

# January INSET 2022

## High Performance Learning Across the School



High  
Performance  
Learning

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Pathway School



# The Seating Plan Explained

- SLT as the SEND students of the 'class' – placed for easy access for live marking and support if needed
- Mixed up departments so ideas can cross-pollenate
- Mixed up levels of experience for variety
- Mixed support staff with teaching staff so that we are all working on this together
- Some other factors that shall remain a secret!

**The point: No accidents!**

# Purpose of the session

Re-focus our energies on teaching for high performance in 2022

Why now?

- Fixed term exclusions are down, detentions are down, mobility is down, we are full beyond PAN... **things are very stable here!**
- Our 'problems' have changed – achievement and homework
- Our focus has changed – from Progress measures to attainment
- Teaching makes the biggest difference, every lesson, every day

# Purpose of the session



**History**

The Colton Hills Way of Teaching

**Year 8 – The Tudors**  
Knowledge and Assessment Organiser

Student name: .....

**Big Question** Why are the Tudors important to England's history?

**Drama**

The Colton Hills Way of Teaching

**Lord of the Flies**  
Knowledge and Assessment Organiser

Student name: ..... Class: .....

**Big Question** How can I change the level of tension in a scene using the LeCoq principle?

**The Literacy Policy in Action 2021-2022**

Our Literacy Vow: To improve the quality and frequency of extended writing by ensuring consistency in the way in which new vocabulary is taught and the depth of academic oracy that is experienced

Vocabulary	Oracy	Writing
<p><b>How can HPL support this development?</b></p> <p>ACQs</p> <ul style="list-style-type: none"> <li>- Fraction</li> <li>- Abstraction</li> </ul> <p>VAAAs</p> <ul style="list-style-type: none"> <li>- Fractio</li> </ul> <p>Example: "Recognising how to decode a word that you have never encountered before demonstrates <b>fraction</b>, the ability to work effectively within the rules of the domain."</p>	<p><b>How can HPL support this development?</b></p> <p>ACQs</p> <ul style="list-style-type: none"> <li>- Intellectual confidence</li> <li>- Automaticity</li> </ul> <p>VAAAs</p> <ul style="list-style-type: none"> <li>- Confident</li> <li>- Fractio</li> </ul> <p>Example: "Today we are developing our <b>intellectual confidence</b> by gathering evidence to support our personal view in preparation for the debate we will be having."</p>	<p><b>How can HPL support this development?</b></p> <p>ACQs</p> <ul style="list-style-type: none"> <li>- Self-regulation</li> <li>- Automaticity</li> <li>- Speed and accuracy</li> </ul> <p>VAAAs</p> <ul style="list-style-type: none"> <li>- Fractio</li> <li>- Perseverance</li> </ul> <p>Example: "Now that we have completed our first draft it is time for self-regulation. We will revisit the original success criteria and make examples and evaluate and self-correct our work."</p>
<p><b>Why is this important?</b></p> <p>Students are assessed by hundreds of different words every academic year and we want them to learn from 'Lesson' to regular use in academic oracy and extended writing as widely as possible.</p> <p><b>What are we going to do?</b></p> <p>We have a research 'household' approach to the teaching of new vocabulary based on the latest metalinguistic research. Identify the key words you would like the students to learn prior to the lesson and then share them to students in their appropriate context and encourage the students to think out their meaning. Share this vocabulary in their integrated into lesson meaning (aligned with opportunities provided for students to practice).</p> <ul style="list-style-type: none"> <li>- Where possible, teachers are to explore word roots in the teaching of new vocabulary.</li> <li>- Where possible, short 'word-building' activities should take place when introducing new vocabulary. For example, this is where prefixes and root words can be matched, for example 'infectious' or 'unfriendly'.</li> <li>- Include Tier 2 vocabulary in national tests as much as possible to increase the level of exposure of words in preparation for academic oracy and extended writing.</li> <li>- Consistently agreed approaches are used so where the Tier 2 words are explained the necessary and explanation of their root and writing this can be identified through line marking with a T2 symbol written by the teacher on the back.</li> <li>- Include the explanation of Tier 2 and Tier 3 vocabulary into the lesson where feasible.</li> <li>- As an alternative national strategy, get students to write a paragraph incorporating a range of Tier 2 and Tier 3 words observed over the past fortnight.</li> </ul> <p><b>How will we know when we are successful?</b></p> <ul style="list-style-type: none"> <li>- Students understand and incorporate a large range of common Tier 2 and Tier 3 vocabulary into their work.</li> <li>- The quality of academic oracy improves.</li> <li>- The quality of extended writing improves.</li> </ul>	<p><b>Why is this important?</b></p> <p>Oracy of the right quality promotes the development of children's reasoning, conceptual understanding and reading comprehension. If a student can give a thorough and detailed spoken response, there is a greater chance that they can write a similarly high quality response.</p> <p><b>What are we going to do?</b></p> <ul style="list-style-type: none"> <li>- Ensure answers are always given in full sentences.</li> <li>- Give students thinking time before asking them to give detailed answers.</li> <li>- Provide opportunities to rehearse extended spoken answers with a partner before speaking to the whole class.</li> <li>- Model quality spoken responses so the students know what they are supposed to sound like.</li> <li>- Provide scaffolding and build elements of deliberate practice – sentence starters, a list of key words (Tier 2 and 3), list on because of.</li> <li>- Students are encouraged to evaluate and/or develop the answers of others.</li> </ul> <p><b>How will we know when we are successful?</b></p> <ul style="list-style-type: none"> <li>- Students will be confident speakers with the ability to express themselves clearly including Tier 2 and Tier 3 vocabulary.</li> <li>- The quality of extended writing improves.</li> </ul>	<p><b>Why is this important?</b></p> <p>Writing can be one of the weakest areas of teaching. The assumption too often is that imparting knowledge – making sure our students know stuff – is enough. In reality, of course the main way that most knowledge is assessed is through students' writing. It's something that needs to be taught.</p> <p><b>What are we going to do?</b></p> <p>There are many specific styles of writing and each of them have their own set of rules. However, the simple guide below applies to all of them.</p> <ol style="list-style-type: none"> <li>1. Expose students to a quality example</li> <li>2. As a class, unpack why it is so good</li> <li>3. The teacher models or 'co-constructs' another excellent example</li> <li>4. The students have a go themselves</li> <li>5. Peer or self-assessment</li> <li>6. Redraft</li> </ol> <p><b>How will we know when we are successful?</b></p> <ul style="list-style-type: none"> <li>- Students can express themselves at length in writing.</li> <li>- They know the requirements of different styles of writing.</li> <li>- A wide range of Tier 2 and Tier 3 words are incorporated.</li> <li>- The quality of extended writing improves.</li> </ul>

