

Y10 Learner experience:

Wednesday 25TH October

Chaucer Staff Involved	TSAT Staff involved
Scott Burnside	Adrian May
Gemma Furness	Danny Stewart
Anne Todd	Kat Rhodes
Alyson Tolley	J Watson
David Mountford	
Jon Dimler	

Learning walks took place on Wednesday 25th October. Year 10 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
<u>Maths</u>	<u>BH</u>	<p>Range of challenge/differentiated resources- single brackets to triple</p> <p>Highlighting of previous misconceptions- for example negative multipliers</p> <p>Teacher moves at pace around room to try and support individuals- however, with so many requiring significant support some are left waiting for periods of time.</p>	<p>Differentiated tasks given out before secure whole class teaching has established firm foundations required for higher order problems.</p> <p>Some students have identified gaps in knowledge but these are not effectively addressed as a whole.</p> <p>The most able in the group are challenged by new learning, but without sufficient guidance and mastery of the foundations required they can then make basic errors and may develop misconceptions.</p> <p>Those in the middle of the ability range have recognised the technique to find the values required to multiply to find the final number and sum to find the middle. However, many rely on trial and error without any technique.</p> <p>The weaker students in the group find the sum of negative numbers difficult, particularly when the first term is negative (common).</p>
	<u>TH</u>	<p>Good learning routines evident from the start with students ready to learn very quickly.</p> <p>All students were engaged in preparation for task and this was pitched high enough to present challenge for all.</p> <p>Books had been marked and a real positive was that students were keen to go back and read actions for progress.</p> <p>Positive relationship between teacher and students and in particular the engagement of a number of previously challenging students reflected this further.</p>	<p>Use of whiteboards to assess student understanding</p> <p>Ensure all modelling examples are demonstrated thoroughly as the 2nd one was slightly rushed.</p> <p>Ensure students are aware of their target grades.</p> <p>P&P – some inconsistencies.</p>

		<p>Use of 'no hands' ensured majority of students engaged in verbal responses with some high quality responses from LS, CO etc. Students were willing to take a risk.</p> <p>Modelling was used to show 'new' learning with feedback from students.</p> <p>Progress is evident in all books with evidence of differentiation for those that need it</p>	
	<u>SK</u>	<p>Positive relationships- mutual respect. Most students really want to learn and do well.</p> <p>Use of modelling</p> <p>Students want to do well and felt comfortable to ask questions to clarify understanding</p> <p>Colour coded task sheet provided to provide both support and challenge</p>	<p>Pace- completing starter after 35 minutes left little time for constructing and demonstrating</p> <p>Plan the structure of lesson with time limits for yourself, if necessary add timings to slides or use an electronic timer (lots available online)</p> <p>Modelling needs clarity and ensure there are no mistakes during your planning.</p> <p>Books- progress evident in some books. Are HAS provided with appropriate stretch and challenge?</p> <p>P&P – some inconsistencies.</p>
<u>Geography</u>	<u>GMD</u>	<p>Great use of questions to stretch and challenge all students</p> <p>Students encouraged to develop answers and build on the points made by peers</p> <p>Good evidence of WWW/EBI structure in marking.</p> <p>Superbly thorough marking and feedback, with students working on feedback-</p> <p>Evidence of highly differentiated tasks, linked to targets</p> <p>Excellent working atmosphere throughout</p>	
<u>Music</u>	<u>MM</u>	<p>Students given personalised tasks linked to feedback.</p> <p>Scaffolding given to support students.</p> <p>1 to 1 intervention is good and has impact on the student understanding.</p> <p>Students work independently.</p> <p>Evidence of green pen fix it, move up feedback which addresses misconceptions as early as possible.</p> <p>Formative feedback being given during activity allows more rapid progress to be made.</p> <p>Some very challenging students within this group are all working hard on the set task.</p>	<p>Some off task behaviour not picked up or addressed. Potentially a model of a high level student response could be used to set the standard for work. You are working extremely hard to help all students, some students are allowing you to do the work for them rather than taking responsibility. Is this the first time they have done this type of task?</p>
<u>Business</u>	<u>MG</u>	<p>All students undertaking independent task on exam preparation.</p> <p>Good movement around the group students make progress after 1 to 1 interventions. Interventions seemed to be planned. Students, are calm and quiet and working well on the set task. Feedback in books gives clear actions for progress and indicators of current working level. Interventions are planned and most vulnerable students are targeted first.</p> <p>Clearly good relationships built. Effective modelling of exam style questions help set the standard.</p> <p>Effective scaffolding which is optional for students.</p>	<p>Some off task chat and behaviour not picked up due to positioning during 1 to 1 feedback. Students don't seem to have an understanding of the bigger picture how does what they are doing link to the unit assessment? Responses to the question are quite basic, questioning needs to involve more students, answers given need to be shared with the whole group. There needs to be focus on the use of appropriate language and subject specific terminology in the lesson.</p>

