



Training session 2

Effective strategies for improving learning

Presenters name

XX.XX.XX



Aims of the session

- To consider what kinds of support are the most effective in helping students make progress.
- What does this look like in the classroom?
- Working in partnership with students and teachers:
 - Giving better feedback.
 - Helping students develop greater independence through improving metacognition.
 - Using Student Passports as a vehicle for supporting metacognition.



**Whole
school**

Teachers

Teaching assistants

Does Every Child *still* Matter?



- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic wellbeing

Consider the work from Training session 1



- Points from Training session 1 – teaching assistants and support staff present ideas and trial outcomes ...
- Consider the impact/how these ‘new ways of working’ help improve outcomes for vulnerable groups ...

Making an impact in a new way...



- New research (Higgins et al) demonstrates that how teaching assistants are used can be extremely effective in narrowing gaps in attainment.
- It is important that TAs don't simply do things for a young person and create a 'learned helplessness'; they need to be proactive in using proven, evidence-based techniques.
- This may require a new way of working, but is essential in order to meet modern needs and work effectively in partnership with teaching staff.
- Let us consider two 'high impact' methods:
 - feedback
 - meta-cognition and self-regulation.



Effective Feedback (1)

- Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals.
- It should aim to (and be capable of) producing improvements in students' learning by redirecting or refocusing either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.
- This feedback can be verbal, written, or can be given through tests or by means of ICT and can come from a teacher, teaching assistant or peer.



Effective Feedback (2)

Providing Effective Feedback can be very challenging. However, research (Higgins et al) suggests that it should:

- be specific, precise and clear (for example, ‘This was good because of the way you...’ as opposed to just ‘correct’ or ‘well done’)
- compare what a learner is doing right now with what they have done wrong before (for example, ‘I can see you were focused on improving X as it is much better than last time’s Y...’)
- encourage and support further effort (getting a balance between support and challenge) and be given sparingly so that it is meaningful (as too much feedback can stop learners working out what they need to do for themselves).

Effective Feedback (3)



(cont'd)

- provide explicit guidance on improvement and 'how to', not just tell learners when they are wrong
- support this with effective professional development for all staff – everyone involved in learning processes

Wider research suggests the feedback should be about complex or challenging tasks or goals – high aspirations – as this is likely to emphasise the importance of effort and perseverance as well as being more valued by the learners. Feedback can come from other peers as well as adults (support staff).



Feedback activity

In groups consider the following:

1. What is Effective Feedback?
2. How does that compare with the feedback students currently receive in our school?
3. What can be done to support students' by giving feedback that is specific, accurate and clear?
4. What vocabulary/language could be used?
5. What do we need to do or change to ensure that students get more Effective Feedback, more often?



Metacognition (1)

- Meta-cognitive and self-regulation strategies (sometimes known as ‘learning to learn’ strategies) are teaching approaches which make learners think about learning more explicitly.
- This is usually by teaching learners specific strategies to set goals, and to monitor and evaluate their own learning.
- Overall these strategies involve being aware of one’s strengths and weaknesses as a learner, such as by developing self-assessment skills, and being able to set and monitor goals.
- They also include having a range of strategies to choose from or switch to during learning activities – a menu to choose from.



Metacognition (2)

Developing metacognitive and self-regulation skills is challenging. However, research (Higgins et al) suggests that it should:

- teach that approaches which encourage learners to plan, monitor and evaluate their learning have very high potential, but require careful implementation
- teach learners explicit strategies to plan, to monitor and to evaluate their learning, and give them opportunities to use them with support, and then independently
- when using approaches for planning, ask learners to identify the different ways that they could plan (general strategies) and about the best approach for a particular task (specific technique).

<http://educationendowmentfoundation.org.uk/toolkit/approaches/metacognitive-and-self-regulation-strategies>



Metacognition (3)

- Monitoring involves identifying the key steps they need to be aware of as they go through a task to keep it on track. (Where might this go wrong? What will be the difficult parts?)
- Evaluating can be part of the process of checking so that it feeds into the current task as it nears completion. (Can you make it better? Are you sure this is right?) It can also feed forward into future tasks. (What have you learned that will change what you do next time?)

Metacognition and self-regulation activity



In groups consider the following:

1. What is metacognition?
2. What might it look like in your school/setting?
3. What can be done to support students' thinking and ability to plan, monitor and evaluate their learning?



Consider some of the points – can you restructure and be more effective?

- Schools need to develop 21st century models of support.
- We MUST consider the ‘modern child’; old fashioned systems do not meet current needs.
- Provision cannot be made when required with lengthy systems and out-of-date processes.
- All staff need to understand this in order to appropriately support the 21st century learner.

Developing a draft manifesto...



- Consider roles within the new working arrangements in groups.
- What are you going to do to support the new ways of working and establish highly effective partnerships?
- How can you evidence impact and inform future practice?