

Limelight



Limelight

Foreward

Welcome to the inaugural issue of Limelight: a Samuel Ward Academy publication which celebrates the excellence that our staff demonstrate in their teaching practice every day. Limelight also celebrates the power and successes that can be found in cross-fertilisation of subjects around a shared pedagogical theme.

The challenge of Lesson Study was to find shared interests across subject areas and then to guide the participants, through our excellent lead practitioners, to find new ideas and approaches or develop existing ones which can extend the progress and experiences of the young people we teach. The rewards are self-evident; we experiment with new ways to face these challenges (outlined in the research questions that were established), we embrace subjects outside our own, we engage with academic research and a programme which is based on reflection and professional development.

The crucial role meaningful CPD plays in developing T&L was at the heart of the design of the programme. We had to have a clear idea of what success would look like: did the staff take away from the programme ideas and approaches that can be embedded in to long term practice in a meaningful way? Does the programme lead to progress of our young students (not only academic but personal and social too)? The answer to the first is evident immediately- a resounding yes. Our staff proved themselves greater than the sum of their parts. The second? The proof is yet to be completely clear, but it looks promising.

You will see that the staff of Samuel Ward Academy embraced CPD with enthusiasm, engagement and excellence- that is not unusual or out of the ordinary but their everyday awesome. Which is what this first edition will evidence.

This is what everyday awesome looks like at Samuel Ward Academy.

Rachel Brown

Limelight

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Lesson Study Review

Q: To what extent do independent learning skills impact on resilience and achievement at KS3?

Colleagues: LP Lead-S Ireland, English Triad-D.Jackson, N.Eley, J.Carville, Science Triad-W.Thomas, S.Field, S.Samway.

Research Question and why we chose it

Our overall focus was 'To what extent do independent learning skills impact on resilience and achievement at KS3?' This is because the staff involved were all mainly teachers at KS3 and recognised the importance of students developing the resilience and independent skills needed to be successful learners before the start of their GCSEs in order to optimise their progress at KS4. There is a concern that the pressures put on teachers to provide good results has meant lessons are squeezed full of 'teaching' and not enough time is given for learners to 'learn'. We were inspired by:

'Maybe the more we play the professional fully committed teacher card, the more of a disservice we do our students, never actually giving them the opportunity and the push they need to take control of the learning – their learning – themselves.'
The Lazy Teachers Handbook: How your students learn more when you teach less (Jim Smith)

Actions taken with rationale

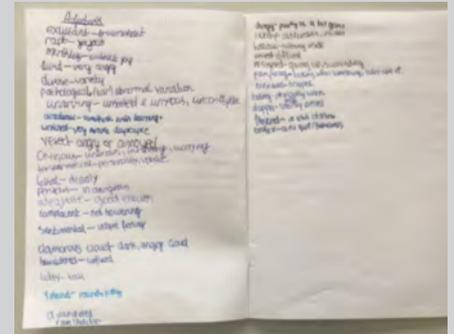
During the first meeting, we discussed as a group the importance of independent learning, not only on the current progress of the students, but also to put the students in good stead for achieving well at GCSE level.

At the first meeting, we split into two triads (an English based research question, and a Science based research question). I shared some resources and ideas I had taken from '100 Ideas

for Secondary Teachers: Outstanding Lessons' (Ross Morrison McGill) I also shared some ideas I knew to work in my lessons. From this the triads chose a subject specific strategy to trial in their lessons.

The English triad decided to focus on 'How would introducing a Magpie Vocabulary book into KS3 lessons impact on progress and independent learning?' The Magpie books are a resources in which students can write down interesting words they come across in lessons along with a definition. These books can then be used as a tool to support their writing. The staff decided to use 3 Y8 English groups (two using the Magpie Books and one acting as a control group) and chose 3 students from each class who were parallels in terms of reading age and current level.

The Science triad decided to focus on 'How would the introduction of a student led news report at the beginning of each lesson impact on the motivation and engagement of KS3 students in



Science?' This strategy was introduced as an 'Oh My Science!' section of the lesson to one Y7 Science group and two Y8 groups. During this section 1 student each week would research any aspect of Science that interested them and then present it to the class. Students watching the presentation would then give only positive feedback. Students were given a questionnaire before the strategy was introduced and then again after in order to assess if it positively impacted on engagement in the lesson.

Impact:

1:1 Reading with LSA

Students are very keen to go out and read to an adult. This enthusiasm is reflected when they are keen to share new unknown words with their peers and add them to their Magpie books. It is noticeable that students are independently adding words and useful phrases of their own volition to the books. In addition, they are more willing to ask for definitions of words openly as this process has broken down the culture of stigma in the classroom.

Magpie Books

It is noticeable that students are independently accessing their Magpie books during lessons to help improve their written work by using a more varied range of vocabulary.

