identified times.

There are currently six modules in A Guided Approach to Pedagogical Enquiry. These are:

[Sharing Learning Intentions](#OLE_LINK3)

[Differentiation and Challenge](#Mod2)

[Sharing the Standard – Success Criteria](#Module3)

[Using Effective Questions](#Module4)

[Plenaries](#Module5)

[Self-Assessment and Peer Feedback](#Module6)

Based on the agreed need of each department or school, any number of these modules can be undertaken in any order. Due to the intensive nature of the modules, no more than four should be completed in a school year by any one staff team.

This programme was designed and written by James Helbert, Head Teacher, Inveraray Primary School. If you have any questions, comments or suggestions, please email james.helbert@argyll-bute.gov.uk or go to Twitter and search @learningjay.

The programme signposts or uses resources developed by others and gratefully acknowledgement is given to:

Education Scotland (reading materials for modules 1 and 3)

Gillian Cathro (Appendices 2, 4 and 5)

<https://www.teachertoolkit.co.uk/> (reading materials for modules 2 and 6)

<http://primarypractice.co.uk/> (reading materials for module 2)

<http://www.pedagoo.org/> (reading materials for module 2)

<https://eleducation.org/> (video clip for module 6)

This programme was last updated in February 2020

**Pedagogy Coaching Wheel**

Integrating skills for learning, life and work

Developing, using and sharing Learning Intentions

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10

Developing Success Criteria with pupils – sharing the standard

Differentiating

Using Questioning effectively

Using Plenaries effectively

Student Self-Assessment

Student Peer-Assessment

**COACHING WHEEL INSTRUCTIONS**

* Taking the centre of the wheel as 0 and the outer edge as 10, rank your **level of confidence** in each aspect out of 10 by drawing a straight or curved line to create a new outer edge (see example)
* The new perimeter of the circle represents **your** ‘Wheel’.
* Is it a bumpy ride?

**EXAMPLE**

8

9

7

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**Pedagogy Coaching Wheel**

**Facilitator notes**

**Completing the coaching wheel**

This coaching wheel should be completed by each member of the team participating in the programme. It is important to remember that the scores are not standardised or absolute, but merely represent the relative areas of confidence that individual colleagues have in each area.

Before handing out the coaching wheels, take each aspect in turn and go round the table asking colleagues to define what they understand the term to be (e.g. what do we mean by learning intentions and how do we share them?). After each colleague has had a chance to speak, the facilitator should wrap up by pulling the ideas together. This will help identify any dissonance in the groups thinking.

Hand out the coaching wheels and ask colleagues to draw an arc in each segment on how confident they feel in their practice in each aspect. Remind them that these are relative to each individual. These should take no more than five minutes and should be done immediately after the discussion and handed back the facilitator.

**Understanding and using the results**

The wheels are not useful to compare different individuals e.g. if Sheena scores herself a 2 for differentiation, and David scores himself a 4, it does not indicate that David is more confident or competent in this area than Sheena.

The wheels are useful for identifying an individual’s perceived confidence in each aspect, relative to all the other aspects e.g. If Sheena scores herself a 2 for differentiation and pupil self-assessment, a 5 for sharing learning intentions and 3’s or 4’s for the rest, then we know that she feels relatively less confident in using differentiation and maximising pupil self-assessment.

The facilitator should make a note of each individual’s relative areas of least confidence, as well as information that came through the discussion and any other relevant data (e.g. previous notes on observations of teaching and learning, pupils’ views, areas of whole school focus or aspects identified during PRD conversations). Taken together, these should provide the facilitator with a clear set of priorities to focus on and the order that these will be taken in.

**Module 1**

**Sharing Learning Intentions and Success Criteria**

**Module 1**

**Facilitator’s module plan: Sharing Learning Intentions and Success Criteria**

NB. This module focuses mostly on learning intentions but touches on success criteria, to help identify the differences between the two. More detailed insights into success criteria will be gained by undertaking module 3, ‘Sharing the Standard’.

Department / School:

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Facilitator(s):

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Participants:

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Date of Collegiate Session 1 (Week 1)

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Dates of 1st micro-analysis of teaching and learning

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Dates of 2nd micro-analysis of teaching and learning

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Date of Collegiate Session 2 (Week 4)

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1st micro-analysis of teaching and learning

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| Participant | Date | Time |
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1st Coaching Session

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2nd micro-analysis of teaching and learning

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2nd Coaching Session

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| Participant | Date | Time |
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**Module 1: Learning Intentions and Success Criteria**

**Session 1 facilitator’s notes**

**Aims**

* To develop a shared understanding of from where we derive learning intentions and success criteria
* To develop a shared understanding of how we consistently share LI’s and SC’s with pupils

**Outcome of Session**

* To create criteria for sharing LI’s and SC’s that we will use for ongoing self and peer quality assurance

**Intended Impact of Session**

* That pupils will become more aware of the ‘what and why’ of their learning in every lesson and have a firm grasp on exactly what is needed to produce a good and excellent piece of work.
	+ This in turn should raise engagement and enthusiasm, enhance pupil performance in lessons, help them see links between their learning and the world and increase attainment. Pupils should also be better able to describe where they are in their learning, how they know and where they will go next.

Key Question 1

Why do / should we share Learning intentions?

Task 1 - AB read ‘What Makes Good Learning Intentions’ and paraphrase/ discuss after each point. Refer to your own setting. (In AB read, one partner assigned as person A reads aloud the first point and person B paraphrases it, then they swap roles for the second bullet point. This process is repeated until the page is complete.)

Key Question 2

Why do / should we share success criteria?

Task 2 - AB read ‘What Makes Good Success Criteria’ and paraphrase / discuss after each point. Refer to your own setting.

Key Question 3

What is different between learning intentions and success criteria?

Task 3 - T-Chart showing some features of learning intentions and success criteria. (See capture tools.)

Key Question 4

Where will learning intentions come from – what do we have already that can help guide this?

Task 4 - Look at Progression statements for either literacy or numeracy and pull out some learning intentions. Look also at E’s & O’s for science and draw out some LI’s from there.

Key Question 5

How should we share learning intentions?

Task 5 - Group discussion on what this will look, sound and feel like in class situations.

Key Question 6

When should we discuss learning intentions?

Task 6 – Complete the ‘what we’re looking for’ poster that has been building up throughout the session.

Key Question 7

How will we find out what our learners think about our emerging practice?

**Module 1: Learning Intentions and Success Criteria**

**Session 1 handout**

**What makes a good Learning Intention?**

“Learners learn best when they understand what they are learning and what is expected of them.”

* Dylan William
* **Set the Learning Intention in Context.**
* Make the learning intention clear and link it to the big picture i.e. the purpose and context of the learning.
* Sharing the learning intention and success criteria with young people is a very powerful tool that can reach out to all learners.
* Link the LI to the overall introduction to the E/O’s.
* **Use SMART Learning Intentions**
* Small, measurable, achievable, realistic and time limited.
* Keep LI focused on what will be learned by engaging with the task e.g.- “we are learning to write a mystery story, using mysterious phrases and suspense”.
* **Use child friendly Language**
* Keep the LI clear and meaningful in language that is appropriate for the age and stage of the young people.
* Skills and knowledge based LI’s are easier to create than concept based LI’s.
* Technical terms can be used, the more young people become familiar with them the more they can cope.
* **Use words associated with Learning**
* Clear Learning Intentions should help pupils focus not just on the task and activity but also the learning. Useful LIS may start with-

“we are learning to...”

“we are learning to understand...”

“we will learn to think about...”

“we are learning to be able to …”

* Consider having children convert ‘we’ into ‘I’
* **Display the Learning Intention for the Visual Learner**
* Ensuring the LI is on display while pupils are on task keeps the learning focused. It reinforces the purpose of the learning and pupils can easily revisit the LI.
* It is useful to make the LI accessible e.g.-
* Pupils may write it in a jotter at the start of a piece of work
* Add it to a card, learning log or workbook
* Display on a whiteboard or a poster

**What makes good Success Criteria?**

* **Linking Learning Intention and Success Criteria**
* Good SC should be closely linked to the LI.
* Continue to focus on the learning rather than the doing.
* They should refer to specific features of the work that will be assessed.
* **Good Success Criteria**
* Use words that emphasise the learning, knowledge, understanding, thinking and skills.
* It’s not always about an end product but the process. Don’t focus on a list of end goals.
* Don’t enumerate e.g.10 pieces of evidence.
* **Skills related Success Criteria.**
* Again, modelling the quality of the learning linked to the S.C. is very useful.
* Using cooperative teaching, observing and highlighting the skills involved.
* “What will a good one look like, feel like, sound like…?”
* **Success Criteria and Targets**
* Using the term target can sometimes overshadow the process of the learning.
* Using terms such as the following may be more meaningful –
	+ My next step is-
	+ I aim to-
	+ I am working towards-
	+ I could-
* Don’t expect young people to know immediately how to embark on target setting. Young people may need help in negotiating and working towards a target. A target is an end point. The important part is the learning journey - sharing the criteria for success, guidance, feedback and reassurance helps with achievement.
* However, skills based learning and group work can lend itself to target setting.
* **Personalised Success Criteria.**
* Some young people require - through dialogue, discussion and feedback - more help in setting individualised learning goals and success criteria. Including the pupil’s voice is important e.g. negotiation through dialogue built around effective questioning about the learning, trying things out, looking for connections, and asking why? All this leads to a more inclusive approach.

