



“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela



**How do we continue to
develop our culture of
excellence at Freddie's?**

Today's Actions...

Today we will explore six areas of our practice and provide time to reflect, discuss and refine our **agreed principles**

so that

we can develop our culture of **excellence** and prepare all of our students to thrive in the future.



Focus 1:

Excellence is achieved through **knowing** your students.

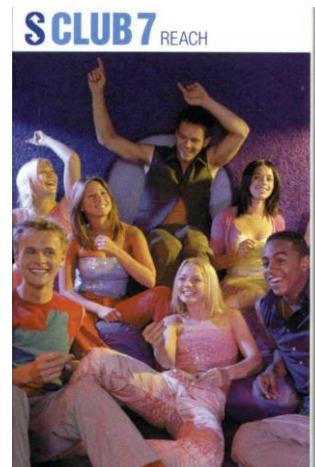
So that

We know student's starting point and plan for the next steps.

Data and the power of aspiration?



Data – any information that we gather during the course of fulfilling our roles. (Not just numbers)



The data available to us.

FFT	NGRT	CATs (Years 9,10 & 11)	Acorn
EAL	FSM	PP	SEND
Attendance	KS2 SATs (not year 10 & 11)	Transition data <i>e.g parental engagement, reading skills or problem solving</i>	Quiz scores
WRAT	PASS data	Feedback notes (e.g. after WCF)	Assessment scores
Digit memory test	British picture vocabulary scale 3	Dyslexic screener	Salford Reading Test
YARC test	Phonics – Sounds Write diagnostics test.	Other...	Other...

But what does it mean or what does it tell us?

Year 11 male

PP

Year 10 RP3.

Subject & Aspirational Target Grade
60142923/AQA/FK2B/8700 - English Language Current Grade: 4
60144476/AQA/FC4/8702 - English Literature Current Grade: 4
60147003/Edexcel/RB1/1MA1 - Mathematics Current Grade: 3
6018758X/AQA/RA1E/8464 - Science Double Award Current Grade: 5-4
60180924/Edexcel/DB/1HI0 - History Current Grade: 2
Non GCSE - Physical Education (Core) Current Grade: N/A
60371079/OCR/MA1/J829 - Sports Studies Current Grade: Pass at Level 2
60302951/OCR/AA3/J204 - Business Studies Current Grade: 4
60370543/BTEC/LCI1/RPA3 - BTEC Perf Arts - Acting Current Grade: Merit at Level 2

Attitude to Learning Award (see table below)

Points / Award	Points / Award	
10 / Platinum	9.70 to 9.99 / Gold Plus	9.40

In-class & homework rewards / negative behaviour

Attendance: 88.8% - 348 possible sessions (½ days).
 Lost session(s): 11 (authorised absences), 28 (unauthorised)
 Late on 2 occasion(s).
 (Data for attendance is correct as of 5 July 2024).

Advances in technology have ~~lead~~ led to a rapid change in treatment of illness as ~~new~~ machines and computers ~~can~~ enable doctors to diagnose ~~or~~ and treat illness more efficiently and accurately along with Aseptic surgery which ensured operating theatres were germ free and clean ~~and~~. So...

The invention of anaesthesia is also a rapid change ~~in~~ in treatment of illness ~~as~~ anaesthesia allowed surgeons to perform treatments with inflicting pain ~~on~~ upon patients however later find that it is ~~vernal~~ venal and you can overdose from it

Penicillin discover by Alexander Fleming once arriving home to notice mould growing in a petridish of staphylococcus bacteria however the mould prevented the bacteria from growing. ^{So} The first magic bullet this was a huge change as 500 million lives have been saved by it first used to



Aspirational estimates (not targets)

To generate estimates for students FFT take into account:

- prior attainment (SATS)
 - birth month
 - gender.
- They then **create a profile** for each student based on those attributes and analyse the performance of past students who also fit that profile.
- By examining the academic outcomes of students with comparable profiles, they determine the **median grade** achieved by them at the end of the next key stage.
- This median grade is then awarded as the **estimate for the current student**.
- We then use this estimate to inform their pupil and **subject target setting**.

Subject Overall – English Language

Key Stage	Qualification type	Subject	Indicator	Year groups	Teaching groups	Gender	FSM	SEND	EAL
KS4	GCSE	English Language	% Grade 4 (or higher)	11	All				

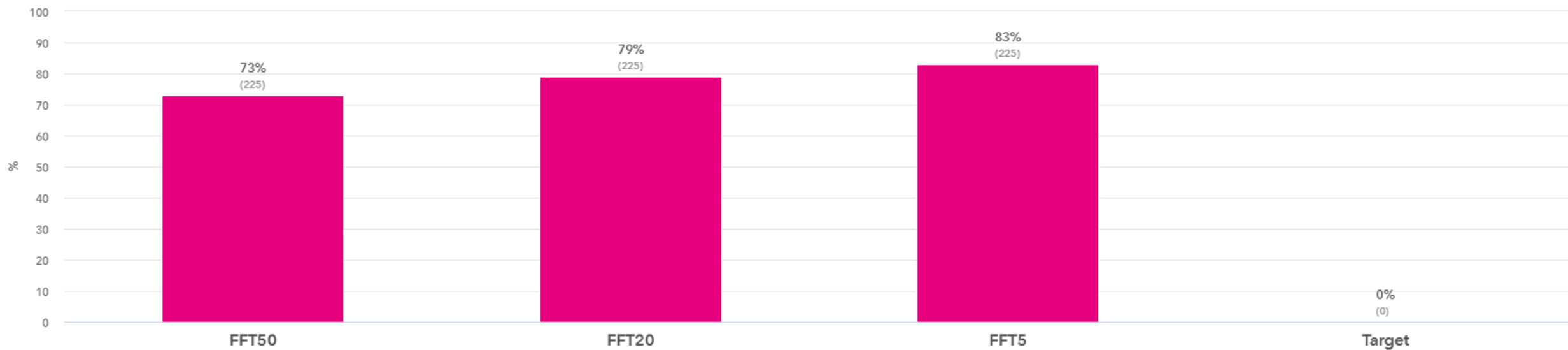
Show estimates based on KS2 1080 / 1549 pupils have estimates **CAT4** 469 / 1549 pupils have estimates [i](#)

Estimates generated 4 Oct, 7:39 AM

Subject breakdown

Proportion of estimates and targets for the selected pupils (with pupil numbers)

English Language - % Grade 4 (or higher)



Subject Overall – English Language

SUBJECTS & INDICATORS

Key Stage: **KS4** | Qualification type: **GCSE** | Subject: **English Language** | Indicator: **% Grade 4 (or higher)**

YEARS & GROUPS

Year groups: **9** | Teaching groups: **All**

PUPIL CONTEXT FILTERS

Gender | FSM | SEND | EAL | Ethnicity | Term of birth | Prior attainment | Attendance | **Apply**

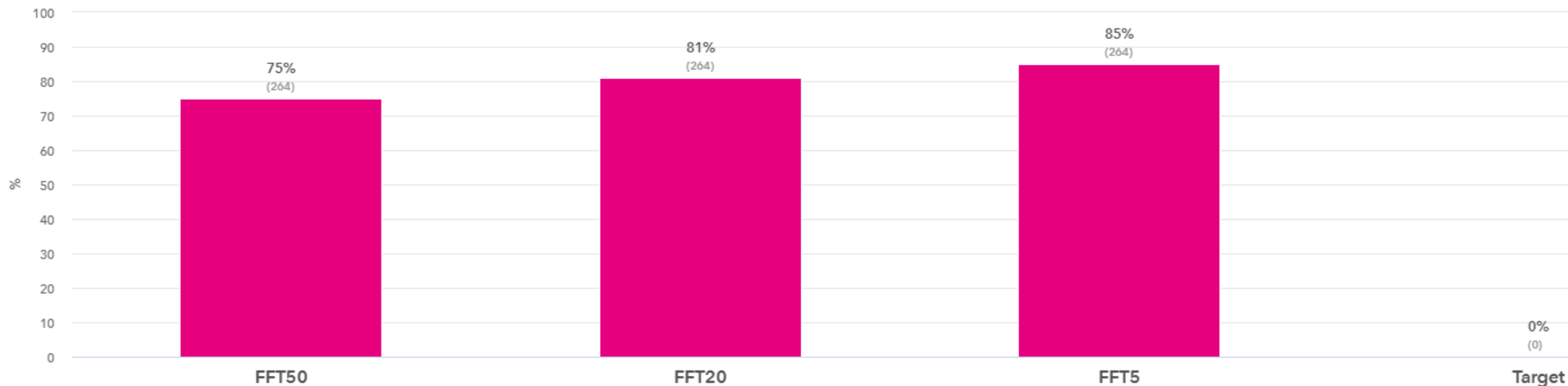
How estimates based on: **KS2** 1080 / 1549 pupils have estimates | **CAT4** 469 / 1549 pupils have estimates

Estimates generated 1 Nov

Subject breakdown

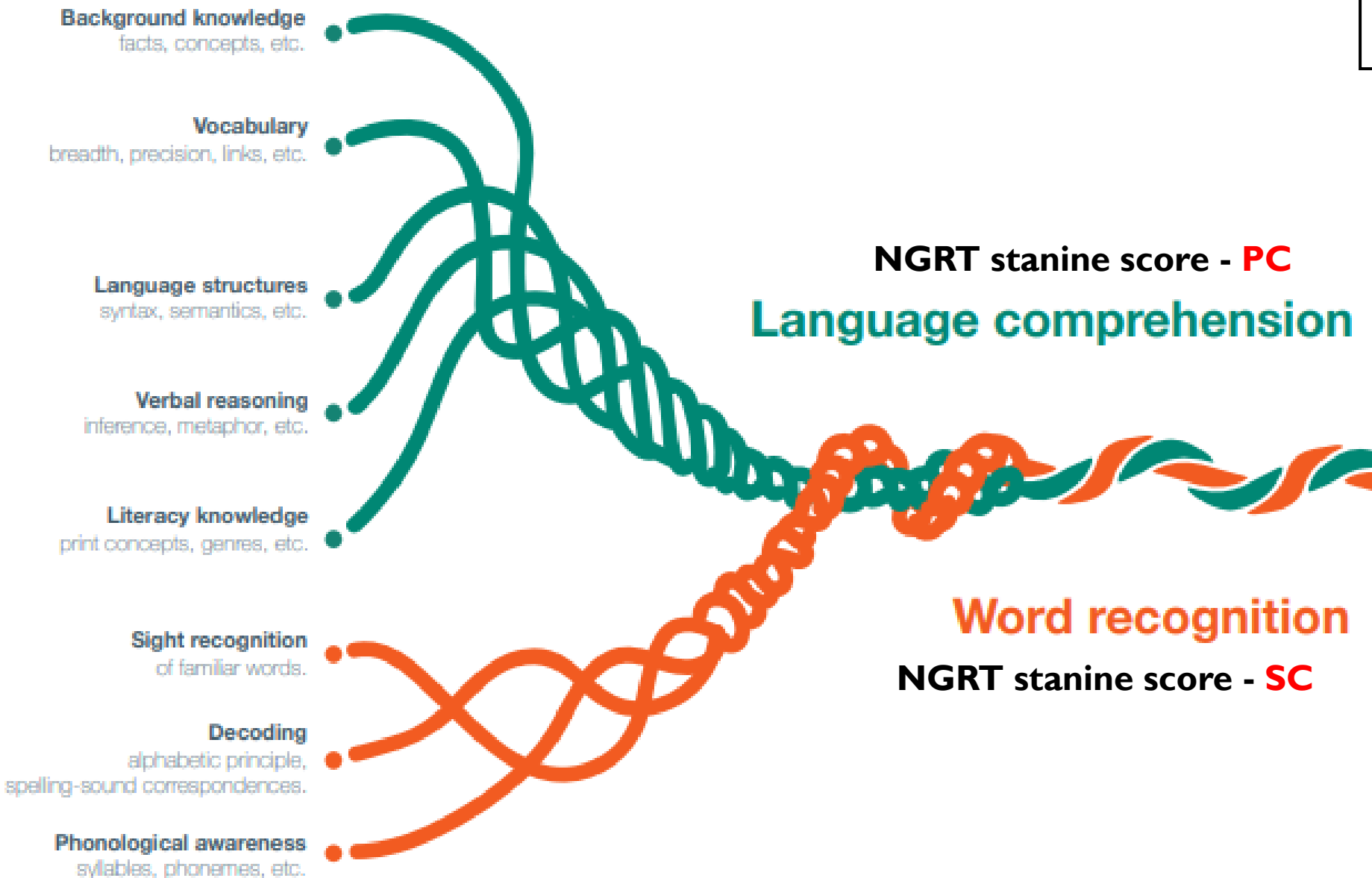
Proportion of estimates and targets for the selected pupils (with pupil numbers)

English Language - % Grade 4 (or higher)



Reading data.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



Fluency:
result of multiple strands of the rope combining successfully.



