**Pupil Progress**

**Secondary NQT CPD Package**

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**Resource Pack**

*To be completed alongside viewing the accompanying video.*

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**Activity 1**

*Aims: To explore barriers to progress.*

*This reading activity links to Part 1 of the video, What Could Be Preventing Pupil Progress?*

*First, read the extracts below from Mark Roberts and Daniel T Willingham and make notes and reflections as you read. After reading both extracts, reflect on how both writers discuss different barriers to sustained progress and how teachers can be proactive in helping students overcome these barriers.*

**An extract from *Chapter 3: Peer Pressure* by Mark Roberts (*Boys Don’t Try? Re-thinking Masculinity in Schools*, 2017)**

When I was at school, there were only a few rules. These rules were simple, consistent, and upheld zealously:

* Never put your hand up
* Try not to answer questions correctly
* Don't hand in homework
* Avoid showing enthusiasm for learning.

A compliant and popular student, I rarely broke the rules.

The rules listed above weren't official school rules, of course. I can just about remember a few of those. Standard stuff about black footwear, not swearing at teachers, and not wearing Guns N' Roses or Metallica badges on your blazer. I ignored these rules and was punished for doing so.

No, the rules were informal. These rules were unofficial, unspoken, and deeply intuitive. This list was for boys — well, not all boys, just the popular ones: the hard, the sporty, the non-victimised. Some girls chose to follow these rules. That was fine. That was welcomed. But mostly, these rules were for male pupils. The normal ones anyway. Failing to observe these implicit edicts was a big mistake, leading to hassle, ostracism, and, occasionally, peer group violence.

Even I — a skilful sheep, profoundly attuned to the pervasive culture of indifference, disruption, and defiance — messed up at times. Sometimes, I'd find my right hand had involuntarily jerked skywards during questioning. Before I knew what was happening, and before I'd had time to consider the negative effect on my reputation, I'd be offering an impulsive, fatally correct answer.

Eventually, the toll of pretending to be thick for an easy life of acceptance and popularity was too much. My mental health suffered and my behaviour — never great at best — became impeccably outrageous. Exclusions for fighting, bullying, and persistent disruption put even greater distance between me and academic success, and greater distance between me and my parents. Naturally enough, this violent, brutish behaviour earned me greater respect among my most "masculine" peers.

***Notes:***

**An extract from *Chapter 3: Why do Students Forget Everything I Say?* by Daniel T Willingham (*Why Don’t Students Like School?*, 2009)**

Think Carefully About Attention Grabbers

Almost every teacher I have met likes, at least on occasion, to start class with an attention grabber. If you hook students early in the lesson, they should be curious to know what is behind whatever surprised or awed them, right? But attention grabbers may not always work. Here's a conversation I had with my oldest daughter when she was in sixth grade.

Dad: What did you do in school today?

Rebecca: We had a guest in science. He taught us about chemicals.

Dad: Oh yeah? What did you learn about chemicals?

Rebecca: He had this glass that looked like water. But when he put this little metal thingy in it, it boiled. It was so cool. We all screamed.

Dad: Uh-huh. Why did he show you that?

Rebecca: I don’t know.

The guest surely planned this demonstration to pique the class's interest, and that goal was met. I’m willing to bet that the guest followed the demonstration with an age-appropriate explanation of the phenomenon, but that information was not retained. Rebecca didn't remember it because she was still thinking about how cool the demonstration was. You remember what you think about.

Another teacher once told me she wore a toga to class on the first day she began a unit on ancient Rome. I am sure that got her students' attention. I am also sure it continued to get their attention-that is, to distract them- once the teacher was ready for them to think about something else.

Here is one more example. A guest in a biology class asked the students to think of the very first thing they had ever seen. The students mulled that question over and generated such guesses as "the doctor who pulled me out", "Mom," and so forth. The guest then said, "Actually, the first thing each of you saw was the same. It was pinkish, diffuse light coming through your mother's belly. Today we're going to talk about how that first experience affected how your visual system developed, and how it continues to influence the way you see today." I love that example because it grabbed the students' attention and left them eager to hear more about the subject of the lesson.

