

Nadia Habraszewski- Featherstone High School

To what extent can 'Scaffolds' improve the delivery of High Quality First Teaching (HQFT)?

Stimulus and research

The main aim behind this enquiry is to improve teaching and learning across all subjects. Lesson observations have revealed that quite often it is the lack of learning opportunities due to the lesson structure which results in 'satisfactory' grading. This enquiry will look at whether the scaffold can help teachers deliver 'Outstanding' lessons as judged by OFSTED criteria by incorporating new initiatives like PLTS more consistently into lessons and addressing the need for a more standardised approach to quality first teaching to ensure a higher quality of teaching and learning. The Scaffold should save teachers preparation time and maximise the enjoyment, reward, challenge and motivation of pupils for their lessons. I hope to create a scaffold bank of high quality lesson resource templates in the form of ppt slides.

Hypothesis

Hypothesis: If there is criteria for outstanding teaching and learning then there could be a formula for it and by using a carefully engineered 'Scaffold', teaching and learning could be consistently improved across the curriculum.

Key Question: To what extent can 'Scaffolds' improve the delivery of High Quality First Teaching (HQFT)?

Engagement

The project fits in with the following school priorities:

Teaching and Learning: To ensure that all lessons include a variety of different teaching and learning strategies.

E-learning: To further embed and develop the use of new technologies to support learning and to develop independent and personalised learning.

Assessment: To develop a consistent application of high quality formative assessment

As a curriculum developer I will be in an ideal role to implement the project and will have the backing of my line manager. I will be able to discuss the project with the curriculum developers for all other year groups and thereby could potentially have the project implemented across the school. The work done by the PLC group will also be able to merge with the project as the PLTS focus is common to both.

Strategy

Key research which has shaped this project has come from the new OFSTED guidelines and grading criteria, various initiatives like AFL, PLTS, e-learning etc and general good practice within pedagogy. Good practice will be shared throughout the project to inform the final resources. A provisional version of the scaffold resource will be made available by the 22nd June 2010 and this will be further reviewed and refined to produce the final version which will be used for the implementation phase commencing in the Autumn term 2010.

Implementation

This will take place in the Autumn term 2010. The implementation phase will be a pilot study of the scaffold resource being used in particular curriculum areas by certain groups of teachers. I will call for teachers to volunteer to use the scaffold in their teaching and possibly offer it to teachers wanting to improve their lesson gradings. Progress will be communicated through pupil surveys, teacher surveys and assessments of teaching made through lesson observations. If there is an improvement in gradings of lesson observations from the cohort of teachers doing the pilot study then this will have inevitably improved pupil learning and should be reflected in the teacher and pupil feedback.

Evaluation

Teachers involved in the pilot of the project will be continuously evaluating the scaffold and further refining it after assessing the impact on their classes. These refinements will be collated and then incorporated into the end of project review. If successful we would expect to see positive feedback in the pupil and teacher evaluations and when looking at the lesson observation feedback and hence an overall improvement in gradings. Having worked on consolidating HQFT I have been able to reflect on the various initiatives and focus on priorities for enhancing teaching and learning and hope that next term other teachers will also benefit from this reflection. There should be quantifiable outcomes from the surveys and lesson observation gradings and these will be used to measure progress made and overall impact. The scaffold in its initial form has been used extensively in the science department. All KS3 lessons have been planned according to this format and areas of KS4 and KS5 are now using it.

Dissemination

The provisional version of the scaffold will be available from the 22nd June 2010 for other LP's to see and use. The final version should be available from the Autumn term 2010. Any refinements made to the scaffold will be recorded along with the rationale behind them so that the progress made can be tracked by others. The scaffold is in ppt format and therefore can be presented with annotations of the rationale. After the implementation phase is complete all the findings from pupil and teacher surveys along with evidence from lesson observations will be made available in the LP room on Fronter and shared during LP meetings. Any LP's wishing to see the scaffold being used in lessons will be welcome to observe at FHS. Electronic copies of the final version of the scaffold will be disseminated to the LP's at the end of the project (summer term 2011).

Bibliography

http://nationalstrategies.standards.dcsf.gov.uk/node/16013?uc%20=%20force_uj

Inside the Black Box: Raising Standards Through Classroom Assessment. Black, Paul; William, Dylan.

<http://www.learningandteaching.info/learning/bloomtax.htm>

Creating a progress culture: Secondary National Strategy DCFS.

Pedagogy and Practice: Teaching and Learning in Secondary Schools. Unit 1 Structuring Learning. Ref: DfES 0424-2004 G

http://www.educationoasis.com/curriculum/LP/LP_resources/lesson_objectives.htm

