



# Demonstrate pupil progress in all lessons across the school by embedding effective AfL techniques

*Prepared and presented by  
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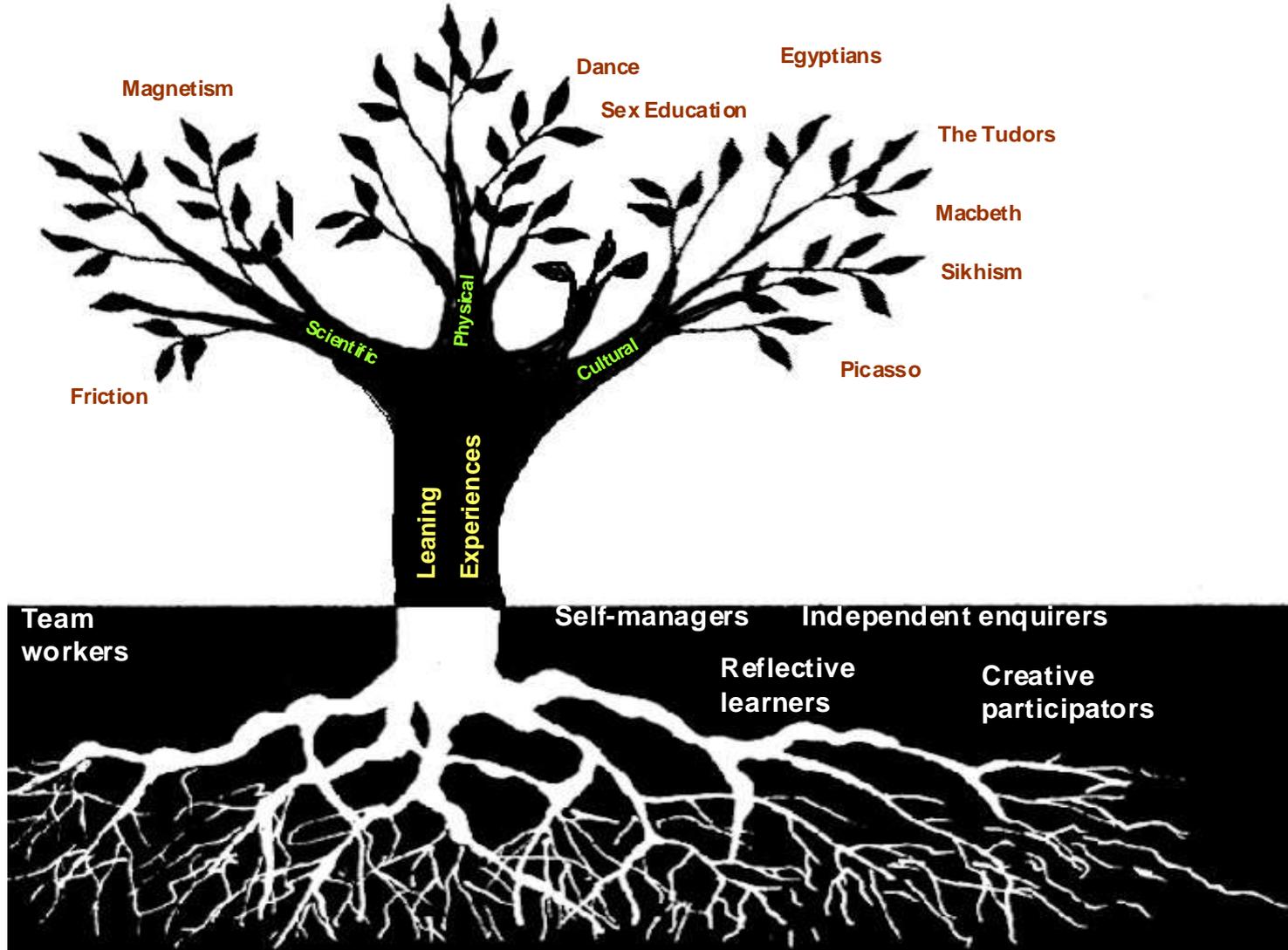
Your starter for 10 ...

What is the best evidence  
of pupil progress?