**The Expected Five**

Teach Like a Champion

1. Cold Call – targeted questioning, no hands up
2. Breaking the plane – circulating around the room
3. Right is Right – probing for deeper answers.
4. Brighten Lines – Clear instructions, energy injected into the start of each task. Students know how long they have and what will be happening when the task is complete. Efficient transitions between tasks
5. TLS – Track, Listen, Sit up.



# Retrieval tasks

- One of the biggest teaching and learning transformations in the last few years
- An example of automaticity in our classrooms – students know what to expect and get on with it
- This is well-embedded at Colton Hills
- There is no set way that it should be completed, but it should be brief

## Retrieval on Entry

Last lesson	The work of Pasteur was significant because...(two points)
Last topic	The Great Depression was going to make life difficult for the League in the 1930s because...
Last year	The Munich/Beer Hall Putsch took place in (year)... This was where...

5 minute  
fuse  
**Retrieval Practice**



1. How many ways are there of arranging 10 girls into groups of 3 with no duplicates?
2. Simplify  $\sqrt{800}$
3. Solve  $5x + 2 = 9x - 7$
4. Estimate the value of  $\sqrt{120}$
5. What is the nth term of this sequence?  
15 20 25 30 35

WHAT NEEDS TO GO ON YOUR REVISION SHEET?

## What are we going to do about it?

- There are examples of it taking too long
- Sometimes there are incorrect answers that remain incorrect which a student could be revising from

Ensure it takes no more than ten minutes at the most

- Students should be making corrections in green.
- Move around the room to check that students are making the necessary corrections

## Retrieval tasks – next steps

## What we are moving towards? - 80%

Students are beginning to take more responsibility for their own learning.