<u>Media</u>	<u>MWr</u>	<p>Student engagement was positive. Most were focused on the starter task and able to explain the purpose as well as verbally extend their written answers</p> <p>Demonstrate task was personalised, task was matched to current grade enabling students to up-level using specific criteria.</p> <p>Pride & presentation was excellent with evidence of a range of strategies to record /present information.</p> <p>Individual needs are catered for with extended tasks for more able students and smaller steps tasks for LA and SEN. All books viewed showed good progress.</p> <p>Student were able to talk at length and with pride about their work and able to demonstrate verbally a sound understanding of both prior learning and the current task.</p> <p>ANPS was completed and knowledge of students needs evident in the use of more personalised strategies.</p> <p>Most students were working independently but with collaboration where needed.</p> <p>Good teacher movement around the room checking learning and asking questions.</p> <p>Interaction and response to teacher direction exemplified good learning routines and a very positive learning environment.</p>	<p>Use of mini whiteboards to answer extension questions during the preparation for learning task would ensure all students are provided with the opportunity to extend their thinking</p> <p>Model an example of the 'Actions for progress' task to ensure all students are clear of the next steps to enable them to achieve the highest grade.</p> <p>More written feedback with specific actions would provide increased opportunities for students to 'move up'.</p>
<u>Science</u>	<u>FA</u>	<p>Well planned lesson focussing on misconceptions from an exam paper.</p> <p>Modelling evident – aided student understanding.</p> <p>Metacognitive</p> <p>Effective questioning</p> <p>Students engaged in undertaking an experiment independently.</p> <p>All students up levelled their original exam question.</p> <p>Students clearly make progress.</p>	
	<u>JF</u>	<p>Lesson planned for students making progress.</p> <p>Metacognitive modelling of the experiment ensured student understanding and progress.</p> <p>Investigation task set up. Students engaged.</p> <p>1:1 intervention was impactful</p> <p>Students make progress</p>	<p>Ensure that low level disruption is challenged using the PD process, where necessary.</p>
<u>ART</u>	<u>MC</u>	<p>Objective and outcome on the board</p> <p>Some students were doing a different task to the one outlined on the board-it was linked, but not explicitly a part of the objective for that lesson</p> <p>Teacher was very effective at giving individual support, but students very reliant on this. Wouldn't be as much if they knew the purpose behind their task</p> <p>No evidence of assessment to judge</p> <p>Good working atmosphere throughout</p>	<p>Students are not wholly knowledgeable about what they were learning and why.</p> <p>Students didn't understand the micro steps in learning or the learning journey.</p> <p>An over reliance on teacher intervention.</p>

