# Deyes High School

# Teaching and Learning Toolbox

The Teaching and Learning toolbox

After consultation with staff, this Teaching and Learning Toolbox was developed to accompany the policy document. It was designed to provide staff with some ideas and examples of good practice currently being used by various staff around the school. This toolbox is by no means exhaustive and the ideas and approaches eluded here are only here to prompt discussion and aid understanding.

There is a resource on the school network , known as the Hub, which contains many lesson activities, starters and plenaries which can be viewed by staff from any PC in school (and also remotely from home). The Hub contains many tried and tested lesson activities, which should be considered by all staff who are putting a lesson together at anytime. Deyes is committed to expanding the sharing of best practice and staff have the facility to upload lesson activity ideas and resources which they feel may be of use to other staff.

**Students Prior attainment and understanding**

**Assess first**- Assess the students' prior understanding, prior attainment, and capacity to learn (e.g. work ethic, habits and attitude). You need to know your students

**Teach/Prompt/Scaffold**- Provide appropriate instruction/tasks to do one or more of the following:
•        fill gaps in 'foundation' knowledge,
•        challenge misconceptions,
•        present new knowledge,
•        embed new knowledge and link it to other topics,
•        give students the ability to self-assess,
•        inspire/stretch students,
•        improve capacity to learn.

**Assess again**- Check the resulting level of attainment and check on misconceptions that may have arisen (or been uncovered).
Provide feedback, and suggest the next appropriate task

**Motivational Triggers**

It has been proven in many pedagogic studies (John Hattie et al) that students learn more in lessons (and in life) when are emotionally engaged in the tasks at hand. One the fundamental ingredients of successful lesson planning is ensuring that the students are fully engaged in the activities designed by staff. The following list outlines some of the motivational triggers that can help staff design lessons that allow lesson access to all.

1.       **Choice**

The difference between making someone do what you want them to do (external control) to letting them choose.

## 2. Competence

Getting students to realise that they 'can do'. This knowledge and more importantly this feeling that they 'can do' raises self-confidence.

## 3. Challenge

Examples of challenges can be games, problem-solving tasks or tasks that require some competition between individuals or groups. The challenge does not have to be completed but it has to stimulate students to 'have a go'.

## 1.    Curiosity

Human beings are naturally curious. Writers of soap operas have known for years that if you want if you want someone to watch the next episode you open up a new story line (a loop) or leave a story hanging in the air.

## 2.    Fun

Fun in the classroom improves morale and relaxation; it can be the glue in relationships and enhanced creative and critical thinking.

## 3.    Fantasy

Getting students to use their imaginations in often weird and whacky ways can be great energisers and engagers.

## 4.    Feedback

It is worth getting someone to audit how much praise that you use in your teaching. Encouragement through our words and actions can transform someone's confidence. Similarly, our words and actions as teachers can seriously undermine a child's confidence.

## 5.    Relevance

Some students welcome the opportunity to use abstract intelligence. Other students will be very quick to ask the question of what's in this for me. Always think about how what you are teaching is relevant to their present and future lives of the students.

## 6.    Relationships

Some students will do more for some teachers. Perhaps you were also like that at school! In fact relationships are so key for some students that they can come to associate that person with the subject (either in a positive or negative way)! "I like my teacher …" can be a powerful motivator.

## Clear and Distinct Lesson Phases

All lessons need to be an accumulation of activities and tasks that stimulate and challenge all of the students present. This cannot be done effectively if tasks are not varied across the hour lesson.

Lessons need starters as this is a crucial launch pad for the learning that is to take place (See section on starters). Nothing exemplifies the importance of phases of a lesson more than starters. Effective starters allow teachers to assess prior knowledge; to winkle out misconceptions and challenge them; to make the subject matter relevant; to make the students curious; to make the students happy to be there- the list could go on.

Lessons have phases as this enables staff to check progress. As you know this is an important part of the new OFSTED observation criteria. Planning lessons using short phases makes progress checking a more ingrained process as opposed to asking some questions at the end and calling this a plenary.