**Source – Education Scotland**

**Module 1: Learning Intentions and Success Criteria**

**Session 1 capture tools**

**What are we looking for?**

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| **Learning Intentions** | **Success Criteria** |
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T-Chart

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Heart Chart

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| --- | --- | --- |
| **Department / School:** | **Improving Pedagogy by Collegiate Enquiry** | **Teacher:** |
| **Date:** | **Learning Intentions** | **Facilitator:** |
| **Context of the lesson** |
| **Learning intention / success criteria discussion points** |
| **Points for action** |

**Module 1: Learning Intentions and Success Criteria**

**Lesson analysis sheet**

**Module 1: Learning Intentions and Success Criteria**

**Session 2 Facilitator’s Notes**

Aims

* Identify themes of good practice and next steps that emerged over past three weeks
* To review and amend the teacher poster
* Specify the link between sharing high quality LI’s and increasing pupil engagement

Outcome of session

* Teachers will be clear on consistent sharing of quality LI’s
* Teachers will have clear next steps to use LI’s to increase engagement
* Teachers will have access to the collegiate poster on LI’s

Intended impact of session

* Increased pupil engagement – pupils will be clear on the purpose of lessons and where lessons fit with the wider curriculum. They will begin to become clearer on the standard that is expected and will be more motivated to learn.

Key Question 1

What has changed for people over the past few weeks (think specifically about using LI’s)?

Group Task – Look at the teacher poster that was shared 2 weeks ago (From recording tools for example teacher poster) and discuss any changes. Are our expectations high enough? Are they too high?

Key Question 2

What has been difficult about creating and sharing LI’s effectively over the past few weeks?

Group task – Create potential solutions to support one another

Key Question 3

What impact have LI’s (or should LI’s) have on engagement?

Group task – Discuss your next steps and how you mean to evidence impact.

Key Question 4

What did our learners say about the innovated practice?

Group Task – Amend posters from Session 1

**Module 1 Example Poster**

**Learning Intentions**

**What is a learning intention?**

* **It is a statement that shows what pupils will be learning to do in a lesson or over a few lessons.**

**Where do learning intentions come from?**

* **Teachers design learning intentions using the experiences and outcomes from Curriculum for Excellence.**

**What do we do with learning intentions?**

1. **Teachers use them to build on prior learning and help children make connections to their learning in other curriculum areas.**
2. **Teachers display them at the start of lessons and ensure pupils understand them.**
3. **Lesson activities should all help pupils improve at the learning intention.**
4. **Teachers and pupils should talk about the learning intention during the lesson to move learning forward, check for understanding and redirect to task.**
5. **Teachers should use the learning intentions in a plenary to aid retention, ensure relevance and make links to other areas of the curriculum.**

**Points for teachers to note:**

LI’s can help children make connections between learning episodes (e.g. what we learnt last week, what we learnt in another subject lesson, what we learnt last year, what we learnt on a school trip).

This helps make learning relevant and coherent.

LI’s should be focused on the learning (knowing, understanding and skill development), not the task.

This means that the skills, knowledge and understanding developed is not context specific and can be more easily transferred (e.g. a child can half and quarter music notation in expressive arts as well as halving a quartering numbers in maths).

LI’s help give children a language with which to talk (and think) about their learning.

This helps embed the skills, knowledge and understanding in long term memory and helps children develop metacognition.

LI’s help teachers and pupils stay focused on what should be being learnt (ask yourself – is this task helping pupils fulfil the learning intention?).

This helps make sure that every minute in class is well-spent.

LI’s help adults and children make sense of the Experiences and Outcomes of CfE.

This means that pupils are able to engage with the Scottish curriculum.

LI’s help pupils ‘buy in’ to their learning.

This helps them become intrinsically motivated to learn.

As pupils become more familiar with learning intentions and the language used to form them, they will become more able to talk about their own learning. ‘ “We are learning to…” can be translated by pupils into, “I have learnt to…”

This means learning is personalised and that pupils have more autonomy.

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| “We are learning to partition numbers into their digit values.”“We are learning to put numbers in order.”“We are learning to appreciate art and say why we like or dislike pieces.”“We are learning to write a newspaper report.”“Let’s come back to today’s learning intention.”“Can you remember what the learning intention is?”“How have you improved at…”“Look back at the learning intention. What about that did you find easy? What was more challenging? What might your next steps be?”“Find one thing that you did in this lesson that has helped you improve – use the language of the learning intention to help you.” | Learning intention is displayed clearly so that the teacher and pupils can access it.Teacher and pupils point toward learning intention.Displays begin to reflect learning intentions from across the curriculum.The learning intention might be portable and follow the teacher or groups of pupils. | Increased confidence (teacher and pupils).Pupils feel a sense of ownership (learning is not something that can be done to someone).High engagement.High motivation.Increased self-efficacy.It is safe to be uncertain, to try things out, to take risks and not always know the answer. Errors are viewed as stepping stones to success. |

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| **Learning Intentions** | **Success Criteria** |
| BroaderFormed from Experiences and OutcomesCan cover the teaching and learning of a number of lessons (take care to ensure pace is good)Can link several lessons (from the past, from within the current topic, from across curricular areas)Likely to be similar within a curriculum level (can use the same LI for multiple ability / experience levels)Usually pre-planned as part of medium term planningAre not context linked | Contain more specific steps to successFormed from progression pathways (or knowledge of how pupils progress)Are usually specific to a single lesson or assessment taskAre differentiated and describe immediate next steps for individuals.Are planned before specific lessons and often can change in the course of a lesson based on pupil feedback / performanceChange after pre-assessment and during the course of learningCan be specifically linked to the context |

**Module 2**

**Differentiation and Challenge**

**Module 2**

**Facilitator’s module plan: Differentiation and Challenge**

**Department / School:**

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**Facilitator(s):**

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**Participants:**

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**Date of Collegiate Session 1 (Week 1)**

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**Dates of 1st micro-analysis of teaching and learning**

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**Dates of 2nd micro-analysis of teaching and learning**

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**Date of Collegiate Session 2 (Week 4)**

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**1st micro-analysis of teaching and learning**

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| **Participant** | **Date** | **Time** |
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**1st Coaching Session**

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| **Participant** | **Date** | **Time** |
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**2nd micro-analysis of teaching and learning**

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| **Participant** | **Date** | **Time** |
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**2nd Coaching Session**

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| **Participant** | **Date** | **Time** |
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**Module 2: Differentiation and Challenge**

**Session 1 facilitator’s notes**

**In preparation for this workshop, the facilitator should choose the most relevant article from the handout sheet and ask participants to read it in advance.**

**Aims**

* To explore the ways in which we use differentiation in our settings to ensure engagement and challenge.
* To plan personal targets for using differentiation more effectively to increase engagement and ensure appropriate challenge.

**Outcome of session**

* To create criteria for differentiation that we will use for ongoing self and peer quality assurance.

**Intended impact of session**

* That pupils will be more effectively engaged in their learning. That they are challenged sufficiently and are supported in their learning.
	+ This in turn will lead to enhanced enthusiasm for learning as well as better learning outcomes. This will be observable during classroom observations as well as in tracking conversations.

Task - Re-read and summarise your key thoughts on the article (the facilitator is to choose the most relevant article from the handout to share with colleagues beforehand).

Key Question 1

Why should we differentiate? In what ways are children coming to their learning in different ways?

Task – Discuss with a colleague the different ways in which you ensure all learners’ unique needs are met – how do you differentiate?

Key Question 2

What are the different ways to differentiate and how effective might they be?

Task – Discuss the challenges of differentiating - what can make it difficult and how might we overcome this? In pairs, offer peer solutions.

Key question 3

What will you stop / start doing? What will you do more / less of?

Task – Create a collegiate poster on differentiation (or adapt the example poster) that will be used as a working policy.

Key Question 4

How will we find out what our learners think about the changes we will make?

