Clarify Canvas Examples

Clear Thinking

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Clarify Canvas

Improvement area _____

IMPACT

Q1. What impact do we want to have?

PROBLEM

Q2. What problem/s are we trying to solve?

CHANGE

Q3. What change/s could we make that will result in improvement?

Research evidence base supporting this approach

EVIDENCE

Q4. How will we judge whether or not we have been successful?

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Literacy

Improving Vocabulary in a Secondary School Context

IMPACT

Q1. What impact do we want to have?

- Enhance the breath and depth of academic vocabulary knowledge in order to:
  - Lift students' ability to read and enjoy challenging texts in classrooms and home learning
  - Lift student engagement and self efficacy as readers
  - Ability to meaningfully read and respond to assessment and examination questions. Reading now forms a key element of every qualification and examination
  - Lift attainment

CHANGE

Q3. What change/s could we make that will result in improvement?

Specific teaching practice interventions (what)
- Use SEEC model to introduce new vocabulary: Select; Explain; Explore; Consolidate.
- Scaffold talk and promote use of academic language
- All new word can be captured and identified in Schemes of Work (SoW). Students given spaced opportunities to practise them and develop confidence
- Teach subject-specific vocabulary through etymology (history of words) and morphology (the study of words/parts/roots).

Capacity building (How)
- Materials/resources - provision of 'Closing the vocabulary gap' to all middle level leaders
- Training - 4 full staff workshops over the year, followed by team/ department time to apply to subjects and agree on application steps.
- Instructional coach - offer of demonstration lessons, video clips and in classroom support from allocated 'vocabulary champions'
- Monitoring - Implementation review in team meetings. SLT walk throughs and lesson observations.

Research evidence base supporting this approach
- EEF Improving literacy in secondary schools, recommendation 2

PROBLEM

Q2. What problem/s are we trying to solve?

Teachers
- Teachers do not explicitly teacher vocabulary
- Teachers lack expertise and routines to do so
- Teachers provide substantial readings in classrooms that include vocabulary that is unfamiliar and difficult.
- During explicit teaching teachers are often using vocabulary that the students do not understand, without pausing to explain and provide examples
- Teachers complain that the students just aren't ready to engage in their subject areas

Students
- Students are 'word poor'
- Students lack resilience to tackle challenging texts in classrooms, often resulting in disengagement and disruptive behaviour
- Students developing poor self efficacy as readers
- Due to a lack of vocabulary, students are not able to comprehend texts and struggle with high-level skills such as inference and notifying perspective/viewpoint (These are particularly important for subjects such as History and English)

EVIDENCE

Q4. How will we judge whether or not we have been successful?

- Staff report a growing confidence in preparing for vocabulary instruction and can demonstrate the use of a range of practical strategies to support it in their subject area.
- Increased student engagement and confidence in reading text
- Enhanced performance in upper level bands of specific external exams

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Clarify Canvas — Improving Reading in Primary Context (Years K-4)

IMPACT

Q1. What impact do we want to have?

- We want to improve student reading outcomes
- Increase in student engagement, confidence and motivation in reading
- See higher levels of reading for pleasure, and students identifying themselves as readers

CHANGE

Q3. What change/s could we make that will result in improvement?

Specific teaching practice interventions (what)
- Modelling of reading/exposure to high quality texts. Adults read aloud every day using a range of quality fiction and non-fiction texts
- Implement daily teaching of phonics (years K-2) using the agreed scheme (systematics, responsive, engaging, adaptive and focused instruction).
- Explicitly teach and identify comprehension strategies matched to appropriate texts (e.g. prediction, questioning, clarifying, summarising, inference, activating prior knowledge).

Capacity building
- Whole staff training. Initial 3x3 hour sessions (spread over 2 terms) to develop staff knowledge base on evidence base lead by internal literacy expert teacher, using resources from department on effective reading.
- Identify and use staff literacy champions to support ongoing coaching, demonstrations provide examples for others
- Time in team meetings to share actions taken, impact and ask questions
- Period learning walks to see practices in action

Resources
- Provide diagnostic suite for reading and support to use
- Tracking of data. Identification of students who would benefit from additional intervention and support

PROBLEM

Q2. What problem/s are we trying to solve?

