

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
CAN THE IMPROVEMENT OF SYSTEMS AND PRACTICE LEAD
TO IMPROVED OUTCOMES FOR LEARNERS?**

Petroc College

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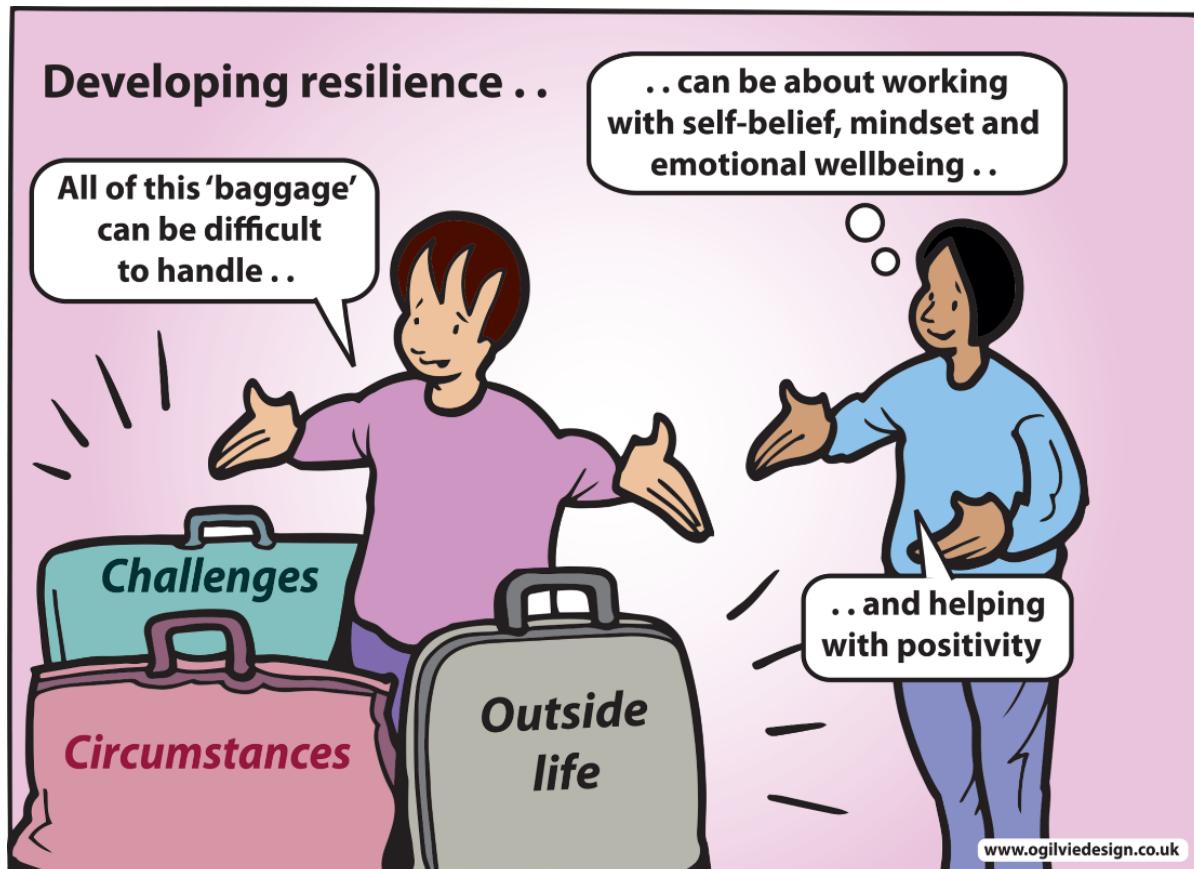


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Final report - Can the improvement of systems and practice lead to improved outcomes for learners?

Petroc College



This project investigated learner response to a restructured English curriculum, with metacognition at its core. Learners swapped one hour of English teaching a week for an instructor-led VESPA session, focusing on the development of independent skills for learning and knowledge acquisition.

Summary

In the summer term 18/19, our teaching team embraced the concept of VESPA (Oakes and Griffin, 2019). As a college, we acknowledged that improving outcomes did not simply lie in addressing gaps in knowledge but also through addressing a lack of motivation, organisation and identifying appropriate learning strategies.

In the short time available we worked with two English cohorts on VESPA (vision, effort, systems, practice and attitude) by embracing Oakes and Griffin's suggested activities. The two groups who experienced this different focus in teaching did remarkably well and we saw a significant improvement in progress.

Our findings have raised as many questions as answers, highlighting the need for contextualised approaches to 'off the shelf strategies'. Of particular significance are improvements in learners' attendance and confidence. Moving forwards, we hope

that our VESPA approaches will also assist learners who experience anxiety and fear when working independently in exams.

Rationale

In 18/19 we witnessed the widening of the attainment gap for our more vulnerable learners. What has become evident to myself and colleagues is the problem does not rest solely in ability. Expectations and learned behaviours are thwarting achievement and are creating a cycle of failure. Many students when asked to articulate their feelings on resitting English, expressed feelings such as, "*I just can't pass*" and, "*my teacher told me last year that I would pass.*"

Previously, we had assumed that learners 'can't be bothered' when in fact they didn't have the 'practice' skills for independent study. Many cannot organise or record notes effectively - the process of learning, for some, like reading a book without understanding the words. Not understanding how to learn left learners frustrated and disengaged.

We tolerated 'learned behaviours' and we didn't challenge fixed mindsets. We assumed that mindsets couldn't change. Our views on this were challenged however, when we noticed learners who were committed and focused in their year one, became less so in year two.

We realised that we needed to make changes to support our learners. Not every learner implicitly understands how to learn; lack of access to learning strategies can lead to lack of confidence in ability as learners simply don't know what to do with new information.

The Working Memory Model (Baddeley and Hitch, 1974) cites the need for students to apply their learning through independent practice. Without reinforcement, information cannot become knowledge or skill (Oakes and Griffin, 2019).

We offer 3-hour blocks of English teaching but realised that students require coaching as well as teaching. To sustain a growth mindset within a cohort takes time, practice and an individual approach. Learners need coaching time in order to break down barriers and misconceptions. Staff also need coaching in leading independent thinking.

During this project, we explored the impact of replacing one English curriculum hour per 3-hour session with an hour of VESPA work, known in our college as 'The Power Hour'.

Approach

In order to implement VESPA strategies for independent learning, we revised our scheme of work from 3 hours of English delivery to 2 hours (see Appendix 1 for Scheme of Work).

The third hour was spent with an instructor, who facilitated independent learning activities including: note taking, revision strategies and organisers.

