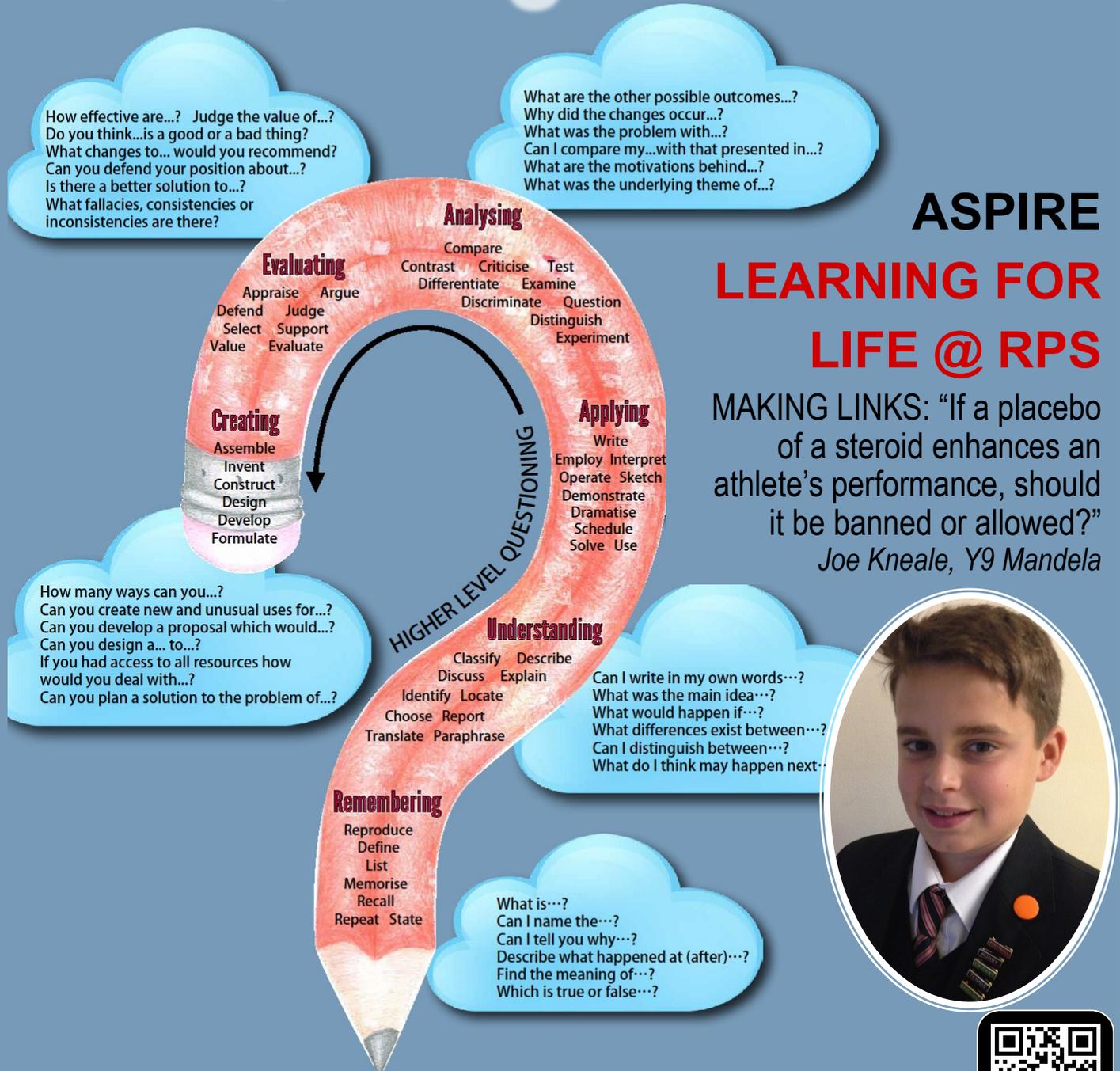


QUESTIONING : HAVING AN ENQUIRING MIND

# INSIGHT

## Questioning @ RPS



### ASPIRE

## LEARNING FOR LIFE @ RPS

MAKING LINKS: "If a placebo of a steroid enhances an athlete's performance, should it be banned or allowed?"  
*Joe Kneale, Y9 Mandela*



Exploring how, why and what if...?