**Module 2: Differentiation and Challenge**

**Session 1 handout**

**Chose the most relevant article as pre-workshop reading**



**It is no longer possible to teach to the middle and meet all learners’ needs.**

**Classroom differentiation benefits all learners and lowers classroom behaviour problems… more learners are engaged.**

Latz et al., 2008

**The most important factor in differentiation that helps students achieve more and feel more engaged in school, is being sure that what teachers differentiate is high-quality curriculum and instruction.**

Tomlinson, 2000

**Everybody approaches shared experiences with a unique perspective; we can see and hear the same thing and process it, or understand it very differently. Teachers need to understand their learners, as well as what they want their learners to gain, in order to create differentiated experiences.**

**Teachers are hunters and gatherers of information about their students and how those students are learning at a given point. Whatever the teachers can glean about student readiness, interest, and learning helps the teachers plan next steps in instruction.**

 Tomlinson, 2000

**Article A**

**Differentiation**

In this article on differentiation we will be looking at effective strategies that you can use and their implications for your planning and implementation.

However, let’s re-visit our initial definition of differentiation and look again at what it means in practice.

**“Differentiation is simply an attempt to match what is taught and how it is taught to pupils’ abilities and aptitudes.”**

Quite a simple statement and for me, common sense. It does not say how this should be achieved but it is important to keep the aims of differentiation in mind in all that you do… preparation, planning, lesson delivery and assessment.

*The following are some differentiated strategies that you may consider using, or may already be using in your classroom. These strategies can be used either individually in a whole class approach or in combination with other strategies that you consider necessary – selection again keeps the “aims of differentiation” firmly in our minds.*

**Strategy 1: – To provide challenge to all levels of ability across all classroom tasks, particularly in the core subjects.**

Examples may be:

* Children will read and respond to a set text with different levels of sophistication; some pupils will answer in terms of literal comprehension, others at a more complex inferential level related to deeper meanings in the text, while certain children will be able to answer in critical and appreciative terms. *(A good example of this is in practice is Oxford Publishing – Comprehension Success series which operates 3 different levels on the same pieces of text).*
* Dealing with a historical topic can range from a simple factual understanding and presentation, perhaps by narrative writing or a play, to higher level responses like logical arguments backed by evidence, or even identification and explanation of cause and effect links.

In order for this approach to be a success:

* You will need to choose and present the subject material in such a way that it caters for all the children in your class
* At times it may be difficult to maintain the whole class on the same subject matter.
* It will likely lead to a general grouping by ability

**Strategy 2: You as the teacher, base the level of work given to pupils on current performance; more able pupils are given the opportunity to study at a more challenging level.**

You may decide that in light of current performance, for example in writing, that some children need extra guidance and supportive work in story structuring, writing for an audience or using coherent sentences. Other children in the class at a higher level, may be capable of writing and structuring lengthy narrative, or focus on content, style and use of vocabulary when drafting. Yet again you may have children in the same class who are using open ended computer software which provides graduated challenges, from simple instructions to their use in control technology.

In order for this approach to be a success:

* It is very difficult to apply this approach to many subject areas.
* It requires a high level of resourcing, intensive assignment preparation and assessment.
* It can break up the class into a wide range of learning groups that are not easy to provide for or maintain long term.

**Strategy 3: Children are organised into different ability groups.**

The use of ability groups is a common feature in Primary Schools and appears mostly in the core subjects. Not only does this occur within a class, but can also appear across year groups especially in maths.

In order for this approach to be a success:

* Ability groups, especially setting, can lead to significantly higher results especially amongst more able pupils.
* The use of ability groups needs detailed planning, good resource provision, a balance of teacher time between groups and the use of TA’s if available.
* The nature of the learning task for each group must be identified and emphasised.
* Teachers must be aware and guard against pupils having a negative perception of their own abilities and as such restricting their own achievements and aspirations.

**Strategy 4: The use of classroom support.**

The use of classroom support in whatever format can be a very powerful strategy. It enables children to be consistently challenged with the support of an informed adult. This usually takes the form of TA’s, special needs staff and focused intervention staff.  Parents or older pupils can be utilised at times.

Where this form of support is in place consistently, both the pace of work and rate / level of achievement are raised considerably.

In order for this approach to be a success:

* Support should be aware of curriculum implications and expectations
* Support should be aware and implement the classroom structures with regard to routine, priorities and expectations.

**Strategy 5: The provision of extra time for pupils to complete work**

The use of this strategy calls for careful organisation to avoid the class becoming seriously fragmented. This could result in less teaching time and allowing children to drift meaning achievement, standards and pace all suffer. There may be occasions when this strategy is used however, but it should be incorporated into the planning stage by the work selected and the outcomes expected from children.

**Strategy 6: Differentiation by outcome**

This approach centres on a fixed piece of work and looks at the level and quality of children’s responses. If selected carefully the work will allow the freedom necessary for responses to be made at various levels, to reflect each individual child’s understanding and application. Examples may be a piece of creative writing or perhaps a science experiment write up, with an analysis of the results and a personal conclusion.

In order for this approach to be a success:

* The piece of work chosen should present an open ended challenge which allows and encourages response at a variety of levels.
* Response requirements should contain a mixture of both “learned” and creative / reflective / innovative opportunities for each child.
* Assessment of work should be based on the teacher’s knowledge of children’s abilities and the levels expected for each child.

**Strategy 7: Pupils are encouraged to follow areas of personal interest**

Pupils with particular interests can be provided with challenging work designed to match their interest. This would be a facility utilised when and if they had finished their “general class work.”

In order for this approach to be a success:

* When well planned, organised and resourced this can contribute to effective differentiation.
* Planning is crucial and should be teacher led to ensure the “personal topic” is challenging, relates to current class work and does not isolate any child from the class.
* In a crowded curriculum this has to be well thought out as a productive exercise for ALL children. It can have a very productive place in the classroom, but the level of resourcing and support needed means that it is not a strategy that is often used.

**Differentiation – an overall viewpoint**

Whilst we have considered various strategies in differentiating for our pupils it must also be realised that we are, in fact, differentiating in many unplanned and unstructured ways also.

These tend to be in our day to day pupil / teacher interactions and occur as a result of our knowledge of the children as individuals.

* Seating arrangements in class (apart from subject grouping) reflect our judgements on the “best positioning” for pupils. This may be structured to maximise learning opportunities, avoid distractions or arguments or to provide a supportive group around individuals.
* Our questioning whilst teaching differentiates both in the questions themselves, the phraseology used and the expected level of answer.
* Classroom responsibilities and jobs are chosen for specific pupils and often with a specific aim in mind.
* Our general interaction with all pupils varies according to perceived needs and development. As teachers we will recognise a shy pupil or a pupil lacking confidence and respond or interact accordingly.

**The strategies discussed in this article** have significant implications for our classroom management. Organisation of groups, support staff, time, resources and control of the learning environment all need to be considered, irrespective of the approach chosen.

However when choosing a particular differentiated approach, you should also be prepared to analyse how effective it is proving to be and how well it is contributing to the learning experience of the pupils.

* Can you show improved achievement?
* Is the chosen approach allowing a more personal interaction between you as the teacher and individual pupils or groups?
* What balance is being achieved between class, group and individual teaching?
* How much time is taken with management of a system and is this at the expense of teaching time?
* Does the work set extend pupils learning or are there elements of “time filling”?
* Through the chosen differentiated system has the pace of work dropped or pupil output fallen – is this due to unsupervised tasks or the pupils’ lack of independent learning skills?
* Are more able pupils being challenged sufficiently and also receiving the necessary support to provide this challenge?

**Differentiation**is relatively simple in its aims. It is to provide a taught curriculum that is matched to the abilities and aptitudes of all pupils. However the challenge for us as teachers is to interpret and accommodate this into our learning programme and environment for the children.

With careful planning and resourcing, and by utilising either one or a combination of strategies, it is indeed possible to provide the necessary challenge and stimulus that ensures all pupils achieve their potential across the whole curriculum.

**Source –** [**Primary Practice.co.uk**](http://primarypractice.co.uk/2017/03/13/differentiation-primary-classroom-2/) **Accessed 6.11.19**

**Article B**

**Differentiation in the Secondary Class**

#### Top 10 Differentiation Strategies:

It is an impossible task for teachers to offer a range of resources for every child every single lesson, and if someone is asking you do to this, then they have probably forgotten what it’s like to teach a full-time timetable. However, despite the apparent expectation that teachers can do this day-in, day-out, there are several strategies that you can embed into your practice so that a) you can alleviate teacher workload and b) naturally *embed differentiation over time* so that it does become more regular*.*This can only be a good thing for your students and for your marking, planning and teaching.

#### 10. Seating Plans

As daft and simple as it sounds, the seating plan works wonders. Put every child in a specific location in the room that works best for their learning and for you! Don’t be fooled by the child that says, ‘I work best next to my friends.’ They don’t!

#### 9. Marking books with love and attention

Following a seating plan, this is the most sophisticated form of differentiation that you can offer your children.

#### 8. Using data

Keeping a close and careful eye on student data and communicating the information via formative feedback to your students is the best differentiation strategy – after marking – that you can use.

