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Posts Move, Goals Don't
 @LCLL_Director (Vivienne Porritt)

Have Pupils Made One Year's Progress for One Year's Teaching? (Or Hopefully Even More Progress)

How Do You Know?

Photo Credit: Sammo

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BIG Focus - Great TAL

Quality of Teaching	Assessment	Expected Learning Gains	Pedagogy	Student Behaviour	Delivery Focuses On	Outcome
↑	Closes the Gap	Retaught (Tighter)	Refined & Fluent	Inter-dependent	The Learner (Looser)	Wisdom & Growth
	Defines Curriculum Excellence	Structured & Sequenced (Tight)	Researched & Practised	Engaged	The Plan (Tighter)	Achievement
Increasingly Higher Quality of Teaching	Consistent	Weakly Defined (Loose)	Silver Bullets	Increasingly Compliant	The Activities (Tight)	Missed Opportunities
	After Thought	Incidental & Haphazard (Loose)	Ineffective	Disruptive	Survival (Loose)	Lack of Progress

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Great Teaching

- Is improved by informed collaborative planning and evaluation.
- Is enhanced by teacher's strong subject and pedagogical knowledge.
- Must be based on high expectations of what each pupil can achieve.
- Requires the establishment of an orderly classroom environment.
- Is enhanced by professional development focused on improving progress and outcomes for pupils.

Coe, R. et al (2014) What Makes Great Teaching? Review of the Underpinning Research

What Do You Do in Meetings?

Is the core of the meeting given over to professional instruction or discussion of what (knowledge) and how to teach (pedagogy) core concepts and ideas in your subject?

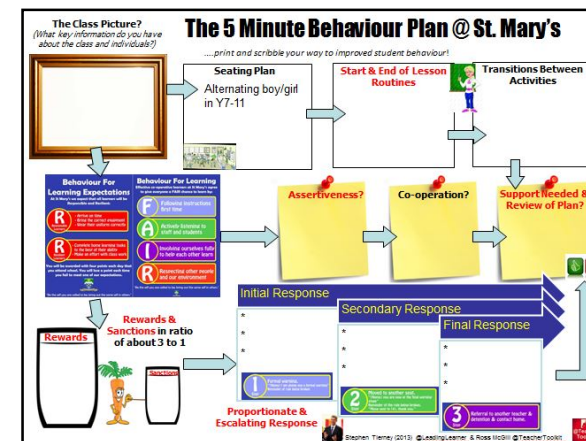
Are common misconceptions identified and ways of preventing them or addressing them agreed?

Are assessments for future units or topics discuss, agreed and then expanded on so every teacher understands the standard of excellence required?

Are schemes of learning rigorously reviewed soon after teaching so shortcomings can be identified and addressed whilst still fresh in teachers minds?

What Would You Rather Do?

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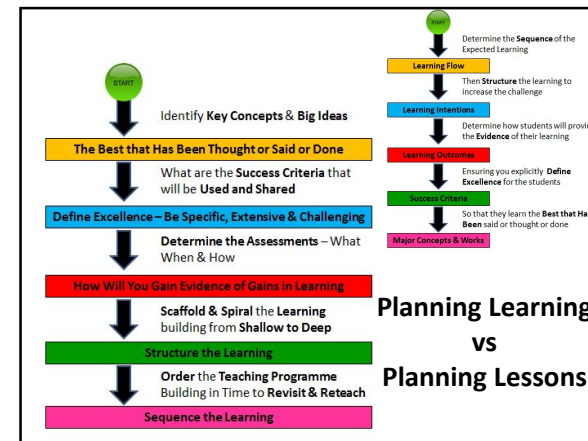


Teaching Goal 1

Plan the learning; find out what pupils know & teach accordingly.

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Photo Credit: Sammo



TEACHING AND LEARNING PLANNER

BIG PICTURE
Solve one-step problems involving multiplication and division by calculating the areas of using appropriate 'T' S objects and pictorial representations.

To count in 10's, 5's and 2's

STICKABILITY
Understand the language – groups of, share, lots of, sets of, equal.
Understand the difference between grouping and sharing
Understand when counting in multiples of 2 – say even numbers
Mult of 10 numbers and in 0
Mult of 5 end in 5
What most students take away?

