



Effective Learning and Teaching

Engaging with Educational Cycles, AFL Methodologies and
an Enquiry Approach to Improvement



Discussion...

How do we improve achievement and attainment in our schools?

Make a list...



Solutions that have tried and failed to make a big impact

- Change the structure of education
- Extra Money/Technology/Computers/Interactive whiteboards
- Specialist schools/academies
- Class sizes – bigger/smaller
- Same sex schools
- Small high schools/Big high schools
- All-through schools (3-19)
- Textbook replacement



Answer...

It doesn't matter which school you go to... but it matters very much **which classrooms you are in...**

Studies show that “average” students taught by the ‘best’ teacher learn twice as fast

And students taught by the ‘worst’ teacher learn half as fast on average

What a “Good Teacher” can teach in:

6 months

Takes an “Average Teacher”:

1 year

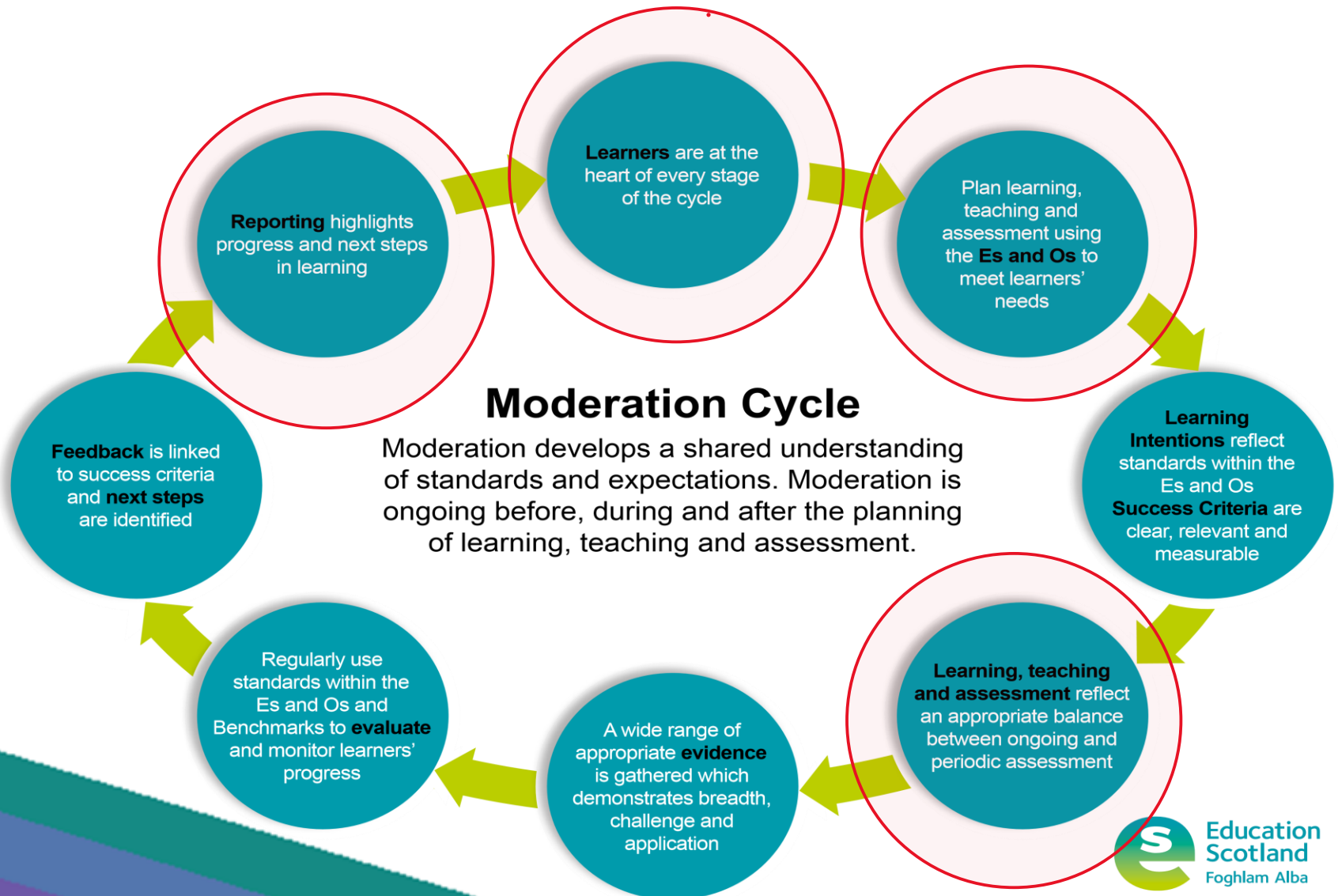
And a “Poor Teacher” :

