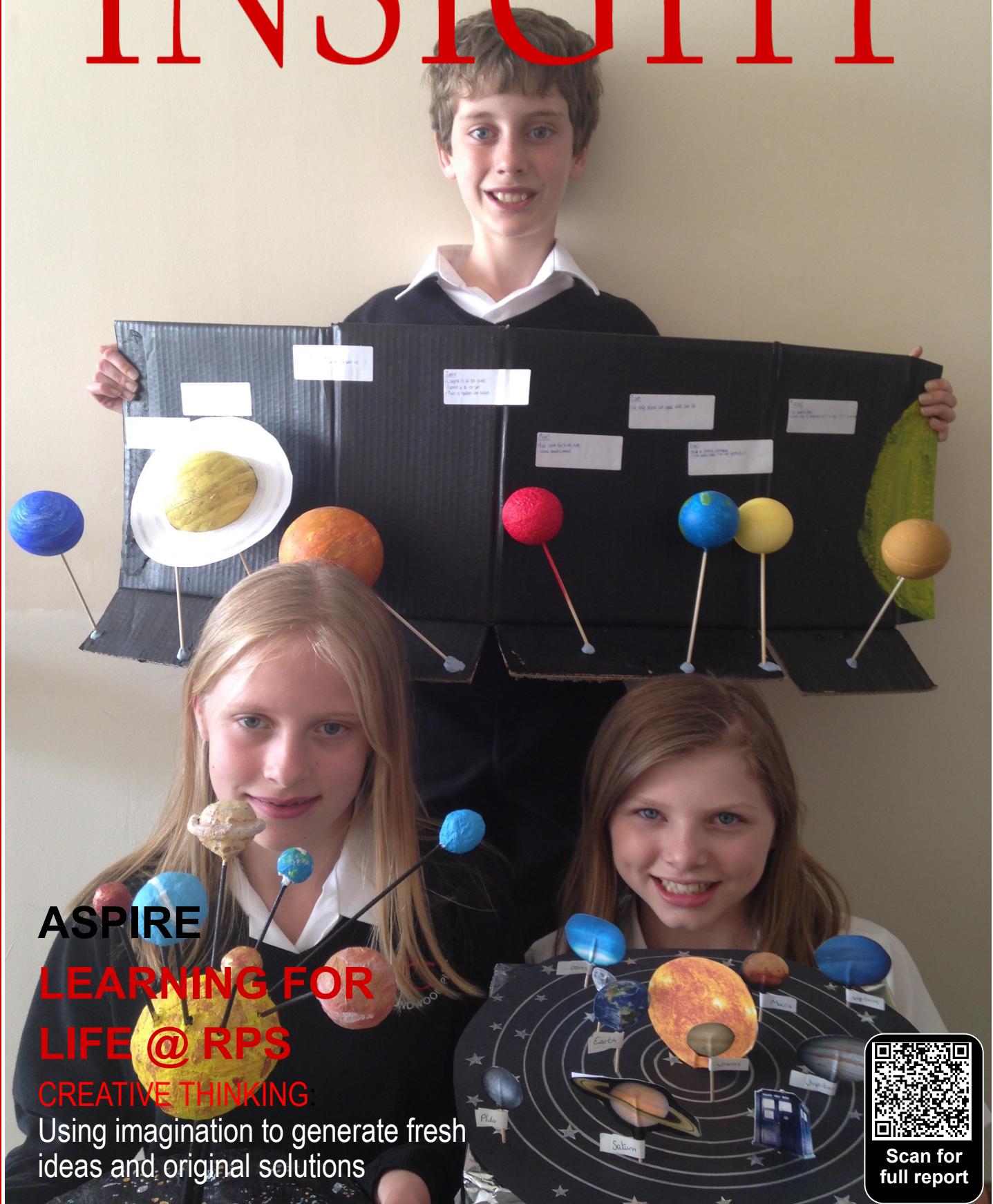


DETERMINATION : STAYING MOTIVATED TO ACHIEVE YOUR GOAL

# INSIGHT



**ASPIRE  
LEARNING FOR  
LIFE @ RPS**

**CREATIVE THINKING**

Using imagination to generate fresh ideas and original solutions



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full report

# Briefing

**'It is great to see more students than ever before working effectively in teams'**

1. **ALAN HENSHALL**, Headteacher of Roundwood Park, sharing his view on how collaborative group work is developing in lessons and across the school.



**28.9%**

The group of learning habits seen most often which demonstrates positive interdependent learning is increasing.

**'The amount of student engagement I saw was tremendous. I was also amazed how effective learning can be when students teach each other.'**

2. **BILL WHITMORE**, Science Teacher and Lead Tutor KS4, sharing what he noticed most across all of his visits to lessons during Insight VI.