A good reader



A rough guide to reading speeds

- Average adult silent reading – approx. **240** wpm.
- Average **year 7** silent reading – approx. **170- 180** wpm.
- Some **weaker readers** silent reading – approx. **60** wpm.

NGRT data.

The data includes:

- **Reading age** – This can be compared to chronological age. A gap of 3 years, or more, suggests the student may have reading issues.
- **Stanine scores** – These measure **Sentence Completion (SC)** and **Passage Comprehension (PC)**
- 9 is the top score and 1 is the bottom.
- Scores of 3 or below fall into the 'below average' category.
- Year 7 tests A and B
- Year 9 tests A and B.

	NGRT Reading Age - Mod	NGRT SAS	NGRT PC Stanine	NGRT SC Stanine
	17/0	114	6	9
	17/0	115	7	6
	17/0	113	7	7
	17/0	120	8	7
	15/10	109	7	5
	12/11	97	5	4
	14/0	111	6	6
	13/8	101	5	6
	17/0	127	9	8
	10/8	86	2	5
	16/9	112	7	6
	16/5	112	7	6
	15/6	106	6	5
	17/0	120	8	7
	17/0	111	6	8
	17/0	120	8	7
	17/0	119	8	7
	15/6	109	6	6
	16/9	110	7	5
	17/0	123	8	9
	11/7	91	4	4
	17/0	116	7	7

The importance of accuracy



Reading with 100% accuracy

The being finished speaking and fixed his looks upon me in the expectation of a reply. But I was bewildered, perplexed, and unable to arrange my ideas sufficiently to understand the full extent of his proposition. He continued,

“You must create a female for me with whom I can live in the interchange of those sympathies necessary for my being. This you alone can do, and I demand it of you as a right which you must not refuse to concede.”

Frankenstein by Mary Shelley

Discuss and Capture...



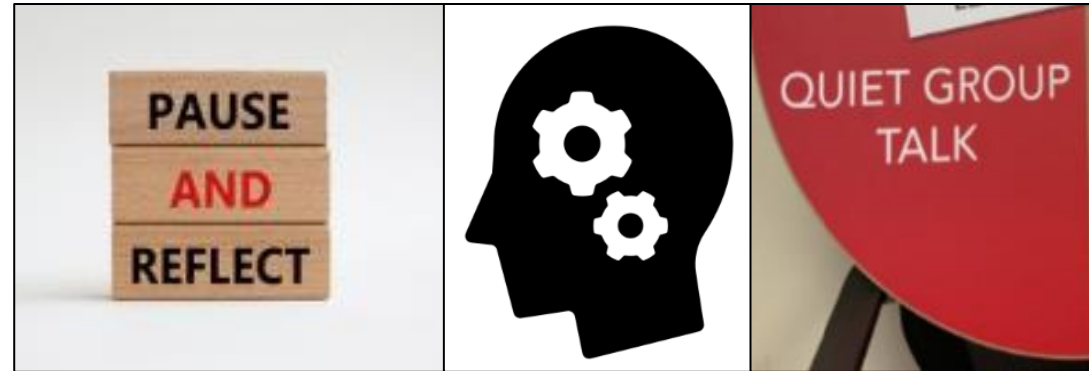
1. What do you need to do **more of**?
2. What do you need to do **less of**?
3. What do you need to do **differently**?

The data helps us to inform and adapt our instruction to achieve the best possible outcomes for the student.

Has the available data informed your seating plans on Satchel? (Is it on the plan?) Do you need to make any changes?

Are you using the data that is available to promote excellence?
Do we gather the right data in our mark books?

Discuss and Capture...



The data helps **us** to inform and adapt our instruction to achieve the best possible outcomes for the student.

How do we use the FFT estimates/targets (Ks4) to drive aspiration in **our** subject?

How do we use reading data to guide and support student progress?

Focus 2:

Excellence is achieved through a 'loving boot'

So that

Students can thrive in the future.

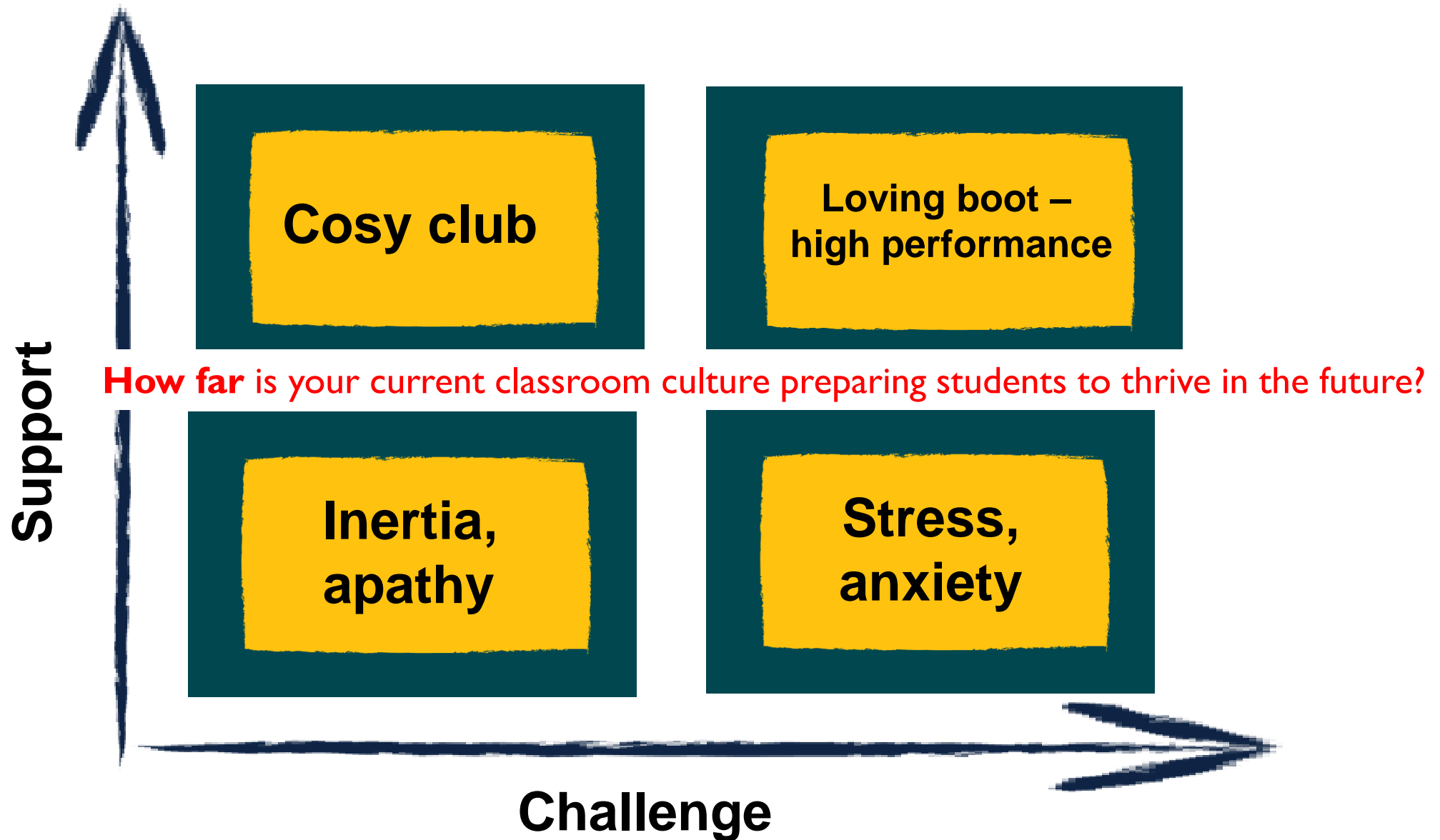
‘The curriculum is a powerful lever for changing student performance and wellbeing, and for preparing students to thrive in the future.’

When our duty is to **educate** and **prepare students for the next steps in their life**, how do our relationships empower students to fully engage with the rigour of our curriculum?

How do we develop our culture of **excellence** at Freddie's?

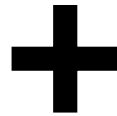
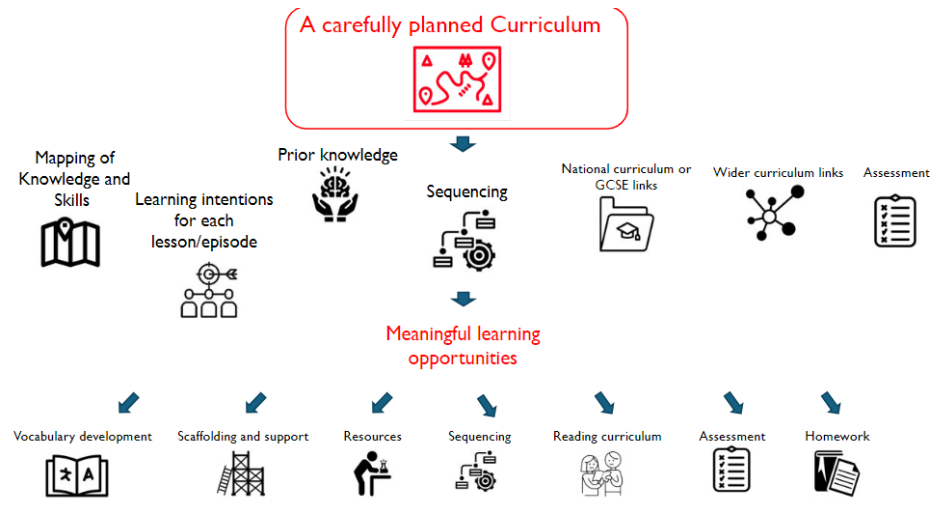
Let's watch>

The need for a 'loving boot'...



How might short-term placations be impacting students negatively?

