

# FEEDBACK-PLAN-TEACH



## Evidence-Sensitive Approaches: Tried and Tested

### THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2  
teachinghow2s.com

**01 DAILY REVIEW**

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIAL IN SMALL STEPS**



Education  
Endowment  
Foundation

**03 ASK QUESTIONS**

**ROSS MORRISON**

**MARK.  
PLAN.  
TEACH.**

@TEACHERTOOLKIT

BLOOMSBURY

ALEX QUIGLEY

**CLOSING THE  
[ VOCABULARY ]  
GAP**

**MIND THE GAP**

A David Fulton Book

ROUTLEDGE

Walton le Dale High School

Action Research Feedback (Study Groups): 2020-21

## STUDY GROUP FOCUS:

Creating resources for practical lessons which enable students to complete work independently in class and staff to maintain social distancing (during COVID-19 pandemic)

## OUTLINE OF STUDY:

*Hour by hour plan**Person(s) responsible*

Discussion of which year group(s) would benefit the most from clearer resources, what sort of resources we need to create (instructional videos, help sheets, exemplars etc.)

DSh and MCs – during department meetings we decided that Y8 would benefit most from having a new scheme of work (SoW) to replace the outdated Pop Art SoW and this would allow us to create whole new set of resources and allow us to embed reading-focused activities within the SoW.

Reading source materials

DSh – read a guide to ‘Rosenshine’s 10 Principles of Instruction’, read blogs on the topic, and watched various online videos on the different techniques:

<https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf>

<https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/>

<https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction>

Reading source materials

MCs – researched ‘Rosenshine’s 10 Principles of Instruction’.

Produce a set of resources which can be implemented within the Art department and which could also be disseminated to other departments as a way of teaching practical subjects during the pandemic.

DSh – collaborated with MCs to design and produce a double-sided A3 laminated handout for the new Y8 SoW ‘Reimagining Our Landscape’, including providing the text-based information on the four chosen artists to help embed the Reading Warriors slide into the scheme.

We managed to include a lot of important information within just one handout, including:

- Large high-res visual references of 6 different landscapes
- Gridded image to assist in proportional drawing and to divide image into 4 different media experiments
- Several clear images of artists’ work
- Short and concise biographies about each artist, aimed to dovetail with the Reading Warriors slide.

This allows the teacher to maintain a safe distance from students, in line with Covid-19 regulations, as they have all the information they need in one place.

Produce a set of resources which can be implemented within the Art department and which could also be disseminated to other departments as a way of teaching practical subjects during the pandemic.

MCs – developed a whole new SoW titled ‘Reimagining Our Landscape’ and produced a professional PowerPoint, including high-quality teacher examples and demonstrational videos.

MCs also developed a ‘digital sketchbook’ in PowerPoint that would allow students to amend the document by typing directly on to the slides and dropping in photos of their work, should they need to self-isolate or be in another lockdown.

These two resources are very useful as they are both very clear and accessible, with each weekly lesson clearly signposted. This means they can be uploaded to Teams and students who are working from home can access them as and when they need to.

#### RESEARCH BASE USED:

Research source: Barak Rosenshine’s ‘Principles of Instruction’

#### KEY LEARNING POINTS:

- Planning during the pandemic has been difficult due to the uncertain circumstances. For example, we intended to use the digital sketchbook with Year 8 during the third lockdown. MCs put a lot of time and effort into creating it but by the time we began the project in early March, students suddenly returned to school. MCs has access to an ICT suite every lesson so he was still able to utilise the digital sketchbook but I could not use it due to students not having computer access in my classroom.
- Therefore a key learning point is to try our best to plan for situations ahead of us but make sure we are able to adapt to the circumstances. Being creative and knowing how to adapt resources is a very useful skill during the pandemic.
- The PowerPoint and the physical resources (A3 laminated sheets) have been very useful for the Year 8 project and for embedding Reading Warriors.
- Researching Rosenshine’s Principles of Instruction has been a positive experience and it was encouraging to realise that a lot of the techniques, such as scaffolding tasks, demonstrating skills, giving instructions for practical activities step-by-step, asking lots of questions, concept check questions, and checking students’ responses, as well as reviewing materials and retrieval, are things that we do every lesson perhaps without realising that they are part of a set of principles backed up by scientific evidence.

STUDY GROUP FOCUS:

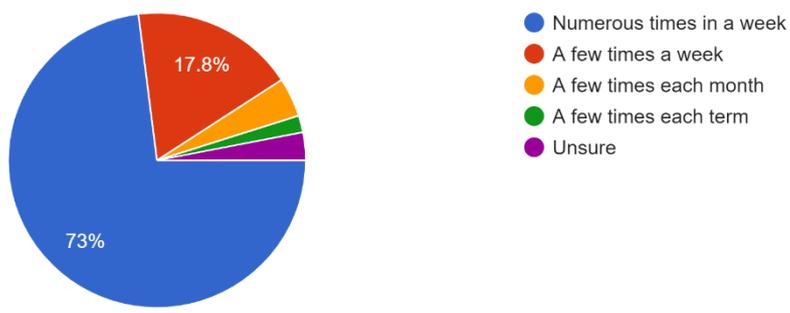
Use of Teams and subject-related pedagogy to enable fully blended lessons in case of absences, lock downs or other issues that may interrupt a child's education by being unable to attend school.

The department found the Live feature of Teams very useful and will continue to work on creating blended lessons and supporting those students isolated at home. Students will also benefit from a new virtual learning environment delivery of schemes of work. The use of Class notebooks is currently underway and all staff have made a successful transition. Pupil reception has been incredibly positive. ICT Mark work and Microsoft Innovative Practitioner courses are being studied by the department's staff.

We found pupils engaged well with remote learning as evidenced below by our parental survey in June. A similar situation was identified in Insights on Teams.

How often does your child use IT such as computer and the internet to do work at home on average?

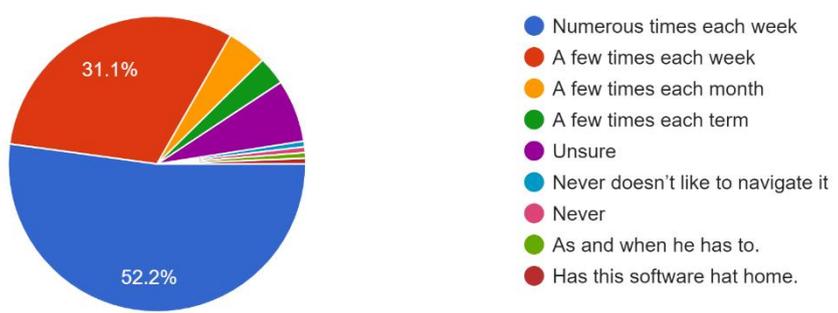
163 responses



The uptake of Teams' work was highly positive.

How often does your child use the school's Office 365 and Teams website to do work on average?

161 responses



Again a similar situation to what was found on Teams Insights.

We found that Teams satisfied most parents requirements for blended learning. Few suggested any improvements were required. Typically 46 out of 146 parents replied with the comments being not directly related to blended learning but more smaller aspects of it:

N/Applicable

Digital/IT is the future, it is vital in our children's education

For the children to have access to laptops as all parents can't afford it.

More focused learning on individual skills

The school using more up to date material. Information/material the school has used in the past has often been several years out of date.

How to use social media for marketing and showcasing skills

I think parents need to be more aware of how their digital learning takes place

ICT lessons at least 3 times a week

More one to one help

Practice

Doing more

ndifeie

Teaching them how to use Excel, PowerPoint etc and other Industry used tools

We are very happy with the curriculum but would like more coding.

Nothing

I don't know what would improve but I believe there is always room for improvement.

I different online learning tool..

Interest in IT

More works on computer

More one to one support in class and more awareness and classes focused on internet safety and dangers on social media etc

It has to be something he's interested in to engage him

More IT lessons

To be able to beware of scams online

After school on line classes

Having practical lessons

Just ensuring they're up to date with current IT skills

Nothing that comes to mind

more interactive learning in traditional lessons

Larger range Of activities

It club after school

More skills to be learnt which involve interests to them, eg social media, gaming, plus simple computing skills eg word, excel

His concentration.

Better understanding of Microsoft Word and Excel, and their equivalents. In my experience both essential for any office admin.

Give them greater awareness of using ICT across the range of their work and encouraging them to think of it as transferrable skill

Using applications such as excel and become more confident in utilising them.

More it lessons as William is not very confident with it. He tries his best. But does not enjoy using the computers

Having better access

I am unable to comment as I not sure of your IT suites and how advance the technology is that your using

More home work via teams/Office 365

How to type faster as he uses a computer for nearly all his lessons

Unsure as he seems to manage all work set.

One to one learning maybe like after school club

Show them some of the functions that could speed up their Use of ICT.

More practice

None

In terms of pupil responses to blended learning and use of Teams few struggled with Teams. The main struggle points were the devices they used or forgetting passwords. Over 100 laptops were delivered to pupils to address this problem and over 200 passwords were reset during the blended learning and lock down period.

How easy did you find Teams and Office 365 to use during lockdown or in lessons?