2 years

National and Local Drivers

- **GTCS Standards for Full Registration**
 - **HGIOS4**
 - **Education Scotland**
 - **HMIE**
 - **Authority SIF frameworks**
- 

Moderation Cycle – Education Scotland



Task

- **In Pairs - think about how you plan your curriculum/Series of Lessons...**
 - **List the key points within your planning**
 - **Share with another pair – what are the similarities/differences**
- 

1. *Moderation Cycle*
2. *Learning, Teaching and Assessment Cycle*
3. *Tracking and monitoring Cycle*

There are many different cycles within education from many different providers which we will discuss throughout but for the purposes of improving LTA we will concentrate on particular areas from Education Scotlands Moderation Cycle.

Within this we will focus on three key areas for all practitioners:

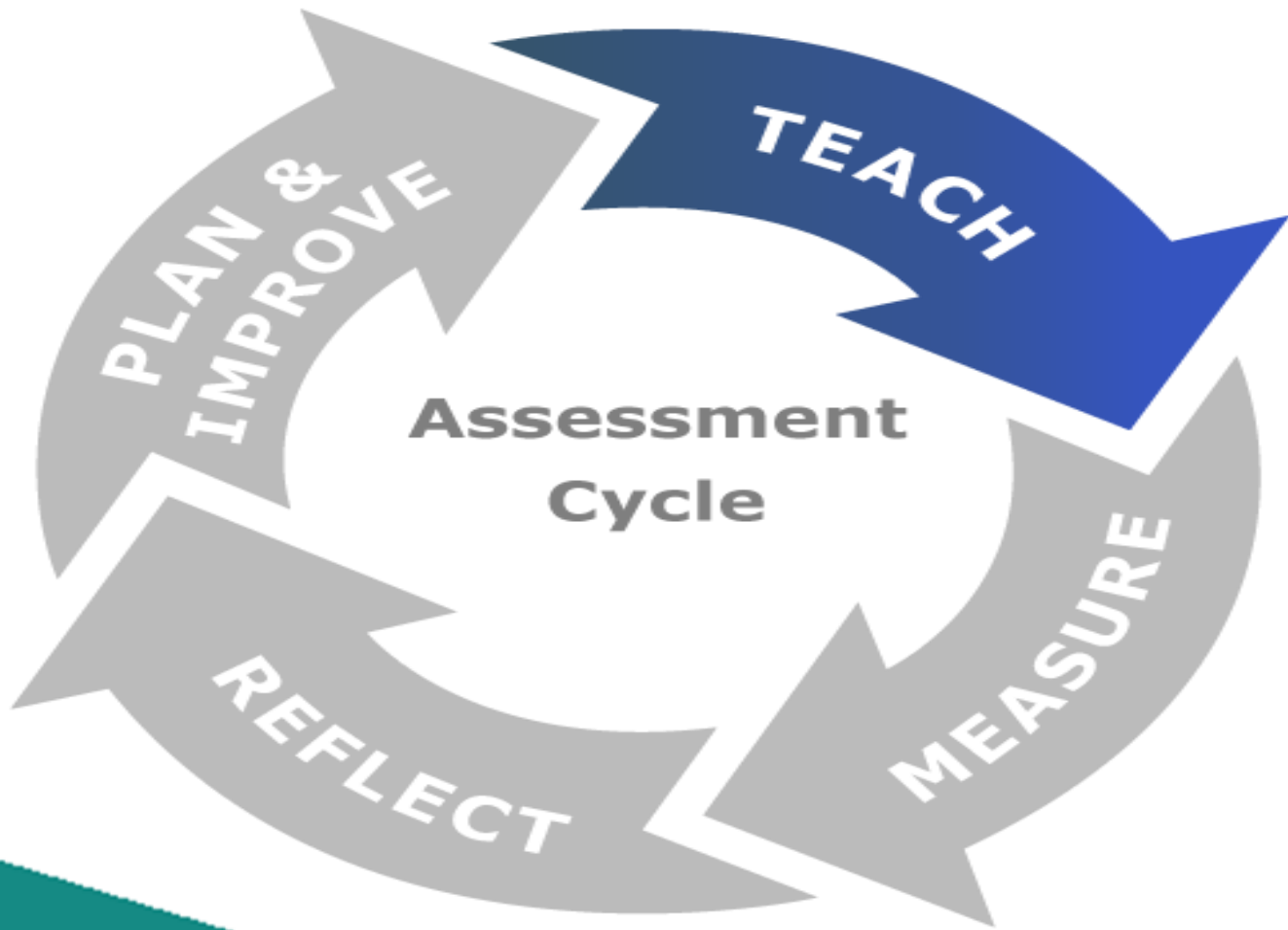
What is effective planning

What is effective learning and teaching

What is effective tracking, monitoring and assessment



Highline College – Learning and Teaching Cycle



Learning and Teaching Cycle – (NSW)

The learning and teaching cycle consists of 4 phases with 4 guiding questions
Assessment and tracking and monitoring are embedded throughout all phases of the cycle
which allows practitioners to reflect on:

Their own practice in order to respond to student needs
Pupil progress, planning learning and provide feedback

4 Phases

Analysis	>>
Planning	>>
Practice	>>
Assessment/feedback/reporting	>>

4 Guiding Questions

Where are my students now?
What do I want my students to learn?
How will they get there?
How do I know when they get there?



What does the policy documentation say?

GTCS Standard for full Registration

