Powering Up Potential for Most Able, Gifted and Talented Pupils

WORKSHOPS
All the materials and presentations from this conference will be made available on EGfL after the conference

https://www.egfl.org.uk

MAGT Conference – 9th November 2016
Workshops
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ROUND 1 – 11:15 – 12:00

November 2016
This interactive workshop will provide an introduction to the High Performance methodology. The High Performance Learning framework is a practical and flexible teaching and learning approach which enables students to enhance and build their own ability, to use it productively to obtain good academic results and develop a wider set of life skills. It sets out progress routes for 20 generic characteristics students need to develop if they are to be high performers in cognitive domains (ACPs) and 10 values attitudes and attributes (VAAs) that develop the wider learner dispositions needed for cognitive and lifetime success. These provide a structure for student development while enabling schools to customise to fit within their individual vision, context and curriculum. Research led, this approach delivers fantastic results - especially when used by competent, ambitious teachers and school leaders.
Professor Deborah Eyre
The High Performance Learning framework

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"Delivering success ... is not like entering your numbers into a lottery. You cannot rely on chance to deliver success; if you do, you are as likely to be successful as you are at winning the lottery. Accompanied by hard work, the delivery of success is wholly reliant on a carefully and meticulously structured process. Remember the best way to predict success is to create it."

Whyte, 2015 p37

High Performance Learning is a systematic way of creating advanced learners

Don't blame it on the genes..

Oliver James
Benjamin Bloom
Carol Dweck
K Anders Ericsson
Robert Plomin
Can we get cleverer?

“When it comes to improving intelligence, many researchers concluded that it was not possible.

Our findings, however, clearly show that this is not the case. Our brain is more plastic than we think.”

Jaeggi (2008)

We can create high performance

Opportunities and Support are key

Teaching designed to develop the competences

How do High Performing Learners behave?

Professor Deborah Eyre - Workshop
How do High Performing Learners behave?

- Collaborative
- Concerned for society
- Confident
- Empathetic
- Agile
- Hardworking

How do High Performing Learners think?

- Intellectual playfulness
- Flexible thinking
- Originality
- Evolutionary or revolutionary thinking
- Intellectual confidence
- Connection finding
- Generalisation
- Big picture thinking
- Seeing alternative perspectives
- Abstraction

Progression in each ACP and VAA

- Critical or logical thinking
- Precision
- Complex and multi-step problem solving
- Automaticity
- Speed and accuracy

- Meta-cognition
- Self-regulation
- Strategy planning
- Intellectual confidence

- Connection finding
- Generalisation
- Big picture thinking
- Seeing alternative perspectives
- Abstraction

Making it work in school:
Key supporting pillars
The 7 Pillars of High Performance

- High performance is an attainable target for everyone.
- We can systematically teach students how to be ‘intelligent’ and how to succeed in school.
- World class schools produce students that are intellectually and socially confident, workplace and life-ready with a global outlook and a concern for others.
- There are 20 generic characteristics which students need to develop if they are to be high performers in cognitive domains (ACPs) and 10 values, attitudes and attributes (VAAs) that develop the wider learner dispositions needed for cognitive and lifetime success.
- Schools can only become world class by fostering a professional community of practice among their educators – no quick-fix, governance model, instructional technique or technology can substitute for this.

The High Performance Learning framework

1. Checkout our website and download free materials
2. Become a member
3. Qualify for the High Performance Learning School Award
4. Access superb training and consultancy

https://www.highperformancelearning.co.uk
James Nottingham
Using the Learning Pit to challenge, motivate and inspire (cross-phase)

James Nottingham created the Learning Pit to help his pupils understand the benefits of challenge, inquiry and collaboration. The model is now used around the world to help learners move from surface level knowledge towards a deeper sense of understanding. The pit encourages an exploration of causation and impact; an interpretation and comparison of meaning; a classification and sequencing of detail; and a recognition and analysis of pattern. It builds learners’ resilience, determination and curiosity. And it nurtures a love of learning. This workshop will give an insight into the model and ways in which it can be used. More information and resources, including an animated introduction to the Learning Pit can be found at www.jamesnottingham.co.uk/learning-pit/
James Nottingham
Using the Learning Pit to challenge, motivate and inspire

Questions / Reflections / Actions
Using the Learning Pit to challenge, motivate & inspire
NAGT Conference, Ealing 9th Nov 2016

International Conference on Philosophical Inquiry, 1996
Varna, Bulgaria

Why sacrifice yourself for others?

