

INSPIRATION : ENJOYING LEARNING/APPROACHING IT WITH A SMILE

INSIGHT

ASPIRE LEARNING FOR LIFE @ RPS

DETERMINATION: Students staying motivated and positive to achieve their goals remains the strongest learning habit in school



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Briefing

‘Looking at the second report it was very pleasing to see more opportunities for developing learning habits from the Learning to Understand and Individuality quadrants’

1. **ALAN HENSHALL**, Headteacher of Roundwood Park, reviewing the development of our students between Insight I and Insight II, and the encouraging differences now beginning to take shape.

‘The lessons, in which the learning was the most effective and enjoyable was where the learning habits were signalled and used as a guiding tool for students’ activities’

2. **LAURA DAVIES**, Head of German and trained Professional Coach, expressing her experience of how ASPIRE has significantly enhanced both learning and enjoyment in the classroom.

‘It definitely gave me new ideas and fresh insights into what works in learning as well as new things to try’

3. **KATHRYN ROBBINS**, Head of Physics, found that being part of the Insight II process reinforced how fantastic the teachers are, and equally how we have such amazing students.

‘Very different learning activities from class to class. We have some unbelievable staff who are really challenging and demanding of our students.’

4. **ANDY PORTER**, Head of Humanities, on what he found to be the over-riding theme, across all of his Insight II class visits.

‘When students were explicitly aware of the variety of learning habits they were utilising actively throughout their lesson, this is where student engagement was strongest’

5. **DANIEL SABATO**, teacher of History, describing his experience having visited classes in other subjects and seeing students and staff learning together.



74% Flexibility

After Determination was the most used learning habit - knowing when to work effectively alone or co-operate with others



57% Insight

Being attentive and noticing detail and links, rose from the least seen learning habit (22%) in Insight I



Individuality

The learning habits used most by Year 12 students, and far more than Year 10 & 7, where they seem to be given more responsibility for their own learning



31% Being Resourceful

The learning habit least used by students where opportunities need development by teachers

10 Questions

During **Insight II** we focussed on Years 7, 9 and 12. Eighty eight lessons were visited by the team to see how students were learning and what learning habits they were using to be successful.

What learning habits were seen most frequently?

Evolving with others (social learning) habits were seen most again, as they were in the previous Insight. This is clearly a key ingredient to successful teaching at RPS and why student relationships are of such a high order, both in lessons and around the school. In a significant number of lessons students learn *flexibly*, learning well alone or able to decide when it is best to co-operate with others. Interestingly, *valuing others* by picking up and capitalising on other students' good learning habits, was one of the habits seen the least. Perhaps students need to consider other options such as getting help from their peers when they are 'stuck', rather than immediately asking their teacher?

What other habits were also seen as a strength?

Students *determination* and engagement in lessons was again noticed most frequently of all, in more than three quarters of lessons. Opportunities for students to *problem solve*, where students tackle unfamiliar problems using existing skills and knowledge, linked to *thinking logically*, were also seen on many occasions. This was exemplified in a Year 9 science lesson, which you can read more about below.

Which learning habit was seen the least this time?

The opportunities for students to be *resourceful* were limited. Teachers and students need to consider how to create opportunities for this, where

students can actively select their own resources, with a specific purpose to help them learn, in order to develop this important learning habit.

What learning habit was the biggest 'riser' from the last Insight?

Insight itself was the habit seen least in students' learning last time (22.1%), and then was seen in more than half of lessons (56.8%) this time. The *insight* habit is where students are being attentive and noticing detail, or links in their learning. Our understanding of what the this habit involves, as a consequence of our staff training day in February, has supported this significant change.

Did you notice any trends between the year groups?

Year 7 students have more opportunities to mull over their learning experiences and consequently understand themselves better as learners. These opportunities to *reflect* currently show a declining incidence as you move up through the school. The use of the four learning quadrants was very evenly balanced for Year 12. However, perhaps this means sixth form students are more adept at utilising the habits they know will be most helpful to their learning?

What about learning in Year 9?