Each term was designed with a different focus, helping build skills for learning. Term 1 focused on independent learning skills, term 2 on vision and progress and term 3 on systems and practice.

Each week, a range of strategies and activities were explored to support learners with their English learning, as shown in Figure 5b-1.

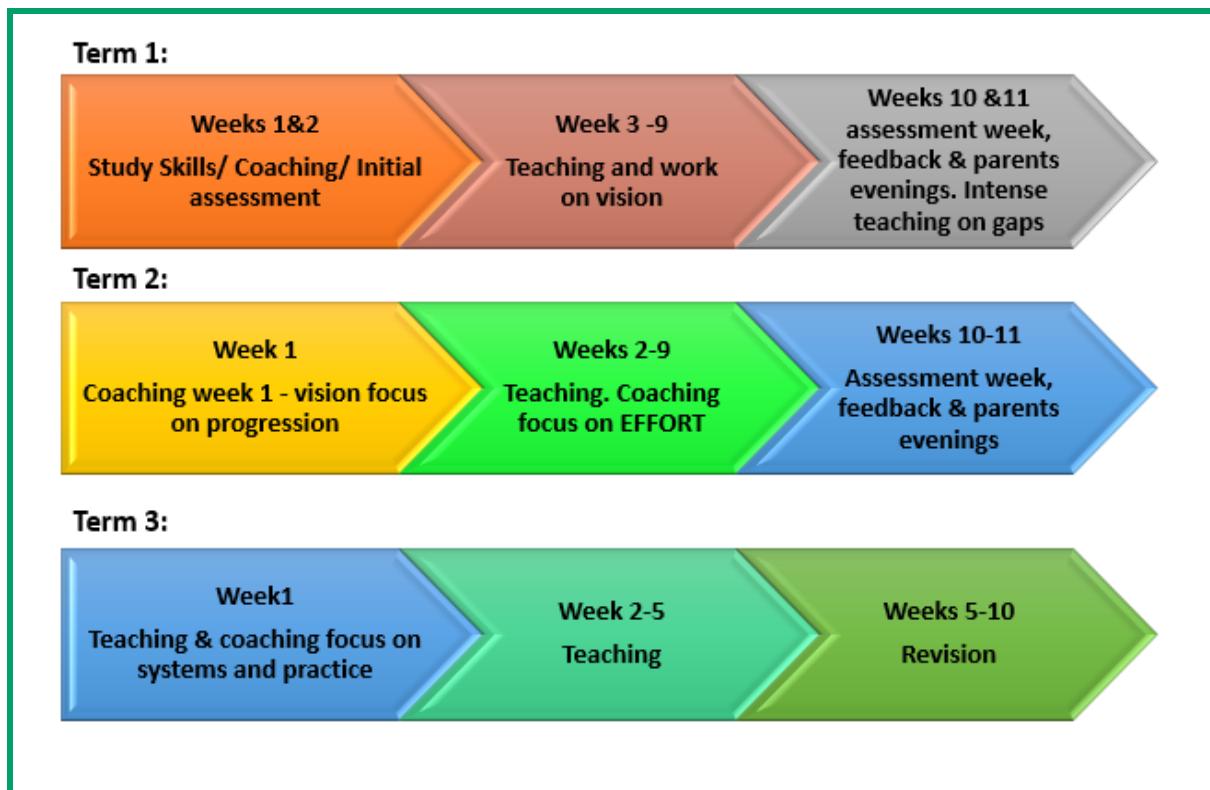


Figure 5b-1: Strategies and activities

The sessions centred on developing metacognition were separate to teaching sessions and had two intended outcomes; for learners to become aware of how they create knowledge and for learners to feel supported to regulate their behaviours in the process. As a college with a high proportion of learners with SEND, this was an especially important consideration.

Students and parents were informed of our new approach to teaching and learning. However, the cohort was not made aware that we were undertaking action research. We made this decision because we identified trust as a barrier to learning; could the uncertainty of an action research project jeopardise trust for students who have already lost confidence in education post GCSE failure?

In order to monitor the impact of the new 'Power Hour', students undertook discussion-based assessments at the beginning, mid and end points of the project, using Oakes and Griffin's (2019) 'vision questions'. Students have also completed a survey and have answered questions based on VESPA with particular focus on Systems and Practice.

As the project has continued, we have introduced additional questions for the case study interviews (Appendix 2). These also include questions informed by Rosenshein's Principles in Action (Sherrington, 2019).

In January (post mock exam), ten-minute interviews were conducted with students so they could share their perspectives on the impact of our VESPA activities. This helped us understand whether learners were effectively applying VESPA strategies during their English learning. The interviews also helped us understand the impact of these strategies in relation to exam preparation and performance.

Professional learning: Evidence of changes in teaching, learning and assessment practices

In addition to our separate instructor hour, lecturers are also embedding VESPA activities within teaching sessions. For example, the prioritisation grid is used to judge confidence in learners and often follows a 'hinge point' question (Wiliam, 2011) when checking for learning.

Asking colleagues to alter and adapt existing teaching and learning practices was not without challenge – an important consideration for anyone trying to effect cultural change within their setting. An unexpected challenge was a lack of motivation from a small number of staff to make changes to their practice. In these instances, staff did not necessarily need to improve content knowledge but, in the spirit of Wiliam's 'love the one you're with strategy,' we soon realised that for motivational work with learners to occur, motivational work with staff was also required.

Many teachers in the department were concerned that we were substituting content with wellbeing strategies. However, as a project team, we agree with Fisher (2013) that, 'education can, in other words, not only impart knowledge but also teach powerful capabilities for evaluating and applying such knowledge.' Colleagues who are invested see the benefits but agree with our project's finding that a stand-alone instructor lesson does not always lead to independent practice transferring to taught sessions. This was an important moment in our research, illustrated in the reflection below:

Our group 1 students who practised the motivation diamond in the facilitated session will still question the point of the length of the session in the taught session. As the term has progressed, we have advised the teaching team to refrain from using the term 'VESPA lesson.' The student interviews in January prove that this worked to some degree as many students when questioned about the effectiveness of the session responded with, 'we don't have VESPA just English.' However, we have continued to see a disconnect where learned, positive behaviours are apparent in the instructor session and not the core English session. Is this due to a different level of trust being built between instructor and student or is it the instructor's greater capacity to embed systems and practice? Again, we did not anticipate the impact of the personality or the capability of the Instructor when predicting outcomes.

