



**The Pedagogy of Progress  
Research and Development  
Project 2017-2018**

**Seven Kings Teaching Alliance Research Journal**



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## **Introduction to POP – The Pedagogy of Progress**

**Nicole Ranson, Director of Seven Kings Teaching School and Leader of the POP project across the Alliance:**

It has been an absolute privilege to lead POP across the Alliance this year. The tireless work of the Leaders of Learning (LOLs), practitioners in classrooms in all of our schools and the excellent work of the Student Alliance has been inspiring. The results of this year long project are presented in this research journal.

At the heart of all of the work we do as an Alliance is a passion for learning and teaching ensuring that we are developing our pedagogy and practice to enable the best outcomes and life chances for all of the young people we teach. At the onset of POP, we considered Dylan Wiliam's research that "A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: pedagogy trumps curriculum. Or more precisely, pedagogy is curriculum, because what matters is how things are taught, rather than what is taught." The range of research that has happened across the Alliance has really considered, refined and reflected on **HOW** things are taught and this journal contains some of these trialled pedagogies to take away and try in your own classrooms.

I would like to thank all of the LOLs, the Student Alliance and their leaders and all of the schools that have participated in the POP project this year. I hope you are proud of what you have achieved!

**If you would like further information on this or future projects, please contact Carol O'Brien – PA to the Teaching School [c.obrien@sevenkings.school](mailto:c.obrien@sevenkings.school)**

**Jane Waters – Head of Secondary of Seven Kings School and Director of the Seven Kings Teaching School Alliance:**

Last year when evaluating the work of the Seven Kings Teaching School Alliance it was decided that 2017-18 would be the year of the teacher, the teacher minute by minute, day in day out on the classroom floor where we know the impact is truly made and so POP was born: the Pedagogy of Progress.

As an alliance we commit to leading innovative networks, building capacity through a belief that all teachers are leaders and can improve and succeed so that all of our students and the wider community we serve have access to the very best education and outcomes (SKTSA Agreed Ethos and Protocols).

Leadership of professional learning within a culture of opportunity and trust is celebrated. Building a culture where professional learning is at the heart is shown to be highly effective. Colleagues within schools or groups of schools where professional learning is embedded and is responsive are likely to flourish thereby enabling students to thrive (Unleashing Great Teaching - Weston and Clay, Foreword by Dame Alison Peacock).

And we believe teachers to thrive. As a body of professionals it seems we now stand tall and discuss pedagogy but sometimes we forget to talk about the joy of our profession; to see staff and students grow.

POP has been a joy and thanks to all those who have been prepared to grow and to those who have supported and led POP throughout the year to this celebration of our collective learning.

**Clare D'Netto**

**Manor Junior School Head Teacher, researcher and co-leader of the SKTSA R and D Committee:**

The success of our Pedagogy of Progress research project has been due to the collaborative processes that has engaged all schools. Colleagues from different boroughs and from all phases identified interesting, personal research themes in their settings and then came together to discuss, challenge and engage in professional research to improve outcomes for pupils within the alliance

The notion that our one year research in education programme was going to provide us with all the answers was, of course, never going to happen. Educational research can be a pretty controversial area in some educational circles; researchers are dealing with so many variables that providing robust, reliable research is extremely challenging. The Seven Kings Teaching Alliance understands that it is the process of research that drives school improvement and leads to positive developments in teacher practice and outcomes for pupils.

Research is not just for students and academics, but for all professionals. Teachers within our alliance have spent a year focussed on research - questioning, reflecting and exploring different processes and outcomes within our schools. They have had regular professional debate and experienced levels of high challenge and been inspired to investigate. The summary of which is this publication. The combined Pedagogy of Progress research provides for a fascinating read.

As a school leader in this time of austerity and immense change it has been a privilege to be involved in such a pro-active and forward thinking group, who have given up their time for the greater good. Their dedication to improving outcomes not only for their schools but for our whole learning community is to be commended and shared.

**Karen Spence-Thomas, UCL, Programme Leader, Bespoke Leadership Programmes and Co-Lead IOE R&D Network:**

Seven Kings Teaching School Alliance has a very strong tradition of supporting school improvement through innovative professional development and the Pedagogy of Progress Project is an exciting example of such innovation in action!

In a recent article by Toby Greany (UCL IOE) and Bronwen Maxwell (Sheffield Hallam University) explore the relationship between professional development and research and development (R&D) and (Greany and Maxell, 2017). They argue that collaborative R&D can enhance the ownership of change among participating teachers and ensure that innovations are based on evidence. There are certainly plenty of examples of this across the schools who have participated in POP.

But Toby and Bronwen also make the case that, for a school to benefit fully from an investment in R&D, there needs to be a careful alignment between R&D and a whole-school CPD strategy so that knowledge gained is 'mobilised' effectively, reaching and influencing the practice of staff within and across schools. This journal and the Seven Kings Teaching School Alliance Celebration event on June 29th go a long way in making this possible and realising the full potential and impact of the POP project.

The enthusiasm of colleagues engaged in POP and the breadth of R&D activity is impressive, reflecting the strengths and expertise of the schools involved. Many congratulations to all those who have contributed – and to the very special leadership of Nicole Ranson in making it happen.





### **POP: Action Research by the Student Alliance**

Over the past two terms, the Student Alliance has been working in tandem with the teachers on the POP project; carrying out their own action research.

The students began their research spoke to their LOLs about their whole school focus for the project and investigated the topic further. They gathered information on a range of issues and found out more about what each school was focusing on. The outcomes of this was presented in a variety of exciting formats such as news reports, leaflets and posters. Students were inspired by the exciting approaches to the POP project, across the Alliance.



Students then began worked closely with their LOL's to identify a specific class, teacher or year group that they could work with, as part of their action research. The Student Alliance spent some time developing their understanding of the action research process and eagerly took on the role of student researchers in their own schools. Students drew up a research plan with their LOL's and considered different methods for gathering data. For example students observed teachers, gained feedback from their peers and carried out interviews.

"I loved getting to learn about what other schools do to help students make progress! It was great to take these ideas to our own school and try them out".

A range of research topics were developed by the Student Alliance. For example, Manor Junior School carried out research into a system of flipped homework which uses 'thinking hats' to explore different aspects of a school subject, whilst students at King Solomon High School investigated the role of student (lesson) observers in their school. At Oaks Park High School, the student researchers looked at how independent learning can be used to enhance theoretical understanding in DT. At Mossford Green Primary School, the focus of the project was the use of pre-tests to assess mathematical understanding/ flipped learning. This proved to be a very interesting



project and one that many students across the Alliance are keen to take back to their schools, particularly with its focus on the use of YouTube to aid student understanding in the lesson.

After setting up the research project, the students then worked together to explore their understanding of the term progress and what this looks like in their own learning. Some insightful comments emerged from their group discussions and it was interesting to learn that many students could identify that progress is not linear. The students then embarked upon their research.

In their final Alliance session, the students were able to feedback the findings of their research and evaluate the success of their project. They gave presentations outlining their project findings and many LOLs said they were inspired by the ideas put forward by the young researchers. As we move forward, members of the Student Alliance are beginning to work with others, in other schools to trial some of the ideas and teaching strategies that have come out of the POP project. This is a very exciting outcome and it was very humbling to see schools embracing student's ideas and allowing them to be the facilitators of change.

"It was so interesting to learn methods of research and to complete our own studies to help with improve education in our schools"





### **An outline of your research**

This is a crucial time for children's learning. We need to ensure that our children can compete among the best in the world by securing world-class standards for all. The key to meeting this challenge is to personalise learning so that every individual can reach his or her full potential. We carried out lesson studies, in triads, whereby three pupils from each class were observed as to how different types of feedback impacts on their learning. As well as this, conversations with pupils, after the delivery of the lessons, provided critical research as to how they felt about the feedback given and how this impacted on their learning. This was then used to inform future planning in order to accelerate progress.

### **What impact has the project had on YOUR learning?**

The research conducted and reflection involved in our lesson studies have provided opportunities to carefully think about how pupils learn, dependent on their stages of learning (procedural, conceptual, language competency.)

### **References/Bibliography/Further reading:**

Feedback to Promote Student Learning (Dorothy Spiller Teaching Development | Wāhanga Whakapakari Ako)\_Focus on Formative Feedback (Valerie J. Shute)\_Perspectives on Pupil Assessment (GTC)\_The High Cost of Effective Feedback' (Jack Marwood)\_Formative Assessment Techniques to Support Student Motivation and Achievement (Kathleen M. Cauley & James H. McMillan) \_\_\_\_Procedural vs conceptual knowledge in mathematics education

### **School:**

Cleveland Road Primary School

### **POP Research Focus:**

How does a more personalised approach to formative assessment impact upon pupil progress?

