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Challenge culture for all pupils – Session 2

Ravenscourt Park Prep 04/01/23





ABOUT ME



- Associate at JMC INSET
- Ex- Director of Teaching and Learning,
Ex- Deputy Head (Academic)
- Training and developing teachers for 10 years
- Science teacher (Physics)
- Chair of Governors
- Trained as Independent Schools Inspector

SCHEDULE

9.00 am – 10.00 am	Session 1: Independent and creative learning
10.00 am – 10.15 am	Break
10.15 am – 11.15 am	Session 2: Problem solving and critical thinking
11.15 am – 12.15 am	Prep time

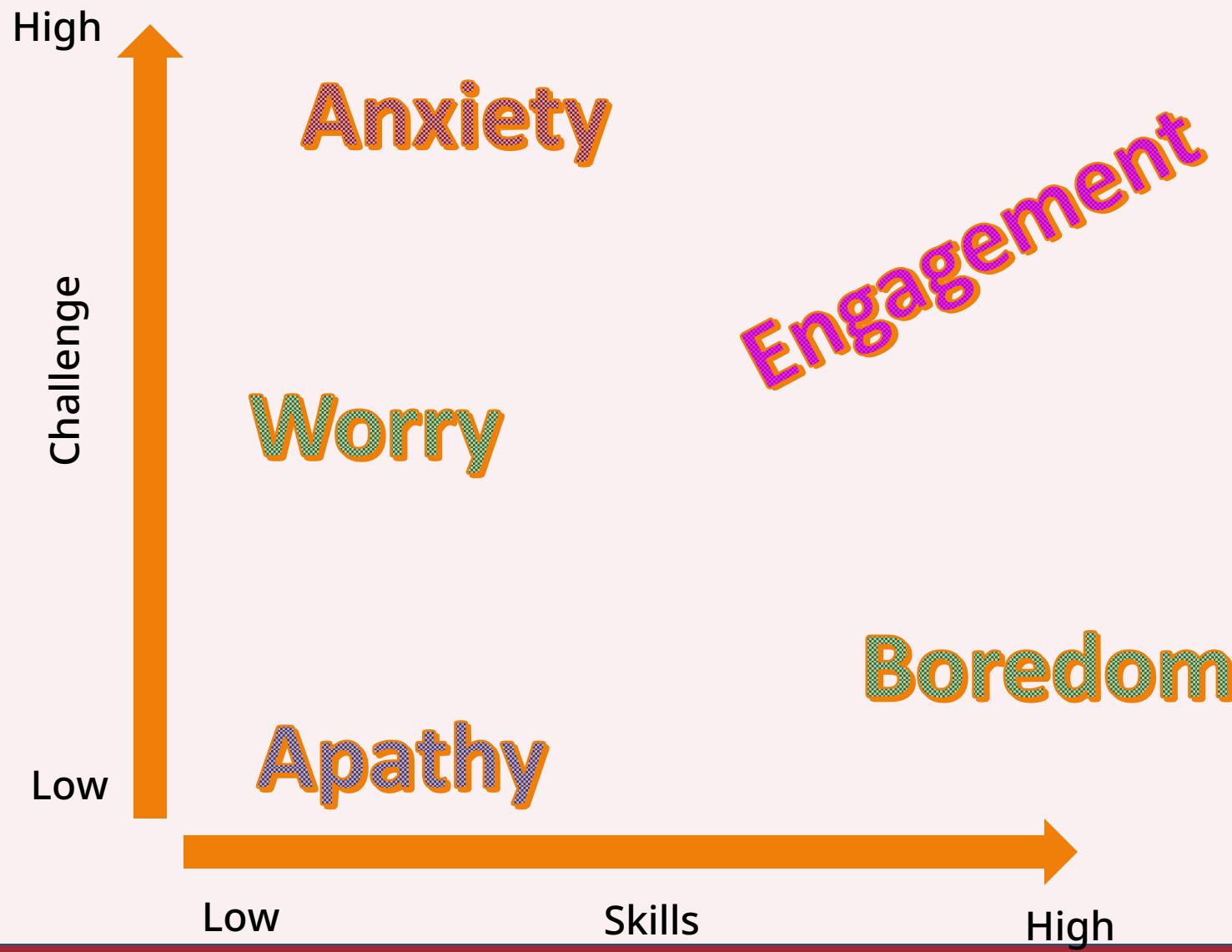


INDEPENDENT AND CREATIVE LEARNING

CHALLENGE FOR ALL



WHAT ARE WE LOOKING FOR?



What are the habits of good learners?

Think of children
make outstanding
WHAT THEY DO
What do good learners do?

ing would
DO MATTER

What % of your students
What % of your staff
What do you do?

How can we build these
habits?
Be role models.

arning?

LEARNING BEHAVIOURS OR DISPOSITIONS

NZ ‘Habits of mind’

Guy Claxton - “epistemic character” – the ways we respond to difficulty, frustration and novelty

make your classroom a **safe place to grapple** with difficult ideas and procedures

challenging activities in which students can learn to moderate the level of difficulty for themselves, so they can stay in the *amber* or the *Goldilocks zone*.

Neil Mercer at Cambridge

exploratory talk or *interthinking*.

language of learning (metacognition) , so everyone can talk about what the processes, strategies and attributes of effective learning are.

INSET: Coaching Learning Behaviours /Dispositions in Pupils

Q1



Ask any group of teachers or school leaders what the habits of good learners are and they will generally reach a consensus. But teachers do not feel as confident how to explicitly support pupils’ **‘learning behaviours’ in the classroom**. As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated and determined to succeed.

'Learner Profile'

Dweck began to recognise that learners with the central belief that ability was fixed had a similar learner profile.
Believing that ability could rise or fall also lead to characteristic profile

Fixed

Effort is sign of limitation

Feedback suggests failing

Appear to not be challenged

Expecting to be able to do already

Rise or fall

Effort is a requirement

Feedback is for improvement

Learn through challenge

Expecting to be able to do through persistence

THE GOOD NEWS!

Mindsets can be influenced and can be taught.

