Summary of some of the key educational research underpinning our Curriculum

St Mary & St Pauls CE Primary School



Teaching & Learning



Sutton Trust report Oct 2014 | What makes great teaching?

2 factors with the biggest influence on great teaching...

1. Content knowledge

Teachers with strong knowledge and understanding of their subject make a greater impact on students' learning. It is also important for teachers to understand how students think about content and be able to identify common misconceptions on a topic.



2. Quality of Instruction

This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also found to improve attainment.

Sutton Trust report Oct 2014 | What makes great teaching?

Effective

- 1. (Pedagogical) content knowledge
- 2. Quality of instruction
- 3. Classroom climate
- 4. Classroom management
- 5. Teacher beliefs
- 6. Professional behaviours



Less effective

- Using praise lavishly
- Allowing learners to discover key ideas for themselves
- Grouping students by ability
- Encouraging re-reading and highlighting to memorise key ideas
- Addressing low confidence and aspirations before teaching content
- Presenting information to students in their preferred learning style -VAK
- Being active, rather than listening passively, helps you remember.

John Hattie (2012)

Typically classroom teachers:

How can we improve the Quality of talk and Questioning in the classroom?

- Talk for 70-80% of a lesson
- Ask 200-300 questions each day with 60% requiring simple recall and 20% procedural – where is your book?
- Less than 5% of time is spent in group or whole class discussion
- 70% of answers take students less than 5 seconds and on average involve less than 3 words



Rosenshine | Principles of Instruction (2010)

A professor and expert of **Educational Psychology**, **Barak Rosenshine** (1930 – 2017) explored **teacher instruction** along with Robert Stevens and identified the effectiveness of methods and **approaches** that were practised by the most **successful** teachers:

- Start a new lesson with a brief review of the previous lesson.
- Introduce **<u>new material</u>** in brief steps with student practice following each step.
- There needs to be a limit to the number of material students deal with at one time.
- Give easy to understand and detailed instructions and descriptions.
- Ask many <u>clear questions</u> and test students understanding.
- **<u>Guide</u>** students when they start to practice.
- Offer a high-quality and active practice to the students.
- Model steps and think
- Use worked-out problems as models.
- Ask learners to **demonstrate** what they have learned.
- Check each student's response to the teaching.
- Provide corrections and systematic feedback.
- Spend ample time of the class in providing explanations.
- Provide concise explanations
- Re-teach complex material whenever needed.
- Students must be prepared to perform the independent practice.
- Students must be <u>monitored</u> during the independent practice.

THE PRINCIPLES OF INSTRUCTION



Rosenshine | Principles of Instruction (2010)

- Daily Review Rosenshine suggests spending between 5-8 minutes each day, mostly at the beginning of a lesson, to <u>review past learning</u>. As mentioned in the <u>Cognitive Load Theory</u>, our cognitive load (the quantity of information our <u>working memory</u> can keep at one time) is relatively small, if we wouldn't review past learning, then our previous knowledge will get in the way of learning new knowledge.
- By devoting class time to reviewing and evaluating past academic performance, learners will eventually perform more effectively. Students will construct a more in-depth awareness of <u>syllabus</u> <u>material</u>, improve their basic skills, <u>critical thinking skills</u> and make connections <u>between ideas</u>.
- 2. Presenting New Material in Small Steps Our working memory has a limited capacity. If learners are presented with a lot of information at the same time, their working memory will suffer from overload. This will slow down or even stop the learning process as the students mind will no longer be able to process every piece of information at once.
- Due to this, **Rosenshine's principle** suggests that new information must be introduced in small steps. Experienced teachers show that it is useful to remain focused on what students need to know and remove any irrelevant material from the <u>lesson plan</u>.
- **3.** Asking Questions Asking students different kinds of questions (such as direct questions, closed question, comprehension questions) is one of the most powerful tools a teacher can use to enhance student learning and enable them to investigate a topic in more detail. Rosenshine states that less effective teachers ask a fewer number of questions and nearly no 'process questions' (questions about the learning process, such as how students performed a task). The greatest significance of <u>questioning</u> is that they strengthen students' long-term memory.
- 4. Presenting Models Providing new information to learners by linking it to their prior knowledge allows a quicker understanding, <u>deeper retention</u> and enhances students' memory. It is particularly true of different types of concepts such as complex concepts, essential concepts and <u>sequencing concepts</u> etc). Teachers can do this by providing appropriate support to their students. Thinking aloud, demonstrating the way to solve a problem, and working examples, are the modelling strategies teachers can use to enhance student learning.



