

# Interventions with Impact

## Six of the Best

1. **Authentic Challenge.** Personalised and differentiated learning experiences which link to a real purpose, scenario or outcome.
2. **Enquiry.** Active engagement through independent, or collaborative, research and problem solving.
3. **Pragmatic Rehearsal.** Pragmatic Rehearsal provides spaced 'practice' and opportunities in applying learning to practical applications and or testing regimes.
4. **Feedback.** Feedback provides an ongoing process of formative evaluation, drafting and improvement with purposeful assessment involving student, peer and teacher.
5. **Metacognition.** Metacognition provides a set of practices to heighten student awareness and understanding of how they learn and solve problems - and how their everyday beliefs, behaviours and responses impact on their learning and problem-solving.
6. **Progress.** Progress provides meaningful demonstrations of improvement in individual learning over time; it gives a clear guide to its nature and pace and, in the best, builds from prior knowledge.

# Interventions with Impact

## Authentic Challenge

What it means

*“Authentic Challenge provides personalised and differentiated learning experiences which link to a real purpose, scenario or outcome.”*

Why we need it

- Meaningful Engagement of all of our students
- Active ownership and involvement of students in work which they value and which stretches them
- Real world applicability
- To create an excitement and a ‘buzz’
- Opportunities to showcase independence and responsibility

How we develop it

- Increased student choice across and within the curriculum
- More co-construction of success criteria within lessons
- Trust in teachers’ professional expertise to align the curriculum offer with real world applicability
- Utilising the Concept of Personal Best(s)
- Use IMYC and Project Based Learning successfully

# Interventions with Impact

## Enquiry

What it means

*“Enquiry provides active engagement through independent, or collaborative, research and problem solving.”*

Why we need it

- Encourage curiosity and innovation
- Understand the nature of knowledge
- Foster a willingness to pursue answers to compelling questions
- Provide systematic techniques to make sense of information and experiences
- Experience wonder and a fascination with what learning can offer

How we develop it

- Ask and encourage really great questions
- Become more confident in, and adept at, problem solving
- Evaluate and make judgments on the utility of information
- Model the research process and its related skills
- Continue to be reflective practitioners

# Interventions with Impact

## Pragmatic Rehearsal

What it means

*“Pragmatic Rehearsal provides spaced ‘practice’ and opportunities in applying learning to practical applications and or testing regimes.”*

Why we need it

- build learning structures which embed regular review
- identify gaps in knowledge and understanding
- encourage reflection
- demonstrate the real world utility of learning
- Coach exam craft and success within public examinations

How we develop it

- Utilise a learning approach which embeds purposeful review
- Heighten awareness of testing and assessment practices through our everyday teaching
- Identify and revisit key concepts
- Use spaced, informal testing regimes to help develop exam craft
- Prepare for and practice test situations

# Interventions with Impact

## Feedback

### What it means

*“Feedback provides an ongoing process of formative evaluation, drafting and improvement with purposeful assessment involving student, peer and teacher.”*

### Why we need it

- Allow students to understand what they need to do to improve
- Embed a learning culture of support and challenge
- Regularise meaningful discussion around the notion of improvement
- Build resilience in learners
- Recognise that learning is often hard work

### How we develop it

- Establish whole academy mechanisms for giving and receiving feedback
- Develop the skills of giving and receiving feedback
- Embed best practice for marking and response
- Improve use of success criteria and target setting
- Individualise progress plans

# Interventions with Impact

## Metacognition

What it means

*“Metacognition provides a set of practices to heighten student awareness and understanding of how they learn and solve problems - and how their everyday beliefs, behaviours and responses impact on their learning and problem-solving.”*

Why we need it

- Improve the students' capacity to learn independently
- Make each student more self-aware
- Help each student to be more aware of the impact they have on others
- Encourage students to see the 'connectivity' in our Academy approach to learning
- To achieve the extended abstract thinking needed to be successful at the higher academic levels
- Help students manage anxiety

How we develop it

- Appreciate the thinking which lies alongside knowing
- Build thinking about our thinking into our feedback and marking methods
- Improve how we ask and invite questions to make thinking explicit
- Use learning protocols for independent, group and whole-class learning
- Design learning challenges which require and develop high levels of self-awareness

# Interventions with Impact

## Progress

### What it means

*“Progress provides meaningful demonstrations of improvement in individual learning over time; it gives a clear guide to its nature and pace and, in the best, builds from prior knowledge.”*

### Why we need it

- Motivate and engage students and staff by sharing landmarks on the learning journey
- To provide clear and concise information to students, parents and teachers about the nature and pace of learning
- To provide a context for mentoring and guidance of students
- To allow data analysis and comparisons to identify trends and intervention points

### How we develop it

- Plan, deliver, evaluate and improve quality learning experiences – the core business
- Define what progress means within and across subjects and share those discussions
- Agree how we calibrate progress in a context of no NC levels
- Become adept at recognising evidence of progress within lessons
- Regularly engage the learners in discussing what progress looks and feels like and how we evidence it