How can the 'Learning Triangle' model be used to inform differentiation and intervention?

### **LOL:**

Lisa Riches



### **What impact has your research had on the learning of pupils?**

English – Pupils are more confident at using complex structures and making decisions in their writing. Talk is purposeful and discussions between children leads into their Writing at all levels.

Mathematics – Dependent on their learning style, students are able to apply taught skills in new contexts and recognise their own and critical thinking abilities of others. They can make meaningful links between new learning and prior knowledge.



"Teaching is more personalised to the needs of individual pupils. It accommodates pupils' pace and requirements, as well as challenging all pupils throughout the learning process." Year 3 teacher

"I feel I am a writer. I am making decisions and my writing is much more cohesive and purposeful." Year 6 HAP Boy

"I can use my speaking frame to explain how I solve problems." Year 1 MAP Girl

### **What impact has your research had on the learning and practice of colleagues?**

Teachers have a better understanding of how to personalise lessons in order to include all children in the learning process. The school ethos centers more around 'differentiation through personalisation'.

### **What are your planned next steps?**

The impact of personalised learning needs to be evaluated over time and these pedagogies established. Pupils need to be encouraged and supported to take more ownership of the assessment and feedback process. Therefore, we plan to embed this throughout the school by delivering a series of INSETs to staff, as well as teaching pupils how to be more active participants in the whole learning process. We need to reflect on how we as teachers manage conversation around assessment and feedback in order for it to be most useful to students' learning.



## School: Downshall Primary School

### POP Research Focus:

How can we enhance the progress of lower attaining readers through the explicit teaching of vocabulary informed by evidence-based strategies?

**LOL:** Nicola Lovell



**An outline of your research** – Systematic use of evidence based strategies to enhance the vocabularies and reading of lower attaining pupils.

Analysis of tests, as well as teacher observations, has indicated that limited vocabulary is often a barrier to full comprehension of texts.

**What did you hope to change as a result?** The pupils will have improved vocabularies and enhanced interest in vocabulary. Additionally, their reading comprehension, across the curriculum, will be improved. The letter will ideally be evident in end of year tests, including SATs.

**How did you evaluate the final learning outcomes?** Pre and post standardised reading tests were used. (York Analysis of Reading Comprehension) These tests include designated vocabulary dependent questions. Pupil questionnaires were also used with pupils being asked to rate their own vocabularies.

#### **What impact has the project had on YOUR learning?**

My own knowledge and understanding of how pupils acquire word knowledge has improved significantly, as has my knowledge of the best practical strategies to enhance word knowledge

**What impact has it had on your development?** The importance, when concerned about any aspect of pupil performance, of analysing the issue systematically and reading a range of quality research before changing practice. This applies even more so after you have been teaching many years, as educational research and best practice are constantly evolving.

#### **References/Bibliography/**

##### **Further reading:**

- Bringing Words to Life-Robust Vocabulary Instruction by I. Beck et al
- The Reading Mind by D. Willingham
- Word Aware: Teaching Vocabulary: Across the day, across the curriculum by S. Parsons and A. Branagan

#### **A compelling visual/photo that captures your POP project**



#### **Student/Teacher quote:**

"I feel more confident selecting key vocabulary for the pupils to focus on using a systematic approach." (teacher)

"Now, whenever I hear a new word, I make a point of finding out what it means." (pupil)

#### **What impact has your research had on the learning of pupils?**

Pupils in the lower attaining reading group are actively engaging in the vocabulary related tasks and are cognisant of the need to actively build their own vocabularies.

Pupils are maintaining their vocabulary journals. If an adult uses a word they do not understand (which they deliberately do) most pupils are seeking explanation.

Pupils are actively identifying when they do not understand a word they have read. They are using strategic approaches to determine meaning *before* resort to a dictionary.

Pupils are rating their own vocabularies more favourably.

#### **What impact on progress has there been?**

Vocabulary focus group: 8.5 steps' progress in reading whereas the non- focus group made 6.9 steps' progress in reading. (based on standardised tests)

#### **What impact on attainment has there been?**

Mean reading age of the group was 8.10 years in December 2017 (YARC)

Mean reading age of the group was 10.05 years in May 2018 (YARC)

We are waiting for KS2 SATs outcomes at the time of writing.

#### **What impact has your research had on the learning and practice of colleagues?**

Two other colleagues were involved directly in the project. The research will have wider implications for school practice next academic year.

#### **How has classroom practice developed/changed in your school?**

Project will be shared with colleagues across KS2 in preparation for the new academic year and will inform the development of a vocabulary policy.

#### **How have the SKAB of involved colleagues changed?**

Colleagues involved have an improved understanding of good practice related to vocabulary teaching and can use a range of strategies to ensure vocabulary is taught memorably and systematically.

#### **How have you shared your learning with others? Academic Year 2018/9**

Learning from the project will be used to inform English teaching during the next academic year.

#### **What are your planned next steps?**

**How will you develop the research further?** The research will inform planning for reading and writing for the next academic year. Consideration is being given to the adoption of a vocabulary scheme. Alternatively, vocabulary focused activities will be planned based on the quality texts/topics being taught being studied, supplemented by resources such as vocabulary Ninja.

#### **How will you ensure sustained change/implementation based on your findings?**

Explicitly and systematically taught vocabulary from Year 3 at least onwards

What further questions does your research raise for next year?





**School: Seven Kings Primary School**

**POP Research Focus:**

Creating opportunities for children to make links with the wider world and encourage children in the Early Years to have a more growth mindset

**LOL:** Seema Khan



**An outline of your research –**

In EYFS we focused on Science and Humanities (Understanding the World). The last 2 years data shows that children not achieving expected levels of progress in UTW has risen, which has resulted in a downward trend and that the gap is widening. EYFS team have put in place a broad, rich, **creative curriculum** that encourages children to learn about the world around them.

We reviewed our opportunities to question effectively and ensuring every moment is an opportunity to take the learning forward. Use of more open questioning!!

We have also ensured that each classroom has a UTW area that promotes opportunities for children to share, talk about and re-live their experiences with stimulating and inviting role play areas.



**What impact has the project had on YOUR learning?**

The project has given me an opportunity to explore other pedagogies in KS1 and KS3 and research material linked to UTW. It has also given me an opportunity to further explore how earlier exposure to Arts and Creative based subjects can have a positive impact for KS3/4, so that more children are encouraged to take up creative subjects such as Drama, Art, Science and Humanities.

**Student/teacher voice/quote:**

"I liked learning about Space because it is floaty and finding aliens, stars and different planets".

"We loved learning about different sea creatures – an octopus has 8 arms and sea horses have protective rings to protect themselves".

All the topics were different and we learnt different things and environments.

**What impact has your research had on the learning of pupils?**

S- Children have been able to learn about the world around them and have been able to look closely at similarities, differences, patterns and change. They are also more independent and able to make observations of animals and plants and explain why some things occur, and talk about changes.

K - Children are able to share, talk about and re-live their experiences through role play

A - Children are able to apply their investigative knowledge and are able to talk about and can confidently write about what they have learnt

B - Children have developed investigative skills and are now developing their reasoning and problem solving skills

Our data shows that there has been a huge impact and has shown a positive shift from children's starting points; we now have **88%** of children working at Expected Levels, of which **37%** are already working in ELG (Early Learning Goal)

**What impact has your research had on the learning and practice of colleagues?**

As a team, we have been able to have a more creative approach to our curriculum topics and think out of the box!

At weekly planning meetings, we have been able to reflect and have meaningful discussions about what has worked and what we could do better.

The team have also had more ownership of delivering POP in their classes and providing the opportunities for the children.

**References/Bibliography/Further reading:**

Bold beginnings: The Reception curriculum 2017

Play and Practise in the EYFS  
Canning, 2010

**What are your planned next steps?**

To evaluate the overall success of the year group for POP through final end of year data and to review the success of the pedagogies. To share the success of the POP project with other EYFS settings who may need support to further develop their UTW area of learning.



### An outline of your research –

Implementation of 20-25 minute daily mixed ability paired reading across Year 1. Students were guided to choose their own partner based on slight variations of attainment. Students were reading using the strategies we had modelled (sound buttons, use of complex grapheme chart). We had a range of more challenging text available for learners to access and asked them higher order reasoning questions during and after their reading sessions. The learning focus was directly based on improving decoding skills and increasing the enjoyment of reading. We directly raised the profile of reading by making sure any text on the board was read by the children – whole class reading – through the modelled strategies. Outcomes were evaluated through a series of learning walks, data entry, pupil voice and teacher evaluations.