<p><i>“This might be a bit too hard, so just try the first few sentences and that will make me really proud.”</i></p>	<p><i>“I know you don't like answering questions so I will ask someone else.”</i></p>	<p><i>“Sir, can I sit next to my friend because I'll work better with her?”</i></p>
<p><i>“Sir, can I go to the toilet because I have finished that task?”</i></p>	<p>In response to a question in lesson:</p> <p>Student: <i>“I don't know.”</i> Teacher: <i>“Okay, can anyone else help them?”</i></p>	<p>There are other examples...</p>

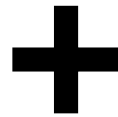
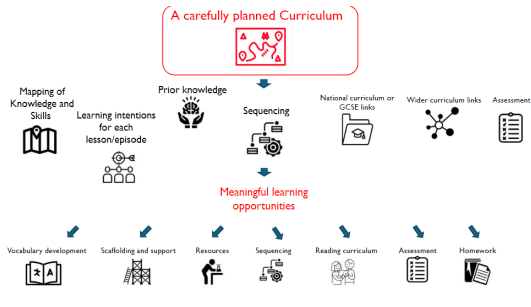
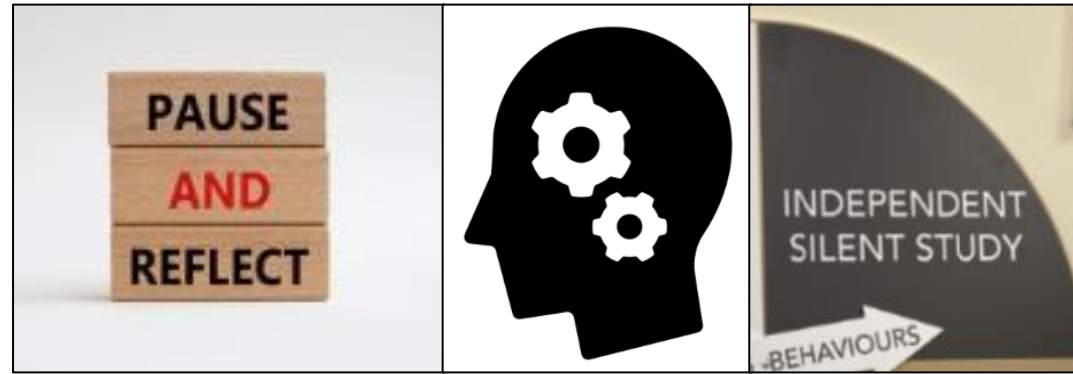


empowered students
via

Loving boot –
high performance



so that we are preparing
students to thrive in the future.



Loving boot –
high performance



*So that we are
Preparing students to
thrive in the future.*

1. What do you need to do **more of**?
2. What do you need to do **less of**?
3. What do you need to do **differently**?



Focus 3:

Excellence is ensuring students know **what** they are learning and **why**

So that

students are motivated and engaged in their learning and the bigger picture of their subject.







The Wider Purpose...

- Students need to understand **where things fit into our curriculum** and **why** they are placed there at that point - *We are learning this / completing this now so that...*
- *"So that..."*
- Any **real-world** links? *This subject matters because....*
- Sharing and celebrating **the alumni** - **where next for your subject?** *At A-level, you can... / In industry, this... / How do you think this applies to..*

A. Clarifying, sharing and understanding learning intentions.



Learning intentions: a general term (according to Wiliam and Leahy) to describe intentions the teacher has about what learners should learn (Inc. objectives, goals and aims)

 <p>1. Focus on content, skills and concepts that need to be learned, rather than tasks and activities</p>	<ul style="list-style-type: none">• Learning is the end goal, not task completion.• Start with the end in mind by using activities to achieve the learning goal, or 'goal state'.
 <p>2. Challenges and difficulties are desirable.</p>	<ul style="list-style-type: none">• Use the desired level of challenge that requires encoding and retrieval to support learning.• Not all difficulty is desirable – lack of background knowledge, skills or understanding may hinder learning.• Desirable difficulty is <i>'something that learners can overcome through increased effort'</i>• Unrealistic or unlikely goals will reduce student motivation.
 <p>3. Writing and clarifying intentions</p>	<ul style="list-style-type: none">• Golden rules – Intentions should be clear, specific and desirably difficult.• Intentions can be phrased as a 'Big Question (Enquiry question)' e.g. <i>Why did Henry VIII break with the Roman Catholic Church?</i>• <i>E.g. Can I apply my strategies for interpreting a poem?</i>
 <p>4. Keeping the context out of learning intentions.</p>	<ul style="list-style-type: none">• Where possible, remove context from the intention to ease transfer of this new learning to different contexts.• This allows for all students to work to the same intention while differentiation can be achieved through the success criteria, or number of times they transfer learning to a novel context.
 <p>5. Sharing learning intentions</p>	<ul style="list-style-type: none">• Share at an appropriate time to guide new learning.• They don't need to be written down.• Students must be clear about what they mean when shared.
 <p>6. Using Success Criteria and excellent exemplars</p>	<ul style="list-style-type: none">• Success criteria are descriptions of desired performance in learning tasks• They provide a manageable breakdown of intentions• Deconstruct models of excellent practice (e.g. 'Austin's butterfly') and then the co-construct the success criteria with students.• 'Is it excellent yet?' requires students to know what excellence looks like.

How do we develop our culture of **excellence** at Freddie's?

3. Writing and clarifying intentions



- Golden rules – Intentions should be **clear, specific** and **desirably difficult**.
- Intentions can be phrased as a 'Big Question (Enquiry question)' e.g. *Why did Henry VIII break with the Roman Catholic Church?*
- E.g. *Can I apply my strategies for interpreting a poem?*

5. Sharing learning intentions



- Share at an **appropriate time** to guide new learning.
- They **don't need to be written down**.
- **Students must be clear** about what they mean when shared.

History

How successful was the last invasion of England?

Anglo-Saxon England



King Edward the Confessor



Earldoms



Burhs



Anglo-Saxon Churches

Claimants to the throne



Edgar Aethling



Harold Godwinson

Harald of Norway

Norman Control



King William I



Feudal System



Castles



Churches



Battle of Hastings

Terminology	
Witan	A group of powerful men whose main role was to advise the king.
Earldom	Huge areas of land ruled by Earls
Burh	Fortified towns in Anglo-Saxon England
Motte and Bailey castles	Wooden castles introduced by the Normans. They were easily transported and quick to build
Feudal system	A system used to control the people of England. Land was provided in exchange for loyalty.
Housecarl	An elite, trained soldier
Fyrd	A part time soldier

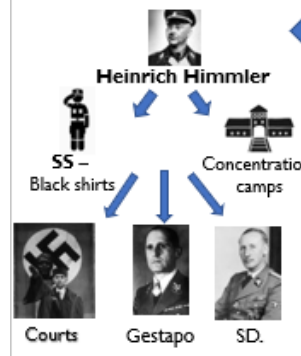
Timeline	
1042 - 1066	• Reign of Edward the Confessor
5 th Jan 1066	• Death of Edward the Confessor
6 th Jan 1066	• Coronation of King Harold II
20 th Sept 1066	• Battle of Gate Fulford
25 th Sept 1066	• Battle of Stamford Bridge
14 th Oct 1066	• Battle of Hastings
1066-1087	• Reign of William I

3. Nazi control and dictatorship 1933-39.

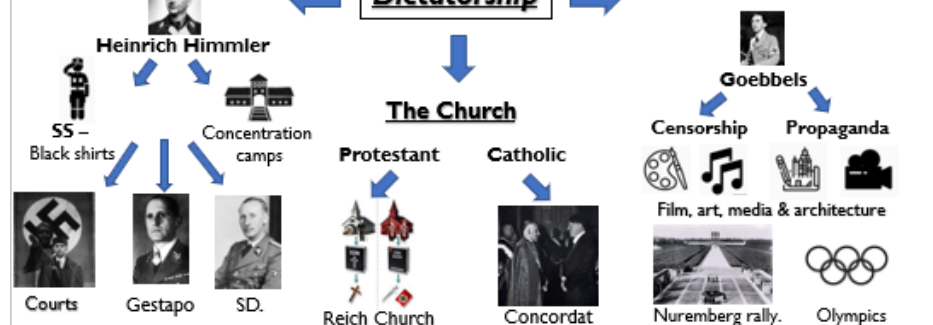
Creation of the dictatorship, 1933-34.



The Police State



Controlling and influencing attitudes.



Opposition

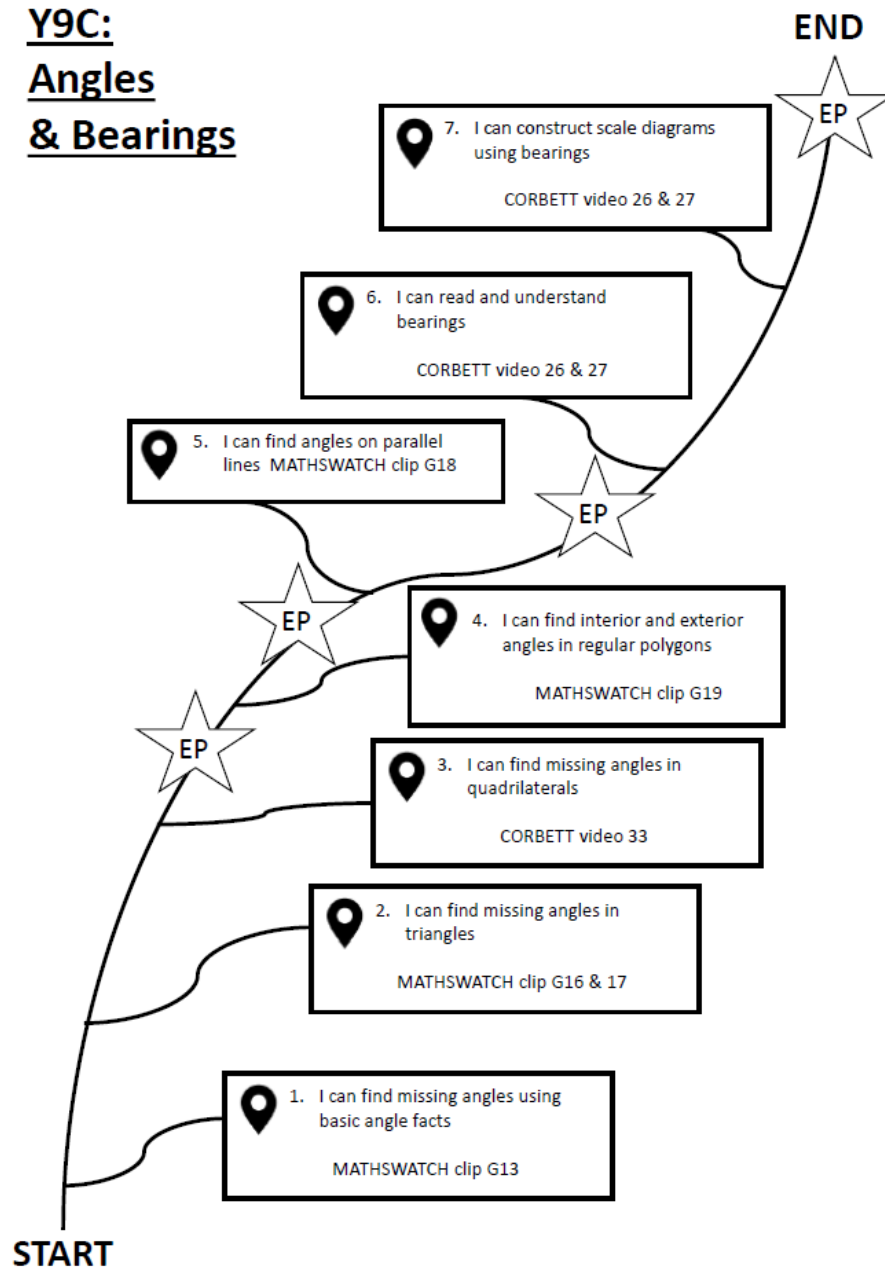


Terminology	
Censorship	To stop people sharing words, images or ideas which may be harmful, sensitive or that they disagree with.
Conform	To comply with rules, standards or laws which were set out by leaders e.g. The Nazis.
Dictatorship	A country run by a leader with absolute power that nobody has the ability to reduce.
Fuhrer	German word for leader which he adopted for himself as dictator of Germany.
Propaganda	Information, often biased, used to promote a political idea or cause
Resistance	Refusing to support, or speaking out against, the leaders of the country
Trade Union	An employee led group which works to improve the rights and conditions of their fellow workers.
Treason	Betraying your country, especially by trying to kill or overthrow the monarch or government.

