



INSIDE
MATRIX ACADEMY TRUST



Special Edition Supplement

TEACHING & LEARNING

Magazine | Summer 2018

ResearchEd Birmingham Article

Contributions from Dame Elizabeth Cadbury

researchEd Brum:

My Favourite Session and Why

By Rachael Atton

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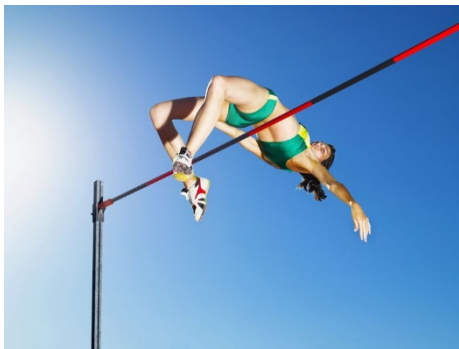
Daisy Christodoulou – Measuring Progress in Writing

@daisychristo

As a Head of English, I was immediately drawn to this session, not only for the complete ‘fan-girling’ of the author of *Seven Myths about Education* but the very focus of the session was around how marking writing is hard. It is.

Daisy began by discussing the subjectivity and margin of error that comes with marking extended pieces of writing. She delved into research that said that across exam boards there is a margin of error of +/- 5 marks across a standard 40 mark question. If this is standardised and moderated set of results that trained and professionally paid markers are experiences, imagine what the margin of error looks like in schools with staff who have full timetables and are trying to get as many mock papers marked for timely and regular feedback?

The problem with marking writing is that there are so many factors to hold in your head: structure, content, rules and interest. However, as Daisy pointed out, there are challenges in all subjects. She compared the English and maths model to illustrate her point:

English – Quality Model	Maths – Difficulty Model
 <p>The ice-skating model – success is subjective, scale of best fit.</p>	 <p>The high-jump model- success is based on ability to increase difficulty.</p>
The exam is easy to write. It is one question, which expects an extended answer.	The exam is difficult to write. There are a range of questions that have to increase in difficulty.
Marking occurs on a scale of best fit. Therefore, the work happens afterwards. The work is on the teacher to ensure that they have	Marking is episodic. The answers can either be right or wrong. There is a clear system and steps to mark for longer questions. Marking can

considered all aspects of the response before awarding a mark.	be relatively easier- the hard work comes in forming the appropriate paper.
Hard to mark reliably	Marks are reliable

The problem with marking writing is the secure fit statements e.g 'words spelt correctly'. This can often distort the open task assessment because a student will set themselves a harder task e.g trying to select more difficult and sophisticated vocabulary choices, or complex punctuation, which may lose them marks against the secure fit statement. Therefore, "marking needs to be more open", Daisy argued.

How can we tell if pupils are making progress in writing?

Daisy suggested that using a mark scheme that is so strict and explicit may limit or stop pupils taking as many risks e.g. using ambitious vocabulary. So, could we mark things like spelling differently, like the difficulty model used in maths. But what is the answer for content and style? How do we make marking consistent and free from inflation?

Comparative judgement

Daisy's most recent research has been centred around this idea of comparative judgement and explained that through teachers marking essays against each other that there appears to be a significantly reduced margin of error (+/- 2).

Current moderation



Marking rubric + student response

Does it meet the criteria?

Comparative judgement

Student response + student response



Which essay is better?

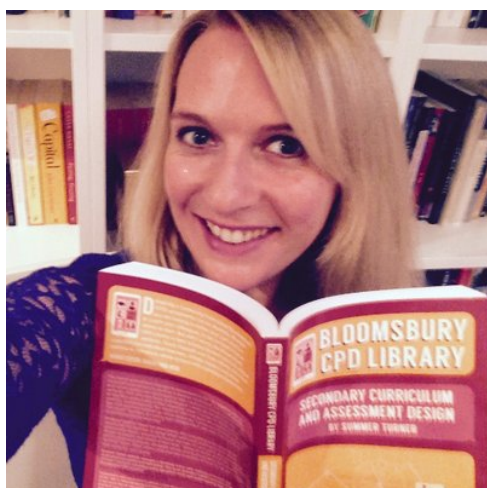
As human beings we are poor at absolute judgement; we are better at comparative judgement. So the idea of moderating through comparative judgement seems simple. It is definitely something we are going to be trying in faculty meetings as a way of moderating literature and creative writing tasks. We're really interested to see the results, and will be working with Daisy later in the year in our faculty.