(Project team reflection)

Similarly, with learning, teachers need to fully understand the Working Memory Model. During assessment in week 6 and week 10, learners' results did not demonstrate above expected progress scores - research suggests that this is not a bad outcome. According to Kornell and Bjork (2007), 'the more they struggle and the worse they fail, the better the long-term memory'. Shifting perceptions and feelings around failure are important, especially for GCSE resit learners.

We also assessed attitudes to learning, with interesting findings. Learners responded favourably to questions about their English lessons in week 6, and this improved again in week 10. Typical questions on the survey included:

How do you feel when you are in English lessons?

How do you feel when you have a challenging English question?

The surveys conducted in instructor sessions demonstrated more favourable responses than those conducted in taught sessions. This could be due to several influences. The activities in the instructor session are created with the intention of raising self-esteem and motivation, is this quickly lost in the traditional classroom setting?

As previously stated, we haven't seen significant improvement in terms of attainment during formal assessment. This leads us to believe that improving systems and practice is not enough. We also need to acknowledge other factors when examining progress.

According to Melby-Lervag and Hulme (2013) the following are high and low impact factors:

- Low impact factors - Ability groupings & buildings
- High impact factors – Classroom practice and poverty

Our level 1 cohort has a significantly high percentage of disadvantaged learners (27%), can improving systems and practice help bridge gaps in learning or just create new knowledge? If it is the latter, how do we make this better? We have previously streamed learners with a prior attainment of grade 3 and in 2018, this had little impact as a significant number of learners with grade 3 prior attainment were on their third resit. The data suggested that exam fatigue and a break in trust (in systems and teachers) had a greater influence on outcome than sitting with peers who have a similar starting point.

To improve gaps in learning, we decided to introduce a Knowledge Organiser in week 15. We can give learners a framework such as timetables and learning/organisational strategies but we also need to give them resources that complement these strategies. We can't just assume they can apply new strategies to traditional teaching and resources. Again, we will check for progress in week 24.

Evidence of improved collaboration and changes in organisational practices

The project has conveniently coincided with the new EIF that clearly supports student wellbeing and preparation for work and further study.

We have shared our VESPA schemes of work with colleagues in all curriculum areas. The most powerful collaborations at Petroc have been between the tutor support team and instructors. At the start of the project, we anticipated that we would uncover gaps in learning and more effectively address the obstacles that thwart independent learning such as students' inability to identify how they learn best.

We have uncovered more significant influences that affect student learning. One of the questions asked in the January interviews with students was, 'How do you feel about English lessons?' The answers ranged from, 'I hate it,' to 'I feel pressured,' and 'It's better than school.'

We took time to investigate the more negative findings and found that a significant number of students required learning support that was not in place in school. Years of struggle and persistent feelings of failure leads to resistance now. Further Education colleges are also at a disadvantage to sixth form colleges who have smoother transitions for post-16 learners and experience fewer barriers to sharing information. We have been able to support and identify even more learners through the project.

Many students had previously resisted support as they viewed it as embarrassing and a confirmation of failure. At Petroc, we have 'support' in classroom settings but have removed the label. We now simply "team teach" in order to bring support into the classroom.

Moving forward, it is evident that the need for VESPA and coaching is more prolific in Level 1 learning. This by far has been the cohort that has evidenced improvements in attitudes and attendance through the project. In 2021, we will be offering two hours of coaching and study skills as part of the three hour delivery.

We feel strongly that the project has demonstrated that learners have to be ready to learn before any new knowledge can be created. To be ready to learn, they need more than a pen, they need to feel safe, accepted, understood and confident in the teachers around them.

We also need teachers who have the capability to create a tolerant, energised and trusting space. We have introduced a 'praise board' at Petroc based on the findings of Rob Plevin (2019). Staff record positive actions of learners that are discussed in the staffroom and reinforced by all teachers in the classrooms. We are fortunate to have a team of staff who demonstrate emotional intelligence in abundance.

Evidence of improvement in learners' achievements, retention and progression

We feel strongly that we (students and teachers) have benefited greatly from this project. We have seen improving trends in data, particularly in attendance. Petroc College's average attendance currently is between 75-80% in English and maths but in the focus groups this has improved to 85% and 93%, 15% above current college averages.

At times, it does feel that the same negativity amongst learners exists but in actual fact when a learner states, 'I've had enough now' I also interpret this as a sign of trust and confidence in me as a teacher to think on my feet and address their needs.

From the learner interviews we also see progress in the ability of learners to self-identify areas that are challenging. One student who has autism commented:

'My teacher knows when I'm struggling with difficult words and will make things more simple when I feel overwhelmed.'

The learner also commented that he is no longer, '*afraid of English*.' This learner also described teachers at a previous setting as '*aggressive*.' On further questioning, it became evident that this was more likely frustration, as this very able learner has previously described, '*shutting down*' when things became challenging.

We have also seen some improvements in effort. A simple method in achieving this outcome is consistency and clarity in expectation. Surprisingly, two learners involved in the study have withdrawn from their vocational course but have requested to stay on for maths and English only. When questioned, one responded with, "*I know what I need to do for English*." In addition to this, the student also has clear vision. He wishes to achieve an apprenticeship and will require maths & English.

Learning from the project

The project has been an incredibly rewarding experience and for the project team - it has changed the way we look at the delivery of both English and maths. Previously, we had assumed that supporting learners meant awarding more hours to core teaching, the findings from this project suggest there is merit in other approaches.

We now understand that learning will only be effective when the student is open to learning, feels safe and secure in the learning environment, can be empowered through self-regulation and truly sees the importance of learning. This project has given us the strategies to promote and create the learning situations above.

We also previously believed that mastery (the cementing of knowledge) was achieved through repetition of the same tasks. This belief has been tested during the project as we have seen learners progress through trying new ways of learning and remembering.

The activities listed in the VESPA programme have allowed learners to identify strategies that best support them to learn. This we truly believe will help narrow the attainment gap for both our disadvantaged and Level 1 learners in our summer examinations.

The project has also shown us that we can't offer the same delivery pattern to Level 1, Level 2 and Level 3 learners and expect the same progress. We believe that some cohorts will benefit from a greater degree of support with systems and practice than others.

We see this project as our first action research cycle, next we will focus on how to achieve accelerated progress for Level 1 learners, as well as developing a research programme specifically for maths, exploring how to address low levels of vision and self-esteem.