### What impact has the project had on YOUR learning?

I have learnt that having open, child-led, reading opportunities, where learners can support each other, has massively raised attainment of readers. Also, by reducing work load on teachers i.e. recording all reading opportunities; teachers are empowered to have a greater impact in reading sessions and subsequently to assess their learners.

The project has taught me the value of modelling decoding skills in all learning areas. This immersion has meant the students have made rapid progress in decoding and subsequently we have been able to build on teaching skills of inference.

### References/Bibliography/Further reading:

Teaching of reading based on attainment widens the gap between poor readers and good readers (Caffee & Brown, 1979; Good & Stipek, 1983; Hiebert, 1983; Rosenholtz & Wilson, 1980)  
Corsaro, W. A. (1985). *Friendship and Peer Culture in the Early Years*. New Jersey: Ablex.  
Rogoff, B. (1993). Children's guided participation and participatory appropriation in sociocultural activity. In R. Wozniak, & K. Fischer (Eds.), *Development in Context*: Tudge, J, & Rogoff, B. (1999). *Peer influences on cognitive development*: Piagetian and vygotsky perspectives. In P. Lloyd, & C. Fernyhough (Eds.), *Lev Vygotsky: Critical Assessments: The Zone of Proximal Development* (pp. 32-56). NewYork: Routledge.

### School: Seven Kings School

### POP Research Focus:

Y1 data shows that despite a very good GLD at the end of the year 1617 (in YR), number of children exceeding in reading is fewer than I would have expected. Mixed ability paired reading will improve attainment.

LOL: Shaun Acharya



"I like partner reading because if I'm stuck, or my partner is stuck then I can help them using robot talk and then help them read it".  
Gurneet

"When you're stuck, you can help your partner and you can say it at the same time".  
Gajesh

"Having a partner makes it less boring"  
Farahaa

"I like it because we get to learn from each other." Naveah

"I like it because I get to challenge myself with different levels." Eloise.



### What impact has your research had on the learning of pupils?

Learners have developed their decoding skills; developed knowledge and understanding of all phase 5 complex graphemes, reading them with increased accuracy. The attitude to reading has been hugely positive. Learners feel empowered, like collaborating, 'being a teacher' or 'a student' to help each other to decode and create meaning from their reading.

94.1% of learners made at least good progress. Our end year data indicates that: 36/ 119 @ GDS = 30% → up 11 % from last year.

### What impact has your research had on the learning and practice of colleagues?

We have unanimously agreed that guided reading carousels are not the best use of teacher time for us. Also, the recording of 'reading time' is not as purposeful as actually reading. Mixed ability paired reading has led to increased teacher-student and student-student interactions; greater time spent enjoying reading; and child led reading opportunities. As a result, learners feel hugely confident, have great self-esteem when reading and enjoy reading, which has led to a greater attainment across the year. Learners have been able to solve their own problems when decoding analytically through peer to peer interactions.

Our progress and outcomes were shared through external LOL visits, learning walks from our POP pickers, Peer Review feedback and through INSETs at the SKS POP Review Market Place.

### What are your planned next steps?

We will continue to use decoding strategies i.e. sound buttons to reinforce decoding skills in Key Stage 1. Also, learners will have autonomy to read in mixed ability pairs, fostering collaboration. Learners will continue have a daily, rich reading session planned into their timetable to develop reading skills and develop the ethos of reading for pleasure. We will continue to ensure that any writing on the Interactive Whiteboards is read by all stakeholders with the modelled strategies.

We need to ensure that live reading assessments are entered rather than retrospective data entry. Also, are there opportunities to develop skills of inference earlier in the year during paired reading sessions?





**School:** Seven Kings School – Year 2

**POP Research Focus:** Using scaffolding questioning, questioning types for reading comprehension and activities such as pobble will lead to increased progress in reading for girls who are working towards ks1 expectations.

**LOL:** Hayley Rose



### An outline of your research –

There was a gender data gap for reading in Year 2. It is a boy heavy cohort with a group of girls working towards KS1 expectations. The project has focused on closing gender gaps for reading with a big focus on questioning and reading comprehension.

The work has been embedded in all 4 Year 2 classes with a hope to increase the focus groups confidence and enjoyment of reading.

It has been evaluated through data analysis, work samples and interviews where we hoped to see increased confidence and enjoyment of reading.



○ Copy cat question.



○ Detective question.



○ You're the judge.



### What impact has your research had on the learning of pupils?

**S** - The girls can talk about the different question types.

**K**- The girls can explain the question types and how the answers are found.

**A** - The girls are keen to challenge themselves with inference and judge questions. They have a positive attitude towards reading.

**B**- LA girls have become more engaged in their learning around reading.

The girls are more confident to talk about the different question types and about the books we have studied.

DOL data shows that the understanding part is higher.

### What impact has the project had on YOUR learning?

The project has made me look closely at the understanding aspect of the KS1 reading curriculum. It has allowed me to use pedagogies to develop comprehension skills for a focus group of girls as well as the Year 2 cohort.

The reflective nature of the POP process has made me question pedagogies that we have trialled and think carefully about the ways to adapt them as well as thinking about how they can continue into KS2.

### Student/teacher voice/quote:

"I like the different questions as they tell me what to do."

"I like to do the judge questions as they are tricky and I get them all right!"

### What impact has your research had on the learning and practice of colleagues?

POP has been a key focus in Year 2 particularly in Literacy planning. It has been part of weekly planning meetings as well as with the primary staff.

There has been a positive attitude towards trialling different pedagogies to support the focus group and cohort.

It has enabled staff to be reflective and to think about the next steps.

### References/Bibliography/Further reading:

Gender issues in schools – What works to improve achievement for boys and girls (2009).

### What are your planned next steps?

To evaluate how the pedagogies have impacted across the year 2 cohort. This can be through an evaluation of data (Summer 2018) and conversations with the year 2 children. We need to see if our reading data is above National and Redbridge for KS1.

These strategies now need to be trailed in Year 1 so they can be embedded across all of KS1. They also need to continue with the new year 2 cohort and year 2 team.

We need to reflect on this year and see how the pedagogy can be implemented into year 3 and whether it needs to be adapted for the KS2 reading curriculum.



**School:**

Mossford Green Primary

**POP Research Focus:**

Increase the percentage of children achieving Exceeding/Greater Depth in Mathematics across the school

**LOL:**

Mr. Stuart Fryd



**An outline of your research –**

Explored current research and utilised networking opportunities.

Explored a number of possible strategies. SLT visited other schools to observe strategies and speak to other professionals. Maths ambassadors spoke to other children. After much research and collaboration with other schools, we decided to use a number of strategies, the main one being teaching mathematics through the White Rose approach.

We worked closely with all staff through inset and training and rolled it out to all year groups in November 2017. Our Maths ambassadors even took a staff inset to promote the benefits of a flexible learning approach.

We used teacher and child surveys and class data to reflect on the project's impact. We then looked at attainment data to measure what the impact was and put the soft and hard data together.

**What impact has the project had on YOUR learning?**

I've learnt that, more than ever, we will find the answers by reaching out to other schools and working collectively.

I have made stronger links with Aldersbrook, Christchurch Primary and Manor Junior School – links that we hope will continue into the future where we can continue to share good practice.

**A compelling visual/photo that captures your POP project**



**Student/teacher voice/quote:**

"It makes me feel confident," – Year 3 child.

"It makes me very brave," – Year 5 child.

"Super easy to follow, the kids are very engaged." – Year 6 teacher

"Sense of challenge in every lesson." – Year 4 teacher

**What impact has your research had on the learning of pupils?**

Children are more confident and their vocabulary and reasoning around maths is greatly improved.

Attainment is up by over 10% in every KS2 class at the expected standard this year, and up 10% at greater depth for UKS2. In yr 2 the percentage of children at the expected standard went up 28% and up by 15% at the exceeding standard.

**What impact has your research had on the learning and practice of colleagues?**

The whole school has adopted the White Rose approach to teaching maths within school. This now means that reasoning and problem solving form an integral part of every maths lesson.

Teachers now have the understanding and skill set to teach reasoning and problem solving foci within every lesson.

We have invited teachers from other schools within various networks to come and see how we have introduced it, as well as whole class staff training for teachers and support staff.