2.1.4 Have a depth of knowledge and understanding of planning for Assessment, Teaching and Learning

Professional Actions: As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:

- How to plan for effective assessment, teaching and learning, individually and collaboratively across different contexts and in order to support the needs of every learner
 - How to adapt planning approaches to ensure that the needs of every learner are effectively addressed
 - Individual and collaborative approaches to a wide range of assessment, recording and reporting as an integral part of learning and teaching
 - National assessment requirements and requirements of other relevant awarding and accrediting bodies
 - The positive impact of engaging learners in dialogue about their progress and how to provide meaningful feedback to support and agree next step
- 

What does the policy documentation say – cont...?

GTCS Standard for full Registration cont....

3.1.1 – Plan effectively to meet learners needs

Professional Actions – As a registered teacher to demonstrate your professional skills and abilities you are required to:

- Plan coherent, progressive and engaging teaching programmes which address the needs of every learner
 - Plan learning in accordance with current curriculum guidance, including in Gaelic medium education where appropriate
 - Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner
 - Communicate appropriately with every learner, modelling and promoting competence and confidence in literacy, numeracy, health and wellbeing and digital literacy
 - Plan learning that is creative, sustainable and uses available resources
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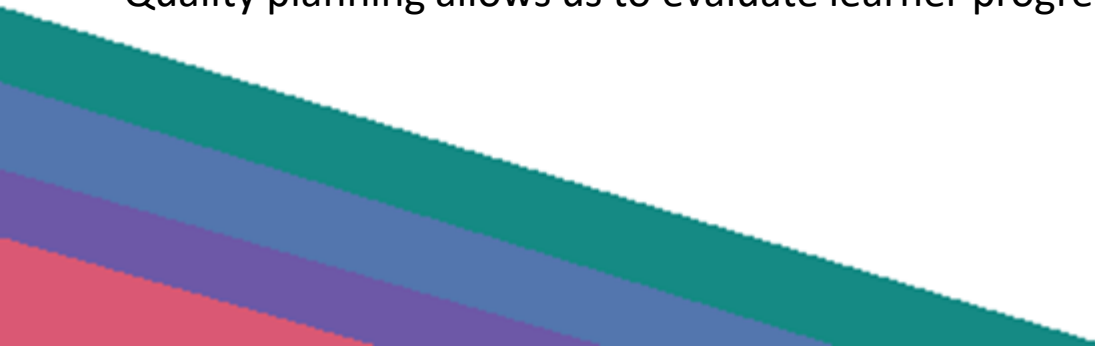
What does the policy documentation say?