INSTINCT
IMPULSE
INTUITION

The Learning Challenge
1. Concept
2. Conflict
3. Construct
4. Consider

The Learning Pit
Clarity vs. Confusion

@JamesNottingham
www.challenginglearning.com
The Learning Challenge

Arts: beauty, art, imagination, real, copy, meaning, literature, the Citizenship: rights, duties, fairness, freedom, diversity, design Language: poetry, value, steps, effectiveness, originality, form

Early Years: toys, names, real, make-believe, emotion

Humanities: justice, nature, interpretation, history, faith, culture

Sports: competition, fair, rules, ability, drugs.

www.challenginglearning.com

P4C Guide to Picture Books

www.p4c.com

@JamesNottingham

www.challenginglearning.com
If $A = B$ then $B = A$?

**Open Questions**
from Socrates (470 – 399 BC)

- Clarify: Are you saying that ...? Can you give us an example of ...?
- Reasons: Why do you say that ...? What reasons support your idea?
- Assumptions: Are you assuming that ...? What would happen if ...?
- Viewpoints: How could we look at this in a different way? What alternatives are there to this?
- Effects: Wouldn’t that mean that ...? What are the consequences of that?
If $A = B$, then $B = A$?

Friend?

Like

Know

Fun

Time

Trust

Secrets

Text

In common

1.

2.

3.

Metacognitive Strategies

Effect Size = 0.69 (Hattie, 2009)

Includes reflecting on:

• What I did & how I did it
• My feelings & attitudes
• How I self-regulated
• What strategies I used
• How my thinking affected and affected the outcome

@JamesNottingham

www.challenginglearning.com
Metacognitive Strategies
Effect Size = 0.69 (Hattie, 2009)
- Making connections
- Asking questions
- Inferring
- Determining importance
- Summarising
- Visualising
- Synthesising
- Clarifying understanding
Ian Warwick (Director of London GT)
Characteristics of most able writers and how to support them (cross-phase)

Ian will look at some of the key threshold concepts that frustrate both teachers and students when it comes to high quality writing, and then explore resources that will support teachers in their approaches to them. He will draw on more than 450 hours of materials he designed for organisations in Hong Kong and Singapore that addressed the knotty issues in fiction, film and non-fiction.
Ian Warwick (Director of London GT)
Characteristics of most able writers and how to support them

Questions / Reflections / Actions

Note: Presentation will be available on the day / after the event
Open-ended teaching – Developing deeper thinking and learning – Giving up outcome (Primary)

This workshop focuses on open-ended pupil-led learning. You will have an opportunity to see this year 6 teacher and pupils in action. All strategies used by the teacher promote deeper learning. These strategies are used in innovative ways which develop competencies that enable pupils to:

- know and master knowledge
- think critically and solve complex problems;
- work collaboratively;
- communicate effectively;
- be self-directed and able to incorporate feedback.

Various resources will be available.

Naomi Dowd (Assistant Headteacher at Perivale Primary) / Jordan McNamara (via video)

Naomi Dowd is Assistant Headteacher at Perivale Primary School. She leads on MAGT and Inclusion. Naomi led Ealing Innovation Fund Project (2015 – 2016) in partnership with another primary school in Ealing.

Jordan McNamara moved to London from Canada and taught at Perivale primary for several years. Jordan became a Specialist Leader of Education through his involvement with Ealing Primary Teaching School Alliance (EPTSA). Recently Jordan moved to Australia to pursue a new role in filming/designing nature programmes.

Perivale Primary School (Ealing) is a two form entry community school with approximately 450 pupils, for children aged 3 to 11. The vast majority of our children have English as an Additional Language. The percentage of our children with Free School Meals does not reflect the reality of deprivation in the area due to overcrowding and low income. There is also a co-located children's centre for children aged 0-5 and their families.
Naomi Dowd (Assistant Headteacher at Perivale Primary) / Jordan McNamara (via video)

Open-ended teaching – Developing deeper thinking and learning – Giving up outcome

Questions / Reflections / Actions
A SUCCESSFUL LESSON

• Although there are many different ways to achieve a successful lesson, there are a few commonalities.
• What is ultimately required is:
  – Pupil engagement
  – Pupil Progression

 Often, to ensure these aims are met, we as teachers are inclined to create highly structured lessons.

