Ambition Institute

Early Career Teachers Programme

Teacher Conference 2 Workbook

KEEP GETTING BETTER

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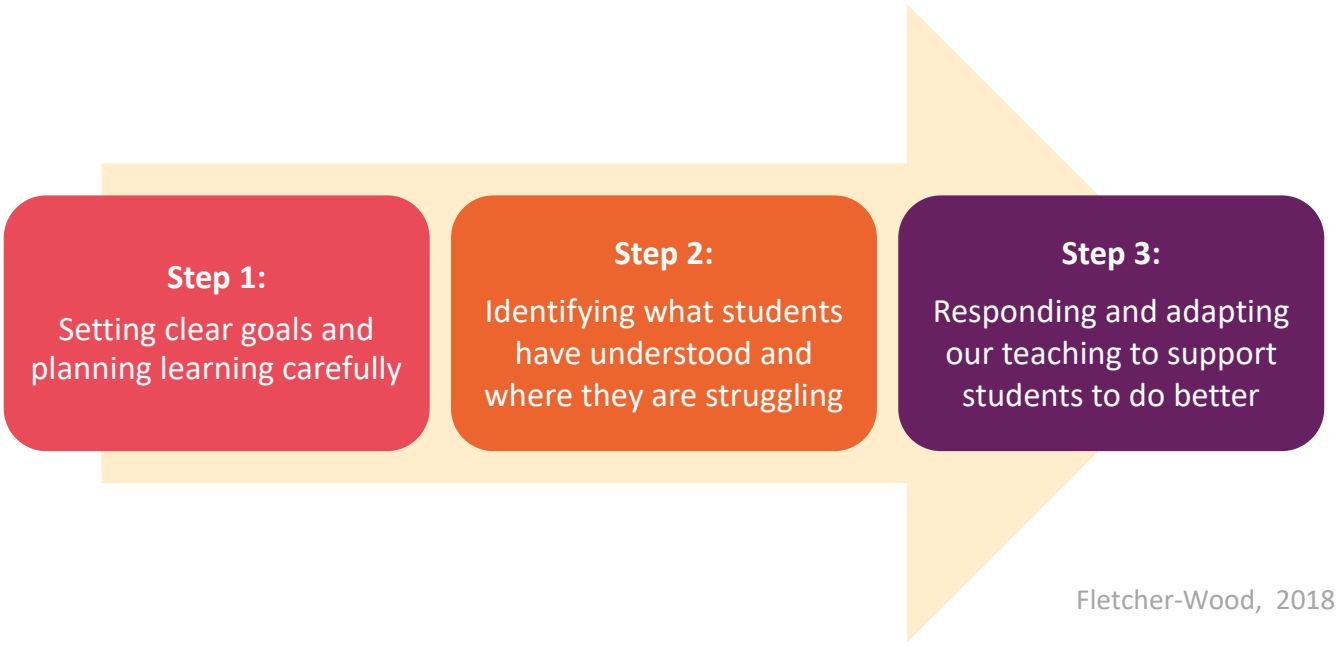
What is responsive teaching?

'Responsive teaching blends planning and teaching, based on an understanding of how students learn from cognitive science with formative assessment to identify what students have learned and adapt accordingly.' **Fletcher-Wood (2018)**



Fletcher-Wood, 2018

Notes:

Retrieval Task

Define the following terms:

> Formative assessment

> Summative assessment

Assessment	Definition	Example
Formative Assessment		
Summative Assessment		

Further Notes:

Assessment

Formative Assessment

> Questions (written and verbal)
> Lesson tasks
> May not always be recorded
> Peer/Self Evaluation
> Using tools such as whiteboards
> Homework
> Exit tickets (Lemov, 2010)

Summative Assessment

> Standardised Tests e.g. GCSEs
> Written test
> Practical test
> Coursework/Projects
> End of unit task
> Observation

Notes:

Fletcher-Wood (2018)

Behaviours for learning

'…get behaviour right first. Innovative teaching and learning cannot be built on inconsistent behaviour practice.' **Paul Dix (2017)**

Retrieval Task

Why are the following important when considering behaviours for learning?
> Routines
> Consistency
> Positive learning environment