MAKING STUDENTS' LEARNING VISIBLE

ASSESSING PRIOR LEARNING
Counting has been pre assessed as ongoing classwork.
Assess each integer as come to using number fans/objects to regroup.

SUCCESS CRITERIA
- Understand double the number means add the number to itself. Half means split the number into 2 equal parts.
- Recognise 'lots of', sets of, groups of.
- Can do division as sharing, division as grouping.
- Apply in problem solving context.

ASSESSING ON-GOING LEARNING
Chart in class will track counting progress.
Use of exit tickets

CHALLENGING LEARNING GAINS

KNOWLEDGE & UNDERSTANDING
MULTIPLICATION – procedure of double and having.
MULTIPLICATION – Describe what is happening and use of correct words.
Division – Link doubling and halving.
Apply – problem solving practical
Extended abstract – Predict and create

SUBJECT PROCEDURAL SKILLS & HABITS OF MIND
Reasoned
Application of skills in different contexts
Reasoning – children reasoning in their own way

ATTRIBUTES & SKILLS OF LEARNER
Ability to attend, organise, create, structure, produce, discuss.
Resilience.

FLOW

1. **Double and Half**

- Double
- Half
- Inverse

2. **Multiplication**

- Numicon to intro vocab and modelling repeated addition
- Arrays – simple linked to 2's, 5's and 10's.
- Practical problems

3. **Division**

- Sharing
- Grouping
- Practical problems

4. **Solve practical problems involving all of the above.**

STICK

Solve involving division answers objects represent To count

Understand the groups of, share equal.

Understand the between group

Understand what multiples of 2 – numbers

Mult of 10 number

Mult of 5 end in or 0

FLOW

- Double and Half**
 - Double
 - Half
 - Inverse
- Multiplication**
 - Numicon to intro vocab and modelling repeated addition
 - Arrays – simple linked to 2's, 5's and 10's.
 - Practical problems
- Division**
 - Sharing
 - Grouping
 - Practical problems
- Solve practical problems involving all of the above.**

CRITERIA

stand double number means

half means

equal parts.

lots of, sets of.

division as

grouping problem

context

TEACHING AND LEARNING PLANNER

BIG PICTURE
To develop pupil's composition skills
To improve compositional development

STICKABILITY
How to compose effectively for a range of instruments
How to compose creatively, both melodically and holistically

MAKING STUDENTS' LEARNING VISIBLE

ASSESSING PRIOR LEARNING
Listening test on pieces of music - pupils to describe the mood of music, compare and contrast pieces of music to discern interpretations of the story behind the music.

SUCCESS CRITERIA
To compose a piece of music with a range of melodies, counter-melodies, accompaniment and stylistic idiomatic features, to create descriptive music to a given brief.

CHALLENGING LEARNING GAINS

KNOWLEDGE & UNDERSTANDING
To define and combine the key conventions in melodic writing, such as the rule of three, rhythmic/motivic development and arch shape (rising and falling pitch over a length of time) – SOLO (MS)

To analyse existing melodies from well-known pieces of classical music as examples of good melodic writing

SUBJECT PROCEDURAL SKILLS & HABITS OF MIND
Reading music notation and rhythms

You've Arrived

To compose a piece of music with a range of melodies, counter-melodies, accompaniment and stylistic idiomatic features, to create 'descriptive music' to a given brief.

MILESTONE

To create a stylistic and idiomatic 'background' for the melodic content already composed. This should include a range of instruments suitable to the musical setting of the brief, and use tempo, texture, dynamics, pitch, rhythm and timbre creatively to not overpower the melodies.

MILESTONE

To write effective countermelodies to form background music against the main themes in a piece. These countermelodies will not detract from the main melody, but will provide contrast using differences in pitch, rhythm, dynamics, appropriate instrumentation and timbre.

MILESTONE

To write effective melodies to suit the main characters in a story using appropriate instruments, tempo, pitch, rhythm, dynamics, timbre and key to accurately represent that character.