# Briefing

'The most pleasing aspect of this report is that students in Years 11 and 12 are using the habit of problem solving to aid their learning.'

1. **ALAN HENSHALL**, Headteacher of Roundwood Park, telling us about one of the most interesting aspects of the Insight IV report, considering our more senior students learning.

'Collaboration, Questioning and Making Links showed that the students had curious and enquiring minds, and that they were confident about asking and hypothesising'

2. **JANE DALY**, Senior Tutor, KS4, reflecting on what learning conditions were most conducive to give students the opportunity to use a wide range of learning habits.

'It was lovely to go and watch lessons in different subjects. It made me want to be a student again!'

3. **CAROLINE PHILLIPS**, teacher of English, reflecting on her experience and what she gained from being part of the Insight IV team during the course of the week.

'The best lessons were where the teacher wasn't really saying much but when there was lots of student activity taking place.'

4. **RUPA SHAH**, Head of Biology, on what she felt were the best conditions for the students to focus more deeply on the learning habits.

'Our students are focused and determined with excellent drive to succeed. They relish the challenge and can rise to it.'

5. **DAVID MARTIN**, Subject Area Leader for Science, describing what he noticed most about student learning during his Insight IV class visits, at the team reflection meeting.



**63%**  
**Questioning**

This reached its highest level ever, mainly due to the impact of Questioning @ RPS' (see front page).



**70%**  
**Self Discipline**

Has risen by 10% since the last insight; more students managing distractions, finishing tasks and meeting deadlines.



**33%**  
**Perseverance**

Student inductions and learning registration sessions have been focused on developing their ability to stick at challenging tasks.



**62%**  
**Collaboration**

Demonstrates students are learning about how to work well in teams as exemplified in our 'progression charts'.

# 10 Questions

During **Insight IV** we focused on Years 9, 11 and 12. Staff were highly impressed by students focus and drive to learn; total engagement seen within lessons.

## What learning habits were seen most frequently?

The *Focusing* group of learning habits were most widely seen. Students' *determination* (82% overall and 92% in Y12 students) continues to be the learning habit seen most. This demonstrates our students' desire and drive to learn and achieve, as well as the high levels of student engagement that we regularly see in learning. Within *focusing*, *self discipline* (70%) and *insight* (51.2%) have also risen by nearly 10% from Insight III, due mainly to the higher incidence of these habits seen in Year 11 and 12 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.

*Flexibility* (75%) and *collaboration* (61.9%) underpin this outcome where students are making good choices about whether to work alone or to co-operate with others in pairs or larger teams. *Learning respectfully* (64.3%), listening to and understanding others, continues to be a strong feature of learning; there were also many more occasions when students empathised with others' views and thoughts, compared to 12 months ago.

## Which group of learning habits were seen the least?

*Individuality* the strategic range, were less visible. *Responsibility* (58%) and *evaluating* (55%) from this group continue to be seen most.

This might be because the other strategic habits have been accessed at the 'earlier stages' of a learning activity, so consequently

are not noticed as frequently during class visits? If this is true, what can students and teachers change in lessons to facilitate more opportunities to regularly, naturally and spontaneously, track their own progress and understand themselves better as learners?

## Did one learning habit rise a lot from the last Insight?

*Questioning* across all year groups rose to levels not seen before which could be due to the impact of the whole school questioning model, 'Questioning @ RPS' (featured on the front page), developed last year by the Insight I team? Subject areas who are currently developing questioning as their key learning habit must also be contributing to this positive shift in students learning.

