

Learning from Good Lessons

Supporting materials

Learning from Good Lessons takes three Primary school lessons which have been graded “Outstanding” by an OFSTED inspector and dissects them to see why they are good and where they could be further improved.

In the table below are 10 highly effective classroom methods which have been shown to significantly improve learning.

The reading list at the end also contains books which explain what’s happening in the brain when learning takes place. Some of the advice you will see on these videos is drawn from these sources.

The full versions of the original lessons (about 35 mins each) are available from www.classroomobservations.co.uk as their ***Ofsted Outstanding Primary Lessons Pack***. This video shows short extracts plus commentary lasting between 10 and 15 mins.

The contents page below shows the timings for each video. These are also available on the DVD menu

Contents

Yr 2 Literacy

- 00.00 Giving the big picture
- 01.25 Thinking time
- 02.16 'No hands up' questioning
- 02.46 Developing visualisation skills
- 03.34 Knowing why they are learning
- 04.11 Using imagination
- 05.27 Praise for positive behaviour
- 06.28 Using rhythm and intonation
- 08.24 V, A AND K
- 10.11 Linking to prior learning
- 11.09 'Swag-bag' Peer Assessment

Yr 6 maths

- 00.00 Starting a good lesson
- 01.11 Developing a Growth Mindset
- 02.08 'No hands up' questioning
- 02.39 Appropriate technology
- 03.30 Talk Partners
- 04.25 Using real examples
- 05.20 Linking to Prior Knowledge
- 07.29 Using technical language
- 08.53 Peer Assessment

Yr5 Lit

- 00.00 Using an Advance Organiser
- 01.32 Effective instructions
- 05.04 Understanding a symbol
- 05.58 Checking for understanding
- 06.53 Using a Visualiser
- 07.59 Using questioning
- 09.27 Appropriate support
- 11.43 Challenge is enjoyable
- 13.26 Team roles
- 14.06 Celebrating success
- 15.13 Learning from Peers

1. Table of top ten classroom methods

Top ten methods		
1	Similes and analogies	<p>This method comes in several parts:</p> <ol style="list-style-type: none"> using similes, analogies, models etc in your teaching to link the new knowledge to things the students already know about is one of the most effective methods of improving learning. getting your students to identify similarities and differences between ideas which they can easily muddle up <p>Similes and analogies can also be used as an active learning method if students create them themselves.</p>
2	Note-making and summarizing	<p>This is a process by which your students discover the big picture, the main points from their learning. Examples:</p> <ul style="list-style-type: none"> Doing a précis. Students make notes as you talk, or as they watch a video. Making a mind map at the end of a topic <p>Notes made by the learner are more effective than copied notes, books etc.</p>
3	Reinforcing effort	<p>Also known as Attribution Training (to what do they attribute the results of their learning?) and creating a Growth Mindset. Learners who attribute their performance to things they cannot change (natural ability, quality of teaching etc) do significantly worse than those who attribute it to their effort.</p> <ul style="list-style-type: none"> Use language with students which recognises effort, not ability.
4	Homework and practice	<p>Staged repetition: The brain needs repetitions to secure memories.</p> <ul style="list-style-type: none"> Will you have to change the way you teach your topic to build in the staged repeats needed for good memories?
5	Graphical methods	<p>This means using any method other than spoken or written words. Visual methods are especially effective.</p> <ul style="list-style-type: none"> Pictures, diagrams, mind-maps, graphical organiser etc
6	Cooperative learning	<p>This covers a wide variety of ways that students can work together. Some examples:</p> <ul style="list-style-type: none"> Discuss a question in pairs before answering. Work together to make a presentation. Initially, students work on their own, then come together as a group and agree a shared answer. Work together on a practical task to achieve an objective, solve a problem etc