Summer Turner – Pub Quiz or Published?

@ragazza_inglese

The second session I absolutely loved was Summer Turner's session on the dangers of a knowledge-rich curriculum. At Dame Elizabeth Cadbury, we have really improve our teaching and learning and the challenge of our curricula, and the phrase 'knowledge-rich' has certainly been at the forefront of my mind.

Summer outlined her love of knowledge first and foremost and explained that she has been almost evangelical in her belief in knowledge. However, her concerns are that if done wrong or with the wrong intention the ideas and strategies that people are using could end up becoming another short-lived initiative or fad.



The main 'problem' is that the pursuit of knowledge has now become part of the establishment with references to it in policy, Ofsted and the wider educational community. Summer quite rightly stated "when something becomes seen as the orthodoxy this can make it more in danger of being misinterpreted and misappropriated." And there are some potential misconceptions to be had with knowledge:

1. Schools paying lip service to knowledge
2. Proxy mistaken for curriculum
3. Reductive approached to knowledge
4. Pedagogy being separated from curriculum
5. Failure and retreat

Misconception 1: A knowledge curriculum is drilling of facts and it hinders creativity.

If we use the idea of writing, then we can see where there may be issues if a knowledge curriculum is taken for just knowledge and drilling of facts. If you rely on creativity being a generic skill and something that can just be taught, you're probably not going to get the best of pupils. Creativity is something that comes from a bed of knowledge.

Knowledge organisers

Summer outlined her love for knowledge organisers and how she has used them effectivity within lesson. But she was quick to point out that when a knowledge organiser is seen as the curriculum, and the entirety of the curriculum, that this can lead to a very dry and excessively drilled approach to knowledge. Summer explained that there needs to be a full bed of knowledge around the

organiser for it to become meaningful to pupils. Teachers shouldn't rely on knowledge organisers to take the place of well-planned and substantial knowledge-based curriculum design.

Pub quiz curriculum

This part of Summer's presentation links back to the reliance on the knowledge organiser and checking to see if pupils have retained knowledge. At DEC we review learning with a retention test, or something similar, at the start of every lesson. It is our policy. Summer discussed how misconceptions and misinterpretation in this can be detrimental to students. Retention tests should not be a reductive approach to knowledge, we should always think carefully about what questions we are asking. It is very easy for a retention quiz to become 'Top 10 facts'. Without these facts or ideas being linked, contextualised or questioned, it won't allow pupils to fully articulate or show creativity in the exam.

Misconception 2. A knowledge curriculum is solely focusing on preparing pupils for exams

Summer's second argument questioned the school system with its relentless emphasis on exams and how that means that there is always the peril of the short term overtaking the longer term.

Misconception that specification = curriculum

Sometimes the idea of knowledge-rich curriculum can be viewed as pushing down GCSE texts or content into KS3, or teaching exam-style questions. At the beginning of curriculum design try to avoid poor text choices; studying texts at KS3 which can also be found on the GCSE specification rather than looking to create more breadth. Summer discussed how there needs to be a bed of knowledge that surrounds ideas and that students who understand the 'tradition' of a subject and are taught to develop a 'conversation' with criticism and a wide and deep understanding of topics are more fluent in their ability to discuss a topic. In simple terms, you can't write well about something you don't know well.

Intervention culture at KS4

The development of this argument led me onto KS4 and the reliance on intervention, and how knowledge-based approaches can often be discarded in favour of the 'exam-factory'. Summer argued that schools who abandon knowledge altogether in KS4, don't allow pupils to fully engage and experience subjects.

Summer went on to speak about writing, literary tradition and how to get pupils to interact with knowledge in more sophisticated ways. I highly recommend her blog below that outlines some of the strategies.

<https://ragazzainglese.wordpress.com/2018/02/14/pub-quiz-or-published-what-are-the-aims-of-a-knowledge-rich-curriculum/>

For me it was a reminder of how we need to keep in mind the purpose and intended outcomes of strategies that we use, and ensure that our intentions are always considered, and not simply a box-ticking exercise.

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My Favourite Session and Why

By Dr Luke Hughes

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Science NQT and KS3 Science Coordinator, Dame Elizabeth Cadbury School

Professor Sam Twistleton - The duration/developmental stages of Initial Teacher Training (ITT)
@samtwiselton

Eighteenth months ago, I started my teacher training at Barr Beacon School. It took me a couple of hours to plan my first lesson. I remember introducing myself to 10X1 - a friendly and very capable bunch. My main worries at the time were: how do I fill up an hour's worth of teaching? The next few weeks felt the same. However, I then transitioned into a different state of teaching: not concerned with filling an hour, more about what to teach next in a scheme of work. I probably stayed in this stage for a while. It was only when I started to teach more hours around January/February and started to look after 'my own' classes (much to the qualified teacher's peril), that I started to consider how much pupils had understood and retained within a lesson.