Findings:

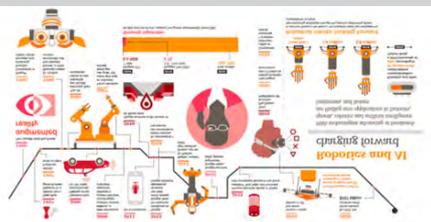
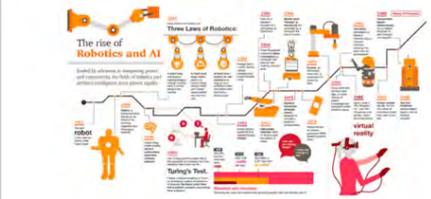
It is difficult to isolate vocabulary as it is assessed in the broader grade, however, it was observed when comparing written work from a class-based written task to final exam-condition task, that the vocabulary of the focus groups appeared to demonstrate that a range of vocabulary was becoming embedded.

Lesson Study Review cont'd

Q: To what extent do independent learning skills impact on resilience and achievement at KS3?

Examples of the Y8 'Oh My Science' presentations created by students

Oh my science – Joe Smith



What is it

- Static electricity is an imbalance of electric charges within or on the surface of a material. The charge remains until it is able to move away by means of an electric current or electrical discharge.



Here's a video to watch

https://youtube.com/watch?v=P0_3OQVzOD4

Thnx 4 whatchin'



Lesson Study Review cont'd

Q: To what extent do independent learning skills impact on resilience and achievement at KS3?

Where do we come from

- One of the earliest defining human traits, bipedalism -- the ability to walk on two legs -- evolved over 4 million years ago. Other important human characteristics -- such as a large and complex brain, the ability to make and use tools, and the capacity for language -- developed more recently. Many advanced traits -- including complex symbolic expression and art emerged mainly during the past 100,000 years.

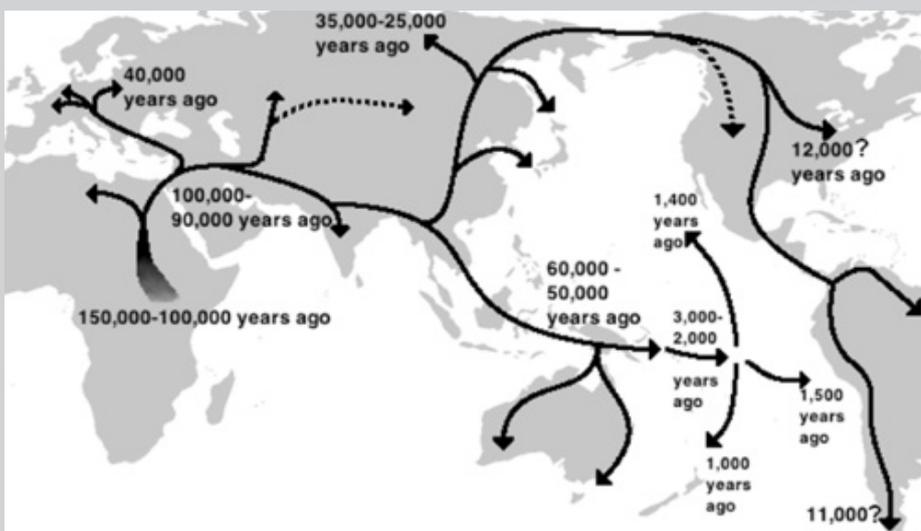


- Most scientists currently recognize some 15 to 20 different species of early humans.
- Scientists do not all agree about how these species are related or which ones simply died out.
- Many early human species left no living descendants.
- Scientists also debate over how to identify and classify particular species of early humans, and about what factors influenced the evolution and extinction of each species.



Early humans first migrated out of Africa into Asia probably between 2 million and 1.8 million years ago. They entered Europe somewhat later, between 1.5 million and 1 million years. Species of modern humans populated many parts of the world much later. For instance, people first came to Australia probably within the past 60,000 years and to the Americas within the past 30,000 years or so. The beginnings of agriculture and the rise of the first civilizations occurred within the past 12,000 years.

I will show you this on the next slide.

'Oh My Science' advertisement/introduction

OMS NEWS

Oh My Science

OMS NEWS

Question: Have you ever wondered what professional Scientists are doing right now?

They could be:

- Discovering cures to diseases
- Identifying new animal or plant species
- Uncovering the mysteries of Space
- Designing our latest technology
- Solving crimes

We want you **to find out and report back:**

Talk to the class for a maximum of 5 minutes about some amazing Science....something happening now in the news....something that fascinates you! You can just talk, bring in objects, show pictures or even show a quick demonstration.





My turn will be on:

Oh My Science Questionnaire

1. I feel excited by the work in Science

Never Oh Disappointment Some of the Time Most of the Time All of the Time

2. I like being in Science lessons

Never Oh Disappointment Some of the Time Most of the Time All of the Time

3. My Science classroom is a fun place to be

Never Oh Disappointment Some of the Time Most of the Time All of the Time

4. I really like Science as much as when I don't have a test

Never Oh Disappointment Some of the Time Most of the Time All of the Time

5. I try to watch TV shows about Science as one doing in school

Never Oh Disappointment Some of the Time Most of the Time All of the Time

6. I watch my Science teachers for mistakes

Never Oh Disappointment Some of the Time Most of the Time All of the Time

7. I need extra Science books to learn more about things we do in school

Never Oh Disappointment Some of the Time Most of the Time All of the Time

Science learning questionnaire

Name: _____ Date: _____

8. I enjoy learning in Science

Never Oh Disappointment Some of the Time Most of the Time All of the Time

9. When I am in class I just sit as if I am working

Never Oh Disappointment Some of the Time Most of the Time All of the Time

10. I follow the rules in Science

Never Oh Disappointment Some of the Time Most of the Time All of the Time

11. I get in trouble in Science

Never Oh Disappointment Some of the Time Most of the Time All of the Time

12. I feel happy in Science

Never Oh Disappointment Some of the Time Most of the Time All of the Time

13. I feel bored in Science

Never Oh Disappointment Some of the Time Most of the Time All of the Time

Lesson study review

Q: Which knowledge recall activities have maximum impact in the long and short term?