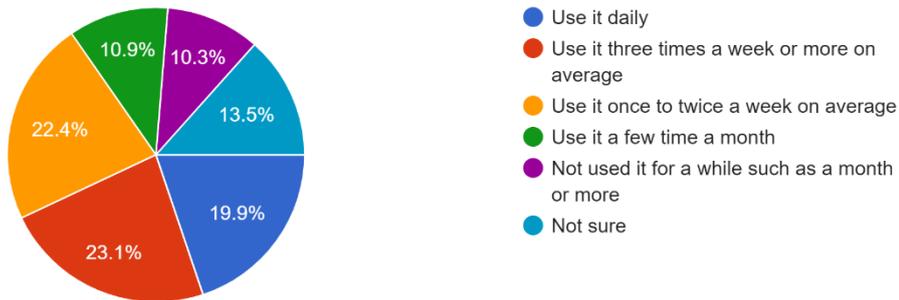
562 responses



The majority of pupils relied on Teams during lockdown but the extent of usage varied across medium to light users who typically accessed it only weekly.

How often do you use Teams and Office 365 such as Email and Assignments to support your lessons?

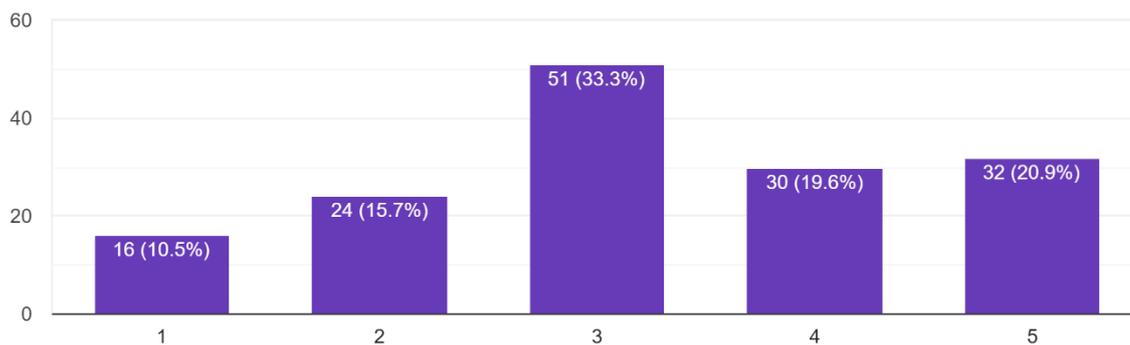
156 responses



This may account for a different check question result of a meridian of users finding Teams neither easy nor difficult to use – more apathetical as below on a scale of 1=difficult, 5= very comfortable.

How confident and able to learn away from school did you feel during lock down?(Remote Learning on Teams)

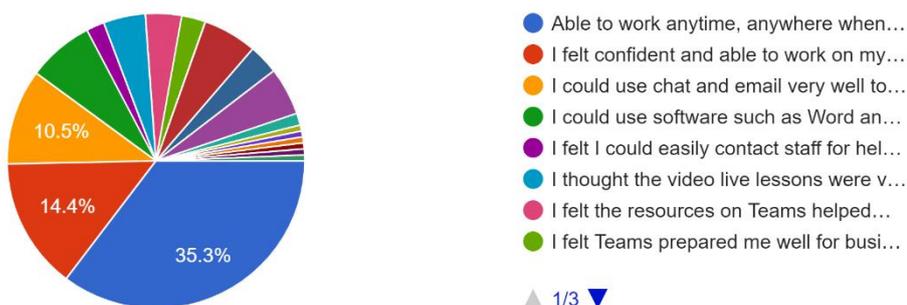
153 responses



In summary from pupils the benefits towards blended and lockdown education were the independence the platform gave learners and the ability to work when and where it suited them. This was followed by the positives of being able to contact their teacher via email and chat.

How do you feel Teams benefits you? (Tick all that apply)

153 responses

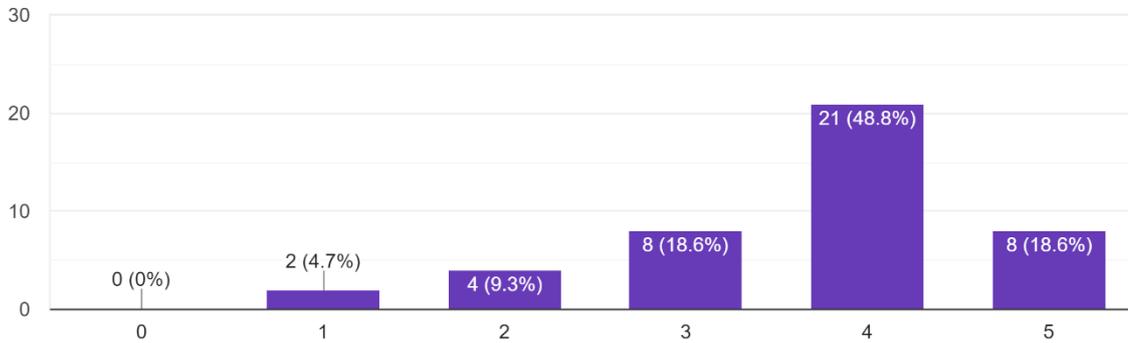


▲ 1/3 ▼

For staff the perceived benefits varied from pupil experiences, they believed that Teams engaged pupils more due to enjoyment and the engagement features the platform offered them. 5 being highly engaging and 1 being little impact on engagement.

Do you think using IT in lessons has a huge or little impact on student engagement/enjoyment with learning in your subject?

43 responses

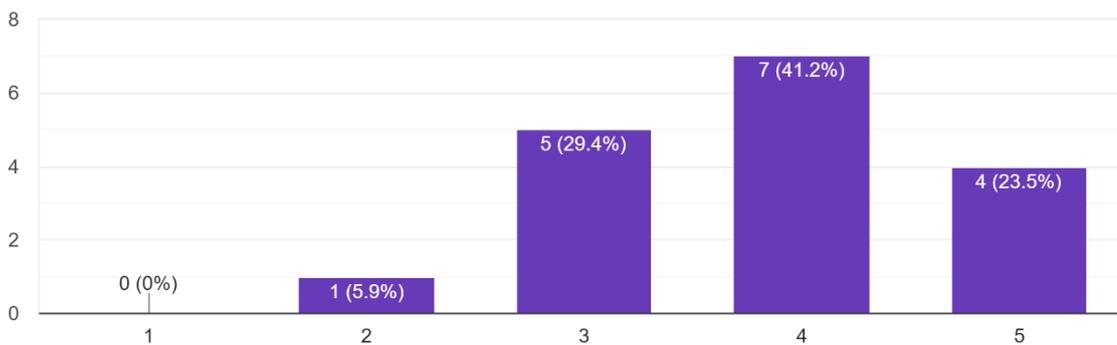


Staff were generally positive towards the use of Teams to support blended learning and few comments in open sections of the survey criticized the design or functionality of the technology.

Most felt confident and capable in delivering their blended learning through Teams.

How easy was Teams and Office 365 to deliver lessons or subject content to pupils?

17 responses



#### KEY LEARNING POINTS:

In summary from pupils the benefits towards blended and lockdown education were the independence the platform gave learners and the ability to work when and where it suited them. This was followed by the positives of being able to contact their teacher via email and chat. Staff found Teams secure, engaging and were confident in the usage of the system. Comments against the system tended around the issues of access for a minority of pupils – passwords and device issues. Parents were supportive of the Teams platform and felt pupils used it well, confidently and safely. Full survey analysis is in the research document.

The effect on coursework was dramatic – with Teams the coursework could not have been completed. Pupils were able to work through Live Lessons and timescales set in assignments ensured pupils could scaffold responses at a time and place which suited them. The WAGOLs and resources that could be shared enable pupils some semblance of the normal teaching environment which would have used the same

resources in in school. Less than 10% of pupils failed to complete the course due to Covid enforced absences due to the blended learning provision the department deployed on Teams.

STUDY GROUP FOCUS:

Effective instruction in a classroom and remote learning environment.

OUTLINE OF STUDY:

Study of the reading material led staff to consider their own practice and embed Rosenshein's Principles of Instruction into their daily lesson planning and resources.

RESEARCH BASE USED:

*Barak Rosenshein's Principles of Instruction*

*Mark-Plan-Teach by Ross McGil*

KEY LEARNING POINTS:

- The concept of daily, weekly and monthly review was explored and CJE created and shared resources with the department. These were created using Microsoft Forms and utilised by students working remotely during Lockdown. The results could then be analysed and individual students could be provided with extra support/resources to address this. Where more appropriate and there was a wider class-wide concern, additional support or material could be covered with the students to ensure that the key knowledge, concepts and skills could be addressed. This was especially useful to identify gaps in pupil learning as a result of Lockdown.
- The use of questioning was less simple to apply to a remote learning context as it was not always easy to get responses from pupils working remotely unless they were participating in a live lesson (even then, it relied on students having the confidence to type their responses to the questions posed by the teacher into the chat. JGA did some work researching types of questions that can be used by teachers. When teaching face-to-face the use of the 'Random Pupil' tool on Classcharts was effective because it allowed students to be randomly selected to. No opt-out was also useful but easier to facilitate face-to-face or in live lessons with students responding the chat. The easiest questioning type to adapt to a remote classroom was whole class response and this was best achieved through daily reviews or asking pupils to write a response to the Bog Question for the lesson as part of the work expected from them.
- Modelling and scaffolding was explored by SAL and SRI experimented with using scaffolding for lower ability classes, coupled with the use of the visualiser. This was completed as part of live lessons during Lockdown and was a very useful tool. ACH also used this with Year 11 groups to model the depth of detail required through quote explosions and how to transpose the quote explosion into a written piece of work (PETACL paragraph). The use of writing frames and sentence stems were embedded into PowerPoints for daily lessons and the students were shown how to use these scaffolds using a visualiser to model and asking the teacher to comment on the process by thinking aloud. The students were then encouraged to explain their thought processes when exploding quotations, for example.