Timeline.	
1933, Jan	Hitler becomes Chancellor.
1933, Feb 27th	The Reichstag Fire
1933 Mar 5th	Nazi party win 288 seats in the Reichstag.
1933 Mar	The Enabling act is passed
1933 Mar	Dachau, the first concentration camp is opened.
1933 May	Trade Unions are banned.
1933 July	Nazi party is the only legal political party
1933 July	Concordat signed between the Pope and the Nazis
1934 June 30th	The Night of the Long Knives.
1934 Aug	President Hindenburg dies.
1936	Creation of the Reich Church
1936	The Berlin Olympics.

Mathematics

Y9C: Angles & Bearings



1. I can find missing angles using basic angle facts

Calculate the size of the missing angles. Give reasons

a) b) c)

2. I can find missing angles in triangles

Calculate the size of the missing angles. Give reasons

a) b)

3. I can find missing angles in quadrilaterals

Calculate the size of the missing angles

a) b) c)

4. I can find interior and exterior angles in regular polygons

Calculate the size of the missing angles

a) b)

5. I can find angles on parallel lines

Calculate the size of the missing angles. Give reasons

a) b) c)

6. I can read and understand bearings

(a) Write down the bearing of B from P.
(b) Work out the bearing of A from P.

7. I can construct scale diagrams using bearings

The accurate scale drawing shows the positions of two towns, town A and town B. 2 cm represents 1 km.

(a) Find the real distance between town A and town B.

(b) Draw the position of town C, with a cross (x), on the diagram.

Town C is 3.2 km from B on a bearing of 255°

Mathematics

Know how to:

- Write ordinary numbers in standard form
- Calculate the missing angles in isosceles triangles
- Estimate the answers to calculations by rounding to 1 significant figure
- Calculate a missing length in right angled triangles using Pythagoras' theorem.
- Solve equations with unknowns on both sides

-
- Golden rules – Intentions should be **clear**, **specific** and **desirably difficult**.
 - Intentions can be phrased as a 'Big Question (Enquiry question)' e.g. *Why did Henry VIII break with the Roman Catholic Church?*
 - *E.g. Can I apply my strategies for interpreting a poem?*
-

Science

Y9 Plants SoL Lesson 1 - Plant Organisation

Learning intention:

How are plant leaves adapted for photosynthesis?



Y9 Metals and Non-metals Lesson 1 - Classifying Materials

Learning intention

Be able to classify materials/Recall the physical properties of metals and non-metals.



Know the physical properties of metals and non-metals and use them to classify materials.



-
- Golden rules – Intentions should be **clear, specific** and **desirably difficult**.
 - Intentions can be phrased as a 'Big Question (Enquiry question)' e.g. *Why did Henry VIII break with the Roman Catholic Church?*
 - E.g. *Can I apply my strategies for interpreting a poem?*
-

5. Sharing learning intentions



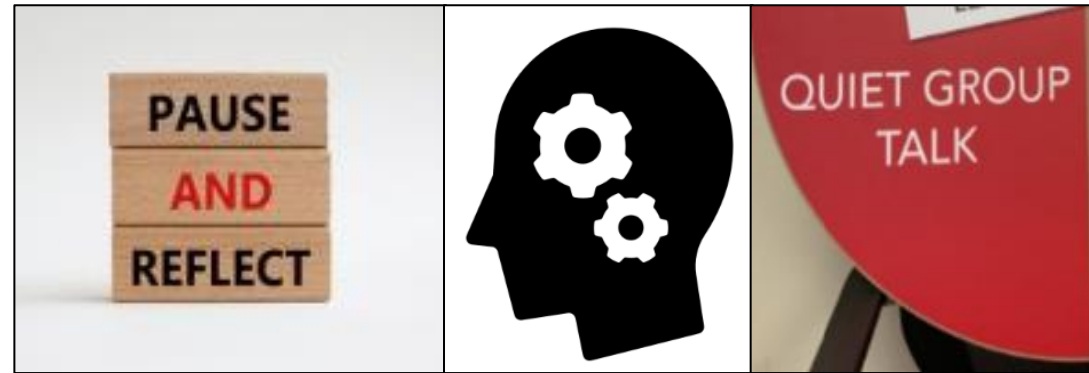
- Share at an **appropriate time** to guide new learning.
- They **don't need to be written down**.
- **Students must be clear** about what they mean when shared.

Display, Discuss and Revisit!

So that

students are motivated and engaged in their learning and the bigger picture of their subject.

Discuss and Capture...



Using your selected scheme as an example:

- Are learning **intentions** clear throughout your schemes, and consistent in content and style e.g. is it a statement or a question?
- As a faculty, **when** and **how** are the learning intentions used within lessons?
- Where are the opportunities to explore the **wider purpose** (real-world links/post-16/sharing and celebrating alumni) with our students?



Focus 4:

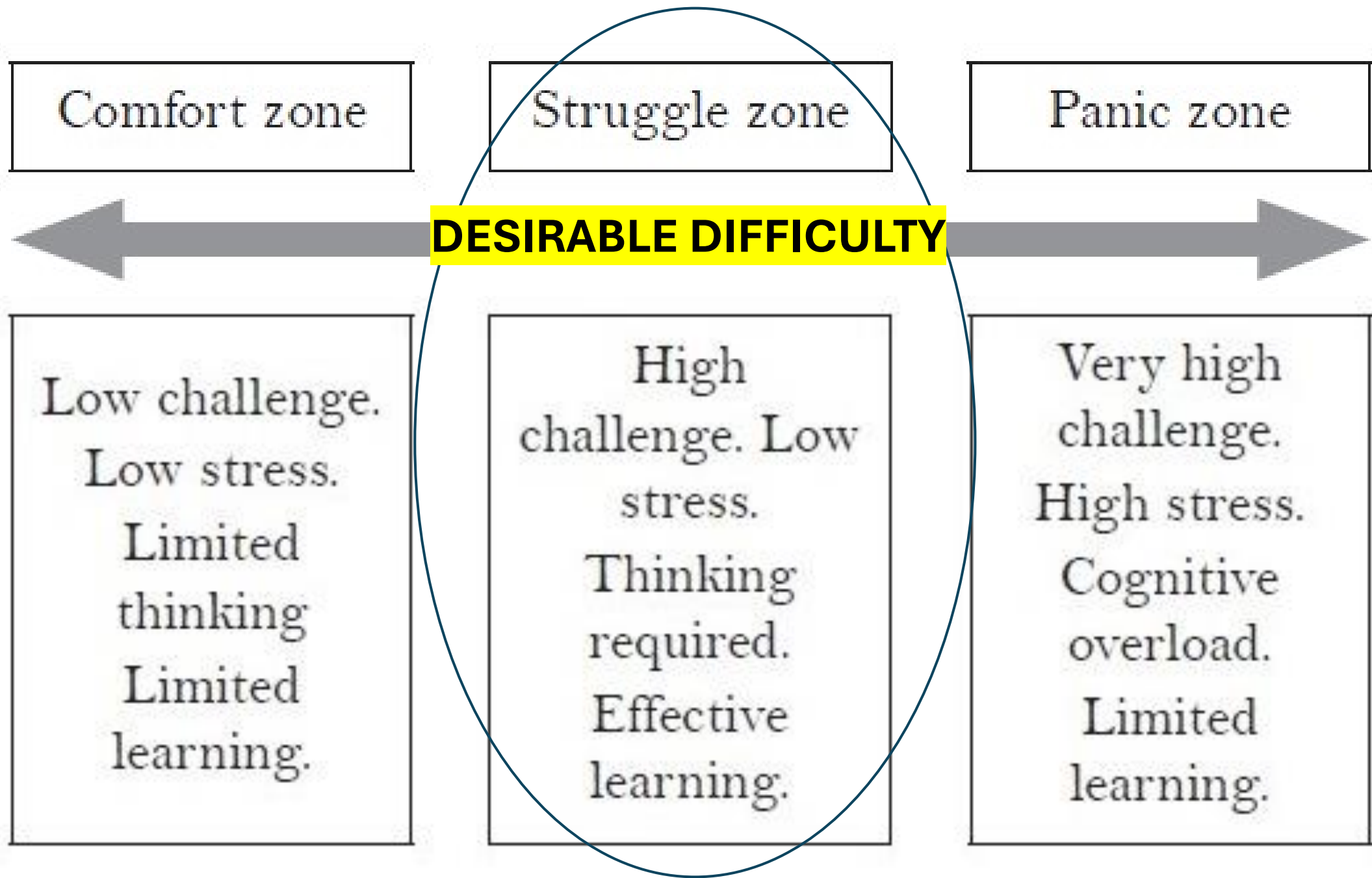
Excellence is enabling students to produce
excellent work

so that

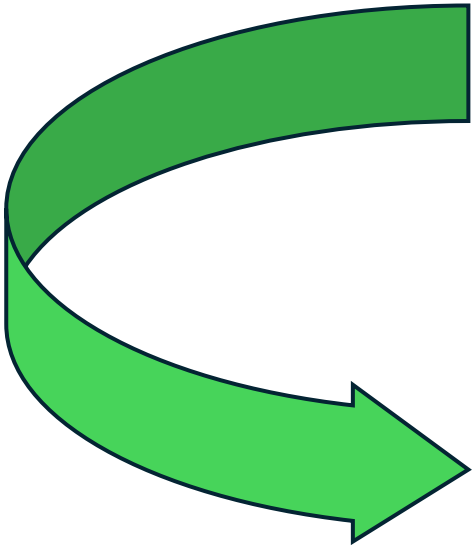
students feel pride and can demonstrate
what they have learnt.

‘Models and worked examples help to provide cognitive support to pupils so that they can focus on applying what they have learnt... They also allow students to see very clearly what your expectations are and allows you to set the bar high.’