CONTROLLING THE OUTCOME

• The danger in this is we create rigid ideas for success.

• If success is defined by the teacher, children become overly reliant on a teacher for their success.
Idea 1: The 10 word Lesson

Jordan’s 10 Word Lesson can be found on Mike Fleetham’s ‘Thinking Classroom’ website at: www.thinkingclassroom.co.uk/

THE 10 WORD LESSON

Ordering of the Planets of the Solar System
- In units of study involving Space, pupils are often asked to memorise the order of the planets with respect to distance from the Sun.

Giving up the Outcome
- Can you order the planets in 4 different ways, please?
  - This challenges pupils to create different categories by which to measure the planets
    • Size, Gravity, Distance, Length of Day, Length of Year,
    - Bonus if someone notices that length of year is the same order as distance to the sun. Ask why!
    - Is it the same for size and gravity? ‘Why or why not’
MATHS THEME PARK

• An excellent end of year project that can consolidate learning.
• Pupils are asked to design and budget for a theme park.
• They are then responsible for peer review, given clear guidelines by which to judge.
• A key feature is that, although as a teacher, I've set rules and guidelines, I've given over responsibility for outcomes to the pupils.

THE TASK – BY YASH

PARK MAP

CREATING THE GUIDELINES

Task 3 – Entry Fee

- How much does it cost to open your park each day? __________ (more than task 2)
- You can borrow free, how much do you think you need? Remember, the number of people who visit it each day.
- Ask an adult for help.

- Over your plan for a park, you must tell them anything about your park. They must use the different facilities to decide how effective.

Price Category 1: $900 per period.
- 2 or more rides in a row.
- A wet out of park with carefully planned bars, buses, benches, and paths.

Price Category 2: $1,500 per period.
- 4 or more rides in a row.
- 2 or more category 1 booths.

Price Category 3: $2,500 per period.
- 6 or more rides in a row.
- 2 or more category 1 booths.

Price Category 4: $5,000 per period.
- 8 or more rides in a row.
- 2 or more category 1 booths.

Price Category 5: $10,000 per period.
- 10 or more rides in a row.
- 2 or more category 1 booths.

Check that customers in summer, buses, benches, and paths are placed.

Note: All category 1 booths, make sure that the paths and benches can lead to the other customers.

You must also calculate the number of customers and their needs. If you cannot remember the number of customers, ask an adult for help.
The Theme Park Challenge teaching pack can be found on www.twinkl.co.uk/resources
Idea 3: Creating definitions of concepts

WHAT IS A FOLKTALE?

- A seemingly simple task of creating a definition of a folktale.
- Using the Jigsaw lesson structure, children are asked to create a working definition given various provided examples.

JIGSAW MODEL

**Initial Setup**
Each team is responsible for their own story. They are asked to familiarise themselves with the elements of their story.

**Second Stage**
Each team member goes to a new “mixed group.” In this group, each member has a unique perspective.

Using all their expertise, they are then asked to create a definition for folktales.

From a lesson
Teacher’s role was to enter group discussions only to ask questions to check understanding. The teacher (Jordan) tries not to influence the outcome, but instead guides with questions, often referred to as ‘Socratic questioning’, where the teacher tries to give questions rather than answers in order to engage the student and solidify their ideas.
FROM A LESSON

Here the group tries to build a comprehensive definition that includes as many elements of story as they can.

A WORKING DEFINITION

Pupil-Led Outcomes
- Pupils generate a workable definition that they are personally invested in
- Pupils understand and can justify that definition through experience
- Pupils understand that they play a role in the definition

Plenary
- Provide a new story that tests their definition

BUILDING GUIDE LINES

- Plan for open-ended outcomes, but build boundaries.
- Avoid being the keeper of right answers.
- Use of Socratic questioning.
- Be willing to unsettle ideas
  - See James Nottingham’s Learning Challenge (also known as “The Learning Pit”)
- Embrace challenge
  - Both for your class and for you as teacher
ROUND 2 – 12:00 – 12:45
Lisa Morris  
(Headteacher at Brindishe Lee Primary, Lewisham)  
Spiral approach / Children as leaders of learning (Primary)

The workshop shares an Action Research approach to learning which began as a whole staff approach to CPD and grew to developing provision for the most able children at Brindishe Lee School.