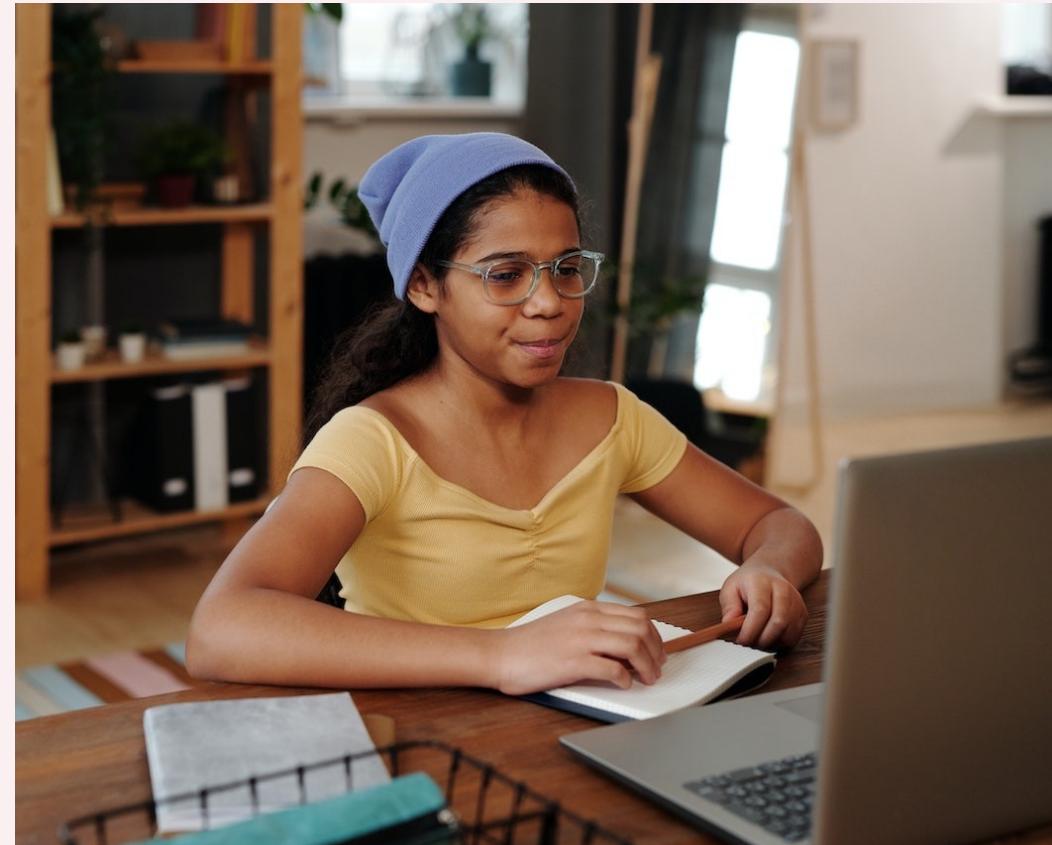
Teachers' mindsets have an impact on achievement

Growth mindset dovetails with AfL and approaches to meta-cognition

VISION: A SELF-REGULATED LEARNER

- proactive in their efforts to learn
- aware of their strengths and limitations
- guided by personally set goals and task-related strategies
- monitor their own behaviour

Zimmerman, B. J. (2010) 'Becoming a Self-Regulated Learner: An Overview', Theory into Practice, 41 (2)



THREE COMPONENTS

Cognition

*Knowing,
understanding and
learning*

*Subject-specific skills
e.g. methods for
solving equations or
making brush strokes*

Meta-cognition

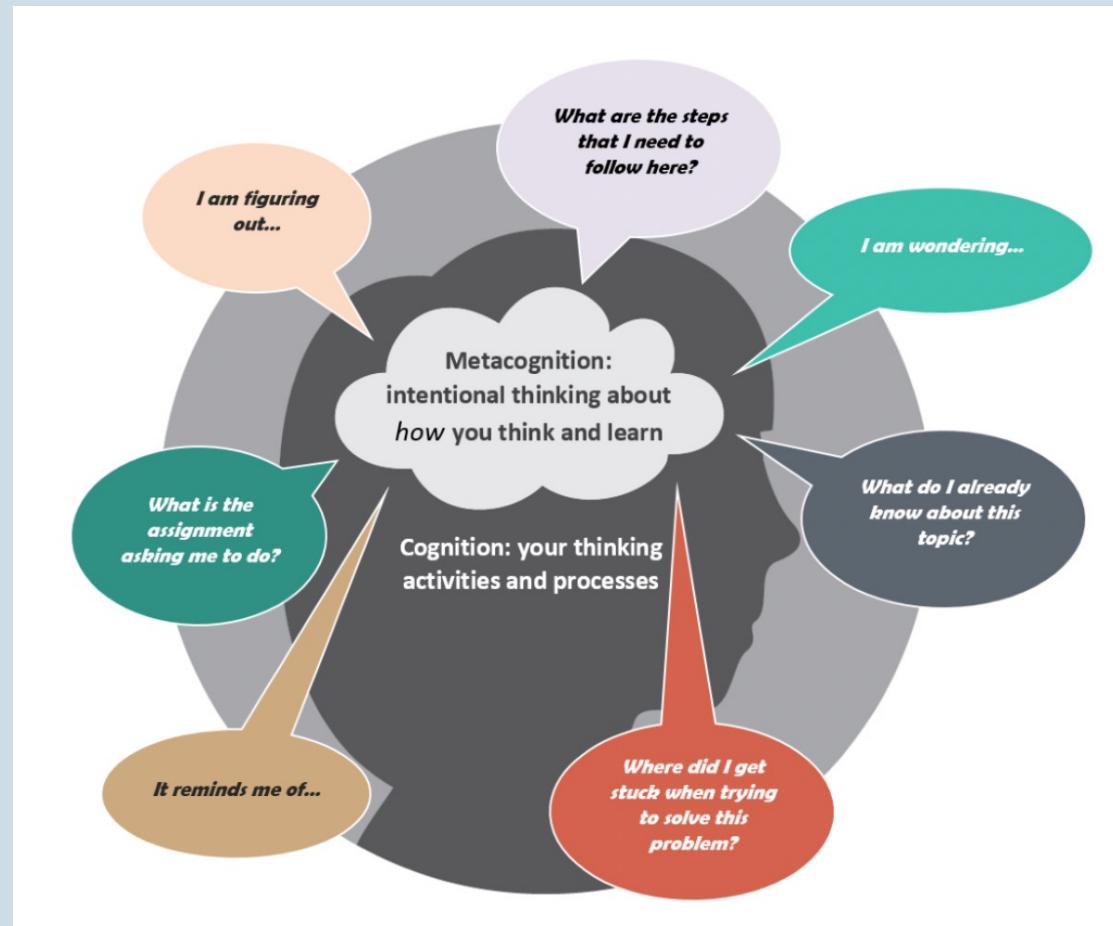
*Monitoring and
directing learning*

*Selecting appropriate
cognitive strategies*

Motivation

Willingness to engage

METACOGNITION



EEF FINDINGS

“Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.”