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USEFUL WEBSITES

Questioning

<https://cir1.etoncollege.com/rosenshine-and-sherrington-on-questioning-2/>

Daily, Weekly, Monthly Review

<https://www.youtube.com/watch?v=ZkQ5DVLL4H8>

Guiding Student Practice

[https://www.youtube.com/watch?v=h9s\\_IHNHwBw](https://www.youtube.com/watch?v=h9s_IHNHwBw)

**STUDY GROUP FOCUS:**

Engaging Year 9 in the Expressive Arts

**OUTLINE OF STUDY:**

Developing Year 9 Schemes of work to engage students before moving on to their options – focusing the curriculum on skills for the future along with preparation for KS4

**RESEARCH BASE USED:**

[https://www.rhinegold.co.uk/wp-content/uploads/2019/10/DT\\_SoW\\_2019-20\\_Autumn2\\_Y9Drama-Porter.pdf](https://www.rhinegold.co.uk/wp-content/uploads/2019/10/DT_SoW_2019-20_Autumn2_Y9Drama-Porter.pdf)

<https://www.musicmark.org.uk/resources/a-practical-guide-to-composing-and-arranging-music-for-the-ks3-classroom-and-school-ensemble/>

**KEY LEARNING POINTS:**

**MUSIC:**

In September, the year 9s began their year with a skill refresh unit. This was to ensure all skills were covered and interest peaked at the start of the year. This engaged students as it made them have a go at all instruments and put students on instruments they wouldn't necessarily have chosen. It stretched the higher ability students and there was something for all lower students.

Having done the assessments, the year was left to explore and keep engagement high. Unit 2 was a 'choose your own song' to improve independence and learning ownership. Engaging the students as they could explore music they like.

I introduced a mini unit of song writing, to engage students who are not as much of a fan of musical practical. Reading warriors was also introduced in music here. For unit 5, I devised a music challenge. Engagement started to vary, but again the learning ownership was down to the students. Some students would do 5 or 6 challenges per lesson and some even worked at home. Some, a very small minority would only complete one challenge, but completing no challenges was sanctioned. Winners were awarded with prizes and a video was made of staff to celebrate engagement.

The final unit was to keep Covid safety. I put films on with a list of questions related to the music in the film. Film music was already covered in lockdown, so those very engaged could expand on their existing knowledge. Those who didn't still learnt the vocabulary. Keener students were issued extra music theory. Those taking performing arts, but in a more musical capacity have been issued extra theory to help with their performing arts in KS4.

**DRAMA**

Year 9 is structured towards promoting Drama GCSE/ Technical Award in Performing Arts and bridging the gap. We focused our moves within the classroom onto written tasks such as, Role on the Wall and scriptwriting and began to look at the actor, designer and director roles separately along with other elements of production.

We also introduce students to the key styles and practitioners in Drama: with Frantic Assembly's devising physical theatre workshops and moving onto the basics of Artaud, Stanislavski, Boal and Brecht.

The end of the year 9 curriculum saw a mini-devised unit based on festival and musicals followed by a more creative media aspect thinking about the review of performance and theatre work.

The students responded well and we focused in class. The level of some of the students work was of a really high standard and examples of this can be found on the departments Idoceo assessment system and in the Expressive Arts TEAMS page.

### STUDY GROUP FOCUS:

Assessment for Learning

### OUTLINE OF STUDY:

The focus of the study was revised in order to fit the needs of the department, especially whilst teaching during a pandemic.

Problem: How to assess the students in a meaningful way, provide feedback that was enabled the students to make progress and to feed into teacher and departmental planning.

The original focus was on extended writing and vocab and whilst this is incredibly important when we began our reading, CPD and discussions, we felt that this was too generic and not a good fit for the department. This was because we knew there was a 'problem' with extended writing and especially helping students to move from L2 on the marks schemes into L3 and L4. However, what did this actually mean that the students needed to do and what was stopping them from doing it? In Humanities lessons the students could give us lots of facts and orally they could give us developed answers but it was not translating on to paper and especially not in timed conditions.

At the start of our study group work we were looking at things like the Freya Model, structure strips, etc – all of which are very useful but then the History staff watched an online CPD session from the HA about assessment by Hugh Richards (Head of History at Huntington School, York). Whilst the focus was on History it made us as a department talk about what we actually wanted from assessments across the subjects, i.e. what can they do and what do they specifically need to do to enable them to get better. What the CPD said was that assessments need to be broken down into their components. For example, if you want students to answer an interpretations question then you need to start with all the essential parts and then move onto the others, e.g. can they identify what the interpretation is actually saying – assess that part first.

This led on to further reading CPD and many conversations. This is just the start of the process.

### RESEARCH BASE USED:

*HA Workshops – Meaningful Assessments Hugh Richards*

- *Getting Better at Source Skills Ben Walsh*

*Daisy Christodoulou: Making Good Progress – The future for Assessment for Learning*

*Daisy Christodoulou: Seven Myths about Education*

*The Lancashire Assessment Programme for Geography and History*

*Articles from Teaching History – variety*

*Tom Sherrington: The Learning Rainforest*

*Tom Sherrington: Rosenshine's Principles in Action*

### KEY LEARNING POINTS:

- We need to identify the component parts of what the students need to be able to do – so break the assessments into parts and use them to move the students on and make progress.
- To look at the progress ladders and break down the skills/concepts and use to assess progress.
- Exercise books are 'messy' (not presentation) because this is where the information taking, the thinking activities take place so we decided to invest in 'assessment books' that would capture students' 'formal' work and allow use to identify strengths and weaknesses and move them on.
- The importance of feedback and modelling before and after.  
Writing is made up of so many different parts that you cannot 'fix it' until you know what it is that needs to be fixed.

STUDY GROUP FOCUS:

*This will link to the [Toolkit](#)*

OUTLINE OF STUDY:

*WHAT WERE YOU TRYING TO FIND OUT?*

RESEARCH BASE (I.E. ROENSHINE’S PRINCIPLES OF INSTRUCTION, EEF REPORT ETC):

Rosenshine’s Principles of Instruction – Principles 6 and 10

- 6. Check for student understanding
- 10. Engage students in weekly and monthly review

KEY LEARNING POINTS:

FIRST PRINCIPLE I HAVE WORKED ON:

6. Check for student understanding

I have reflected on the ways that I check that students have understood what I have taught. As an experienced teacher, I haven’t asked general sweeping ‘are there any questions’ for a while as this doesn’t demonstrate what the students know.

I am asking a lot more questions in depth to check for student understanding – I think it is imperative to stop several times throughout a lesson – it avoids misconceptions and confusion and allows the students to progress. Asking questions is a great way of getting feedback to see how well I have taught the material and to see if the students have understood.

I have been working on asking more specific questions – ‘process questions’ – asking students **how** they have got that answer (could be through the use of cognates, key words that indicate time phrases), asking students **why** have they spelt words specifically in that way. An example of how I have implemented it in the classroom is below. Year 8 doing the topic of sports and expressing their opinions. I would explicitly ask and challenge the students why there were different spellings of the same adjective eg 1a and 4a. I would also challenge them to apply the knowledge and change the sentences eg 1c means too difficult. I would ask the students how to say ‘too tiring.’ I would build up to making full sentences with adjectival agreements. Screenshot of activity below...

## Tu es sportif/sportive? Quelle est ton opinion sur les sports suivants?

- 1 Je trouve le tennis ...  
a amusant.                      b compliqué.                      c trop difficile.
- 2 Je trouve le rugby ...  
a passionnant.                      b assez intéressant.                      c ennuyeux.
- 3 Je trouve le cyclisme ...  
a relaxant.                      b un peu fatigant.                      c difficile.
- 4 Je trouve la natation ...  
a amusante.                      b ennuyeuse.                      c très fatigante.
- 5 Je trouve la gymnastique ...  
a facile.                      b intéressante.                      c trop compliquée.

If I complete a listening activity, I always follow this up by looking at the transcript with the class. I question the students to point out **where** they have found the answers – **why** the answer is what it is. I don't just leave an activity with it being right or wrong, I question in more depth to ensure that students have really understood **why** the answer is what it is.

### Transcript

- 1 – Allez tout droit et prenez la troisième rue à gauche.
- – Allez tout droit ..., prenez la troisième rue à gauche ...
  
- 2 – Allez tout droit, tournez à gauche et prenez la première rue à gauche.
- – Pardon, Olly?
- – Allez tout droit, tournez à gauche et prenez la première rue à gauche.
  
- 3 – Allez tout droit, prenez la deuxième rue à droite, puis tournez à droite.
- – Olly, répétez!
- – Allez tout droit, prenez la deuxième rue à droite, puis tournez à droite.
  
- 4 – Prenez la première rue à gauche, allez tout droit, puis prenez la deuxième rue à droite.
- – D'accord. La première rue à gauche, tout droit, la deuxième rue à droite ...
  
- 5 – Allez tout droit et prenez la quatrième rue à gauche. Puis prenez la première rue à gauche et prenez la première rue à droite.
- – Oh! C'est compliqué! Répétez, Olly!
- – Allez tout droit et prenez la quatrième rue à gauche. Puis prenez la première rue à gauche et prenez la première rue à droite.

The above activity was completed with Year 8. They did a listening activity where they had to follow instructions to guide their way around the map. We then looked at the transcript afterwards and I asked them 'where specifically we can find the answer.'

