

# Let's go round again



Getting back to basics

# Raising attainment -the three ways.....

- Enhancing consistency in teaching practice within schools and across stages
- By improving learners' performance in the latter parts of assessments
- By engaging the disengaged learners who currently don't or barely register in attainment



# Contentions

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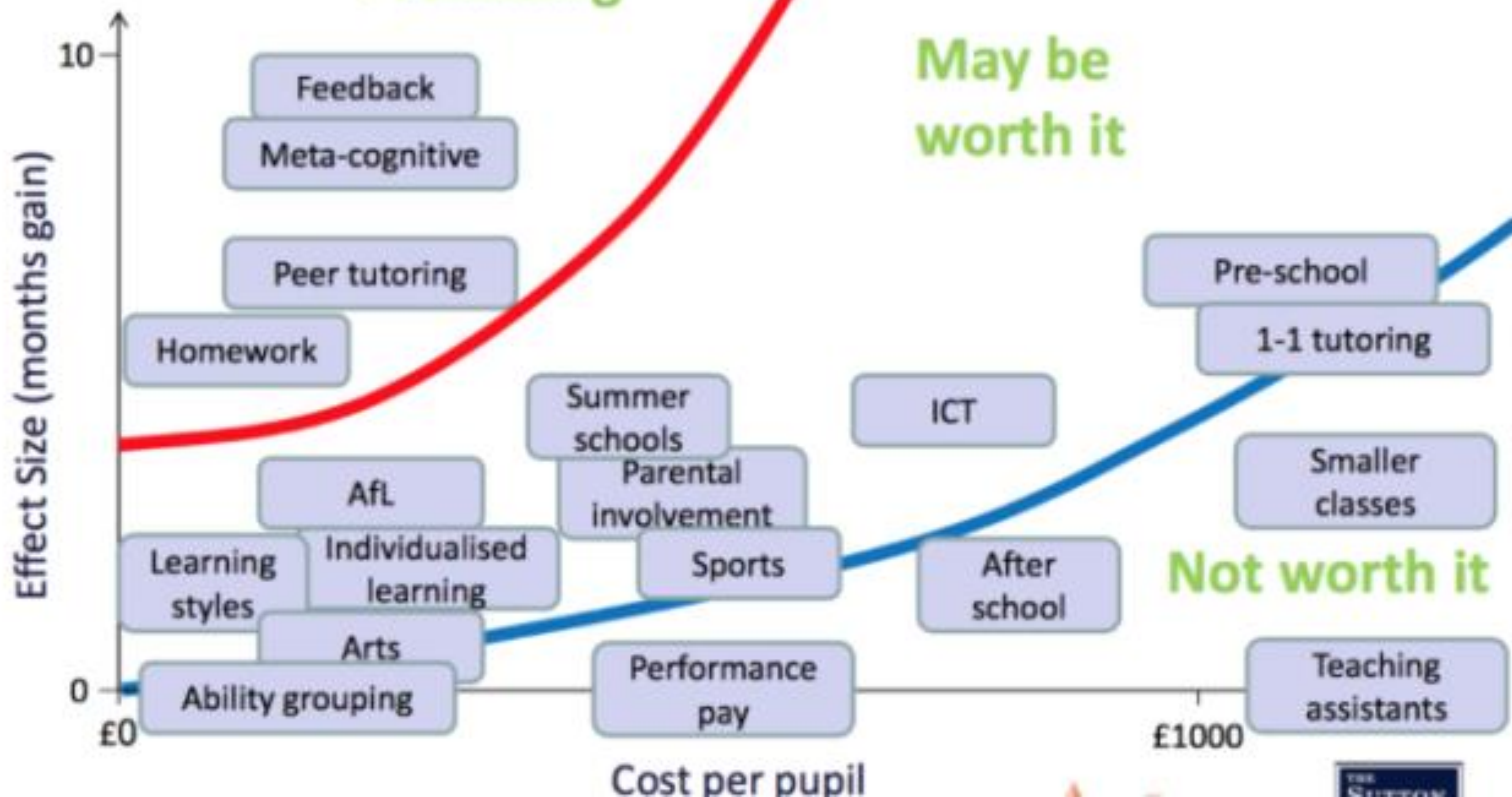
- “What works?” is a very limited question
- “What works here?” is the real question
- "What works for us and our ambitions?" is an essential question
- and what evidence will we look at? - contextual, interim indicators
- What works for each us is the next level of question