- 5. Guided Student Practice Rosenshine's principle emphasizes the importance of giving students sufficient time to practise <u>retrieval</u>, ask questions, and get the desired help. Students must not stop after learning the information once, they must continue to rehearse it by summarising, analyzing, or <u>applying</u> their knowledge. If teachers do not reduce their pace of teaching a lesson, then students' memory of that topic will be decreased.
- 6. Checks for Student Understanding <u>Checks for understanding</u> allow teachers to identify any misconceptions students may have and explain things they are still struggling with. Rosenshine's sixth principle suggest teachers take intermittent periods during the lesson to stop and assess whether students have <u>understood the learning material</u>. Teachers can do this by asking learners to make a presentation, share their opinion about the lesson, summarise the information and <u>correct students' errors</u>. Checks for student understanding assure that the students have a clear foundation for their learning and make them ready to learn the next topic.
- 7. Achieving an Elevated Success Rate Cognitive Psychology Research reveals that the instructors who utilized the most effective teaching strategies had more students with higher educational success rates. According to Barak Rosenshine, the optimal academic success rates educators need to strive for is 80% (which is similar to the optimal success rate for multiple-choice tests). An optimal success rate of 80% shows that although challenged, learners still grasped and learnt new concepts.
- 8. Providing scaffolds for difficult lessons According to Rosenshine's eighth principles, when using more complex material teachers must apply scaffolding in their lessons. Scaffolding means facilitating students' incremental mastery of a skill or concept by gradually decreasing teacher assistance. The responsibility for the learning process shifts from the instructor to the student. The temporary support of scaffolding provides help to the students achieve higher levels of comprehension and skill acquisition that would have not been possible without the teacher's support.
- 9. Independent Practice The ninth principles of Rosenshine claim that scaffolding is crucial, but the students must also be able to complete tasks <u>independently</u> and take **responsibility** for their learning. Creating **independent learners** is vital as it helps students to improve their educational performance and stay motivated. By practising **complex tasks** again and again in their own time, students create greater automatically and fluency in the concept they're trying to understand. **Over-learning** a concept, helps learners to <u>recall</u> the details automatically.
- 10.Weekly & Monthly Review Rosenshine's tenth principle is an advanced stage of the first principle, but it involves reviewing the prior <u>knowledge</u> over monthly and weekly timeframes. This mixture of <u>retrieval</u> and spacing is a method known as <u>successive relearning</u> which implicates spacing out the use of retrieval practise methods at various points in time until a specific level of mastery has been accomplished.
- Weekly and monthly reviews allow students to make <u>connections</u> between new and old information, improving their understanding of a concept. Setting weekly homework tasks, doing a <u>quiz every month</u> and asking students to complete a monthly reflection, are all effective classroom strategies.

Sweller | Cognitive Load Theory (1988)

Cognitive load theory is built upon two commonly accepted ideas:

1. The first is that there is a limit to how much new information the human brain can process at one time

2. The second is that there are no known limits to how much stored information can be processed at one time

Key ideas:

- Cognitive Load Theory (CLT) is an instructional design theory that reflects our "cognitive architecture," or the way that we process information.
- During learning, information must be held in your **working memory** until it has been processed sufficiently to pass into your long-term memory. Your working memory's capacity is very limited Working memory can generally hold between five and nine items (or chunks) of information at any one time. When too much information is presented at once, it becomes overwhelmed and much of that information is lost.
- CLT makes learning more efficient by using teaching methods that reflect this. These methods include:
- 1. Know what has been taught previously/ know where the children are upto and adapting your teaching accordingly.
- 2. Learning activities that draw upon your existing knowledge expand the capacity of your working memory so you can learn more complex knowledge.

2. Reducing the problem space (the gap between what they know and what they need to know. If the gap is too big then the memory can't process) by breaking learning down into smaller parts/ chunk learning, and by using partially completed problems and worked examples.

3. Merging together multiple sources of visual information whenever possible. The mind processes visual and auditory information separately. Auditory items in working memory do not compete with visual items in the same way that two visual items, for example a picture and some text, compete with one another.

4. Extending the capacity of working memory by using both visual and auditory channels eg a video clip with a narrative not captions to read



What is Cognitive Load Theory?