It is all about the appropriate learning culture in the classroom ...





# Growth (Mastery) Mindset: valuing learning

Having a growth mindset is about:

- being resilient in the face of frustration and failure; and
- having the ability to respond well to challenges, believing that effort can lead to success.

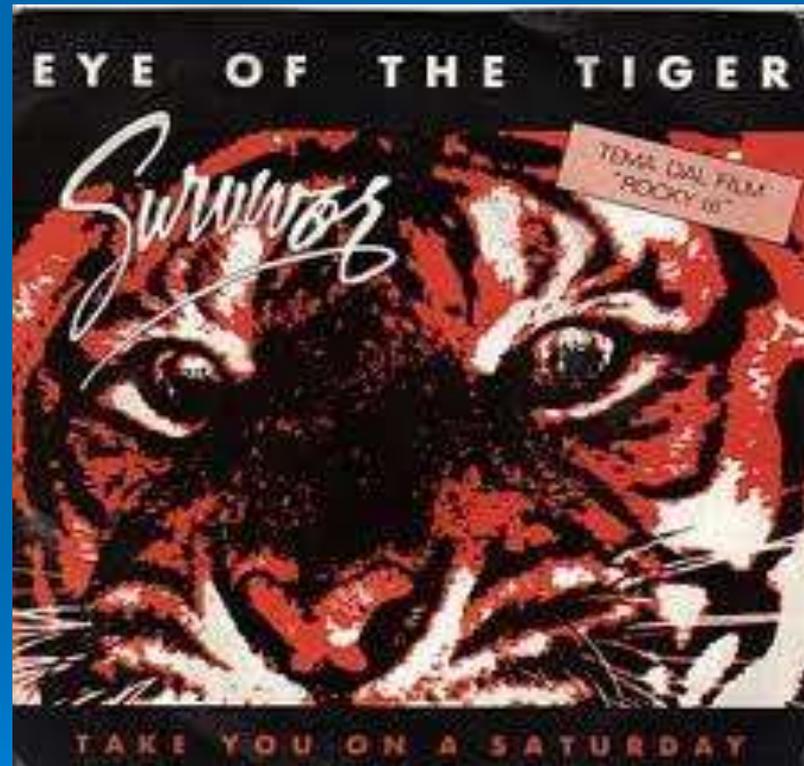
A growth mindset enables pupils to create and work towards *learning goals because they believe in themselves as learners with the capacity to improve*. It's about having a robust self-efficacy that shapes attitude, motivation and commitment to learning.

Pupils with a growth mindset tend to respond to failure by redoubling their efforts, because they have hope that they will succeed. The harder it gets, the harder they try. Seeing effort as the path to mastery, they persevere when the going gets tough and often talk themselves through difficulties. They have a positive, can-do, bit-by-bit mindset.

The mastery response means that these pupils are more attentive to what they can learn than to how good they look or how bad they feel.



# Eye of the Tiger!



It is time to take the stabilisers off...



“Failure is a great  
teacher”



Otherwise known as ....



It's hard to show you are making progress whilst sitting on your backside listening to the teacher ...

# How we learn ....

- As passive learners, we remember only 10% of what we read,
- 20% of what we hear,
- and 30% of what we see.
- When you teach someone else, you retain 70 % of what you teach.
- When you tell and show someone you retain 90% of what you say and do!

# OFSTED's commonest finding:

Assessment  
does not  
sufficiently  
inform teaching  
and learning.



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I TAUGHT STRIPE HOW TO WHISTLE



I DONT HEAR HIM WHISTLING



I SAID I TAUGHT HIM. I DIDNT SAY HE LEARNED IT



RIP  
BLAKE  
5-0

What are you doing differently in the lesson as a result of knowledge gained through the assessment of your pupils?