## Which lesson in Year 9 really caught your eye?

In a German lesson students were put in full control of planning their own progression by looking at their previous work, focusing on how to improve it and planning for progression, developing *individuality* learning habits throughout.



\*Members of Insight IV team

## What about learning in Year 11?

In a religious education lesson the students listened to the Macklemore's song "Same Love" to focus students attention on the issue of homophobia. Students had to use *insight* to notice detail hidden in the lyrics, and *make links* between the music and discriminatory behaviour.

## Which lesson in Year 12 stood out ?

In a psychology lesson, about 'attention and memory', many small introductory activities were used to test students natural skills in these two

areas; their ability to *focus* and 'notice' things. One activity required students to draw the Queen's side of a pound coin from memory, the right way around.

## What are students learning about perseverance in afternoon registrations?

They have been learning about what perseverance looks like, feels like and sounds like when they engaged with a snippet from the film 'Castaway'. In the clip Tom Hanks tries to start a fire on the island, without much success, and creates his friend Wilson. To help consolidate the habit further they interviewed each other about a time when they had displayed perseverance, using questions that explore, how did it feel when you were successful, when do you give up on things, what stops you from keeping going, etc..? This learning should have, helped students to recognise what perseverance is, but also develop their 'stickability'; their capacity to recognise when their focus is waning and consequently energise their will to succeed by maintaining their persistence to keep going, when facing any challenge.

## What does a progression chart look like and do?

It clearly defines five 'learner stages' for a key habit. This allows all learners to find themselves somewhere on a habit's learning scale. Consequently they can navigate their route toward deeper, more independent learning behaviour that all students, even you and I, would find very challenging. Using your student's login please visit the school VLE to see the initial 'working drafts' for *questioning*, *evaluating*, *perseverance* and *collaboration*.

**ASPIRE LEARNING FOR LIFE @ RPS**

**LEARNING INTEGRITY FRIENDSHIP EXCELLENCE**

**Learning to understand**  
 Problem Solving  
 Thinking Logically  
 Questioning  
 Making Links  
 Being Resourceful  
 Creative Thinking

**Individuality**  
 Planning Ahead  
 Organising  
 Reflecting  
 Risk Taking  
 Evaluating  
 Responsibility

**Focusing**  
 Inspiration  
 Self Discipline  
 Determination  
 Perseverance  
 Insight

**Evolving with others**  
 Flexibility  
 Collaboration  
 Communication  
 Learning Respectfully  
 Valuing Others

THE ROUNDWOOD PARK LEAVER:

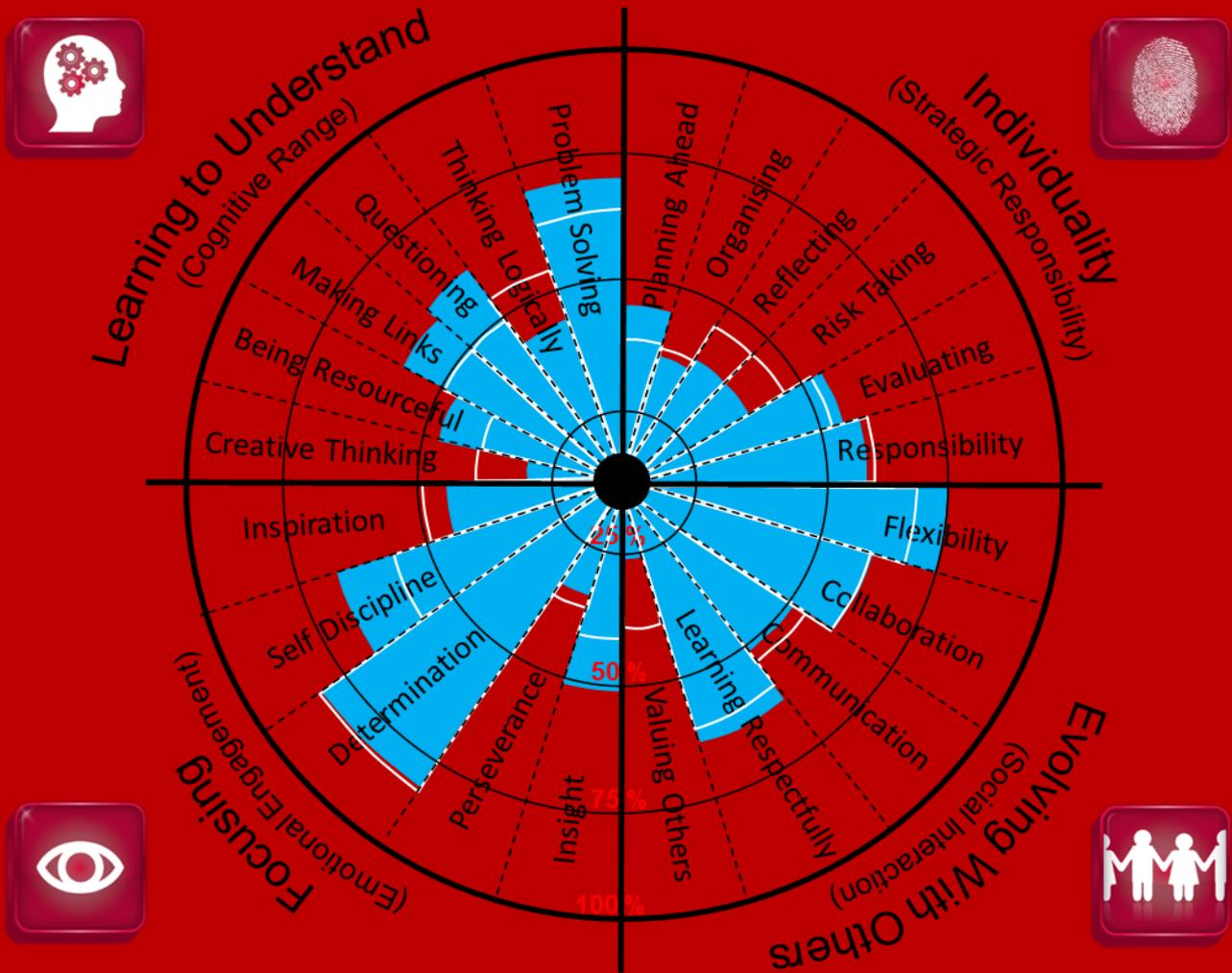
FORWARD LOOKING  
 DETERMINED  
 LITERATE  
 ORGANISED COMMUNICATOR  
 NUMERATE  
 RESPECTFUL  
 ARTICULATE  
 SOCIABLE  
 HAPPY  
 ANALYTICAL  
 RESPONSIBLE  
 TEAM WORKER  
 GLOBALLY AWARE  
 RESOURCEFUL

INDEPENDENT LEARNER  
 WELL ROUNDED  
 IMAGINATIVE  
 SUPPORTIVE  
 INVENTIVE  
 PASSIONATE  
 MORAL  
 CONFIDENT  
 CREATIVE  
 COMPASSIONATE  
 RESILIENT  
 COURAGEOUS  
 ACHIEVER  
 TEAM PLAYER

INSIGHT V  
 RPS 27—31 JANUARY 2014  
 NEXT EDITION OF INSIGHT  
 FEBRUARY 2014



# Insight Year 1 and Insight IV Comparison



Insight Year I      Insight IV

**FRONT PAGE IMAGE**  
 Questioning charts being used in class to develop student questioning and thinking.

Joseph Kneale showing a practical application of *Making Links* when discussing the Placebo Effect during a science lesson.

**LEARNING INTEGRITY FRIENDSHIP EXCELLENCE**

languages, maths & computing

**Ofsted**  
 Outstanding 2008/2009

