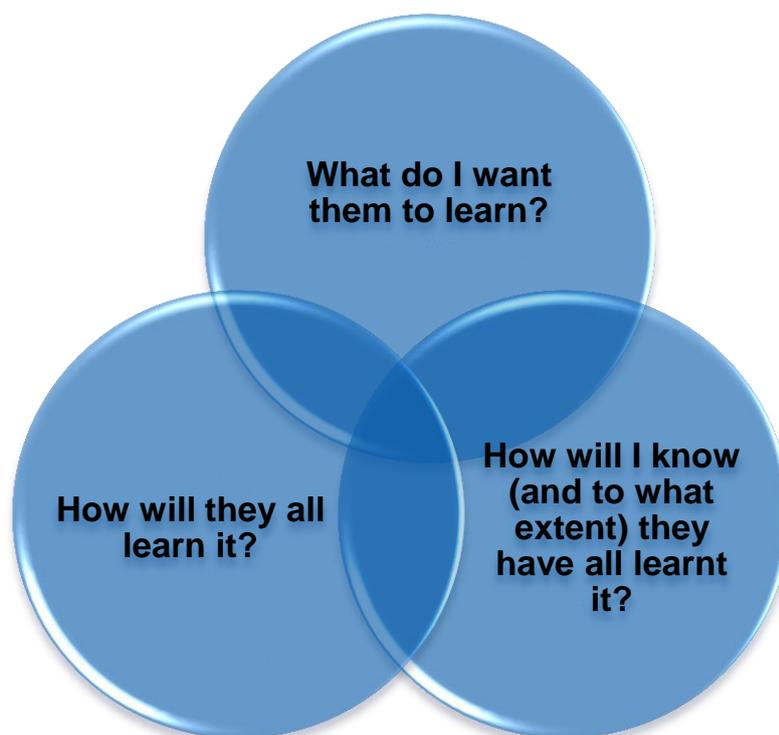


Outstanding learning

Ofsted criteria is focussed on learning rather than teacher performance and outstanding teachers are defined by their ability to build and check learning and to monitor and boost the progress of all students. The key is to plan **how** to teach a topic rather than **what** to teach. The latter often leads to too much 'chalk and talk' whereas the former promotes active engagement. Plan regular individual, paired and group tasks to offer time for sufficient depth of study and reflection but guard against activities that produce no obvious learning outcomes. To ensure a focus on learning consider answers to the following questions:

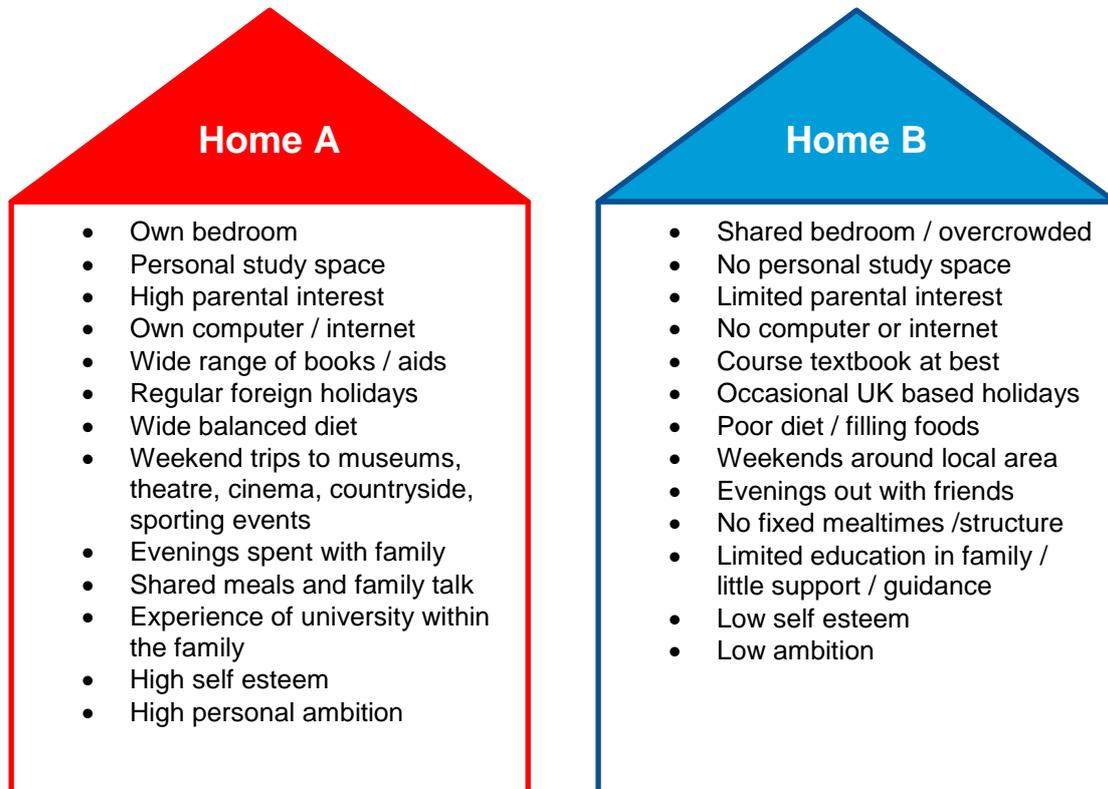


The most recent Ofsted Chief Inspector's report, published November 2011, emphasised this focus on learning outcomes as follows:

"Outstanding teaching and learning are characterised by highly skilled and enthusiastic teachers who use their extensive expertise to inspire a culture of learning and challenge. Very effective planning leads to brisk, lively and imaginative teaching that ensures that learners' differing needs are met. Teachers' expectations of their learners are high, checks on learning are frequent, questions are probing and work is appropriately challenging. Learners are fully involved in evaluating and reflecting on their own learning and they learn quickly and make good progress. Learners needing additional help are identified early and effective support is provided promptly".

In essence high expectations, enthusiasm and pace produce engagement but the prize is clear evidence of learning and the development of independent and self-aware learners.

Learning disadvantage



The link between poverty and underachievement has been extensively documented over the past thirty years. A detailed analysis by the Financial Times, March 2011, revealed poverty as the common factor for underachievement nationwide with a significant North / South divide. Most of our students are from home B but there is also a Home C and in some cases (providing the lowest outcomes of all) no home. However, most of our achievement arises from students from Home A and it raises the uncomfortable question, *'Can we only teach well-motivated and well-supported young people?'* How far does teacher training, professional development and school / college systems and procedures provide the 'toolkit' to teach students from Home B? The **'IMPACT'** strategy summarises best practice:

Inspire

Milestones

Parental engagement

Assessment for learning

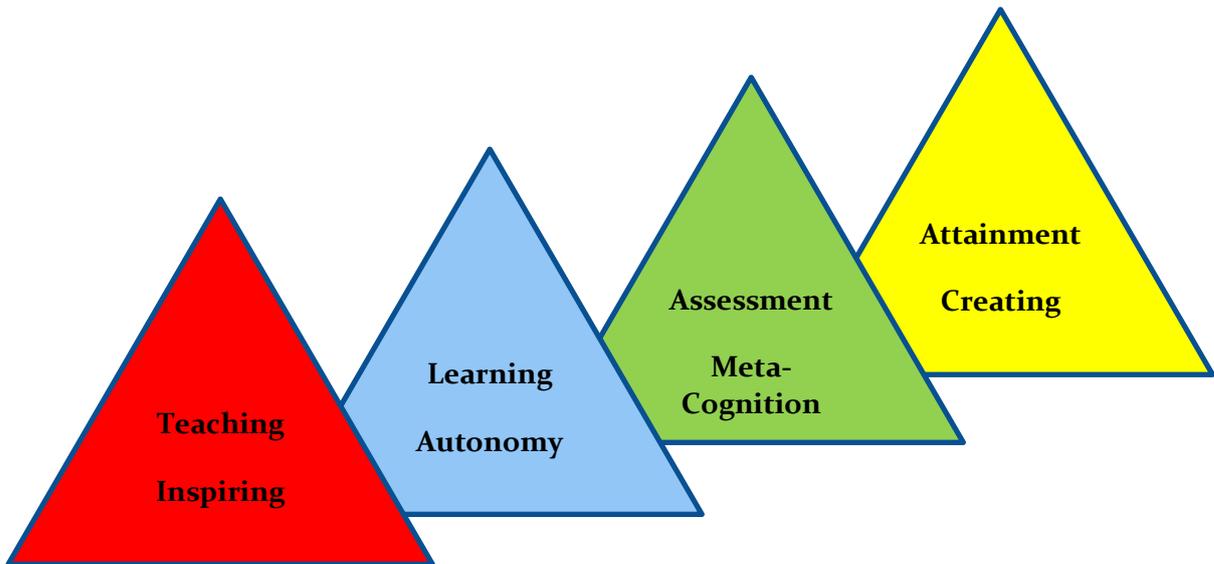
Core learning skills

Teaching standards / high expectations

Making an impact

Inspire by raising personal horizons / ambition to future careers / university. Set and monitor clear learning targets and intervene when key milestones are missed. Devise strategies to draw parents into active support. Ensure lesson by lesson progress by applying AFL measures to deliver 'can do' confidence. Build how to learn core skills and model expected outcomes. Agree and specify high teaching standards and ensure all enforce a standard behaviour contract.

The 'outstanding' pyramid



The outstanding pyramid as presented overleaf provides a full taxonomy of the key characteristics of effective teaching and learning. The apex of the pyramid as illustrated above presents the Grade One zone of outstanding skills and/or attributes.

Teaching

Inspiring

'Outstanding' begins with inspiring teachers who display a passion and enthusiasm for their subjects and inspire their students to greater effort and independent study outside of the classroom.

Learning

Autonomy

Think effort not ability. Our most successful students were not born clever but simply put in much more time and effort than their less successful classmates. They possess higher personal study, organisational and learning skills and move from dependence on the teacher into independent learning and ultimately full autonomy.