*main priority*

**Pupil Objectives:**

1. AO2 (i) Read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them
2. AO2 (v) Understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects

(PEE+ = C+)

*Too early for this group - replace with "The Monkey's Paw"*

Starter 5 mins	Introduction 10 mins	Development 20mins	Plenary 20 mins
<p>INTRODUCE lesson objective and warn that key words will be deleted – they need to remember this!</p> <p>Pupils in pairs to COMPLETE mix and match sheet to clarify overview of short stories</p>	<p>Display exam question and individual annotation</p> <p>Look again at 'The Schoolteacher's Guest' (pages 75-78) and 'Veronica' (pages 72-74) which deal with people's loyalty to a friend, neighbour or family.</p> <p>As a class, co-construct planning outline (just to show shape) -discuss planning formats, which one is most suitable, e.g. two way planning grid</p> <p><i>T.A. to work with Ben and Andrew (emphasis)</i></p>	<p>'Mining a quote' e.g. display meaty quote from the story and ask pupils in pairs to generate as many ideas as possible about this quote (competitive focus – e.g. First to 15?)</p> <p>DISTRIBUTE range of 'meaty quotes' stuck on sugar paper, which are rotated around the groups. Challenge is to get as many ideas on paper within given time (10mins)</p> <p>Model a 'J-Lo' paragraph (specific reference to)</p> <ul style="list-style-type: none"> <li>• Reference to the reader</li> <li>• Compare and contrast</li> <li>• Talking about more than one word</li> <li>• Mini quotes</li> <li>• Precise analysis of effect</li> </ul>	<p>Pupils complete another 'J-Lo' paragraph (ideally with a memory challenge e.g. cover the model but display success criteria or vice-versa)</p> <p><i>Also, use "but more strongly" plenary to check that all pupils have consolidated the learning</i></p> <p><u>GUIDED GROUP</u> • Jenny, Sam, Paul, James - emphasis on independent inference</p>

# So, what are the techniques we should be using in the classroom?

Dylan Wiliam has clarified the important elements as:

- ***Sharing learning intentions,***
- ***engineering effective classroom discussions,***
- ***formative feedback,***
- ***activating learners as resources for each other***
- ***activating learners as owners of their own learning***

# Some practical strategies ....

**“Tap into the talent in the room”** – instead of the facilitator providing input in the early stages, begin by drawing out what learners already know by getting them to seek out information from each other (e.g. trio discussion).



# 8 schools project – key message 1

It is fundamental that pupils have a clear understanding of what they are trying to learn (**learning objectives**), how they can recognise achievement (**learning outcomes**), what good looks like (**success criteria**) and why they are learning this in the first place (that is, the bigger picture)