Mark Enser

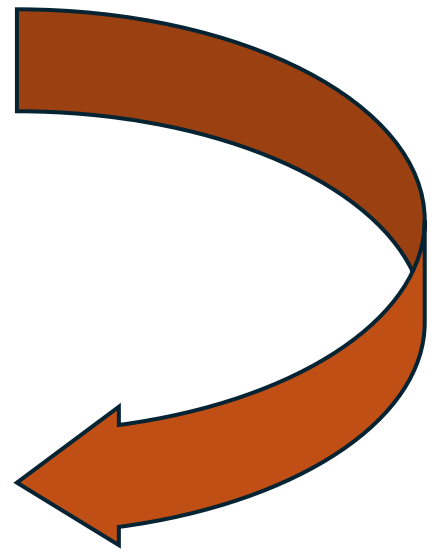


**Share examples
of excellence**

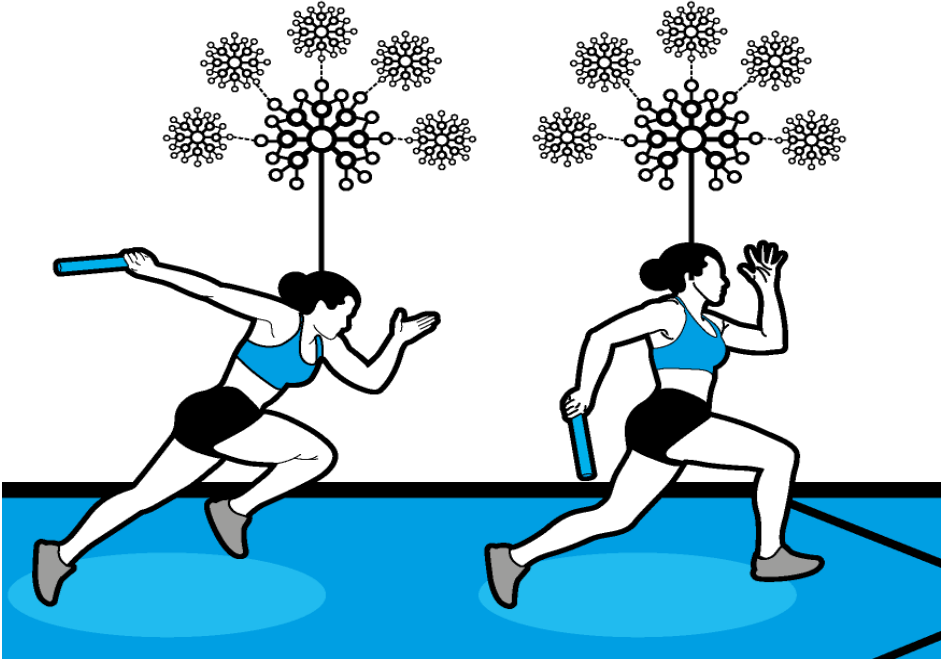


**Deconstruct HOW
excellence was achieved**

Re-build excellence



The teacher carries the baton — worked examples



How do we **deconstruct** excellence?

- Teacher '**Think Alouds**' with use of visualisers to demonstrate the creation of excellence using **metacognitive talk**. *I made that decision so that...*
- Asking **process questions**: *What was the process for achieving such high quality / excellence from this example?*
- Asking what **mistakes and revisions** were probably part of the process in efforts to achieve excellence.
- Creating **success criteria** and being clear about how and when it will be shared. *Do you construct this with students?*

How do we develop our culture of **excellence** at Freddie's?

Let's watch...

Focus: How is excellence deconstructed?



The baton handover — guided practice

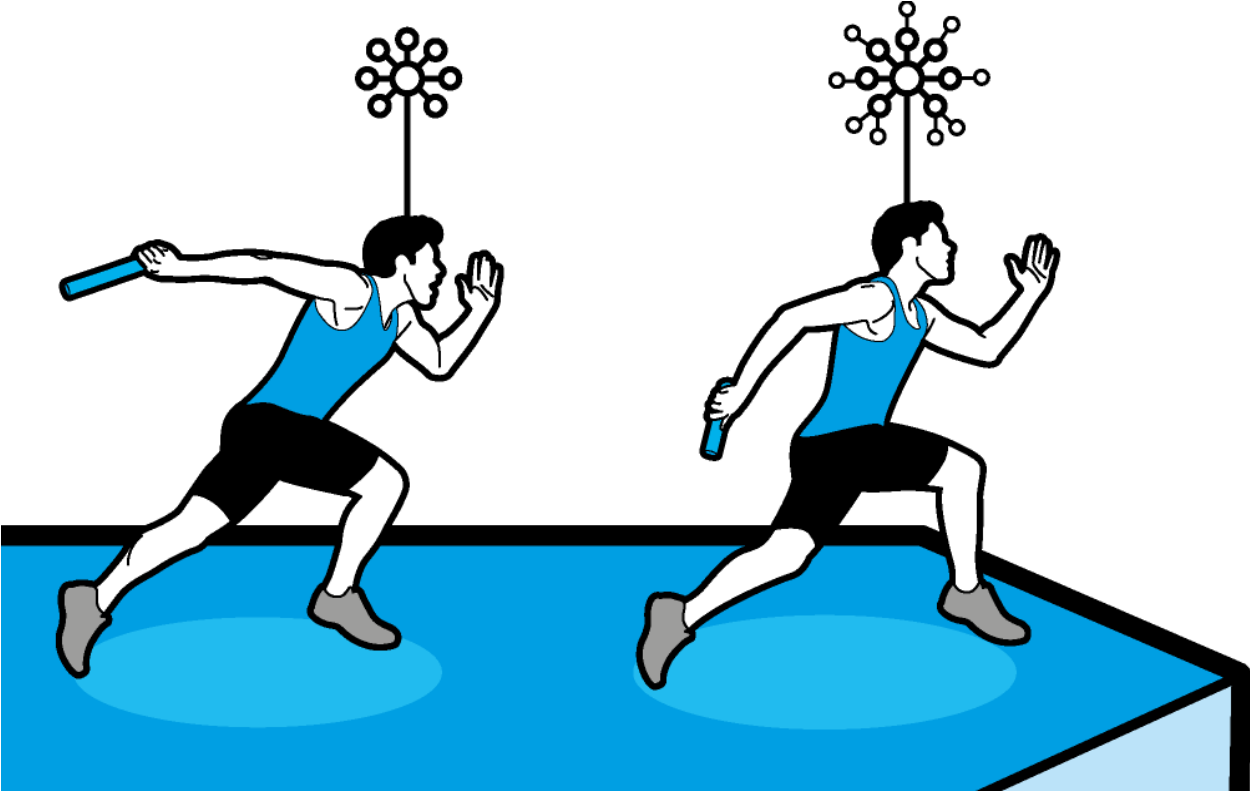


How do we **rebuild** excellence?

‘We’ before ‘YOU’

- Guided practice via live modelling using teacher **‘think alouds’** – **‘What’s our next step? What vocabulary will we need to include? What if the question was...?’**
- **‘Talk to write’** strategies to master the talk before committing to write;
- Paired write prior to independence to build confidence and encourage participation;
- Use of whiteboards to reduce panic zone before application to books.
- We might need **‘I’, ‘we’, ‘we’, ‘we’, ‘we’, ‘you’...**

Students carry the baton — independent practice



How do we **rebuild** excellence?

‘You’–

- Are you providing enough **time** for independent application?
- Are students adequately prepared?
- If **yes**, insist an attempt be made. Embrace the ‘struggle zone’.
- If **no**, offer further scaffolds for targeted individuals e.g. one-to-one dialogue, sentence stems, a longer ‘we’...
- **Accountability**. Why should they commit to doing this well?
Return to *learning intent* and the *wider purpose*.



When might guided practice be problematic or counterbalance what we are trying to achieve?

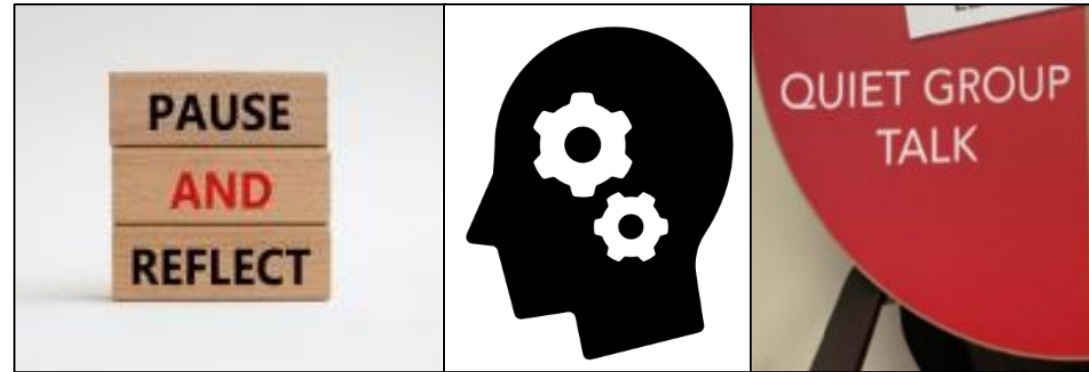


Excellence is producing excellent work

Important Considerations...

- Scaffolds must be **removed** eventually!
- **'Spoon feeding'** could restrict and narrow thinking rather than inspire. **It can lead to passivity.**
- 'Struggle Zone' - It won't work if **the teacher is doing more cognitive work than the students.**
- **'Models don't replace knowledge'** - there is no point modelling an exam answer if students haven't got the knowledge to answer it.

Discuss and Capture...



Using your selected scheme as an example:

- Do you all agree on what excellence looks like and have standardised models used by all for this scheme?
- Do you have agreed processes for de-constructing then re-building excellence? (**I, We**)
- Are you planning for enough time to enable the independent '**YOU**' stage?

So that they are empowered for independent excellence



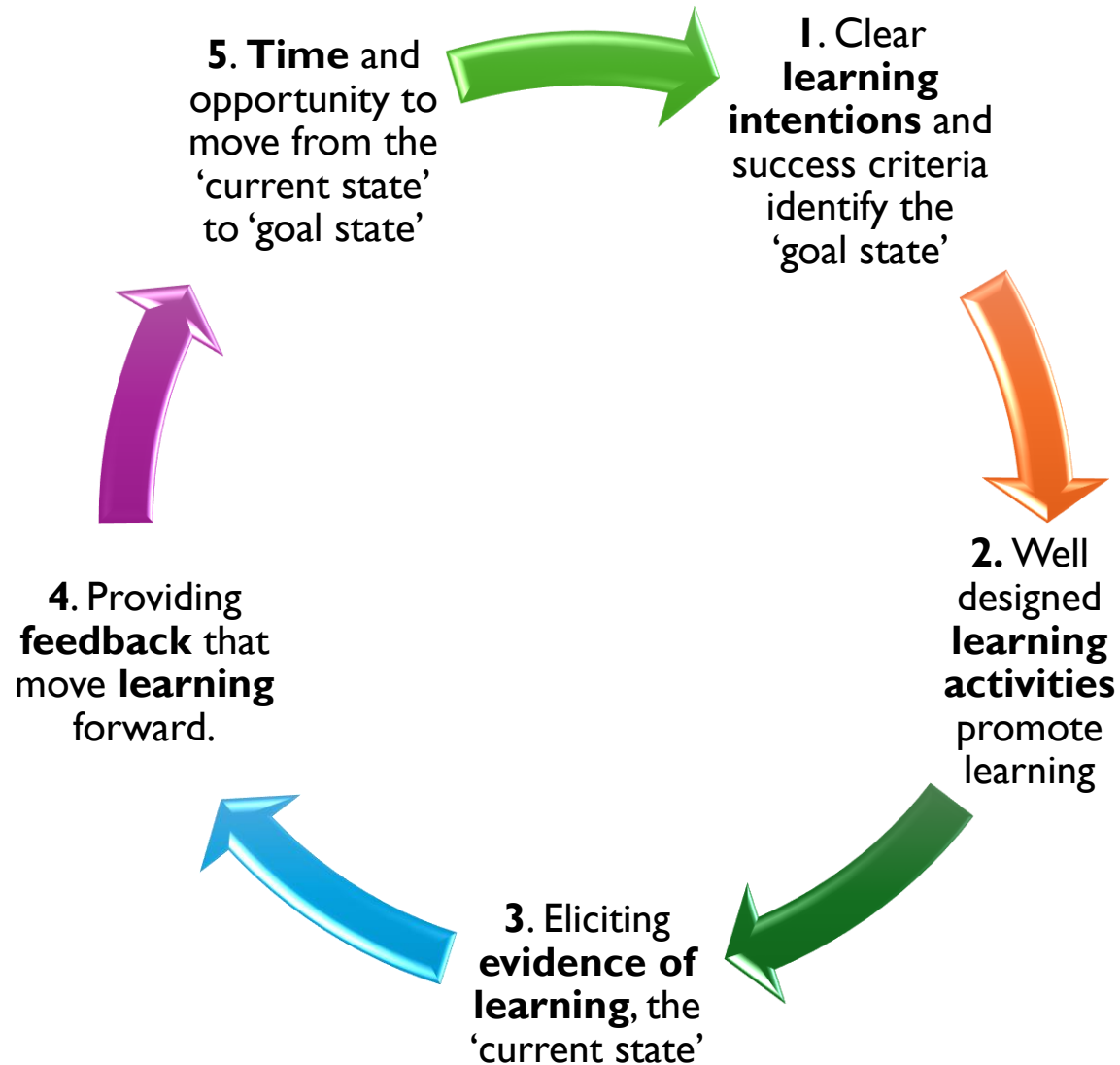
Focus 5:

Excellence is knowing how to move learning forward and constantly getting better

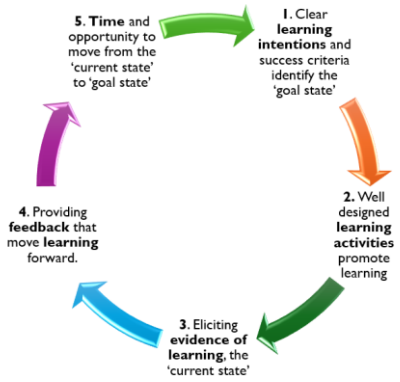
So that

students are clear what their steps to excellence are.

Excellent Feedback: 'A recipe for future action'



Eliciting evidence of learning to feedback on










Questioning.

- How good are the questions?
- How do we select respondents?
- How do we maximise the ratio of respondents?
- No opt out?

- **Excellent work.**
- Feedback on the **you**.
- Which pieces of work do you focus your feedback on? (Lit codes and follow up tasks)
- Is this clear across teams and on schemes?

B. Eliciting evidence of learner's achievement.



<p>1. Developing questions to reveal student's thinking</p> 	<ul style="list-style-type: none"> • Two main reasons to ask a question: <ol style="list-style-type: none"> 1. <i>to cause thinking</i> (Promoting learning) 2. <i>to provide information for the teacher about what to do next</i> (Clarifying 'current state' compared to 'goal state'). • Think about the type of questions we ask and plan your questions in advance!
<p>2. Selecting respondents</p> 	<ul style="list-style-type: none"> • Traditional methods of selection can compound the 'Matthew Effect' and leave classrooms looking like a small group discussion with semi-interested onlookers. • 'No hands up except to ask a question' is a sensible rule to develop greater engagement. • By making students aware that they could be called on at any point they are required to engage and this increases likelihood of learning taking place. • Strategies could include: '<i>Cold Calling</i>', '<i>Pose, Pause, Pounce, Bounce</i>', '<i>Plan it, Ask it, Be quiet</i>'.
<p>3. Create an environment for student participation</p> 	<ul style="list-style-type: none"> • Create a culture of participation with 'no passengers' in your classroom • Know your students' names and their needs to help build participation • Encourage all students to think carefully about questions and to give precise and /or explanatory responses • Allow wait time before a student's response as it gives time to elaborate = greater thinking. • Extend the wait time from the usual one second to three or four seconds.
<p>4. Listen</p> 	<ul style="list-style-type: none"> • Evaluative listening – teacher listening out for the correct answer so they can move on. • We sometimes will hear, or use, phrases like "<i>almost,</i>" "<i>close,</i>" or "<i>Nearly there; try again.</i>" • Listen interpretively – "<i>What can I learn about students' thinking by attending carefully to what they say?</i>" • The student's response often indicates how to adjust instruction to better meet that student's need.
<p>5. Question shells</p> 	<ul style="list-style-type: none"> • Some standard questions structures can be very useful in revealing student thinking. • E.g. <i>Why is _____ (or not) an example of _____?</i> • This question shell promotes thoughtful and reasoned responses.
<p>6. Gathering evidence from most respondents</p> 	<ul style="list-style-type: none"> • Before deciding to move on it is important to gather evidence from lots of students. • Employ strategies such as: Thumbs up/down, Hands 0-5. • This information can be unreliable because it is self reporting and often affective (about how they feel) • Teachers should ask cognitive questions e.g. <i>Is this example on the board correct?</i> • We can also use: <i>Mini Whiteboards, ABCD cards, All student response systems and exit tickets</i>
<p>7. Diagnostic and discussion questions.</p> 	<ul style="list-style-type: none"> • Discussion questions will prompt meaningful discussion about the topic to allow students to demonstrate what they have learned and to challenge any arising misconceptions. • Diagnostic questions allow teachers to gather concrete evidence about student learning, without a lengthy discussion.

2. Selecting respondents



- Traditional methods of selection can compound the **'Matthew Effect'** and leave classrooms looking like a small group discussion with semi-interested onlookers.
- **'No hands up except to ask a question'** is a sensible rule to develop greater engagement.
- By making students aware that they could be called on at any point they are required to engage and this increases likelihood of learning taking place.
- Strategies could include: *'Cold Calling'*, *'Pose, Pause, Pounce, Bounce'*, *'Plan it, Ask it, Be quiet'*.

COLD CALLING

①-②-③-④-⑤



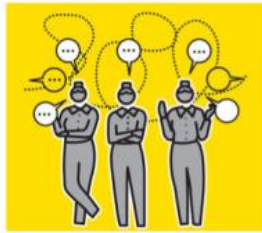
ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND

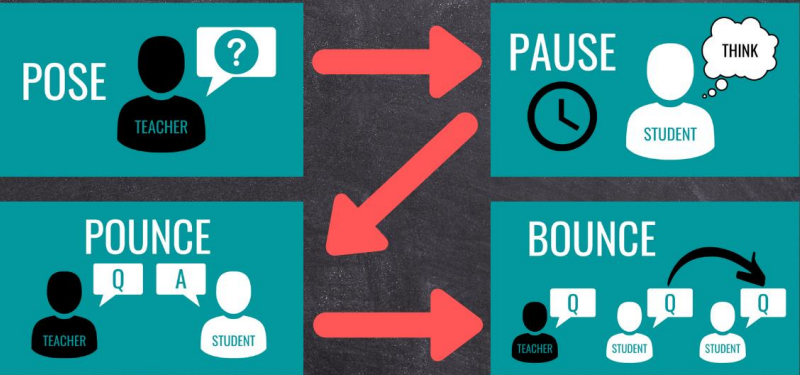


RESPOND TO THE ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN

POSE, PAUSE, POUNCE & BOUNCE



No hands up;
unless to ask
a question.

Class guidelines

- **Asking and answering questions** is a big part of what we do in this classroom.
- I will select students to answer – ‘Cold Call’ – so everyone must **think**.
- You will all have **time to think**, before the student is selected.
- **‘I don’t know’** is not an answer (However/best)
- ***‘I don’t know, however my best guess is...’***
- **Wrong answers are okay**, as long as you are trying.
- **‘Right is right’** – be precise and use correct terminology and expect there may be a follow up question.

6. Gathering evidence from most respondents



- Before deciding to move on it is important to **gather evidence from lots of students**.
- Employ strategies such as: **Thumbs up/down, Hands 0-5**.
- This information can be unreliable because it is **self reporting** and often affective (about how they feel)
- Teachers should ask **cognitive questions** e.g. *Is this example on the board correct?*
- We can also use: *Mini Whiteboards, ABCD cards, All student response systems and exit tickets*



Science Lesson Exit Slip

Draw It Draw some pictures about what you are learning in science.	Write It Write words or sentences about what you are learning in science.
Question It Write some questions you have about what you are learning in science.	Remember It What will you remember from your science lesson? I will remember...

Self-Assessment

Colour the face that matches how you feel about your learning.



6. Gathering evidence from most respondents



1. Design diagnostic questions.
2. Create diagnostic detractors
3. Use a range of formats.
4. Respond to the responses

1. Who was the king at the start of 1066? (1 point)

92% of respondents (22 of 24) answered this question correctly.

[More Details](#)

King Cnut	0
Harold Godwin	1
Edward the Confessor	22 ✓
William of Normandy	1



12. What were the powers of an Anglo-Saxon monarch like Edward the Confessor? (1 point)

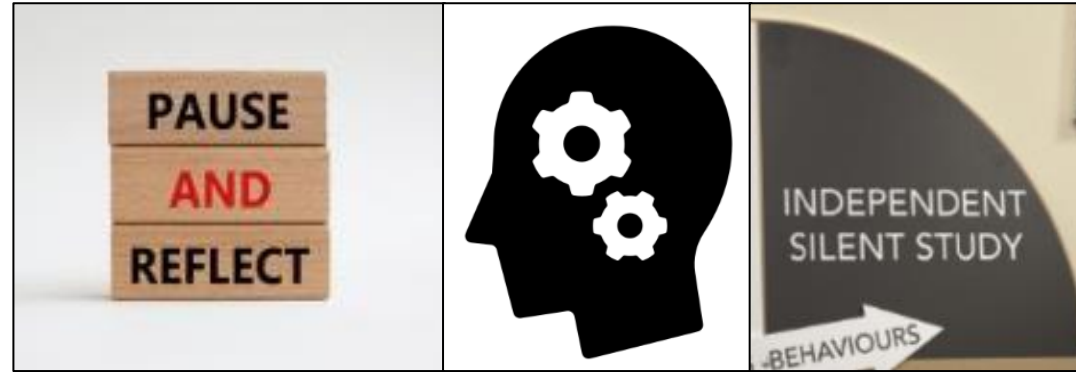
67% of respondents (16 of 24) answered this question correctly.

[More Details](#)

Law making, producing mone...	6
Law making, producing mone...	16 ✓
Law making, producing mone...	2



Discuss and Capture...



- How do you select respondents?
- Does your questioning really elicit evidence of learning? (*Does your instruction change as a result of the answers?*)
- How do you insist on a culture of no opt out? (*More students thinking for longer and more responding*)
 1. What do you need to do **more of**?
 2. What do you need to do **less of**?
 3. What do you need to do **differently**?