STRANDS OF METACOGNITION



Metacognitive knowledge

Knowledge that a learner has about the task;

What they know about themselves as a learner;

What strategies they know will help them to complete the task

Metacognitive regulation

The learner's ability to plan, monitor and evaluate their own learning whilst completing a task

Metacognitive motivation

The extent to which a learner wants to perform a task: closely linked to their interest in the task and belief in ability to succeed.

Source: Webb, J. The Metacognition Handbook

IMPLEMENTING IN THE CLASSROOM



- ❖ Model metacognitive processes
- ❖ Teach strategies
- ❖ Reward metacognitive talk

EXAMPLE 1: DRAWING A SELF-PORTRAIT

Planning

'What resources do I need to carry out a self-portrait?'

'Have I done a self-portrait before and was it successful?'

'What have I learned from the examples we looked at earlier?'

'Where do I start and what viewpoint will I use?'

'Do I need a line guide to keep my features in proportion?'

Monitoring

'Am I doing well?'

'Do I need any different techniques to improve my self-portrait?'

'Are all of my facial features in proportion?' 'Am I finding this challenging?'

'Is there anything I need to stop and change to improve my self-portrait?'

Evaluation

'How did I do?'

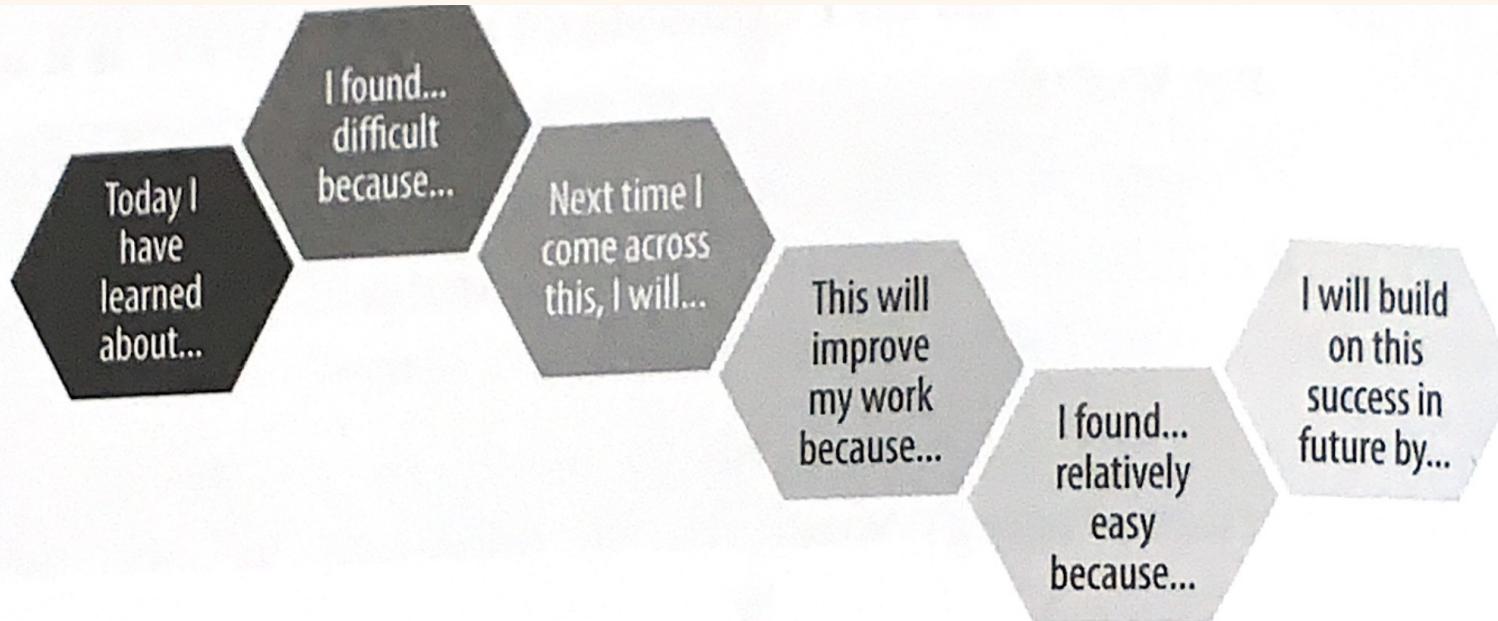
'Did my line guide strategy work?'

'Was it the right viewpoint to choose?'

'How would I do a better self-portrait next time?'

'Are there other perspectives, viewpoints or techniques I would like to try?'