English	<u>Overall</u>	Books very well presented Some well -developed responses High quality work in evidence from high ability Y10 – reaching band 5 Some good use of academic language Staff seem much more familiar with exam requirements Students across the ability range showing emerging analytical skill Examples of impactful marking Lots of extended writing showing developing understanding Work age appropriate	Variation between teachers remains an issue, although gap is narrowing in a number of cases Marking can be too summative so ongoing feedback in class needs to remain a focus Preparation for extended writing could be more specific in some cases Possibly more need for success criteria
	<u>CW</u>	Effective Questioning. Layered. Students into a rhythm with analysis of quotes Excellent scaffolding for close analysis	
	<u>SP</u>	Strong teacher led analysis. Effective Questioning to prompt further response Carefully constructed preparation for an essay – Good scaffolding.	Questioning relies upon the same students answering the questions. The assessment of many needs to be considered.
	<u>HL</u>	Climate for learning is positive and students are engaged.	Ensure the use of academic language

Work Scrutiny:

<u>Subject</u>	<u>WWW</u>	<u>EBI</u>
<u>English</u>	Books very well presented Some well -developed responses High quality work in evidence from high ability Y10 – reaching band 5 Some good use of academic language Staff seem much more familiar with exam requirements Students across the ability range showing emerging analytical skill Examples of impactful marking Lots of extended writing showing developing understanding Work age appropriate	Variation between teachers remains an issue, although gap is narrowing in a number of cases Marking can be too summative so ongoing feedback in class needs to remain a focus Preparation for extended writing could be more specific in some cases Possibly more need for success criteria
<u>Maths</u>	Rapid progress through topics Baseline of where students’ strengths and weakness are quickly baselined Work increases in challenge Pride in presentation good Students expected to make a quick note of model to remind them of process Depth of marking increases throughout the book and students respond Work age appropriate Misconceptions tackled	Sometimes too much repetition of task. Teachers need to consider the balance between the opportunity to secure understanding and over emphasis Greater emphasis on problem solving and need for general increase in challenge Noting down model may be time consuming for lower ability students and reluctant writers. Can they be provided?

Science	SL feedback is specific and well responded to. Response demonstrates progress. Feedback is closed down. Progress indicators are given. Modelling within feedback. Presentation is excellent. Pride in presentation has improved from previous academic year.	Assessment policy in Science needs amending. The AFP tasks need variety – not just repeating the same questions in the up levelled tasks. Serious concerns over HB. P+P is poor, no marking at all. Lots of Boardworks slides stuck in, all student books have identical work which evidences it is simply copied. Apart from SL there is very little in class feedback. Student work needs to be assessed so they know whether answers are correct or not.
Music	Pride and presentation is very good. Personalised feedback with clear up level task linked to specific outcomes Clear progression in books Green pen, in class, fix it, move up feedback is used well to focus students to ensure that answers are at a greater depth so students are making good or better progress. Evidence of scaffolding Students are asked regularly to reflect on the skills they are using each week.	
History	Pride and presentation is very good. Personalised feedback is provided.	Some green pen feedback is issued in every student book thus questioning the quality of what is being taught and how it is being delivered initially. There is an acceptance of weak response and informal language that needs challenging. An inconsistency between staff
BTEC Business Computer Science	A clear learning journey Progress evident Personalised feedback with actions for progress tasks Students respond AFP tasks and up level work Pride and Presentation is good and much improved on last academic year	Some students work could be glued into more neatly. Books are over A4 size to enable students to do this.

Next Steps

- A focus on students using academic language.
- Weak responses and informal language must be challenged by staff
- Green pen, fix it, move up feedback needs to become typicality in classrooms so that misconceptions and weak responses/language can be challenged at source.

Learner Voice- Alternative Provision Y10

KH explained what had taken place in school before his involvement with the AP at Chaucer. This included both low level disruption in lessons and aggressive behaviour including fighting. After an incident which took place during rugby I was at risk of permanent exclusion.

At first I worked in the general work area of AP. This helped because I was away from my mates. I also got more help with my work especially with English (was my weakest now much more positive).