#### 7. Verbal feedback

Your feedback must be meaningful, sophisticated and tailored to the individual child. A ‘well done’ or ‘that’s very good’ is enough to feed their ego, but it’s an utter waste of breath on your part which will not help students progress. Extend the praise comments with pinpointed formative assessment.

#### 6. Classroom displays

Build up a bank of resources by placing student’s completed work immediately on display in your classroom. However, be mindful that cluttered displays go against [the recommendations of research](https://www.teachertoolkit.co.uk/2017/02/10/clever-classrooms/).

#### 5. Scaffolding writing frame

Provide students with a scaffolding writing frame. This is probably worth the most investment on the teacher’s part, but offers some long-term impact.

#### 4. Choice of task

Offer at least two different resources, choices and tasks in everything that you do. Offer a choice of resources that vary in difficulty. Encourage students to select at least two choices they must complete. [Take Away Homework](https://www.teachertoolkit.co.uk/2014/01/28/takeawayhmk/) is the perfect example.

#### 3. Forming and framing questioning

Forming and framing questions is probably my favourite strategy of all! How you ask a question can make all the difference in the classroom. Take a look on my blog for a resource called [*Pose, Pause, Pounce, Bounce*](https://www.teachertoolkit.co.uk/2013/01/04/pppb-version2/)or try the [Questioning Matrix](https://www.teachertoolkit.co.uk/2015/03/28/the-question-matrix-by-teachertoolkit/). It will transform your teaching and how you ask questions of students.

#### 2. Students taking the lead

Nominate students to lead a starter or plenary activity. It’s a high-risk strategy for some teachers to allow students to apparently take over their classrooms, but it something best-served in great lessons where teachers are always in control.

#### 1. Students teaching their peers

Finally, challenge students to teach others what they have learnt and assess this by observing the outcome. This will need planning and can form some part of assessment criteria, but the rewards are great when students can begin to self-regulate one another.

[Source – Teacher Toolkit; Accessed 6.11.19](https://www.teachertoolkit.co.uk/2017/03/28/differentiate/)

**Article C**

**Differentiation in the multi-composite or multi-level class**

**A Pedagoo Blog**

This post and responses can be found at <http://www.pedagoo.org/multi-composite-a-challenge-not-when-youre-magic/>

Last week I was talking to a parent whose child was embarking upon the adventure of primary 1. We spoke about her natural concerns and I was doing what I could to put her mind at rest (the pupil in question was not coming to our school). That was until the issue of multi-composite classes came up!

For any readers who haven’t explored my previous ponderings, I am one of two teachers in a rural school in a picturesque corner of the Scottish Borders. Currently we have a primary 1-3 class and a 4-7 class. Despite this only being my 3rd year here, I have had pleasure of teaching both classes and learning from both classes. The parent mentioned could not get her head around the thought of the pupils all being together: “How can you teach them all at the same time?!” This has indeed led us here, so please sit back, make yourself comfortable and prepare to be blown away with the magic that we who have multi-composite classes perform (please read that with all the love it was intended to be read with. We are of course all magic).

The key to understanding this puzzle is the outlook that this parent showed from the outset. Why on earth would I do such an injustice as to teach my class the same thing without any consideration for their age, stage, prior learning or experience? I love teaching in a multi composite class, particularly with Curriculum for Excellence and the experiences and outcomes, because I CAN take a lesson for the whole class and guide my learners to the outcome that I have planned for them. Take a recent writing lesson I had with my P4-7’s. The lesson itself was our first piece back from the summer so I was looking for a baseline - if I leave them to write independently what can they produce without me. Looking at my primary 4’s during the lesson was illuminating: they were watching the older pupils taking dictionaries and the thesaurus and they, with very tentative steps, crossed the room and lifted one off the shelf as if it were going to evaporate straight out of their hands! These pupils were striving to be like their peers, to feel like they fitted in. They worked like troopers, putting in all the aspects I worked at last year when they were in P3 without needing to be reminded.

Let us take another lesson that is perhaps not so independent, Maths. When it comes to teaching maths I get an instant sense of excitement - it is right up my street. There are rules and guidelines that makes it all work and a certain sense of organisation. There is (hopefully) an instant sense of achievement. Teaching maths to a multi composite class however is more similar to teaching a straight class set then most people consider. Who, is any class they have taught has not been able to divide the learners into 3 groups? We all come across learners who soak up learning and need little more than instruction, before they can take out the experience as we intended. Then we have those who normally need more support, who find applying the rules hard when they don’t have someone to act as a sound-board, as they talk themselves through the steps. Then we have everyone in the middle. Being in a multi composite allows for this effectively, as I am in no way limited to letting an eager and able group of P5/6 pupils work with my P7’s, and those in P4 who need support feel like they are doing “extra hard maths” because they may have pupils from P5/6 in with them too!

Teaching in this sense is simply a case of well thought out differentiation, but what about learning in multi composite classes I hear you cry? This is the bit that I really do feel is magical. Pupils are all too often better teachers than we care to admit after our years of training and nights after school on CPD courses! Social constructivism, scaffolding or any other fancy words that fly around the staffroom all apply so clearly in a multi composite class. The pupils often have a clear understanding of the task and indeed what their learning might “look like” and they in turn know how to explain it to others, going through the motions that they used (where as Mr Wilson just waffles). Take a recent ICT lesson where we were formally talking about emailing. I say formally, as I know from 2 years ago that some of the older pupils have experience in the field. Rather than setting them a challenge at the outset I asked them to share 5 top tips with another pupil… some of their tips were brilliant! Displaying these on the SMART Board allowed all the pupils to strike up an understanding of what they could do, before we even began getting the netbooks out.

I find that teaching in this setting really does turn your learners into educators. Having spent time at an in-service being shown reciprocal reading, my first thought was how I was doing it just without the title. It also brought me full circle with my planning where I went to the 4 capacities and tried to link our learning journey to these… I couldn’t because there really were so many links I could make. Ask yourself this: when was the last time you were in a room full of people that were all the same age as you? Or who were expected to be the same ability as you? I haven’t had it since I was at school and even then we all knew that there was a massive range within us. Innovative learning with pupils often creating their own destiny. Seeing this spark in the pupils, the future shining through from their potential is again magical. Involving pupils in a multi composite class is the next pivotal key to success.

I would love to know what other professionals out there have found. What do you think is the key to making your composite class work? I would love to find out what others are doing too, so any lessons that have ignited the passion and creativity in your pupils please comment and we can share for the benefit of all learners, children and adult alike!

Explaining this all to the parent in my story was a fantastic opportunity to dispel the opinion of one. I am hoping that this may go some way to convincing others out there that multi composite classes are by no means a bad thing - it is the opposite! Unlock the potential and reap the rewards.

Source – [Pedagoo.org accessed 6.11.19](http://www.pedagoo.org/multi-composite-a-challenge-not-when-youre-magic/)