Colleague: LP Lead - A Mares. S Holmes, H Utteridge, P Kirby-Smith, A Bourne.

Research Question and why we chose it

Which knowledge recall activities have maximum impact in the long and short term?

Chosen because recall is a vital component of the new MFL GCSE and so this is one of our main departmental development points across all year groups in order to fully prepare our students from the earliest stage for the demands of the new course.

Actions taken with rationale

Memory chain activity (Y8 support).

The rationale was for students to focus on memorisation as many different items of vocabulary as possible – to do this, they had to remember items of vocabulary which had been previously mentioned by other students, as well as adding their own. The desired outcome was for students to be able to provide a greater range of detail from memory rather than sticking to one or two (often cognate-based) vocabulary items.

Memory recall starter activity (Y11 German mixed set).

The purpose is to keep the same starter format so that pupils are familiar with the approach, know exactly what to do without prompting or support from the teacher who can use the time doing the register, ensuring people are on task etc. The starter activity focusses on ascertaining what they have retained from the previous lesson (2-3 questions depending on set / year group), 2 from the previous topic and 1 generic language related question. This was chosen as

it achieved both settling the classes quickly to a task and immediately tested recall.

Using Plickers to help Y13 with vocabulary learning.

The rationale was to introduce an element of fun and competition into the testing part of it. The students are very motivated and work well as a group but the hope was that immediate success would give the hard-working students who regularly work on their vocab a boost in confidence.

Starter – discussion of homework task (Y10 set 2).

Pupils had been sent a video to watch on how to construct the near future. This was chosen so that if there were any misconceptions, there was a chance to clear it up with peers in the first instance. This was chosen to test recall and comprehension of a grammar point. Linked to:

AfL - spot the mistake (Y10 set 2).

Students were given a selection of sentences to correct (either the right part of Aller or making sure the infinitive was correct). This was an inductive activity designed to build on what they had observed. As whole class feedback happened, it was a further assessment of whether flipped learning (video sent home) was successful.

Findings

Memory chain activity (Y8 support).

I thought that this activity was set up very well, the desired result was modelled by the teacher on a whole class level and randomly selected group of 5 or 6 students. The teacher targeted the shorter chains at the less able and

ended up with the longer chains being targeted at the more able.

This was successful as the students had an idea of what they were going to be asked to do in their pairs. They also had the opportunity to extend their answers and gain more praise and rewards (frimousse) from the teacher.

I also believe that it was effective as all 3 of the students interviewed were able to produce a sentence with varying degrees of complexity. The higher ability student was able to extend her answer with time frames, whereas the less able produced a more simple sentence.

Memory recall starter activity (Y11 German mixed set).

The teacher (a few of us have been trying this) has been able to see progress in vocab recall. The students at the time of the observation were either not really aware of it or not mentioning it. Other groups are starting to become aware of it but it has taken a few months.

The result also depends on group's ability: lower ability sets find the routine reassuring. Other sets might prefer more variety.

We have seen different ways of experimenting with this type of starter through the co-planned lesson shared across the department and this is something that is definitely working well for languages.

Using Plickers to help Y13 with vocabulary learning.

The team / competitive approach to vocabulary testing enabled by Plickers ensured that pupils were actively engaged in the testing of vocabulary and required a higher level of thinking skills

Lesson study review cont'd

Q: Which knowledge recall activities have maximum impact in the long and short term?

than other online vocabulary tools such as quizlet and memrise.

Starter – discussion of homework task

+ AfL - spot the mistake (Y10 set 2):

It was very useful to see a mix of students who had completed the homework and some who hadn't as it made it easier to evaluate the effectiveness of this technique. Although limited in sample size, it appeared that the flipped learning homework using the video was helpful and effective for students; however, it definitely need a back-up plan to support those who hadn't done it. In addition, using patterns to help spot mistakes also proved a successful technique to assist recall.

Next steps

Memory chain activity (Y8 support).

This lesson could have been made even better by allowing the students time to think about their own answer (even writing it down for the weaker students), so that they weren't being put on the spot quite as much; providing an extra layer of support for those that needed it. However I would say that as a memorisation technique, if used on a regular basis, could produce some good results. Furthermore, looking at the AfL task, this did not reach to all the students and therefore did not test all of the students ability to produce a sentence on the spot.

Memory recall starter activity (Y11 German mixed set).

It is worth continuing to use these starter style activities at least once per week for establishing and continuing the routine and also for prompting knowledge recall on a regular basis. It is really useful for

easily ensuring that students are going back over previous learning from both the short and long term.

Using Plickers to help Y13 with vocabulary learning.