**What are your planned next steps?**

We will continue to work closely with schools that have recently implemented the White Rose approach to keep constantly improving. Our new maths ambassadors will take up the challenge of helping to further refine our practice and choose new directions to drive towards.

As all staff are now using our new approach and, from their feedback in anonymised surveys, like the approach, ensuring sustainability should be easy with regular monitoring. We are excited to see where our maths ambassadors lead us next.





**School: Manor Junior School,  
Barking**



**POP Research Focus:** Impact of collaborative learning on passive prior middle attainers.

## LOL: Min Sagoo



**An outline of your research** – Identified from data, learning walks and pupil voice interviews.

Developed Pedagogy plans, embedding our values; ERIC (Enthusiasm, Respect, Inclusion, Challenge) precision teaching, review of planning and raising the profile of pupil voice through pupil led assemblies.

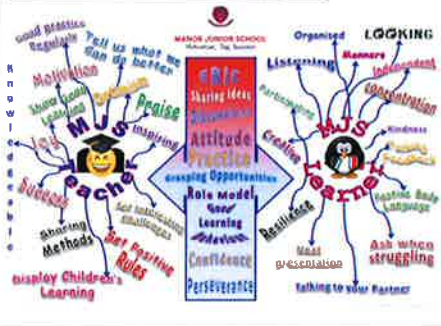
Staff visited outstanding schools as part of their pedagogy plans.

Links with secondary school to develop independence in learning.

Launch of the flipped curriculum  
homework – 3Is curriculum.

Outcomes were evaluated through reflection of practice in pedagogy plans, discussions in cohort action planning and data entry.

**A compelling visual/photo that captures your POP project**



**Student/teacher voice/quote:**

Children created a video that shows how learners learn at MJS.

*"Flipped homework is a fun way of doing homework, we are able to choose from a range of suggestions and it's so creative and fun."*(Huda)

*"Flipped homework has helped me to learn about a subject before learning about it in school." (Navyjot)*

*"The learning project with Barking Abbey has been an invaluable experience for all involved. The collaboration between pupils and discussion led to more ideas for independent learning."*(Mrs Steele)

**What impact has the project had on YOUR learning?**

Identifying the links across the school and enabling teachers to have the opportunity to reflect on their practice through professional discussions.

Involving staff and working together – the collaborative approach which has then resonated with the children. The project has taught me the value of coaching and empowering both teachers and pupils, subsequently leading to confident independent learners.

**References/Bibliography/**  
**Further reading:**

EEF – Collaborative Learning  
Improving Literacy in KS2 Guidance  
Report (EEF: 2017)

What is independent learning and what are the benefits for students?

Author(s):

B Meyer, N Haywood, D Sachdev  
and S Faraday (*Independent  
Learning: Literature Review*)

**What impact has your research had on the learning of pupils?**

Our latest Ofsted report states that:  
*"Pupils work co-operatively in group activities that are skilfully organised by their teachers."* (May 2018)

Rise in homework- children have been every enthusiastic about engaging with creative homework tasks that enable them to develop prior learning.

Enthusiasm of pupils – engagement in learning, the attitude that “we can if” and learners empowered to share their opinions and feel valued. Year 4 attainment for previous middle attainers shows that:

reading	Aut 92.1%	Sum 99.1%
writing	Aut 73.5%	Sum 93.8%
maths	Aut 87.6%	Sum 98.2%

Year 6 attainment for previous middle attainers shows that: all children are now at or above expected.

**What impact has your research had on the learning and practice of colleagues?**

Introduction of 3Is curriculum; *inspiring, independent, integrated*, has enabled children to become independent learners. Collaborative learning has led to increased group work in different areas of learning. This has enabled children to develop their self-esteem and confidence to speak.

Teachers are not reliant on power points anymore. Teachers are thinking about pupils and the need to teach and facilitate them rather than deliver a scheme of learning. This has led to greater attainment across the cohorts.

Our progress and outcomes were shared through learning walks, POP meetings, Peer Review feedback and LOL visits.

**What are your planned next steps?**

We will re-write the Teaching and Learning policy to ensure that the findings from our research permeate our practice. We would also like to research into the impact of setting for maths; (3 days of class maths, 2 days of breaking down the barriers to learning / challenges).

We will create working parties that lead on personal development and behaviour and welfare of our learners who will support our core values by promoting a highly effective provision that enriches and improves outcomes for all groups of pupils. This will include opportunities to further increase pupil voice and independence in learning.

We will continue to embed the 3Is curriculum and review our new English model to promote independence as well as ensuring that all practitioners understand the learning philosophy used at MJS to underpin our whole curriculum and apply De Bono's Thinking Hats and Blooms Taxonomy across their practice.

We need to ensure that the outcomes do apply across groups of children including our children with SEND and our most able pupils.



**School:**  
St Ursula's Catholic Junior School

**POP Research Focus:**  
Engaging and motivating higher attaining learners through building positive relationships.

**LOL:**  
Karl Ashburn



### **An outline of your research –**

School data shows a 3 year improvement trend, with progress which is significantly above the national expected for most pupil groups; however, our higher ability results do not much that of the national average.

A focus on building positive relationships was agreed and personalised learning began. Personalised learning is an interpersonal process; this personalisation offered scope and opportunities to maximise the quality of learning relationships between learners and all those involved in supporting them. Personalising learning at St Ursula's clarified personal and professional responsibilities and placed a high significance on performance for all those involved in the learning process.

### **What impact has the project had on YOUR learning?**

The project has highlighted how the slightest of changes to a teacher's behaviour can have a far reaching impact on a pupil's educational experience. The more that students perceive their teacher cares about them, the more the students will care about the class, and the more likely they will be to learn. This project had me questioning how I was communicating my expectations to my class. I now have a greater understanding of the impact of a teacher who can effectively communicate in such a manner that students will perceive that he or she cares about them.



"Sometimes our expectations don't always translate well into the classroom – I now know mine do. This project has given me the opportunity to reflect on the teaching environment I have created for my pupils. Following the project, I have made a greater commitment to ensuring that my pedagogies positively display my expectations" – Member of staff

"Although I'm expected to do well, I now realise that I should and can be proud of my work. I now make more of an effort to celebrate what I have achieved" – Year 6 pupil

### **What impact has your research had on the learning of pupils?**

**S-** Students are able to reflect on answers critically and constructively

**K-** A greater knowledge of problem solving and thought processes.

**A-** Students are no longer rushing their answers; instead processing their thoughts and articulating their answers in greater detail.

**B-** Higher attaining pupils are taking pride in their work and are eager to celebrate their accomplishments.

Pupil progress data shows that higher attaining Year 6 pupils are on track to meet targets set in September.

### **What impact has your research had on the learning and practice of colleagues?**

Colleagues have placed an emphasis on highlighting the positives in answers, providing processes, increasing latency and giving in-depth explanations. They are fostering learning and motivation by ensuring the success of HA pupils is recognised and celebrated, no matter how small or big their accomplishment.

Teachers are encouraging pupils to reflect on their answer and consider an alternative. The correction process communicates high expectations.

### **References/Bibliography/Further reading:**

Sara Bragg (2007) - "It's not about systems, it's about relationships": building a listening culture in a primary school.

Richard Churches and John West-Burnham (2008) - Leading Learning through relationships

Mark and Christine Boynton (2005) - Educator's Guide to Preventing and Solving Discipline.

### **What are your planned next steps?**

2018 End of KS2 Assessment data will be reviewed to evaluate impact of pedagogies. Following the evaluation of the Pop Action research project, it will be included in the 2018-19 School Development Plan to ensure actions are embedded and positive outcomes continue.

Termly HA audit and surveys will take place to guarantee staff and pupil voice continues to drive the change for our highest attaining pupils.





School:

Aldersbrook Primary School

POP Research Focus:

A project-based approach improves outcomes  
for PP children

LOL:

James Kirkby



**An outline of your research** – The increase in the number of Pupil Premium children has led to their progress becoming a School Development Priority. We have tried several approaches to raise attainment with a varied impact for end of KS2 results.

This approach looked more at progress with attainment as an end result.

The project involved reflection on learning, a broader look at the curriculum and assertive mentoring between SLT and PP children.



**ALDERSBROOK  
PRIMARY SCHOOL**  
*Let's learn together...*

**What impact has your research had on the learning of pupils?**

For some pupils it has impacted through the greater emphasis put on feedback by class teachers to PP pupils. By giving instant feedback during lessons we have seen children change their approach or reflect on their learning within lessons more rather than after or the next day. Encouraging more reflection has improved some outcomes.