Assessment

Meta-Cognition

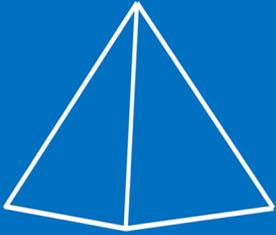
Feedback on progress is not only absorbed by successful students but acted upon. Low marks are questioned. Self-assessment against marking criteria is applied and produces higher achievement. This spur generates not only self-belief but meta-cognition in terms of the ability to measure own progress against the course standards and to seek and act on improvement guidance.

Attainment

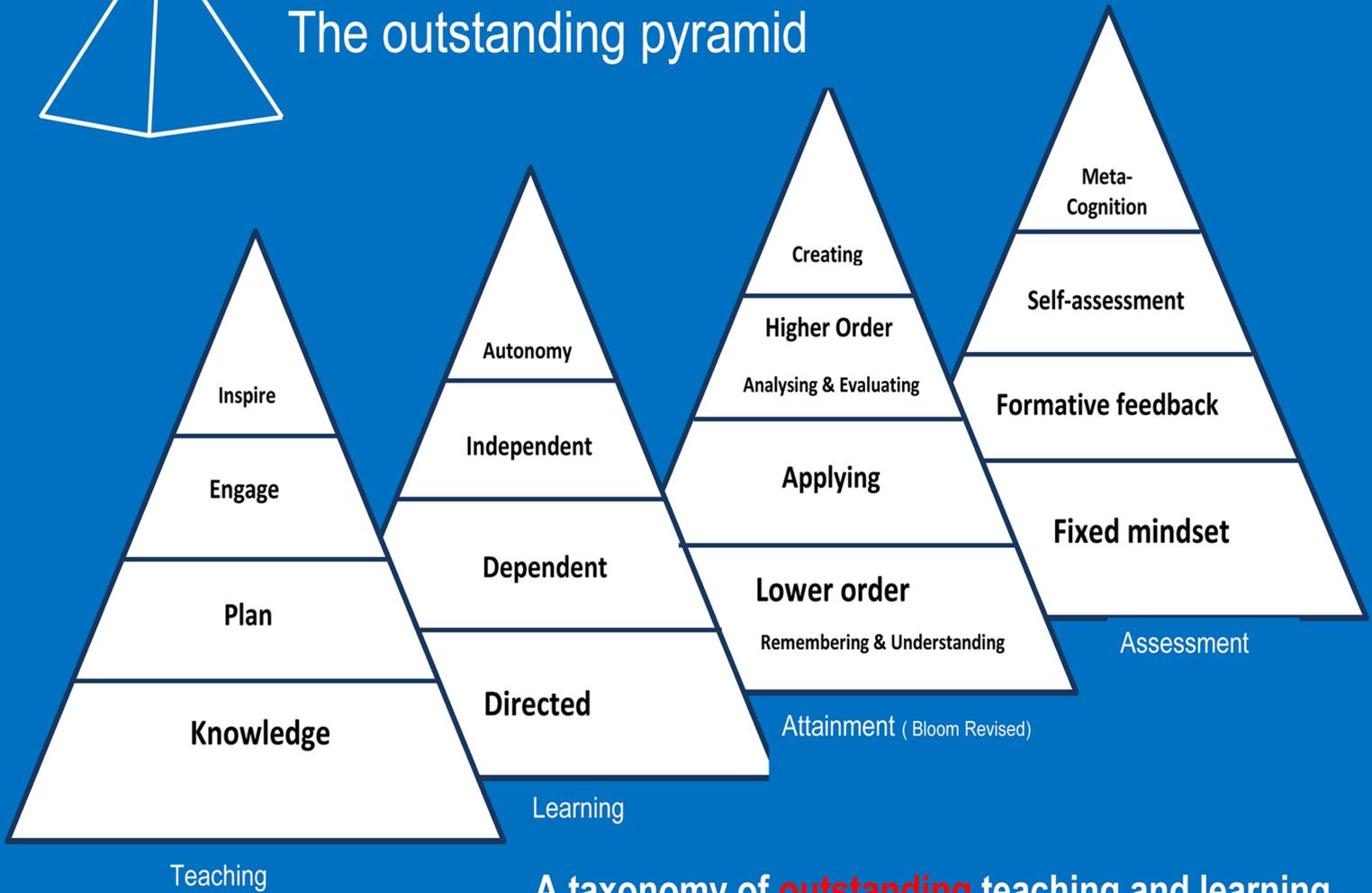
Creating

The revised Bloom's Taxonomy published by Anderson and Krathwohl in 2001 ranks creating or creativity above evaluation as the highest level of cognitive development and individual attainment and reflects the self employment and entrepreneurship opportunities of the Knowledge Age.

Collegenet Update is published once per term and past copies are available on our website. The themes in this edition form part of the Second Edition of Bradley Lightbody's textbook Outstanding Teaching and Learning 14-19 to be published July 2012.



The outstanding pyramid



A taxonomy of **outstanding** teaching and learning