# Immersion



# Fascinators ...

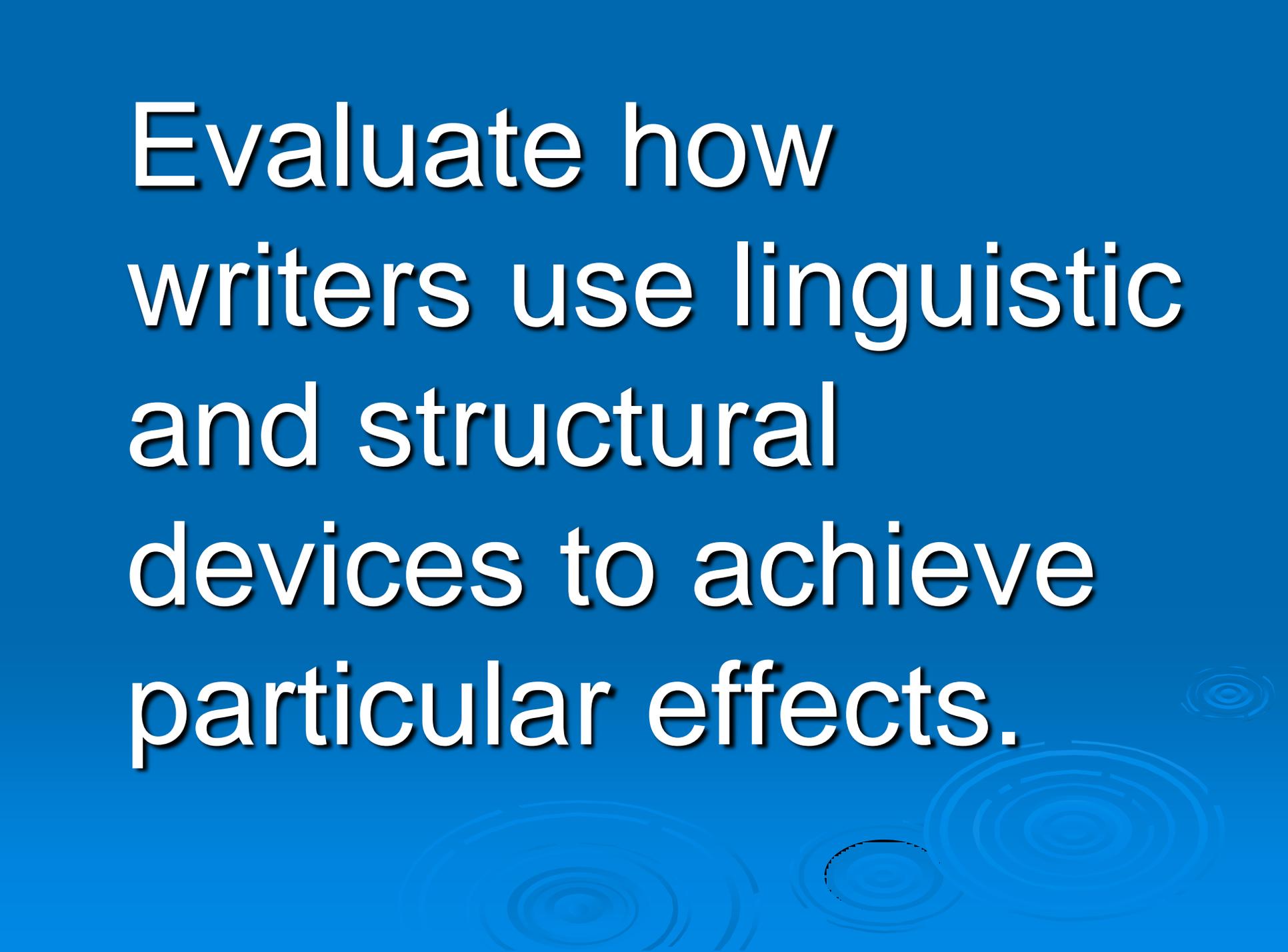


# The pen of power

- **'Pen of power'** technique – select a pupil to come to the front and use the 'pen of power' to highlight key words within the objective and to explain their choices.



Evaluate how  
writers use linguistic  
and structural  
devices to achieve  
particular effects.



# Delete Petite

- **Delete objective word by word** during the lesson. Challenge pupils to remember correctly by the end.



# Guess who ?

- **Distribute a range of learning objectives to pupils individually and, at the end of the lesson, ask them to work in groups to discuss who thinks that they have that lesson's correct objective in front of them and how they know.**



# 8 Schools Project Report

## Key message 2

Pupils' progress is accelerated when they are clear about the success criteria for the intended outcomes and are able to judge the quality of their work and know how to improve it. This requires teachers having a good understanding of progression in the key concepts and skills in their subject.

# The reality ...

Ofsted findings report that students are often unclear about what they are learning and why



# Success criteria: The Cinderella aspect





# Extra Extra ...

- Give pupils a list of possible success criteria plus **extras**. Ask them which should be **deleted** and why



# The competition

- Use group work – each group generates a list of possible success criteria. These can then be critiqued by the class and the “best” ones used



# Pupil generated success criteria

1. Teacher “doing it wrong”
2. Presenting something wrong or incomplete
3. An excellent example
4. Products
5. Sloppy success criteria
6. Uplevelling
7. Demonstrate (visualiser)
8. Retrospective generalisation