**What impact has the project had on YOUR learning?**

I have become more aware of the varying needs of Pupil Premium children and that a holistic one-size-fits-all approach is not always appropriate. This includes providing all PP children with the same support. The reflective approach has had an impact on how I see children reflect on their own ability, which can be used in a number of ways.

**Student/teacher voice/quote:**

"I prefer verbal feedback because I can edit my work in the lesson rather than the next day so it's fresh"

- Y6 HA PP Pupil

"I have been more aware of the needs of pupils in my class this year, and even marking their books before others has given PP children more importance in my classroom."

- Member of KS2 staff

**What impact has your research had on the learning and practice of colleagues?**

Limited for now. However, I envisage that we have actually struck a better view of where we go from here because the Project was in some ways, unsuccessful. Time constraints and too broad an approach has meant a review of what is effective based on individual learning needs. This includes a greater engagement with parents and bridging the gap between school and home instead of increasing the amount of work in lesson time or through wholesale intervention.

**References/Bibliography/Further reading:**

Education Endowment  
Foundation/Sutton Trust (2016)

Evaluation of Pupil Premium (2013)

A Cautionary Note on Measuring  
the Pupil Premium Attainment Gap  
in England, Gorad (2016)

**What are your planned next steps?**

The research will be further developed by monitoring the new strands of individual learning goals for all PP children. This is designed to monitor progress at additional points of the year through greater consultation with parents. By putting greater importance on education and engaging with our school motto 'Let's Learn Together' this is what we will do. We will support parents with open evenings and parent classes, including using their own children to explain their work. We will also empower Subject Leaders to have a wider impact on PP through the expertise in their subject.



**School: Fullwood Primary - Writing**

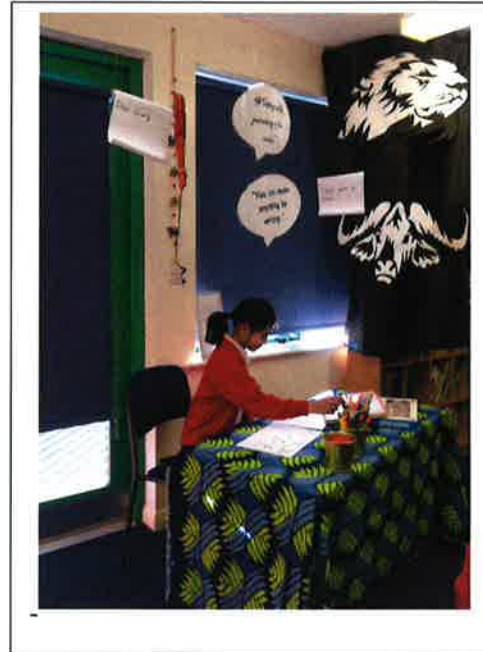
**POP Research Focus- Raising standards of writing through the Creative Curriculum.**

**LOL: Gail O' Donoghue**



**An outline of your research –**

All teaching staff were asked to complete a survey to find out what barriers they were faced with when it came to writing in their classrooms. Giving children enough opportunity for free writing and allowing them to explore and enjoy developing their own ideas was a challenge when faced with time constraints. A free writing table was set up across 3 classrooms over the 3 phase groups in the school. Areas were fully resourced and made appealing - suitable to the different age groups. From this, a focus group of children was selected for the writing table, although all children could use the table. Student voice was used throughout and the student reps made recordings.



**What impact has your research had on the learning of pupils?**

The rates of progress for writing have increased significantly in trial classrooms and the whole school average rate of progress increased in line with the other subjects. Whilst other factors have contributed to this too, anecdotal evidence also suggests attitudes to writing have changed for many children. If nothing else, writing has much higher profile across the school and will remain so on the SLP for 2018-2019.

**What impact has the project had on YOUR learning?**

The writing table was more suitable for KS1- year 1 as it fitted in with the free flow of task time activities. However, KS2 found it more difficult to incorporate on a daily basis even though children enjoyed having this facility made available in the class. On reflection changes should have been made and trialled sooner with feedback taken more regularly from teachers involved.

**Student/teacher voice/quote:**

*"I loved writing at the writing table...the words seemed to flow out more with the special pens!" – Year 5 child.*

*"The children in my class loved sitting at the writing table, they said their writing felt more important there" – Year 1 class teacher.*

**What impact has your research had on the learning and practice of colleagues?**

Writing has become a whole school focus and a source of great discussion at INSET. Phase leaders are more focused on the quality of outcomes in their phase and there has been an upwards shift in the expectations of what our children can achieve. We have started

**References/Bibliography/Further**

**reading:** Writing in English as an Additional Language at Key Stage 2 (2004) - Professor Lynne Cameron and Dr Sharon Besser School of Education, University of Leeds  
- Reading and Writing Relations and Their Development (2010) - Jill Fitzgerald & Timothy Shanahan  
- 3.6 Minutes per Day: The Scarcity of Informational Texts in First Grade (2011) - Nell K. Duke  
- Big Write (criteria statements) – (2014) – Ros Wilson

**What are your planned next steps?**

Whilst we may not have a writing table designated in each classroom, the principle of providing more opportunities to choose to write (and tailoring the 'special' elements of this to different key stages) will be used in phase group planning and built into task times during a relaunch in September. The new English leader in school will be reviewing the whole school approach to the teaching of writing and so will use elements of learning from this project as a steer. A question to be further investigated is whether expected outcomes in more 'free' writing opportunities, and how feedback is provided from them, are significantly lower than when more formal success criteria is used throughout.





### School:

Redbridge Primary School



### POP Research Focus:

School data shows that not all children within the Y2 cohort make the required progress in reading.

LOL: Harveen Heer



### An outline of your research –

Implementation of 30 minute daily mixed ability paired reading across KS1 and KS2. Children used a range of 'reading' activities including 'pre-reading', guided reading, guided reading follow-up tasks, comprehension and 'free-reading'. The learning focus was based on improving reading skills and answering questions about a text, thereby increasing the enjoyment of reading. We raised the profile of reading by introducing mixed ability groupings where children could learn from and support each other. All activities carried out by other children have to be reading based. Outcomes were evaluated through a series of learning walks, pupil voice and teacher evaluations.



### Student Voice

*"Before Guided Reading we found it difficult to answer comprehension questions however after GR we were more confident at answering SATs questions."*

Abhinaya

*"I like working with a partner to investigate comprehension questions as often the answer is hidden in the text and it is fun finding the answer together."*

Salma

*"Guided Reading is now more organised and we pre-read the text which helps us to learn new words."*

Samira



### What impact has the project had on YOUR learning?

This project has allowed me to realise that having open, child-led, reading activities and opportunities, where learners can discuss with and support each other, is a step towards raising the attainment and enjoyment of readers. Also, by implementing more 'reading focussed' activities for teachers to carry out during guided reading allows them to have a greater impact in reading sessions and subsequently to assess their learners.

### References

Tennent, W., Reedy, D., Hobsbaum, A. and Gamble, N. (2016). *Guiding Readers-- layers of meaning*. UCL:IOE Press

Courtney, Harriet (n.d.) *Case study: How effective is Guided Reading in improving reading ability of primary-aged children?*

Case Study 1: An Evidence-Based Practice Review Report Theme: School Based Interventions for Learning

June 2018

### What impact has your research had on the learning of pupils?

What impact on SKAB has there been?  
Attainment in the pilot Year 2 shows that higher number of children are achieving expected or exceeding.

What impact on progress has there been?

Pilot class: Aut Y2 expected and exceeding – 33%  
Pilot class: Spr Y2 expected and exceeding – 47%  
Pilot class: Sum Y2 expected and exceeding – 77%

### How has classroom practice developed/changed in your school?

After one term of the pilot project in Year 2, the new approach was then rolled out to the whole school. Guided reading is now focussed on comprehension and discussing the text rather than reading around a circle. Colleagues now have a better understanding of expectations in Guided Reading sessions. All staff record Guided Reading notes in a consistent way and plan using the same format to also ensure consistency. pupils are aware of the structure of Guided reading and as a result of the new format, they have become more independent due to the pre reading session. Teachers are more confident in assessing and discussing their pupil's reading.

### How have you shared your learning with others?

We have had two INSETs to outline the expectations for staff and discuss the assessment of children in their classes. The project has formed part of our School Learning Plan which will be evaluated by all teaching staff in the final weeks of term. Our learning will be shared with the parent and governor community via a link on our newsletter and page on the school website.