HGIOS4 - 2.3 Learning, Teaching and Assessment

Themes:

Planning, tracking and monitoring

Level 5 Illustrations – key points;

- Learners experiences are appropriately challenging and enjoyable and well matched to their needs and interests
 - Pupils contribute effectively to the life of the school ... in a range of well planned activities
 - (teachers) use a wide range learning environments and creative teaching approaches
 - Teachers observe learners closely to inform appropriate interventions and future learning
 - Teachers use feedback effectively to inform and support progress in learning
 - Assessment is integral to our planning of learning and teaching
 - Teachers plan appropriately over different timescales to to meet the needs of all learners
 - Learners are fully involved and informed in planning learning
 - Quality planning allows us to evaluate learner progress and attainment
- 

Falkirk – Learning to Achieve

Everyone is responsible for developing and providing a dynamic, differentiated and inclusive curriculum in line with CfE. Each establishment will tailor the curriculum to enable children and young people to develop the four capacities and reach their full potential.

The highest quality learning and teaching supports us in our vision for all learners. An understanding of pedagogy is essential to delivering effective learning and teaching. Assessment is integral to planning learning and teaching to ensure that children experiences are relevant and meets their needs. It should provide reliable evidence to report on the progress of the child and to plan next steps.



Handout

- **Task – Read through the handout and pick out the key messages**
- **Again work in pairs...**





An Enquiry Approach to Improvement

- **Practitioner Enquiry** is widely accepted as one of the most effective ways of improving practice for all and plays a big part in improvement methodologies cited in all three **GTCS Standards** and **HGIOS4** documents
- **The National Model for Professional Learning** - Education Scotland cites Practitioner Enquiry as integral to continued development of both lead learners (teachers) and pupils
- We want to ensure that our schools employ an “**Enquiry Stance**” when it comes to improving outcomes for all



What is Practitioner Enquiry?

- Practitioner Enquiry is the name given for a piece of work that a teacher does when they notice something in their class or lessons that can be improved upon or changed to have a greater impact on the learner(s)
- It can be as simple as looking at where pupils sit and changing groupings or as complex changing learning and teaching methodologies to suit an individual pupil