Promising

May be worth it

Not worth it





# Effective Qualities

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- ❑ Sharing the management of learning with pupils
- ❑ Promoting the belief that attainment can improve
- ❑ Using a wide range of sources of information
- ❑ Identifying a range of needs
- ❑ Responding to needs
- ❑ Giving and receiving feedback
- ❑ Using a range of sources of support



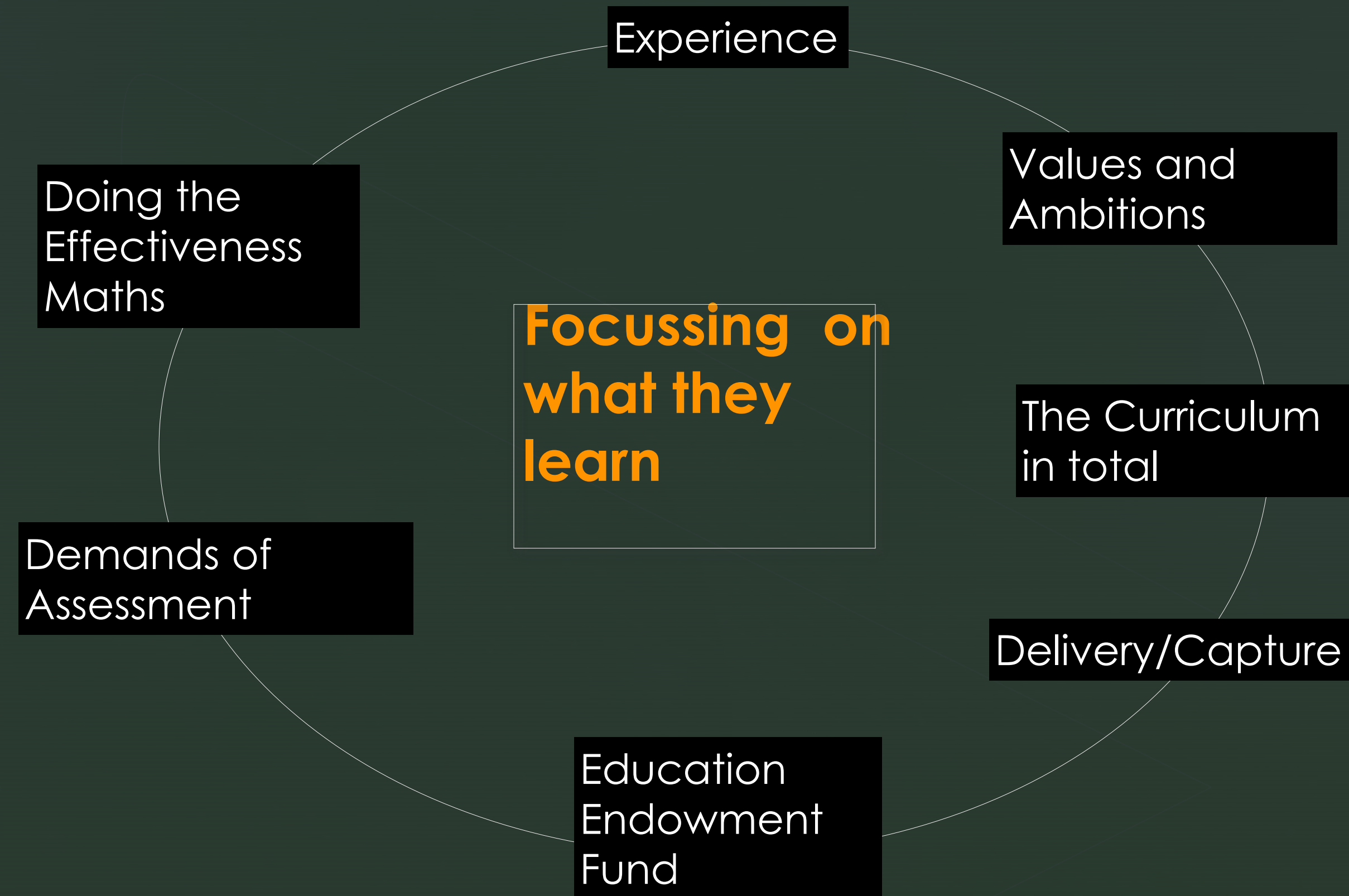
# The 4 big questions

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- What are you going to do to improve your practice?
- What help or support will you need to make that improvement?
- What outcomes will you expect your young people to achieve as a result of the improvement?
- What evidence will you look at to determine if the improvement has been made?



