Journal Club no. 6
Summer Term 2019
M3, 4.15-5.15
Presentation
(by Paula Lobo)

How can we show students what success looks like?

The problem:

- Students struggle to identify what success looks like
- Teachers sometimes struggle to describe what quality work looks like (it may be held in unarticulated form in their heads)
- Students' work may meet the criteria but still fail to meet the required standard.

How can we show students what success looks like?

1: Use examples of successful work to show students what they should be aiming for

- Students' sense of success is 'caught' through experience. Studying '**worked examples'** has a powerful impact on the quality of work

- However, successful learning from worked examples does not always occur naturally. Distant 'big' goals (e.g. a full essay at the start of Year 10) are not as effective as using immediate goals; 'big' goals can overload the working memory.

- Partially completed models can help here, where students complete the missing steps. Checking whether students know the next step in a '**completion problem'** can test prior knowledge.

- Interleaving worked examples and completion problems appears to be effective; students could return to the models later in the unit

- Teachers' explanations seem to add little to students' understanding of examples; having students explain the merits themselves may be sufficient.

How can we show students what success looks like?

2: Low-attainers in particular benefit from models of successful work

- They seem to struggle with ambiguous goals, so showing them what success looks like can be of great benefit
- They need to know how they will be assessed, going beyond markschemes
- Showing students' work, and what grade they achieved for that work, can be more helpful in terms of students' understanding
- Low-attaining students could be asked to return to strong models and identify what they have missed.

3: Knowing what success looks like promotes metacognition and motivation

- It increases students' belief they can do well
- It can help to stop students from copying their partner's work.

How can we show students what success looks like?

4: Students need to compare work to tell the difference between a good piece of work and a mediocre one

This can help students to 'understand deeply' the good features of an answer. Students need to <u>engage critically with models</u>:

- Students could be encouraged to codify success in their own words (perhaps creating their own checklist?); teachers should plan a way for students to record what they have learned
- Students could be given the start of a model and then given choices of the next word, number or movement, and to explain the choices they made
- Students could be given a paragraph and an improved paragraph, and then asked what changes have been made to improve it. Or the teacher could ask the student 'what advice would you give the person who wrote this?'
- Teachers could use 'live modelling', revising and editing students' work or writing their own work

How can we show students what success looks like?

Giving students model answers may make them copy it, but 'imitation is part of apprenticeship'

How can we tell what students learned in the lesson?

The problem:

- It is hard to know what students have learned without a direct measure that asks:
  - Did students *really* get it?
  - Are students ready to move onto the next lesson?
- Good behaviour and 'busy-ness' does not necessarily mean that students are learning
- Teachers often accept student results that they agree with (and which exceed their expectations) and discount those which are worse than they expect
- If we don't know what students have learned, we won't know if our teaching approaches have worked
- It is important not to conflate learning (a permanent change in behaviour/knowledge) and performance (a temporary fluctuation)

How can we tell what students learned in the lesson?

- Student learning should be assessed at the end of each lesson so teachers can respond to poor understanding. Assessments should:
  - Encapsulate the lesson's focus
  - Provide objective measures of teacher impact
  - Be swift for students to complete
  - Be swift to examine so student errors can be caught early

- Assessment at the end of lessons should be used as much for planning as for assessment so the teacher can respond accordingly. There is little point in using exit tickets if they are not then used for planning.

- Teachers should think about how to use the data: do you opt for a 'utilitarian view' or 'mastery'?

How can we tell what students learned in the lesson?

Assessment for learning could involve:

- End-of-lesson tasks (e.g. 'write down three things you've learned today'. The problem: hard to find out if pupils have learned the key points of the lesson; they are too 'open' and unspecific

- Examining students' work. The problem: time-consuming and likely that the teacher will identify more issues than can be addressed.

- Exit tickets. They can be tailored to the lesson objectives.
    - These might be multiple-choice questions, that can help elicit misconceptions and can allow quick identification of misunderstanding. They need to be well-crafted.
    - Online forms can be marked automatically.
    - Writing example student answers can help to determine how long the exit tickets take to complete and whether the data is helpful – or if it elicits vague responses
    - It can be an opportunity for 'retrieval practice' (interleaved?)
    - Data can be used to plan for the next lesson (Divide, Dig, Decide).
    - Joint-planning exit tickets can reduce workload.

- My 'exit tickets' (Google Forms): https://lobworth.com/self-checking-tests/

How can we help every student improve?

'Feedback must improve the student, not the task...'
'Feedback should focus on the work, not the student...'
'Feedback should be limited...(economy of language)...'
'Students should act upon the feedback...'
'Students' emotional responses affect how they will respond to feedback...'
'Create checklists for students before they hand work in...'

Main threads of our meeting

- Dan Watkins suggested that modelling was particularly helpful for extended written responses

- Rich Smith commented that asking students to elicit the success criteria from models and asking them to formulate that criteria in their own words (rather than giving them the criteria first) was a particularly helpful strategy

- Liz Rees mentioned that giving pupils very impressive models can elicit a very strong reaction - a feeling of 'I'm never going to be good enough' - so teachers need to think carefully about which model to use and when, using a graduated approach

- Dan Stone mentioned that students do borrow rhythms from model answers and often imitate the style of other teachers and students - and that this can be a positive thing

- David Briggs quoted from T.S. Elliot ('Bad writers borrow, good writers steal') to make the point that when students borrow ideas, patterns and rhythms from other writers, they still need to make their responses their own

- When thinking about using AfL (e.g. 'exit tickets') to inform planning, Andy Nalty said 'some of my best lessons are not on the scheme of work but are about responding to blank faces and confusion; only then can we move onto the next topic.' Using AfL as a starter can ensure that students are happy with prior knowledge before moving onto the next (more sophisticated?) step. We therefore need to think carefully about when to use AFL in a scheme of work

- Liz Rees mentioned that she now uses low-stakes testing a lot, but was concerned at the lack of data (pressure is removed so students don't have to tell the students their result). Dan Watkins suggested that teachers could say: 'You don't have to tell me what you got, but you can tell me *how you will improve*'

- We all agreed that Comté is delicious.