Another technique I use is asking other students if they agree or disagree with someone's answer. If I ask a question, give the students thinking time, then have an answer from a student – I would then ask 2 or 3 other students in the room if they agree or disagree with the answer and most importantly, why. This means that it is not always the same people contributing to the lesson, but also I can check for understanding by asking other people to justify answers and explain why it is correct / incorrect.

Below is an activity I completed with Year 9 about adjectival agreements. The students had to write down the correct word and hold it up (normally would have been done on whiteboards.) I then asked one student for their word and circled it on the board eg 1. Circle ennuyeuse. I asked 2 other students if they agreed or disagreed and questioned them why (correct – feminine noun.)

**EXPLAIN**  
ACHIEVING SELF-MOTIVATED POSITIVE IMAGINATIVE RESPECTFUL EMPATHETIC

- À mon avis la natation est très 

ennuyeux
ennuyeuse
- Les matchs de tennis sont 

passionnant
passionnants
- Mon père est 

actif
active
- Je préfère l'équipe 

rouge
rouges

 car les joueurs sont plus 

énergétique
énergétiques
- Ma héroïne est Jessica Ennis car elle est 

gentile
gentille
- Je ne supporte pas les footballeurs, ils sont 

arrogant
arrogants
- J'adore cettes chaussures de foot 

noirs
noires

 parce qu'elles sont hyper- 

confortables
confortables

**Choisis l'option correcte et explique ta réponse**

**Challenge: translate**

Another strategy I use in the classroom to check student understanding, is to allow the students time to summarise what we have just learnt. I ask the students to explain the grammatical point to their partner. This not only embeds the learning by being able to explain it, but allows me to see if they have understood clearly. Their partner can add to the explanation if they think they have missed out certain parts of content. I did this with a Year 8 class on the topic of adjectival agreements. I asked several prompting questions such as 'why does the adjective have an 'e' on the end, why is the adjective there?' and the students had to incorporate the answers to these questions in their explanation to their partner. We then had a class feedback from different pairs.

M	F	MPL	FPL
Divertissant	Divertissante	Divertissants	Divertissantes
Compliqué	Compliquée	Compliqués	Compliquées
Fatigant	Fatigante	Fatigants	Fatigantes
Passionnant	Passionnante	Passionnants	Passionnantes
Intéressant	Intéressante	Intéressants	Intéressantes
Difficile	Difficile	Difficiles	Difficiles
Facile	Facile	Faciles	Faciles
Relaxant	Relaxante	Relaxants	Relaxantes
Ennuyeux	Ennuyeuse	Ennuyeux	Ennuyeuses
Amusant	Amusante	Amusants	Amusantes
Violent	Violente	Violents	Violentes

Another fantastic resource is mini-whiteboards. I have always used these, pre-Covid times and find them an excellent way to assess learning and understanding.

**Second Principle I have worked on:**

10. Engage students in weekly and monthly review

For the second principle, I have looked at the importance of reviewing content and reflecting on work covered.

I have focussed on constantly revisiting content and grammatical structures. I first tried this around 4 years ago with my KS4 class and I found it really effective. There are 8 modules taught over 3 years with a variety of different grammatical structures. It is not feasible, nor in the students' best interests to teach a topic, tick it off and then not revisit it until April of Year 11. I use 'knowledge retrieval grids' throughout KS4 which challenges the students to remember vocabulary and structures covered at the beginning of year 9 as well as content taught the previous week.

<p>Q1 J'aime fêter Noël avec ma famille mais je n'aime pas le repas de Noël car ma mère prépare toujours des choux de Bruxelles et je les déteste.</p>	<p>Q5 À l'avenir, j'espère travailler dans le sport, alors j'ai décidé de continuer mes études de l'EPS l'année prochaine. Si mes rêves se réalisent, un jour, je serai entraîneur personnel</p>
<p>Q2 Le weekend dernier je suis allée à la patinoire où j'ai retrouvé mes amis. Puis j'ai vu un film de Ryan Reynolds. C'était super!</p>	<p>Q6 J'adore les vacances. L'année prochaine je vais voyager en Allemagne pour visiter le mur de Berlin. Je vais loger dans un hôtel de quatre étoiles et ça sera stupéfiant</p>
<p>Q3 J'habite dans le nord de l'Écosse dans un petit village à la campagne. Dans mon village il n'y a rien à faire - il n'y a plus de bowling. Mais le paysage est beau - avant c'était sale mais maintenant c'est très propre.</p>	<p>Q7 Le mois dernier ma classe et moi a organisé un concert pour récolter de l'argent pour une association caritative. Je suis très fière de nous.</p>
<p>Q4 Vendredi dernier j'ai retrouvé ma copine et on a acheté des vêtements pour une fête. J'ai passé une très bonne journée</p>	<p>Q8 Je m'entends bien avec ma soeur car elle me fait rire. Cependant je me dispute avec ma mère car elle est trop sévère</p>

I used this grid with Y11 to help them revise. It covers all 3 tenses – past, present and future as well as all 8 modules. I printed it on A3 paper and the students worked independently for 10 minutes making notes. They then worked in pairs, sharing ideas and they completed draft translations. We then worked through it as a class completing the translations. We then exploited the text – highlighting the tenses in different colours, underlining the time phrases, colour coding the opinions and finding the connectives. The students made a note of any topic specific vocabulary they didn't know and that forms part of their revision cards.

Another strategy I use is spacing. The more the students revisit knowledge, the more it is retained. The combination of spacing and retrieval is called successive relearning – it involves the use of retrieval practise techniques on several occasions. It allows the students to make links between old knowledge and apply it to the new vocabulary. This is especially relevant in teaching languages as when teaching tenses – I rarely teach it as a grammatical lesson, I prefer to teach it alongside a theme – for example free time activities – the past tense would allow the students to say what they DID last weekend. To enable greater knowledge, when studying the next topic, for example food I would proactively revisit the past tense and then encourage the students to apply their revisited knowledge to the new topic – for example saying what they ate last weekend.

I begin each lesson with a short review of previous learning. This could be in the form of a translation task, how much vocabulary can you remember, quick fire questions, gap fill activity. Students like the task where I put pictures on the board of the vocabulary that they had learnt the previous lesson and they have to see how many they can remember. It's competitive and they have a visual to prompt them.

My starter activities always relate back to either the previous lesson, or topics that have previously been taught. Below is a low stakes quiz I used with KS4 to see how many time phrases they would be able to recognise.

### Do you know your time phrases....?

- |                               |                                |
|-------------------------------|--------------------------------|
| 1) <u>À l'avenir</u>          | 17) <u>Maintenant</u>          |
| 2) <u>Demain</u>              | 18) <u>D'abord</u>             |
| 3) <u>L'année prochaine</u>   | 19) <u>Souvent</u>             |
| 4) <u>En avance</u>           | 20) <u>La journée</u>          |
| 5) <u>récemment</u>           | 21) <u>Seulement</u>           |
| 6) <u>Le matin</u>            | 22) <u>Bientôt</u>             |
| 7) <u>La semaine dernière</u> | 23) <u>Le mois prochain</u>    |
| 8) <u>De temps en temps</u>   | 24) <u>Plus tard</u>           |
| 9) <u>Après-demain</u>        | 25) <u>Le week-end dernier</u> |
| 10) <u>Hier</u>               | 26) <u>rarement</u>            |
| 11) <u>D'habitude</u>         | 27) <u>Hier soir</u>           |
| 12) <u>En retard</u>          | 28) <u>tôt</u>                 |
| 13) <u>Après-midi</u>         | 29) <u>Avant</u>               |
| 14) <u>En ce moment</u>       | 30) <u>Tout de suite</u>       |
| 15) <u>Aujourd'hui</u>        | 31) <u>Demain soir</u>         |
| 16) <u>En même temps</u>      |                                |

The final strategy I use to help revisit and embed knowledge is exploiting students' knowledge of synonyms. This shows greater understanding as students are able to link the vocabulary from one topic to another and really get greater depth. Below is an activity I completed with Year 8 on the topic of past tense and synonyms.

Look at these French phrases and see if you can work out the pairs of synonyms. There are two which don't match up!

<u>J'ai fait du sport</u>	<u>Tu as visité le Louvre et la Tour Eiffel</u>	<u>Vous avez mangé cinq portions de fruits</u>
<u>J'ai joué au golf et au foot</u>	<u>Je suis allé(e) au cinéma</u>	<u>Vous avez mangé une banane, des pommes, des oranges,...</u>
<u>J'ai vu un film</u>	<u>Tu as visité les monuments</u>	<u>Ils ont fait une balade</u>
<u>Il a acheté des vêtements</u>	<u>Il a acheté un jean et un pull</u>	
<u>Elle a écouté de la musique</u>		

STUDY GROUP FOCUS:

ROSENSHINE’S PRINCIPLES OF INSTRUCTION (PRINCIPLES 1 AND 2)

June 2021

OUTLINE OF STUDY: WHAT WERE YOU TRYING TO FIND OUT?

- I was trying to find out how Rosenshine’s Principles of Instruction can be applied to MFL teaching and whether we are already using Rosenshine’s Principles in our teaching.
- I was working out how Rosenshine’s Principles can be used as a regular strategy in lesson planning.
- My focus was Rosenshine’s Principles 1 and 2.

Research Base Used

Article: “Rosenshine’s Principles of Instruction – *Research-based strategies that all teachers should know*”. American Educator Journal. Spring 2012.