# What sort of Curriculum?



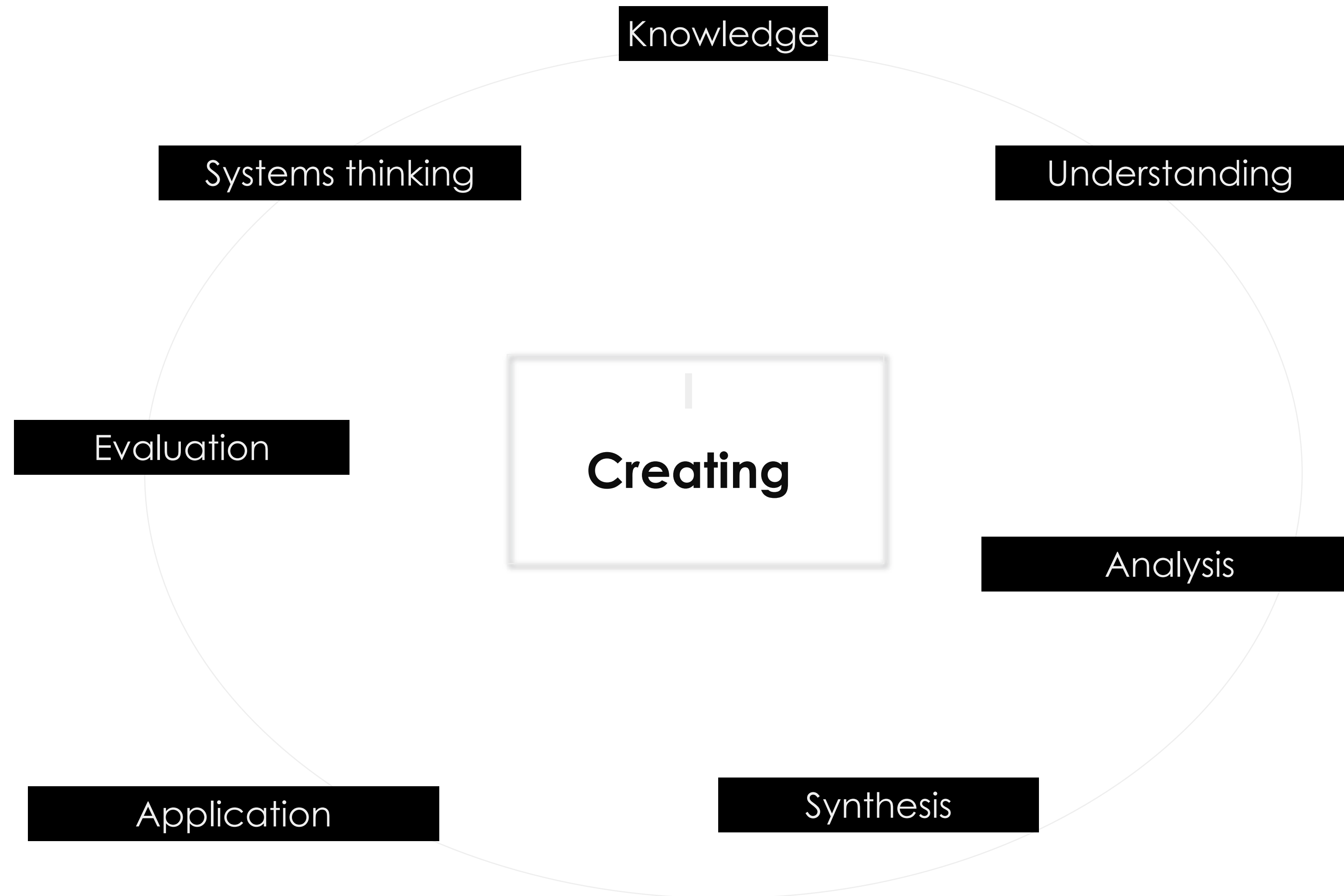


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## WHAT DOES THIS MEAN FOR CURRICULUM PLANNING?