Later I worked in horticulture and hairdressing- this motivated me to improve and stay in school. It felt more like my school than before.

Now I work both in AP and in normal lessons. I have strategies to help me deal with my anger- go to places and people (listed). These people are able to help me- they care. I show them respect and they show me respect even when I am worked up.

My grades are now much better than they were. I want to study music technology at college and become a DJ. One of the things I am most proud of is that I am now on the school council representing the alternative provision at Chaucer.

Chaucer Y10 Pursuit- Learner Voice

Welcome/Introductions. How does it feel to be in Y10? Does it feel different to KS3 (Y9)?

Yes, because we can now choose the subjects we want to take. Subjects listed for some individuals. One student explained the options process- starting with the options booklet right through to selecting options A, B and C. All agreed that the process was very thorough and that they had lots of information to help them and their parents/carers to make informed decisions.

It feels different because the teachers treat you as being more mature (maybe linked to choosing their subject, but also in other core subjects). They (teachers) push you more and expect you to do more work in school and at home. We take it more seriously- 100% agreement.

We are now not forced to do things (subjects). We now have something to work for (exams/GCSEs). In Y9 we were doing too many subjects sometimes and not getting to really study any of them in detail. Now this is not the case- example given for coding in computing with relevance to career path and aspirations (games programmer).

Planner comments and stamps are still useful, especially in recognising our efforts.

What is the role of the form tutor?

They are someone to go to for support- sometimes with your behaviour. Help you with your learning, extra support and with your friends (if you are having friendship problems). One student commented that they would go straight to a member of SLT if they had any issues with other students as members of SLT are trained and more experienced in resolving this type of issue.

Subject Leaders can also deal with your behaviour- they know the system but it isn't always this group (SLs) that use it.

Form tutor supports with rewards- much improved from vivos to stamps. These now build up to rewards trips (Alton Towers).

Would you still care about stamps if these didn't lead to trips etc?

Yes because it shows that the teachers care about us. PD universally accepted as making the biggest difference to behaviour. Some teachers still give more chances than others (and policy).

Subjects seen as strongest in their consistent use of PD include- history, geography, English, science

Subjects less consistent in their use of PD include- ICT, construction (curriculum), science

The most confident teachers gain the most respect and show us the most respect. They push us more and have the reputation for expecting us to do well in their subject.

Homework?

We don't do/get loads. Some subjects set it sometimes- maths, ICT, science, French. One student- we don't get any in English.

When we do get homework we do complete it (have to follow PD). Parents help when they can although often friends provide support when required (by phone or working together in the library with friends at a similar level).

One student completes all homework in front of parents. If none or not much is set they expect me to use my books to revise or go over things I have learnt that day.

Revision- how do you revise for exams/tests?

Use our books to read over the notes we have made in lessons. Sometimes I read over my notes or use websites (several in agreement).

One student (AEN) uses key points from information to make revision cards. If I do this and remember these key parts then I will remember everything else.

There has been an assembly about revision either this year or in Y9. Stress can stop you performing at your best.

Attendance- how important is this? What does the school do to encourage you to attend each day?

It is important for your learning- you learn more if you attend. If you miss school you will have a meeting and have to give your reasons for why you were off.

Teachers help you to catch up if you have missed lessons- they will provide you with notes from the lesson/s missed.

What are the best things about Chaucer school?

It is improving- now a lot better than when we started in Y7 (behaviour). Behaviour has improved across the school, not just for our year. We feel safe. The quality of education has improved. Facilities and opportunities for extra-curricular activities- sports.

What needs to improve to make Chaucer even better?

More careers information- we get this in school but would like more trips or work experience opportunities.

Extra revision materials such as MyMaths- we have some but don't always know how to use them.

There are some arguments and verbal aggression- mostly girls in our year. Girls are the worst behaved.

What do you need to do to be successful both at school and in the future?

Work hard. Education is probably needed to get a good job/career.

Thanks/end.