Routines	
Consistency	
Positive Learning environment	

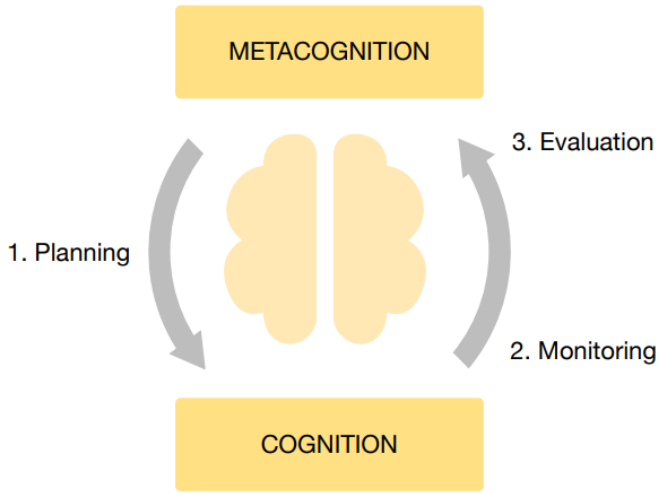
Additional Notes:

Metacognition and self-regulation

> **Metacognition** is commonly referred to as 'thinking about thinking'.
> **Self-regulation** is the ability to manage your emotions, behaviours and thoughts.

We approach learning tasks or opportunities with some knowledge about:

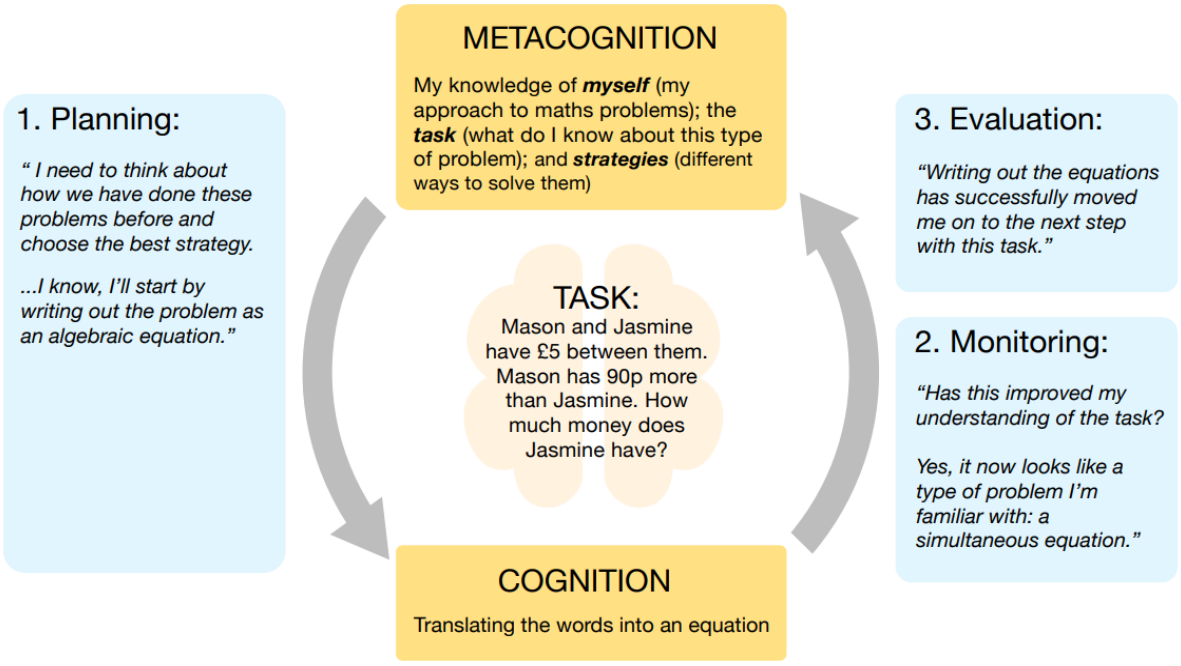
> Our own abilities and attitudes (knowledge of ourselves as a learner)
> What strategies are effective and available (knowledge of strategies)
> This particular type of activity (knowledge of the task).