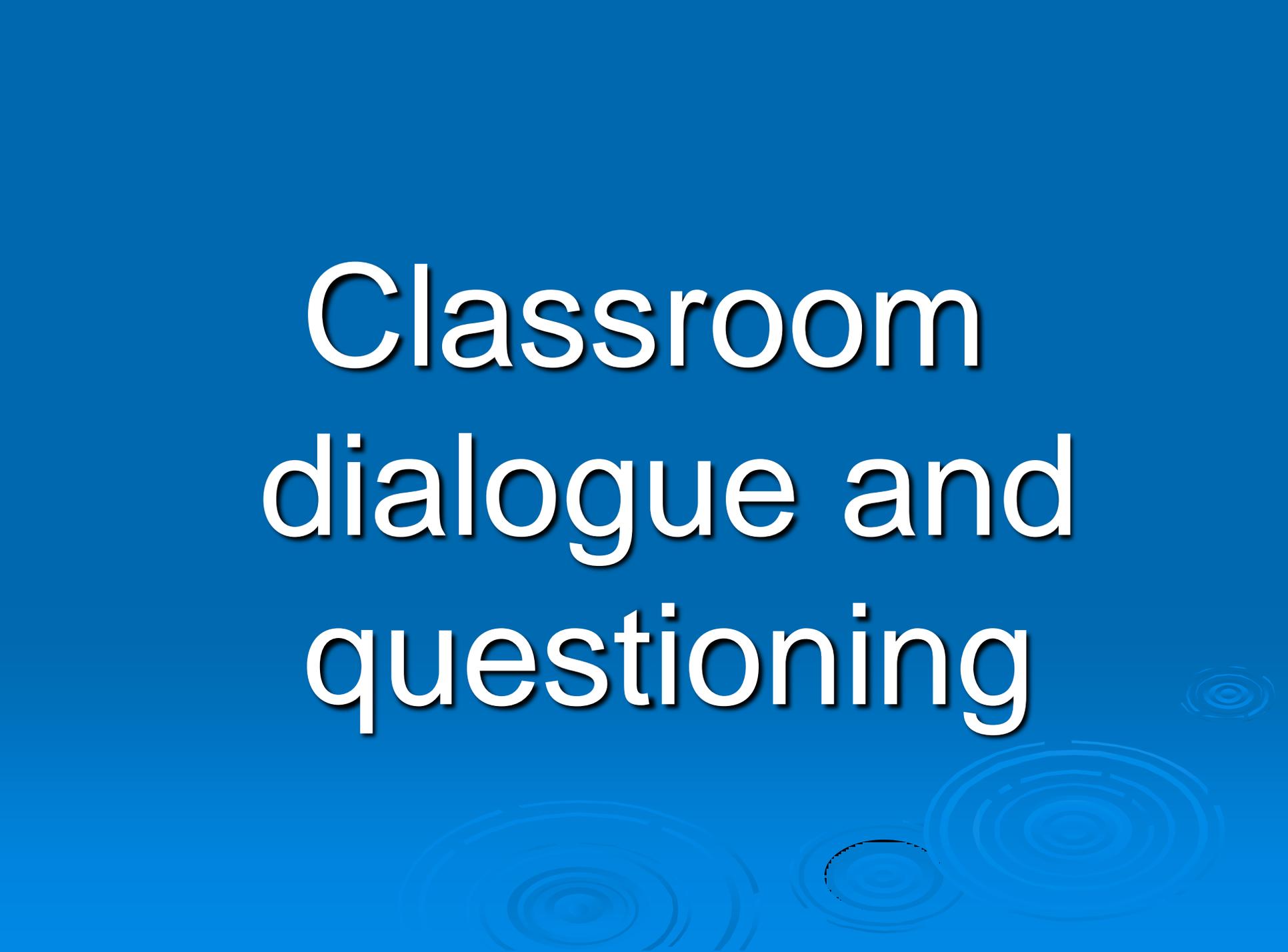
As adults, when we are engaged in a task we are continually, and instinctively, reviewing and adapting as we go along. Pupils don't automatically do this – how can we encourage this behaviour?



# “Cream of the crop?”

- **C**ome to a stop
- **R**ead what you have produced so far
- **E**valuate your work against the success criteria
- **A**sk yourself - “Is this my best effort?”
- **M**ake one small change before carrying on

# Classroom dialogue and questioning



# “Word Poverty”

By the age of just three children from impoverished environments use less than half the number of words spoken by their more advantaged peers.



What else might be causing  
“word poverty”?



What does teacher-  
student dialogue  
usually look like?



# Whole class discussion 1

**Teacher:** Remember the bell. There's the bell [*holding up a bell in front of the class*]. You did the experiment. If you held onto this bit here where the wires were [*indicating*], did you notice anything there?