### What are your planned next steps?

I will look into the attainment for the whole school to identify any children who are not making sufficient progress and consider whether there are any patterns etc. I will then change the guided reading structure to ensure their needs are being met.

How will you ensure sustained change/implementation based on your findings? In Autumn 1 I will be doing in class observations to ensure the quality of learning in Guided reading sessions is of a high standard and is consistent across the whole school.

### What further questions does your research raise for next year?

Is there consistency in teaching of Guided Reading across the whole school?  
Are all groups of children making progress (Eg FSM, boys, girls)



### School:

Seven Kings School- Geography

### POP Research Focus:

Giving underachieving KS4 HAP boys opportunities to lead within lessons through flipped learning and small group work, will increase attainment.

### LOL:

Angelina Chapman



### Outline of the research:

The increased content and difficulty of command words in the new GCSE curriculum has forced a change in the U/A identified in year 10 and 11 data. Previously girls have U/A bucking national trends, however the new curriculum has identified HAP boys are now the most significant underachievers, and their work demonstrates that often they are limiting their achievement by failing to reach the highest marking band on extended questions with a 6-9 mark tariff.

The impacts of the flipped learning and group work were assessed through exam question answers where we hoped to see the development of answers with greater detail and clarity in understanding of the command word.



### What impact has your research had on the learning of pupils?

**S-** Students can articulate the difference between the command words

**K-** A greater knowledge of facts and figures demonstrated in exam answers

**A-** Students are more likely to question and check they are working at the highest levels.

**B-** HAP boys have become more engaged in the learning and take on leadership with responsibility.

Assessment shows HAP boys are entering into the highest marking level for 9 mark questions; however this is also reflected in the whole class attainment

### What impact has the project had on YOUR learning?

The practitioner research has made me engage with data for the current cohorts seeking to mitigate against underachievement rather than intervene retrospectively.

The reflective nature of the POP process has made me question pedagogies that we have trialled and think carefully about how evidence of impact can be sought and later communicated with the wider teaching community.

“POP has given us the opportunity to have a really positive impact not only on our focus group but all students by developing these new pedagogies”  
- Member of staff

“I’ve learnt how to become independent in my work using flipped learning, and then I can teach others about it”  
-Year 11 HAP Boy

### What impact has your research had on the learning and practice of colleagues?

POP has placed pedagogy at the heart of department meetings and the PM process promoting rich and challenging discussion amongst the department.

There has been a change in attitude towards resilience in trialling pedagogies as the emphasis on research allows staff to question the impact they have had.

### References:

Luckner and Nadler (1997) - boys need for active learning  
Marvell (2013) - student-led gives opportunities for challenge  
Boud et al (1999) peer teaching and group work challenges deeper understanding

### What are your planned next steps?

As evaluation of the impact these pedagogies have on the rest of the class needs to be established; this can be completed when analysing exam results from the summer 2018 papers.

Students need to be trained in how to use flipped learning effectively and therefore we plan to embed this into both KS4 and KS5 however also intend to teach students how to use this style of learning through small tasks in KS3 which will prepare them for future. We need to reflect on how we as teachers manage the use of flipped learning so that it is a valuable use of time and not an opportunity to cover content and save time in lessons. Therefore an evaluation of the curriculum is needed to ensure opportunities are planned into SoL and strategically placed





## School:

Little Ilford School- MFL

## POP Research Focus:

Will a metacognitive approach to translation into the Target Language increase writing attainment in underachieving KS4 HATs students?

## LOL:

Beth Hickling-Moore

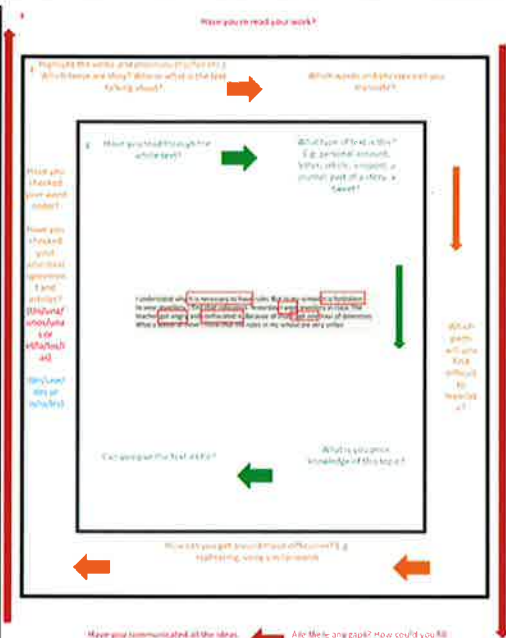


### Outline of the research:

The 2016 GCSE languages specification places a much higher emphasis on translation into the Target Language (TL), a skill not previously assessed until A-Level.

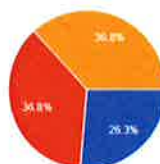
Underachieving HATs students were identified as a group that struggled with translation, the skills for which also underpin successful writing in the TL (including an in-depth understanding of grammar).

Thus, the metacognitive translation tool was developed to guide students through the thought process of translating a text and also to help them to think more carefully about their written work in general. The project has been assessed summatively but also through evaluation of IRIS video footage recorded in classrooms.

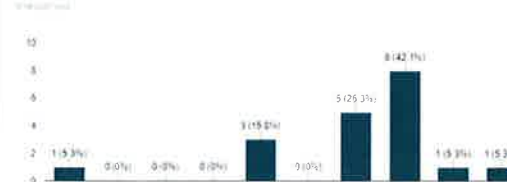


How useful have you found this tool in structuring your translation work?

15 responses



How confident do you currently feel in your translation from English INTO French/Spanish? 1= Not at all confident, 10= Very confident



### What impact has your research had on the learning of pupils?

**S-** Students are able to communicate overall meaning of a passage

**K-** There is a greater knowledge of how translation is assessed and how to tackle unknown language

**A-** Students are more likely to revisit and question their initial translation and demonstrate more resilience when working

**B-** Underachieving HATs students demonstrate more independence and are able to employ a growth mind set approach

Assessment shows that underachieving HATs pupils are improving across their writing paper, in essays and in translation. Student voice and IRIS footage reveals students are more confident in approaching translation tasks. An improvement has not been seen in just focus pupils, but across the whole class.

### What impact has the project had on YOUR learning?

The POP project has encouraged me to consider more carefully my students' thought processes when approaching a difficult task.

The research has also helped me to develop pedagogies which place onus on the pupils and to give them more responsibility for their learning, as well as to engage in more of a dialogue with my classes about how they learn best.

### References:

Fleming and Walls (1998)- What pupils do- The role of strategic planning in MFL learning  
Wigelsworth *et al.* (2017)- Social, psychological, Emotional, Concepts of Self, and Resilience outcomes: Understanding and Measurement  
O'Malley *et al.* (1985)- Learning strategies used by beginner and intermediate ESL learners

### What impact has your research had on the learning and practice of colleagues?

The project has given the team a skills-based focus and helped us to reconsider the way that our students learn best. POP has enabled us to collaborate effectively and be more reflective practitioners.

### What are your planned next steps?

Data reveals that students are not achieving the top band in translation due to grammar errors. A second version of the translation tool has been created to place more of an emphasis on verbs and pronouns.

A further action is to consider how to scaffold and deliver quite a lengthy task and encourage further student engagement, perhaps through having student 'experts'.

Another assessment will be carried out later in the term to assess the efficacy of these amendments.







### Outline of the research

Last year our Year 11 PP students made significantly lower progress than non-disadvantaged students; we wanted to address some of the inequalities that research shows this student group face due to the complexity of factors associated with their home environment (Clark, 1988; McLoyd, 1990) In interviews with 500 economically disadvantaged young people, Lefkowitz (1986) found that the majority of them credited their success to the support of a caring adult in their lives. Among other more practical skills, a mentoring relationship has been shown to enable students to develop the necessary attitudes, effort and conception of self that they need to succeed in school and as adults.

The impact of the mentoring scheme was assessed through student voice, mentor questionnaires and analysis of progress data.

### What impact has the project had on YOUR learning?

It has made me take a research-based approach to the issue and consider what the evidence tells us about how to improve provision for these students next year.