Plickers did not add value to memorising and retention of vocabulary. Plickers is therefore a valuable tool for testing and adds a competitive element. However it is reliant on fast wifi and does take some preparation / planning time to upload the vocabulary you want testing. It is noted that the tests can be re-used with subsequent year groups. Plickers is effective for small classes or well behaved large classes as only the teacher needs the technology, which avoids behaviour problems.

Starter – discussion of homework task + AfL - spot the mistake (Y10 set 2):

When basing a starter on a homework task, it is vital to have a back-up source of information in the lesson for those students who missed/haven't done the prior learning.

Relying on patterns to aid learning is worth investigating further, especially developing memorisation of the pattern itself.

www.plickers.com

Lesson Study Review

Q: How can explicit literacy objectives raise Motivation?

Colleague: LP Lead-D Coad. D Harwood, A Burns.

Research Question and why we chose it

Our original research focus was. How can explicit literacy objectives raise achievement?

However this was changed to: How can explicit literacy objectives raise motivation?

We chose this to address the needs for students to use subject specific terminology with accuracy and to provide literacy frameworks for those with a more limited capability in terms of writing. We knew increased attention on literacy should raise attainment but thought it was more a question of considering how students could be motivated by such objectives.

Actions taken with rationale

Boys became the focus, quickly, leading us to look at boys and literacy. This research looked at how boys learn and competition was introduced as well as making things immediate rather than learning something for the next lesson.

Findings

The first lesson study revealed it was more about looking at how the male learners (the target group) are motivated. By adopting the approaches from looking at how boys learn, students were more motivated to use the vocabulary with accuracy in their own work. Students we focused on therein increased their work output having experienced success through the interim, short term tasks such as

spelling tests. We also found that cross-over opportunities between Media and English enabled teachers to encourage students to make a connection between their learning, to establish that terminology and approaches could be utilised in both areas.

Next steps

The importance of a cross-curricular approach to literacy, wherein departments can see where there are cross-overs in terms of approaches, content and resources, is vital. Also, more work on the motivation of male learners and how they value literacy.

Lesson Study Review

Q: How should effective verbal feedback be structured and delivered to promote pupil progress?

Colleagues: LP Lead - KCavilla-Perkins, M Jones, M Inkson and NO'Garro-Thomas.

Research Question and why we chose it

How should effective verbal feedback be structured and delivered to promote pupil progress?

We were keen to explore how we can sharpen this vital tool for the most significant impact?

Actions taken with rationale

1. K Cavilla-Perkins Exam question given with no prompts (thinking time) followed by verbal prompts. Students planned question, teacher gave direct verbal feedback to three students (mixed ability-HA/MA/LA) to structure their answers and left the remaining students to their own devices. They all then attempted the question. Students were then interviewed on the usefulness of the verbal feedback given in preparation for answering an exam question.

2. Michelle Jones: Homework was set as a 6-mark exam question. For three students (mixed ability HA-MA) MJones gave verbal feedback via an audio sound bite . For the other three students, written feedback was given the next lesson.

3. Mike Inkson: Teacher and peer verbal feedback- provided on previously assessed work. Teacher took a more holistic, generalised/process based feedback, and then enlisted students to give more directed task based feedback (specialism).

Findings:

Student feedback:

1. High ability students found giving verbal feedback more beneficial than receiving it. HA, students also expressed the importance of 'urgency' in receiving feedback. All students agreed that verbal feedback is more useful than written.
2. Students receiving verbal feedback found this very useful as it was immediate and they were able to play back multiple times to understand targets. Students found this very helpful for 'extended writing' tasks in particular due to the detailed nature of the feedback. This felt like an extension of 'classroom style feedback', which is much more accessible than the mark scheme. This feels like a 'personal touch'.
3. All students felt that verbal feedback is far more helpful than written. Historically, students may have ignored copious amounts of written feedback.

"When I was younger I had less time so I didn't really use the feedback written by my teachers. I started to nearer GCSEs- but too much was written and I did not understand it. I would then have to go to my teachers to get this explained, so I guess it then became verbal feedback".

It was inferred that written feedback is "usually misunderstood" and that in many cases the student will need to see teacher anyway for clarification.

Next steps:

1. Hand in two pieces of the same work/assessment: Students receive immediate (within 24 hours) verbal

soundbite and then the hard copy with written feedback on the next lesson. This will compare the need for immediacy and the most effective methods.

2. Extending age range of research. This could work well when marking preparation exams in GCSE and could save time on writing copious amount of targets.

Lesson Study Review

Q: Does using specified roles in group work have a more positive outcome?

Colleagues: LP Lead -O Rudkin. S Aldous, E Cross.

Research Question and why we chose it

Does using specified roles in group work have a more positive outcome?

We wanted to see if having a specific focus would affect involvement and sharing of information.

Initial research- David Didau

Increase identifiability: When people feel as though their individual ideas or outputs are identifiable (e.g., subject to evaluation), they are motivated to exert greater effort towards a group task (Harkins & Jackson, 1985).

By the same token, should a task allow group members to be anonymous (that is, stay in the background of group interactions and contribute in non-salient ways), they feel less pressure about being evaluated by others, leading to social loafing and reduced productivity on the group task (Forsyth, 2006).[6]

Ringelmann Effect: More people in a group the less effort they make. On this basis we decided to keep the groups small (no more than 4).

