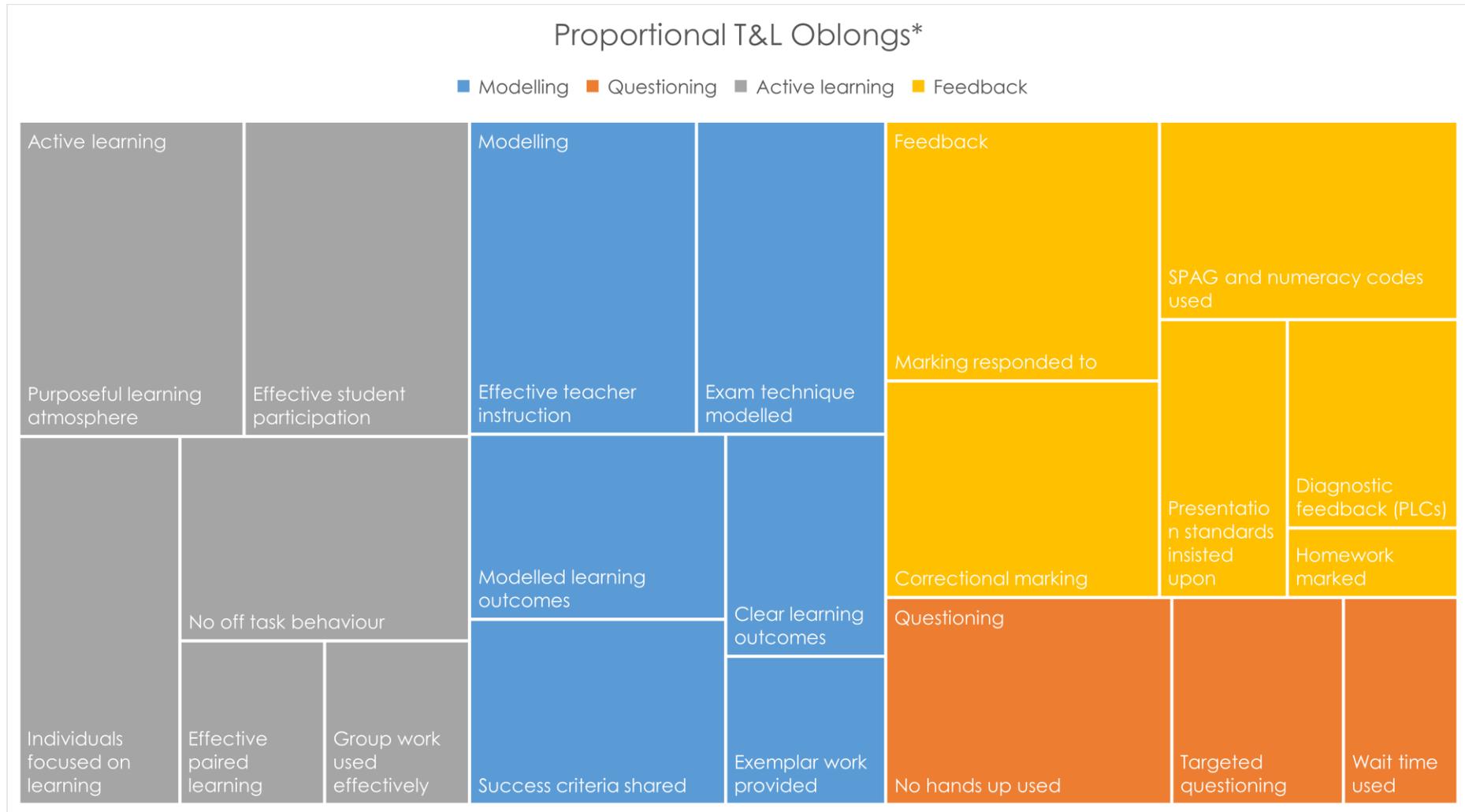


LESSON VISITS AUTUMN 1 HUMANITIES



*The larger the oblong the more it was 'seen'.

Commentary

- i) Active learning represented the largest area of practice observed, highlighting perhaps the faculty focus. An effect size of 0.6 (Petty, 2018) active, focused collaboration is sizeable in moving forward learner progress. Purposeful learning environments and minimal off task behaviour were noted in classrooms across the faculty. The team's focus on lesson starts, greeting students at the door and embedding the Pivotal pillars could be instrumental here.
- ii) Strong feedback was observed across classrooms. Reflecting a key faculty priority, a great deal of marking was responded to by students (according to Hattie, representing an effect size of 1.13). This has been a thread to the faculty CPL this year and last. Whilst a large proportion of feedback was responded to, it is interesting to note that diagnostic feedback and marked home learning were not widely 'seen'. Is home learning being set and responded to by teachers outside of books? How frequently is it being set? How are students receiving acknowledgement for the home learning they complete?
- iii) Modelling was an area of faculty strength. Providing exemplar pieces of work, success criteria, exploded answers and modelled exam technique were all seen. In one lesson seen a visualiser was seen and used expertly to unpack process and outcomes. This T&L tool should be considered as a faculty wide investment to further move modelling practice on.
- iv) Questioning represented the smallest area, yet the process here perhaps excludes at times less visible questioning approaches – i.e. questions driving SOL, questions in written feedback. Much of the questioning seen was targeted, which is considered the most impactful (effect size of 0.41). No hands and wait time was seen, again considered best practice (Hattie, Petty). Student led questioning, with volleyball answer sessions, could be considered as a faculty focus in the short term.