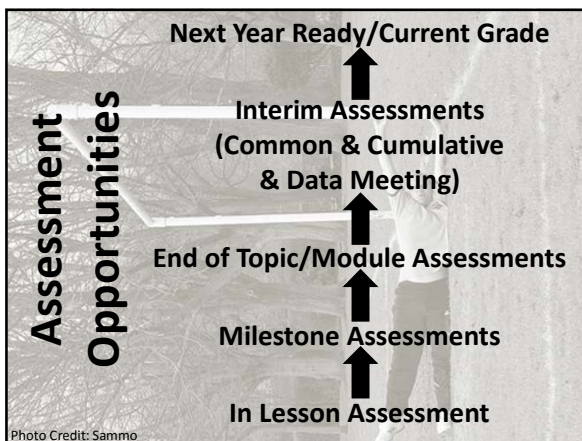
Great Assessment

- Must support teaching and promote learning.
- Must help close the learning gap between current and expected learning.
- Must be meaningful and manageable.
- Must raise aspiration and encourage pupils to work hard.

Grain Size Matters

Less Assessment for Leaders

More Assessment for Learners



Assessment Design

Assessment Matrix	Should Know	Shouldn't Know
Did Know	As Expected	Raise Expectations
Didn't Know	Easy Pickings	Future Learning

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Acknowledgement: Visible Learning (2009) by John Hattie. Thanks to @TimLeunig

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Assessment Goal 2

Pre-plan assessments to help define curriculum excellence.

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Photo Credit: Sammo

Pre-Planned Assessments Setting the Standard

Adding & Subtracting Fractions:

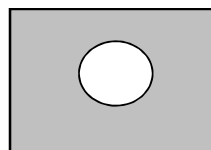
$$1/2 - 2/8 =$$

$$2a/2ab - 4/8b =$$

Expansion of Metals Conceptual (Extended Abstract)

What will happen to the size of the hole, in the middle, if the metal sheet is evenly heated?

- A piece of metal with a hole in the middle:



- A. Stay the same size
- B. Increase in size
- C. Decrease in size
- D. None of the above

Forces Acting on a Skydiver Conceptual (Extended Abstract)

Year 9 Assessment

Using a velocity time graph describe and explain the changes in velocity (referring to acceleration, deceleration and terminal velocity) during a skydive.

Photo Credit: Heaven's Gate (John) via Comflight cc

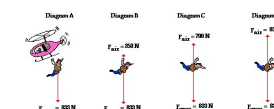
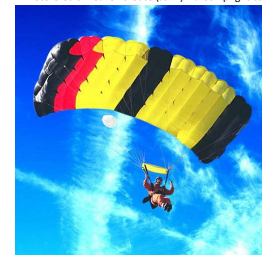


Photo Credit: www.physicsclassroom.com

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Life After Levels

*This is Primarily a Curriculum Issue
not Simply a Data Issue*

*Too Many Schools are Rushing to
Create New Labels
(which don't mean anything)*

Assessment Goal 3
**Find out what
pupils don't know
and teach them it.**

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Photo Credit: Sammo

Year	Maths	English	Science	History	Geography	Art	Music	Physical Education	PSHE	Other	Total
Y7	100	100	100	100	100	100	100	100	100	100	1000
Y8	100	100	100	100	100	100	100	100	100	100	1000
Y9	100	100	100	100	100	100	100	100	100	100	1000
Y10	100	100	100	100	100	100	100	100	100	100	1000
Y11	100	100	100	100	100	100	100	100	100	100	1000