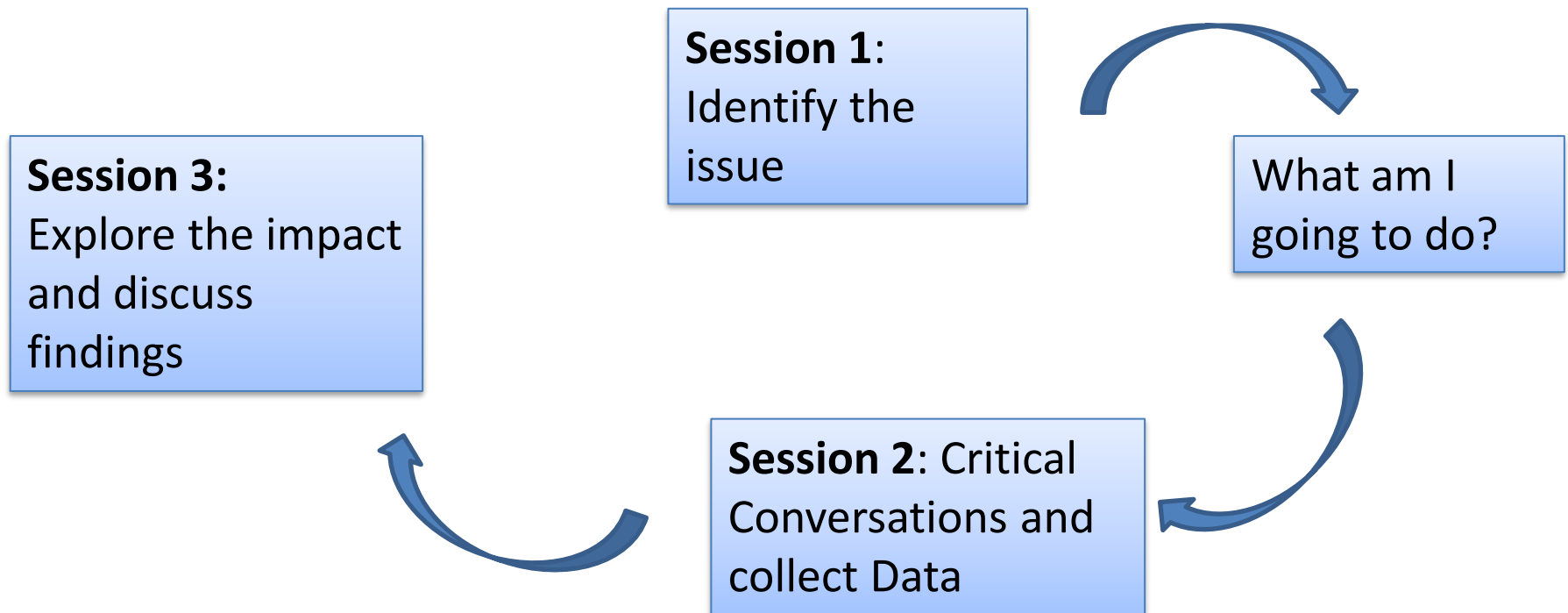
It is an example of self-motivated CPD



Steps in an Enquiry

- **Identify** something, an issue or observation you have and form an enquiry question eg what is the impact of single sex groupings in class work?
- **Collect data** – empirical or anecdotal
- Carry out **professional reading and research** into the particular area you want to enquire about
- Identify **interventions or strategies** to be trialled and trial them
- **Analyse results** – what impact did your intervention have
- **Share findings** – with peers through PEGs, FHs, depts.
- Continue the process

Breaking down the process





Professional Reading

Handout - DuFour

Practitioner Enquiry – George Gilchrist

Education Scotland

Professor Kate Wall



AFL – An Improvement Approach

- Begin to look in depth at the 5 strands of AFL
- Set up an Enquiry Approach looking at AFL in your class
- Sharing of emerging practice



Reminder...

You have the greatest impact

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And students taught by the ‘worst’ teacher learn half as fast on average

What a “Good Teacher” can teach in:	6 months
Takes an “Average Teacher”:	1 year
And a “Poor Teacher” :	2 years



But what is a good teacher?

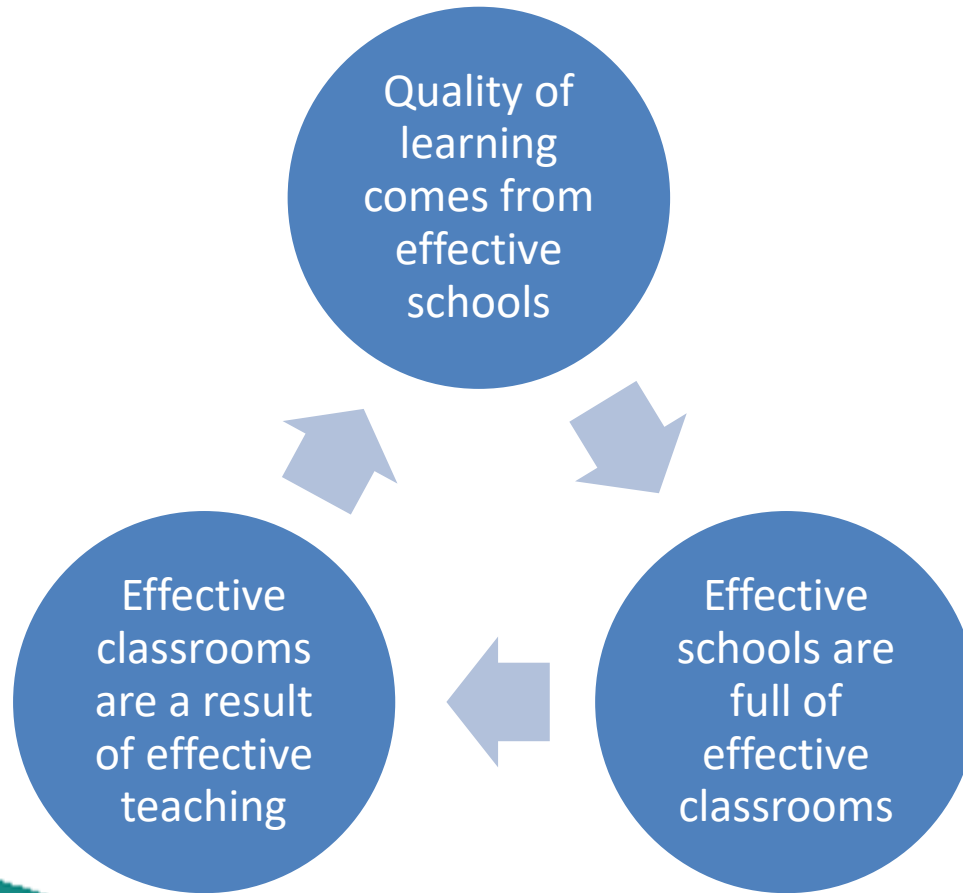
A “Good Teacher”... (Dylan Wiliam)