Effective Feedback








‘Students are guided in their learning process and given the direction they need to reach the target or goal of the lesson’. (Tharby & Allison)

Dylan Wiliam:

“The fundamental principle of effective classroom feedback is that it should be more work for the recipient than the donor”

C. Providing feedback that moves learners forward.



<p>1. The feedback cycle</p> 	<ul style="list-style-type: none"> Effective feedback is an integral part of the 'feedback loop'. Without effective feedback, the students will not progress. "Feedback should be more work for the recipient than the donor" Students must be given time to work on, and apply, their feedback
<p>2. Ensuring the timing of feedback has the greatest impact on learning.</p> 	<ul style="list-style-type: none"> Timing of feedback may be dependent on 3 things – The Task, The Pupil and The Class. A specified frequency for feedback can be counterproductive. Immediate feedback <u>can</u> prevent misconceptions. Delayed feedback <u>can</u> promote deeper learning.
<p>3. Moving Learning Forward</p> 	<ul style="list-style-type: none"> "Feedback is a recipe for future action" Feedback on learning is more likely to be effective if it includes a focus on the task, subject, and/or self-regulation strategies Make time to utilise feedback Be aware of the different factors which may influence students' use of feedback - <i>Trust, confidence, motivation and working memory</i> Prepare students to receive feedback – <i>Build trust, discuss purpose, model use, be concise and focused & ensure understanding</i>
<p>4. Language of feedback</p> 	<ul style="list-style-type: none"> "Feedback should be more work for the recipient than the donor" Avoid 'gender bias' by ensuring an appropriate balance of positive and negative feedback When using praise, make sure it is specific and linked to the task, subject or self-regulation Avoid using grades, but if they must be used then wait till the learning has stopped. Focus on correcting errors and reduce student mistakes by using the 'Proofreading guidance'. Precise, learning-focused feedback will have a greater impact than managerial feedback.
<p>5. Purposeful verbal feedback</p> 	<ul style="list-style-type: none"> Verbal feedback is a highly effective method, but is not the 'easy' alternative to written feedback. Target the feedback based on learning intentions and make sure there are clear, manageable, 'action points' Use visualisers or video/audio recordings to exemplify feedback so it is not too abstract Whole Class Feedback (WCF) is a quick and effective method to provide regular feedback to the students.
<p>6. Use purposeful, time efficient, written feedback</p> 	<ul style="list-style-type: none"> We use the term 'written feedback' <u>NOT</u> marking. Written feedback should be appropriately timed, move learning forward and students should have opportunities to use it. Strategies such as live feedback (Using visualisers), coded feedback, 'think like a teacher' tasks & written comments Literacy feedback codes can highlight SPaG errors and can lead to literacy-focused 'action points'.
<p>7. Beware – feedback can lower performance.</p> 	<ul style="list-style-type: none"> Feedback is not a magic potion which, once delivered, will solve all issues. Feedback can lower a student's performance depending on their response and what the feedback indicates. Praise can increase motivation but can be difficult to maintain as sincere if this is the only feedback given.

'A recipe for future action'

3d. Embedding quotes and Knowledge

Question 3D – Interpretation Judgement Question.

How far do you agree with Interpretation 1 about attitudes towards women in Weimar Germany? **16 + 4 Marks**

This is a 25 minute question, you should write at least 2 sides in your answer

- Paragraph 1 – You agree with Interpretation 2
- Paragraph 2 – You support Interpretations 1's view
- Paragraph 3 – Overall conclusion

- | | | | | |
|---|---|---|--|--|
| <input type="checkbox"/> Big Point
Identifies point in opening sentence | <input type="checkbox"/> Interpretation
Uses quotes from the interpretation | <input type="checkbox"/> Knowledge
Specific knowledge to explain your point | <input type="checkbox"/> Link
Links to the question throughout and end | <input type="checkbox"/> Conclusion
What is your overall opinion and why does it outweigh the opposite view? |
|---|---|---|--|--|

Task 2.

Knowledge

Make sure you embed knowledge in your sentences, like your quotes, to show why the interpretation is accurate, or not.

Look closely at the example paragraph below, and the example on the A3 sheet, and compare the two. When you have done this, identify the quotes and knowledge could be embedded in the paragraph to ensure a focus on the question. Try to improve the paragraph.

Interpretation one suggests that women have now changed and have adapted to a new role in german society. This is more convincing as during the war nearly 1.4 million german women were employed in the war labour force. Women were now represented in an new light as people who would do more than the traditional roles everyone expects of them. The women were able to take advantage and evolve into a new generation of women who are fundamentally capable of doing jobs that men were doing equally as well, if not better than them.

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'A recipe for future action'.

Feedback for progress.
This information is a gift. It helps you improve and can guide your self-reflection weeks.

Task 1.
Use green pen to correct ALL your spelling and capital letter mistakes. Use a dictionary if you need help.

Task 2. Knowledge
Make sure you embed knowledge in your sentences, like your quotes, to show why the interpretation is accurate, or not.

Specific focus on these words:
Weimar, Stresemann,
Be careful of the tense.
We, and the historians, are not writing at the time.

Interpretation 2 suggests that without the Wall Street Crash and Great Depression the Nazis would have not got into power. This is convincing as in 1928 the Nazis were indeed a 'small party' as they only achieved 3% of the vote in the election. It the 'chance events' like the Wall Street Crash and Depression which caused significant hardship for Germans that this led to an increase of support for Nazis. The Nazis used the

Task 3. Conclusion
Your conclusion must focus on the accuracy of the interpretations and why you think one is more correct than the other.

Overall, despite some accurate points made by Kershaw I believe that...
'A recipe for future action'.

Instead of saying interpretation 1 or 2, try using the authors name e.g. As Kershaw states
or
I agree with the view of Shepherd and Bullock because...

'A recipe for future action'

3d. Writing the conclusion

Task 3.

Conclusion

Your conclusion must focus on the accuracy of the interpretations and why you think one is more correct than the other.

Overall, despite some accurate points made by Kershaw I believe that...

Look at the example below and use the structure to write an improved conclusion which focuses on the interpretation, not just the historical argument.

In conclusion, although I agree with The History Learning Site that the Nazis attempted to make women submit to their policies, they were not as successful as the writer suggests; I agree more with Hite and Hinton that the ~~number~~ Nazis did not succeed in their oppression of women as the number of working women increased and many rebelled against the social norms which the Nazis endeavoured to enforce.

Question 3D – Interpretation Judgement Question.

How far do you agree with Interpretation 1 about attitudes towards women in Weimar Germany? 16 + 4 Marks

This is a 25 minute question, you should write at least 2 sides in your answer

- Paragraph 1 – You agree with Interpretation 2
- Paragraph 2 – You support Interpretations 1's view
- Paragraph 3 – Overall conclusion

- | | | | | |
|---|---|---|--|--|
| <input type="checkbox"/> Big Point
Identifies point in opening sentence | <input type="checkbox"/> Interpretation
Uses quotes from the interpretation | <input type="checkbox"/> Knowledge
Specific knowledge to explain your point | <input type="checkbox"/> Link
Links to the question throughout and end | <input type="checkbox"/> Conclusion
What is your overall opinion and why does it outweigh the opposite view? |
|---|---|---|--|--|

Overall, I would

.....

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'A recipe for future action'

'A recipe for future action'

SPAG Follow Up Task

For each of the sentences below, select the correct word/spelling by crossing out the incorrect one.

1. The **soilders/soldiers/solders** could **hear/here** the **wistling/whistling/whisteling** of the bullets as they flew through the air.
2. The **enemy/enamy/enimy** could be seen on the other side of the **beech/beach**.
3. Men **was/were** all **shaking/shakeing/shacking** and utterly **petrified/petrified/pettrifeid** .
4. One man clung on to his **friend/frend/freind**.
5. As an old man now, Tom **rembered/remembered/rememberd** the horrors of war, the **memery/memory** still so strong.
6. The **battle/battel** would never leave him.
7. Two men **where/was/were** struggling to make **there/their/thier** way up the sands.
8. It was **too/to/two** frightening, **too/to/two** horrific to even contemplate.

'A recipe for future action'

Follow up 1 – Completing our sentences

For each of the sentences below, add an auxiliary verb so the sentence is complete.

1. The boat _____ approaching the shoreline. (past tense)
2. Reluctantly, the men _____ watching ahead. (present tense)
3. Suddenly, the skies _____ blue. (past tense)
4. Without warning, the bullets _____ streaking the air. (present tense)
5. Sounds of screams _____ heard across the beach. (past tense)

'A recipe for future action'

Follow up 2 – Sentence Discipline (setting)

Rapidly the boat sped towards the shore each boat was metallic grey and you could hear bullets bouncing off the sides loud bangs explosions crashes and screams pierced the air would the men have any chance of surviving

Follow up 3 – Tense! (character)

It is essential that your use of tense is secure throughout your story. The way to do this is by deciding on your tense and selecting the correct **verb form**.

Correct the following paragraph by placing it all in the PAST TENSE by editing the verbs:

The soldier sits silently in his seat on the ship. He stared into space and watches the commander ahead from him who is shouting orders. He looks at the soldiers around him. They are all trembling – the fear creeping over their faces as the shoreline got closer. Slowly, Tom looked down and makes a fist. This is it!

'A recipe for future action'

GCSE PHOTOGRAPHY FEEDBACK

PROJECT CAPTURING EMOTIONS

NAME Skye Harper

Assessment Objective 1: Develop ideas through research of relevant artists.

High Quality: Grade 7+

High quality artist research. You show an excellent understanding of the themes that you are exploring and how they are relevant to the project.

Good: Grade 6+

Good quality artist research. You can identify why you have chosen the artist and how they fit with the themes you are exploring.

Moderate: Grade 4+

You have chosen an artist whose work fits the theme of the project. You could investigate what the work is about with more depth and show a stronger link to your own work.

Room to improve.

You have chosen an image that could link to the project, but you need to show a better understanding of the work through a more in-depth analysis in your written work.

Assessment Objective 2: Refine work by exploring and experimenting with a range of ideas.

High Quality: Grade 7+

A highly developed ability to thoughtfully refine ideas.

Good: Grade 6+

Some good experiments. You have tried a range of ideas and made

Moderate: Grade 4+

You have tried a couple of ideas that show links to your chosen artists

Room to improve.

You have created some work that is like your chosen artist. You could improve by

GCSE PHOTOGRAPHY FEEDBACK

PROJECT CAPTURING EMOTIONS

NAME Skye Harper

General feedback for improvement.

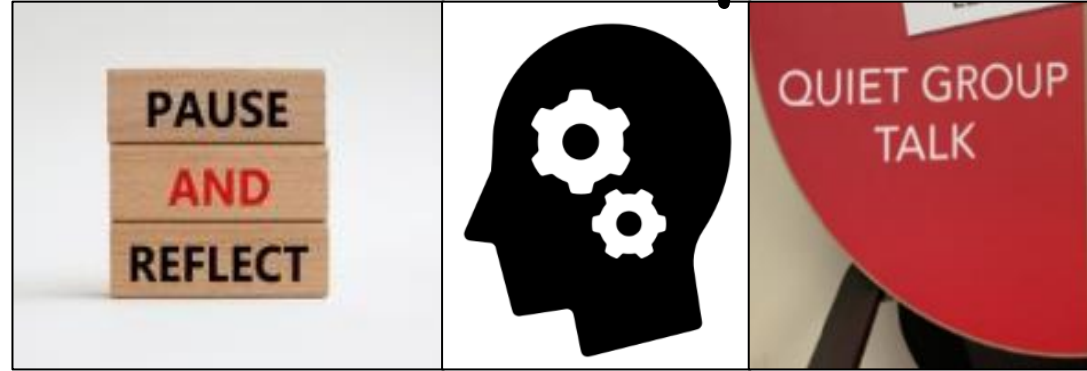
You have made some sets of strong photographs, you show a particularly good skill in Photoshop when you're layering your images together. I would like to see you make more photographs each time you set up, you will have far more options to work with when working in Photoshop and it will demonstrate that you have been refining your work or making small changes as you go along. You need to be more proactive and push yourself forward to use the best area for making portraits each session, sometimes you have found yourself working in areas without the best lighting because you were not quick enough to get going. You have presented the results of each experiment quite well but you also need to make sure that all of the photographs you took for each idea are also presented, this is an excellent way to demonstrate all of the small changes or refinements that you made whilst photographing.

You chose some artists that fit well with the theme and have written quite well about what you can see in the photograph and how they were made, you now need to write with a bit more description and depth about what the photos could be about, remember that it is your opinion that counts and you need to show a link between the photographs you have chosen and the theme of the project.