If they achieve less than 80% in a retrieval quiz, there is something that they need to work on

Students will record what they need to work on in the planners and this will be the basis of independent study that they have identified themselves. The KAOs can support students to fill the knowledge gaps

Parents will also be able to see what they need to work on

15/11/21

Planners to be out on the day's page for all lessons



# Retrieval Part One: All Student Response

*'ACP' stands for...*

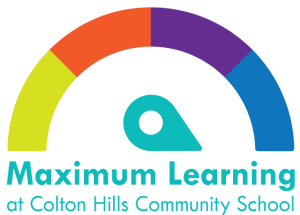
1. Advanced Characteristic Performance
2. Alternative Cognitive Performance
3. Advanced Cognitive Performance



# Retrieval Part One: All Student Response

*‘VAA’ stands for...*

1. Varying Attitudes and Attributes
2. Values Attitudes and Attributes
3. Values Ability and Attributes





# Retrieval Part One: All Student Response

*The two that are not ‘Pillars of High Performance’ are...*

1. Mindset shift and Enquiry based learning
2. Expertise development and Practice and Training
3. Feedback and Engagement of Parents

# Retrieval Part One: All Student Response

Whilst we are awaiting accreditation, we are know as an...

1. HPL Pathway School
2. HPL Apprentice School
3. HPL Training School



Record knowledge gaps in planners for independent study



## How can I use ACPs and VAAs in my lessons to improve student performance?



**Know:** *You must know this before you leave the lesson:*

- a range of effective teaching and learning strategies used at CHCS
- the expectations of lessons at our school, and why we teach in this way

**How:** *You will improve your performance by...*

- Engaging with a range of effective teaching techniques that we use at CHCS
- Examining ACPs and VAAs and considering how they can be used in lessons

**Show:** *You will demonstrate that you have improved by...*

- Being able to talk confidently about the ideas that you are going to incorporate into lessons to support students in achieving high performance

## How can the HPL approach benefit Colton Hills?



# Guided Reading: What is the HPL approach?

Read the extract and **highlight** or underline the following points

- Where the author outlines who can benefit from HPL
- Where the author describes the tools to make the HPL approach work
- Where the author states the life-long benefits of HPL
- Where the author mentions teachers being inspired to change the way they do things

# Guided Reading: What is the HPL approach?

In your own words, write a summary of what High Performance Learning is. **You have four minutes.** Your work will be self-assessed, but we will be using a model to ensure that the writing is of high quality.

## Success Criteria:

- ✓ Mentioned ACPs and VAAs – specific ones are even better
- ✓ Mentioned how it will improve a teacher's practice
- ✓ Mentioned how it will benefits students in the class

# The ACPs and VAAs

*The top 5 ACPs that apply to my subject are...*

*The top 3 VAAs that would feature in my lessons are...*

# Which HPL strategies can I incorporate into my lessons straight away through enquiry based learning?

## Task:

Now that we are more familiar with the ACPs and VAAs, complete a piece of extended writing answering the question above.

### Success criteria:

- Come up with an interesting enquiry based question
- Select 2 HPL strategies that I can use in my lessons
- Give an indication of how this will fit into my lesson
- State the potential benefits of this approach
- Include Tier 3 vocabulary
- Include the word 'because' at least twice

## What is the 'Think Like an Historian' challenge?

The HPL 'Think Like An Historian' Challenge is an opportunity for you to develop some of the ACPs by practising your **analysing** skills, and use your VAAs by practising your agility as an enquirer...



**What a good one looks like**



## Develop your ACPs and VAAs

**CRITICAL THINKING** The ability to deduct, hypothesise, reason, seek supporting evidence.

**PRECISION** The ability to work effectively within the rules of a domain – in this case the historian's domain

**COMPLEX & MULTI STEP PROBLEM SOLVING** The ability to break down a task, decide on a suitable approach and then act

**ENQUIRING** – in particular, the ability to be curious, think independently, challenge assumptions & evidence assertions.