BEGINNER REFLECTION AFTER TASK



Source: Webb, J. The Metacognition Handbook

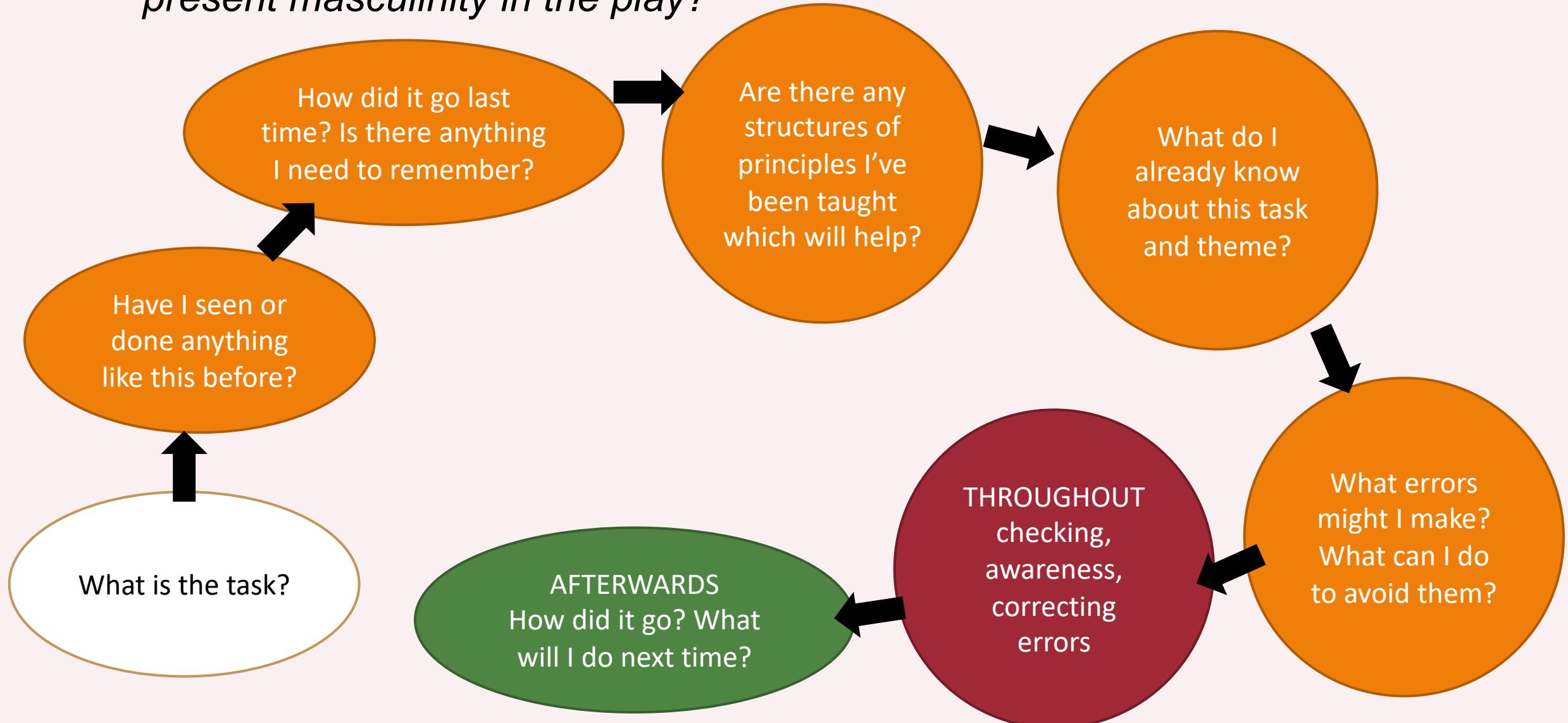
➤ Prompt pupils with examples of the things they should be considering at each stage in a learning task.

- Comprehension
- Connection
- Strategy
- Reflection

Task: Explain two Muslim teachings about Prophet Muhammad (PBUH)

<p>Comprehension (What is the task asking you to do?)</p> <ul style="list-style-type: none"> • 'explain' – key word, give information and expand on it • 'two' – must cover two different teachings • Write in paragraphs – one paragraph for each teaching • Mark scheme: refer to scripture, refer to impact on Muslim daily life 	<p>Connection (Have you ever done or seen anything like this before? How is this similar or different?)</p> <ul style="list-style-type: none"> • Exam question last week – on Christianity but similar structure and same mark scheme • We have done recall tests on Islamic teachings • I have done research tasks on the life of Prophet Muhammad • I have seen two model answers for this kind of question and we annotated them • This question structure will be on all my RE exam papers for different topics
<p>Strategy (Based on past experience, what is the best approach for you to use for this task?)</p> <ul style="list-style-type: none"> • Last week on the Christianity question I forgot to refer to the Bible, so I lost half the marks. I need to remember to use at least 2 references to Islamic scripture • Use simple sentence structure, like Miss used in the model answer: 'One key Muslim teaching about Muhammad is...' • 4 minutes per paragraph • Double check key spellings at the end (make sure you are always spelling Muhammad correctly and consistently) 	<p>Reflection (How did it go? How did you feel about it? What will you change for next time?)</p> <ul style="list-style-type: none"> • I have improved by 3 marks since last time – better use of scripture • I used my time better and stuck to 4 mins per paragraph, but felt stressed by the end. I need to remind myself to stay calm – this isn't the most important type of question so I need to move on to the 12 mark essay and not be so obsessed by little details!

Completing an essay in timed conditions: *How does Shakespeare present masculinity in the play?*



PHYSICS: PRE- HOMEWORK

without getting bogged down in the math. Before you actually begin the rest of the assignment, rate how true each of the following statements is for you. Use a scale from 1 to 7, where 1 is “not at all true of me” and 7 is “very true of me”.

- a. I can add and subtract vectors using the vector diagram method.
- b. I can *automatically and without much effort* add and subtract vectors using the vector diagram method.
- c. I know what the difference is between a scalar and a vector.
- d. I can *easily and effortlessly* recognize scalars as distinct from vectors when I’m working on a physics problem.
- e. I know what the difference is between a vector’s magnitude and its direction.
- f. I can *easily and effortlessly* recognize and work with the difference between a vector’s magnitude and its direction when I’m working on a physics problem.

EXAM WRAPPER

When did you start preparing for this assessment? (e.g. I have revised regularly all year; I didn't prepare at all...)

What did you do to prepare? Circle all that apply:

Self-quizzing	Created notes summaries	Completed online quizzes	Memorised key content
Studied with a friend or family member	Created flashcards from memory	Other:	

Do you think this has been helpful? How?

How confident do you feel about this assessment? Why?

How motivated do you feel? How can you motivate yourself to do your best?

After the assessment:

What types of questions were the most challenging?

Type of question	Why did I find this challenging?
e.g. Drawing graphs	

In this assessment I got...

This is an improvement on/the same as/not as good as my last assessment because...

The biggest difference this time was...



REGULATION: Next time I am going to do better by...



MOTIVATION: Next time I am going to motivate myself better by...



My teacher can help me in future by...

REVALUATE CREATIVITY AS A SKILL

Creativity is a mindset

In order to enhance creativity:

- 1) *Become a teacher and teach others.*

Learn from everyone but explain things to yourself and to others. If you can't explain something to another person, you have no idea if you really understand it.

- 2) *Be open-minded*

Be open to new ideas and new ways of thinking.

All new ideas need to be considered and expanded upon even if they fail.

In fact, **failure should be celebrated**.