## Multiple Intelligences

According to Howard Gardner of Harvard University All human beings possess all intelligences in varying amounts.

- **Each person has a different intellectual composition.**

- **We can improve education by addressing the multiple intelligences of our students.**

- **These intelligences are located in different areas of the brain and can either work independently or together.**

- **These intelligences may define the human species.**


**Kinaesthetic - Body Smart**
You may be body smart. You will enjoy sports and are good at swimming, athletics, gymnastics and other sports. This is sometimes called being kinaesthetic smart.

**Linguistic - Word Smart**
You may be word smart. You will enjoy reading, writing and talking about things. This is sometimes called being Linguistic smart.

**Logical - Number Smart**
You may be number smart. You will be good at mathematics and other number activities; you are also good at solving problems. This is sometimes called being Logical smart.

### Interpersonal - People Smart

You may be people smart. You will like to mix with other people and you will belong to lots of clubs. You like team games and are good at sharing. This is sometimes called being Interpersonal smart.

### Intrapersonal - Myself Smart

You may be myself smart. You will know about yourself and your strengths and weaknesses. You will probably keep a diary. This is sometimes called being Intrapersonal smart.

### Musical - Music Smart

You may be music smart. You will enjoy music and can recognise sounds, and timbre, or the quality of a tone. This is sometimes called being Musical smart.

### Visual/Spatial - Picture Smart

You may be picture smart. You will be good at art and also good at other activities where you look at pictures like map reading, finding your way out of mazes and graphs. This is sometimes called being Visual/Spatial smart.

### Naturalistic - Nature Smart

You may be nature smart. You will like the world of plants and animals and enjoy learning about them. This is sometimes called being Naturalistic smart.

### Starters- The launch pad for learning

Starters are a key ingredient in a successful lesson. The starter is an essential access point for students in your lessons. The starter activity attempts to plug everybody into the lesson by whatever means necessary. You can be at your most creative at the start of a lesson and it allows everyone access to the learning.

- They can challenge
- They can give a lesson instant relevance
- They can give access to all learners
- They can amuse
- They can interest
- They can prompt discussion
- They can shock
- They can be controversial
- They can promote collective thought/collaboration

Your starters can essentially do anything you want them to do.

- They can have subject relevance;
- They can develop conceptual understanding;
- They can focus on skills (PLTS);
- They can involve a mixture of learning styles

Put simply, your starters are "gateways to the learning" in your lessons. If there is no gateway then you can only assume that most will not have access to the learning taking place.

## Group and paired work

"Man is a social creature. Without social interactions he can never develop in himself any of the attributes and characteristics which have developed as a result of [the] methodological evolution of all humankind" — Vygotsky

"The only 'good learning' is that which is in advance of development. For us, it is far more important to teach the child how to eat than to feed him. In just the same way, in education it is far more important to teach the child how to think than to communicate various bits of knowledge to him." — Vygotsky
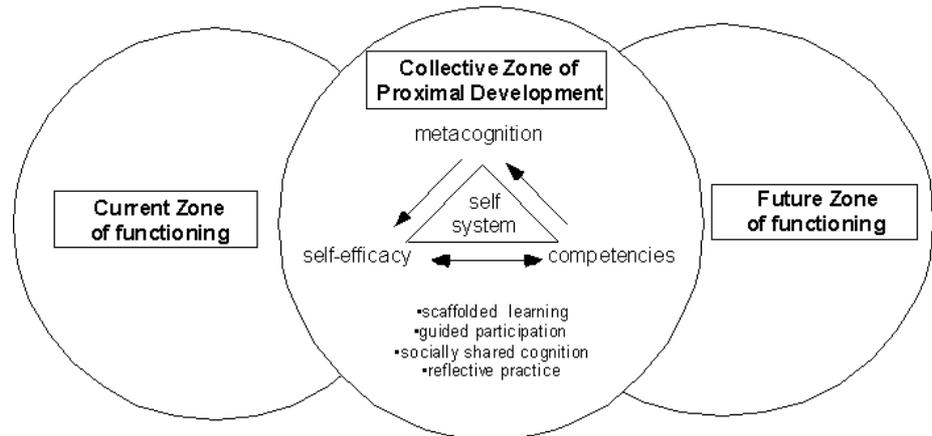
According to Vygotsky, students' interactions with others in the "zone of proximal development" (ZPD) enable students to carry out cognitive processes jointly that are more advanced than would be possible independently, and that these shared problem solving processes serve as a basis for subsequent independent efforts. This is why group or paired work is so important in ensuring progress for all learners in classrooms.