### References/Bibliography/Further reading:

[https://www.researchgate.net/publication/232457173\\_The\\_positive\\_effects\\_of\\_mentoring\\_economically\\_disadvantaged\\_students](https://www.researchgate.net/publication/232457173_The_positive_effects_of_mentoring_economically_disadvantaged_students)

Metacognition: <https://cambridge-community.org.uk/professional-development/gswmeta/index.html>

**School: Wanstead High School**

### POP Research Focus:

**Will a programme of staff mentoring raise the attainment of underachieving Year 11 Pupil Premium students?**

**LOL: Sue Morgan**



### Student/teacher voice/quote:

*"Making a giant revision timetable on my office floor was great fun and something that my mentee had never been shown how to do before." (Mentor)*

*"It was good to have someone who knew how to get hold of exam papers for me." (Mentee)*

*"My mentor motivated me to start revising." (Mentee)*



**Seven Kings**  
Teaching School Alliance

### What impact has your research had on the learning of pupils?

**S-**Students are able to use metacognitive strategies to help them succeed in exams

**K-**A greater knowledge of a range of study skills to aid their exam preparation

**A-** Students more likely to know how to set achievable revision targets

**B-**Students expectations of themselves raised.

### What impact has your research had on the learning and practice of colleagues?

Metacognition has been at the heart of the mentoring programme, and INSET resulting from this project has increased awareness of the need to be more overt in teaching PP students *how* to learn.

The research and our evaluation of current practice and attitudes suggest the need to make sure that we have high expectations of *all* of our students.

### What are your planned next steps?

We will evaluate the impact of the mentoring programme more fully by analysing the GCSE data of those involved by measuring progress gains

We will reflect upon the raft of provision for PP students and increase the reach of those strategies which evidence suggests have been most successful in raising pupil progress

Next year we need to ask ourselves how to ensure we have high expectations of all our students- but especially those who are disadvantaged and to think of a system for measuring the impact of this.



**School:** Caterham High School

**POP Research Focus:** The impact of promoting metacognitive skills in teaching practise for the progress of students in receipt of Pupil Premium



### An outline of your research –

Much of the lack of progress in Pupil Premium students is down to a lack of motivation and confidence; perhaps due to previous grades, teacher labelling, and expectations or even a culture of setting and streaming.

We wanted to support this by showing the progress that instilling metacognitive skills could make such as:

- Using 'growth mindset' language in both classroom teaching as well as marking.
- When self-assessing, use the Think Pink Go Green to encourage students to really reflect on others' and their own work.

As a result, we wanted to see a change in the learning behaviours of the students and subsequently an improvement in their progress.

### What impact has the project had on YOUR learning?

It has highlighted how teacher praise can be very basic. Once we have identified a positive learning behaviour, we are quick to praise it and then straight away offer how to improve. Rarely, do we actually pause and allow the student to think about what the next step may be.

Our praise has therefore become a lot more specific as well as reflective. It may seem like an inefficient use of time for some students who struggle; however, this investment is useful when building positive habits. It is important to praise the process and not always the outcome.

### A compelling visual/photo that captures your POP project

### What impact has your research had on the learning of pupils?

**S-** students can independently reflect on practical strategies to improve their progress

**K-** a greater knowledge and understanding of mark scheme and examiner's marking behaviour

**A-** Students are more motivated and willing to learn as they are starting to remove the glass ceiling they have created

**B-** Pupil Premium boys in particular become more engaged with the learning as they take on leadership of their own learning.

Difficult to assess impact on attainment due to the short nature of the project.

### Student/teacher voice/quote:

*"When sir asks me how I got to my conclusion, it makes me review the work I've already done and I've justified my arguments in the essay. It makes me realise the actual brain work I've put in"*

### What impact has your research had on the learning and practice of colleagues?

The effectiveness of this strategy has been acknowledged by the staff; however the impact of it may be limited as our group was cross curricular. However, having seen the positive impact it could have; it is worthwhile rolling out within departments.

### What are your planned next steps?

- 1) Continue the use of our metacognitive strategies and provide classroom visuals for reflective questions. Create a set of these standardised questions per department/school.
- 2) Measure progress on extended writing for the target students.
- 3) Drop ins could have a focus on assessing the progress of SKAB on the target students.
- 4) Be consistent with these strategies and incorporate Think Pink Go Green into the schemes of work; particularly after summative assessments.

### Further reading:

Dr Carol Dweck- Growth Mindset  
Brin Best- Accelerated Learning  
John Livingstone- Metacognition





**School:** Barking Abbey School

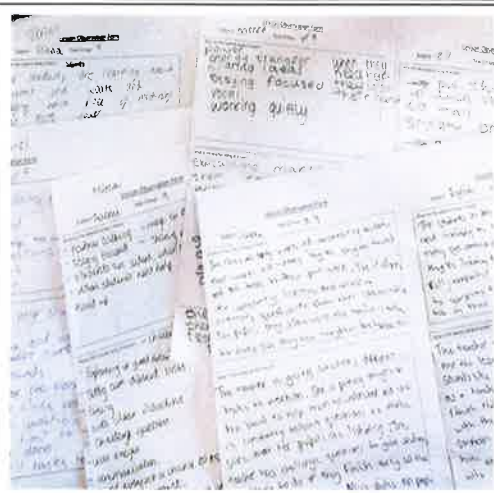
**POP Research Focus:** Creating links between the curriculum and pedagogies through Geography at Manor and BA in year 6 and year 8

**LOL:** Sarah Woolley



### An outline of your research –

We focused on strengthening the links between the Geography curriculum at Manor and BA in year 6 and year 8. Overtime we also began to look at the teaching styles used in both schools. With the year 6 teacher (MC) we observed lessons at Manor and at BA looking for similarities and differences in teaching styles, level of engagement and level of independence. This is relevant to the students directly as it was used to inform the teaching styles in year 6 at Manor and year 8 Geography lessons. Manor students and BA students have done observations of lessons in both schools. The yr 6 and yr 8 students then collaborated to discuss their findings to see if they identified similar themes. The impact was assessed through student voice.



### What impact has your research had on the learning of pupils?

Students have been able to inform the style of teaching and learning. KS3 progress scores have improved since September. Staff have reported an increase in the engagement of students in year 8. There has been an increase in the uptake of Geography at GCSE in year 9.

### Student/teacher voice/quote:

*'POP has made me think about how to get students to engage with their work in year 8. I have noticed a decrease in low level disruption too'*

Geography Teacher, Barking Abbey

*'It's been fab to work with BA, so much has come from it. It's made me realise that we need to do more independent work and you guys could do with more interactive learning'*

Year 6 Teacher, Manor School

### What impact has your research had on the learning and practice of colleagues?

Within the Geography department, there has been a greater emphasis on the use of interactive learning styles and group work to engage students.

Findings have been shared between Geography teachers at department meetings. Teachers have felt more able to discuss the strengths and weaknesses of trialling new pedagogies. Findings have also been shared with the head teacher in order to inform future potential Manor/BA links.

### What impact has the project had on YOUR learning?

The importance of student voice and collaboration. It has made me rethink my teaching style used at KS3. I have used it to come up with a bank of engaging teaching ideas/ tasks which can be used in lessons (without lots of planning time)

### References/Bibliography/ Further reading:

Sutherland, R et al. (2010) Supporting learning in the Transition from primary to secondary schools. Final Report 02.2010. University of Bristol

### What are your planned next steps?

Within Geography, we will reassess the impact by analysing the final year 8 reports and comparing them to previous years. We will also complete a student voice survey of their lessons at the end of the year. The findings have already been implemented through changes made to the tasks set within our lessons which are planned collaboratively. Beginning in Sept 2018 the English department have expressed an interest in continuing the project and making links between the topics taught in year 6 at Manor and in year 7 at BA. This has potential to be rolled out in other subjects too.

Jo Tupman (Head teacher of BA) has agreed to review the assessment words used in KS3 with Clare D'Netto (head teacher of Manor) to see if they can be consistent across the two schools to ease transition and eventually make it easier for staff to use primary school data to inform their KS3 teaching.



**School:** Isaac Newton Academy

**POP Research Focus:** raising the attainment of black and ethnic minority students within Humanities

**LOL:** Rebecca Priestley



### An outline of your research -

The 2016 GCSE specifications in Humanities put a larger emphasis on the AO3 skills of analysis and evaluation, which are no-longer internally assessed by controlled assessment. The 2017 GCSE results and the internal Autumn Term data indicated that there was underperformance of BME students across all year groups and key stages in Humanities. When BME students were interviewed it was discovered that they felt they had lots of content to cover, and didn't feel confident to apply the knowledge to meet the AO3 skills for the exams.

The learning focus for the POP project was to embed the AO3 skills of evaluation and analysis to enable BME students to have the confidence to perform at a higher level in exams. Teachers were given pedagogies designed to help students 'prove' their skill mastery for exam questions in lessons.