- 3) *Challenge*

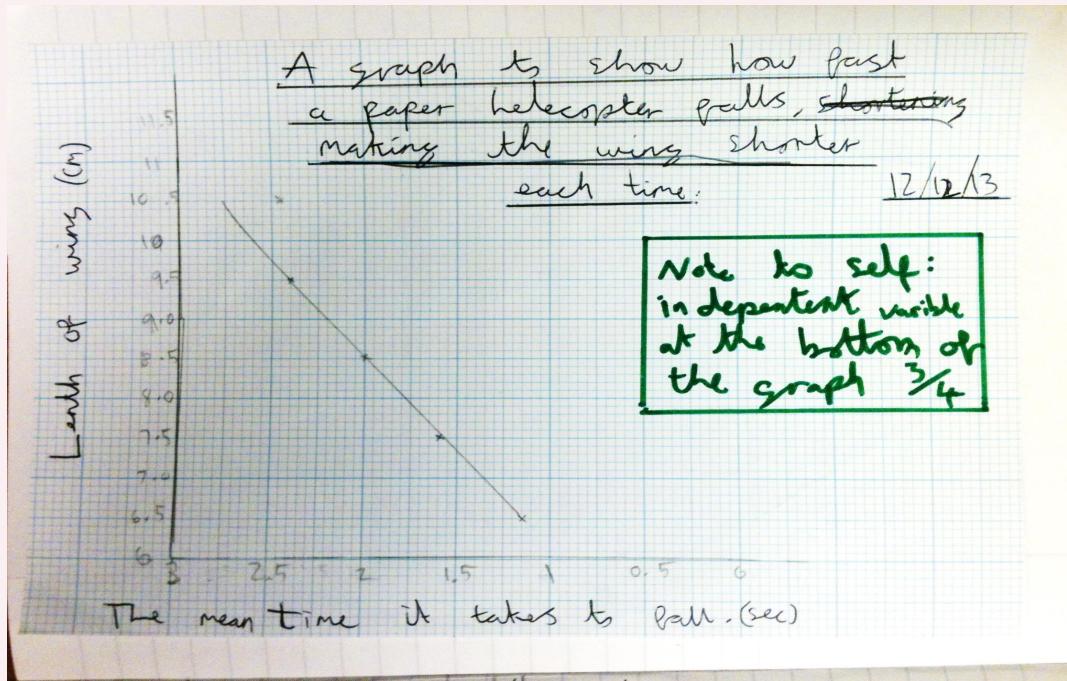
You have to **ask questions** and **challenge assumptions**. Just because it's never been done before or we've always done it that way doesn't mean there aren't at least several other, maybe better ways to solve a problem. Again, if you aren't encouraged to do these things, your creativity become squelched.

FEEDBACK

WHAT DOES EXCELLENT FEEDBACK LOOK LIKE ?

In groups discuss

- What is the difference between marking and feedback?
- What are the features of excellent feedback ?



TARGETED FEEDBACK

Drive Thru marking

Circulate in class (with a red pen) and provide as much individual verbal or written (if appropriate) feedback for the duration of the task as is possible.

In large classes, if it is not possible during the lesson time to give individual feedback to everyone, either target key students, or aim to mark a third of the class with a cross-section of students, and give generic feedback to the whole class at the end of the task.

Use red dot or highlighting strategies while you circulate to quickly give feedback to students on work that is either incorrect or needs looking at again.

Verbal feedback

Use individual verbal feedback in front of the whole class:

1. Ask a selection of students to read out their written answers or explanations to the rest of the class.
2. You provide very specific verbal feedback to those students to improve their work in front of the whole group.
3. Provide DIRT afterwards to allow all students to improve their own answers or explanations in response to the feedback that they have just heard.

QUESTIONS TO ASK

Is my marking/feedback benefiting the student's progress?

- Is it relevant?
- Does it extend learning?
- Do they understand how to improve?

How will I know if they have taken it onboard?

- Questions (short-term)
- Focused targets (long-term)

“I remember talking to a middle school student who was looking at the feedback his teacher had given him on a science assignment. The teacher had written, “You need to be more systematic in planning your scientific inquiries.” I asked the student what that meant to him, and he said, “I don’t know. If I knew how to be more systematic, I would have been more systematic the first time.” This kind of feedback is accurate — it is describing what needs to happen — but it is not helpful because the learner does not know how to use the feedback to improve. It is rather like telling an unsuccessful comedian to be funnier — accurate, but not particularly helpful, advice.”

Dylan William, Embedded Formative Assessment

LIVE FEEDBACK

While students are working on a task:

Circulate and read a student's work *with success criteria in mind!*

Focus on asking them questions:

- Extension tasks, synthesis questions and questions to put right misconceptions
- literacy-based, testing technical knowledge, synthesis questions, hypothetical questions or simply one-word question

Use a taxonomy!

WHOLE CLASS FEEDBACK – DOING IT WELL

Requires *tracking* to identify misconceptions – could be in class or looking at books

Plan feedback using crib

Work to Praise and Share	Need Further Support
Saba – excellent vocabulary choices Anees – description in opening (show under visualiser) Sophie – great dialogue (show under visualiser)	Hayden, Tania, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson. Selena, Tom - Not finished. Josie – Absent
Presentation	Basic Skills Errors
Great Show Sophie's book – good e.g. of setting out speech and correct punctuation placement Reagan, Lena – errors not corrected with a single ruler line	Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book Spellings – <ul style="list-style-type: none"> • <i>extraordinary</i> • <i>unconscious</i> • <i>symbol</i> Teach and check with mini-whiteboards
Misconceptions and Next Lesson Notes	
<p>Problems with tense – Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson.</p> <p>Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.'</p> <p>Rewrite on whiteboards then check own work for errors with tense.</p> <p>Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.</p>	

[@primarypercival](https://twitter.com/primarypercival)



praise:

History Marking Crib Sheet

Praise:

- Kayleigh - Impact of education
 - Abbie L - Summary activity/overview of MA
 - Ollie - Visual Hexagon
 - Jack - Medicine Overview
 - Lizzie - Medicine Overview
 - Xiao - Medieval medicine progress
 - Grae - Medieval Big Story of Medicine
 - Charlie - Visual Hexagon
 - Jack - Medieval overview bullet points
 - Leanne - Medieval overview summary
 - Tara - Effort in first weeks lessons
 - Ayata - Overview of Medicine + Roman
- Sophie
- 4 humours
- overview

Cause for Concern:

N/A well done 10B.