EEF (2019)

Notes:

Metacognition: Example 1



EEF (2019)

Notes:

Metacognition: Example 2

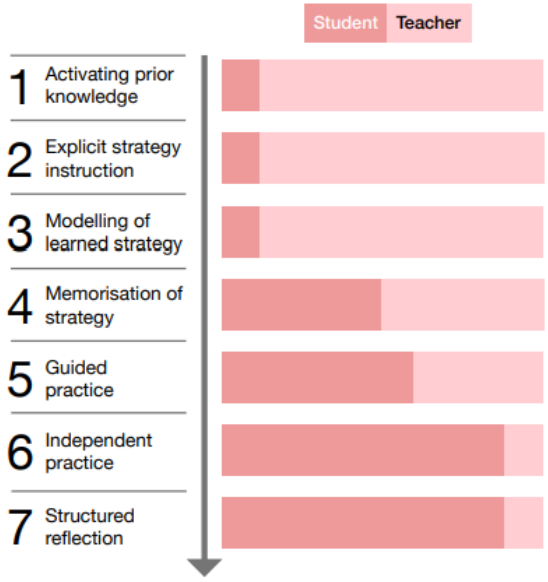
Task: Pupils to create a self-portrait

Planning	Monitoring	Evaluation
'What resources do I need to carry out a self-portrait?' 'Have I done a self-portrait before and was it successful?' 'What have I learned from the examples we looked at earlier?'	'Am I doing well?' 'Do I need any different techniques to improve my self portrait?' 'Am I finding this challenging?' 'Is there anything I need to stop and change to improve my self-portrait?'	'How did I do?' 'How would I do a better self-portrait next time?' 'Are there other perspectives, viewpoints or techniques I would like to try?'

Notes:

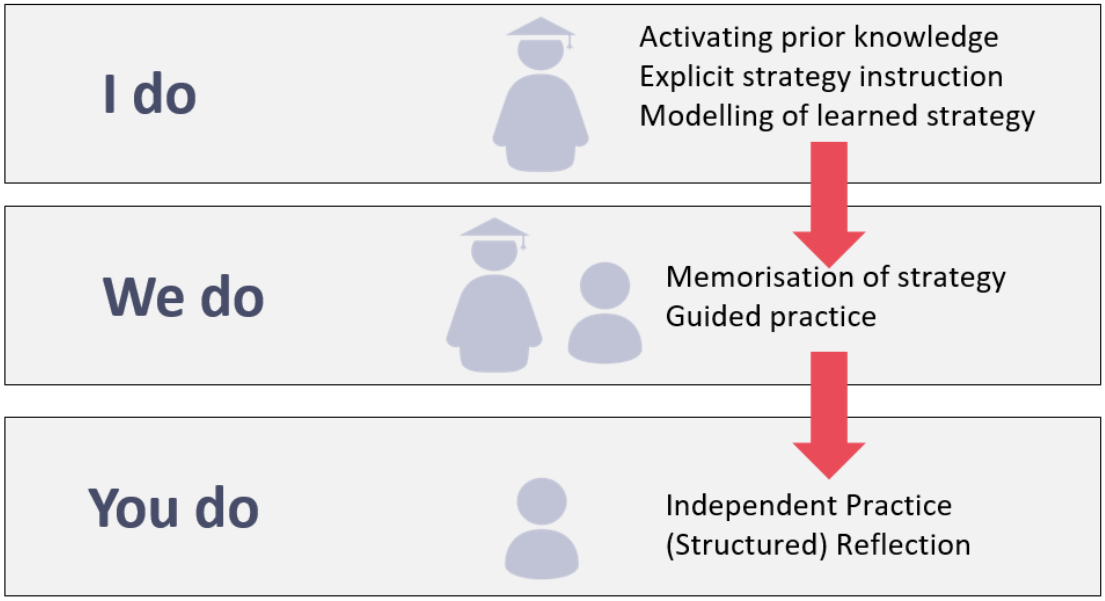
How can we teach metacognition?