**'I became more aware than ever that students learn in different ways and at different speeds'**

3. **ROBINSON ELLIN**, Drama teacher, sharing his reflections overall from Insight VI, and what he gained from being on the team.

**73% COLLABORATION**

Team working - drawing on everyone's individual skills is developing well.



**'The experience gave me a lot to think about in terms of the different styles I saw used by other teachers, in other subjects, and how I could use them in Maths'**

4. **CLARE RUTTY**, Maths teacher, sharing what she learned most by being part of the Insight VI team.

**87% DETERMINATION**

More evidence than seen before of students coping, and staying highly motivated to achieve their goals.



**66% RESPONSIBILITY**

Students have unprecedented levels of autonomy and control in directing their own leaning to achieve a specific goal.

# 10 Questions

During **Insight VI** we focused on Years 7, 8 and 9. Staff were struck by how students were so engaged, especially during practical learning activities the students had responsibility for.

## What learning habits were seen most frequently?

The *Evolving with others* group of learning habits were most widely seen this time. *Learning respectfully* (80.3%) was the learning habit seen most from this quadrant and the second most overall. *Collaboration* (73.2%) and *Flexibility* (71.8%) have risen by a further 5% and 10% respectively from Insight V. This is more evidence to suggest that students are working more effectively in teams and interdependently, in other words knowing, and choosing, when to work alone or to co-operate with others, within the context of their social learning.

## the Learning to understand quadrant have shown most improvement?

*Creative thinking* (49.3%) has risen by more than 12% from Insight V, to an unprecedented level seen in past Insights. This rise suggests that our students are using their imagination more to generate fresh ideas and original solutions within their learning, and are probably being given more learning activities which facilitate this.

## Which other learning habits reached new heights not previously seen ?

*Evaluating* (67.6%) and *Responsibility* (66.2%) have both risen again. Perhaps

explore their learning, through preparatory tasks, as well as strategically tracking their own progress. Perhaps more project based learning opportunities might be the solution to this, both in class and via home learning?

## Which lessons in Year 7 stood out on this occasion?

In a geography lesson students gave presentations from a piece of home learning on the areas in which they live. Students were well informed and effective when communicating their findings, and clearly proud of what they had achieved.

## Which lesson in Year 8 caught the eye?

In a maths lesson students had to experiment to discover the how to construct the perpendicular bisector of a straight line, without showing them the method first. The

## learning habits as you reach the end of Year 2?

Broadly speaking the vast majority of habits are being used and noticed more. The *Evolving with others* and *Focusing* quadrants continue to forge ahead as students emotional awareness and control, as well as their levels of engagement, in learning continues to flourish. The four key learning habits adopted by subjects this academic year: *collaboration* 67.7%(61.1%), *evaluation* 62.7%(52.0%), *questioning* 57.6% (49.2%) and *perseverance* 43.7%(35.7%) have all increased in their incidence in lessons this year. The development of the progression charts for these habits, which will be embedded in learning next year, should enhance these key habits even further in year 3 of ASPIRE.



## What other habits were also seen as a strength?

The *Focusing habits*, emotional engagement, was the second highest group of learning habits displayed. *Determination* (87.3%), the learning habit seen most overall, and *self discipline* (77.5%) underpins this. These figures demonstrate our students are continually becoming better at managing their emotions and are highly motivated to stay fully engaged within learning; achieving specific goals in learning that they have often identified themselves.

## Which 'thinking skills' from

students are steadily becoming more analytical and are getting more opportunities to self-manage their own progress. It also suggests that teachers are increasingly acting more as facilitators to support learning; giving students more control and autonomy to direct their own learning to achieve a specific goal.

## Which learning habits were seen the least?

*Organising* (26.8%) and *panning ahead* (29.6%) from the *Individuality* learning quadrant. Teachers and students need to create more opportunities to research and

\*Members of Insight VI team students, after several attempts, successfully developed the best method; facilitating far deeper learning (long term memory) of this GCSE skill than by being shown immediately.

## What about learning in Year 9?

In an art lesson, working fully independently, students were studying an artist of their choice. They had to research and analyse the artist's style, before using the same techniques into a picture of their own design.

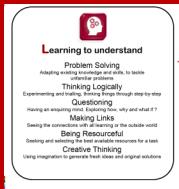
## What trends are beginning to emerge across the

## What is a growth *Mindset* and what does this mean for RPS?

Growth *Mindset*, as researched by Carol Dweck of Stanford University, challenges the view that intelligence is a fixed capacity we are born with. Dweck says that intelligence can be grown through a *Mindset* that says we:

- can learn from criticism
- should embrace challenges
- must learn from our mistakes
- accept that effort is the path to mastery.