DIRT Activities:

- 1) what was the most significant change in history?
- 2) another reason Medicine would not progress
- 3) what limited progress over time?

Polaroid
Moments



Ella - Visual Hexagon

Grae - Big Story of Medicine

Date 19/01/16

Class 10B1

Missing/Incomplete Work:

- Ollie - Finish Medieval progress
- Leanne - Colour four Hexagons
- Ellie - Catchup from Lizzie
↳ what was health like in MA?
- Phil - Glue in middle Ages overview
+ answer Q. - ~~Answer~~ Ask
- Charlie - Explanation of why opinions
- Summarise health - Jack too
- Tara - add detail to Hexagon
- All - Colour in four Humours / Hex.

SPaG:

- Capital Letters
- Roman/Greek/Medieval Ages
- Medieval
- Disease
- Medicine
- Hippocrates
- Theory
- 'Theory of Opposites'
- Four Humours

Misconceptions:

Hippocrates views on what caused disease
Why did God not want change? Explaining why

- David - L1 Summary
- finish hexagon cut boards
- Mia - Hexagon - ~~for~~ Middle ages
Rome health

Presentation:

- Underlining date/time
- Phil - date/time L1
- D Everyone
- Sticking sheets neatly
using all space ~~Available~~

Kayleigh - Visual hexagon
Sophie - Visual hexagon

Which mindset did I demonstrate?

Did I use whole class discussions / explanations as learning opportunities? (Did I listen? Did I ask questions? Did I contribute answers or make suggestions?)

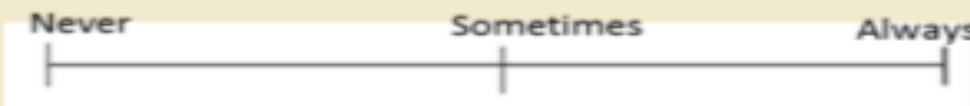
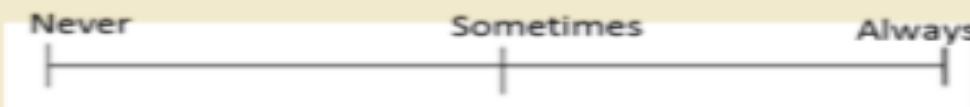
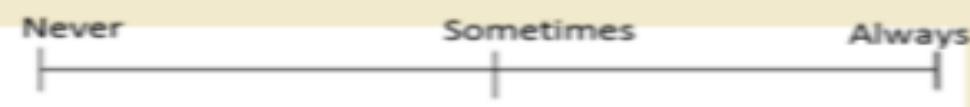
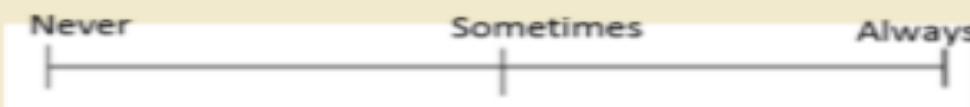
Did I work on tasks that challenged me?

Did I use strategies to 'un-stick' myself when I found the tasks difficult?

Did I check my work for mistakes and correct them?

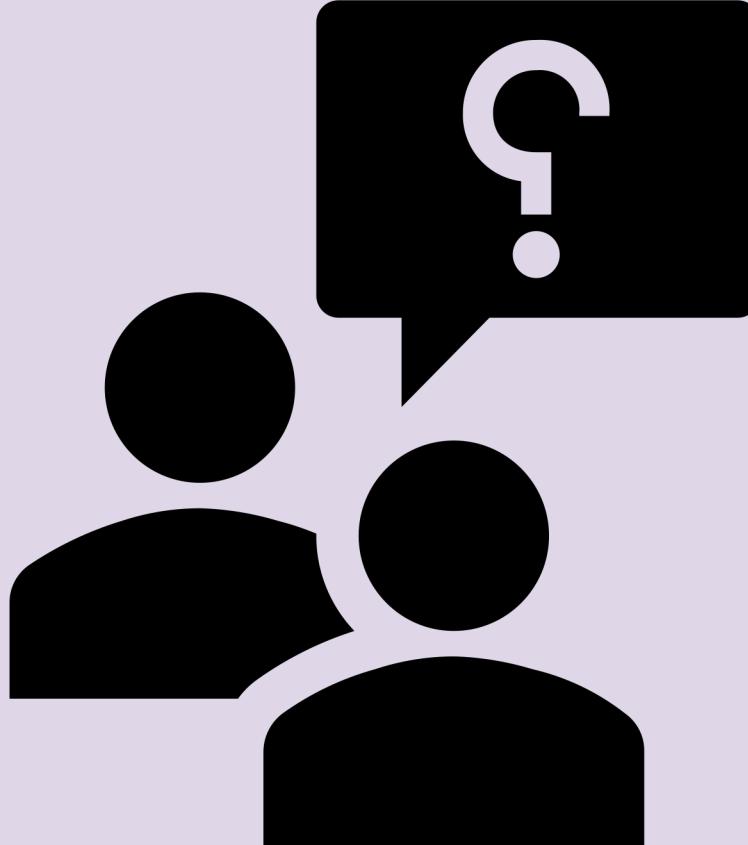
Did I put as much effort as I possibly could into the tasks?

Mark each scale with an arrow.



JMC

ANY
QUESTIONS?



QUESTIONING:

*How can questioning
be used to challenge
all students*

?



PROBLEM SOLVING AND CRITICAL THINKING

WHAT IS THE PURPOSE OF QUESTIONING IN CLASS?

- ❖ What is the desired outcome(s)?
- ❖ What techniques need to be used to achieve these?

