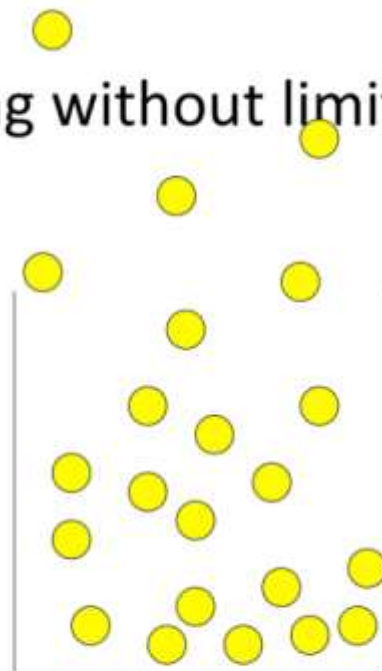
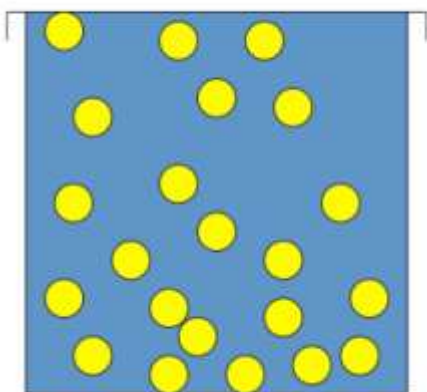


TEACHING TO THE TOP- THE NEXT STEP IN CHAUCER PHILOSOPHY

Chaucer School 2017

Lifting the lid: learning without limits



There are seven key approaches and concepts that will be crucial in ensuring we are 'teaching to the top'.

- Pygmalion Effect and Growth Mindset:
- Setting high expectations – Agreeing Learning outcomes
- Construct meaning / Apply to demonstrate -Tiered levels of Problem-solving
- Creating a mastery curriculum in your own subject area.
- Give regular high quality formative feedback.
- Effective modelling - Exemplars of excellence to emulate
- Effective Modelling- Excellence Exhibition in classrooms and corridors.

Teaching to the top will require a step change in approach to the level at which lessons are pitched. External scrutiny, internal quality assurance and professional development dialogue evidence is showing in too many lessons that the pitch is not age appropriate and aimed at the middle ability learner with activities then 'dumbed down' for those students deemed to be less able, whilst more able students are given more work to complete at a depth often no higher than expected previously.

Teaching to the top requires every subject and teacher to consider the curriculum and plan activities based on the capabilities of the highest attainers in the group as a total priority. This will lift the lid on in class attainment as the image on the front page suggests. The focus must be on providing appropriate scaffolding and modelling to help support students, the pitch and level of expectation for all students will increase significantly.

Pygmalion Effect and Growth Mindset:

Important Research

- **Growth mindset – Dweck et al**
 - Intelligence isn't fixed. Fixed mindsets can be changed.
 - Psychological interventions can improve outcomes if they are linked to increased effort/grit applied to specific strategies.
- **The Pygmalion Effect- Rosenthal et al**
 - If you think your students are more able, you will be nicer to them, ask them more questions, give them longer thinking time and set a higher bar for the work you accept.

Growth mindset has been discussed at Chaucer in great depth, as we know it is wrong to assume that high attainers have some sort of special gift which negates the need for them to work hard. It is really important to challenge fixed mindsets in higher attainers.

Teacher confidence with the most challenging material is also vital for effective delivery.

The Rosenthal Pygmalion effect is simply that if you expect more, you get more and vice versa. Our collective philosophy must be 'Don't aim to pass, aim to exceed expectation'.

Setting high expectations – Agreeing Learning outcomes

In evaluating Chaucer School policy to ensure it is fit for purpose going forward, we are going to evolve from staff being asked to ensure that students were given differentiated outcomes linked to prior levels of attainment. This did ensure that lessons were differentiated appropriately however it also risked placing a 'glass ceiling' on student progress within lessons allowing students to work towards only the lowest level outcome and not try to exceed expectation.

The shift in approach will require teachers to remove the lower levels of expectation from the outcomes shared at the start of a lesson. This would not mean the success criteria would then be forgotten or not referred to, instead it could be used within scaffolded support resources to help guide and push students towards the highest levels of attainment.

WALT: understand the **basic** principles of training.
WILF:
L2P- Describe each of the FITT principles using examples from specific sports.
L2M - apply FITT principles appropriately to demonstrate progression within a training programme.
L2D - analyse the FITT principles accurately and in depth to meet the needs of individual athletes.

WALT: understand the **basic** principles of training.
WILF:
L2D - analyse the FITT principles accurately and in depth to meet the needs of individual athletes.

Construct meaning / Apply to demonstrate -Tiered levels of Problem-solving

Many subjects teach only in mixed ability classes, and we know students work at different rates or need different levels of challenge on some topics. Teachers must routinely provide tiered questions that balance repetitive practice with a scale of challenge, all students will then be challenged appropriately and be able to move seamlessly through the different tiers of questioning (this is not the same as expecting less of some students, you should still pitch a lesson to the top). A practical example of this would be the 'fluency, reasoning and problem solving' approach to Maths questions.

Creating a mastery curriculum in your own subject area.