The project aimed to embed the skills to ensure students could adequately analyse and evaluate information to meet the requirements for AO3.

The project was monitored formatively through assessed pieces in lessons, and summatively through student voice interviews.

### What impact has the project had on YOUR learning?

The POP project has made me give much greater consideration of the need to break down and demonstrate analysis and evaluation skills to students so that they can see the method and the process. In giving consideration to this, it has meant students can understand WHY they have to go about answering a question in a particular way, and therefore they give more value to an essay-style question.

### References/Bibliography/Further reading:

Sharples, J., Slavin, R., Chambers, B. and Sharp, C. (2011): *the quality of teaching makes the biggest difference to learning outcomes, e.g. through cooperative learning (structured group work), frequent assessment and 'learning to learn' strategies.*

Stokes, L., (2015): *strategies used to raise the attainment for one group, generally work to raise the attainment for all groups.*



### Student quote:

*'My Humanities teachers have been supportive. I used to think marking my own class learning was so boring and something the teacher should do. Now I understand why we have the chance to do it, I like knowing where I have done well. It means I know how to get the top marks in questions, and when I don't I know how to improve, so it is better than waiting for my book to be marked.'*

### What impact has your research had on the learning of pupils?

#### **Impact on SKAB:**

S: Students have gained confidence to handle evidence and focus it on a particular question. K: Students have improved in terms of recall and applying knowledge to their answers.

A: While in class students respond well to 'how to' and demonstrate good understanding, independently produced pieces with less structure and support do not, so they lack confidence to produce the top answers independently

B: Students have struggled to engage in some cases and have demonstrated negative attitudes to the pedagogies, seeing it as 'extra work'. Others have been keen to act on teachers support and feedback and used a 'growth-mindset' to their learning.

Formative assessment shows some BME students have engaged positively with the pedagogies, and have demonstrated progress in their understanding, some have demonstrated no progress.

Overall, there has been no dramatic impact on attainment with Year 11 in the assessed pieces.

### What impact has your research had on the learning and practice of colleagues?

Classroom practice in exam classes has put the emphasis on the students to demonstrate their learning, by active peer and self-assessment. Therefore students who have embraced the strategies have developed more confidence.

The project has given the department a clear focus and set of strategies to enable not just BME students, but all students, to improve their demonstration of skills for exam questions.

### What are your planned next steps?

The project will be taken forward into the next academic year, to give a broader-range of BME students and longer time period in which to embed the skills.

The pedagogies will be monitored through assessment and data captures each term to see how students are performing. A wider range of subjects need to be included to assess impact in greater depth.

The project has raised the question of how teachers foster an active, rather than passive, learning environment where students are proving their progress.





**School: Frederick Bremer**

**POP Research Focus:**

Raising MAP boys achievement by identifying the best range of teaching and learning strategies and assessing their impact

**LOL:**

Stephen Rowsell



**What impact has your research had on the learning of pupils?**

**S-** Students have shown more confidence when using subject terminology and applying it when answering exam style questions

**K-** Students are more confident in applying their knowledge of processes and terminology

**A-** Students are moving on to attempt challenge tasks

**B-** MAP boys have become more engaged in their learning and assessing their progress

In three of the four research groups students have improved their P8 scores. In a number of departments students have felt more supported and enabled to work independently.

*...the greatest effects on student **LEARN**ing occur when the **TEACH**ers become **LEARN**ers of their own **TEACH**ing and...*



*...when students become their own **TEACH**ers.*

John Hattie  
- Visible Learning (2009, p. 22)

**An outline of your research** – Middle achieving students, boys in particular, have been noted through historical and current data as seriously underachieving. As part of the school's priorities it was seen as essential that the gaps in learning and teaching regarding this group were investigated, an analysis made and a practical tool kit of strategies put in place in order to improve not only these students engagement and progress, but the all students at Bremer. We hoped to raise the awareness of teachers regarding this group's underachievement, improve these students' engagement and progress and have solid evidence of which learning strategies work best in order to further improve progress for all students.

**What impact has the project had on YOUR learning?**

I have learnt that in order to get a holistic and effective understanding of progress you have to take a multifaceted approach and include all the people engaged in the learning process. This, in turn, enables effective planning and interventions.

It has made reflect on the collaborative nature of learning and teaching helped me see the central importance of creating positive and creative learning relationships between students and teachers.

**Student/teacher voice/quote:**

*POP has enabled MAP students to feel, helped, supported, enabled and engaged.*

Teacher of History

*Learning for ourselves means that when I don't understand something I go home and try to figure it out for myself.*

Year 10 student

**What impact has your research had on the learning and practice of colleagues?**

POP, amongst other initiatives at Bremer, has focused teachers and departments on the consistency and evaluating the effectiveness s of their practice.

There has been a focus on trying out a different range of pedagogies and working together as teachers and middle leaders to ensure the lessons learnt are applied. There is a growing sense that collaboration and research are an important part in developing the learning and progress of all students.

**References/Bibliography/Further reading:**

Frosh et al (2003) identified boys can be empowered and engaged through encouraging self-reflection and open talk about their learning experiences  
Luckner and Nadler (1997) identified boys need active learning opportunities in lessons  
Meyer et al (2008) identified empowering students with a range of skills and models of learning encouraged more independence  
Marvell (2013) identified student-led learning gives opportunities for challenge  
Boud(1999) argue peer teaching and group work challenges deeper understanding

**What are your planned next steps?**

The POP cycle of working from student groups, teachers, departments, using case studies, data analysis and strategizing through the school's MLT is being incorporated in to Bremer's CPD programme with the establishment of a POP research group.

The information and knowledge gathered will lead to a report that will make suggestions on how departments can best close the gaps with the MPA boys. This will be shared with departments through the MLT and the focus will be on incorporating a range of agreed strategies in to department improvement plans.

A key question that has arisen from student feedback is just how effectively are teachers using group tasks in developing all learners' independence, knowledge and understanding? What is best practice in this regard and how can we enable teachers to confidently teach high performing group focused lessons?



**School:** Kantor King Solomon High

**POP Research Focus:**

Underachieving PP in Science and how to improve through student observers feedback and collaboration with teacher.

**LOL:** Ana Rodríguez



**An outline of your research –**

- Wanted to help underachieving students achieve or even exceed their expected minimum target grade for upcoming assessments by using different strategies in order for students to be more engaged in the lesson and learn effectively
- We hoped to see an improvement towards their grades by adding some activities to teacher's lessons for them to learn effectively and gain a greater understanding of what they are learning.

**What impact has the project had on YOUR learning?**

- we have engaged with the teacher-planning to meet etc.
- we have collected data.
- thought of strategies to help that teacher, to help those underachieving
- thought about how this project can help other classes and departments as well as the one we were focusing on
- we have learnt how to keep a more professional profile while having meeting with numerous teachers by arriving at the correct time and being organised.
- POP has opened our minds to more ideas and we will hopefully start more projects at school with different groups of students for example: the student voice and the student observers.
- engaged us to contribute more of our ideas during detailed discussions usually with teachers.
- developed our use of language during formal and academic conversations.

**A compelling visual/photo that captures your POP project**



**Science**

**Student/teacher voice/quote:**

- "POP has provided me with a student's perspective that has enabled me to reflect and improve my lessons. I can already see huge improvements!"
- Science member of staff

**What impact has your research had on the learning of pupils?**

- Students are becoming more engaged in lesson rather than just sitting listening to teacher
- Gaining more knowledge from lessons they find more interesting
- achieve at best of ability
- Some students now find these lessons less tedious and more enjoyable and yet still very educative.

**What impact has your research had on the learning and practice of colleagues?**

There has been an increased collaboration between teachers and students.

**What are your planned next steps?**

We would like to expand this project into focusing on larger classes such as focusing on a whole department. We would like to use our information from this project to help us in order to improve and increase the project so that we can start helping many other students as well as the teachers with their classes in a variation of departments. Ideally, we plan to focus on a specific department, at first, and work with the head of that subject and point out the teachers that they would like us to focus on. As well as focusing on those teachers, we plan to help them by further on by comparing their work against other more experienced teachers in their department who may have useful strategies which help improve underachieving student's learning.

We aim to observe many teachers from a same department and use multiple extracted strategies and teaching techniques to help others teach more challenging students, such as an underachieving group of pupils. Additionally, we hope to encourage the teachers to then apply these teaching techniques into their lesson plans in order to engage and improve the certain student's learning, obviously ,given the fact that we have already tested these techniques to see if they were successful before permanently implementing them in to the lesson structure.