GCSE English Q by Q Analysis

GCSE Maths Q by Q Analysis

	Place Value	Equivalent Fractions and Perc	Stem and Leaf	Forming Formulae	Linear Equations	Decimal Multiplication	Forming Equations for the Area	Angles in Parallel Lines	Questionnaires	0 Construction	1. Functional Percentage Increase	2. Algebra Manipulation	3 Prime Factors, HCF, LCM	4 Functional Proportion	5 Box Plots	6 Cumulative Frequency	7 Angles in Polygons
2	0	1	0		3	4	2	4	0	4	7	1	0	1	2	0	
3	2	0	3		4	0	1	3	0	4	1	0	1	2	0	0	
2	2	3	3		0	4	2	2	0	4	6	3	0	1	1	0	
2	0	2	0		0	4	0	4	0	4	2	3	1	2	0	0	
2	0	3	3		4	1	0	2	0	4	3	0	0	2	0		
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3	2	3	0		0	4	0	3	0	0	1	3	4	2	1	0	
3	2	1	0		2	4	0	3	0	4	6	3	4	2	4	0	
3	2	0	2		0	4	0	3	0	4	8	3	0	1	3	0	
1	1	1	0		4	0	0	3	0	0	1	0	0	0	0	0	
2	2	2	0		4	4	3	3	0	4	8	3	4	2	3	0	
2	2	3	3		4	4	3	0	4	9	5	4	2	2	4		
Number of 0	0	4	3	7		4	2	7	0	13	3	0	2	5	4	4	12

DAFITAL Meeting Planner & Record

Re Teach – What? How?

Possible Review of Scheme of Learning:

Sub-Group Underachievement

PP Group (by HML Ability)	Support (Who? How? When?)
Higher:	
Middle:	
Lower:	

Extra Support
Who? How? When?

In Meeting Revisions

Re-teach/In-Class	Extra	PP
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Impact of Interventions

Re-teach/In-Class	Extra	PP
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Report: 'Terney' (2015) @LearningLeader & Ross McCall @TeacherToolbox

Great Learning

- Involves the systematic development of knowledge.
- Requires pupils to think hard about what they are learning and respond with perseverance to feedback.
- Requires learners to take responsibility for becoming increasingly independent and interdependent.
- Is enhanced through enriching relationships.

SOLO Taxonomy of Learning

SOLO TAXONOMY
(after Biggs and Collis 1982)

<p>Define Identify Do simple procedure</p>	<p>Define Describe List Do algorithm Combine</p>	<p>Compare/contrast Explain causes Sequence Classify Analyse Part/whole Relate Analogy Apply Formulate questions</p>	<p>Evaluate Theorise Generalise Predict Create Imagine Hypothesise Reflect</p>
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●

Prestructural

▮

Unistructural

▮▮▮

Multistructural

▮▮▮▮

Relational

▮▮▮▮▮

Extended abstract

Acknowledgement: Produced by Pam Hook @arti_choke | http://pamhook.com/wiki/The_Learning_Process

To write effective melodies to suit the main characters in a story using appropriate instruments, tempo, pitch, rhythm, dynamics, timbre and key to accurately represent that character.

Learning Intentions:

1. To define and combine the key conventions in melodic writing, such as the rule of three, rhythmic/motivic development and arch shape (rising and falling pitch over a length of time) – *SOLO (MS)*
2. To analyse existing melodies from well-known pieces of classical music as examples of good melodic writing before composing their own melodies for two given characters – *SOLO (R)*
3. To compose (create) music in a suitable key (major or minor) reflecting on how the key can change the nature of the music representing a character – *SOLO (EA)*

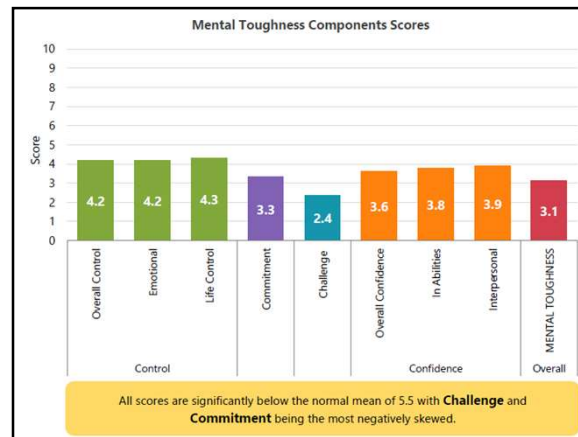
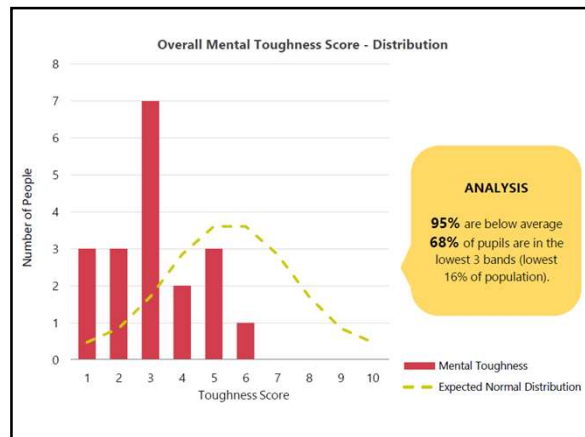
These two characters will be chosen from one of two storylines (compositional briefs)