Extending the concept of the ZPD, the view advanced in the department is that groups of students can form an **"intellectual collective"** in which there is the potential for all members to advance their learning through guidance from more capable peers. Both participation and guidance are **mutual efforts** of students and their companions that can result in advances in learning for all participants.

Group work and paired work is the best way to ensure students talk about their learning so it's an essential ingredient in checking progress. First and foremost this is the primary function of group work activities and tasks undertaken in class. Social and Emotional Aspects of Learning (SEAL) was developed alongside PLTS to ensure that teachers were personalising their lessons for all students.

1. All students are not equal in terms of academic ability
2. All students have skills, abilities, interests that must be recognised and utilised
3. All students have right to make progress in every lesson
4. Differentiation by outcome is **only** useful for formative assessment. The outcome of this assessment lays ay the heart of building differentiation by task in future lessons.
5. Students all have access to their own levels and have regular feedback to ensure methods that ensure progression are guaranteed.

**Teaching and Learning Coaching at Deyes**

Deyes High is committed to developing a cohesive training matrix which is designed to ensure that all staff receive the support they need to become outstanding classroom practitioners.

Coaches are available to all at every level of school life at Deyes, from senior leaders to NQT's. Staff are empowered to identify their needs as far as they can- these initial thoughts can be fleshed out with line managers. Deyes has staff who have received specialist training in coaching and are also predominantly outstanding practitioners.

These coaches have the capacity to work with staff individually or as part of a small group or cohort (This is flexible and should be constructed with the needs of those involved in mind). The coaches have the knowledge and the expertise to identify strategies and can implement them effectively.

Staff are welcome to tap into this resource. This can be done with a chat with your line manager or a member of SLT

**What is peer observation?**

In peer observation one teacher observes another and feeds back, in a reflective way, on what they saw.

Peer observation works best when colleagues choose to work together in 'peer pairs'. It is then mutually productive, as colleagues trust and support each other. Peer pairs identify and focus on the issues you want to address rather than dealing with the issues on someone else's agenda, as occurs in monitoring and inspection.

Peer observation can be done by you and a colleague taking turns in each other's teaching session(s); or by working as part of a team, where different pairs come together.

It can also be used throughout a department or school. It is particularly useful when developing a new teaching strategy, such as thinking skills, or in focusing on key moments in the school day, such as the way lessons are started and finished.

Peer observation enables self-evaluation and development. It offers first-hand experience and direct evidence about what happens in other classrooms. It is a very practical and powerful way to support your practice and knowledge about teaching, learning and assessment.

**Why peer observation is to be encouraged at Deyes**

You might be a brilliant teacher but you can't spot everything in your own classroom. If someone else comes in and picks out something that you didn't even know was going on, this can only benefit you. Alternatively your colleague may discover a different way of teaching something which will benefit him/her.

Teachers have different strengths, and it's useful to see colleagues in action so that you can perhaps adopt techniques yourself. It's all about sharing good practice, I've been teaching for many years, but you can become insular.

**Why peer observation?**

Peer observation is one of the main ways that teachers receive continuing professional development (CPD). This needs to be an inherent part of teaching at Deyes High.

From CPD feedback many staff have stated they want more opportunities to observe others teaching.

**As the observer, peer observation can give you the opportunity to:**

- watch and understand the development of complex classroom interactions
- observe in a structured way how, when and with what effect a teacher used different strategies
- instigate the different effects of a range of teaching styles and strategies on how students respond and learn
- internalise new approaches you may see in others' practise so that they become part of your repertoire; and
- connect knowledge and practice

Staff should use their PPA/CPD time to arrange observation opportunities. Please co-ordinate this through P.E. Treanor using the proforma in maintain in your CPD folder.