Principle 1

*“Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall”.*

This focus links to the “Understanding and Memory” section of the Toolkit:

**UNDERSTANDING AND MEMORY**

- Weekly and monthly reviews (mini-whiteboards, quick quizzes etc) - Kahoot
- Pre-teach subject-specific vocabulary
- Wall displays used to prompt
- ‘Prepare to Teach a lesson’
- Flashcards—content on front, questions on back
- Knowledge Organisers
- Retrieval Practice
- Reading as a priority
- Learning homework and qu
- Games— 1 pen, 1 dice
- Revision clock
- Vocabulary instruction

Questioning Techniques	
<b>Cold Call</b>	No hands up or calling out. Ask everyone → select who answers.
<b>No Opt Out</b>	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
<b>Check for Understanding</b>	Ask a selection of students to relay back what they have understood about the question under discussion.
<b>Probing Questioning</b>	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
<b>Think Pair Share</b>	Allocate talk partners, set a question with a time limit, ask students to think, then discuss, then report back.
<b>Say it again better</b>	Accept students' first half-formed responses but then help them to reframe a better more complete response.
<b>Whole Class Response</b>	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class.

From the ML Toolkit:

## QUESTIONS FOR STUDENTS:

### Teaching/Curriculum (inc. sequencing)

- Where are you up to with this topic?
- What have you done before this lesson?
- Why are you doing this work now?
- How does this build on what has come before?
- What previous learning are you using in this lesson?
- How do you know what you need to KNOW for this topic?
- How does your teacher know that you understand the topic?

## KEY LEARNING POINTS: WHAT DID YOU LEARN?

### Principle 1: “Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall”.

- I learned that it is a useful strategy to regularly start lessons with a short review of previous learning. This may be prior learning from a previous lesson or series of lessons and it can also be from homeworks.
- In order to do this, I found that short Q&A sessions, low-stakes quizzes, Think-Pair-Share activities help pupils to focus on their previous learning.
- I also created some lesson starters to deliberately focus on more formal reviews of previous learning, eg producing a written WAGOLL from memory.
- I used the whole-school template on “The Big Question” from previous lessons, to check prior learning at the start of the current lesson. This was useful to me and the pupils, as it helped them to focus on the big question from a previous lesson and to perform a self-check on whether or not they could answer the question based on the previous lesson.
- During lockdown we used some Oak Academy lessons to support remote learning and these also allowed for pupils to complete an entry quiz before commencing the lesson proper, in order to ascertain what they already knew and what they would need to know for the lesson being taught.

### Worked example: Year 10 German

Low-stakes starter quiz – title slide and sample questions:

Purpose: Checking what pupils know from previous lesson(s) ....

Setting the objective

**STARTER QUIZ - CHECKING OUR PRIOR LEARNING.  
ANSWER THE QUESTIONS ON YOUR WHITEBOARDS IN YOUR PLANNER .....**

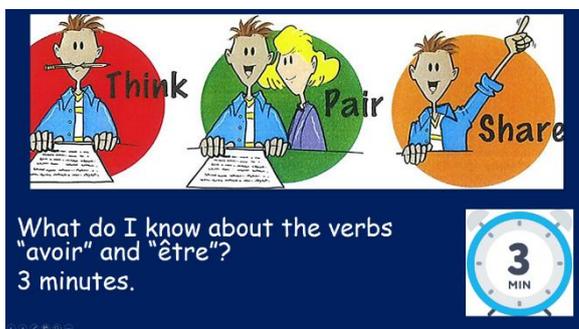
Sample questions, to test prior knowledge from previous lesson(s)

**What is the perfect tense used for?**

What is a past participle? Give some ENGLISH examples.

What do regular past participles start and end with IN GERMAN? Give some examples.

*Worked example: Think-Pair-Share slide with key question and timed – Year 9 French*



*Worked example: WAGOLL homework assignment – Year 8 German – setting a learning challenge*

Edit assignment Cancel Delete Update

Title (required)  
HWK WED 23RD JUNE - WAGOLL LEARNING PART 1 - NOW DUE 30TH JUNE

[Add category](#)

Instructions

- Due to the large numbers of students isolating last week, this assignment has been rescheduled from Wed 9th June to today.
- Open the attachment.
- You will recognise it, as we have already worked on this in class. This is the *first part of a longer text* we studied in class before half-term.
- Learn the four bullet points in German, so you can write them FROM MEMORY in German.
- A translation has also been supplied, to remind you of what the bullet points mean.
- You will be writing the four bullet points in German (not English) from memory.
- I will put the English version up for you in class and you will need to supply the correct translation in German.
- RESCHEDULED: Now due 30th June - class test during period 2

[Meine Schulroutine part 1 - learning WAGOLL.docx](#)  
Students edit their own copy

[Add resources](#) + [New](#) ⓘ

No points

[Add rubric](#)

Assign to  
Don't assign to students added to this class in the future. [Edit](#)

Date due  
Wed, Jun 30, 2021

Time due  
8:30 AM

Assignment allows late turn-ins. [Edit](#)

*WAGOLL example: Year 8 German*

**LEARN THE FOUR BULLET POINTS IN GERMAN.**  
 Writing test Wed 30th June, period 2.  
 You will be writing the four bullet points **IN GERMAN** only.  
 (An English translation has been supplied, to remind you of what the bullet points mean).

- Hallo! Ich heiÙe Matthew und ich bin dreizehn Jahre alt. Ich werde meine Schulroutine beschreiben.
- Von Montag bis Freitag müssen wir die Schule besuchen. Wir haben fünf Stunden pro Tag.
- Um Viertel vor neun haben wir die Anmeldung, die fünfzehn Minuten dauert. Danach haben wir eine kleine Pause von zehn Minuten.
- Die erste Stunde beginnt um zehn nach neun und sie endet um fünf nach zehn. Dann haben wir eine kleine Pause von zehn Minuten.

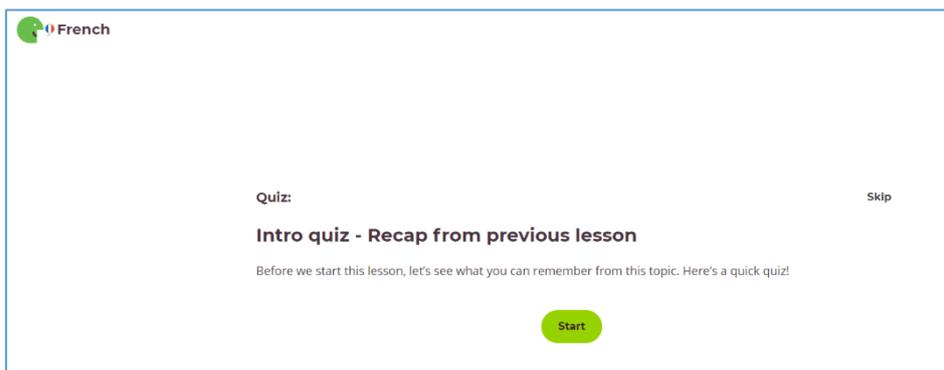
Translation

- Hello! My name is Matthew and I am 13 years old. I will describe my routine.
- From Monday to Friday we have to go to school. We have 5 lessons per day.
- At quarter to nine we have registration, which lasts for 15 minutes. After that we have a small break of 10 minutes.
- The first lesson begins at 10 past 9 and it ends at 5 past 10. Then we have a small break of 10 minutes.

Worked example: Big Question slide from whole-school template – Year 10 German

	PRIOR LEARNING	THIS LESSON	FUTURE LEARNING
	Present tense, future tense	Extending our work on the past tense	Knowledge of a range of tenses
 <b>THE BIG QUESTION</b> Can I remember what I learned last lesson about the past tense?	<b>ASPIRE Target</b> ✓ Achievement: 3 tenses ✓ Self-motivation: <i>I want to do well</i> ✓ Positive: <i>I am open to new language and cultures</i>		
	<b>Key Vocabulary</b> Tenses Infinitives Regular and irregular past participles Strong and weak verbs		

Worked example: Oak Academy low-stakes starter quiz – Year 8 French



### Was this different to your intended outcome?

- No. It is important to check prior learning, to ensure that key concepts, vocabulary and structures are firmly embedded before moving on.
- This provides the underpinning and scaffolding that is needed for effective language learning.
- Checking understanding at the start of lessons provided pupils with reassurance and the confidence to ask for support if they felt that they had misunderstood or not remembered something.
- Due to lockdowns and isolations, checking prior learning at the start of lessons also gives those pupils who have returned to school the opportunity to ask about content where there may be learning gaps.

Principle 2: “Present new material in small steps with student practice after each step: Only present small amounts of new material at any time and then assist students as they practise this material”.

Link to Toolkit:

### **ENGAGING ALL (BOYS)**

- **First-next-finally** - Deliver new material in small steps
- Dual coding
- Clear and strict routines. Followed rigidly.
- Cue in using names
- Create real life links between learning and community
- Opportunities to solve problems
- Focus on independent discovery and self-direction
- **(Reciprocal Reading)**
- **Be explicit** – Apply Rosenshine’s Principles – give explicit instruction (focused demo → guided practice → independent practice).
- Give **clear instructions** using **precise command words (see overleaf)**
- **I Do-WE DO-YOU DO** Offer models, WAGOLs and WABOLs—use visualisers
- **Success criteria** Develop independence in terms of self-assessment/correction
- Word counts of measured outcomes
- Blended learning – easy-to-access

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## KEY LEARNING POINTS: WHAT DID YOU LEARN?

This is a strategy that we frequently use as language teachers and it was good to see that it is endorsed by Rosenshine.