Appendix 1 – VESPA Scheme of work – embedded as part of English Teaching and Learning 2019-2020



SCHEME OF WORK 2019/20

Lecturer		Day/Time/Block		Room	
Course/Module/ Subject Title		Awarding Body/ Level		Subject	
<p>Comments, information and notes. The key focus is 'impact on learning'- how are you/your learning activities and pedagogical approaches developing students' understanding and how will you know? How are you setting aspirational but realistic goals and targets for each student and how do you make sure that every student knows at all times, how to improve to reach those goals? How students are made aware of the learning that is taking place and the reason for this (intent) and how they are able to track their progress against their personal targets, needs to be considered.</p>					
<p>Consider: the most effective teaching & learning approaches, how to meet the full range of pupils' needs and what constitutes an appropriate level of challenge.</p>					
<p><u>Work experience/industrial placements must be included in your long term planning/SOW - Schedule required from September 2019.</u></p>					
<p><u>CURRICULUM INTENT</u></p> <p>Before you start designing next year, review why you are delivering this programme, and why you are organising the teaching in a certain sequence. What are the students doing this programme for? Have you taken their aims into consideration in the planning stage?</p> <p>(Link to curriculum audit/Intent)</p>					

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
<i>Autumn Term Starts [14 weeks]</i>				
1 09/09/19	To identify VESPA aspects of students. Students will get a score against the 5 skills areas of VESPA; Vision, Effort, Systems, Practice and Attitude. This will allow us to target the non-cognitive skill development necessary for achievement.	VESPA Skills Scan Vision activity – Twenty Questions – give the students the twenty questions and ask them to answer as honestly as they can.	Allows students to identify areas of interest and how they could link to future careers.	Areas of interest identified and fed back to class/lecturer.

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) <i>Work experience/industrial placements must be scheduled and planned for.</i>	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
2 16/09/19	Goal setting and motivations	Vision activity - Motivational Diamond. Students to look at the fifteen possible motivations from the list provided and select the 9 that are most important to them. They can then prioritise them using the motivational diamond with the most important motivator at the top.	Helps to unlock goals and helps to identify the motivations that guide all human behaviour and put them in order of priority. Helps students to identify careers that may fit with these motivations.	Motivations identified.

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
3 23/09/19	Allows students to identify problems that interest them rather than having a specific career goal	Vision activity – Problem not job aka the personal compass – single, specific goals can be limiting as obstacles can stop students from achieving these.	Helps students to identify what it is about a career or subject that interests them rather than focusing on a specific job. This will allow them to explore different careers within that sector.	Students will have an area of interest identified within a career sector rather than a specific job goal.
4 30/09/19	Helps to identify students who tend to normalise low effort behaviours and gives a clear idea of how high achieving students behave.	Effort – scale 1-10 – write the scale on the board and ask students to place themselves where they feel they fit currently. Question why they feel they are there and then have a discussion about what effort looks like in terms of time values. Then repeat the scale and explain what the numbers correspond to; e.g. 1: 0-2 hours independent study a week and so on. You can adapt these values to suit your course requirements.	Allows students to realise the concept of effort and what is required for achievement.	Once the level of effort required is identified by individual students, the amount of independent study will be monitored throughout the year.

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
5 07/10/19	Being able to manage and plan time effectively and prioritise learning.	Timetable – Mission and medal-audit of a typical week to identify time available then creating a timetable where students could spare some time to work on their studies – this can be linked to rewards to help with motivation. For GCSEs this can be used for the Nov resit students as they will be having to put in extra work as well as helping to build good habits in all students.	Making the effort a habit by creating a weekly routine of repeated activities to reinforce learning and help to facilitate independent learning. For employability, these skills are vital in the workplace.	A completed timetable for possible revision sessions or independent study will be produced.
6 14/10/19	Being able to look at the bigger picture and break it down into small, achievable chunks.	Effort - Four steps forward – what four steps do they have to take to put this timetable into practice? How are they going prioritise what they are going to focus on that week? Consider the list of questions and choose four and put a date against each. When they have been achieved they can consider giving themselves a reward.	Building transferable workplace skills such as teamwork, prioritising, time management and communication.	Four actions identified from the list provided and an award chosen.

HALF TERM HOLIDAYS 21st – 25th October

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
7 28/10/19	To identify their attitudes towards learning and develop the characteristics of a growth rather than fixed mind-set.	Growth mind-set – give the students the 4 questions to complete and discuss the scoring and interpretation (this will be provided from the GCSE Mind-set book) Then cut up the Language of Mind-sets phrases and get the students to work in pairs to sort into two categories; fixed and growth mind-set. Whole class discussion on the categories and then ask them to identify a growth mind-set phrase that could replace a fixed mind-set one they have had before.	Builds resilience and a can do attitude towards challenging situations.	Students will have replaced fixed mind-set language with growth mind-set language from the examples provided.
8 04/11/19	To take away the fear of the topics they don't understand.	Systems – The Prioritisation Grid – This can be adapted to be subject specific or used generally for tutorial. Write the topics covered on the whiteboard and ask the students to plot on the graph where they feel they are for each topic. Students should concentrate on the bottom left quadrant to enhance confidence and learning. How can they move these up on the grid?	Overcoming anxiety around overwhelming situations and avoiding staying in your comfort zone which enhances personal growth.	Students will work on identifying areas of priority and independent study will be planned to cover these.

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
9 11/11/19	Prioritising tasks in order of importance and matching effort to the task.	Systems - Energy Line – once students have prioritised the tasks that need to be worked on (refer to prioritising grid) they can use an energy line to put things in order of effort required to complete them.	Helps to identify tasks that are a high priority in terms of effort required and make sure that they can be achieved. Students can apply the SMART target approach to ensure that they are not overwhelmed.	Students will produce an organisational chart for their independent study
10 18/11/19	Preparing for mocks – learning study skills	Practice – What kind of independent study do you do? Get all students to complete the questionnaire, don't explain the context of the letters at first. Class discussion on the most common activities recorded. Then discuss what the letters correspond to and explain that for the most effective revision needs a combination of all 3 – emphasise that this will actually require fewer hours of independent study than just reading notes.	Using feedback to move forward with learning – this is a transferable skill for the workplace and teaches resilience.	Students will have identified which revision activities they have completed in the past and what to add in to their revision for future success.

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
11 25/11/19	Developing different working techniques to improve performance.	Practice - Low and High Utility - Students complete the questionnaire looking at which tasks they regularly complete. Choose a moderate or high utility technique that you are not currently using and break it down into steps to see what you would need to do to achieve it. Explain that moderate or high utility techniques tend to lead to better grades and exam performance.	Utilising different strategies to achieve a better outcome.	Students will identify a different way of working in order to improve their independent study.
12 02/12/19	Planning for small gains to make a big difference.	Vision – Setting a Personal Best – Students to set a PB target for themselves, e.g. get 5/8 for the language question or improve their mark by 10% in Maths. Record this in the table (example given in GGSE Mindset book)	Using targets as a motivational tool to build confidence.	Students will have identified a small target that they think they can achieve and the results will be checked in the mock.