- ▶ Identify the elements – skills, concepts, knowledge
- ▶ Analyse what we offer
- ▶ Identify the gaps/shortcomings
- ▶ What we do or how we do it?
- ▶ Build forwards as well as backwards
- ▶ Discuss and agree standards

# The Circular Taxonomy

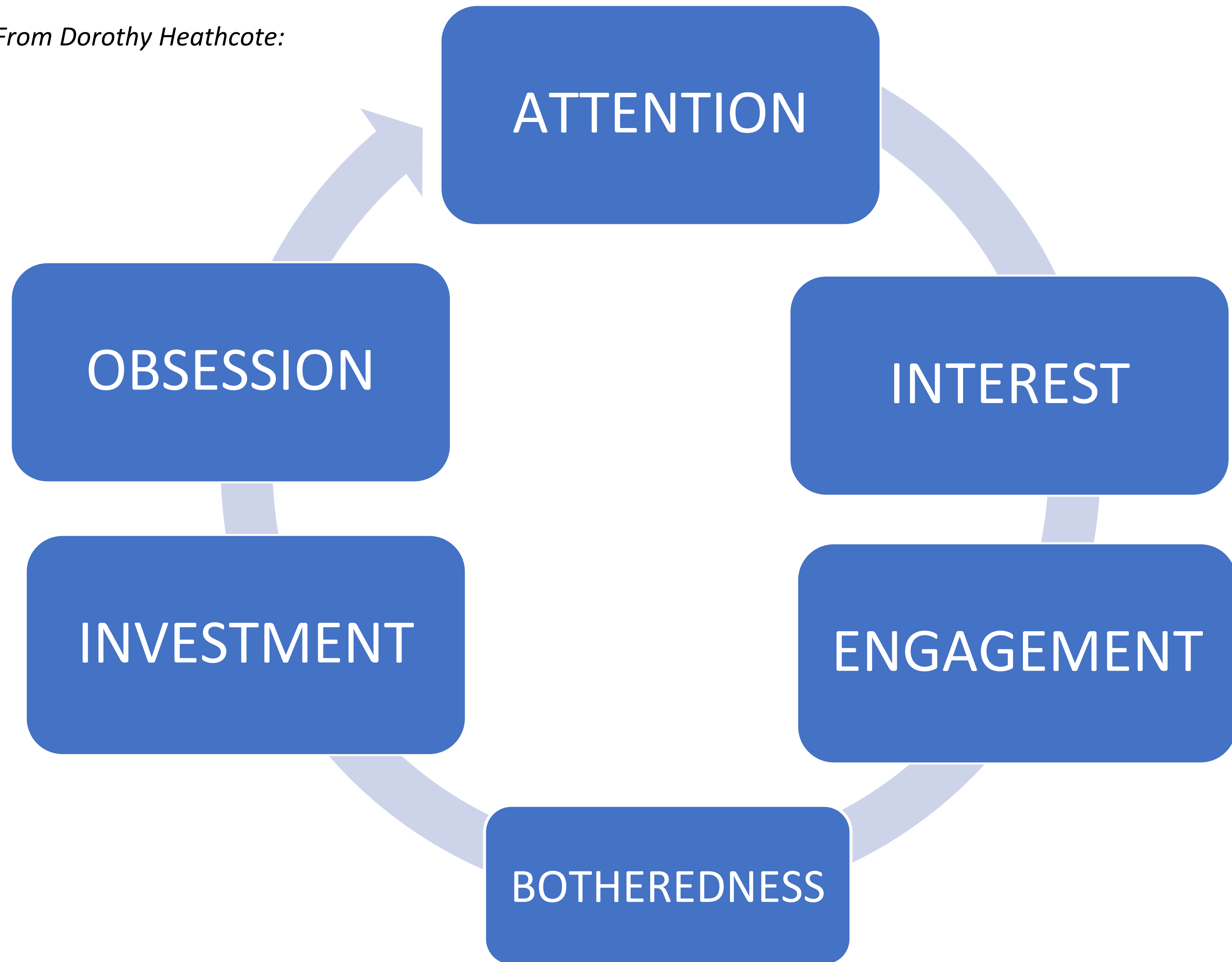




**= Metacognition**



*From Dorothy Heathcote:*





# What makes learning successful?

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- "My father would cry reading Dickens to us as kids. These are the passages I remember." Malcolm Gladwell
- "One looks back with appreciation to the brilliant teachers - but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material - but warmth is the vital element for the growing plant and for the soul of the child." Carl Jung

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- ▶ Look for links
  - ▶ Plan across subjects and across stages
  - ▶ No tokenism - genuine, “natural” integration
  - ▶ Look at your assessment
  - ▶ Build “smartness”, but check readiness



# Time to be.....

## Talking heads

- What do you think about “the effective qualities”?
- How far does the approach to evaluation and planning match what you currently do?
- Is there anything that you might take from this approach?
- Collective Planning/Progression rather than transition?
- Care is a strategy for raising attainment?- agree/disagree?