Step	Example
Activating prior knowledge	Pupils have been learning the story of Jack and the Beanstalk. Teacher gathers prior knowledge by asking pupils key features and ideas of the story and collates responses on a flipchart or whiteboard.
Explicit strategy instruction	Teacher explains how a **boxed-up plan** can help organise ideas, to eventually lead to writing a coherent narrative.
Modelling of learned strategy	The teacher uses the responses and initial notes to model one part of the **boxed-up plan**.
Memorisation of strategy	The teacher tests if pupils have understood and memorised the key aspects of the **boxed-up plan** strategy, and its main purpose, through questions and discussion. e.g. The **boxed-up plan** can help me organise the sequence and ideas for my story before I begin to write.
Guided practice	The teacher models using the **boxed-up plan** with the whole group using a different fairy tale story that pupils are familiar with. Pupils verbally contributing their ideas whilst the teacher models.
Independent practice	Pupils complete their own **boxed-up plan**.
Structured reflection	The teacher encourages pupils to reflect on how appropriate the strategy of using a **boxed-up plan** was, how successfully they applied it, and how they might use it in the future.



Notes:

I-We-You



Lemov (2015)

Notes:

Task: Self-regulation

Planning	How might I approach this task/learning?	
Monitoring	How am I getting on? Do I understand? Has this helped me to work out what I need to know/write/demonstrate?	
Evaluation	How has this helped me? How will this help me in the future?	

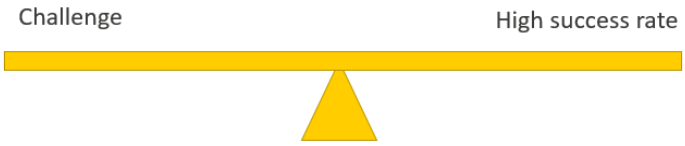
Challenge

> Is the lesson too challenging?

> Is the lesson not challenging enough?

Notes:

Adding and supporting challenge



How can we support challenge?

> Self-efficacy

> Attribution

> Offering rewards and praise

> Avoiding lavish praise

> Championing challenge

Notes:

Principles of Responsive Teaching

Notes:

Benefits of worked examples

- Shows pupils 'what to do' or the steps to success.
- Benefits all pupils at different learning points/needs.
- Allows teachers to be explicit about each step in the process.
- Breaks down more complex learning so pupils can focus on one part at a time.
- Pupils seem to learn better and more efficiently after using modelled work (Zhu and Simon, 1987).

What might a worked example look like in your subject/phase?

Notes:

Partially Completed Models

> Variation of a ‘worked example’

> More guided success

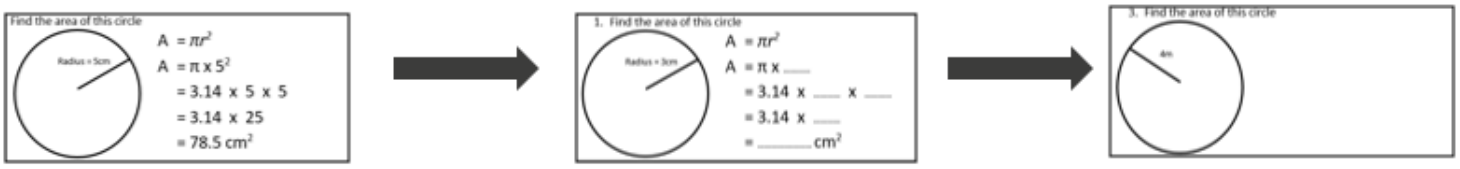
> Process orientated

> Pupils to complete the missing steps

> Checking whether students know the next step also provides a rapid test of prior knowledge (Kayluga and Sweller, 2004)

Notes:

Novice to Expert



> Fully guided instruction and worked examples.

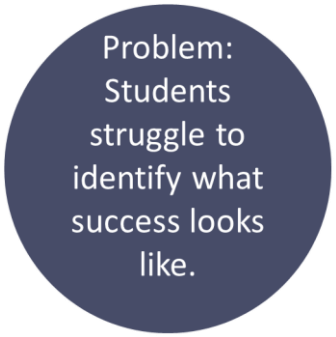
> Mix of guided instruction and problem-solving.

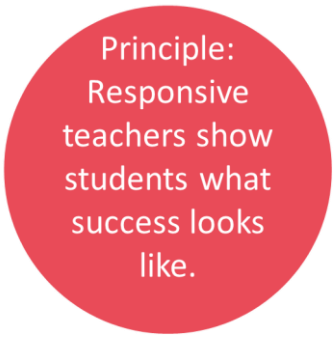
> Minimal guidance

Notes:

Reflection

How does responsive teaching help to combat the following problem and support the principle?