Teachers
- Some staff lack sufficient knowledge of the processes involved in teaching ready (e.g. Scarborough reading rope and the simple view of reading).
- Diagnostic assessment use is weak. We do not adequately identify why some students are struggling.
- A lack of consistency of practice
- A lack of spaced retrieval practice to help student practise and embed new learning

Student knowledge and behaviours
- Limited sight recognition of familiar words
- Often guessing words from picture or broader context of the text rather than harnessing phonics knowledge
- Limited engagement and sustained effort with reading beyond the classroom tasks
- Demonstrate gaps in vocabulary

Parental/caregiver Behaviours
- Unsure about what they should be doing at home with the text sent home. Should they be reading to the child or asking the child to read? What prompts if any should they be giving?

EVIDENCE

Q4. How will we judge whether or not we have been successful?

- Improved phones outcomes by end of year 1
- Improved spelling in written work using phonics
- Improved reading outcomes in Years 3 and 4
- Increase evidence of reading beyond the classroom
- Student self reported self-efficacy in reading

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Numeracy/Mathematics

Clarify Canvas

IMPACT

Q1. What impact do we want to have?

- Students are already achieving well in national benchmarks but are not able to solve non-routine problems.

- Students build a robust knowledge of adaptable and transferable mathematical concepts.

- Students understand why a mathematical idea is important and the kinds of contexts in which is it useful.

- Students are able to use different mathematical representations to articulate how they are useful for different purposes.

CHANGE

Q3. What change/s could we make that will result in improvement?

Curriculum and assessment design
- 3 x additional team planning sessions supported by mathematics specialist (already on staff).

Professional Learning
- Instructional coaching sessions with a core group of teachers from across teams. They then help to build capacity across their team.

Evidence based: Rey's 2012 'Helping children learn mathematics.
- Teachers to move learning through Concrete, Pictorial and Abstract representations to develop conceptual understanding.
- Students will be explicitly taught how the various representations connect with each other, how they are similar, and how they are different.
- Students to have opportunities to share their thinking about how different representations are useful for different purposes.

PROBLEM

Q2. What problem/s are we trying to solve?

- Teaching practice is currently focused on teaching isolated facts without a clear emphasis on understanding of how or why it works.

- Our mathematics programs provide little opportunity for deepening student understanding.

- Our formative and summative assessment tasks, have few items that involve assessing conceptual understanding

EVIDENCE

Q4. How will we judge whether or not we have been successful?

- Maths units will have a range of concrete, pictorial and representations included. (Documentation evidence)
- Classroom anchor charts and/or student workbooks will highlight different representations

- Students are able to represent mathematical situations in different ways and knowing how different representations can be useful for different purposes.
- Improvement in specific items in summative assessment

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Student attendance, behaviour and wellbeing

Reduce Vulnerable Students' Persistent Absenteeism

IMPACT

Q1. What impact do we want to have?

- We want to lift the attendance rate of our vulnerable students in order to enhance their levels of engagement, belonging and academic progress
- When want to lift completion and attainment

CHANGE

Q3. What change/s could we make that will result in improvement?

Key elements
- Make attendance a high priority in students', parents' and teachers' minds, and highlight the impact
- Create attendance specific postcards to be sent home (and agree on threshold and logistics for sending and following up)
- Develop a 'return-to-school' protocol (in partnership with a design team of students and teachers) that lays out how a teacher and student should engage

Monitoring
- Analyse data to precisely monitor who is away and create a regular dashboard for key members of the pastoral/wellbeing staff
- Termly analysis by pastoral/wellbeing team of vulnerable students' attendance. Generate insights from surveys and/or interviews with students

Staff Training
- Half day training session on importance of attendance, impact of persistent absenteeism and the key school strategies and protocols

PROBLEM

Q2. What problem/s are we trying to solve?