Initially teachers focused on their own practice for meeting the needs of and challenging pupil premium children. Previous research projects used a planning spiral to generate, investigate and evaluate questions. Here the planning spiral has been adapted for use by children, enabling them to lead and reflect on their learning.
Lisa Morris  
(Headteacher at Brindishe Lee Primary, Lewisham)  
Spiral approach / Children as leaders of learning

Questions / Reflections / Actions
MAMA children @ Brindishe Lee

Being in the driving seat ...
... Leading the learning.

Action research: developing provision for most able children at Brindishe Lee School

Why action research?
Because you want to change your practice. You may be concerned that things might not be going as you wish, or you may need to implement a new initiative but are unsure how to do it effectively.
What you want is a way of sorting out these concerns that offers practical solutions, but that derives from the specific circumstances of your practice. You know that someone else's solution may have merit, but that it is never quite right for the individual situation within which you work. You know that practice is always influenced by context.

Spirals of Inquiry
For equity and quality

FOCUSING
What does our focus need to be? Where are we going to place our attention?

DEVELOPING A HUNCH
What is leading to this situation? How are we contributing to it?

SCANNING
What's going on for our learners?

CHECKING
Have we made enough of a difference?

TAKING ACTION
What will we do differently?

Halbert and Kaser (2013)

Whole school approach to self-initiated learning

- Whole school language ethos and language to ‘problem solving.
- Able to cover many areas PP, More and Most able, individual concerns, children with special needs, staff and school planning
- Spiral approach intended to be revised, revisited
- Developed deeper professional learning
- Children are taking ownership for themselves and others
- Not complex and approach easily replicated but not in a formulaic way
- Smart, time saving, partnership between teacher and learner: heightened challenge and depth

Lisa Morris - Workshop
Developing for the learners ...

- Using ‘spirals’ to generate, investigate and evaluate questions
- Adapting planning spirals for use by children, enabling them to lead their own and others’ learning
- Involving upper KS2 children in the trialing of scaffolds and resources; let them see that the adults in the school are learners too, who seek to research and evaluate, listen to their opinions on the resources and how they feel about leading the learning
- Ask the older pupils to mentor younger pupils in the planning of research questions and appropriate methods for finding answers

Role of the teacher ...

- Identifying the most able children
- Plan sessions that are open to extension by most able
- Allow the children to take charge
- Recognise the benefits of cross-age learning for the children involved

Leaders of learning

Lisa Morris - Workshop
**MAMA ... beyond the curriculum**

The impact of children on others ...

- Leading learning behaviour ...

### Impact on learners ...

**Leading Our Learning and MAMA action plan**

<table>
<thead>
<tr>
<th>Desired outcomes and success criteria</th>
<th>Actions to be taken</th>
<th>Date to be completed and persons responsible</th>
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<tbody>
<tr>
<td>Enquiry-based learning spirals will be used as a whole class approach to topic work, by MAMA children to have full ownership of their learning, and where possible, will work independently to achieve their targets and support required. Leading Our Learning will be a visible approach that it valued throughout the school. MAMA learners will make consistent progress and be high attainers.</td>
<td>DHST meets and a staff buddying system will enable all classroom based staff to feel confident at using learning spirals, either at a whole class approach, or to include pupil voice in the planning of MAMA. The Inclusion Manager will see learning spirals with children reviewing their targets and support required. Display will show the process of learning, including enquiry spirals, and children’s self-directed learning will be made visible and shared in Praise Assemblies. We will include STEPS data in relation to children with a ‘spikey’ profile to consider whether they need to be mentored by either an adult or a child Learning Leader.</td>
<td>A.S.</td>
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Class teachers and TAs will identify learning leaders within their class. Subject leaders will identify learning leaders for across the school. To be fully in place by February. 