Cognitive Load Theory provides an explanation of how students absorb new information. Our memory has a limited capacity to learn and it is very easy to overload with new information. Teachers often use this theory to help them dictate how new subject information is delivered to students as it can vastly alter learning outcomes. Essentially, it's all about how teachers adapt their lessons to cater to their students' working memory

The theory came out of John Sweller's research into problem-solving in the 1980s. Sweller wanted to understand the ways in which humans gain knowledge and how the cognitive load can be reduced to retain information for longer

Cognitive load theory looks at the detailed relationship between what is called the 'working memory' and the 'long-term memory.' Without the ability to process information in the working memory, that data won't make it to the long-term memory banks. As a result, this information will not be recalled later

In order to combat this, Sweller found that by implementing instructional design theories eg Rosenshine (2010) to suit the needs of the learner, the cognitive capacity to retain information can be greatly increased

Sweller | Cognitive Load Theory (1988)

How Can I Prevent Cognitive Overload in the Classroom?

• Working memory is very limited. Once overloaded it struggles to function properly and makes processing new information very hard. As such, we, as teachers, must be conscientious of what we are asking our students to take on board. By organising lessons thoughtfully we can help students prevent cognitive overload in the classroom.

Here are some simple tips for preventing cognitive overload in your classroom:

- 1. Make sure to include information that's already in students' long term memory. Working memory allows for limited interaction with new elements. However, long-term memory is unlimited. This means that the more elements your students have in their long-term memory the easier it is to keep learning.
- 2. Only include information directed at the learning goal. If your students are faced with unnecessary details, such as irrelevant anecdotes or animations, it can easily overload your students' capacity to learn.
- 3. Encourage students to combine new information with the concepts and ideas they've already learned. If a student can relate a piece of knowledge to something they've already understood then it makes getting the information across much easier.

What Are Some Examples of Cognitive Learning Strategies?

Here are some examples of cognitive learning strategies that you can use in your classroom.

- Ask students to reflect and discuss their learning experiences.
- Help your students look for new solutions to a problem.
- Promote class discussions about the subject material.
- Encourage students to explore ideas and work out how they are connected.
- Get students to openly explain their reasoning to the subject material.
- Provide visual learning techniques to help students learn and recall.

What are the 3 Types of Cognitive Load?

Cognitive load theory breaks up cognitive load into three areas: intrinsic, extraneous, and germane. Let's take a closer look at each one.

Intrinsic

This relates to the difficulty of a subject or information that the learner is absorbing. For example, single-digit addition tends to require a lower intrinsic cognitive load than long division. As a result, intrinsic cognitive load is difficult to manipulate in classes of mixed ability. Although it's necessary to consider when you begin teaching new topics to students.

Extraneous Cognitive Load

This type of cognitive load refers to the kinds of materials you use and the type of learning environment the students work in. Extraneous learning accounts for the quality of materials available to the teacher and accounts it accounts for distractions that might affect the learner negatively.

Germane Cognitive Load

And finally, we have Germane Cognitive Load. This is the moment when learning finally clicks and the working memory links new ideas and information to the long-term memory. If students already have knowledge of a subject it makes the Germane loading stage much more effective.

These areas of cognitive learning help to highlight the importance of balanced learning. Each type of learning must be considered so students can take information from the working memory to long-term memory.

Ebbinghaus | Forgetting Curve (1885)

Ebbinghaus forgetting curve describes the decrease in ability of the brain to retain memory over time.

The theory is that humans start losing the memory of learned knowledge over time, in a matter of days or weeks, unless the learned knowledge is consciously reviewed time and again.

Ebbinghaus also discovered another phenomenon called **overlearning** during his study on forgetting curve. The basic idea is that if you practiced something more than what is usually required to memorize it, the effect of overlearning takes place. This means that the information is now stored much more strongly and thus the effects of forgetting curve for overlearned information is shallower.

> Do medium term and lesson plans include opportunities for pupils to practice reviewing, recalling and revisiting their knowledge?



Retrieval Practice : Agarwal et al. (2011) HOW TO USE RETRIEVAL PRACTICE TO IMPROVE

LEARNING

Retrieval practice boosts learning by pulling information **out** of students' heads, rather than cramming information into students' heads. Retrieval practice supports our long-term memory and our level of fluency to recall.

Retrieval practice is a learning strategy, **not** an assessment strategy.

Retrieval practice is not the same thing as testing; it's the opposite. When you're talking about retrieval practice, stop using the word "test."



Retrieval practice is a very powerful learning strategy. Rather than continuing to cram students' brains full of information, retrieval practice is actually the practice of getting knowledge out of a student's brain. The process or retrieval has been proven to improve knowledge retention.