Please read our briefing sheet 'Learning with a growth *Mindset*' which is our core ethos for learning.



**ASPIRE**  
LEARNING FOR LIFE  
@ RPS



## INSIGHT VII

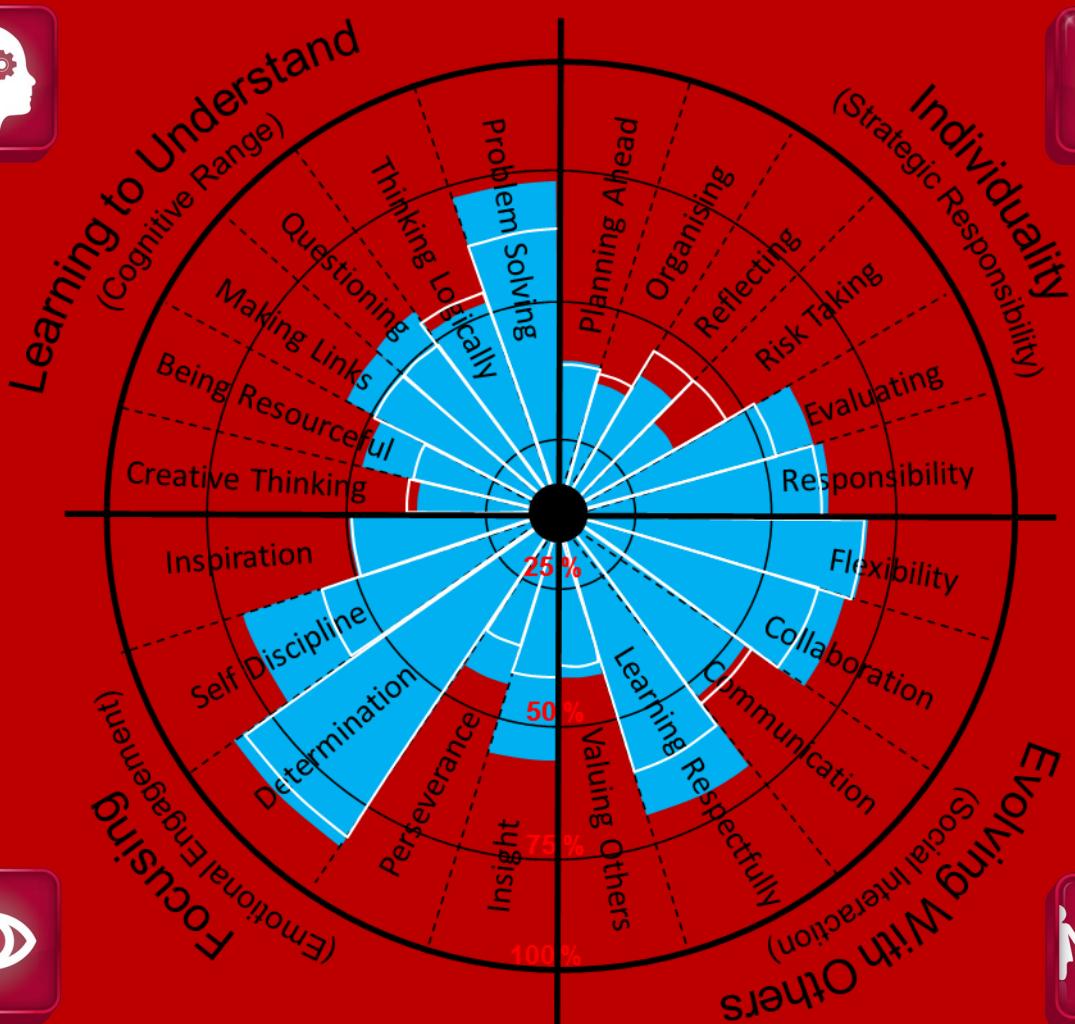
RPS 08 - 17 OCTOBER 2014

NEXT EDITION OF INSIGHT

NOVEMBER 2014



# INSIGHT BALANCE WHEEL YEAR 1 & YEAR 2



Insight Year I

Insight Year II

### FRONT PAGE IMAGE

Picture of Harry Ogden, Caitlin Dobson and Abi Smith showing off their home learning task which was to help with revising and summarising the Science topic, "Gravity, space and the solar system" from Miss Inglima's Y7 class.

**LEARNING**  
**INTEGRITY**  
**FRIENDSHIP**  
**EXCELLENCE**

**ROUNDWOOD PARK**  
languages, maths & computing

**Ofsted**  
Outstanding  
2008/2009



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