

Y7 Learner Experience

Wednesday 29th March 2017

Thursday 30th of March 2017



Chaucer staff involved	TSAT staff involved
Scott Burnside	Adrian May
Gemma Furness	Mark Barker
Anne Todd	Tom Gray
Alyson Tolley	Angela Lant
Dave Mountford	Theresa Minnis
Jon Dimler	Paul Heath
Steve Myers	Danny Stewart
Lisa Walker	Kat Rhodes

Learning Walks

Learning walks took place Wednesday and Thursday morning. Year 7 lessons in different subjects. Each lesson was typically visited for about 10 to 15 minutes and included observations of the pupils' learning, discussions with pupils and looking through pupil books and assessments. Summaries of the subjects seen were as follows:

Subjects Sampled	Teaching staff sampled	WWW	EBI
Maths	<u>Overall</u>	In lessons seen all pupils' behaviour and was excellent.	Passivity
	SK	Climate for Learning is good Students focussed. Engagement is good. Students were able to articulate what they were doing in the lesson.	Little differentiation Pace of the lesson was slow too long spent on the initial activity.
	GM-	Group activity had students engaged and interested. Learning was active. No issues with poor behaviour.	Some students sat passively not actively involved in the lesson activity. Some students made little progress due to the size of the groups and the ability to 'opt out'.
	JDE	Engagement again good. Generally all pupils following the teacher explanation.	Improved questioning could have been better to allow all pupils to join in. Some pupils were uncertain about what they were doing during explanation, listening, writing, copying etc.
Geography	<u>Overall</u>	Both structured to allow constant feedback to pupils through either written examples or through questioning and discussion. Excellent reference to differentiated tasks Bronze, Silver, Gold and pupils very aware of what they were doing and why. Both lessons were very calm and focussed with pupils clearly engaged in their learning.	
	AGI-	Lesson was engaging Excellent questioning techniques. Deep learning evident in student response to questioning. Logical progression through the activities led to accelerated learning and progress. Marking in books showed definite progress over time.	

	MJ-	<p>Good use of ICT engaged students and hooked them to the learning.</p> <p>Open questioning provoked deeper thinking.</p> <p>Targeted questioning used to challenge and stretch pupils.</p> <p>Feedback and use of purple pen by student in books was excellent.</p>	<p>Most were focused on the drawing side of things rather than writing though</p> <p>To what extent does this link to GCSE assessment? Could there have been greater use of GCSE style questions (there were a bank of these at the front as an extension task but students had not been encouraged or informed about them yet)</p> <p>Suggestions for improvement</p> <p>Again, greater use of subject specific terminology – speak like a Geographer challenge</p> <p>Diamond challenge on board to extend and challenge more able/aspirant students</p>
History	<u>Overall</u>	Pupils really like these subjects subject and their engagement is excellent. Feedback is excellent and is linked to target grades and gives clear steps for improvement. There is evidence of strong teaching over time.	
	BHe	<p>Skills based activity looking at source analysis preparing KS3 students for skills required in KS4.</p> <p>Good use of scaffolding to support LA students.</p>	<p>One particular group were not focussed on the activity and made little progress. Think about how to ensure intervention is where it needs to be to ensure all students make impact</p>
	GF	<p>Strong engaging tasks. Pupils working collaboratively and actively. Well-structured to allow pupils to see progress and what is required from them. Very positive learning environment.</p>	
PE	<u>Overall</u>	<p>Questioning</p> <p>Use of new technologies</p> <p>Progress made by all students</p>	
	RA	<p>Excellent use of AfL to identify starting points and activities that need to be undertaken to reach the next level. Excellent questioning which stretch and challenged student on specific techniques within the activity.</p>	
	VP	<p>Use of ICT (iPads) is clearly routine. Student adept at using them and self-assessing technique and performance which leads to outstanding progress being made.</p>	
Science	<u>Overall</u>	<p>Two really exciting and inspiring practical lessons. (FA/LMI)</p>	<p>Improved consistency across Science</p> <p>Could the use of consistent subject specific terminology be a focus for the science department : Speak like a Scientist challenge</p> <p>Marking and feedback focussed more on subject specific guidance of how to improve work.</p> <p>DIRT tasks linked to student data and personalised to have impact on progress.</p> <p>Address misconceptions</p>
	MW	<p>No behaviour for learning</p> <p>Marking is regular</p>	<p>Superficial DIRT task.</p> <p>Students were unable to articulate what they were doing and why. Questioning was quite confrontational in its delivery, some students made to feel uncomfortable when not able to answer.</p> <p>High noise levels caused by teacher shouting over students and maintain that throughout the lesson.</p> <p>Little or no progress evident in the lesson.</p>