**Module 2: Differentiation and Challenge**

**Example Poster**

**Examples of differentiation:**

|  |  |  |
| --- | --- | --- |
| What it is | What it looks like | What to watch for |
| Focused Teaching | Teacher focuses on 1 small group at a time. They might have their own LI and SC’s and direct teaching as well as intervention teaching taking place. | Pupils working independently must have tasks that are at the right level of challenge and interest. Expectations and routines will need to be well understood and children must know what to do if they complete a task (consider a bank of ‘fast finisher tasks that they can choose from). |
| Differentiated content | Small groups and individuals are working simultaneously on different aspects of the curriculum, or different levels of the curriculum. Their tasks are unique to what they are covering and have different LI’s. | This will reduce the opportunities for pupils learning from one another, or of same level-different age pupils working together. It is also like spinning plates and can be difficult to organise. As ever, strong classroom management is key. |
| Differentiated tasks | Pupils are learning the same LI’s, but tasks are suited to individual levels of experience and ability. This allows opportunities for reciprocal teaching and peer mentoring and means that plenaries can be shared. The SC’s will be differentiated. | Tasks need to be chosen very carefully. Too easy or too difficult and pupils will switch off and look for something else to do with their time. Poorly chosen tasks can also cause pupils to begin to stigmatise a subject. |
| Differentiation by outcome or output (or by expectation) | These require low threshold / high ceiling activities (i.e. everyone can engage but there is no limit on how far they can be taken). Baseline writing or written assessment activities are a good example. | This must be done with great care. Finding low threshold / high ceiling activities can be difficult to design and some pupils will opt to do the minimum. It is also easy to fall into the trap of differentiation by accident, or not differentiating at all. |
| Scaffold and support | Pupils of different abilities might do the same tasks, but some pupils have multi-step tasks broken down into smaller parts. Another way of doing this is to use an adult to support pupils who are not as ready or able. | This works well within a level, but not so well across levels. |
| Resource or context | Pupils are asked to do the same task, but are given more or less challenging contexts or resources to use. An example of this is pupils asked to write a character sketch profile of Biff, Mr Twitt, The Demon Dentist, Jim Hawkins, Shylock, Ahab. Another example is pupils are asked to plan for a journey and more able pupils are given more things to cram in, e.g. times in a number of different formats etc. | This can be planning heavy but is very effective. |
| Environment | Pupils interact with their environment in different ways. One example is P1 playing at a sand trough whilst P2s sit on bean bags in the library and P3s are at their table. How they use the environment is linked to the tasks and learning taking place. | This is dependent upon the classroom (and external) environments we have at our disposal, but is possible to some degree in all rooms for part or most of the time. |
| Pupil peer support and mentoring | Pupils who have achieved something previously can be used as teaching assistants for younger pupils. This might be that they model good learning habits (e.g. using a dictionary or teaching younger pupils how to play a game), add to the curriculum content (e.g. create top tips for younger pupils), provide 1:1 support (e.g. reading buddies) or take the leading role in mixed age groups for cooperative learning. | This cannot be underestimated as it builds key skills in the older children as well as consolidating the learning and allowing the teacher to find any unseen gaps in learning or misconceptions of older pupils. It is also relatively easy to prepare for.Take care not to rely too heavily on this as older children have their own content to get through. Consider using plenaries or lesson starters for this. |
| Language | The teacher will use differentiated language e.g. more sophisticated (level 3 vocabulary), more or fewer questions, more comments, more verbal instruction etc. | Remember the rule of thumb – children listen for around their age +2 mins as a maximum. Also keep whole class teacher talk to this minimum and make sure children are only listening to what is relevant to them. |
| By group | Sometimes mixed ability groups are differentiated (e.g. pupils with more developed social skills support others). |  |
| By role | Pupils might work together to complete the same task but have different defined roles (e.g. partner A is the sage and Partner B is the Scribe). | Make sure you are clear on the roles and different expectations for each. |
| Emotional Differentiation | Pupils need to be regulated and ready to learn and some may need adjustments made to become learning ready (e.g. soft start, emotional check in, anxiety reducing activity, gentle encouragement etc.). | Use only where pupils need it. Many pupils will be ready to soft start with an independent academic task, allowing the teacher to support the few who need it. |

**Key principles for engagement:**

**The key here is engagement and appropriate challenge – we should aim for 100% engagement.**

**Key principles are:**

* **Prevention is better than cure:**
	+ Ensure all pupils know what to do if and when they finish a task
	+ Ensure pupils know what to do if they get stuck
	+ Have clear and high expectations for what should be achieved
	+ Use ‘time on task’ as a SC from time to time
	+ If pupils take unwarranted breaks during class time, take the time back
	+ Be realistic and build in regular opportunities for pupils to stretch, yawn and move on your terms
	+ *Ensure tasks are at the right level of challenge with the right amount of scaffold or support*
	+ Ensure all the necessary resources and tools are at pupils disposal
* **Sometimes we need to apply a cure:**
	+ Always be on the lookout for pupils whose engagement has dipped (when microteaching, scan the horizon from time to time and make sure you are facing the rest of the class at all times)
	+ Ascertain why
		- Is the task too easy? Find a more challenging one
		- Is the task too hard? Find an easier one or add a scaffold or support
		- Does the pupil have access to the right resources?
		- Is the pupil distressed or worried about something? Provide the right support or arrange for time out
		- Is the pupil being lazy? Consider classroom management technique
	+ If you are focused on another group and don’t want to be distracted, decide if you can afford to ignore the disengaged pupil for a few minutes until you get a natural chance to interact. However pupils must understand that opting out is not an answer going forward. If pupils take an extra break during lesson time, consider how they can make this time up.
	+ When you do need to engage, use the minimum possible intervention (e.g. proximal praise, clear your throat, a look, a quick word etc.).
* **Every pupil brings their unique experience and state to the lesson**
	+ Some will be able to sit for longer and listen, but most will have different thresholds.
	+ ***Keep whole class talk and listen to an absolute minimum*** (age + 2 as a rule of thumb maximum) – let the pupils talk to one another and engage in tasks as much as possible.

High pupil engagement looks and feels busy. To the teacher it can feel like you have less control – this is not true, you have the same (or more) control and as you share this with pupils, it does not diminish your own. Control is not a finite resource like money, it is more like love: the more you share, the more there is.

**Module 2: Differentiation and Challenge**

**Lesson Analysis Sheet**

|  |  |  |
| --- | --- | --- |
| **Department / School:** | **Improving Pedagogy by Collegiate Enquiry** | **Teacher:** |
| **Date:** | **Differentiation** | **Facilitator:** |
| **Context of the lesson** |
| **Differentiation discussion points** |
| **Points for action** |

**Module 2: Differentiation and Challenge**

**Session 2 Facilitator’s Notes**

**Aims**

* To explore the ways in which we use differentiation in our settings to ensure engagement and challenge.
* To agree on a shared understanding of what makes effective differentiation in a multi composite class.

**Outcome of session**

* To create criteria for differentiation that we will use for ongoing self and peer quality assurance.

**Intended impact of session**

* That pupils will be more effectively engaged in their learning. That they are challenged sufficiently and are supported in their learning.
	+ This in turn will lead to enhanced enthusiasm for learning as well as better learning outcomes. This will be observable during classroom observations as well as in tracking conversations.

Task- Re-read the poster from last time.

Key Questions 1

Which of these areas have you employed over the past 2 weeks and which have you not? What are the reasons for this? Are there any techniques you have used that are not on the poster?

Task – Discuss with a colleague how differentiation has been useful to ensure challenge and engagement in your class this week – think about any feedback you have received from colleagues or pupils.

Key Question 2

What are your own key strengths and areas for development?

Task – Add to and amend the poster from workshop 1.

Key Question 3

What did our learners say about the changes we made – what will we do with this information?

Task – Decide on next steps and ‘what it looks like when it’s good’.

**Module 3**

**Sharing the standard**

**Module 3**

**Facilitator’s module plan: Sharing the standard**

Department / School:

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Facilitator(s):

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Participants:

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Date of Collegiate Session 1 (Week 1)

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Dates of 1st micro-analysis of teaching and learning

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Dates of 2nd micro-analysis of teaching and learning

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Date of Collegiate Session 2 (Week 4)

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1st micro-analysis of teaching and learning

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1st Coaching Session

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2nd micro-analysis of teaching and learning

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2nd Coaching Session

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**Module 3: Sharing the Standard**

**Session 1 facilitator’s notes**

**Aims**

* To explore the ways in which we develop success criteria with pupils and use these to inform assessment
* To plan one personal change to the way you use success criteria

**Intended impact of session**

* That pupils will have more opportunities to co-form success criteria and will have a deeper understanding of how they will succeed at learning tasks.
	+ This in turn will lead to enhanced enthusiasm for learning as well as better learning outcomes. This will be observable during classroom observations as well as in tracking conversations.

Task- Read the workshop handout. Use a green highlighter to identify information you are familiar with (i.e. what you do already and are comfortable with. Use a yellow highlighter to identify things you are aware of (or have tried) but are not part of everyday practice. Use a blue highlighter for new or least familiar items. NB this can be undertaken prior to the workshop to make better use of time).

Key Question 1

What are the most and least familiar aspects of the handout?

Task – Review the PowerPoint presentation with second level examples.

Key Question 2

How can these examples be adapted to your own context (pair or group discussion as time or numbers permit) e.g. for other levels, in different subject areas etc.?

Task – Discuss how you can use a demonstration (or ‘one I made earlier’) to formulate success criteria in your context.

Key Question 3

In which contexts would this work best? In which contexts would it be difficult?

Key Question 4

How will we find out what our learners think about changes we plan to make?

Optional additional questions:

What would the co-forming session tell you about pupils’ current level of understanding and how might that be useful to you?

How can these success criteria be used during, at the end and after a lesson?

What role could other (more able / less able / older / younger) pupils play in forming success criteria?

Task – Create a classroom poster with the key points of success criteria (or adapt the example poster)

Key question 5

What will you stop / start doing? What will you do more / less of?

NB. See Appendix 1, Co-developing success criteria PowerPoint presentation and handouts

**Module 3: Sharing the Standard**

**Session 1 handout**

**What makes good Success Criteria?**

* **Linking Learning Intention and Success Criteria**
* Good SC should be closely linked to the LI.
* Continue to focus on the learning rather than the doing.
* They should refer to specific features of the work that will be assessed.
* **Good Success Criteria**
* Use words that emphasise the learning, knowledge, understanding, thinking and skills.
* It’s not always about an end product but the process. Don’t focus on a list of end goals.
* Don’t enumerate e.g. 10 pieces of evidence.
* **Modelling Success Criteria.**
* Learners need a good idea of what a good piece of work looks like.
* Share the standard by using exemplification of different types of work, linking these to the Success Criteria.
* Illustrate the standards expected.
* Displays of work can be used highlighting the links to the S.C. e.g.

