

COLLABORATION : WORKING EFFECTIVELY IN A TEAM

INSIGHT



SCOTT



FRANK



OWENS



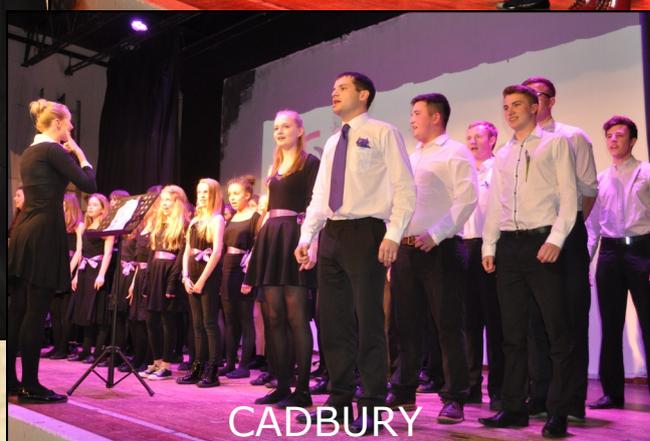
WILBERFORCE



GREY-THOMPSON



MANDELA



CADBURY

ASPIRE

LEARNING FOR LIFE

@ RPS

INSPIRATION: Enjoying learning, approaching it enthusiastically and with a smile



10 Questions

During **Insight V** we focused on Years 8, 10 and 13. Staff were highly impressed by how students took on new challenges with determination and enthusiasm.

What learning habits were seen most frequently?

The *Focusing* group of learning habits were most widely seen again. Students' *determination* was the learning habit seen most from this quadrant and second most overall. Within *focusing*, *perseverance* (55.4%) and *insight* (70.3%) have both risen by more than 20% from Insight IV, to unprecedented levels seen in any previous Insight. These rises demonstrate our students are becoming more adept at managing their emotions during learning and are more resilient; ready and able to persist to be successful in their learning.

What other habits were also seen as a strength?

The *Evolving with others*, social learning and interaction, was the second highest group of learning habits displayed. *Collaboration* (69%) and *learning respectfully* (69%) underpin this. There is more evidence than we have seen before of students working effectively in teams and a continued rise in listening with empathy to others' views to subsequently change their own opinions.

How are students' thinking skills developing?

Learning to understand (24.6%) maintained a high overall proportion of all learning habits seen. *Problem solving* (83.8%), *thinking logically* (59.5%), *making links* (63.5%) and *questioning* (59.5%) are the thinking skills students regularly use most in lessons.

Which learning habit was seen most frequently?

Problem solving (84% overall and 87% in Y10 students) which shows our students are using knowledge and skills they already know in order to tackle unfamiliar problems as well as suggesting high levels of student-centred activity in lessons. This should also drive engagement.

Did you notice one learning habit being used more by one year group than the others?

Reflecting was seen in 71.4% of Year 8 lessons visited, compared to Year 10 (36.7%) and Year 13 (34.8%). Year 8 students are showing strong engagement with the habit of mulling over their learning, as well as a confidence to do so. It might be that older students have either had less practice at this, or have a lower perceived need to do so to improve as a learner.

Which lessons in Year 8 stood out on this occasion?

In a music lesson students created a short improvised 'piece' following the rules and themes for Indian music. Students were highly engaged, *focused* and clearly enjoying this task.

Also in a science lesson students began building a revision guide for a topic being introduced, by answering the simple questions before starting off, "what will you need to know?" This made students *plan ahead* and *make links* with previous learning.



*Members of Insight V team

What about learning in Year 10?

In English, students worked *collaboratively* by contributing their ideas to a group set of notes, by one team member typing into a word document through the discussion. Then they distilled the whole group's thoughts by prioritising the statements.

Which lesson in Year 13 caught the eye?

In a chemistry lesson students used their data and results from an experiment to try and work out an equilibrium constant. They were working in pairs, all with slightly different results due to the different solutions they had used. Initially they got the wrong answer, which they knew because of their understanding of chemical formula theory. However they persevered at it until they got the correct result, and then went to help others who were still working on it in the class.

What did the new Head Girl Jenny Akroyd say about the first RPS House Music competition?

The whole house music process began with us *planning ahead*, deciding on songs, outfits, arrangements and even dance moves that were to be involved in our final performance. Through *creative thinking* we were able to adapt songs to suit the members of our choir and *being resourceful* allowed

us to select our best singers for solos and our best instrumentalists for the alternative performance. Every choir took risks based on things that had inspired them, whether in their arrangements of songs or members of the team who were to sing solos. The performance evening demonstrated how much *determination* each house had to succeed and a real sense of *collaboration* between members of different year groups was evident.

How have the first parent learning sessions gone?

Some direct feedback from parents' who attended was:

- A positive evening learning what Aspire is all about
- We learnt about approaches and learning habits that can be encouraged at home
- We found out how to encourage independence and heard other parents' views
- The interactive session developed with us many examples of practical applications of the principles
- We found the session good fun, interesting, factual, enjoyable, funny and positive!

We hope you will come to a future learning session which cater for all parents to help us grow greater independence in all learners, of all abilities.