	FA	Students really keen and interested (mini whiteboards used to record key words ready to do experiment and write up themselves after) Explicit use of subject specific terminology.	
	LMI	Student engagement was good. Key words were on the board. Books were marked for literacy mainly with lots of praise	The use of subject specific terminology was absent Very little marking which focused on subject specific skills though.
	AC	Students willing to engage in a practical activity. It was evident that they knew and understood the purpose of the practical.	The practical activity did not link well to the scientific concepts covered The support materials did not support pupil progress There were errors in teaching: The following equation was balanced incorrectly leading to misconceptions and errors in pupil learning. It should be $\text{Ca} + 2 \text{HCl} \rightarrow \text{CaCl}_2 + \text{H}_2$. Calcium Chloride was written as CaCl when it should be CaCl_2 Marking and feedback was limited – pupils re-wrote key words but did not re-draft work nor respond to targeted feedback
MFL	Overall	Pupils enjoy French and lessons are interactive and engaging. Pupils redrafted work as a result of their feedback. There is evidence of good teaching over time.	Could there have been greater use of target language in this lesson
	LP	Both lessons very active and engaging with a variety of tasks for pupils to complete. Involvement of all students in the lesson. Differentiated resources seen Bronze, Silver and Gold with pupils knowing what they were doing and why. Great use of stamps to praise good responses from pupils.	With one task seen clearer instructions could have resulted in better pupil outcomes.
	KM	A good lesson with lots of positive interactions with students. Well differentiated – lots of support in place to ensure student progress. Self –correction encouraged – meaning it was a safe environment where mistakes were part of learning	
Drama Music	Overall	There is a very encouraging and positive attitude from pupils around the Drama and Music area. Pupils were independent, well behaved and clearly had a passion for these subjects.	
English	Overall	Marking and feedback is good DIRT seen has an impact on student progress	Inconsistency between teaching staff Lack of contextualising poetry which could have aided understanding Greater focus on aims of writer and the impact on the audience needed in preparation for GCSE – rather than focus on labelling techniques.
	CW	Students focused and working hard. Differentiated objectives.	The Author at work was not considered, nor was reader response. Opportunities for wider

		Thoughtful inferences made. Students encouraged to interpret the poem from a perspective of youth crime in modern day Britain – key vocabulary list was provided to encourage them to expand word choices used. Major focus on identifying quotations and talking about what we learn about the character	contextual references and the more exciting elements of the poem missed. The effect on the audience was not considered.
	SP	Model example shared on the board – students knew they were going to write one of their own next. Teacher attempted to involve all students in questioning. Some insightful comments made by some students.	Students were less focused. Seating plan affected the classroom dynamics negatively. A number of students were allowed to dominate the discussion with insights that were not useful. Other students in the room were ignored and became disengaged. The teacher could have probed them a little bit more to explain ideas further

Next Steps

Improve Questioning techniques: How can all subject areas involve and engage all students in learning? How can progress checks become more visible?

- Agree Build Challenge
- Pose, pause, pounce, bounce
- Use of MWBs

Greater modelling and encouragement from teachers with use of subject specific terminology – talk for writing. Students should aim to talk like Historians/Geographers/Scientists with confidence.

Work Scrutiny

Year 7 books were provided across most subjects for 4 Y7 pupils with different starting points.