**Jason:** There were sparks there.

**Teacher:** Heat, did you notice some heat?

**Jason:** There were sparks from there.

**Teacher:** There were?

**Jason:** Sparks.

**Teacher:** There were some sparks, yes. Let's just ignore the sparks a minute...some heat. There was a little bit of heat there with that one.

## Whole class discussion: Example 2

**Teacher:** Those of you that think he should not have changed his name, I'd like to hear your reasons, some of your reasons. Matthew?

**Matthew:** One reason is because Chang is part of his history, his life, his um culture, like if, he, just 'cause he changed schools he didn't have to change his name, and even if they're all American, he lives in a Chinese part of town, and uh, it's his culture, all behind him, what, he does Chinese ceremonies and stuff, and um, he just shouldn't have changed his name, 'cause all his culture and stuff.

# Ceri Morgan HMI

The magical moment  
of interaction between  
teacher and learner ....



Questioning  
needs to  
become  
discussion



# **Feedback and feed-forward: How formative feedback contribute to independence**

The background of the slide is a solid blue color. In the lower right quadrant, there are several faint, concentric circles of varying sizes, resembling ripples in water or a decorative pattern.

# Professor John Hattie's research ...

- Looked at 50,000 studies.....
- Reminds us that effective feedback has the largest effect size of all
- Talks about the importance of “assessment literate pupils”



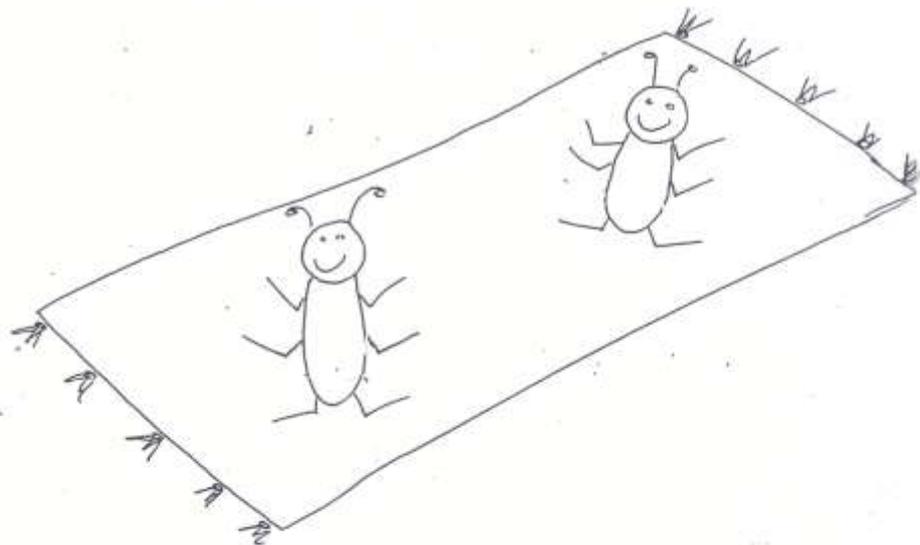
Question .....

What do you think Hattie means by “assessment literate” pupils?



# Some issues with feedback ....





TWO BUGS NOT A RUG



Well done Anthony, you  
can order words in  
a sentence and you  
can identify initial  
phonemes.

“Well done. Next time expand your ideas in more detail.”

“Very good effort. Have another look at how the last paragraph - could you develop your idea further by introducing another quote from the play?”

“This is a very interesting story James, but remember to check your spellings!”

# Hattie has refined his view of feedback;

- The mistake I was making was seeing feedback as something teachers provided to students—they typically did not, although they made claims that they did it all the time, and most of the feedback they did provide was social and behavioral. It was only **when I discovered that feedback was most powerful when it is from the student to the teacher that I started to understand it better.** When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged—then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible.