“this is a good piece of work because…”

“this is an excellent piece of work because…”

* **Involving young people in creating the Success Criteria**.
* Involving young people in the process of identifying S.C. when assessing their response to a specific Learning Intention helps them to engage better in their own learning.
* Engaging with the learner through dialogue and discussion, e.g. asking how they know they have achieved success in their learning, is formative.
* Where appropriate it may be worth negotiating suitable S.C. with the pupils.
* **Skills related Success Criteria.**
* Again modelling the quality of the learning linked to the S.C. is very useful.
* Using cooperative teaching, observing and highlighting the skills involved.
* “What will a good one look like, feel like, sound like…?”
* **Success Criteria and Self-Assessment Checklist**
* Some learning can lend itself to Success Criteria checklists.
* When young people are trained in the skills of peer and self-assessment this may be useful to assess the learning at that point in time and inform next steps.
* Young people can use summative assessment in a formative way to make judgements on the success of their learning.
* However, developing descriptors that are linked to levels of success may be more useful.
* **Success Criteria and Targets**
* Using the term target can sometimes overshadow the process of the learning.
* Using terms such as the following may be more meaningful –
	+ My next step is-
	+ I aim to-
	+ I am working towards-
	+ I could-
* Don’t expect young people to know immediately how to embark on target setting. Young people may need help in negotiating and working towards a target. A target is an end point. The important part is the learning journey - sharing the criteria for success, guidance, feedback and reassurance helps with achievement.
* Skills based learning and group work can lend itself to target setting.
* **Personalised Success Criteria**
* Some young people require through dialogue, discussion and feedback, more help in setting individualised learning goals and success criteria. Including the pupil’s voice is important e.g. negotiation through dialogue built around effective questioning about the learning, trying things out, looking for connections, and asking why? This all leads to a more inclusive approach.
* **Success Criteria and Skills**
* At times it is difficult to distinguish the skills from the task and the knowledge based activities. Learning Intention and Success Criteria are designed to share not just what the young people will do, but what they will learn and how they will recognise success.
* It’s useful to think about the difference between the activity set and the skills needed to complete it. This helps to keep the focus on the learning by engaging with the task.
* Build the skills into your planning.

**Module 3: Sharing the Standard**

**Example Poster**

**How will pupils know they are being successful?**

* **The teacher will show you what a good one looks like**
* **You will help the teacher decide on the success criteria**
* **You won’t all have the same success criteria – they will be different for pupils who are at different stages of their learning**
* **Your teacher will guide you and give advice so you can meet the success criteria**
* **You will compare your work to the success criteria to see how well you have done (self-assessment)**
* **Your teacher will give you feedback on how well you succeeded and what you can do in the future to progress**

**Module 3: Sharing the Standard**

**Lesson Analysis Sheet**

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| **Department / School:** | **Improving Pedagogy by Collegiate Enquiry** | **Teacher:** |
| **Date:** | **Sharing the Standard – Success Criteria** | **Facilitator:** |
| **Context of the lesson** |
| **Sharing the standard discussion points** |
| **Points for action** |

**Module 3: Sharing the Standard**

**Session 2: Facilitator’s notes**

**Aims**

* To explore the ways in which we develop success criteria with pupils and use these to inform assessment
* To plan for one personal change to the way you use success criteria

**Intended impact of session**

* That pupils will have more opportunities to co-form success criteria and will have a deeper understanding of how they will succeed at learning tasks
	+ This in turn will lead to enhanced enthusiasm for learning as well as better learning outcomes. This will be observable during classroom observations as well as in tracking conversations.

Task 1

Using your copy of the handout from workshop 1 – repeat the highlighter task. Use a green highlighter to identify information you are familiar with (i.e. what you do already and are comfortable with. Use a yellow highlighter to identify things you are aware of (or have tried) but are not part of everyday practice. Use a blue highlighter for new or least familiar items. (NB: this can be undertaken prior to the workshop to make better use of time).

Key Questions 1

What has changed in your practice since workshop 1? What has been the impact on learners?

Task 2

Think of some success criteria you have used over the past few weeks and share them with a partner.

Key Questions 2

How did you develop and share them?

How do they compare with the descriptions of success criteria in the handout?

What barriers or difficulties did you encounter?

Task 3

Pair or group brainstorm how challenges or difficulties might be overcome.

Key Question 3

What will co-developing success criteria in our department / school look like going forward?

Key Question 4

What did our learners say about the changes we have made - what will we do with this information?

Task 4

Using the poster from workshop 1, make changes to reflect today’s discussions.

Optional alternative or supplementary discussion questions can be found in the Discussion Points below. These can be used or adapted to replace or augment the questions in the workshop as required.

**Discussion Points**

* Think of some success criteria you have used over the past few weeks and share them with a partner.
* How did you develop and share them?
* How do they compare with the descriptions of success criteria in the handout?
* How well did they help pupils understand and achieve the standard?
* How do you know?
* Is the poster on display in class and have you discussed it (taught it) to the children? If so, how did it go?
* How often have you ‘shown a good one’?
* How often have you ‘shown a bad one’?
* What has been the biggest change since we last looked at SC’s?
* What is your next change and how will you measure it?

**Module 4**

**Effective Questioning and Answering**

**Module 4**

**Facilitator’s module plan: Effective Questioning**

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Participants:

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Dates of 1st micro-analysis of teaching and learning

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Dates of 2nd micro-analysis of teaching and learning

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Date of Collegiate Session 2 (Week 4)

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**Module 4: Effective questioning and answering**

**Session 1 Facilitator’s notes**

**Aims**

* To explore the purposes and means of asking young people questions
* To consider how answers may be gathered and used to enhance next steps for learning

**Intended impact of session**

* That teachers will have more and better opportunities to ascertain pupil understanding to inform next steps for learning
* That lessons are continuously pitched at the most effective level of challenge
	+ This in turn will lead to better and faster progression of pupils’ development of knowledge and skills as well as better engagement

Task 1- Explore the PowerPoint Presentation ‘Assessment for Learning: Effective Questioning’ (Appendix 2), stopping at slide 18 (NB: you might hand copies of the presentation to colleagues a week before the workshop for advance reading to make better use of time).

Key Question 1

What struck you most about the presentation (consider what was most obvious, what was familiar but not part of your regular practice and what was new to you).

Task 2– Discuss in pairs or a group what the implications for your practice will be, focus on what will change in your lessons between now and the next workshop in one or 2 weeks’ time.

Key Question 2

What will be different across our department / school over the next 1 (or 2) weeks?

Task 3

Create a poster using the blank template (or adapt the example poster) that will be a working guide to teachers over the next week.

Key Question 3

How will we find out what our learners think about the changes we make?

**Module 4: Effective Questioning and Answering**

**Session 1 capture tool**

**Using Questions to Improve Learning**

**Why do we ask Questions?**

**How do we get answers?**

**What do we do with answers?**

In this class we will…

*
*
*

*

**Module 4: Effective Questioning and Answering**

**Example Poster**

**Using Questions to Improve Learning**

**Why do we ask Questions?**

* To assess what pupils know and understand
* To spark thinking about a particular topic
* To motivate
* To help pupils make connections in their learning

**How do we get answers?**

* We give all pupils a chance to think of answers
* We give thinking time
* We give opportunities for pupils to work on their answers to improve them

**What do we do with answers?**

* The answers we get from pupils help the teacher decide what to do next
* Pupils use their own and each other’s answers to build their understanding

In this class we **BAN THE HAND** – hands up are for pupils to ask a question of their own, not to answer one.

We **THINK-PAIR-SHARE**

Sometimes we don’t ask a question, we **give a statement** to be discussed.

Sometimes we give pupils **answers to choose** from (and some of them might be wrong).

We ask **HINGE QUESTIONS** and then the teacher decides what pupils will do next.

We LOVE **wrong or unexpected** answers that help us to improve understanding (taking one for the team!).

We ask a mix of **higher and lower order thinking** questions (we remember, understand, analyse, evaluate and create).

**Module 4: Effective Questioning and Answering**

**Lesson analysis sheet**

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| **Department / School:** | **Improving Pedagogy by Collegiate Enquiry** | **Teacher:** |
| **Date:** | **Effective Questioning** | **Facilitator:** |
| **Context of the lesson** |
| **Using questions and answers discussion points** |
| **Points for action** |

**Module 4: Effective Questioning and Answering**

**Session 2 Facilitator’s notes**

**Aims**

* To explore the purposes and means of asking young people questions
* To consider how answers may be gathered and used to enhance next steps for learning

**Intended impact of session**

* That teachers will have more and better opportunities to ascertain pupil understanding to inform next steps for learning
* That lessons are continuously pitched at the most effective level of challenge
	+ This in turn will lead to better and faster progression of pupils’ development of knowledge and skills as well as better engagement

Task 1 – Reflect on how practice has changed since workshop 1

Key Questions 1

What has stuck with you? What was difficult?