As I alluded to earlier in the chapter, I think it is very useful to use the beginning of class to build student interest in the material, or as I put it, to develop the conflict. You might consider, however, whether the beginning of the class is really when they need an attention grabber. In my experience, the transition from one subject to another (or for older students, from one classroom and teacher to another) is enough to buy at least a few minutes of attention from students. It's usually the middle of the lesson that needs a little drama to draw students back from whatever reverie they might be in. But regardless of when it is used, think hard about how you will draw a connection between the attention grabber and the point it’s designed to make. Will students understand the connection, and will they be able to set aside the excitement of the attention grabber and move on? If not, is there a way to change the attention grabber to help students make that transition? Perhaps the toga could be worn over street clothes and removed after the first few minutes of class. Perhaps the "metal thingy" demonstration would have been better after the basic principle was explained and students were prompted to predict what might happen.

***Notes:***

After reading both extracts, reflect on how both writers discuss different barriers to sustained progress and how teachers can be proactive in helping pupils overcome these barriers.

|  |  |
| --- | --- |
| 1. Do you believe Roberts’ experience is typical of peer pressure in schools? Have you experienced this attitude in schools before? |  |
| 1. How could Roberts’ behaviour ‘rules’ damage pupils’ progress and those around them? |  |
| 1. What can teachers do to discourage these ‘rules’? |  |
| 1. What do you think about Willingham’s comments about ‘attention grabbing’ or ‘hooks’ at the start of lessons? |  |
| 1. Do you think engagement is important for progress and success in school? Why? |  |
| 1. How can teachers ensure that engaging activities have long term impact on learning? |  |

***Notes:***

**Activity 2**

*Aims: To explore the impact of a teacher’s language.*

*This activity links to Part 2 of the video, How To Motivate Pupils To Achieve Their Potential And Developing A Success Culture In The Classroom*

*Read the statements on the left of the table, before deciding if it contributes to a success culture or not. Explain your thoughts in the final column and critically evaluate the impact these statements have on a classroom’s culture.*

|  |  |  |
| --- | --- | --- |
| **Statement** | **Checkbox Crossed with solid fillCheckbox Checked with solid fillIs this statement contributing to a success culture?** | **Explain your thoughts  (Carefully consider the message this statement gives to pupils.)** |
| 1. **“What we’re going to do today is going to be challenging.”** |  |  |
| 1. **“Pens down, eyes on me… thank you. I’m going to explain the activity.”** |  |  |
| 1. **“Give this a go and come up to my desk if you find it difficult.”** |  |  |
| 1. **“I know this is boring, but it’s on the exam  so you have  to do it.”** |  |  |
| 1. **“I’m very proud of how we’ve achieved today.”** |  |  |
| 1. **“I’ve made an easier version of this sheet for the blue and the red tables.”** |  |  |

***Notes:***

**Activity 3**

*Aims: To consider how data can inform future planning.*

*This activity links to Part 3 of the video, Using Data Effectively In The Classroom.*

*Imagine your pupils have just completed a 20 question online quiz on a challenging topic: (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.) The generated results spreadsheet you have received tells you that the class is at very different points in learning. 14% have scored 8/20 or below and require in class intervention from you before they can move on to the next topic. 56% of pupils scored between 9 and 15/20 and 30% scored 16 or above.*

*Plan your next lesson in which pupils reflect on their scores. What can you do to drive progress?*

|  |  |  |
| --- | --- | --- |
|  | **What activities will these pupils do during the Reflect and Progress lesson?** | **What are the long-term plans to ensure progress?** |
| **Pupils who achieved in assessment** |  | * Calling parent/carers? * Postcard home? * Challenging reading lists provided? * ………………………………………… * ………………………………………… * ………………………………………… |
| **Pupils who not yet secure and who have underachieved** |  | * Calling parent/carers? * Targeted questioning? * Modelling and guided practice? * Extra home learning? * ……………………………………….. * ……………………………………….. * ……………………………………….. |
| **Pupils who have not achieved at all and need intervention** |  | * Calling parent/carers? * Intervention? * Scaffolding? * Exemplar responses? * Revision techniques? * Access arrangements? * ……………………………………….. * ……………………………………….. |