WWW:

- All books were marked with a combination of green teacher pen and some purple pupil pen.
- Presentation of all books was very positive – dates and titles were underlined, worksheets were stuck in and pupil handwriting was generally neat. Clear evidence of high expectations from staff around presentation and clear evidence of pride in work from pupils.
- Some DIRT activates were seen either in printed sheets or written by teachers – these were most effective in English, History and MFL with some good practice in Maths. These were most effective when tasks were clear and linked to obvious progress objectives and were followed by clear responses from pupils.
- Quality of marking did not seem to vary for pupils depending on their starting points.

EBI:

- Teachers has a focus on marking some pieces thoroughly rather than everything could be more effective. Teachers seem to have a focus on acknowledge marking every page which meant to obvious pupil mistakes being ticked in books.
- Quality of DIRT tasks was more consistent across all subjects. Some teacher comments were not responded too and some DIRT sheets lacked a focus on outcomes relating to previous pupil learning, this was most evident in Science. In some cases simpler sheets/comments could have led to greater impact in terms of pupil response
- There was a greater emphasis on Peer and Self-assessment. There was very little evidence of pupils receiving immediate feedback on tasks and marking their own work in purple in lessons. This was evident as well in learning walks in maths where pupils said that they had to wait until the teacher collected books in to find out if questions were answered correctly and to give feedback.

Next Steps

Teachers focus on apply to demonstrate tasks and deep mark these instead of marking all work found in books.

DIRT tasks to become 'Actions for Improvement' and be specifically linked to how a student can improve the Apply to demonstrate tasks to their target grades.

Students are given an opportunity to self and peer assess more regularly.

Student Voice

WWW:

- Pupils feel safe in school and they are happy.
- Pupils commented on the range of enrichment activities available to them after school
- Pupils spoke about the Positive Discipline programme. Pupils suggested that behaviour is challenged and positive behaviour is encouraged.

EBI:

- Pupils felt less challenged in science. This was non-PP children.
- Pupil would prefer to bring in their own reading books – this could be as part of standard equipment requirements. Pupils spoke about how they read from texts provided in the 'life lesson' but there are not a wide range books/materials.
- Parents on the whole do not sign planners

Transition meeting

WWW:

- There is a thorough programme of transition. Pupils in Year 6 are visited in their setting the involvement of different agencies is highlighted early on in the transition phase.
- The process is informed by thorough processes and it has clearly been refined over time.
- Transition was very positive indeed.

Next steps

- The team is focused on a more effective transition this year - a separation of behaviour needs from educational ones.

Pupil Premium

WWW:

- Moves to raise staff awareness-use of stickers on books identifying students discreetly
- Evidence of rising attainment at KS3 with new approaches and awareness of the need to ensure this carries over to KS4
- Development of new programmes aimed at PP learners (Bedrock Learning/Curriculum Alternatives)
- Happy students who knew school procedures very well and were enthusiastic about their learning

EBI:

- During pupil panel discussion, evidence from students that they are paying for things that PP could be used to support (purchasing equipment from the shop/food items at breakfast club etc) A quick and easy win would be to ensure these items are available free to these students
- Aspirations and ideas about careers, but no real idea of routes that might take them there
- Cultural capital and access to enrichment activities-trips and university visits available only if in a good attendance cohort and then have to be paid for.

Next Steps

- Liaise with Forge Valley School and Mark Barker : mbarker@forgevalley.sheffield.sch.uk
Around how enrichments tracked throughout the school which allows identification of hard to reach children.
- Extending the SEND planning sheet to PP students

SEN

WWW:

- Very committed team, good allocation of resources

- SEN planning sheet for staff is a very good idea
- Lots of whole school training and a real push for quality first teaching

EBI:

- Extending the SEND planning sheet to PP students
- The team is focused on a more effective transition this year - a separation of behaviour needs from educational ones.
- Within lessons, noted on obs, SEN students weren't always being provided for in the tasks set, or the modelling process. Some very good practice observed, but some lessons where SEN pupils has clearly been grouped together and to some extent left to it.