## The History Challenge

Your challenge is to create a piece which shows your response to this hypothesis:

“Magnetic & inspirational leader or notorious liar?”.

What does your enquiry suggest?



## Presenting your case... in 300 words only

The real challenge:

**Can you present your thinking succinctly in only 300 words...**

Your report should include:

1. Introduction – your executive summary – a few lines only which outlines your conclusion
2. A summary of the evidence which opposes your conclusion
3. Your summary of the evidence on which you based your conclusion and why?

## Your self checklist

How far can I:

- Explore the topic?
- Judge the reliability of sources?
- Challenge assumptions?
- Use advanced vocabulary?
- Select and use appropriate research techniques?
- Consider viewpoints different to my own?
- Make evidence based assertions?

Write one or two sentences in response to the above so that you can judge how far you are making progress on **'thinking like an historian'**...

# Which HPL strategies can I incorporate into my lessons straight away through enquiry based learning?

## Task:

Now that we are more familiar with the ACPs and VAAs, complete a piece of extended writing answering the question above.

### Success criteria:

- Come up with an interesting enquiry based question
- Select 2 HPL strategies that I can use in my lessons
- Give an indication of how this will fit into my lesson
- State the potential benefits of this approach
- Include Tier 3 vocabulary
- Include the word 'because' at least twice

# Which HPL strategies can I incorporate into my lessons straight away through enquiry based learning?

## **Success criteria:**

- Come up with an interesting enquiry based question
- Select 2 HPL strategies that I can use in my lessons
- Give an indication of how this will fit into my lesson
- State the potential benefits of this approach
- Include Tier 3 vocabulary
- Include the word 'because' at least twice

*An interesting enquiry question might be...*

*An HPL strategy that I think would work well in my classroom is...*

*This would fit well into my lessons because...*

*Using this approach in my lessons will be helpful for students because...*

# Responding To Feedback



## *HPL in Lessons*

### Original Success Criteria:

- Select 3 HPL strategies that I can use in my lessons
- Give an indication of how this will fit into my lesson
- State the potential benefits of this approach
- Include Tier 3 vocabulary
- 'because' x2

### General misconceptions/mistakes

- 
- 
- 
- 

### Common Spelling errors X3

- 
- 
- 
- 

### Excellence Task

- 
- 
- 
-

# Responding to Feedback

## *HPL in Lessons*



1. Correct spellings x3
2. *After reviewing my work I found that...* (include one strength and one area for development – this must link to the original success criteria)
3. Excellence Task

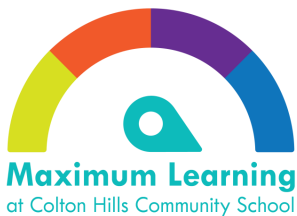


# Independent Study

Copy the following bullet points into your planners

- Review the ACPs and VAAs and discuss in your departments how you can implement them in your lessons this week.
- Complete the accompanying Microsoft form
- Due 11/01/22

The Independent study task has been recorded on Go4Schools  
Supporting documents are available on Teams



# Exit ticket

*This week, I am going to be incorporating... into my lesson on...*



How can I use ACPs and VAAs in my lessons?

Small Question

**Know:** You must know this before you leave the lesson:

- to be aware of a range of effective teaching and learning strategies
- the techniques that were used to persuade men to join

**How:** You will improve your performance by...

- Trialling and engaging with a range of effective teaching techniques
- Examining ACPs and VAAs and considering how they can be used in lessons

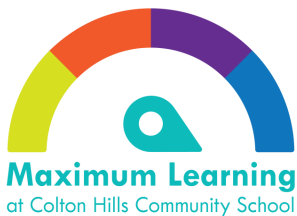
**Show:** You will demonstrate that you have improved by...

- Being able to talk confidently about the ideas that you are going to incorporate into lessons.



How can the HPL approach benefit Colton Hills?

Big Question



Pathway School



# Key messages

- There is no single – proscribed way to teach. We want to room for professional imagination and creativity

## **BUT!**

- There are approaches that we know work
- Our teaching approaches are rooted in research
- The more we do of the successful strategies, the higher the performance will get for the students and the better the school will be – every child, every lesson, every day.