### Worked example: 9b1 French

- I have recently been teaching 9b1 French some alternative opinion expressions and they have then added to these by applying them to talking about opinions of different reading and music genres.
- There is a large proportion of boys in this class.
- I use presentation/repetition when introducing new language.
- The following slides present the sequence which allows for presentation and repetition.
- To avoid confusion, in this instance the vocab is separated into positive and negative opinions.
- The positive opinions are practised first.
- Each phrase is “animated” when being presented so it is therefore initially presented singly, to allow for focus on a specific item of vocabulary to be practised.

Single structure to be presented

## Les Opinions Positifs

a 😊 J'apprécie beaucoup les ...

Once all slides have been practised, pupils view all the sentences together

## Les Opinions Positifs

a 😊 J'apprécie beaucoup les ...

b 😊 Je préfère les ...

c 😊 😊 J'adore les ...

d 😊 😊 J'ai une passion pour les ...

This method continues with the remaining vocab.

## Les Opinions Négatifs

e 😞 Je n'aime pas les ...

f 😞 😞 J'ai horreur des ...

Once pupils have mastered understanding and pronunciation of all of the slides, the composite slide (as below) is presented for holistic practice.

**a** 😊 J'apprécie beaucoup les ...

**b** 😊 Je préfère les ...

**c** 😊 😊 J'adore les ...

**d** 😊 😊 J'ai une passion pour les ...

**e** 😞 Je n'aime pas les ...

**f** 😞 😞 J'ai horreur des ...

**Was this different to your intended outcome?**

- No, pupils find it reassuring to work together with me when practising new language. They are encouraged to listen to the pronunciation carefully and to practise saying the words carefully.
- They are encouraged not to focus on mistakes of pronunciation or understanding and instead to focus on producing correct sounds and working on misconceptions.
- They move to practising listening from memory and writing from memory, once they are confident of previous steps.

**Why do you think this was?**

- They have gained in confidence by repeated practice.
- I have given them support and encouragement.
- Were your findings supported by research/evidence?
- Yes, I could see how my findings matched Rosenshine's research/evidence.
- They were grounded in classroom practice.

**How my findings match Rosenshine's Principles**

**Research findings and in the classroom guidance from Rosenshine**

**Principle Number 1:**

Rosenshine's research findings

*"Daily review is an important component of instruction. Review can help us strengthen the connections among the material we have learned. The review of previous learning can help us recall words, concepts, and procedures effortlessly and automatically when we need this material to solve problems or to understand new material. The development of expertise requires thousands of hours of practice, and daily review is one component of this practice."*

In the classroom

*"The most effective teachers in the studies of classroom instruction understood the importance of practice, and they began their lessons with a five-to-eight minute review of previously covered material. Some teachers reviewed vocabulary, formulae, events, or previously learned concepts. These teachers provided additional practice on facts and skills that were needed for recall to become automatic."*

**Research findings and in the classroom guidance from Rosenshine**

**Principle Number 2:**

Rosenshine's research findings

Our working memory, the place where we process information, is small. It can only handle a few bits of information at once – too much information swamps our working memory. Presenting too much material at once may confuse students because their working memory will be unable to process it.

Therefore the more effective teachers do not overwhelm their students by presenting too much new material at once. Rather, these teachers only present small amounts of new material at any time, and then assist the students as they practice (sic) this material. Only after the students have mastered the first step do teachers proceed to the next step.

The procedure of first teaching in small steps and then guiding student practice represents an appropriate way of dealing with the limitation of our working memory.

In the classroom

The more successful teachers did not overwhelm their students by presenting too much new material at once. Rather, they presented only small amounts of new material at one time, and they taught in such a way that each point was mastered before the next point was introduced. They checked their students' understanding on each point and retaught material when necessary.

**If not, why do you think this was?**

- N/A

**What can you take from this moving forward?**

- Continue to focus on the two specific Principles of Instruction I chose for this Study Group.
- Widen focus to work with the range of Principles of Instruction, working from findings shared from colleagues.
- Sharing good practice across the department and ensuring that Rosenshine's Principles are embedded in our practice.

Resources are regularly shared across the MFL department.

STUDY GROUP FOCUS:

*THIS WILL LINK TO THE [TOOLKIT](#)*

OUTLINE OF STUDY:

*WHAT WERE YOU TRYING TO FIND OUT?*

RESEARCH BASE USED: (I.E. ROSENSHINE’S PRINCIPLES OF INSTRUCTION, EEF REPORT ETC):

Rosenshine’s Principles of Instruction – Principles 3 and 4

- 3. Ask a large number of questions and check the responses of all students
- 4. Provide models to help them learn faster

KEY LEARNING POINTS:

FIRST PRINCIPLE I HAVE WORKED ON:

**3. ASK A LARGE NUMBER OF QUESTIONS AND CHECK THE RESPONSES OF ALL STUDENTS**

I have thought very hard about how I ask questions and what I expect them to answer/ how I expect them to answer, as I know that sometimes I assume understanding, when perhaps I need to clarify further.

I have enjoyed using Blooket and Kahoot quizzes as a basic questioning technique. This has proved particularly useful during lessons where the students have been learning remotely, as it has also shown me the engagement of my classes. Sometimes there hasn’t been an appropriate quiz, so in future I could devise my own quizzes so that they are available for use. The feedback from students has been positive and they have enjoyed using quizzes to help them learn.

Due to the lockdown and the lack of confidence of some of the students, I have also embedded “low stakes” questions – true/ false or multiple choice questions. This has been particularly useful with my 9b3 French class who had struggled with some of the grammatical concepts that have been covered during lockdown and within the classroom. I have learnt that this type of questioning is far less risky for the students – rather than me saying “how do you say ... in French?”, I am giving them a choice of words. They are far more open to answering the questions like this.

I have been allowing my students more thinking time and encouraging them to look for the answer if they don’t know it. Examples of this are when I asked a question about the perfect tense to Year 9 German and I was met with almost a sea of blank faces. I think that they thought that they should know the answer off by heart, so I told them that they could ask a partner or look in their books. This aspect of my teaching has changed, as I am planning in far more thinking/ finding the answer time, and this has now become a norm in my classes that they can look for the answer if it doesn’t come to them straight away.

I have also reflected on the way that I delve deeper into the understanding of my students. So for example, a conversation might now look like this:

Me: What does “Lehrerin” mean in English?

Student: It means “teacher”

Me: What is the gender of the teacher?

Student: Female

Me: How do you know that?

Student: Because it has “-in” at the end

Me: Can you tell me any other words with feminine endings?

Etc...

This has changed significantly, as I previously would have asked what the word meant and then would have just told them that it was feminine with the “-in” ending, rather than asking. This is now getting students to make links and even anticipate what my next question might be

Year 10 French will sit a speaking exam in the summer of 2022. I have been providing them with questions and answers, in order to give them a wide range of things to work from. We have highlighted the parts that they can adapt. An example is below:

### 1. Où habites-tu? (Where do you live?)

– J’habite à Brighton, une grande ville au bord de la mer dans le sud-est de l’Angleterre. J’aime beaucoup habiter ici parce qu’il y a beaucoup de choses à faire. En été, on peut se baigner dans la mer ou se détendre sur la plage. Le centre-ville est génial aussi: il y a beaucoup de magasins, des cinémas, un théâtre et des centres de loisirs. Le week-end, j’aime aller en ville avec mes copines et faire les magasins.

Et vous, qu’est-ce que vous aimez faire le week-end?

### 2. Ta région est comment?

– À mon avis, c’est la meilleure région d’Angleterre! Le paysage est magnifique: d’abord, il y a la côte qui est très belle. Puis il y a des collines, des champs et des forêts. Parfois, ma famille et moi allons à la campagne pour faire des randonnées à pied ou à vélo et après, on fait un pique-nique. J’adore ça! Dans ma région, il y a aussi de vieux monuments historiques et le week-end dernier, je suis allée avec ma famille au château de Lewes. C’était très intéressant pour moi parce que j’aime beaucoup l’histoire.

They have enjoyed doing this, as the work has been clear and they have been able to look at different question words.

Moving forward, within D6, I have a “question wall” which contains 13 question words in German. I would like to do a similar question wall for French and then spend time in the academic year 2021/2022 embedding these question words into my lessons and the student’s learning.

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## SECOND PRINCIPLE I HAVE WORKED ON:

### 4. PROVIDE MODELS TO HELP THEM LEARN FASTER

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Due to the lockdown, I have found that the students have needed even more support within the classroom to help them make progress. Within MFL it is mostly apparent in writing and speaking, as students sometimes find it overwhelming to do a task involving writing 90 words independently and then learning those 90 words for an assessment.

We have used a lot of WAGOLLS within the department, and as extra support, we have provided them with an English translation of the WAGOLL, as it could jolt their memory. I have attached screenshots of a Year 8 German lesson Powerpoint:

**STARTER** ACHIEVING SELF-MOTIVATED POSITIVE IMAGINATIVE RESPECTFUL EMPATHETIC

Today you are writing out the first four bullet points of the WAGOLL. Here they are again. You can do a bit of last minute revision whilst I do the register

- **Hallo! Ich heiße Matthew und ich bin dreizehn Jahre alt. Ich werde meine Schulroutine beschreiben.**
- **Von Montag bis Freitag müssen wir die Schule besuchen. Wir haben fünf Stunden pro Tag.**
- **Um Viertel vor neun haben wir die Anmeldung, die fünfzehn Minuten dauert. Danach haben wir eine kleine Pause von zehn Minuten.**
- **Die erste Stunde beginnt um zehn nach neun und sie endet um fünf nach zehn. Dann haben wir eine kleine Pause von zehn Minuten.**

**STARTER** ACHIEVING SELF-MOTIVATED POSITIVE IMAGINATIVE RESPECTFUL EMPATHETIC

Here is the translation which might help you

- **Hello! I am called Matthew and I am 13 years old. I am going to describe my school routine**
- **From Monday to Friday we have to go to school. We have five lessons per day.**
- **At quarter to nine we have registration which lasts 15 minutes. After that we have a short break of 10 minutes**
- **The first lesson starts at ten past nine and ends at five past ten. After that we have a short break of 10 minutes.**

The students have appreciated having not only the WAGOLL, but also the English translation to help them. Some students have done very well with their writing tasks as a result.