An up to date MAMA register will allow staff to easily identify children who will be invited to learning Leader roles. 

| Enquiry-based learning spirals will be used as a whole class approach to topic work, by MAMA children to have full ownership of their learning, and where possible, will work independently to achieve their targets and support required. Leading Our Learning will be a visible approach that it valued throughout the school. MAMA learners will make consistent progress and be high attainers. | Leading Our Learning will be a visible approach that is valued throughout the school. Displays will show the process of learning, including enquiry spirals, and children’s self-directed learning will be made visible and shared in Praise Assemblies. We will include STEPS data in relation to children with a ‘spikey’ profile to consider whether they need to be mentored by either an adult or a child Learning Leader. Subject leaders will monitor provision and where necessary seek to improve. Class teachers should cater for MAMA children within any lesson. As much as possible, these children should be involved in leading their own learning by evaluating their performance and setting targets. | A.S. | A.S. |

**MAMA learners will make consistent progress and be high attainers.**

Lisa Morris - Workshop
Fiona Oakley – Associate Adviser (Literacy and English)
Enriching the reading skills and experiences of most able readers (cross-phase)

Working with able readers is a privilege so we need to ensure we are providing real opportunities for them to develop their passion and expertise. This session will promote ways of nurturing able readers' talents, supporting their responses to literature and increasing the breadth and depth of their reading. The session will also explore strategies to develop critical literacy, an awareness of alternative interpretations, higher order thinking and questioning skills and an appreciation of complex language and ideas.

Fiona Oakley has been working in secondary education for the past 20 years. She is an experienced school improvement consultant with expertise in establishing whole school literacy initiatives to raise achievement and standards. She provides high quality subject specialist support, in-house CPD and has delivered training on literacy and pedagogy at national conferences. Fiona currently provides support to schools working on 'securing good' programmes, offering bespoke professional development to individual teachers, middle managers and leadership teams. She is committed to a collaborative approach and has a wealth of experience in building capacity, developing teams and embedding effective classroom practice in all areas of the secondary curriculum. Fiona has developed a highly effective, hands-on coaching and mentoring programme involving lesson observation and feedback, joint planning, team-teaching and joint observation. Whilst working as a consultant, Fiona likes to maintain strong links with schools; she has been a governor of a primary school for the last 5 years and is chair of the teaching & learning committee.
Fiona Oakley – Associate Adviser (Literacy and English)
Enriching the reading skills and experiences of most able readers

Questions / Reflections / Actions
Enriching the Skills and Experiences of the Most Able Readers

Fiona Oakley
Associate Adviser English & Literacy
November 2016

What can a more able reader do?

- “We have to muster all our efforts to challenge the underperformance of our brightest children. Ofsted will continue to play its part by ensuring the progress and attainment of the most able pupils is front and centre of all school inspections.”

  Michael Wilshaw
  HMCI’s monthly commentary
  June 2016

- “Of the disadvantaged most able children…26% get a grade A or A* in English GCSE compared with 39% of those who are not disadvantaged.”

  Achieving these higher GCSE grades is a key predictor of success at A-level and progression to the best universities”.

How to provide challenge

- Identify the student’s next steps and create cognitive dissonance.
- Inject elements of novelty and variety into the learning experience
- Encourage metacognition
- Offer opportunities for independence and self-direction
- Encourage risk taking
- Provide opportunities to work with like-minded peers

Sutherland and Stack (date unknown)
Guidelines for addressing the needs of highly able pupils

The role of non-fiction

- “…challenging books push us to read non-fiction – harder to read and constantly required of college students…”

- “…challenge is far more engaging in the long run than pandering”

Doug Lemov
TES Sep 2016
Rob Carpenter
Executive Headteacher (Woodhill Primary School, Foxfield Primary School and the Inspire Partnership)

Creating a Common Language for Learning: Helping all children achieve excellence (Primary)

This practical session will explore how to build pupils' confidence and skills in being better able to collaborate, reason and problem solve in order to succeed with learning. Participants will deepen their understanding of metacognition and how to create a whole school climate in which learning challenges and enquiry led learning ensure better outcomes for all pupils. We will share the very latest thinking about curriculum design and the leadership of learning, giving participants ideas to use back in school.

Rob Carpenter
Executive Headteacher

Rob has been a Headteacher for over ten years and has experience of school leadership in a range of contexts. Rob is currently the Executive Headteacher of Woodhill Primary School, Foxfield Primary School and the Inspire Partnership. His schools are rapidly improving and Foxfield Primary School is one of only 5 schools nationally to move from an OFSTED category of 'inadequate' to 'outstanding' in just 4 terms.

As a National Leader of Education, Rob supported schools in challenging circumstances including those in special measures. He is passionate about school-to-school support and has developed a range of tools to strengthen the leadership of teaching and learning.