Hattie, 2009; 173 [my emphasis]

# More issues with feedback

## How clear is the feedback we give the students?

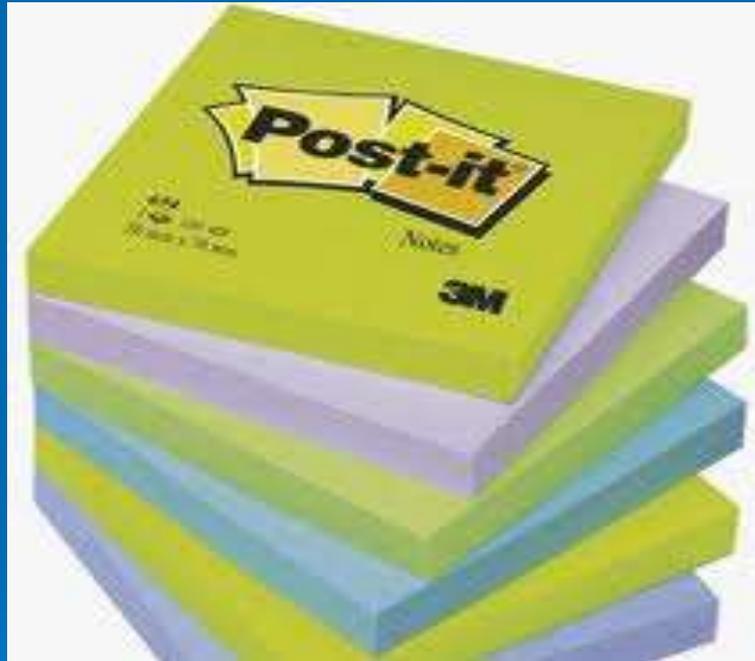
- 'you must try harder'
- 'develop these ideas further'
- 'good work keep it up'
- 'more detail needed here'
- 'Use paragraphs'

## How does the student interpret feedback?

- 'This is one of my best because my hand writing is neat, I checked my spellings and I put in the date'
- How?
- 'A tick means he probably likes it'
- 'there is a lot of writing at the end—this means it's bad'
- What sort of detail?
- If I knew how to use paragraphs I would have used them

# “Post it and plant it” feedback

.....



We need more **DIRT** in  
lessons ....

(**D**edicated **I**mprovement and  
**R**eflection **T**ime)



# Feedback frames

- **R**ead feedback carefully
- **A**sk if you don't understand what is written down
- **D**ecide which improvement you are going to make first
- **I**ndicate which success criteria you are working on
- **C**olour of progress is purple – remember your purple pen!
- **A**sk your partner to look at your improvements and to give you honest feedback
- **L**ink your work to the feedback given by your teachers by telling them what you have done and why

# The “purple pen of progress”





# Delayed gratification ...



## Make them work for it!

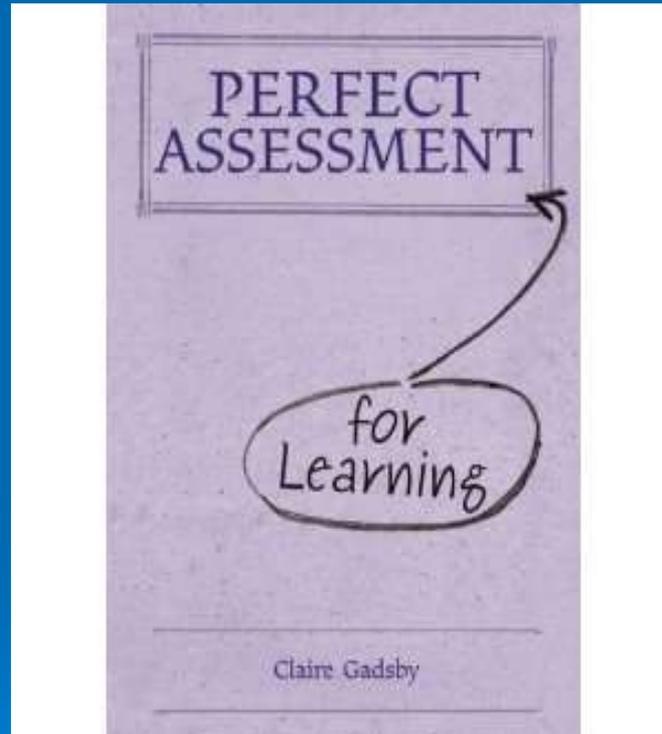
# Make them find the connections...





What can we  
learn from the  
space shuttle?

# More practical ideas coming soon ...



# Contact details...

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