

Year 7 Learning Walk Overall Findings

Date: 17.11.15

Teachers seen: ABL, JB, SAR, HD, AJF, TNS, ASP, BI, AG, PTR, GMB

Subjects seen: LBACC, Maths

Teachers taking part: JCK, JPB, RGB, JLH, RS, 3 X PGCE, 1 X governor (Robert Hemsworth)	Novice	Emerg-ing	Embed-ded	Expert	Master
Feedback & Marking/DIRT is making an impact on learning		✓			
AfL is making an impact on learning				✓	
There is a range of pedagogical techniques				✓	
Numeracy and Literacy is effectively developed		✓		✓	
Pupils are encouraged to use a growth mindset				✓	
Culture of Excellence and Accomplishment			✓		

High quality learning / best practice observed:

Marking & Feedback:

- Not much seen: first day of week two of the challenge.
- In one lesson pupils responding to feedback and doing it independently. Had another page of ideas from the teacher of what they could also add. They knew and were using the literacy codes.
- Verbal feedback during a research lesson.
- Evidence of purple pen.

AFL:

- Pupil leaders peer-assessing and deciding if the class needs more time to do work and teacher changing the plan if they do
- Lots of questioning: bouncing questions
- Using challenging questions to get pupils to explain, to check whether they understand it
- Pupils helping each other to get the answer to relay to the teacher
- Pupils predicting what they are going to learn, the teacher writing that on the board and after AFL, the teacher adding to that the next thing they are going to learn after that one
- True/False activity to AFL last lesson
- Teacher constantly monitoring pupils in Art
- Pupils bouncing questions to recap what happened last lesson.

Pedagogy:

- Group research: one person going from the group to steal other groups' ideas and bringing it back to the team
- Pupils allowed to choose how long they needed for a task and how long they wanted to do it once started
- Timing: you've got until this song finishes
- Different approaches to grouping seen
- Interviewing each other
- Following on from a science lesson, pupils watching extracts of 'Downton Abbey' and discussing them to learn about Spanish flu – also using tablets

Pedagogy Continued:

- In each classroom something different, but all of them a nice atmosphere
- Pedagogy based on relationships first
- All classes, a quiet authority
- All pupils engaged and enjoying the lesson.

Literacy & Numeracy

- Reading and teachers listening to pupils reading
- Feedback to a pupil who teacher was listening to – how to use the punctuation to improve the reading, and having a conversation about reading
- Interview techniques: remembering key words from last lesson that help, e.g. ‘how?’, ‘why?’ etc. and success criteria on the board
- Highlighting key / important bits of a piece of writing.
- When correcting spellings, only asked teacher if it was really hard. High level of independence in getting and using dictionary
- Dates: how long ago was that?
- How many people died in the Spanish Flu epidemic? Working it out.
- Working out population and bearings on maps.

Growth Mindset

- Relationships between pupil and teacher
- Atmosphere in every classroom really positive
- All getting on with it = growth mindset
- Independent: using dictionary, thesaurus, tablets to find answers
- Did not seem to want the teacher’s attention all the time
- Aiming high
- ‘can do this’ embedded as the culture
- Growth mindset term used with pupils by a teacher.

Excellence and Accomplishment

- Pupils making a judgement of what is the best
- Girls seemed more accomplished than boys overall
- Wish to ‘raise their game’ from the last challenge
- More professionalism in Year 7 than pupils in other years
- No ‘fear’ of noise in the classroom – a ‘buzz’: useful noise
- Drafting and redrafting
- Remaking stencils as the first was poor – their own choice
- Boys being told to slow down.