7	Goals and feedback	<p>Setting goals and objectives helps the learner see where they are going. Providing feedback shows them how far they are on this learning journey. Assessment for Learning (AfL) is an example of this.</p> <p>Summative assessment: a test or task which is marked by the teacher and the student receives a numerical mark, grade etc</p> <p>Formative assessment: feedback given to a student which increases their learning.</p> <p>Research shows that summative tests have an overall slight negative effect on learning and should be used as little as possible.</p> <p>Formative Assessment is a highly effective learning device which can take a huge variety of forms.</p> <ul style="list-style-type: none"> • Peer and self-assessment. Learners mark/assess themselves or other learners. • Formative comments. Verbal or written. (e.g. “three stars and a wish”) • Card sorting. • Assertive questioning
8	Hypothesis testing	<p>A “hypothesis” is an unproven explanation, the first step to developing a “theory”. This approach covers active learning methods where students grapple with a problem</p> <ul style="list-style-type: none"> • Modern history: “Why did we invade Iraq?” • Building: “Why don’t we have the bedrooms downstairs?” • Fitness: “What sort of training routine would suit someone with high blood pressure?” • Teaching: “Why are evidence based methods not taught in PGCE courses?”
9	Activating prior knowledge	<p>Students need to be able to link their new learning to something they already know. We need to assess the current level of knowledge and build on it. The old learning needs to be “activated” by bringing it to mind. Nothing new can be learned (other than by rote) unless it is linked to existing concrete knowledge.</p>
10	Advance organisers	<p>Advance Organisers show the student what will be covered in the session (or course) and should be referred to it during the course. This helps make the links between the detail and the big picture.</p> <p>They work better if presented graphically, either with words or, preferably, pictures. Mind-mapping is a variation.</p>

Getting the most effect.

To achieve the most effect using these methods they need to be used by the student who should then receive feedback on the work they have done and then improve their work.

3 - Books and other references

3.1 Books

Classroom-based evidence

Author	Title	Description
Geoff Petty	<i>"Evidence based Teaching"</i>	A teacher-friendly guide to the findings of Hattie and Marzano.
Robert Marzano	<i>"Classroom Instruction that Works"</i>	Based on meta-studies of good classroom experiments
John Hattie	<i>"Visible Learning"</i>	A study looking at a wider range of experiments including curriculum, teachers' skills and school management.
Dylan William	<i>Embedded Formative Assessment</i>	Practical ways to use proven methods in your classroom

Brain science evidence (Neuroscience for teachers)

Author	Short title	Descriptive title
Mike Bell	How Brains Learn	An illustrated, jargon-free eBook introduction to the brain and learning
Eleanor Dommett	Learning and the Brain Pocketbook	Jargon-free and very accessible
Sarah-Jayne Blakemore	<i>The learning brain</i>	An authoritative account of how the brain learns
Judy Willis	<i>Ignite</i>	Research-based strategies to ignite student learning
David Sousa	<i>How the brain learns</i>	For educators who want to ground their professional development in research about the brain
James Zull	<i>The art of changing the brain</i>	Enriching the practice of teaching by exploring the Biology of learning

Patricia Wolfe	<i>Brain matters</i>	Translating research into classroom practice
John Geake	<i>The brain at school</i>	A guide to how cognitive neuroscience can inform teacher's practice
Rita Carter	<i>The Brain Book</i>	DK large format guide to the brain with clear diagrams and non-technical text
Rita Carter	<i>Mapping the mind</i>	Shows how scans can be used to reveal aspects of our behavior

3.2 Video

The top ten methods are explained and demonstrated with clips from real classrooms in this video resource: **The Evidence-based Teacher's top ten methods.**

Available from www.evidencebasedteaching.co.uk

3.3 Websites

- Geoff Petty has a wide range of free resources: www.geoffpetty.com
- The Evidence Based Teaching website has a section on recommended books, video and other resources: www.evidencebasedteaching.co.uk
- Handbook in PDF format from Marzano
http://www.mcrel.org/pdf/instruction/5992tg_what_works.pdf
- More video resources including lesson observations at
www.classroomobservation.co.uk
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