Later: Different ideas for allocation of group roles.

In group work the allocation of roles implies that each individual is an important part of the group and helps create a feeling of accountability. This promotes a sense of worth and belonging which is one of the important benefits of cooperative learning. Assigning roles

provides explicit expectations and can add to the sense of order in the group work (Fogarty, 2002).

Group Task Management

Providing explicit instructions to students helps them to see what is expected of them. It can help them to plan their work and prepare effectively for lessons. It is particularly helpful for those students who find it difficult to organise themselves.

This is often the case for students with conditions such as dyslexia or mental health difficulties (Holloway, 2004, 2006).

Final Research

More group work role ideas and top tips. Also:

Group roles can help disrupt stereotypical and gendered role assignments, which can be common in group learning. For example, Hirshfield and Chachra (2015) found that in first-year engineering courses, female students tended to undertake less technical roles and more communicative roles than their male colleagues. By assigning roles during group work, and by asking students to alternate these roles at different points in the semester, students can work past gendered assumptions about themselves and their groupmates."

"You may find it helpful, especially in advanced-level classes, to encourage students to develop their own roles in groups based on the tasks that they feel will be critical to the group's success. This strategy provides the students

with a larger level of autonomy in their learning, while also encouraging them to use proven structures that will help them be successful."

More group work role ideas

A very comprehensive guide to group work from the University of Suffolk:

"Research suggests that students learn best when they are actively involved in the process (Ellis and Goodyear, 2010; Laurillard, 2012), and group work within the lecture or classroom setting can be an effective way of facilitating this. Group work is a valuable way of reinforcing student understanding and misconceptions of topics, generating ideas, engaging all students in discussion and debate and supporting peer learning. It can also help students to develop their critical thinking, communication and decision-making skills. Group work can be a particularly effective way of engaging students who may be reluctant to speak up in front of the whole class, but who may feel more comfortable about sharing their ideas in smaller peer groups."

Actions taken with rationale

We tried to make group roles more specific and ensure students had fully understood them.

In early observation weaker students had needed more support in understanding exactly what a role demanded. Where possible used mixed ability so weaker students are supported and more able can take on more challenging roles and embed knowledge and skills in

Lesson Study Review cont'd

Q: Does using specified roles in group work have a more positive outcome?

Colleagues: LP Lead - O Rudkin, S Aldous, E Cross.

explaining these to others. Weaker students also benefit from exposure to and discussion with- more articulate peers. If organising groups according to ability- teacher or experienced LSA to work with less able students.

Embed group work practice in the curriculum so students build their familiarity and expertise in working in this way and develop both positive relationships and their social skills

Aim to think more and more carefully about organising the groups-combinations of students. If students can be trained to work positively in groups and recognise the benefits both now and in their future career / lives, they will be more positive and receptive to such lessons.

Try to create group work role titles / tasks that are really linked to the skills and knowledge required by the subjects. Try to ensure there is the right balance between group discussion and feedback. There doesn't always need to be feedback.

Findings

Students were 98% positive about roles in groups.

"It makes you more productive".

Liam Year 7

"We can all be experts in one area and then put that knowledge together."

Tamsin Year 9

"I like being put in groups as where we choose groups I feel left out and awkward."

Eleanor Year 7.

"We all worked on our own areas and then we looked at the whole thing together and that made our ideas even

better."

"It helps to listen to a voice you recognize when you're finding information"

Ellie Year 11

Next steps

Sharon has integrated group work in her Year 11 Long Term Plan- 7 occasions across the year.

We would like to continue working together observing one another's lessons and would be keen to welcome other staff who want to work on this area.

We feel it would be helpful to choose at least one class with whom we make role -based group work a half- termly focus, encouraging them to swap roles as they use this approach on a more regular basis. It would be helpful to work with a subject where gender bias may be an issue and examine the effect of gender on confidence and take up in given roles. Perhaps a Year 11 or A level Science group would be interesting to observe?

<https://www.facultyfocus.com/articles/effective-teaching-strategies/10-recommendations-improving-group-work/>

<http://www.learningspy.co.uk/behaviour/effective-group-work/#more-2314>

https://www.thestudentroom.co.uk/docs/misc/allocation-of-group-roles.pdf?dm_i=1190,5DV3N,R5Q93M,KTVDF,1

<http://teachingcenter.wustl.edu/resources/teaching-methods/group-work-in-class/using-roles-in-group-work/>

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-roles-maximizing-group-performance>
<https://www.uos.ac.uk/sites/default/files/group-work-guide.pdf>

Lesson Study Review

Q: To what extent does the presentation of student work help for the self regulation of pace, motivation and enthusiasm?

Colleagues: LP Lead - R Brown. Andrew Guinivan, Matthew Russell & Helen Townshend.

Research Question and why we chose it

MR - I feel that this has been very useful within my Drama lessons due to large levels of anxiousness certain members of the group may be feeling during the showcasing/reflection of their work. The technique I have chosen to explore is spotlighting.

HT - I chose this question due to the need for students to successfully self-regulate pace with regards to year 10 Art coursework (controlled assignment). I hoped that by exploring new and perhaps more interactive ways of presenting student work, students would become more motivated to complete a high standard of work within a given time.