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13 09/12/19		No teaching – mock week and marking – for GCSEs		
14 16/12/19 ONLY Monday & Tuesday				
<i>CHRISTMAS HOLIDAYS 18th December 2019 until 6th January 2020</i>				

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/ESD/Skill Scan	Impact - How will learning and progress be checked?
15 06/01/20		Mock feedback week for GCSEs – coaching.		
16 13/01/20	How to deal with challenges – what the path to success looks like.	Benefit Finding, aka The Rocky Road- Give the students the background to the research regarding success paths and ask them to reflect on a time when they found something challenging, read through the 9 statements and pick 5 to make notes on help them to understand that it's not always a smooth path to success.	The resilience and adaptability skills that will be developed can be utilised in every aspect of their lives.	Students will be able to work on becoming more resilient by revisiting the 5 statements and their notes to remind them of the way forward.

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
17 20/01/20	Learning to ask for help and recognising support networks available	<p>Attitude – Network Audits – ask the students to draw a triangle in their books and split into 4 sections, labelling them as per example.</p> <p>Then think about who is available to help that fits into the categories. Who have you relied on before? Are there any layers where you haven't consulted anyone at all? List 3 things you need to get done this month and name someone from the triangle who can help you.</p>	Building team working skills and asking for help to become more successful.	Students will have identified people in their wider circle who can help and discussed with their lecturer.
18 27/01/20	Identifying behaviours of successful people and applying them to their own lives.	Vision – Grit – complete the grit scale (in the Mindset book), calculate the scale and discuss. Class discussion on when they have been 'gritty' and how can they be more 'gritty' towards their studies.	Building character through perseverance and grit.	Class discussion on 'grit'

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
19 03/02/20	Learning to work more efficiently.	Effort – 25 Minute Sprints – choose a task from your subject that you have been putting off and don't want to do. Plan 25 minutes on the task with 5 minutes off after. In that 25 minutes on there should be no distractions, head down and get on with it.	Working without distractions, staying on task and becoming more time efficient.	Produced work after 25 minutes. This can be checked throughout the year to check improvements in concentration.
20 10/02/20	Building independent learning	Practice - Think of a topic that they need to work on and look at the list provided and identify 5 activities that are going to help you. Think about how you are going to access the resources that you need and what activity you are going to need to do to complete it? Fill in table.	Removing over scaffolding and building self-reliance.	Competed table.
HALF TERM WEEK				

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) <i>Work experience/industrial placements must be scheduled and planned for.</i>	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
21 24/02/20	Helps to identify students who tend to normalise low effort behaviours and gives a clear idea of how high achieving students behave.	<p>Revisit the Effort Scale</p> <p>Effort – Scale 1-10 – write the scale on the board and ask students to place themselves where they feel they fit currently. Question why they feel they are there and then have a discussion about what effort looks like in terms of time values. Then repeat the scale and explain what the numbers correspond to; e.g. 1: 0-2 hours independent study a week and so on. You can adapt these values to suit your course requirements.</p>	Allows students to realise the concept of effort and what is required for achievement.	Scores on new effort scale, if progress does not appear to have been made then a coaching session can be arranged to look at ways forward.

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
22 02/03/20	Allowing learners to make better choices by helping reaching a healthy balance with temptation.	Vision – Now vs Most – Ask students to think what they want to gain most out of this year of study e.g. the level they want to achieve, how they will feel and what the outcome of this will be on their future. How does what you are doing link to your future plans? Fill in the table with these ideas and then put the distractions on the left hand side; what you want now. Score the ‘now’ activities with a regularity and a damage score, times the two numbers together which will give them a total between 0-9. Identify the ones above 4 and choose one or two of these as your priorities to change.	Linking lessons to future career goals.	Completed table.
23 09/03/20	Recognising the categories of tasks. Being able to sequence tasks and recognise patterns in attention levels.	Systems – Three Types of Attention – Discuss the three different types as mentioned in the hand out and how we can operate in all three. Make a list of all the tasks that you need to complete and categorise them according to the types of attention they need. Complete table.	Building soft skills needed for the work place.	Completed table.

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
24 16/03/20	Reframing negative thoughts to encourage success.	Attitude – Stopping Negative Thoughts – discuss negative thoughts and give examples with more positive framing. Ask them to reframe some negative thoughts into something more positive in pairs. What advice would they give a friend?	Mentoring skills, sharing good ideas and building confidence in others, team work.	Written statements using positive language.
25 23/03/20	Preparing for mocks – learning study skills	Systems – The Prioritisation Grid – This can be adapted to be subject specific or used generally for tutorial. Write the topics covered on the whiteboard and ask the students to plot on the graph where they feel they are for each topic. Students should concentrate on the bottom left quadrant to enhance confidence and learning. How can they move these up on the grid?	Overcoming anxiety around overwhelming situations and avoiding staying in your comfort zone which enhances personal growth.	Completed grid.

EASTER HOLIDAYS 30th March until the 15th April

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
26 15/04/20 (Week starts on a Wednesday)	Coaching week	Use the coaching methods to check on motivation and direction.		
27 20/04/20	Preparing for mocks – learning study skills	Practice – What kind of independent study do you do? Get all students to complete the questionnaire, don't explain the context of the letters at first. Class discussion on the most common activities recorded. Then discuss what the letters correspond to and explain that for the most effective revision needs a combination of all 3 – emphasise that this will actually require fewer hours of independent study than just reading notes.	Using feedback to move forward with learning – this is a transferable skill for the workplace and teaches resilience.	Completed questionnaire and selected tasks.