Rob is a regular blogger and tweeter and is very keen to share ideas and resources to support school improvement. Most recently, Rob has established a partnership of schools called the ‘Inspire Partnership’. They offer a range of programmes and courses, including leadership programmes, peer review and Lesson Study in order to build school led improvement. The success of Rob's schools is rooted in high quality curriculum provision which connects learning experiences with the wider world, the arts and problem solving. Rob is always happy to share his thoughts and ideas.
Rob Carpenter
Executive Headteacher
Creating a Common Language for Learning: Helping all children achieve excellence

Questions / Reflections / Actions

Note: Presentation will be available on the day / after the event.
Mike Fleetham (Thinking Classrooms)

The use of layered questions to challenge the more able (cross-phase)

How to ask smart questions to deepen and broaden pupils’ thinking
Discover the 3 most powerful questions you can ask a learner (possibly)
Learn to use the 3DQ model to map question layers
Apply thinking models (Bloom’s and SOLO) to starter activities

Mike Fleetham is a learning design consultant, coach and author who works with teachers and learners to make education more effective, more relevant and more enjoyable. His Thinking Classroom concept and associated books and website have inspired thousands of educators worldwide to enrich their teaching without compromising their existing good practice. As well as having a busy training schedule Mike regularly teaches learners of all ages (from Year R to Year 13) in schools and provides executive leadership coaching and live video coaching.

www.thinkingclassroom.co.uk
Mike Fleetham (Thinking Classrooms)
The use of layered questions to challenge the more able

Questions / Reflections / Actions
The use of layered questions to challenge the more able

Challenge 10 Toolkit
Research-based Quality Teaching in Practice

With Mike Fleetham,
Thinking Classroom

Challenge 10 Toolkit
1. Check-ins and Line-ups
2. Quality Criteria
3. Gritty Learning
4. Team & Task Roles
5. Active Lecture
6. Bagel Thinking
7. Solo-Inspired Thinking
8. Mastery And Error Questions
9. Visual Thinking
10. Graffiti Wall & Edit Alley

SOLO In Practice

<table>
<thead>
<tr>
<th>SOLO</th>
<th>SOLO-LITE</th>
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<tbody>
<tr>
<td>Pre-Structural</td>
<td>Know.</td>
</tr>
<tr>
<td>Unistructural</td>
<td>Connect (e.g. similarity or difference).</td>
</tr>
<tr>
<td>Relational</td>
<td>Connect with reasons.</td>
</tr>
<tr>
<td>Extended Abstract</td>
<td>Summarise the connections.</td>
</tr>
</tbody>
</table>

SOLO In Practice

<table>
<thead>
<tr>
<th>SOLO-LITE</th>
<th>Activating Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know</td>
<td>Tell me about...</td>
</tr>
<tr>
<td>Connect</td>
<td>How are they the same/different?</td>
</tr>
<tr>
<td>Connect...</td>
<td>How else are they the same/different?</td>
</tr>
<tr>
<td>+Reasons</td>
<td>How and why are the connections important?</td>
</tr>
<tr>
<td>Summarise</td>
<td>What kind of connections have you made here?</td>
</tr>
<tr>
<td></td>
<td>Is there anything else about your connections?</td>
</tr>
</tbody>
</table>

Start anywhere. Do any many as you like

- Which is best and why?
- Which is missing and why?
- Which two are least alike and why?
- Which two are most alike and why?
- Choose 5 and rank them.
- Choose 10 and group them.
- What else can we ask?
- What kind of message is there?
Guskey’s levels of evaluation

Thomas Guskey identified 5 critical levels of CPD evaluation. All are valuable, most are omitted when evaluating CPD.

<table>
<thead>
<tr>
<th>Evaluation Level</th>
<th>Typical Evaluation Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants’ Reactions</td>
<td>Did I enjoy it?</td>
<td>Did I enjoy it?</td>
</tr>
<tr>
<td>Participants’ Learning</td>
<td>Did I learn it?</td>
<td>Did I learn it?</td>
</tr>
<tr>
<td>Organisation Change &amp; Support</td>
<td>Was I supported to do it?</td>
<td>Was I supported to do it?</td>
</tr>
<tr>
<td>Participants’ Use of Learning</td>
<td>Did I do it?</td>
<td>Did I do it?</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Did it work?</td>
<td>Did it work?</td>
</tr>
</tbody>
</table>

Then mix up: PCI? NQR?: you and the pupils choose.