Notes:

How can we tell what pupils have learned?

Notes:

Scenario

Miss Adams has carefully planned her lessons using 'backwards planning'. She understands the end point that she wants her pupils to work towards. Lately, she has noticed that although her students are busy and calm during lessons, she is unsure exactly what they have learned by the end of the lesson.

Poor Proxies for Learning

'Easily observed, but not really about learning' **Coe (2013)**

1. Students are busy: lots of work is done (especially written work)
2. Students are engaged, interested and motivated
3. Students are getting attention: feedback, explanations
4. Classroom is ordered, calm and under control
5. Curriculum has been 'covered' (i.e. presented to students in some form)
6. (At least some) students have supplied correct answers (whether or not they really understood them, could reproduce them independently or knew them already).

Notes:

Reflecting on lessons

We can ask ourselves:

1. Did students really get it?
2. Are they ready to move on to the next lesson?
3. Did my approach to this lesson work?
4. Am I improving as a teacher?

Exit Tickets

- ✓ Quick (one-three questions)
- ✓ Simple (e.g. one step of the problem, not multi-step)
- ✓ Vary in question types (e.g. could be multiple choice or open)
- ✓ Inclusive
- ✓ Designed to yield data
- ✓ Can be completed fairly swiftly (< 5 mins)
- ✓ Can be assessed/marked quickly (15 mins max)
- ✓ Should come at the end of a lesson

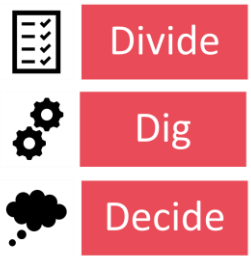
Notes:

Task: Exit tickets

Design an exit ticket for a lesson you have previously taught, or an upcoming lesson.

Pupils have completed the exit ticket, what's next?

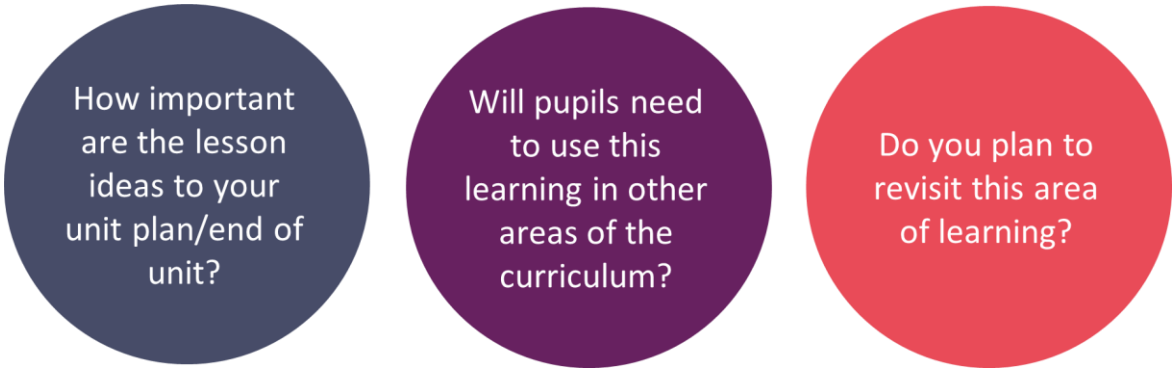
- What percentage of pupils got it right?
- What mistake did those who got it wrong make?
- Why did they make that mistake?
- What might have led to that misconception/confusion?



Divide	
Dig	
Decide	

Scenario

Miss Adams has decided to find out more about what her pupils know by giving them an exit ticket. 65% of her pupils answered their exit ticket correctly. She now must decide how much time to spend reviewing content. Should she accept that some students will not get it and move on, or risk wasting the time of students who have got it?