You have experimented well with how you took photographs and how you changed the overall colour and layering in Photoshop but I would like to see more experimentation with the oil pastel elements of your work, this did not really change from your initial experiments. you should try large areas of oil pastel, thicker textures, and perhaps even different media such as thick acrylic paint. Also think carefully about how the colours and the textures you choose link to the mood or emotion in the original picture, each texture should link to one picture individually.

Overall, a nice project, and with the improvements that I've suggested it can be even better.

Discuss and Capture...



Excellent Feedback: 'A recipe for future action'

Using your selected scheme as an example:

I. Student work.

Which student output do you focus on and what do we all do with regards these pieces?
(Lit codes, feedback sheets, WCF?)

Students Responses – what feedback tasks are completed and is time allocated for their completion?
(Moving the learner forward not the piece of work)



Focus 6:

Excellence is knowing how to overcome barriers to learning and adapt to the needs of the students

So that

Students can make rapid progress in relation to their starting point.

Adaptive Teaching

“Whereas traditional differentiation focused on individual learners or small groups of learners, **adaptive teaching focuses on the whole class.**”

“Instead of providing different activities for different learners, adaptive teaching advocates teaching **the same lesson to all**, by providing scaffolds to those who need additional initial support in order to access the same ambitious curriculum and meet the same high expectations.”

Focus on the class as a whole, pitch it high and support students to access this

**Needed for some but
beneficial for all**

10 Executive Functioning Skills for Success

www.thepathway2success.com



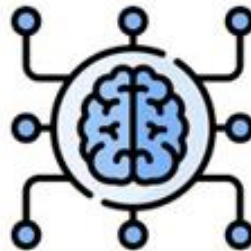
Planning



Organization



Task Initiation



Flexibility



Attention



Self-Control



Metacognition



Working Memory



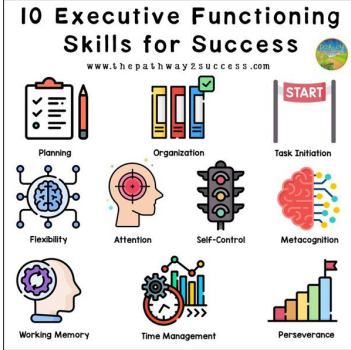
Time Management



Perseverance



“The management system of the brain.”



Executive functioning skill:

1. Planning
2. Organisation
3. Self Control
4. Task Initiation
5. Time management
6. Meta-cognition
7. Working memory
8. Attention
9. Flexibility
10. Perseverance

Which one do you struggle with most?



Executive functioning skill:	What can you do to help? (examples)
1. Planning	Writing frames
2. Organisation	Formula lists
3. Self Control	Choices and actions
4. Task Initiation	Sequence
5. Time management	Timers
6. Meta-cognition	Study skills
7. Working memory	Chunking
8. Attention	Countdowns
9. Flexibility	Choices
10. Perseverance	Success

Adaptive teaching: The Four verbs approach.

Reduce memory demands



Anticipate memory demands



Support memory demands



Strengthen memory



An easy reference guide.

Appropriate adaptations: History

The four verbs approach.

Reduce: Reducing memory demands (*and thus reducing the number of things learners have to think about at the same time*)

Anticipate: Anticipating memory demands (*by having a curriculum that is sequenced to reinforce, connect, prepare and deepen*)

Support: Support memory demands (*by scaffolding that 'holds' some of the memory demands for the learner, allowing them to think with the same content as everybody else*)

Strengthen: Strengthen memory (*through a robust culture of retrieval so knowledge is remembered long term and by ensuring learners know enough to access lessons – which may involve interventions if fundamental building blocks of learning are not in place*)

Reference: Clare Sealy.

Teaching approaches.

- **Provide a model**, on paper, for students to refer to.
- Use **success criteria** to exemplify steps to success.
- Use **scaffolded planning** to plan written responses.
- Effective use of **questioning**.
- Breakdown the task into **smaller steps** to reduce cognitive load.
- **Prioritise** these students for responsive teaching (inc. feedback)
- Use **diagrams or graphic organisers** to illustrate where new learning connects to the big story.

Reading.

- Edit the **length of the text** to develop accessibility.
- Edit the **format of the text** to avoid an overwhelming block of text.
- Use **dual coding** to enhance understanding of the text.
- **Pre-teach** key vocabulary before reading a text.
- **Guided reading** used for extended texts.
- Promote **'Read like a historian'** strategies.



History.

Plan for common misconceptions and mistakes!

Resources.

- Edit the **length of the text** to develop accessibility
- Provide **word banks, structure strips** or sentence stems to scaffold work
- Ensure key **content and concepts** are clear in the resources (Red Dot Knowledge)

Recording of work/learning.

- Use **images** to guide written responses.
- Use a **graphic organiser** to help structure written work and guide thinking.

ADHD/ADD.

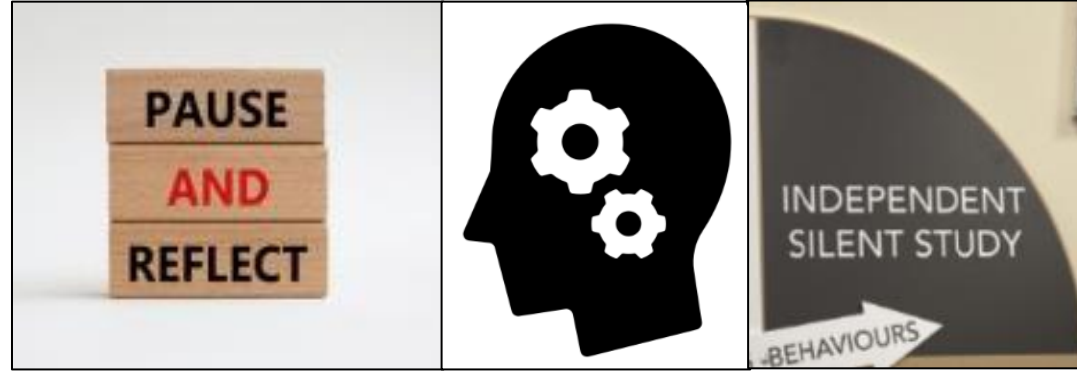
- Allow students a **movement break** e.g. giving out resources or a note to another class.
- Use of an **object for sensory stimulation**, but not during 'independent silent study'.
- **Edit seating plans** to ensure movement breaks have limited disruption on other students.



How can we use **adaptive teaching** to ensure our curriculum is accessible to all children?

Needed for some but beneficial for all

Discuss and Capture...



Executive functioning skill:

1. Planning
2. Organisation
3. Self Control
4. Task Initiation
5. Time management
6. Meta-cognition
7. Working memory
8. Attention
9. Flexibility
10. Perseverance

Reduce memory demands

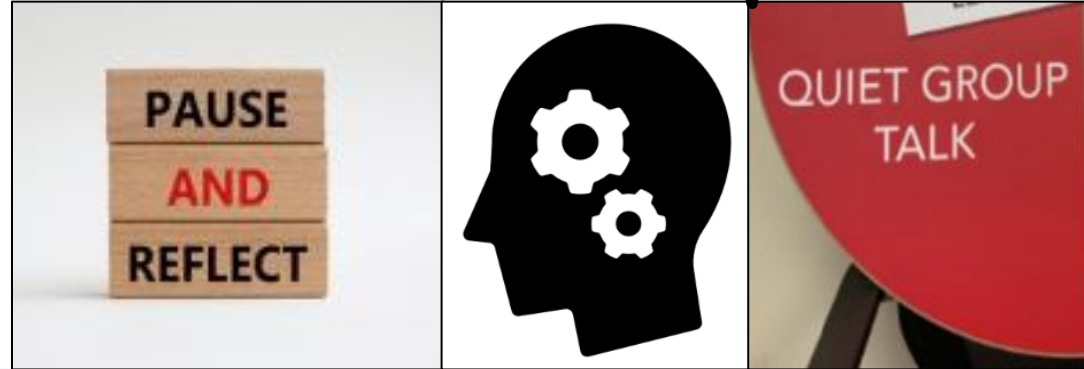
Anticipate memory demands

Support memory demands

Strengthen memory



Discuss and Capture...



Executive functioning skill:

1. Planning
2. Organisation
3. Self Control
4. Task Initiation
5. Time management
6. Meta-cognition
7. Working memory
8. Attention
9. Flexibility
10. Perseverance

+

Appropriate adaptations: History

The four verbs approach.

Reduce: Reducing memory demands (and thus reducing the number of things learners have to think about at the same time)

Anticipate: Anticipating memory demands (by having a curriculum that is sequenced to reinforce, correct, prepare and deepen)

Support: Support memory demands (by scaffolding that 'holds' some of the memory demands for the learner, allowing them to think with the same content as everybody else)

Strengthen: Strengthen memory (through a robust culture of retrieval so knowledge is remembered long term and by ensuring learners have enough to access lessons – which may involve interventions if fundamental building blocks of learning are not in place)

Reference: Clare Sealy

Teaching approaches.

- Provide a model, on paper, for students to refer to.
- Use success criteria to exemplify steps to success.
- Use scaffolded planning to plan written responses.
- Effective use of questioning.
- Breakdown the task into smaller steps to reduce cognitive load.
- Prioritise these students for responsive teaching (inc. feedback)
- Use diagrams or graphic organisers to illustrate where new learning connects to the big story.

Reading.

- Edit the length of the text to develop accessibility.
- Edit the format of the text to avoid an overwhelming block of text.
- Use dual coding to enhance understanding of the text.
- Pre-teach key vocabulary before reading a text.
- Guided reading used for extended texts.
- Promote 'Read like a historian' strategies.

History.

- Edit the length of the text to develop accessibility
- Provide word banks, structure scripts or sentence stems to scaffold work
- Ensure key content and concepts are clear in the resources (Read Like Knowledge)

Recording of work/learning.

- Use images to guide written responses.
- Use a graphic organiser to help structure written work and guide thinking.

ADHD/ADD.

- Allow students a movement break e.g. giving out resources or a note to another class.
- Use of an object for sensory stimulation, but not during 'independent silent study'.
- Edit seating plans to ensure movement breaks have limited disruption on other students.

Resources.

- Edit the length of the text to develop accessibility
- Provide word banks, structure scripts or sentence stems to scaffold work
- Ensure key content and concepts are clear in the resources (Read Like Knowledge)

Plan for common misconceptions and mistakes!

- Are the adaptive strategies reasonable and useful for your subjects?
- Are there further strategies that should be included?

Needed for some but beneficial for all

Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

Image (c) Visible Learning Plus –
www.visiblelearningplus.com

Teacher Efficacy - impact on student learning

'The research on teachers' collective efficacy is consistent. With an effect size of 1.57, effective teacher teams have the power to accelerate student learning more than just about any other practice'.

AS EVIDENCED IN VISIBLE LEARNING: THE SEQUEL BY JOHN HATTIE (2023)



• S
R
E
A



Hattie

How do we develop our culture of Excellence at Freddie's?

Excellence is achieved through.....

Focus 1: knowing your students

Focus 2: a 'Loving boot'

Focus 3: students clearly knowing what they are learning and why

Focus 4: producing excellent work

Focus 5: knowing how to move learning forward and constantly get better

Focus 6: knowing how to overcome barriers to learning and adapt to the needs of students

What are your agreed principles and how will you measure their impact so that we can prepare all of our students to thrive in the future?

“Education is the Most
Powerful weapon
which you can use to
change the world.”

Nelson Mandela