I have also done this for Year 10 French (example in the “asking questions” section) with their speaking work. They have been given sample answers and have been shown how they could adapt the answers. I project a sample answer on the screen, freeze it and then annotate it. They have used the grammatical structures and then adapted the vocabulary to make the answers more personal to them.

Some of my classes really enjoy playing Trapdoor and I have subsequently been able to use the “game” as a model for their learning. As we have played Trapdoor and gone through it, they have been learning and have learned the work as we have been going along. Below is an example of a Trapdoor based on holidays:

<b>Normalement pour mes vacances je vais</b>	en France en Grèce en Espagne	<b>avec</b>	ma famille. mes amis. mon chien.
<b>J'aime</b>	aller à la plage visiter des châteaux faire du surf	<b>mais je déteste</b>	promener le chien. rester au camping. visiter mes grands-parents.
<b>L'année dernière je suis allé(e)</b>	en Italie en Irlande en Allemagne	en bateau en avion en voiture	<b>avec</b> ma tante mes cousins mon chat.
<b>Il faisait</b> mauvais. chaud. beau.	<b>Je suis resté(e)</b> au camping chez mes grands-parents à l'hôtel	<b>Et c'était</b>	super. fantastique. ennuyeux.
<b>Cet été je vais aller</b>	au Pays de Galles au Portugal en Amérique	en avion en voiture à pied	<b>avec</b> mon oncle mes copains de collège mon hamster

I have found that using the visualiser with translations has really worked well. Rather than telling them that I want them to annotate and translate a text, I have been able to use the visualiser to show them how to do and what steps are needed to do a successful translation.

My Year 10 students recently did a “running dictation” activity and they loved it. I split the group up into teams and had a text in French at the front. One member of each team had to come to the front and memorise as much as they could in a minute, they then went back to their group, told the next team member where to start off from and they wrote down what they had read. Once the whole text had been completed, they had to translate it. They enjoyed doing this as I had provided them with a “perfect” paragraph about their local area, which they were then able to reproduce the next lesson (with varying degrees of success)

Going forward, I would like to be able to get the students moving around the room far more, looking at examples of good work and looking at how they could weave this into their work.

**STUDY GROUP FOCUS: INTERLEAVING**

The link between KS3 and Ks4 examination knowledge (theory).

Drip feeding ks4 Theory knowledge into KS3

**OUTLINE OF STUDY:**

Does 'drip feeding' ks4 knowledge into ks3 improve theory exam results.

**RESEARCH BASE USED:**

TES, Teachpe.com, pecentral.com, South Ribble Head of department (PE), other professionals. thepeshed, PEsources Bank.

**KEY LEARNING POINTS:**

Surprisingly, the main information researched was contradicting at best, some articles/research suggesting that there is no evidence to support that theory introduced into KS3 will have any effect on KS4 theory performance. Whilst others believe it will but provide no hard evidence from our research.

We believe that introducing theory knowledge into KS3 will help students have a better understanding at KS4.

We will NOT be losing any practical time from within the subject to do written/reading task to tick boxes.

We will introduce theory homework's via doddle. 1 per term form year 7 until year 9. Starting with new 21/22 y7 students.

Topics will be following GCSE PE topics

2.3. Health fitness and well-being (year7)

1.1 Anatomy (year 8)

1.2 Training (year 9)

Department staff will discuss with students using subject specific language the theory that surrounds their lesson with the topics for that year group.

Health fitness and well-being (year7) - Physical, emotional & social wellbeing - Diet and nutrition & Warm up (pulse raising, mobility, stretching, dynamic movements, skill rehearsal)

Anatomy (year 8) - Components of fitness (Cardiovascular endurance / stamina, Muscular endurance, Speed, Strength, Power, Flexibility, Agility, Balance, Co-ordination, Reaction time)

Training (year 9) Principles of training (specificity, overload, progression, reversibility). Optimising training (FITT (Frequency, Intensity, Time, Type) (continuous, fartlek, interval, circuit training, weight training, plyometrics, HIIT (High Intensity Interval Training).

STUDY GROUP FOCUS:

The effective intervention post assessment

OUTLINE OF STUDY:

Research and trial effective methods of post assessment intervention. The principle was to develop the use of better, focused intervention to improve understanding in areas identified as weak following summative assessments. The current approach in science relies upon a traditional walk through of exam papers which can be effective but isn't always good use of lesson time as it addresses the errors in the papers and not the misconception and lack of understanding from students.

RESEARCH BASE USED:

<https://www.teachthought.com/pedagogy/34-strategies-for-the-stages-of-assessment-before-during-after/>

<https://afaeducation.org/free-dt-resources/explore-our-resources/interventions-in-the-classroom/> - effective feedback

KEY LEARNING POINTS:

Question level analysis isn't needed to enable a clear overview of misconceptions. It has a high workload and qualitative analysis creates the same outcome.

Re-teaching key weak concepts as they arise has been the most effective tool. I created and used power points, which went through the test, identified common errors and re taught areas. These have been saved in the CPD library

Science – Behaviour for Learning (EPA and EBL)

**STUDY GROUP FOCUS:**

Behaviour for Learning

**OUTLINE OF STUDY:**

The aim of the study was to evaluate the use of behaviour for learning techniques particularly with students in d band. The study was to be used to support the use of behaviour strategies with these groups to ensure that a calm and purposeful working environment was established and maintained to minimised disruption often present in these sets.

**RESEARCH BASE USED:**

<https://behaviourmanagementreport.weebly.com/key-theorists.html>

<https://www.superprof.co.uk/blog/classroom-management-strategies/>

<https://www.tutorhunt.com/resource/3200/>

<https://www.wgu.edu/blog/what-behavioral-learning-theory2005.html>

<https://www.ukessays.com/essays/teaching/behaviour-management-schools-theories-4884.php>

<https://teacherofsci.com/learning-theories-in-education/>

<https://www.prodigygame.com/main-en/blog/classroom-management-strategies>

<https://www.sec-ed.co.uk/best-practice/nqt-special-strategies-for-managing-behaviour/>

<https://www.teachertoolkit.co.uk/2018/06/30/behaviour-management-tips-2/>

<https://files.eric.ed.gov/fulltext/EJ976654.pdf>

<https://www.teachwire.net/news/learn-to-manage-how-you-react-to-conflict%E2%80%A6and-support-students-to-do-the-same>

<https://www.teachwire.net/news/peer-pressure-influences-behaviour-like-nothing-else-heres-how-group-psycho>

<https://www.teachwire.net/news/take-control-of-your-class-behaviour-in-just-15-seconds>

<https://www.teachwire.net/news/behaviour-management-ideas-for-secondary-school-teachers>

**KEY LEARNING POINTS:**

- Consistency in behaviour management techniques – all will be warned and all will be praised with the same rules
- Insist on silence when teacher is talking
- Ensure that behaviour management is always followed through with
- Every single lesson is a fresh start – the previous lesson is irrelevant
- High expectations for all regardless of ability

# Research

FREDRICK JONES (2000).  
 → TEACHER HELPS STUDENTS TO LEARN SELF CONTROL.  
 ○ BODY LANGUAGE  
 ○ INCENTIVE SYSTEMS  
 ○ EFFICIENTLY ASSISTING.

MATT BROMLEY (2013).  
 → NQT SPECIAL: STRATEGIES FOR MANAGING BEHAVIOUR  
 ○ BACK TO BASICS ADVICE.

WILLIAM GLASSER (1997).  
 → REALITY AND CHOICES THEORY.  
 ○ STUDENTS NEED TO HAVE AN AWARENESS OF THEIR OWN RESPONSIBILITY TO MAKE DECISIONS ABOUT THEIR OWN BEHAVIOUR AND LEARNING.

LEE AND MARLENE CANTER (1976).  
 → THEORY OF ASSERTIVE DISCIPLINE  
 ○ RULES AND BEHAVIOUR EXPECTATIONS MUST BE CLEARLY STATED AND ENFORCED.  
 ○ DON'T THREATEN, JUST PROMISE CONSEQUENCES FOR IMPROPER BEHAVIOUR.