Task 2 - Explore the PowerPoint Presentation ‘Assessment for Learning: Effective Questioning’, from slide 19 to the end (NB you might hand copies of the presentation to colleagues a week before the workshop for advance reading to make better use of time).

NB – the presentation refers to ‘bounce questions’ and ‘hinge questions’. Further information on these can be found in appendices 3 and 4 respectively.

Key Question 2

What struck you most about the presentation (consider what was most obvious, what was familiar but not part of your regular practice and what was new to you).

Task 3 – Discuss in pairs or a group what the implications for your practice will be, focus on what will change in your lessons.

Key Question 3

What did our learners say about the changes we have made - what will we do with this information?

Key Question 4

What will be different across our department / school?

Task 4

Amend the poster from workshop 1 to reflect new learning

NB: As both of these workshops are input heavy, you might want to organise a third after at least 2 weeks have passed to discuss what has changed, what was difficult and what needs to happen next.

**Module 5**

**Plenaries**

**Facilitator’s module plan: Plenaries**

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Facilitator(s):

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Participants:

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Date of Collegiate Session 1 (Week 1)

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Dates of 1st micro-analysis of teaching and learning

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Dates of 2nd micro-analysis of teaching and learning

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Date of Collegiate Session 2 (Week 4)

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**Module 5: Plenaries**

**Session 1 facilitator’s notes**

**Aims**

* To explore the purposes and means of using effective plenaries
* To consider how plenaries are used to take learning forward

**Intended impact of session**

* That teachers will have more and better opportunities to ascertain pupil understanding to inform next steps for learning within sequences of lessons
* That sequences of lessons are continuously pitched at the most effective level of challenge
	+ This in turn will lead to better and faster progression of pupils’ development of knowledge and skills as well as better engagement

Task 1 - In pairs or as a group discuss what plenaries look like in your class(es) at the moment.

Key Question 1

What is the purpose, structure and impact of plenaries in your class(es)?

Task 2 – Share the PowerPoint on plenaries (Appendix 5). This may be given out as prior reading to make better use of time).

Key Question 2

What struck you about the information on the PowerPoint slides (What was obvious, what was a reminder and what was new)?

Task 3 – Discuss in pairs or a group what the implications for your practice will be, focus on what will change in your lessons between now and the next workshop in 2 or 3 weeks’ time.

Key Question 3

What will be different across our department / school over the next 1 (or 2) weeks?

Key Question 4

How will we find out what our learners think about the changes we will make?

Task 4

Create a poster to reflect the key aspects of plenaries that will feature across your school / department over the next 2 or 3 weeks.

**Module 5: Plenaries**

**Session 1 capture tool**

**Plenaries**

**What are the possible purposes of a plenary?**

**What will we do to make plenaries effective?**

**What are we looking for during plenaries?**

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**Module 5: Plenaries**

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| **Date:** | **Plenaries** | **Facilitator:** |
| **Context of the lesson** |
| **Plenaries discussion points** |
| **Points for action** |

**Module 5: Plenaries**

**Session 2 facilitator’s notes**

**Aims**

* To explore the purposes and means of using effective plenaries
* To consider how plenaries are used to take learning forward

**Intended impact of session**

* That teachers will have more and better opportunities to ascertain pupil understanding to inform next steps for learning within sequences of lessons
* That sequences of lessons are continuously pitched at the most effective level of challenge
	+ This in turn will lead to better and faster progression of pupils’ development of knowledge and skills as well as better engagement

Task 1 - Reflect on changes to practice since workshop 1

Key Questions 1

What has changed in your practice since workshop 1? What has been the impact on learners?

Task 2 - Think of plenaries you have used over the past few weeks and share them with a partner.

Key Questions 2

What barriers or difficulties did you encounter?

Key Question 3

What did our learners say about the changes we have made - what will we do with this information?

Task 3 - Pair or group brainstorm how challenges or difficulties might be overcome.

Key Question 4

What will plenaries look like going forward?

Task 4 - Using the poster from workshop 1, make changes to reflect today’s discussions.

**Module 6**

**Student Self and Peer Assessment**

**Module 6**

**Facilitator’s module plan: Self and Peer Assessment**

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Facilitator(s):

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Participants:

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Dates of 1st micro-analysis of teaching and learning

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Dates of 2nd micro-analysis of teaching and learning

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**Module 6: Student Self and Peer Assessment**

**Session 1 facilitator’s notes**

**Aims**

* To explore the purposes and means of using effective self and peer assessment
* To consider how self and peer assessment will take learning forward and empower pupils

**Intended impact of session**

* That teachers will have more and better opportunities to facilitate more effective self and peer assessment
* That pupils will become more confident and skilful at giving and receiving peer feedback that impacts on their learning
* That pupils will become more confident and skilful at making judgements about their own learning.
	+ This in turn will lead to pupils being more involved in their learning process and bringing metacognitive approaches to learning.

Task 1 - Each person will give a short response to the pre-reading (session 1 handout)

Key Questions 1

From the pre-reading, what aspects relate to your current practice – can you give an example of how you have used it?

What is one thing you will try following the pre-reading?

Task 2 – View the video clip – Austin’s Butterfly at: <https://www.youtube.com/watch?v=E_6PskE3zfQ>

Key Questions 2

How did Austin’s peers in the story support him?

What qualities did Austin himself show?

What qualities will your learners need to develop / show when giving feedback to peers?

What qualities will your learners need to develop / show when receiving feedback from peers?

Task 3 – Group or pair discussion: What will pupils need to be effective peer and self-assessors in our classes and what are the implications for our practice?

Key Questions 3

What do pupils need to give accurate and useful self or peer assessment comments – what can teachers do to support this?

What qualities do learners need to grow and demonstrate to give effective feedback?

What qualities do learners need to grow and demonstrate to receive and use feedback?

Key Question 4

How will we find out what our learners think about the changes we will make?

Task 4 – Pull together the responses to key questions 3 into a poster which will guide professional next steps and support teachers and pupils.

**Module 6: Student Self and Peer Assessment**

Session 1 handout

1. Have a clear assessment criteria

Make sure that you are crystal clear about what makes a piece of work successful. Language must be kept factual; anything that is open to interpretation can complicate the process. In an art lesson, saying ‘you have used at least 3 different tones (highlight, mid-tone and shadow)’ is often easier for a student to understand than ‘effective use of tone’. Tick boxes and checklists work particularly well, especially with younger students.

2. Develop the assessment criteria with students

Rather than just providing an assessment criteria, have the class get involved with creating it. This will get them to take ownership and they are likely to develop a much deeper understanding of how to make progress. It also means that it will be written in “student speak”, so less chance of confusion!

3. Use anonymous examples of work

This can be particularly helpful for assessing creative work, when students can be self-conscious about sharing personal work with the class. Alleviate this stress by collecting together examples of work done by a previous class (make sure there are no names on it) and use that as the basis for your assessment. Students could rank the examples from most too least successful and create a success criteria without the fear of offending their mates.

4. Vary the work they assess

If your students are in a seating plan and mark their neighbours’ work, then they will often be critiquing work of similar quality. If they are different abilities this could be quite demotivating and it won’t really challenge them. Instead, mix it up, laying the work out randomly on the desks before the students come in, meaning that they see something different each time.

5. Model responses

If left to their own devices many students will just try to get away with writing “it’s really nice” as their feedback, which is no use to anyone! If you provide students with clear frameworks to use it can have a huge impact on the quality of their feedback and therefore their learning. Using a sentence starter such as “In order to improve you need to…. so that… ” ensures that students give specific examples of areas for improvement and explain them fully.

6. Allow time to respond

Don’t use peer/self-assessment as a plenary task right at the end of your lesson. In order for feedback to have proper impact students must have a chance to digest it and to make changes in response to it. Restructure your lessons so that the assessment takes place at the midpoint. Then return to it at the end of the lesson to review progress.

7. Provide feedback on their peer/self-assessments

Once students have completed a peer/self-assessment task, don’t just move on straight away. Spend time with the class discussing the quality of the feedback they have given. Get students to read out what they have written and have the class critique it and suggest further improvements. This will get students to really understand how to structure their responses. By providing feedback and spending time on it you will also help students to see it as something important, rather than a tick box exercise.

Review the peer and self-assessment in your classroom today and get it working more efficiently and intelligently. You’ll soon see the impact on student progress and marking workload.