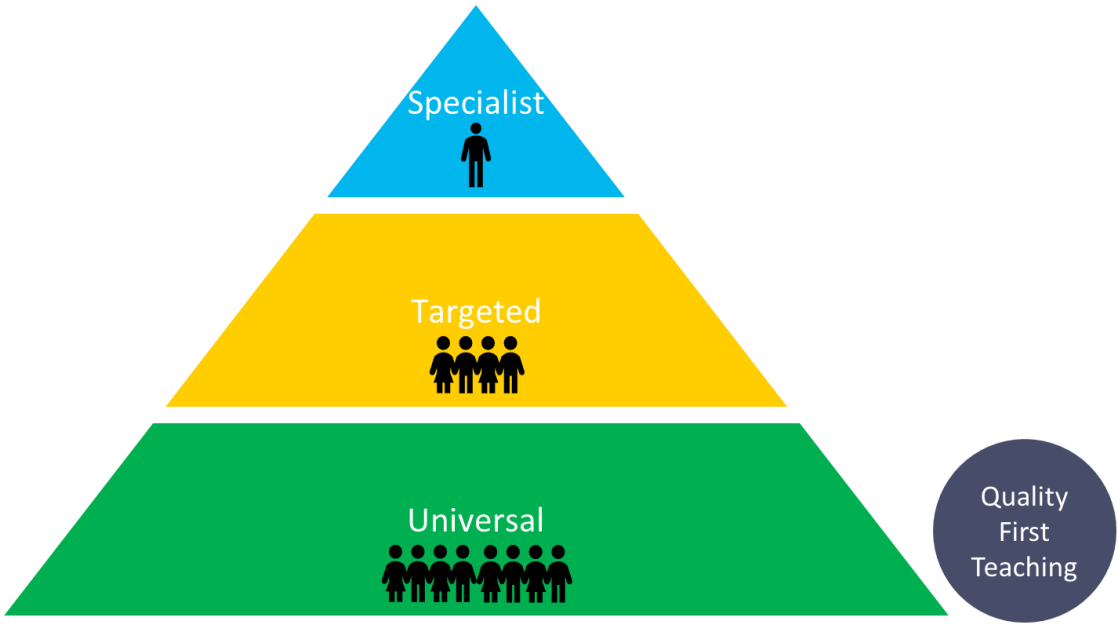


Notes:

Adapting Teaching

'Adapting teaching in a responsive way is likely to increase pupil success.' **Early Career Framework** (2019)

Waves of Intervention Model



Notes:

Adapting instruction

1. Removing unnecessary expositions
2. Use new examples
3. Include non-examples
4. Break modelling task into even smaller steps
5. Building in additional practice time

Notes:

Flexible Grouping

Notes:

Working with Teaching Assistants

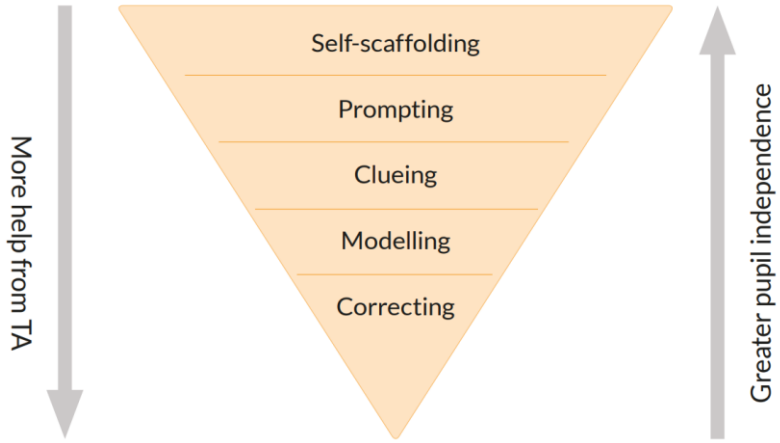
Recommendations for TA deployment:

1. Not used as a teaching resource for lower attaining pupils
2. Add value to teachers but not replace them
3. Make sure they are fully prepared for their role in the classroom
4. Use TAs to help pupils develop independent learning skills and manage own learning

EEF (2018) *Making best use of teaching assistants.*

Suggested tool	Example
Rotating roles	Teacher works with one group, TA works with another and other groups work independently or collaboratively. This then rotates each day so pupils receive equal support.
Visibility	Make TA's visible by asking them to demonstrate using equipment, writing on the whiteboard during the 'we' part of a lesson.
Teacher-triage	Teaching assistant moves around the classroom, identifying pupils who need further support and flags this to the teacher.
Flexible group support	Similar to rotating roles. These groups should change regularly based on end of lesson assessment.
Interventions	Sometimes TAs can be used for interventions for pupils who require more support. They must be trained in the area of support that they are providing e.g. phonics or a speech and language intervention.