***Notes:***

**Activity 4**

*Aims: To develop understanding of retrieval practice.*

*This activity links to Part 4 of the video, Progress Over Time: What Works?*

*One of the most effective strategies for improving pupils’ progress over time is embedding regular retrieval practice into lessons. Choose and add to the list below of possible activities, before planning a short series of lessons in which to use them.*

* Pupils fill in the blanks for key vocabulary learnt e.g., Recycling becomes R\_c\_c\_i\_g
* ‘ZigZag’ your lessons together so that last lesson’s plenary becomes the starter for today.
* Create a retrieval grid in which pupils choose questions to answer but set a target of points to achieve and more difficult questions are worth more points.
* Give multiple choice questions where three are very nearly correct and explicit knowledge is needed to identify the answer.
* Make anagrams out of key vocabulary for the pupils to solve.
* Create a table in which pupils must match key words to the correct definitions.
* Provide low stakes quizzes which are not focused on competition.
* Pupils complete a short quiz at the start of the lesson and then answer the same quiz at the end of the lesson, with the teacher rewarding not only the pupil(s) who has gained the most but also the pupil(s) who has made the most progress between the two.
* Give spaced practice questions where pupils answer questions from 2 weeks ago, 1 week ago and yesterday.

**Your own retrieval activities:**

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| --- | --- | --- |
|  | **Example** | **Your lessons** |
| **Topic** | How to write a formal letter |  |
| **Key knowledge** | Address positions  Appropriate salutations  Correct sign offs  Paragraphing |  |
| **Key vocabulary** | Acknowledge  Anticipate  Convenience  Recipient |  |

**Planning the content:**

**Planning retrieval practice:**

|  |  |
| --- | --- |
| **Lesson 1** |  |
| **Lesson 2** |  |
| **Lesson 3** |  |
| **Lesson 4** |  |
| **Lesson 5** |  |

**Reading List**

* Bennett, T., (2020) *Running the Room*, Woodbridge: John Catt Educational Limited
* Berger, R., (2003) *An Ethic of Excellence: Building A Culture of Craftsmanship with Students*, Heinemann
* Black, P. and Wiliam, D., (2006) *Inside the Black Box: Raising Standards Through Classroom Assessment.* GL Assessment
* Coe, R., (2015) *CEM IB World Regional Conference: What Makes Great Teaching?*
* Harford, S., (2018) *Assessment – what are inspectors looking at?* [Blog] Ofsted blog: schools, early years, further education and skills, Available at: <https://educationinspection.blog.gov.uk/2018/04/23/assessment-what-are-inspectors-looking-at/> [Accessed 11 January 2021]
* Hendrick, C., Macpherson, R. and Caviglioli, O., (2017) *What Does This Look Like in The Classroom? Bridging the Gap Between Research and Practice*, Woodbridge: John Catt Educational Limited
* Jones, K., (2019) *Retrieval Practice*, Woodbridge: John Catt Educational Limited
* Myatt, M., (2016) *High Challenge, Low Threat*, Woodbridge: John Catt Educational Ltd.
* Nuthall, G., (2007) *The Hidden Lives of Learners*, Wellington, New Zealand: NZCER Press (New Zealand Council for Educational Research).
* Pink, D., (2019) *Drive*, Amsterdam: Uitgeverij Business Contact
* Sherrington, T., (2019) From *“I’ve done it” to “I’ve learned it”. Terminate the tyranny of the task*. [Blog] Zest for Learning… into the rainforest of teaching, Available at: <https://teacherhead.com/2019/06/23/from-ive-done-it-to-ive-learned-it-terminate-the-tyranny-of-the-task/> [Accessed 11 January 2021]
* Sherrington, T., (2019) *The #1 problem/weakness in teaching and how to address it*. [Blog] Zest for Learning… into the rainforest of teaching, Available at: <https://teacherhead.com/2019/10/04/the-1-problem-weakness-in-teaching-and-how-to-address-it/> [Accessed 12 January 2021]