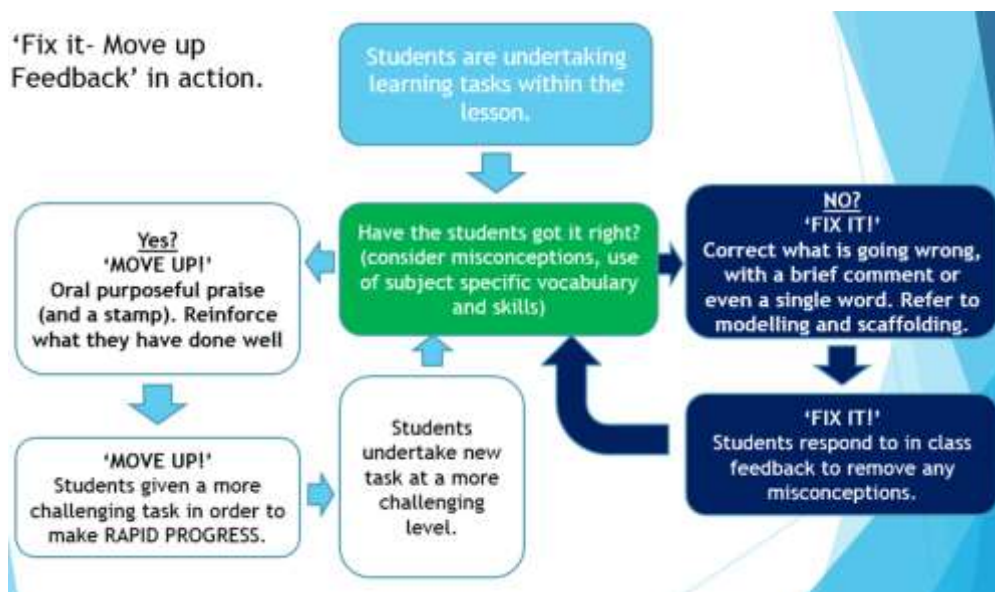
This is the idea that given enough time, every student can learn what we need to teach them. This approach underpins the way that activities such as martial arts and swimming are taught. It is also the central premise behind **mastery learning**, a technique that research shows has a huge effect on student performance when done correctly. When **mastery learning** is used effectively you differentiate in a different way. You keep your learning outcomes the same, but vary the time you give each child to succeed. Students who work at a quicker rate are asked to deepen their understanding through extension tasks. Within the pressures of delivering every aspect of the curriculum in a restricted amount of time, this may be easier said than done, thinning out the curriculum might be necessary however, gaining a deeper understanding of the skills and concepts taught might be more beneficial in the long run.

Give regular high quality formative feedback.

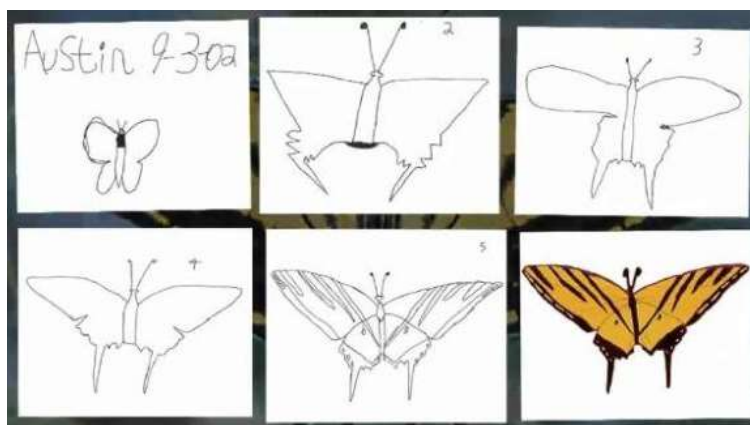
High quality feedback will ensure students know exactly what to do to improve to reach the next level. It will identify clear areas of strength and instructional comments on how to improve in order to make progress. Students should then respond to the action(s) for progress. Once completed, up-levelled work should be assessed by the teacher and 'closed down'. Where appropriate work that has been deeply analysed should be graded or levelled when initially evaluated and also when the actions for progress have been completed to give students a clear picture of how much progress they have made.

In class '*fix it-move up*' feedback should be taking place during the lesson to challenge misconceptions at origin and facilitate rapid progress where possible and demonstrate to students where accurate book work

has been completed/undertaken. In class assessment should be used to help in the planning of subsequent activities/lessons to ensure rapid progress is being made by students.



Effective modelling Exemplars of excellence to emulate



Don't just hit and hope.... show them first.

Austin's Butterfly story from Ron Berger suggests that teachers can settle for less than students are capable of. A different view might be that students themselves don't know what they are capable of. As discussed in previous CPD effective modelling (student-centered in this case), shows students what the highest standards look like, examples might be: the expected length and quality of piece of extended writing in English, the quality of finish on jewelry box in DT; the use of subject specific terminology in completing the method of a science experiment; the thought processes and micro steps in solving a difficult mathematical equation, the teaching points of a set shot in basketball.

Effective Modelling- Excellence Exhibition in classrooms and corridors.

Finally as a school and in all departments we need to 'show it all off'. Departments need to have displays of outstanding work to help motivate students and give them the self-belief that they too are capable of achieving the highest levels of attainment. This can also act as effective modelling during lesson time for students to use as inspiration for completing work at a better standard. This should include modelling of 'work in progress' to help support and scaffold student progression.