

Handout 1.4: Professional enquiry task cards

Differentiation, support and challenge Professional enquiry task card 1		Question: Do Challenge cards help maintain flow of challenging work and time on task?		
Enquiry rationale: Time on task and flow of challenging work are two essential drivers of attainment (Wang et al 1993). To achieve this, teachers need to be skilled at observing learning and have strategies that respond to individual need for additional challenge.				
Organising the enquiry: <ul style="list-style-type: none">• Work with at least one other colleague. A triad is ideal as enquiry activity can be sustained if one teacher becomes unavailable.• Agree a timescale. Keep it manageable but commit to staying on track. Try the Challenge cards in at least three lessons. Sometimes things don't work the first time you try but a second attempt gives a truer reflection of impact.				
Step 1 Identify the pupils you want to target or the learning need you want to address. For example, identify individuals you think need more challenge.	Step 2 Plan to measure impact: When you know who and what you are trying to impact consider how you will know if you have achieved it, eg gathering a sample of views (short interviews or a questionnaire) about challenge from your target group. Repeat this after using the Challenge cards.	Step 3 Plan your Challenge cards making sure they create cognitive conflict. Think about how you are going to monitor learning so you will know when to use the Challenge cards.	Step 4 Observation: You may wish to do the first lesson unobserved though using a video camera would be helpful. Take turns observing each other for about 20 minutes in your second and third attempt. The observer is looking to see what happens to pupil engagement/attitude/ thinking when the card is added.	Step 5 Review/evaluate: Meet together to evaluate the impact of the Challenge cards. For example, discuss: <ul style="list-style-type: none">• What was the impact of the cards?• What did pupils think about their impact?• What do teachers observe when they decide further challenge is needed?

Differentiation, support and challenge Professional Enquiry task card 2		Question: Do Pattern cards (see Handout 2.4) allow you to organise pupils to maintain differentiated but appropriate pace for all pupils?		
Enquiry rationale: Creating an engaging pace can encourage teachers to make teaching inputs and learning opportunities move along quickly. It can mean that, for some, however, opportunities for sustained effort and autonomous working are curtailed. Pattern cards can help scaffold learning and support those who need it while promoting extended work for others.				
Organising the enquiry: <ul style="list-style-type: none">• Work with at least one other colleague. A triad is ideal as enquiry activity can be sustained if one teacher becomes unavailable. You might like to co-plan the lesson with a teacher from a parallel class.• Agree a timescale. Keep it manageable but commit to staying on track. Try Pattern cards in at least two lessons.				
Step 1 Identify target pupils that you want to observe most closely. Identify the pupil learning need you are trying to address. For example, do you want to chunk learning activities for some while allowing others to work independently over an extended time frame?	Step 2 Once you know what outcomes you are trying to achieve plan how you will measure impact . Your observer could watch a lesson, observe target pupils and complete an on/off task audit. Repeat this for your target lesson and compare, and/or ask some or all pupils to complete a learning log for the same two lessons and compare their attitudes to pace and challenge.	Step 3 Prepare a set of Pattern cards and plan the points in the lesson when you anticipate using them. Think about how you will organise your classroom to make space for mini-plenaries or inputs.	Step 4 Observe target pupils. Look for signs of on/off task behaviour at pre-determined intervals. Look for evidence of differentiated input organised using the Pattern cards; sustained effort, provision of appropriate support, or additional challenge in order to sustain pupils' progress.	Step 5 Review/evaluate: Meet together to evaluate the impact of the differentiated teacher input facilitated through use of Pattern cards. For example, consider: <ul style="list-style-type: none">• Was progress sustained? Did differentiated input enable this?• What did pupils think about the progress they made? Did they think Pattern cards had a positive

Design your own enquiry process – sample questions and rationale

Differentiation, support and challenge Professional enquiry task card 3		Question: How are a target group of lower ability pupils supported to engage with appropriately challenging tasks while addressing the issues which slow their progress?		
Enquiry rationale: Pupils may have low levels of literacy but high cognitive ability, eg EAL pupils. Alternatively, because a pupil's literacy skills are limited it is difficult to engage them with material which might offer more challenge. In these two examples how would we create cognitive challenge while maintaining a focus on developing their literacy skills?				
Organising the enquiry: <ul style="list-style-type: none"> • Work with at least one other colleague. A triad is ideal as enquiry activity can be sustained if one teacher becomes unavailable. You might like to co-plan the lesson with a teacher from a parallel class. • Agree a timescale. Keep it manageable but commit to staying on track. 				
Step 1	Step 2	Step 3	Step 4	Step 5

Design your own enquiry – question provided

Differentiation, support and challenge Professional enquiry template		Question: How do you know if you've achieved 'match'?		
Enquiry rationale:				
Organising the enquiry:				
Step 1	Step 2	Step 3	Step 4	Step 5
Empty space for steps				

Design your own enquiry – blank template

Differentiation, support and challenge Professional enquiry template		Question:		
Enquiry rationale:				
Organising the enquiry:				
Step 1	Step 2	Step 3	Step 4	Step 5
Empty space for steps				