MOST TEACHER QUESTIONING =IRE (INITIATION, RESPONSE, EVALUATION)

*Teacher: How many sides does a hexagon have? (**Initiate**)*

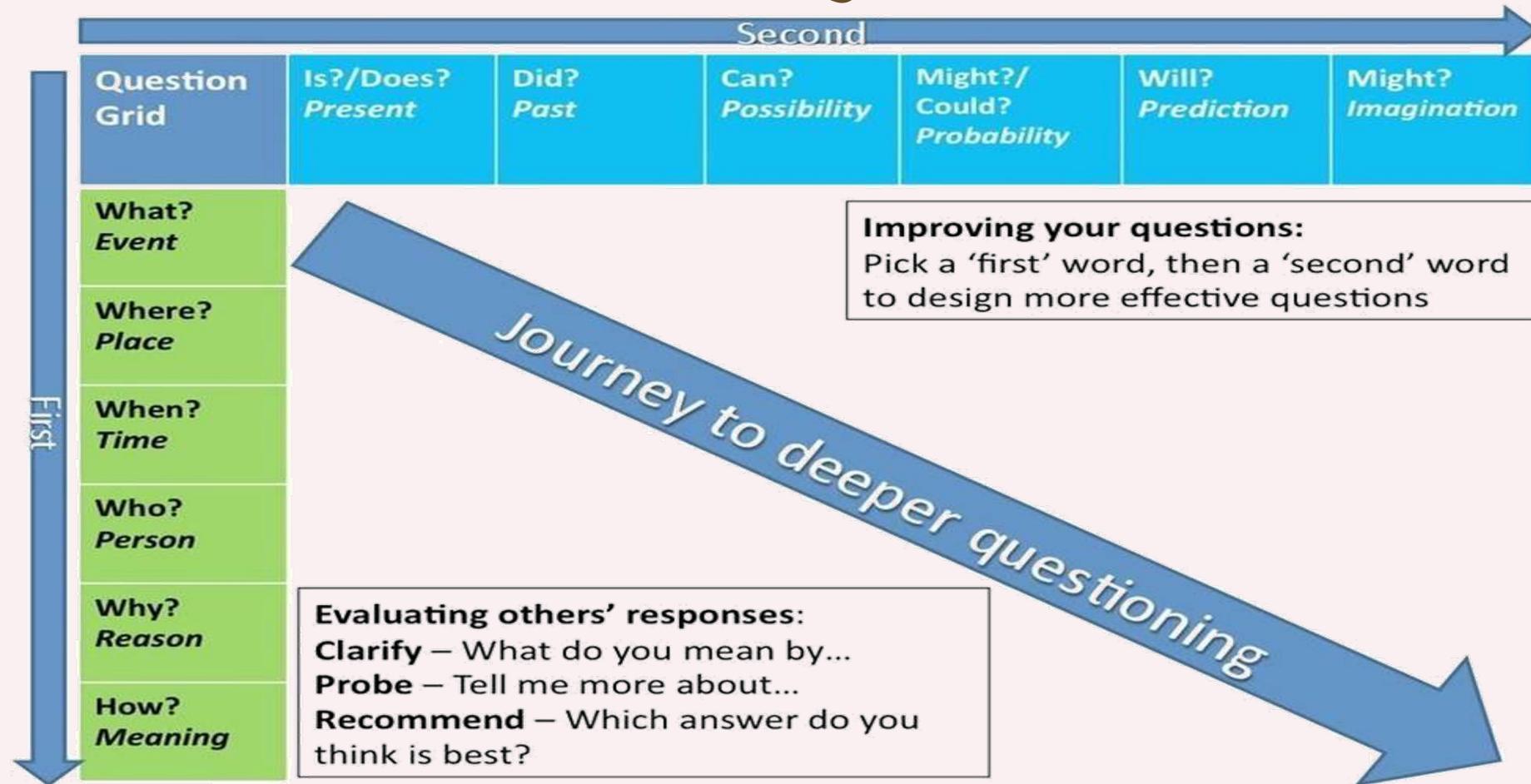
*Pupil: 6? (**Response**)*

*Teacher: Well done. (**Evaluate**)*

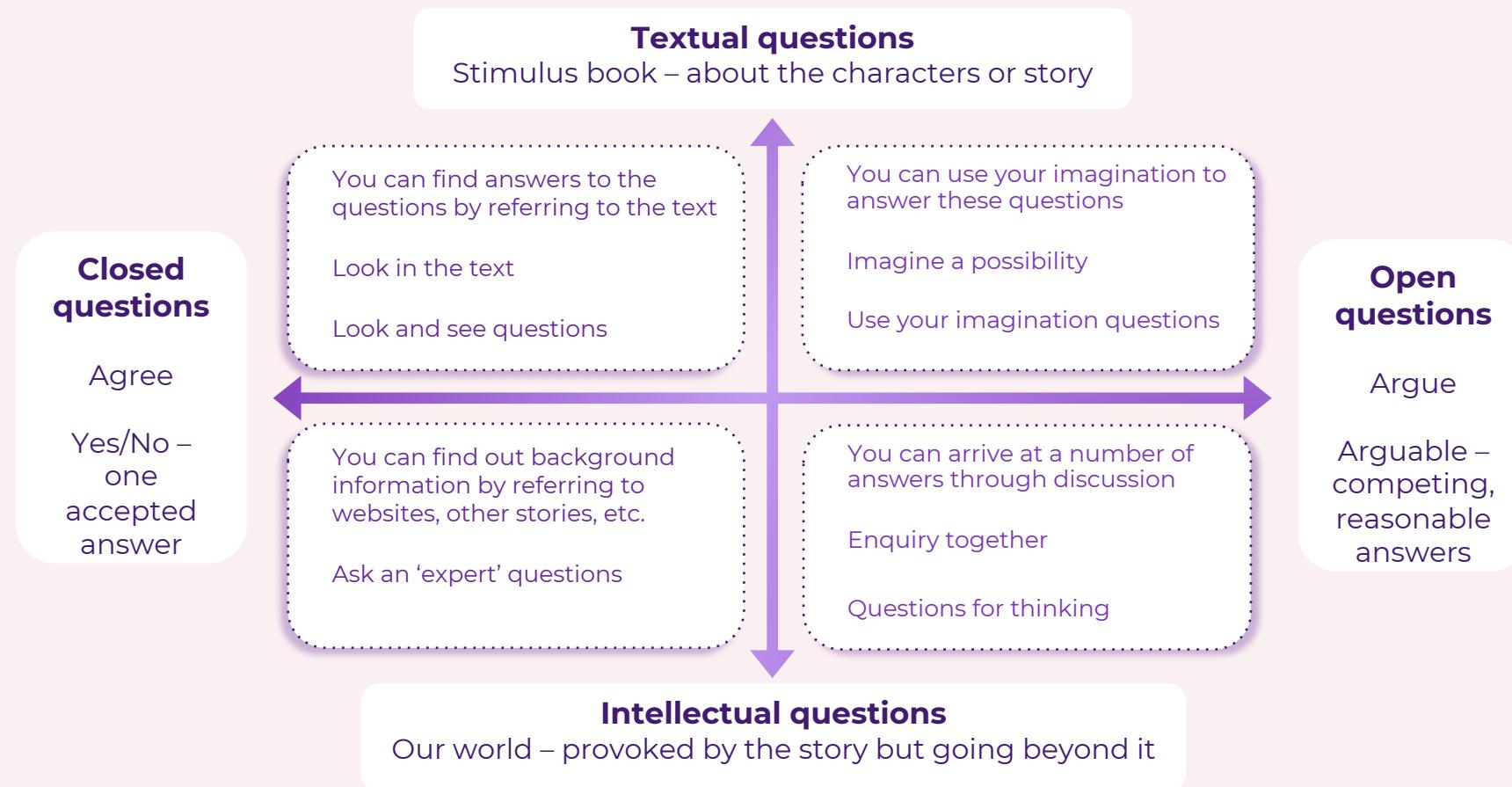
THE MOST EFFECTIVE TEACHERS....