**As the observed, peer observation can give you the opportunity to:**

- unpack the complexity of what you do in the classroom so that you can develop and pass it on
- look closely into one particular aspect of your teaching (such as questioning techniques)
- experiment with new teaching strategies
- focus on what is happening to the learning of a particular group of students
- discuss your teaching styles(s) in a non-judgemental environment; and
- connect knowledge and practice.

**What you can get out of peer observations is for you to decide, but it can include:**

- planning what you do next
- trying new things in the classroom; and
- identifying what further development needs you have (such as mentoring, or going on a particular course).

**Ten ways to make peer observation count**

**1.      Prepare well**

You need to agree in advance with the other teacher a clear and manageable focus for what is to be observed.
You don't always need to observe a whole lesson.  Focus instead on a particular process – for example, how the lesson begins, or questioning techniques.  This will help both of you to explore the detail and the assumptions under the surface of the lessons.

**2.      Set ground rules for the style of the observation**

This is as important as agreeing the focus.  Will the observer take part in the lesson or be a silent 'fly on the wall'?  Will they stay in one place, if so where, or observe from different parts of the classroom?

**3.      Decide in advance how the observation will be recorded**

Feedback is a crucial part of the process, so the observer needs to be able to make notes relevant to the teacher's particular concerns and the focus of the observation.  Audio and visual technologies can play their part, but might be intrusive, and of great intrigue to students.  Written methods need to be practical and easy to interpret after the observation; a school might develop a form for the purpose, or use a modified initial teacher trainee observation schedule.

4.      **Ensure an appropriate time and context for observation**

Observation for teacher development need not last long.  Short observations can lessen cover needs.  Some teachers organise team teaching of classes and create the opportunity to observe each other in this way.

5.      **Ensure as appropriate time and context for feedback**

Feedback should be given as soon as possible after the session.  This could be just a summary, with a longer discussion a couple of days later.
Feedback should always be given in confidence.  It should be explicit, focus on the areas agreed beforehand, and aim to give and provoke reflection.  It is more like holding up a mirror to the person's teaching, and posing some questions, than making definitive pronouncements.  The observed teacher may then want to move into a more evaluative mode, and identify what went well in the session and where there may be room for improvements.

6.      **Resolve the issues of developmental versus judgemental feedback**

Developmental observations should build upon points identified in previous observations and look at progress since the last observation.  It would be separated off from performance management and divorced from any kind of capability or competency issues.

The emphasis on self-evaluation puts pressure on feedback to become judgemental.  If feedback is judgemental – some schools adopt the Ofsted scale – then the teachers should mutually agree the judgment so that the observed teacher feels involved in the reflection and the observer can point to clear evidence.

7.      **Keep an open-ended teacher-to-teacher dialogue going about what you have observed**
Formal feedback can be followed by, or merge into, a broader mutual discussion to explore the many possible interpretations of, and concepts supporting, classroom interactions.

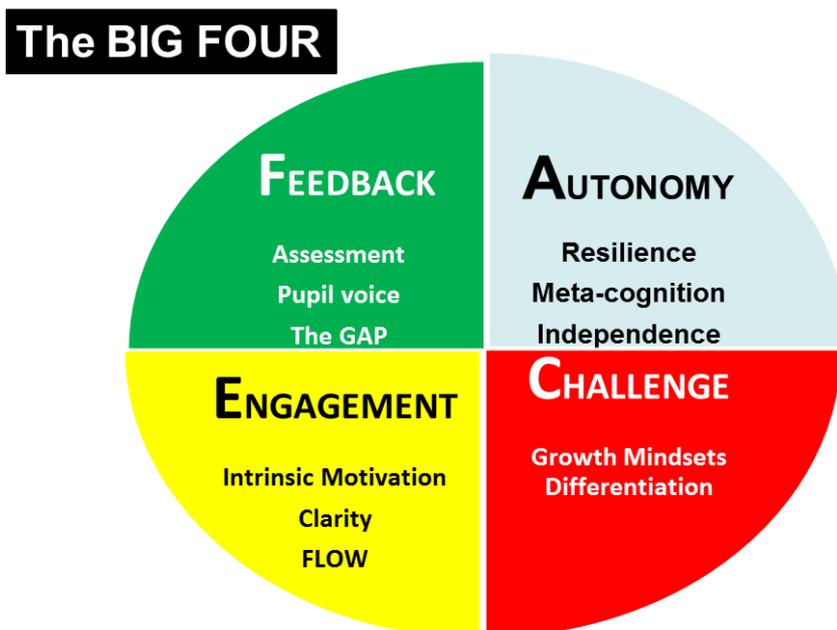8.      **Look to provide expertise or examples of excellence in what you have observed.**