Problem solving was seen as a strength. A Year 9 Science lesson focussed on the learning habits from the *Learning to understand* quadrant. Students were given a hypothesis and the list of resources at their

disposal but no method to work from. Through *logical thinking*, *problem solving* as well as *collaboration*, the students had to investigate the processes for

creating accurate and quantifiable results from the experiment, to be successful. The quadrant seen least in Year 9 lessons was *Individuality* which was due mainly to not enough opportunities for students to *plan ahead*, research or plan their learning in advance, as well as more chances needed to organise, design and track their own learning.

Which lesson in Year 12 stood out for exceptional learning taking place?

In one German lesson students had to discuss and express their views on both single life and life as part of a couple. Working in teams, *Evolving with others*, they had to categorise statements in German, by *making links*, but also by working out what the categories were, as this was deliberately withheld to challenge their *perseverance*. As this learning task progressed the two teams also had to take part in a pretend text conversation, with each of the two teams being one side of the conversation. This not only inspired their learning and engagement, but they also became more able to build their arguments and *communicate* their points more clearly and convincingly.

What resources are being developed to improve students learning habits?

Caroline O'Coy is leading a team of staff to develop a *Questioning* Chart, to enable



students to ask more challenging questions of themselves, their peers and their teachers. This will help devel-

op their enquiry skills and enable students to explore how, why and what if better? Also we are just about to pilot some *Problem Solving Mats* which will facilitate a clear framework for tackling unfamiliar problems, as well as developing *creative thinking*.

What is the next challenge for ASPIRE?

Teachers at RPS have been highly effective in identifying the learning habits students will use in each lesson and continuing to develop a higher level of student centred learning. Next learning habits need to become fostered through learning activities, where teachers place significant value on the habit(s) that they are looking to develop, as they do on the subject content, through careful lesson planning and delivery. This will lead to, 'The Roundwood Park Leaver ...', we all strive for.

How can parents help?

We are starting to think about how we can develop students' learning habits during the next academic year. Early in the Summer term we would like to invite some parents to take part in a workshop, in school, where they can help us with this. If you are interested in taking part in this, please contact Glen Pettengell, Deputy Headteacher for Learning. Otherwise please keep using the language of the learning habits at home, and asking your children to be more *resourceful* by trying to do more things for themselves.

Learning to understand

Problem Solving
Initiating, gathering knowledge and skills to tackle unfamiliar problems
Thinking Logically
Experimenting and testing, finding things through step by step
Questioning
Making Links
Being Resourceful
Seeing the connections with developing in the outside world
Creative Thinking
Using imagination to generate fresh ideas and original solutions

ASPIRE

LEARNING
FOR LIFE

@
RPS

LEARNING
INTEGRITY
FRIENDSHIP
EXCELLENCE

Individuality

Planning Ahead
Researching, making and presenting knowledge, anticipating possible problems
Organising
Prioritising, managing time and keeping your progress
Reflecting
Risk Taking
Trying new things, accepting the possibility of failure, managing the unknown
Evaluating
Identifying strengths and weaknesses in a task, testing independence and cultural influences
Responsibility
Directing and being critical of your learning

Focusing

Inspiration
Engaging learning, approaching a task enthusiastically and with a smile
Self Discipline
Identifying goals, making decisions, breaking tasks, making decisions
Determination
Showing motivation and passion to achieve your desired goal
Perseverance
Readiness to make mistakes, reflect on failure, accepting them and carrying on
Insight
Being aware of detail and the bigger picture, balanced by the right amount of passion