From Teachertoolkit.com <https://www.teachertoolkit.co.uk/2017/05/18/peer-assessment/> (accessed 10.12.19)

**Module 6: Student Self and Peer Assessment**

**Session 1 capture tools**

**What does good peer feedback look like?**

**What do we need to do to give and use effective feedback?**

**What qualities do we need to use when giving feedback?**

**What qualities do we need to use when receiving feedback?**

**Module 6: Student Self and Peer Assessment**

**Session 1 example poster**

**What does good peer feedback look like?**

* It is honest
* It is respectful and said with kindness
* It is specific and focuses on one thing at a time

**What do we need to give and use effective feedback?**

* Clear criteria for success
* A good idea of what a good one looks like
* Time to think and respond

**What qualities do we need to use when giving feedback?**

* Integrity
* Compassion
* Empathy

**What qualities do we need to use when receiving feedback?**

* Openness to improving
* Respect
* We use it and have another go, then another, then another
* We develop resilience and show perseverance

We all improve at everything one small step at a time and feedback is the most important thing to help us make each step.

**Module 6: Student Self and Peer Feedback**

|  |  |  |
| --- | --- | --- |
| **Department / School:** | **Improving Pedagogy by Collegiate Enquiry** | **Teacher:** |
| **Date:** | **Pupil Self and Peer Assessment** | **Facilitator:** |
| **Context of the lesson** |
| **Self and peer assessment discussion points** |
| **Points for action** |

**Module 6: Student Self and Peer Assessment**

**Session 2 facilitator’s notes**

**Aims**

* To explore the purposes and means of using effective self and peer assessment
* To consider how self and peer assessment will take learning forward and empower pupils

**Intended impact of session**

* That teachers will have more and better opportunities to facilitate more effective self and peer assessment
* That pupils will become more confident and skilful at giving and receiving peer feedback that impacts on their learning
* That pupils will become more confident and skilful at making judgements about their own learning.
	+ This in turn will lead to pupils being more involved in their learning process and bringing metacognitive approaches to learning.

Task 1 – Reflect on how practice has changed since workshop 1

Key Questions 1

What has stuck with you? What was difficult?

Task 2 – Discuss in pairs or a group the implications for your practice.

Key Question 2

What did our learners say about the changes we have made - what will we do with this information?

Key Question 3

What will be different across our department / school over the next 1 (or 2) weeks?

Task 4

Amend the poster from workshop 1 to reflect new learning

**Pedagogical Enquiry and the National Model of Professional Learning**

This guided approach to pedagogical enquiry is designed to support staff of all ranges of experience and expertise, to critically reflect on their own practice and the needs of their learners. It includes an iterative approach to developing teaching and learning practices that meet the needs of the young people in each setting.

There is no definitive guidance on how to teach here, as each setting is unique, rather this programme aims to support teachers to identify the problems they need to address and collegiately engage in creating solutions, trying these out and evaluating the success of new interventions.

The reading and resources have been selected from a range of professional literature and blogs to help develop and inform teachers’ professional learning so that they can generate effective next steps in teaching and learning.



Image from Education Scotland b (online)

Teaching and learning is most effective when all teachers take the lead in their professional learning and the development of effective practice. The role of facilitator in this programme is clearly a key one, and one that should be undertaken with the view that the facilitator is one person in a collaboration of teacher leaders who are taking part and improving practice.

The Standards for Career Long Professional Learning and Professional Enquiry (GTCS – online)

Teachers who successfully engage with pedagogical enquiry are developing their practice and professionalism in line with the standards for Career Long Professional Learning (CLPL) in the following areas:

|  |
| --- |
| **Professional Values and Personal Commitment** |
| 1.4.1 | I engage with all aspects of professional practice and work collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality. | By reflecting on their own and one another’s practice, participants are encouraged to give and receive critical feedback on each other’s interventions. |
| 1.4.2 | I am committed to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. | Through collaboration and guided reflection and coaching, participants enquire into their current practice, engage in theories around pedagogy and plan and evaluate the impact of professional learning. |
| **Professional Knowledge and Understanding, Professional Skills and Abilities**  |
| 2.1.1 | I develop deep, critically informed knowledge and understanding to enhance skills and abilities in relation to pedagogy, learning and subject knowledge | Through reflection on personal practice and relevant literature and collaborative discussions, participants’ knowledge of pedagogy and learning is enhanced. |
| 2.1.2 | I develop deep, critically informed knowledge and understanding to enhance skills and abilities in relation to curriculum and assessment. | Through reflection on personal practice and relevant literature and collaborative discussions, participants’ knowledge of formative assessment is enhanced. |
| 2.1.3 | I develop deep, critically informed knowledge and understanding to enhance skills and abilities in relation to enquiry and research. | Through undertaking enquiry with guidance from a facilitator, participants are supported to enquire into practice improvements. |
| 2.1.5 | I develop deep, critically informed knowledge and understanding to enhance skills and abilities in relation to sustaining and developing professional learning. | Participants will become familiar with the structure of the modules and will be able to apply this to ongoing professional learning. |
| **The Professional Actions in Career-Long Professional Learning** |
| 3.1.1 | I demonstrate deep subject knowledge and pedagogical leadership. | Through undertaking learning and enquiry during the programme, participants deepen their knowledge of pedagogy. Participants are supported to lead their own and colleagues’ professional learning. |
| 3.1.3 | I demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice. | In undertaking enquiry and collaborative learning in specific aspects of pedagogical practice, participants deepen their understanding and apply critical thinking. |
| 3.3.2 | I develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge. | Through undertaking enquiry with guidance from a facilitator, participants are supported to enquire into practice improvements. |
| 3.3.3 | I lead and participate in collaborative practitioner enquiry. | Through undertaking enquiry with guidance from a facilitator, participants are supported to enquire into practice improvements. |
| 3.5.1 | I develop skills of rigorous and critical self-evaluation, reflection and enquiry, including how to investigate and evidence impact on learners and professional practice. | Participants are supported to critically self-evaluate through lesson analysis and follow up coaching. |

Learning by Enquiry

By linking enquiry into student learning to teacher learning, teachers can gain an understanding of what it is they need to learn to improve outcomes for students and have a compelling reason to engage [in practitioner enquiry]. (GTCS)

The General Teaching Council for Scotland states that practitioner enquiry “is usually undertaken within the practitioners own practice/ context or in collaboration with others. Within collaborative enquiry the group shares a common research question which can then be 'investigated' through different lenses to enhance knowledge creation and sharing within the group and beyond. As such evaluation and reflective teaching are fundamental elements of practitioner enquiry if it is to have impact on the practitioners practice and ultimately pupil experience”.

<https://www.gtcs.org.uk/professional-update/research-and-practitioner-enquiry/practitioner-enquiry/how-practitioner-enquiry.aspx>

The GTCS gives a series of questions that can frame a practitioner enquiry and these are embedded into this programme:

What’s the problem?

Through facilitated self-reflection using the coaching wheel at the start of programme, colleagues are asked to reflect on various aspects of their practice including their relative strengths and development needs. As the facilitator is most likely to have a departmental or school overview, they will help colleagues arrive at aspects of pedagogy that will be the focus for collegiate development.

What’s already known?

Each module of the programme contains some element of pre reading or collegiate engagement. The resources that are provided have been carefully chosen to balance intellectual rigour with accessibility, usefulness and engagement. They provide a platform for collegiate discussion.

How will you know what happened?

At the end of the first session in each module, a poster is produced that should be displayed in classes. This provides a visual reminder to staff and students of what teachers have agreed success might look like. This enables teachers and students to reflect on the success of different interventions.

Learning that Deepens Knowledge and Understanding

Each module of the programme contains some literature, or a presentation informed by relevant literature, which aims to deepen the knowledge of each issue before collaborative discussion and learning occurs. This literature has been selected because it is underpinned by relevant educational theory and is accessible and practical in nature. Participant knowledge and understanding is then further developed through collegiate discussion, then the creation of posters before teachers apply new knowledge in context. Teachers are supported by facilitators who analyse small episodes of teaching and learning, also providing coaching and critical feedback which enables the participant to reflect on their teaching. This coaching and feedback is specifically aimed at improving aspects as identified in workshop 1 of each module.

The second workshop brings emerging knowledge and understanding together and forms a policy poster that is used throughout the rest of the session to further improve practice.

Learning is collaborative

The programme helps to develop and support professional learning communities where teaches work collaboratively to develop their own practice as well as whole school approaches. The learning that occurs in the programme is active and interactive, based on emerging new practice. There are no answers given to participants; they develop their knowledge, apply new knowledge and reflect on success to iterate innovation.

The educator as a learner reflects on professional practice and shares professional learning. They self-evaluate, consider their own assumptions, context and relationships with others and are supported to demonstrate self-awareness.

The programme provides a framework for conversations about learning that are frequent and prioritised, as well as productive and focused. There are feedback loops between teachers, facilitators and students.

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