AG - I was interested in researching to what extent the presentation of work can help students to not only sequence and therefore articulate their ideas, but also to see if it can be used as a motivational tool.

MR - For my exploration I chose a practical focus called 'Spotlighting'. This is great technique that allows students to share good practice in front of the class without the fear of having everyone looking at them. This way Drama lessons tend to get the best out of the participants.

Actions taken with rationale

HT - The controlled assignment element of GCSE Art is usually undertaken within

years 10 and 11. I felt that given what may seem a long time period, student motivation to maintain successful pace and enthusiasm can become lacking. My rationale to introduce an exhibition of student work alongside a corresponding online gallery and twitter page, stemmed from the potential to increase motivation and enthusiasm due to work being presented in a professional manner, to parents and the wider community. Additionally, I hoped that by setting a time bound target for the presentation of work, self-regulation of pace would improve. A set date was given to students for an exhibition of their initial final piece, invitations were sent to parents and the event was advertised on twitter in an attempt to build excitement and therefore enthusiasm.

AG - I have found that students who are new to Photography often find it difficult to demonstrate their ideas, and show that they have created variations of an idea, and/or developed an idea. Therefore, my rationale was to create a scaffolding resource to help students to achieve this with confidence, thus creating the 'sticker book'. This enabled learners to 'collect', through creation, a range of ideas, calling on prior knowledge and skills. These ideas were then sequenced by the nature of the sticker book and allowed students to start to describe and ultimately justify the development of their ideas with confidence.

It also helped with motivation and pace as students (particularly boys) wanted to collect the whole set.

MR - Past experience in using spotlighting has proven to be very beneficial, especially with low ability students or, students who 'enjoy' Drama but are not 'naturally' gifted actors. The idea behind spotlight will allow actors to watch their work back, in front of the class, or simply on the laptop in their own time and pick out certain aspects of their performance, for example, facial expression, stage presence, voice, projection, physical movement etc. The good thing about Spotlighting is that it can be done as a class or simply within a group rehearsing a section of a scene or an original devised performance.

Findings

HT - In order to track the impact of this research, I selected three students from my year 10 class, each of whom had previously struggled with motivation and self-regulation of pace. Two out of the three students were excited about the prospect of exhibiting their work to family and friends, both students showed more enthusiasm in lessons to achieve the best possible outcome. The third student enjoyed seeing their work professionally photographed and published online, and by presenting the work in this way, this student felt much more positive about their work. Following the exhibition event, parents engaged with the twitter page, reacting to the event with positive comments. Additionally, parents and students were able to purchase prints of their outcomes, highlighting enthusiasm towards their work.

Lesson Study Review cont'd

Q: To what extent does the presentation of student work help for the self regulation of pace, motivation and enthusiasm?

Colleagues: Andrew Guinivan, Matthew Russell & Helen Townshend.



Alice Said: Not creative enough staging. Everyone was on just one level. She suggested removing two chairs.

Lucy said: Body language could have been a bit more relaxed. She suggested an improvement on proemics

Next steps

HT - I have continued to use Twitter in order to allow students to see their work being presented not only in a different format, but also in a way which engages the wider community. During lessons, I can show students work on this platform and look at the positive comments fellow teachers and parents have said about it, in order to build confidence. I plan on holding another exhibition which can also be advertised on Twitter, my intention is this raises the standard of year 10 coursework, and creates better teacher/parental engagement.

AG - I am developing the sticker book concept so that a scaffold for the controlled assignment can be achieved. This will allow students to access their coursework far more quickly, with the confidence that they are 'getting it right'.



Chelsea Said: backs to the audience from the two actors on the floor (the blond haired is in fact, herself) Suggested re-staging the scene with Eliza and herself facing the audience.

AG - All students made significantly more progress, particularly the boys. More Photography was taken, more ideas explored and more prior knowledge was utilised. In addition, students began to explain their ideas through annotation due to the sequencing element of the layout of the sticker book. Some began to justify their ideas and started to make much deeper and personal connections. I have also found benefits in terms of presentation too as seen in the example below:

MR - It is fairly tricky to show the outcomes of the findings, considering that this is a practical subject and the results are within the performance and the students' comments. Therefore



Eliza Said: The long hair obscured the actor's expression from the audience. The student tied their hair back for the second attempt.

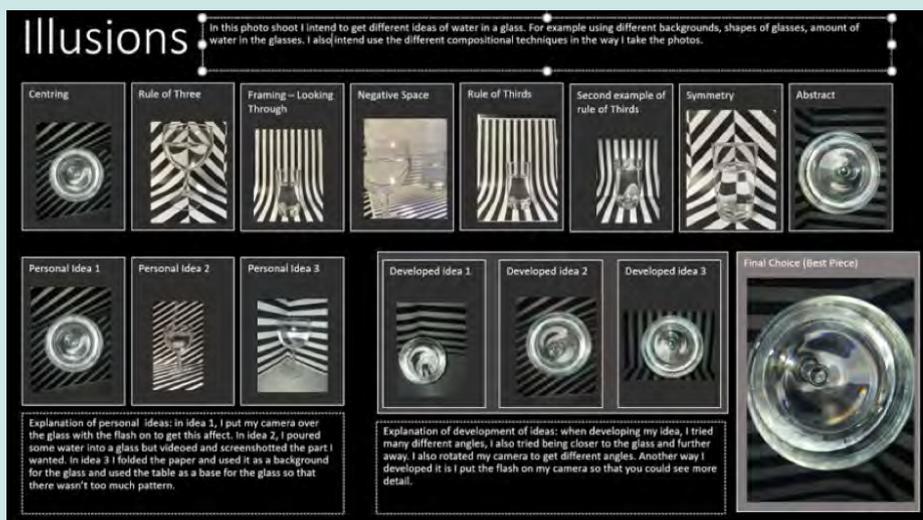
I have attached a handful of screen grabs of the work and circled the sorts of things the students could comment on and attempt to develop through spotlighting.