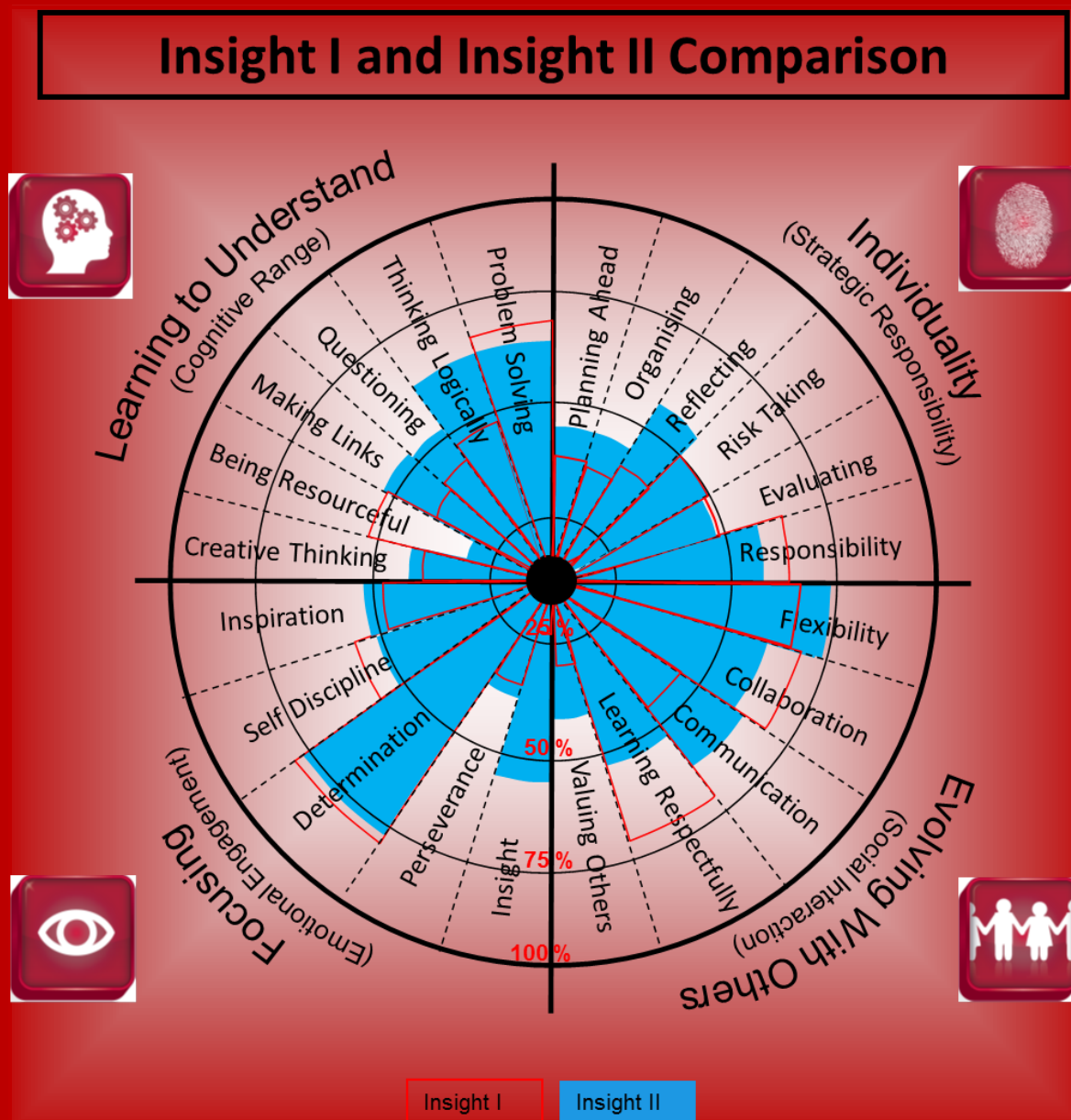
Evolving with others

Flexibility
Knowing when to work alone or cooperate with others
Collaboration
Working effectively in a team, sharing everyone's individual skills
Communication
Presenting ideas and views clearly and respectfully for an audience
Learning Respectfully
Listening to understanding and learning from others
Valuing Others
Recognising and offering the strengths of others to enhance your learning



INSIGHT III
RPS 17 - 21 JUNE 2013

NEXT EDITION OF INSIGHT
10 JULY 2013



FRONT PAGE IMAGE

Mr D Martin with Ben Papworth and Katie Newton were investigating the antibacterial properties of mint and garlic, measuring zones of inhibition where bacteria could not grow due to the chemicals produced from the plants. They were answering the question "Why do we put mint in toothpaste, would garlic be better?"

LEARNING
INTEGRITY
FRIENDSHIP
EXCELLENCE



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