Mike Fleetham

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- Twitter: @miketweetham
- E-mail: mike@thinkingclassroom.co.uk

www.thinkingclassroom.co.uk

- Sign up for free membership and new resources each month
- Upgrade to premium membership £24/year
- Powerpoints, Think Sheets, Discounts and offers

Premium Website Memberships – single and group

Mike Fleetham - Workshop
**Ealing Innovation Fund Project**  
**A Market of good practice**  
**13:30 – 14:35**

<table>
<thead>
<tr>
<th><strong>TABLE 1</strong></th>
<th><strong>Greenford High and Gifford Primary</strong></th>
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<td><strong>The journey from good to outstanding through Visible Learning</strong></td>
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Ealing Innovation Fund Project
March 2015 – July 2016

Ealing Innovation Fund cross-phase project was intended to enable Ealing schools to scale up innovative and effective approaches to accelerating pupil achievement and to promote support system-wide improvement. In particular, the project focused on maximising progress and outcomes for most able pupils (MA) through curriculum innovation, improving pedagogy and practice and subject knowledge.

Twenty schools (19 primary and 1 secondary) were selected to run the EIF Project through comprehensive selection criteria. The EIF project created the opportunities for these schools to work in partnership and engage in school-based action research and learning through common themes.

Throughout the project all twenty schools involved in the EIF project demonstrated a great passion in relation to making a difference to MA pupils (and others) and remained steadfast in their commitment to ensure the best outcomes from the project. It must be noted that this project took place at a time of transition from the old National Curriculum levels to the new assessment system. Despite this transition, EIF schools were very creative and developed a variety of incentives to measure and draw conclusions about the pupil outcomes and evaluate the impact of their EIF projects.

Impact

Data provided by all EIF schools at the end of the project provides significant evidence of the impact the projects made for the pupils and staff in the EIF schools. The summary below includes the targeted MA pupils that the schools tracked for this project.

Pupil data in all EIF schools highlights that:

- All EIF schools reported a significant improvement from the starting points (Spring 2015 when project started).
- All EIF Schools reported improved attainment for high attainers (in some schools the difference from the starting points was as high as 25%)
- The attainment of more able pupils in different partnerships varied from 89% - 100% of MA reached the expected standard or above (Reading, Writing, Maths, Science, etc.). All schools reported that the attainment was much improved than in 2015.
- The expected progress in different partnerships also varied from 92% - 100%

Feedback from SMTs, teachers and pupils shows that:

- The schools that focused on reading and writing found that the engagement of boys improved significantly through the use of the combination of strategies.
A significant improvement was also noticed in the quality of boys writing. In class, most able pupils (but not only) responded better to the challenges they had been set (VL schools and schools that focused on science). The project focused on master classes between primary and secondary MA pupils which enabled mentoring and coaching between students. This resulted in increasing achievement of MA pupils.

Whilst impact was variable across the project schools, several aspects of good practice were common for all EIF schools.

- The project made a significant difference for both most able pupils (but not only) and staff. The outcomes have informed school improvement.
- The project was an eye-opening experience for staff who were excited by the previously unseen levels of engagement from their more able pupils.
- A significant shift in mindset – both at individual staff level and as a school culture away from teaching and towards learning.
- The project enabled teachers to look more closely at their impact on children's learning through evidence gathering, taking feedback from children as well as giving feedback to children and over all, seeing their impact far more through the eyes of the pupils.
- Teachers across the partnerships have grown in confidence to plan opportunities that enable the children explore and make mistakes to enhance the learning experience.
- The EIF project formed the basis of professional dialogue and continuous professional development (CPD) for teachers.
- The project inspired and motivated schools to engage in action research which lead to teachers investigating issues around the attainment and progress of a group of children within their own classes based on evidence, planned input and assessed outcomes.
- Schools developed a whole school understanding and a shared language of learning.
- The EIF project provided the stimulus for effective partnership between schools.
- It provided plenty of opportunities to identify and develop own leaders.