Sam's talk really resonated with me. In her PhD thesis, she describes the above stages as: 1 - Task Manager, 2 - Curriculum Delivery, 3 - Concept builders. Stage 3 is where the most effective teachers reside and ideally teachers transition through the stages as their capability and experience improves.

Then I started my NQT year. After a honeymoon of six weeks, I had plain forgotten what I was doing. Straight back to stage 1 for a few weeks! I then got to grips with what was happening and for some classes, got back into stage 2/3 quite quickly. However, for some of the more challenging classes I have, I constantly transition between all 3 stages. We have very good and bad lessons. The linearity of progression within stages is not always observed!

Sam's next point was to illustrate that nine months to train to teach, simply isn't enough. NQTs require vast amounts of support. Even the RQT year will require some. Fortunately, I'm within the MAT and life is good and supportive, likely thanks to those of you reading this. If you're an NQT like me, hopefully this explains the car crash lessons and the cloud 9 lessons. The 3 stages keep things simple, and are an easy reminder as to how your lessons, and you as a professional, are going.

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My Favourite Session and Why

By Dominique Homer

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Tom Sherrington – No ‘Can Do’! Turning feedback into action

@teacherhead

After a session at researchEd based on the feedback we give to pupils, I have learnt that a prescribed checklist isn't always effective in allowing pupils to make optimum progress. Tom Sherrington made some very valid points about who feedback is actually for, and forced us all to question ourselves as to whether or not it was just a box-ticking exercise. The general message of the session was to look back on various ways of feeding back to pupils and how they respond to it. He took the main token of his session from Eduardo Briceno who argues that modelling our own mistakes and improving our own work allows for more meaningful progress. Briceno also makes the point that we should be teaching our pupils to be resilient and to extend their writing, instead of pupils who sit and panic when it matters. Why shouldn't we take the time to draft and redraft a second and final copy of our work? The jump in progress has been proven to be significant when we focus on something we have already put our time and effort into, rather than starting afresh. It is of vital importance that the pupil experiences excellence from time to time, and why not? This would build their confidence and, if they have done it once, then they can most definitely do it again.

'Can do' statements for pupils to either self-assess, peer assess, or for us to fill in as part of our own feedback are not meaningful at all and more often than not are misunderstood. These include tick checklists such as 'I can add a quote' – Always, Sometimes, Rarely. This form of evaluating pupils' work is far too vague, and, along with data reporting, doesn't change their behaviour in the long run.

My main takeaways from this session were:

#fiveways – Five ways to give feedback as actions:

1. Redraft and redo – Do it again
2. Rehearse or repeat - practice drills / 5 a day / recap questions/ probing questions verbally and closed questions as knowledge drills/ take away key information that they must then replace
3. Revisit and respond – questions to check for understanding
4. Relearn/ retest – retest the knowledge after a reteach / improve knowledge
5. Research and record – tell the student they need more ideas/ read around the topic/ create something off the back of the research.

Assessment should be to aid planning, and creating actions rather than statements as a form of feedback to pupils, they can explore the possibilities of their own learning and build their own connections, which are ultimately more meaningful.

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My Favourite Session and Why

By Michael Delaney

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Teacher of History and Lead Practitioner

Rachael Atton and Tom Hutton – Putting theory into practice: Year 7 English Literature 'Live Lesson'

@RHarper18

@TomHutton1

Having worked at Dame Elizabeth Cadbury School since September, I have become familiar with the theory that underpins teaching and learning at the school, particularly Rosenshine's Principles of Instruction. Watching my colleagues embed the principles and deliver a fantastic lesson was very useful, as I could see how the principles can apply across different subject areas. Moreover, as well as Rachael's skilled teacher, having Tom as an experienced practitioner explain the basis for task choice, and how this feeds into academic success, undoubtedly proved hugely beneficial.

Theory aside, seeing Year 7 pupils analyse text in a manner previously associated with A Level, was 'Instruction', the most evident takeaway from the session was witnessing what can be achieved when top quality planning and having the highest possible expectations of pupils combine with utter skill and the highest of expectations.