Teachers
- Teachers and pastoral staff often do not prioritise the follow-up of persistently absent students

Student behaviours
- Students do not take responsibility for catching up on their work when returning to school, often because they are unsure how to access the materials
- These challenges compound whereby students fall further behind and opt out further.

Parental/caregiver Behaviours
- Some parents do not follow-up with school when contacted about absenteeism

EVIDENCE

Q4. How will we judge whether or not we have been successful?

- Identified vulnerable students' attendance improves, to become generally in-line with all students' attendance

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Clarify Canvas

IMPACT

Q1. What impact do we want to have?

- Enhance the quality of behaviour in classrooms in order to create a positive environment for productive learning
- Enhance teacher-student relationships, and especially conflict resolution strategies

CHANGE

Q3. What change/s could we make that will result in improvement?

Develop a clear and shared school policy
- Launch expectations and provide clarity to all pupils about the standards expected
- Staff meetings to have a reminder and agenda item on expectations and the focus on enhancing behaviour

Leadership learning and expectation setting
- First training with leadership to align around key elements of the framework and their actions
- Create an incident Response process to provide clarity of roles and escalation
- Determine support that will be provided to staff who are experiencing difficult classes
- Agreements made about tailored approaches for students with high behaviour needed

All Staff training
- Unpack a clear set of practices that can support staff in their classroom behaviour management.
- In-class instructional coaching for staff who seek additional support
- Induction programme for new staff in the future

Monitoring
- Regular leadership meetings to look at survey and incident data, discussion emerging issues and make adjustments

PROBLEM

Q2. What problem/s are we trying to solve?

Teachers
- Lack of policy clarity
- Policies are not always being followed consistently. The is variability reported by staff, students and parents.

Leadership
- Staff perception surveys have highlighted that many staff do not feel supported by leadership to respond effectively to behavioural incidents that occur
- Middle and senior leaders shared that they were often unsure of the approach they should be using when certain cases have been scaled to them.

Student behaviours
- Have articulated that there is a lack of clarity over expectations, and that different teachers respond with rewards and sanctions in a wide variety of ways.

EVIDENCE

Q4. How will we judge whether or not we have been successful?

- Students self report improvements in the level of 'safe and productive' learning environment within yearly survey
- Reduction of reported incidents
- Staff report positive changes in classroom environments which is improving the quality of their teaching and learning
- Academic engagement and progress for high behavioural need pupils begins to increase (as captured in reports)

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Teaching Practice

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Clarify Canvas

IMPACT

Q1. What impact do we want to have?

- Improve student learning growth and cognitive engagement across 7-10.

- We want students to know where they are up to in their learning progression, and to be working on areas of productive challenge.

CHANGE

Q3. What change/s could we make that will result in improvement?

- Evidence base: Focus on developing strategies and techniques outlined by Dylan Wiliam's Medium-cycle formative assessment. We focus on his strategies for eliciting evidence of learning & providing feedback that moves learners forward

- Book study: Teachers engage in knowledge building through a book study of relevant chapters of Dylan's work (using embedding formative assessment).

- PLC based practising: Term 2-4 Use PLCs groups to do cycles of Teaching Sprints (1-4 weeks) focused on trialing and applying one formative assessment strategy each term.

PROBLEM

Q2. What problem/s are we trying to solve?

Teachers
- Teachers are not adapting their practice based on what students know. They are teaching directly from the unit program and are being driven by the summative tasks (8 weeks or longer). They are not collecting and responding to evidence of student progress within the teaching of the unit.

EVIDENCE

Q4. How will we judge whether or not we have been successful?

- Teacher knowledge of formative assessment strategies/ techniques (Observations of PLC and interviews with teachers)
- Teacher trialing of new strategies & techniques (self-report and observation)
- Student can self report where they are up to in their learning, and the next steps they should take
- Student achievement in summative tasks (1-2 years into change)

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