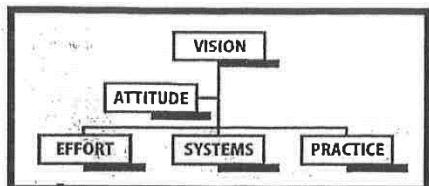
Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
28 27/04/20	Developing different working techniques to improve performance.	Practice - Low and High Utility - Students complete the questionnaire looking at which tasks they regularly complete. Choose a moderate or high utility technique that you are not currently using and break it down into steps to see what you would need to do to achieve it. Explain that moderate or high utility techniques tend to lead to better grades and exam performance.	Utilising different strategies to achieve a better outcome.	Completed questionnaire.
29 04/05/20 (Note Friday 8 th May is a bank holiday)	Revisit VESPA activities as appropriate for revision			

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements must be scheduled and planned for.	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
30 11/05/20		Revisit VESPA activities as appropriate for revision		
31 18/05/20		Revisit VESPA activities as appropriate for revision		
HALF TERM WEEK				
32 01/06/20		Revisit VESPA activities as appropriate for revision		

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) Work experience/industrial placements <i>must be scheduled and planned for.</i>	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
33 08/06/20		Revisit VESPA activities as appropriate for revision		
34 15/06/20		Revisit VESPA activities as appropriate for revision		
35 22/06/20		Revisit VESPA activities as appropriate for revision		

Week	Learning Outcomes: Knowledge/Skills/ Behaviours	Learning and Teaching activities (Approaches/Resources/activities) <i>Work experience/industrial placements must be scheduled and planned for.</i>	Opportunities to link to: Personal Development Awards/employability/E SD/Skill Scan	Impact - How will learning and progress be checked?
36 29/06/20	(One day only – last day of term for students is a Monday – apart from those students who attend on a Friday = 10 th June 2020).			

Appendix 2 - Annotated student work exploring different VESPA themes



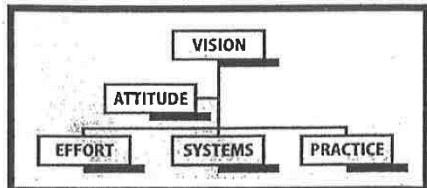
Practice

*working out
the best ways
Study / revise
wk 11*

Low and High Utility

	Technique	Always use	Sometimes use	Never use
High Utility	Practice tests – moving in and out of exam conditions, practising what is required in the time you're given.		✓	
	Spaced practice – scheduling practice tests and revision sessions out over time; snacking instead of bingeing.		✓	
	Elaborative interrogation – explaining complex concepts and ideas to others – teaching someone else the material.			✓
	Self-explanation – writing out explanations; explaining how new information is linked to old information. Clarifying connections between information.			✓
Moderate Utility	Interleaved practice – designing study that moves you from topic to topic, task to task and subject to subject rather than blocking out long sessions of the same activity.		✓	
	Summarising – writing out/recording summaries of the information that is to be learnt.		✓	
	Highlighting – reading material with a highlighter and selecting the key information as you go.		✓	
	Mnemonics – creating phrases, memorable words, visualisations or lists to recollect material.			✓
Low Utility	Text into Image – attempting to turn information into images so as to better recall it.			✓
	Re-reading – setting out all your notes and course textbook and reading them through again.	✓		

class discussion



Practice

VESPA wk 11
Study Skills.
with class discussion
25/11/19.

What kind of independent study do you do?

We've found there's a strong link between the kind of revision someone does, and the outcomes they get.

Which student will do better in an exam?

- **Student 1** does fifteen hours revision – all of it reading through class notes.
- **Student 2** only does ten hours revision – two hours making mind maps, two hours creating flashcards of key terms, three hours writing timed essays, two hours collecting together all the past papers and looking for patterns in the questions asked, and half an hour doing the hardest question they could find, followed by half an hour with their teacher talking it through. Then they spend five hours shopping with their friends and watching TV.

You too can make less mean more. Try this questionnaire:

Name:

Subject:

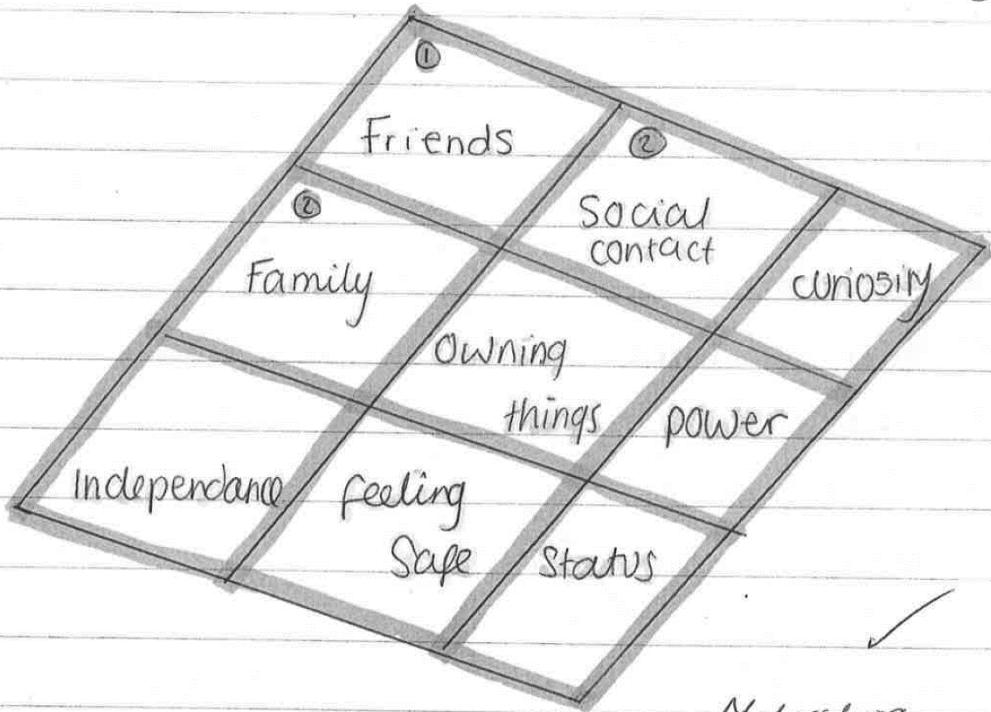
1. How many hours independent work do you do on your subjects outside of class? Please state the time spent on each subject.
2. What sort of activities do you do? Use the table below:

		Always	Sometimes	Never
Reading Through Class Notes	C		✓	
Using resources on Bloodle	C			✓
Using Course Textbooks	C		✓	
Mind Maps / Diagrams	C		✓	
Making / Re-making Class Notes	C		✓	
Highlighting / Colour Coding	C		✓	
Flashcards	C		✓	
Using a Revision Wall to Display your Learning	C			✓
Writing Exam Answers Under Timed Conditions	S			✓
Reading Model Answers	S		✓	
Using Past Exam Questions & Planning Answers	S			✓
Marking Your Own Work to a Mark Scheme	F		✓	
Studying Mark Schemes or Examiner's Reports	F			✓
Working with Other Students in Groups / Pairs	F			✓
Comparing Model Answers Against Your Own Work	F		✓	
Creating Your Own Exam Questions	F			✓
Handing in Extra Exam Work for Marking	F			✓
One to One Discussions with Teachers / Tutors	F		✓	

"Effective
revision
and
practice"

Motivation

25th September
2019



Descriptive Writing / story.