All of these methods allow students the opportunity to remember what they have learnt. If you then provide instant feedback, they can reflect. However, this process shouldn't stop there to have the best effects. It needs to be repeated to improve retention and learning.

Principles/Rules of Retrieval Practice

- Involve everyone
- Make checking accurate and easv
- Specify the knowledge
- Keep it generative
- Vary the diet
- Make it time efficient
- Make it workload efficient



Retrieval Practice – Strategies and techniques to use

1. What is your Rose, thorn, Bud?

A useful discussion prompt to use at the ned of a lesson is rose, thorn, bud:

Rose: What is one success/ fact you've learned about...?
Thorn: What is one challenge you've had in this lesson?
Bud: What is one new idea you have learned in this lesson?

2. Retrieval Grids

| 1 point | 2 points | 3 points |
|--|--|---|
| What was the highest mountain in Greece and home to the Greek Gods? | Who conquered Greece in 146 BCE? a. Vikings b. Egyptians c. Romans d. Persians | Which was the earliest time- period? a. Vikings b. Ancient Egyptians c. Romans d. Ancient Greeks |
| Who were the Olympic Games held in <u>honour</u> of? a. Apollo b. Socrates c. Aristotle d. Zeus | When were the first Olympics held? | TRUE or FALSE? Zeus was king of the gods. |
| Which city was famous for training boys as warriors? | TRUE or FALSE? Archimedes was a philosopher. | Which of these was NOT a Greek city state? a. Sparta b. Rome c. Athens d. Corinth |



3. What 5 words come to mind?

At the start or end of a unit or topic, <u>ask students these</u> <u>two questions</u>:

1. What are five words that come to mind when you think about?

2.What is? Write a description in your own words.

4. Find someone who...

| name Find someone who British History | | | | | | |
|--|---|---|---|--|--|--|
| In 1936, a march protesting about unemployment set off from which northern town? | What was the name of the German air force in World War 2? | Who was the last British king to die in battle? | The Treaty of Versailles was signed after which war? | | | |
| Name | Name | Name | Name | | | |
| King Alfred the Great defended large parts of Britain from invasion by whom? | Which country in the British Empire mutinied in 1857? | Which country joined World War I in April 1917? | Pudding Lane in London was the starting point for which disaster in the 17 th century? | | | |
| Name | Name | Name | Name | | | |
| Which leader described an 'iron curtain' descending across Europe? | What nickname was given to Mary Tudor, Queen of England, between 1583 and 1588? | King James I had which famous explorer executed? | Who became Lord Protector of England in 1653? | | | |
| Name | Name | Name | Name | | | |

anno who Dritich History

5. Knowledge Organisers

| | Date | Key events |
|---|------|--|
| | | Germany invades Poland |
| | | 1. Britain and France declare war on Germany (start of WW2) |
| | | Rationing introduced across the UK |
| | | Dunkirk evacuated and France surrenders to Germany |
| | | Germany uses blitzkrieg to take over much of Western Europe |
| Γ | | Germany launches air attacks on Great Britain (The Battle of Britain and the Blitz |
| | | begins) |
| | | Germany, Italy and Japan signed the Tripartite Pact creating the axis alliance |
| | | The Japanese attack the US navy in Pearl Harbor. The next day, the USA enters the |
| | | war fighting with the allies |
| | | D-day and the Normandy invasion. Allied forces invade France and push back the |
| | | Germans |
| | | Adolf Hitler commits suicide |
| _ | | |
| | | Germany surrenders & victory in Europe is declared the next day |
| _ | | |
| | | Atomic bombs dropped on Hiroshima & Nagasaki, Japan by the US killing |
| _ | | approximately 226,000 people |
| | | Japan surrenders signaling the end of WW2 |
| | | Rationing ends in the UK |
| | | |



| Insert challenge | Insert challenge | Insert challenge | | | | |
|------------------|------------------|------------------|-----------------|---------------|----------------|-------------------|
| Insert challenge | Insert challenge | Insert challenge | | | | |
| Insert challenge | Insert challenge | Insert challenge | | | | |
| One Point | Two Points | Three Points | Last lesson (1) | Last week (2) | 2 weeks ago(3) | Further back! (4) |

Retrieval Practice – Strategies and techniques to use

6. Retrieval Pyramid



7. Brain dump

Giving students just a couple of minutes in class to stop and write down everything they can think of about a specific topic or question is a great way to test their knowledge. A "<u>brain dump</u>" exercise can take five minutes or less, and even the simplest version of it can help generate knowledge and create longer term retention. But it can also be modified to include collaboration with other students – they can compare what they have remembered, similar or different gaps in their knowledge etc.

