

Nurture Steering Group & Making Thinking Visible

Linking Learning and Teaching and Nurture to Raise Attainment and Engagement

Independent Enquiry

Session 2017/2018

Improving Our Classrooms through Class Based Practitioner Enquiry

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Area of focus for enquiry	How thinking and nurturing classroom can have a positive effect on pupil attainment?
Methodology	<p>My methodology...</p> <p>1) <u>MTV: Thinking Routines</u> Use of See Think Wonder// Think Puzzle Explore//Plus 1/Claim Support Question</p> <p>2) <u>Nurture Principles in the classroom</u> Focused mainly on two :</p> <ul style="list-style-type: none"> • <u>Learning is understood developmentally</u> Understanding the social demographic of St Mungo's Academy. A lot of young people experience/experiencing stress and trauma. This has effected brain development, ability to socialise, empathise and interact fully with others. Pupils can be distant, cold, or overly needy. Unorganised and not confident. MTV: Developing metacognitive learners: These thinking strategies enable young people to challenge their own thinking and form opinions they may not have already had. These routines give a platform to • <u>Classroom offers a safe base</u> Stimulating but supportive. Using thinking routines that are conducive to inclusion and can be easily differentiated based on outcome. It is up to teachers to ensure that the learning and teaching strategies that are being used are inclusive, flexible and pliable to being differentiated but also promote challenge. <p>3) <u>Gathering Information and Data</u> By using information collated from professional readings, staff and pupil questionnaires, direct observations around the school to make connections between self-regulation of knowledge and understanding about a subject and knowledge and understanding of own emotions and feelings to ensure all pupils can access curriculum.</p>
Success Measures	I will be successful in this enquiry if I can highlight key practices and thinking routines that lend themselves to self-regulation and promote a thinking but nurturing classroom.
Gathering and Analysing Data	<ul style="list-style-type: none"> • Survey Monkey • Questionnaire responses • Direct observation • Peoples views: Pupils and Staff
Evaluation of results	<ul style="list-style-type: none"> • The majority but not all teachers at SMA felt confident or very confident in the implementation of nurture in the classroom. • Learners felt more confident speaking out in class whilst using MTV thinking routines.

	<ul style="list-style-type: none"> • 77 % of teachers saw an increase in whole class engagement using MTV strategies
Reporting of results	Provide staff with evidence of findings and offer support with readings.
Reading	<p>"Making Thinking Visible" How to Promote Engagement, understanding and independence for all learners. Book by Karin Morrison, Mark Church, and Ron Ritchhart</p> <p>Whole school nurture approach</p> <p>EEF: Teacher tool kit</p> <p>Helen Minnis Glasgow University</p> <p>https://www.gla.ac.uk/media/media_511509_en.pdf</p> <p>https://www.gla.ac.uk/media/media_475651_en.pdf</p> <p>http://eprints.gla.ac.uk/157013/</p> <p>(Early stress and trauma in children)</p>
My next steps	<ul style="list-style-type: none"> • Further development is needed in regards to Nurture as it is a whole school implement and not all staff members feel confident. • Nurture Posters in every classroom with the 6 principles highlighted using pupil friendly language. • Pupil focus groups at the end of next academic year needed to evaluate their confidence in independently using MTV routines in class and at home for personal study. • Re-evaluation of engagement from the view of the class teacher. • A bank of Routines that specifically lend themselves to open questioning / easily differentiated and strategies for class teacher. E.g. routines and group pairing.