Peer observation is least effective in a vacuum, that is without appropriate professional, practical and theoretical follow-up.  In particular, teachers developing their practice need clarity about what to aim for and knowledge about possible stepping-stones in between.

9.      **Work with someone in the school who keeps an overview of all peer observation**

This need not be yet another co-ordinator – it could, for example, be part of the role of an existing CPD co-ordinator, or within the remit of an assistant or deputy head depending on the size of the school.  Whoever it is, they will keep track of the peer observation that is taking place, be aware of good practice, and offer support to peer pairs.

10.      **Recognise that peer observation works best within a coaching model**

Keep asking the Who, Where, What, When, Why questions.  Extend them to: How could you have done that better?  Why did it happen?  What will you do next time?  What have you learnt?  What will you do better next time?  What went well?  What went not so well?

**The BIG FOUR**

**FEEDBACK**
Assessment
Pupil voice
The GAP

**AUTONOMY**
Resilience
Meta-cognition
Independence

**ENGAGEMENT**
Intrinsic Motivation
Clarity
FLOW

**CHALLENGE**
Growth Mindsets
Differentiation

**Support and change from peer observation**

**Peer observation should never be a one**-off if it is to have a lasting effect on student learning and teacher development.  Teaching skills develop cumulatively, so peer observations should be sustained over time.

**Use peer observation as an opportunity to experiment;** the trust and flexibility there should be between colleagues will enable you to explore needs and correct mistakes.

**Find the right focus.**  Peer observation needs to focus on something teachers care about or have to do anyway – preferably both – to meet the learning needs of the particular teacher and students involved, and to build on what they are doing and achieving already.

**Ideas for development** - improving your questioning skills, enhancing students' thinking skills or developing assessment for learning.  Areas like these can be deployed in every subject area and be tackled from different practical starting points.

Finally, like all the most powerful CPD, peer observation can be linked to both personal and school priorities.

**Peer observation and induction**

Peer observation has a significant role to play in the induction of newly qualified teachers.

An NQT's prior experience of peer observation can be put to good use by the school, as it is an area which the NQT can be encouraged to recognise that their experience is at least equal to that of many established colleagues.

The principal observer-observed relationship for an NQT is that with their subject and induction tutor.  This then puts responsibilities on to the subject/induction tutor to ensure that they are fully abreast of good practice in the field.

**What is the most effective use of T.A's?**

It may be advisable to discuss targets/tasks with the TA. Some staff will give specific directions each lesson and this saves any confusion. A TA may not know what you want them to do, so make it clear. Tell them what you want it makes their job easier.

- Please maintain the dignity and authority of TA by referring to and treating them as an equal.
- Know the T.A's name. It helps!
- Accept the TA as a team member in the classroom
- Arrange regular planning time with the TA. To liaise with TA so he/she knows what to in the class.
- Supported students remain the responsibility of the subject teacher, and you have to take overall responsibility for addressing the student's needs.

- Negotiate working arrangements with the TA. For example: can he/she give permission for a student to go to the toilet, or mark students work. A clear working relationship is the hallmark for efficient support.
- Be clear on all requirements and area of authority.

**I do (30%):**

**60**

**M-C**

**UP**

**Challenge**

**Know ?**
**Understand ?**
**Do ?**

**UP**

**They do (70%):**

**Challenge**

**Opening**

**0**

**Know ?**
**Understand ?**
**Do ?**