8. Self quizzing (low stake quizzing)

One of the easiest ways to incorporate retrieval practice into learning and teaching is via low-stakes tests or quizzes. Quizzes and practice tests help students gauge how well they understand recently learned material, and identify areas of strength and areas where they need to grow. Timing also matters: It's helpful to give a practice quiz right after a lesson, and then continue visiting the concept through review and quizzes throughout the school year

9. Flashcards

Despite the ubiquity of flashcards, to make the most out of them requires explaining to students how they should be used—and might even require some modelling in the classroom.

For example, students should understand that for information to really stick, they should go through their card deck multiple times, and attempt to verbalize as much of the information on the back as possible before flipping them. Boser suggests that students keep cards in their deck until they are able to successfully retrieve the information by saying it out loud—in its entirety—at least three times.

10. Think, pair, share

Similar to brain dumps, "think, pair, share" is a low-stakes retrieval activity that's relatively easy to set up. Ask students to dwell on a particular topic or question you're already covered and get them to come up with as many facts or important ideas as they can. Once they have a list—you might want to specify how many items are ideal the students then pair up with a partner to talk out what they know, compare notes, and help each other identify gaps in their understanding.

11. Quick fire questions/ mini whiteboards

Question children throughout lessons, using the hands-up, 'nohands up' method, as well a name randomiser and lolly pop sticks. This helps to assess their understanding after input and study and is one method of low-stakes testing. Which basically means children can practise material and make mistakes - it assists in learning but don't have any relevance to a final grade. Quick fire questions as retrieval practice works well by 'firing' guestions at children for them to check what they can recall. An even better way to present quick fire questions as a retrieval strategy is to get **all children** involved. You give the children the questions on a sheet, or read them out one at a time and get the them to write their answers as you go eg on white borads. Give children the answers, allowing them to self-correct. Do another round of quick fire questions, using some of the same questions after a few days or the following week. Repeat! (spaced practice)

Curriculum Design



Bruner | Spiral Curriculum (1960)

The three principles are:

- **Cyclical:** Students should return to the same topic several times throughout their school career;

- Increasing Depth: Each time a student returns to the topic it should be learned at a deeper level and explore more complexity;

- **Prior Knowledge:** A student's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting a new.



Is our school curriculum progressive and developmental building children's knowledge over time?



Dylan Wiliam |'Principled Curriculum Design (2013) The seven principals of curriculum design

A curriculum breathes life into a school's or teacher's philosophy of education; it is purpose enacted. Different philosophies of education personal empowerment; cultural transmission; preparation for work or preparation for citizenship — place different emphasis on aspects of curriculum design. Curriculum design involves seven key principles which operate in tension with each other.



Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.



Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.



LUHERENI

Makes explicit connections and links between the different subjects/ experiences encountered.



VERTICALLY INTEGRATED

Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means.



APPROPRIATE

Looks to avoid making unreasonable demands by matching level of challenge to a pupil's current level of maturity/knowledge.



Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.



Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.

Behaviour Management



Bill Rodgers | Behaviour Management – a whole school approach (2011)

Rogers' Decisive Discipline model is a practical approach to classroom and school-wide behaviour management. It is based on the theory that teachers should make students accountable for their own behavioural choices.

Rogers outlines various preventative strategies to minimise inappropriate behaviours, and to guide children towards appropriate behaviours

Classroom Management Phases

The Cohesive Phase:

The phase in life of a class group where teachers have established the leadership and relationship positively, and confidently with their classes and positive 'habituation' has developed.

The 'Maintenance' Phase: Effective teachers always maintain. consolidate and 'habituate' what they establish; from day one.

The Establishment Phase:

The defining stage with a new class that involves more than clarification of the rules and routines. It involves clarifying and teaching the fair. reasonable limits of acceptable behaviour with positive corrective language cueing.