Motivation
Diamond.
priorities for you to
'rank'

Standing here behind the lens of my camera.
Silence was friend, by the ^{roar} engine of a
Plane. 'Bang' the engine blew, it sounded
like 100 bullets all fired at once. I
never knew if there was anyone
inside...

An Wednesday 16th October 2019

(Re)

Arg

Effort:

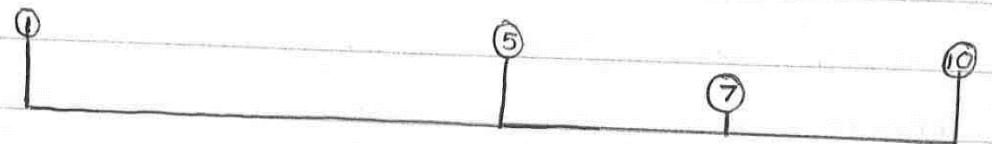
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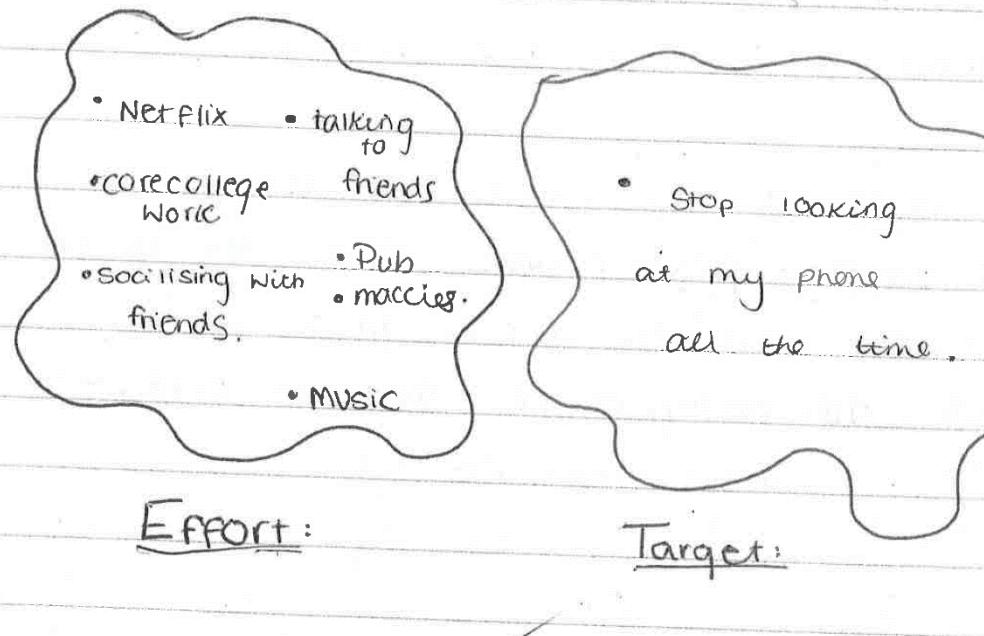
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Some good
discussion in class.

Thankyou.

'My Weekly Plan'

14,

Before College

- pack bag
- breakfast
- shower
- brush teeth

during College day

- complete work set
- do work in long breaks

- 25 min sprint or work

evening

Target 'Mission'

- find time for coursework

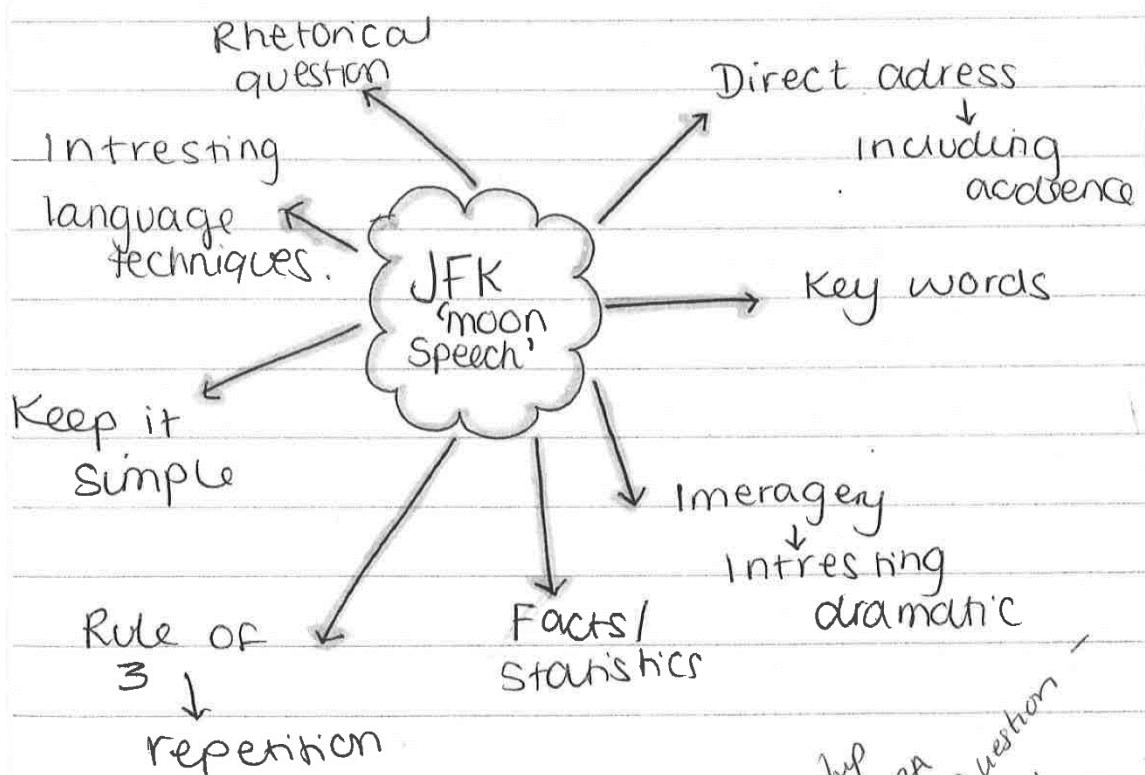
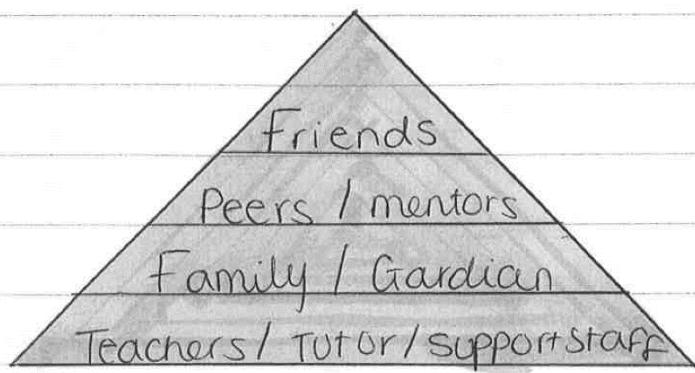
'Median' reward

Class discussion on

'systems'

Planning and organisation.