Assessment:

- Assessment criteria will be based upon the learning intentions of appropriate instruments, tempo, pitch, rhythm, dynamics and timbre.
- Performance of melodies to the class to see if melodies suit the given character.
- Peer/teacher feedback will be given on the overall sound of the melody and any improvements to be made > DIRT

Mental Toughness

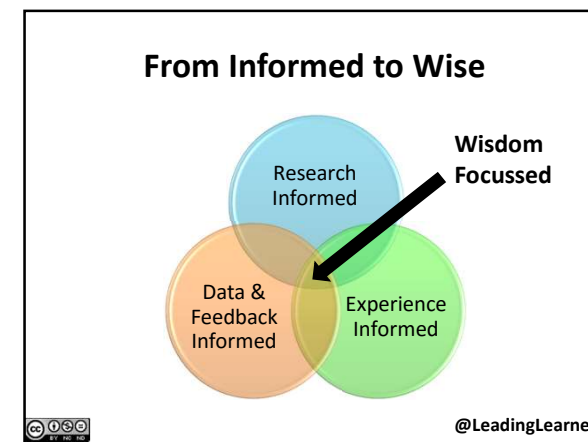
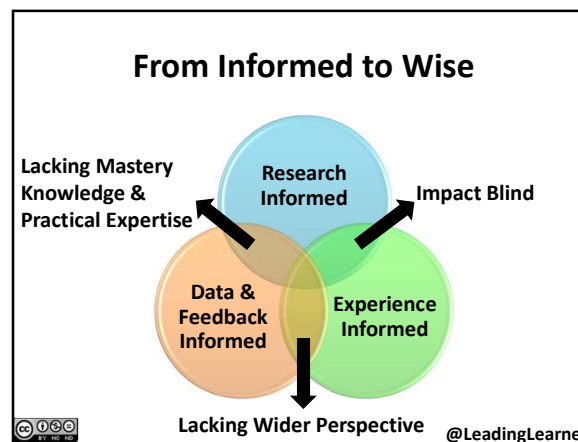
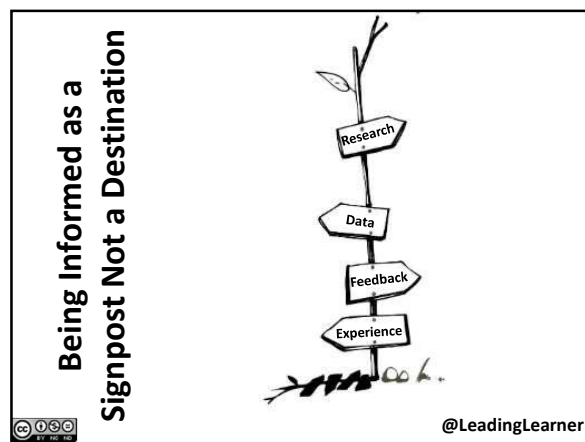
Acknowledgement: AQR MTQ48



Assessment Goal 4
 Use assessment data to inform the evaluation & improvement of teaching.

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Photo Credit: Sammo



What's the Problem Your CPD is Trying to Fix?

- What area of professional development would most help and support your further development as a teacher this year?
- What evidence have you used to identify this aspect of professional practice?
- What has been the impact of the professional development you undertook last year?



Noise or Necessity

Doing Less Better

If it's Not a 9 or 10/10 it's a No;
Cross it Off the List

Acknowledgement: *Essentialism: The Disciplined Pursuit of Less* by Greg McKeown

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