In Bill Rogers' model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual. By focusing on the black dot, we are forgetting the white square. This illustrates the need to keep things in perspective and helps to avoid using sweeping statements that can harm positive working relationships

- The class is awful
- •The group never works sensibly
- •The student is unable to behave
- •Everyone is being too noisy

The 3 Step Action Plan

Step 1. Preventative Action

- Design a clear discipline plan
- Provide clear classroom rules and expectations
- Deliver interesting lessons
- Cater for individuals
- Organise an appropriate seating plan

Step 2. Corrective Action

- Tactically ignore
- Give simple directions
- Provide positive reinforcement
- Give feedback
- Remind students of rules

Step 3. Supportive Action

- Follow up with student
- Re-establish working relationships
- Solve any problems
- Create contract with student
- Mediate if necessary



Rights Emphasise what we value as

individuals and as a group



Rules

Personal control of your thoughts and actions that support the rights



Routines

Help develop good habits to support responsibilities



Responsibilities

Personal control of your thoughts and actions that support the rights

The Language of Discipline



Giving directions

- Focus on the language when giving directions. eg. when directing a student to not call out, rather than say 'Don't call out' say 'Hand up thanks'.
- Try to you use the word 'thanks' instead of 'please' as this will inform students that it is a direction and not a request.
- When giving directions, focus on what you want to see from the student, rather than what you don't want to see.



Directed Choices

• Rather, than demand a desired action from the student, while remaining calm and respectful, give the student a direct choice that both result in the desired action.

The Bill Rodgers Approach

Positive Correction

The basic premise that teachers and schools should adopt a non-confrontational approach to discipline, based on positive teacher-student relationships, respect for the dignity and rights of individuals.

Prevention

Planning for good behaviour; teaching the routines and the rules.

Consequences

Have a clear structure that students understand and use to inform the choices they make.

Repair & Rebuild

Work hard to build and repair the damage that is done when things do not work out.



Using Questions

- Do not ask the student why he/she is behaving in a certain way, as this does little to help the student get back on task.
- Asking questions in regards to behaviour such as "Why are you talking?" can only create conflict and further negative behaviour.
- Instead of asking the student questions about the behaviour, get them to refocus by asking if you can help them with anything.



Using Direct Questions

 If asking questions in discipline contexts, use direct interrogative forms "What...?", "When...?", "How..?", "Where...?" rather than "Why...?" or "Are you...? This enables the student to focus on what they need to think about or do relative to the context of the question.



Clarifying Consequences

• Where students continue to distract others, the teacher should briefly clarify the consequence. Take the example of a student who continues fiddling with his phone after being given a directed choice, "On my table or in your bag." The teacher will go back and clarify the consequence for that student, "If you continue to have the phone on your desk, I'll have to follow this up with you after class time." This is said, not as a threat, but as a clear awareness of the student's responsibility. Most students will grudgingly, often with muttered sighs and raised eyes, put the object away. At this point, it will help to tactically ignore such 'secondary behaviours' (Rogers, 2011).

Paul Dix | When adults change, everything changes (2017)

Relational Practice

Ideas of deliberate 'botheredness':

- Positive note /call home
- Positive notes in class
- Meet and greet
- Reward child for going over and above
- Triangulate praise get other adults to comment to the child
- Tweet positive messages
- Hot Chocolate Friday

"I can give you a special job and make you feel like a king. I can give you £50 and make you feel like you don't matter."



When the students arrive to the classroom make sure that they are greeted with positivity. A <u>welcome</u> and smile go a long way. It's what <u>Paul Dix</u> calls "visible kindness".

- 1. Meet and greet at the door.
- 2. Model positive behaviours and build relationships.
- 3. Plan lessons that engage, challenge and meet the needs of all learners.
- 4. A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5. Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
- 6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8. Never ignore or walk past learners who are behaving badly

Assessment



Dylan Wiliam | Assessment for Learning (2010)

(Inside the Black Box - Raising Standards Through Classroom Assessment - 2010)

He provides the five strategies he believes are core to successful formative assessment practice in the classroom:

- 1. Clarifying, sharing, and understanding learning intentions and criteria for success. That means getting students to really understand what their classroom experience will be and how their success will be measured. Formulate and share clear learning objectives.
- 2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning. This refers to developing effective classroom instructional strategies that allow for the measurement of success. Encourage appropriate classroom talk and effective questioning
- 3. Providing feedback that moves learning forward. To accomplish this, teachers must work with students to provide them the information they need to better understand problems and solutions.
- 4. Activating learners as instructional resources for one another. Getting students involved with each other in discussions and working groups can help improve student learning.
- **5. Activating learners as owners of their own learning.** Teaching students to monitor and regulate their learning increases their rate of learning.



What research tells us: (Black & Wiliam, **1998**)

- Comments have a strong impact on learning, stronger than comments + grades or only grades.
- Quality of feedback is crucial to learning.
- Setting process goals is more effective than setting product goals.
- "Assessment conversations" are effective.
- Formative feedback is associated with more positive attitudes to learning.
- Mastery orientation in assessment is more effective than performance orientation.