Notes:


More help from TA
Self-scaffolding
Prompting
Clueing
Modelling
Correcting
Greater pupil independence

Notes:

How can we tell what our pupils are thinking?

Notes:

Scenario

Mr Singh always checks-in with his pupils before they start the task. He asks, 'Is everyone clear on what they need to do?' and most pupils respond positively, with a nod or a verbal yes. However, he finds that he is then having to correct misconceptions when pupils are in the process of their work. He wonders if there is a way to check this understanding more thoroughly before pupils begin their task.

He knows he cannot ask each pupil individually, so how can he make this check for understanding sustainable and timely?

Hinge Questions

Hinge questions are pre-planned multiple choice questions used at key points in the lesson to diagnose if students are ready to move on.

Criteria for using hinge questions

- Choose the hinge point in the lesson, where a learning objective should be understood by pupils in order to continue.
- Design each answer to reflect on just **one** misconception.
- Create distractors that are not too obvious.
- Use short questions
- Create questions that pupils can answer in 1-2 minutes.
- Limit number of questions but cover key misconceptions.
- Create questions that can be checked in 30 seconds.

Notes:

Hinge Questions: Video example

- How does the teacher link her exit ticket to her hinge question, without making it repetitive?
- How does the teacher adapt her lesson based on the responses from the hinge question?
- What is the overall effect of using a hinge question?
- What, if anything, has the teacher identified at the end of the task?

Task: Hinge Questions

Practice writing your own hinge question for a lesson you will teach or have taught. Think about the misconceptions that may arise and possible answers that pupils give.

Reflection

How might the use of hinge questions allow us to know what pupils are thinking?

How might hinge questions allow us to adapt our teaching?

How can we help every pupil improve?

Notes:

Scenario

At the end of the school day, Mr Hargraves is looking through his pupils' books. He notices that some pupils have shown misconceptions and errors in their work, but the responses are varied. He wants to give feedback to his pupils in order to improve on their work in tomorrow's lesson. He considers the following:

> How can I mark efficiently and effectively?

He checks in with his mentor who reminds him that 'feedback does not always mean marking' and explores the following:

> What are the alternatives to marking?

Notes on effective marking:

Scenario continued

Now that Mr Hargraves understands that he doesn't have to provide long, written comments for each pupil he considers the following:

> What feedback will move every pupil close to their goals?

> How can we ensure that pupils understand, act upon, and learn from feedback?

> How can we do this whilst ensuring pupils remain positive about their work rather than thinking their work is 'rubbish' or that they've failed?

Notes:

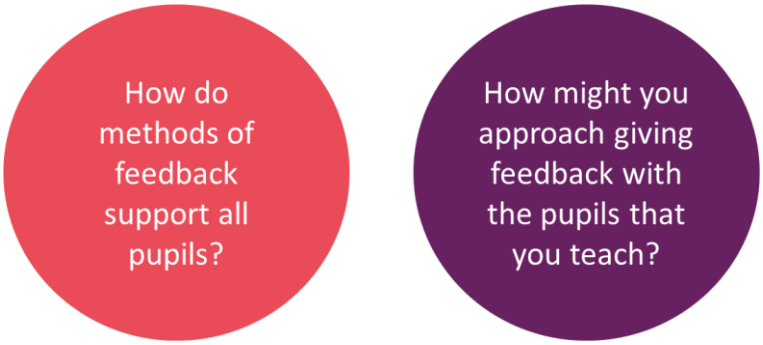
Methods of Feedback

 **Written** A pupil or teacher writes a response.	 **Verbal** A pupil or teacher responds through discussion. Asking and answering questions is a popular use of verbal feedback.
 **Peer Feedback** A pupil gives feedback to another pupil, this can be written, discussed or in the form of practical support.	 **Self-Assessment** A pupil checks their own work. Commonly, pupils may use success criteria or a modelled example to check their work.

Notes:

Reflection

How can we provide feedback to pupils in a sustainable way?