It will also allow for me to generate greater momentum in terms of pace, as the students will need to complete certain pages by certain times.

Lesson Study Review cont'd

Q: To what extent does the presentation of student work help for the self regulation of pace, motivation and enthusiasm?

Colleagues: Andrew Guinivan, Matthew Russell & Helen Townshend.



MR - Spotlighting isn't something that is new in Drama, just something that is being developed in different ways. The common mistake students make in Drama is that they believe there is a wrong and a right answer. This is simply not the case. Being a creative subject, students get to explore a variety of ways for performing a scene/character and then create a discussion in the group/class of what works better, given the scenario. I would like students to use this technique in the future as a building block for independent learning and perhaps start to take responsibility of their own spotlighting when rehearsing work to a certain performance standard.

Lesson Study Review

Q: To what extent does targeted questioning and no hands up approaches increase achievement (especially around key language acquisition)?

Colleagues: Gemma Bramhall- Bourne paired with Diana Braverman, Geography and History. Michaela Cowlin paired with Dawn Burford, Religious Education, Kelly Tharby paired with Christina Field, Physical Education.

Research Question and why we chose it

In conjunction with my humanities colleague, Diana, we decided to experiment with the no hands up approach in order to encourage responses from the more reticent contributors within our higher ability classes, whilst also looking at promoting the use of key language, which is of key importance in both subjects.

Actions taken with rationale

Two observations of humanities lessons with Year 8 classes of similar ability (one a challenge class and the other a hybrid challenge). The classes were chosen because of their similar ability range and because, as is usual in any class, there were pupils who contribute in most lessons and others that rarely or never contribute unless called upon.

One lesson was a history lesson and the other a geography lesson. The particular lessons chosen were partly due to practicalities (when we were free to observe each other), however we did take care to select lessons that had similar themes around the use of key language and goal of the formulation of an extended answer which linked key themes together. The history lesson was on the causes of WW1 and the geography lesson was on a DIRT starter redrafting a response to a question about explaining which country would be most affected by flooding.

Feedback and DIRT

- Using your continuum line - explain which countries would be more or less affected by flooding
- Have you used evidence from your table?
- Have you explained why this will have an impact on the effects of flooding (Try to link to specific effects e.g. more doctors per 100,000 might reduce the death toll)
- Can you make the link between development criteria?

I think countries such as _____ would be more affected by flooding because.....

Least Affected: UK, USA, Bangladesh

Most Affected: India, Philippines, Myanmar

TIP - use EVIDENCE from your table to discuss their development level

Least affected: UK, USA, India, Philippines, Myanmar, Bangladesh, Most affected

I think that developed countries such as the UK and USA would be less affected by flooding because they have access to 170 doctors and more telephone lines per 100 people. So they can get people to know what is happening and what to do before it gets too late.

However, undeveloped countries such as Bangladesh and Myanmar would be more affected because they have a low GNI (GDP in Bangladesh's case) and only 46 doctors per 100,000 in Myanmar. So there the damage to humans will be increased as there will not be enough doctors to save people's lives. The GNI however will decrease because there will not be much to damage if money is short.

Greater use of evidence

HIC and LICs - rewrite your response

HICs have a higher GNI, more doctors per 100,000, a higher literacy rate and better access to communication	This means that..... The government can afford to put in place flood prevention and flood warnings which may lower the death toll. People can read flood warnings and can be evacuated in case of a flood which may lower the death toll and reduce the damage to buildings/possessions. After a flood doctors are available to treat people and lower the death toll.
LICs have a lower GNI, fewer doctors per 100,000, a lower literacy rate and poorer access to communication	This means that..... The government cannot afford to put in place flood prevention and flood warnings which may lead to a higher death toll. People cannot read flood warnings (if there are any) and often there is no evacuation. This often increases the death toll and damage to buildings/possessions. After a flood doctors are unavailable to treat people and many people might die from the after effects, such as drinking dirty water and from disease.

Findings

History lesson - the use of no hands up meant that most pupils were involved in the initial class discussion. There was a good recall of previous learning (causes of WW1) from all the pupils' questions and, as expected, the detail of the answer varied amongst the pupils' dependant on ability. The teacher was skilled and extended questioning and encouraging pupils to elaborate upon their responses. There was good use of

causation language, which as build upon through the discussion.