Beyond the project and cascading learning to other schools

- All schools will continue the project over 2016/17
- EIF schools will further develop CPD opportunities.
- A Visible Learning hub will be established across EIF schools and other schools
- EIF schools will offer support to other schools wishing to develop challenge for the More Able in their schools, and welcome visitors to observe the strategies in action
- CPD resources will be shared with other schools
- Creation of a MAGT cohort that links post-16 to KS2. This would allow for the mentoring and tutoring of younger pupils as well as allowing older pupils to build up leadership experience.
- More collaboration between primary and secondary school
- Schools will share their learning at the MAGT Conference (November 2016)
- Four schools will present their learning beyond UK (Holland)
FOCUS : CROSS SUBJECT and TRANSITION

Greenford High and Gifford Primary

Challenging and tracking our most able students to ensure they experience a smooth transition from KS2 to KS3

This project is made up of six initiatives:

- Sharing best practice - coherent curriculum
- Structuring for success - sustainable leadership structure that will be accountable for delivering the initiatives.
- Conducting master classes and arranging inspiring educational trips to encourage scholarship
- Raising the aspirations of families by organising most able parents’ evenings and offering university trips for students and parents
- Designing and building an electronic CV system - students excited by and inspired to build a portfolio of exciting achievements.
- Working with external experts to engaging teachers in collaborative CPD to share best practice, refine subject expertise and improve schemes of work to maximise challenge.
FOCUS : SCIENCE

Gifford Primary Partnership
(Coston, Wood End Academy, Pets Hill, Perivale, Greenwood, and Horsenden)

Raising achievement of the more able in science in particular disadvantaged pupils

- The aim of this partnership is to develop thinking and investigative approaches to raise attainment in science in year 6 by increasing the progress of more able pupils across the whole partnership. This will be achieved by developing a curriculum that is rich in opportunities for scientific enquiry through practical investigation skills and developing staff subject knowledge and confidence in teaching scientific enquiry/investigation. Links to local businesses will be established to enhance the pupils learning through understanding the everyday application of science in commerce.
**FOCUS : READING and VISIBLE LEARNING**

West Twyford Primary and West Acton Primary  
*Visibly Improving Reading in Acton Schools*

- Improving outcomes for able readers across both schools by developing outstanding teaching and making learning visible for all.
- Improving teacher knowledge, pedagogy, skills and understanding. Removing ceilings to learning and developing higher order skills, and improve practice through team teaching and coaching.

Hambrough Primary and Durdans Park Primary  
*Improving Reading for more able pupils*

- The aim is to improve achievement in reading through the implementation of Visible Learning strategies focusing on the evaluation of current reading practice within schools; guided reading, shared reading, individual readers, reading interventions ranging from small group to 1:1 as well as online reading resources alongside contemporary and classic texts.
- The expectation is a significant impact on pupil attainment for the more able Readers, particularly at EYFSP, KS1 and KS2.

| Table 3 | Ealing Innovation Fund Project |
FOCUS: CROSS SUBJECT (SCIENCE and DESIGN AND TECHNOLOGY)

Oldfield Primary and Horsenden Primary
(links with William Perkin High School)

Technology Trail

Giving a range of children (and more able) the opportunity to be ambitious and use collaborative and research skills drawing on a range of curriculum areas to enable them to excel. While the project primarily focuses on technology, it is used to specifically enhance and develop speaking and listening, reading and writing as well as personal, social and health education, design, computing, science and mathematics.
FOCUS: CROSS SUBJECT and VISIBLE LEARNING

Allenby Primary and Perivale Primary

Maximising the progress, outcomes and attitudes to learning, of the pupils through combining teachers’ pedagogy, pupil voice and parental involvement

Aims:
• to create a climate of success and ignite the fire of learning in pupils;
• to upskill teachers even further in order to provide customised feedback according to each pupil’s level of thinking;
• teachers to apply and communicate the language of high expectations and aspirations throughout the school;
• parents to become active participants in their children’s journey to discover their hidden abilities.

.................................................................................................................................
**FOCUS: VISIBLE LEARNING**

**Stanhope Primary and Blair Peach Primary**

How can pupils be trained to self-regulate and to respond to feedback and errors effectively to accelerating learning?

- Both schools aim to ensure pupils, especially the highest attaining, have more ownership of their learning journey and are able to self-regulate their learning as set out in the Visible Learning approach. The aim is to enable children to create internal feedback and explicitly learn from errors within an ethos that promotes perseverance and resilience.

**Fielding Primary and Little Ealing Primary**

*The journey from good to outstanding through Visible Learning*

- Implementation of Visible Learning techniques to improve pupil outcomes/attainment and progress of more able pupils especially at KS2.
- A focus across both schools on the development of shared learning principles, a shared learning language and a model of shared practice through Visible Learning.

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Powering Up Potential - MAGT Conference

November 2016