

Geoff Hannan Workshop: OFSTED- Deep Dive Best Practice indications for Narrowing Attainment Gaps

- Time managed well-especially allowing for a plenary at the end where pupils show their learning
- Sequentially extended times on task
- Uses and teaches steps: importantly Descriptive-Reflective-Speculative (see below)
- Taught to the 'top of the class'
- (Usually) 'teach-do, teach-do' rather than sustained blocks of teaching or doing
- Teacher explanations clear and pupil understandings tested
- Teacher models operations and processes
- Teacher facilitates the developing of meta-cognitive skills e.g 'Go for Five' - Thinking Frames- Writing Frames- Scaffolds- Note taking- Descriptive-Reflective-Speculative sequencing.
- Scaffolds consistently used and not removed too early-especially for children with SEN
- Teacher friendly and encouraging
- High levels of praise

Contraindications

Poor behaviour management/disruption

Praise levels low

Low teacher expectations leading to:

- pupils displaying low confidence and low expectations of success
- slow (and boring) lessons
- too much teacher repetition
- too much writing
- inappropriate 'ability' groupings
- slow progress over time

Inadequate teaching/modelling and learning steps leading to:

- not enough time/too much time engaged in whole-class teaching
- an over-reliance on resources (such as worksheets)
- poor recall of information
- poor understanding of concepts
- not enough time given for students to verbalise their learning
- no clear end to the lesson (with lack of adequate plenary)
- poor time management

High levels of pupil on-task talk

Best Practice indications

- Collaborative learning structures should be used- especially pair work and partner learning
- Using 'Talk with your partner' in response to questions

- Sharing resources so communication is required
- Paired writing and paired reading opportunities
- Sequences such as Think-Communicate-Write and Read-Think-Communicate should be common to practice
- Collaborative practices include rotation and variety (see below)

Classroom talk may be inhibited by:

- poor oracy skills of pupils (and thus a greater need for it in the classroom!)
- low teacher skills in facilitating on-task talk
- teacher reluctance (e.g. a fear of losing control)
- too much writing (to show evidence of coverage/progress)

Contraindications

In poor lessons, usually little or no use is made of Partner Learning which leads to:

- over-reliance on the pupil's individual learning skills (with significant likely weaknesses related to Gender and Social Circumstance)
- too much individual activity (too much writing again)
- not enough reading (especially paired reading) to sustain/enhance and develop literacy skill levels
- lack of variety and poor learning 'diet'

Learning objectives, high challenge and immediate purpose

Best Practice indications

- Learning objectives should be displayed and referred to throughout the lesson
- Pupils should be able to explain what they are learning rather than just what they are doing
- Pupils should understand the relevance of the learning and be able to explain *why* they are learning it
- Learning objectives should be used as checklists for students to log, evidence, revise and recall their progress
- Learning objectives should correlate directly to teacher assessment processes and progress monitoring
- Challenge should be high and communicated e.g. 'You will find this difficult but stay with it and you will be able to do it!'
- New learning should be used/applied *in* the lesson e.g. 'At the end of the lesson we will have quiz on X'
- New learning should be 'shown off'/articulated *especially at the end of the lesson*: for example, 'tell your partner what you have learnt this lesson'
- Previous learning should be revisited briefly before moving on e.g. within a starter
- Pupils should understand the progress expected and find satisfaction achieving it

Example

In today's lesson you will be learning:

- what *persuasive writing* is and ways it is commonly used (Descriptive)
- why persuasive writing is used (Reflective)
- some effective ways to write persuasively (Speculative)

Starter/Hook

Learning Partner work, verbal:

'A' -you want your friend to play a computer game with you. 'B' - you want to go to the cinema

Try to persuade your partner around to your way of thinking.

Thinking time-one minute: workout what you are going to say.

Role-play time- two minutes.

Debrief

Lesson Steps

Plenary

'A' explain three techniques commonly used in persuasive writing.

'B' show 'A' two examples of persuasive writing you have looked at today and explain how the author has used the techniques.

Filling in Learning Log/Can Do List

I can use persuasive writing in a range of contexts.

Evidence: pages....

I can recognize persuasive writing when I read it.

Evidence: pages....

Mixed-Ability Teaching

- Setting and ability grouping is strongly related to under-attainment (especially amongst boys and disadvantaged pupils.)
- Teaching to the end of Key Stage 3 (at least) should be mixed ability with group differentiation used only as a short-term enrichment to narrow gaps.
- Most effective Differentiation takes place on a one-to-one/Learning Partner level and appropriate resources should be available in all classrooms (including over- learning for the 'less able' and extension materials for the most able.

Pedagogy

- Setting and ability grouping leads to low teacher expectation and increases gaps in attainment
- Lower and mid-range ability students and boys progress faster in mixed-ability classes
- Students from socio-economic backgrounds D/E (4/5) progress faster in mixed-ability classes
- The self-concept of students from socio-economic backgrounds D/E is considerably improved in mixed-ability classes
- Behaviour is better in schools with a mixed-ability ethos
- High attaining students in mixed-ability classes benefit in the development of life skills, especially leadership skills, inter and intra-personal skills development if given some proximal learning helping roles in classes and are ideally extended by individualised programmes of study

Endowment Foundation, NFER et al.

**TCI Research, Education*

Best practice indications:

- High levels of collaborative mixed-ability activities
- Classroom resources bank of differentiated materials
- Teacher support to low and high attainers during tasks