Geography lesson - the DIRT activity, use of a model answer from a student from a previous year (also challenge class - slide 3 above) and discussion aided the pupils in being able to use the key terminology during discussion and then write a better response that contained more key terminology and good use of evidence. Similar to the history lesson there was a good involvement in the discussion from a number of pupils through the use of no hands up, but there was still variation seen in the level of responses.

Points of interest

In both lessons, the use of no hands up encouraged more whole class participation. However, even with the use of this there was still variation in the responses of those asked. Both observations saw that those that more frequently partake in class discussion were able to give more detailed answers, using more key terminology and then elaborate upon their answers further when pushed. Those that were identified as usually not partaking in class discussion through their own volition did respond when asked in both lessons; however, in both cases they gave a less detailed response than their peers using less key terminology. Further research into the reasons for this would be interesting - is there a link between participation in class discussion and greater achievement within a subject. Alternatively, is a less detailed response

Lesson Study Review

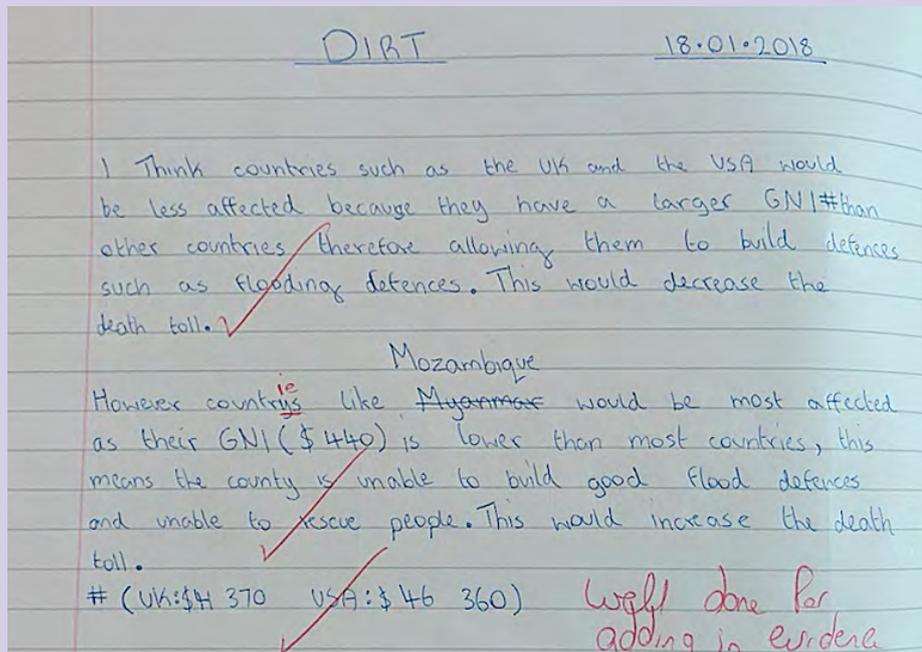
Q: Is a no hands approach to targetted questioning viable?

Colleagues: Gemma Bramhall- Bourne paired with Diana Braverman, Geography and History. Michaela Cowlin paired with Dawn Burford, Religious Education, Kelly Tharby paired with Christina Field, Physical Education.

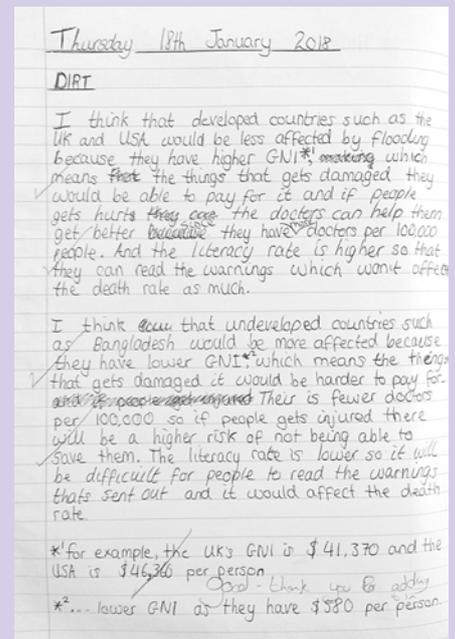
simply down to reticence on the part of the pupil asked but they are still able to take something away from their peer's responses and use this in their written answers? Interestingly the evidence from this sample of written work would suggest that despite giving the least detailed response to the questioning the female student was able to use the information from the discussion to write the most detailed written response.

Findings

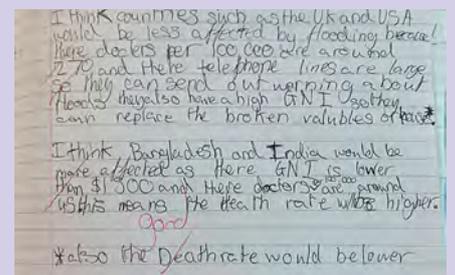
Findings passed on through this CPD event to wider colleagues within the school. Both participants with also share with departments and use to inform planning in KS3 going forth.



Example of written work –
Male KJ-Increased use of key terms seen and more detailed evidence .



Example of written work –
Female JC -Much more detailed response seen with good use of key terms despite giving the least detailed verbal response. Evidence was added in once she realised it was missing.



Example of written work –
Male NF-Again more use of key terms and good use of evidence