Implementation

- Identify a need
- Choose a change
- Choose a measure
- Commit to the change
- Change, refine, evaluate

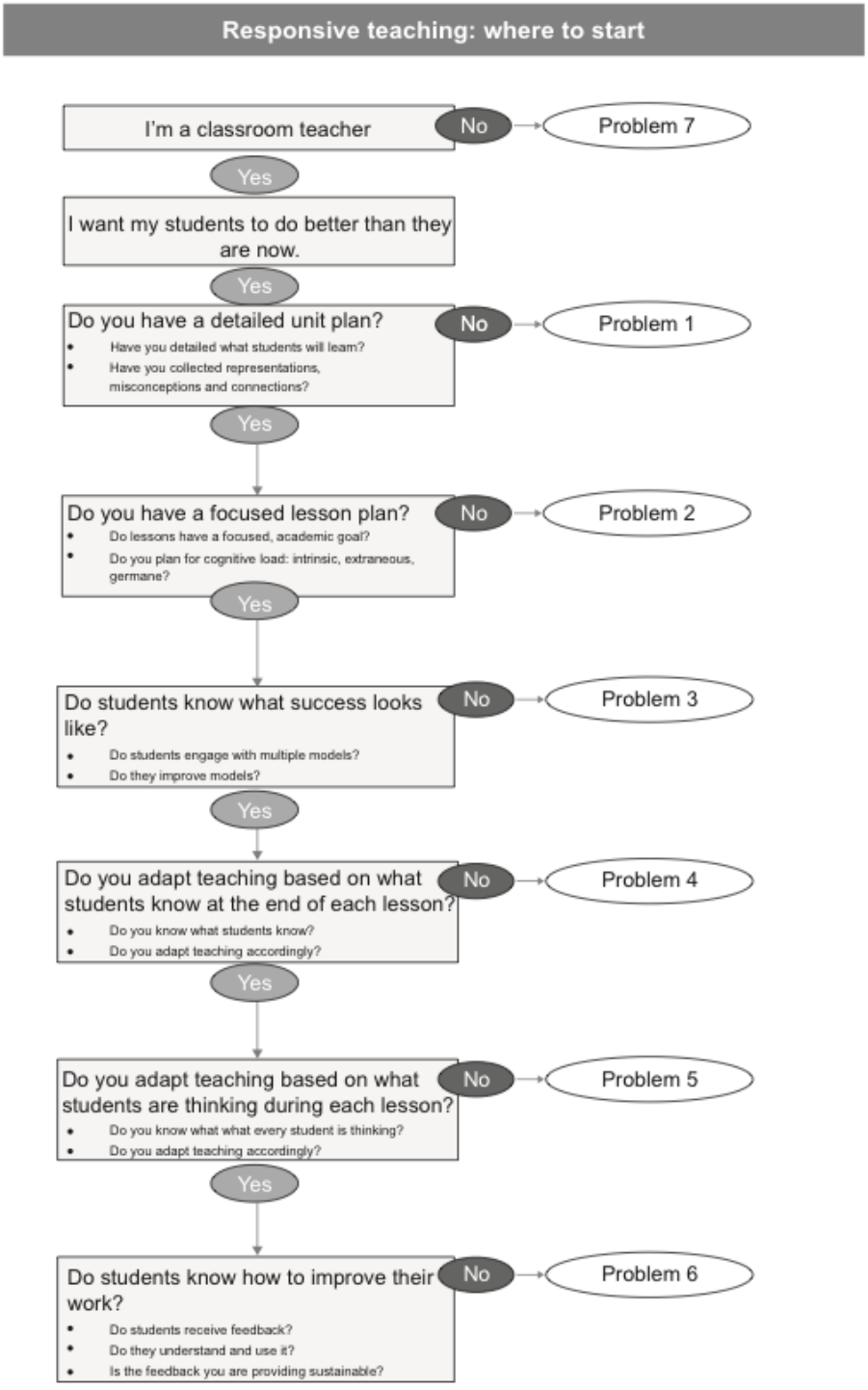


Figure 0.1 Responsive teaching - where to start

Notes on Implementation:

Reflection

Reflect on what you have learnt today. Consider the following questions:

> What impact will this have on your teaching?

> What impact will this have on your pupils?

> What is your main takeaway from today's session?

> Do you have any next steps? How will you hold yourself accountable for this?