- Establishes and informs students where they are in their learning – **LI/SC**
- Identifies and agrees the learning destination – **SC**
- Carefully plans a route with pupils through learner conversations – **effective feedback/discussion**
- Begins the learning journey
- Regularly shares with pupils their progress and next steps through - **effective feedback/discussion**
- Makes adjustments to the learning and teaching as needed

AfL...



AfL as a tool to further improve quality teaching





5 Key AfL Strategies

1. Learning Intentions and Success Criteria
2. Engineering effective classroom discussions, questions/tasks that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as instructional resources for each other
5. Activating students as owners of their own learning



Learning intentions and success criteria



What is a Learning Intention?

‘A learning intention describes what pupils should **know, understand or be able to do** by the end of the lesson or series of lessons.’

(TACLAN, 2012)

Learning Intentions:

Identify new learning

Focus on transferable skills

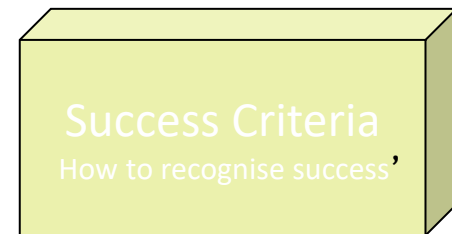
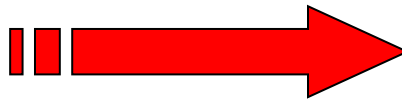
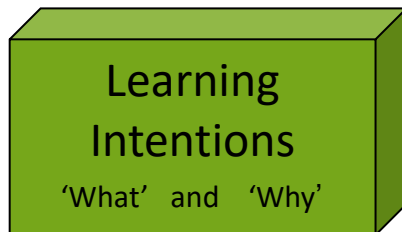
Focus on what is to be learned as opposed to the task



Why Are Learning Intentions & Success Criteria Important?

‘If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.’

- (An Intro to AfL, Learning Unlimited, 2004)





Good Learning Intentions are:

- Expressed in **simple language** that every pupil can understand
- **Focused** in nature
- Composed using **words that are closely related to learning** e.g. Understand that, know how to...
- **Directly linked to the Success Criteria**



Learning Intention – Key Vocabulary

The pupils will (be)

extend/extending
develop/developing
consolidate/consolidating
revise/revising
explore/exploring
investigate/investigating
expand/expanding

broaden/broadening
strengthen/strengthening
reinforce/reinforcing
examine/examining
consider/considering
apply/applying



Activity – Learning Intentions

Work in pairs and analyse the given Learning Intentions. Identify which learning intentions you believe are strong, weak or unsure

Give reasons for your answer

Be prepared to feedback to the group



What are success criteria?

‘... success criteria summarise the key steps or ingredients the student needs in order to fulfil the learning intention – the main things to do, include or focus on.’

- Shirley Clarke



Effective Success Criteria

- are **linked** to the learning intention (try to avoid repetition of same language)
- are specific to an activity
- are **discussed and agreed** with pupils prior to undertaking the activity
- provide a **scaffold** and focus for pupils while engaged in the activity
- are used as the basis for **feedback**, peer-/self-assessment and **teacher judgements**
- Evidence should clearly link to Success Criteria**



Process Stronger than Product

Learning Intention:

- We are learning to calculate the area of a triangle.

Product Success Criteria:

- Use the correct formula to calculate the area of a triangle.

Process Success Criteria:

- identify and measure the base and height
- multiply the base by the height and divide by 2
 - record in units squared.



Modelling Success Criteria

Learners need to know what a good piece of work looks like

Share the standard by using examples
e.g. 'This is a good piece of work because...'
You may use your own work as examples

Involve the children in the process of identifying success criteria



Activity

Write a 'strong' learning intention from your own classroom practice and devise success criteria for it - process

Share this with a partner and explain your thought process

Partner should take the role of critical friend – how could the LI or SC be improved?

Prepare to share with the group