B.F. SKINNER (1954).  
 → TO MODIFY BEHAVIOUR, MODIFY THE ENVIRONMENT  
 ○ FREQUENTLY USE REWARDS TO MODIFY AND INFLUENCE STUDENT BEHAVIOUR.  
 ○ USE INSTRUCTIONAL STRATEGIES;  
 \*SCAFFOLD INSTRUCTION, \*SMALL UNITS,  
 \*REPETITION, \*REVIEW OF INSTRUCTIONS,  
 \*IMMEDIATE FEEDBACK

# Behaviour for Learning

# Main Reason For Poor Behaviour

1. THEY ARE BORED
2. THEY ARE STUCK
3. THEY HAVE ADDITIONAL NEEDS
4. THEY ARE NAUGHTY.

# Strategies

1. MODEL IDEAL BEHAVIOUR  
 → USE POLITE LANGUAGE  
 → MAINTAIN EYE CONTACT  
 → ALLOW EACH OTHER TO SPEAK.
2. ADDRESS BAD BEHAVIOUR QUICKLY.  
 → ACTION SOONER RATHER THAN LATER TO AVOID BAD FEELINGS  
 → IF POSSIBLE SANCTION IN PRIVATE - A QUIET CONVERSATION RATHER THAN IN PUBLIC.  
 → TELL STUDENTS WHAT TO DO, RATHER THAN WHAT NOT TO DO.
3. KEEP ON YOUR FEET AS MUCH AS POSSIBLE  
 → THIS HELPS YOU WATCH EVERYTHING THAT IS GOING ON.  
 → ALLOWS YOU TO EASILY SEE BEHAVIOUR FROM ALL ANGLES.
4. AVOID CONFRONTATIONAL SITUATIONS  
 → TALK TO STUDENTS IN TERMS OF THEIR CHOICES AND THE CONSEQUENCES OF THOSE CHOICES.  
 → ALWAYS GIVE TAKE UP TIME TO ALLOW STUDENTS TO MAKE A BETTER CHOICE.

# Interesting Articles

LEARN HOW TO MANAGE HOW YOU REACT TO CONFLICT... AND SUPPORT STUDENTS TO DO THE SAME. BEN KERNIGHAN (2018).  
 TIPS  
 1. UNDERSTAND YOUR APPROACH TO CONFLICT  
 2. UNDERSTAND YOUR TRIGGERS.  
 3. ARE YOU REACTING OR RESPONDING?  
 4. BE AWARE OF INTERPRETATIONS.  
 ONLY BY UNDERSTANDING HOW YOU EXPERIENCE CONFLICT CAN YOU SUPPORT STUDENTS.

PEER PRESSURE INFLUENCES BEHAVIOUR LIKE NOTHING ELSE DAVID DIDAU (2017).

- TIPS - SHAPE THE INGROUP.
1. DEFINE GROUP NORMS - NUDGE THE MOST INFLUENTIAL IN THE RIGHT DIRECTION - THE REST SHOULD FOLLOW
  2. DEFINE THE GROUP BOUNDARIES - CONTROL WHO IS IN AND WHO IS OUT, ENGENDER STRONG SOCIAL NORMS OF BELONGING IN THE 'IN GROUP' WITH DESIRABLE BEHAVIOUR.
  3. DEFINE THE IMAGE / STEREOTYPE STUDENTS HAVE OF THEMSELVES - ENCOURAGE THE STUDENTS TO VALUE THE HARD WORK AND DISCIPLINE OF EACH OTHER.

**STUDY GROUP FOCUS:**

Rosenshine's Principles

**OUTLINE OF STUDY:**

Implementing Rosenshine's Principles in Low Ability Classes.

**RESEARCH BASE USED:**

Rosenshine's Principles in Action – Tom Sherrington

**KEY LEARNING POINTS:**

Rosenshine suggests that more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps. By introducing new knowledge in small steps this forms a secure schema and students assimilate to new learning and connect it to what they already know. Strategies include identifying pre-requisite knowledge and the most basic first steps; pre-empting misconceptions and checking understanding after each step.

Students should be provided with models, for example, the teacher modelling and thinking aloud while demonstrating how to solve a problem by narrating the thought process, live modelling under a visualiser, worked examples and showing students how to organise the information.

Difficult tasks should not be avoided with low ability classes, but they should be provided with scaffolding for these difficult tasks to make them accessible. It is important for students to undergo a 'cognitive apprenticeship' whereby they learn cognitive strategies from a teacher who models, coaches, and supports them as they develop a level of independence. Scaffolds can be in the form of writing frames, keyword banks, sentence starts or exemplars. These scaffolds should always be temporary, so students do not become reliant on them.

Teacher should ask a lot of questions during the lesson. 'More effective teachers ask more questions, involving more students, probing in more depth and taking more time to explain, clarify and check for understanding.' There are various questioning techniques, all of which hold some value; cold-call, no opt out; think-pair-share, say it again better, whole class response and probing. Each strategy can be useful, but it takes skill and practice to identify the correct one for the subject and class. The most important outcome from the questioning is the constant check for understanding.

Guided student practice helps the less confident learners, often in the form of I do, we do, you do. Teachers need to be close to the student's initial attempts to make sure they are building in confidence and not making too many errors. If students are getting too much incorrect then they are practicing making errors. The success rate must be continually evaluated, too low and the concept needs remodelling and reteaching, too high and you need to add more challenge.

Overlearning from independent practice is essential for student fluency and automaticity in using a skill or applying knowledge. The use of independent practice often can lead to secure guided success, the removal of scaffolds and an increase in the level of challenge you can provide. The fluency frees up space in the working memory.

Knowledge must be reviewed each lesson and each week and month. Retrieval practice aids later retention 'every time you retrieve a memory it becomes deeper, stronger and easier to success in the future'. Testing identifies gaps in knowledge and causes students to learn more from the next learning episode, students are also better able to organise this learning. The testing of new knowledge improves the transfer of knowledge to new context and facilitates the retrieval of material that was not tested. Metacognition is improved by using retrieval practice

and prevents interference from previous material when learning new content. This provides valuable feedback to teachers, along with encouraging students to revise content more often.

## DEPARTMENT: SCIENCE (BGO AND AHA)

### DEPARTMENT: SCIENCE

#### STUDY GROUP FOCUS:

Oracy, vocabulary and reciprocal reading

Outline of Study: How can science vocabulary resources support English/ whole literacy policy. We decided to make vocab lists with definitions etc. However this time interleave Bedrock vocabulary that matched up with science into this resources to better support whole school literacy.

#### RESEARCH BASE USED:

The vocabulary gap and education endowment foundation reports. We didn't read the entire things but read bits and used them as justification for the project.

#### KEY LEARNING POINTS:

- Speak/coordinate with English leads before making decisions really helped to bring confidence in what we were doing. We will do this again before embarking on any new projects, perhaps with maths if doing a numeracy one.
- Make enough of the resources to trail it for 1 term but don't force staff to trial something for a whole year as it may need changing and adapting. We plan to use these resources for 1 term in 1 year group before fully committing to making this an integral part of our science schemes of work.
- Having a resource template saved for staff to use helps make things look professional and saves time formatting later down the line. AH was able to make this in advance meaning we didn't waste this time at the end of the project

## DEPARTMENT: MATHEMATICS

#### STUDY GROUP FOCUS:

Can we Embed Rosenshine's work into our everyday teaching through our schemes of work and content delivery?

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#### OUTLINE OF STUDY:

- All members of the department read Rosenshine's Principles of Instruction, which was then discussed at a dedicated department meeting – looking at how that could be incorporated into our day to day practice
- Members of the Mathematics team were active in the Walton Connects group which looked at a structured lesson plan format into which the principles could be built (across the whole school)

- This was then further developed by the Mathematics department into a consistent approach to lesson delivery:
  - Prior Knowledge
  - Explain
  - Model
  - Scaffold
  - Practice
  - Consolidation
- Having agreed the lesson structure staff were allocated sections of the scheme of work to create lesson resources in that format for delivery by all staff in a consistent approach across the entire department.
- To date the department has created 377 lesson resources in the new style and is continuing to fill in remaining gaps with the intention of having the whole of the scheme of work fully resourced in a Rosenshine structure.
- Lessons have been delivered throughout the year with the vast majority (80%+) of lessons taught directly from these resources.

#### RESEARCH BASE USED:

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

<https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction-why-it-is-the-must-read-for-all-teachers/>

#### KEY LEARNING POINTS:

- Following the Principles of Instruction has improved the consistency of teaching, as well as giving a much better level of scaffolding to the lessons than previously existed.
- There is a clear pathway through the lessons and allows the gradual build-up of knowledge and understanding throughout the lessons, with a greater level of support – particularly for the less able students who need more time and structure in place to build up confidence with learning
- As a by-product of the process, the collaborative planning involved has reduced staff workload (as they were having to plan 7 lesson per week instead of 20+)
- It has also improved consistency of delivery as methodologies are built into lesson resources and ensures that the method being taught are consistent across all lessons – so if a student moves from one group to another, or if staffing changes, then the approaches being used are consistent across all staff and lessons.
- Whilst reviewing our lesson structure we have also incorporated the identification of key vocabulary, explicit sequencing of lessons and challenge / extension questions to further support lesson delivery and structure.

### STUDY GROUP FOCUS:

Recall, revision materials, exam preparation materials

### OUTLINE OF STUDY:

For the department to prepare materials that will enhance students GCSE exam results. These may take the form of:

- starters and other activities that increase the frequency of recall

### RESEARCH BASE USED:

- Rosenshine principles by B. Rosenshine and T. Sherrington
- Other staff (e.g. Science Dept super six idea)
- Internet sources such as Twitter, Technology teachers group on fb.

### KEY LEARNING POINTS:

- Revision PowerPoints with a slide(s) per topic. These allow a tailor made slide show to be made for a particular use such as a mock exam / year group / ability level. Slides can be arranged in a relevant order, irrelevant slides deleted, and materials adjusted as needed.
- An element of independent learning makes the students feel they are more in control and gives them a break from listening to the teacher sat in front of the whiteboard.
- As a teacher you know the material is focussed and so time is well spent.
- By making available on teams students have easier access to them.
- Resources take significant time to develop. Obviously worth sharing the tasks and the outcomes.