VESPA:



Relationship
between VESPA
and English Question
motivation and
language Jan '20

O

- a shows that he isn't afraid to ~~move~~ about how much he spends on the parties. The writer uses thin for the orchestra then which means that he ~~does~~ any expense spared.

14/10/19

~~ESS~~ ESSort

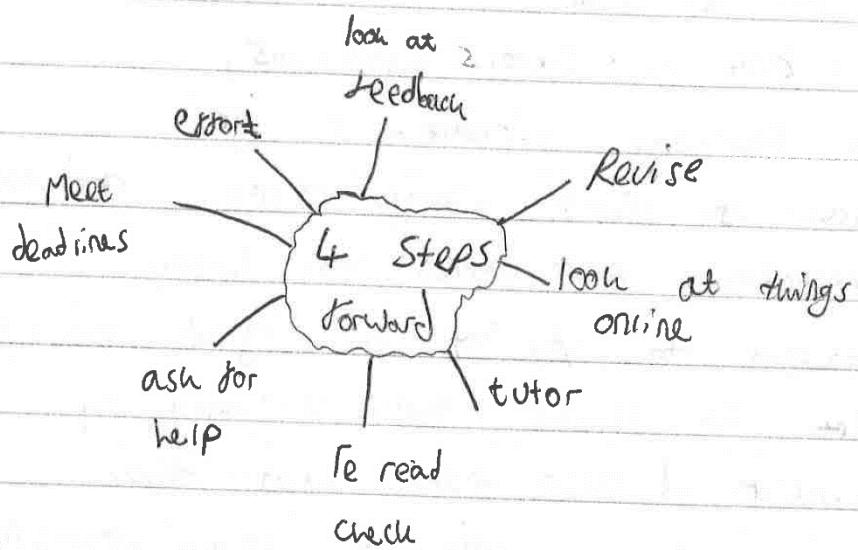
{ 5 } 10

My weekly plan

- Before college - Pack bag, Eat breakfast, some bi
- During college - Put your phone away, coursework d long break
- Evening - 5-8 mile run completed ~~car going~~ gym
- Target mission - Motivation to revise
- medal reward -

Systems and
practice session - with
class discussion

4 steps forward



- 1 Revise
- 2 ask for help
- 3 Meet deadlines
- 4 Put in effort

✓ VESPA. N.W.

*Class discussion
w/t spider diagram*

4. Attitude Activity: Growth Mindset

Carol Dweck is one of the world's leading researchers in the field of motivation and is a professor of psychology at Stanford University. She's developed a theory about our attitude towards learning. She says that people generally fall into two categories: a fixed mindset or a growth mindset. Some of the characteristics are shown in the table below.

Fixed mindset	Growth mindset
Feels threatened by the success of others. Ignores useful feedback. Sees effort as fruitless or worthless. Gives up easily. Avoids challenge. Desires to look smart.	Finds lessons and inspiration in the success of others. Learns from criticism. Sees effort as the path to mastery. Persists in the face of setbacks. Embraces challenge. Desires to learn.

Dweck has developed a questionnaire that helps you to think about your mindset. This can be done here on her mindset website: <http://mindsetonline.com/testyourmindset/step1.php>.

To give you a quick indication of your mindset try the questionnaire below:

	Item	Mostly agree	Mostly disagree
1	Your intelligence is something very basic that you can't change very much.		✓
2	You can learn new things but you can't really change how intelligent you are.		✓
3	No matter how much intelligence you have, you can always change it quite a bit.	✓	
4	You can always substantially change how intelligent you are.	✓	

13. I can't do this. I'll never be able to do this.

14. This topic is impossible. I'm just going to hope it doesn't come up in the exam.

15. _____ is lucky. They're just naturally brilliant at it. I'm not.

Finally, if you'd like to learn more about growth mindsets, there are some fun videos here:

<https://ideas.classdojo.com/b/growth-mindset>.

8 - working in a kennel with dogs

9 - animal carers

10 - everything

11 - my family, friends, boyfriend and my pet

12 - I don't know

13 - maths to get it out the way

14 - childcare last year - forgot I had

15 - animals and food and shopping

16 - stuff you don't wanna know

17 - dirty rooms, things out of place,
college and people

18 - anything to do with animals

19 - family, food, animals, boyfriend, pri
shopping.

5 Senses

- Smell

- Touch

- Taste

- Sight

- hearing

Wednesday 19th

September

V vision

E effort

S systems

P practice

A attitude

Vision

Pass English and Maths and animal care

- stay in college

- work with animals and help animals

- animal care because I am passionate about animals

- Revise and writing

- Listen to music, watch videos, playing games

+ every lesson because the people make them fun

3 - working in a restaurant being a waitress because I will mess up the job

4 - having fun or sleeping

7 - In Maths College

VESPA

5/11/19

Enjoying

Not understanding

friends

outdoor education

Trips

Assignments

understanding

retakes.

online learning.

Not enjoying

convinced.

self assured

unfazed

bold

assertive

sure

unperturbed

optimistic

certain

enthusiastic

poised courageous.

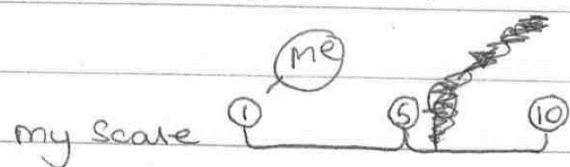
hopeful

fearless

Effort

VESPA

15/10/19.



Effort

Improvement

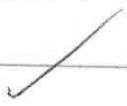
Football

* organisation

gaming

* longer on work to add more detail

* Sleep Schedule



learning
social
skills

learning
from
mistakes

Education → Learning Something new

Having



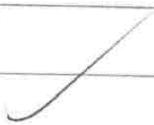
New skills

different responsibilities Attempting stuff

Hobbies

You may find very

challenging



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