- *use question and answer sequences not just to test knowledge but to guide learning.*
- *teach not just subject content, but also how to solve problems and make sense of experience*
- *treat learning as a social, communicative process*

TYPES OF QUESTION



QUESTION QUADRANT



Question	Answer found in the text	Answer not found in the text
Has one answer	Why is the book called <i>FLOTSAM</i> ?	Is this beach a real place that the author knows? If the girl at the end developed the film, what would she see? Is it the boy's imagination or is it real?
Has more than one answer	Why are all the photos of children and no adults? Are the photos important?	Why didn't the boy show anyone the photos?

WHERE TEACHERS HAVE AN INSTINCT FOR CHALLENGE, THESE ARE THE SORT OF STRATEGIES YOU SEE:

Offer the Most Difficult First – allowing to demonstrate mastery

Flexible resources to take the task up or down

Cognitive challenge

Struggle Time

Probing Questions

Synoptic Tasks: See Ron Berger's "Ethic of Excellence"

Problem solving

Diamond 9s/pyramid 6

Collaborative group work: See [Alex Quigley's top 10 strategies](#) for group work

Peer teaching

ASK OPEN QUESTIONS AND LET THEM THINK

- Ask open ended questions
- What do you...
- Where can you...
- Why did you...
- How do you...
- When is...
- Tell me about...



Think time / wait time



Think pair share



Think pair square



Exploratory talk



Listening skills



Consensus building

QUESTIONING STYLE

1. Pose



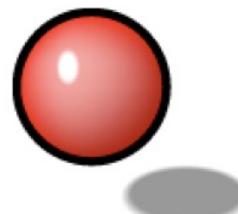
2. Pause



3. Pounce



4. Bounce



Provide **regular targeted questions** to students. This may be in front of the rest of the class or when you are circulating while the rest of the class is working.

“Bounce” questions around the room. Start with less able students and allow more able students to add to, amend or make further connections to the initial

PROBE : DON'T ACCEPT THEIR FIRST ANSWER

Ask 'follow-ups' to probe their understanding

'Why do you think that?'

'Justify'

'Do you agree?' *[bounce!]*

'Tell me more'

'Give an example'

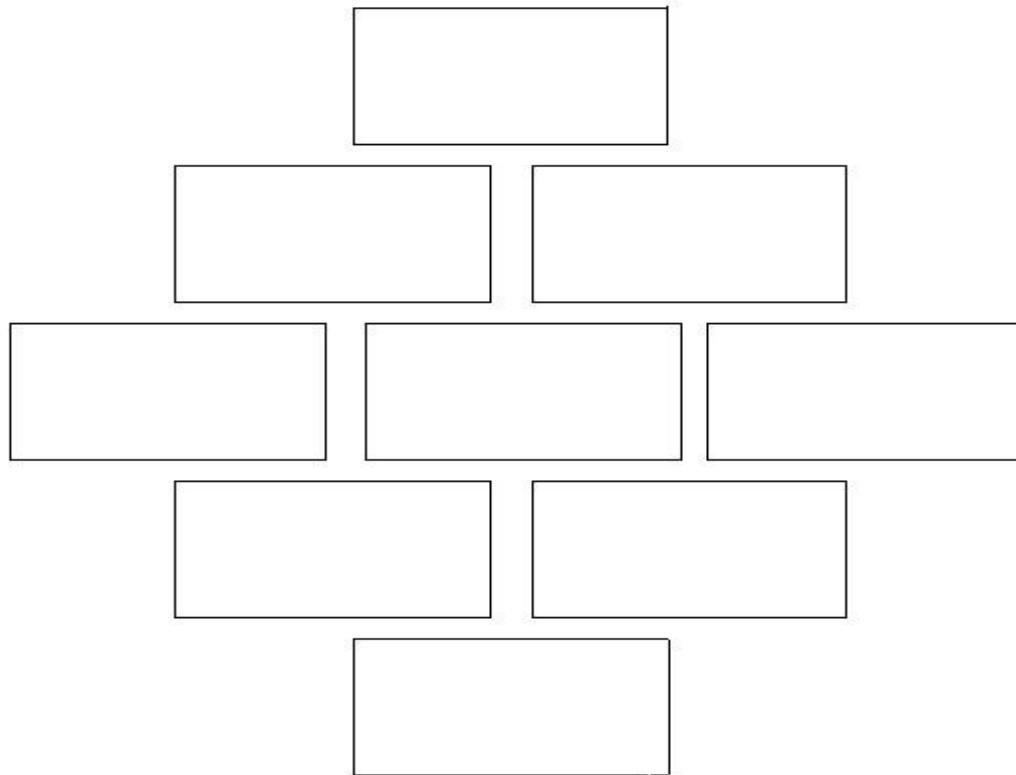
'Can you elaborate?'

'How did you arrive at that answer?'



The development of higher order thinking skills

WHICH VERBS PRODUCE THE MOST CHALLENGING TASKS?



Bloom's Taxonomy Verbs

Evaluation

Make and defend judgments based on internal evidence or external criteria.

appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

Higher Order Thinking Skills

Synthesis

Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write

Can pupils apply their knowledge to new situations?

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test

Can they think for themselves?

Application

Apply knowledge to actual situations.

apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write

...when prompted or independently?

Comprehension

Demonstrate an understanding of the facts.

classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate

Knowledge

Remember previously learned information.

arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state

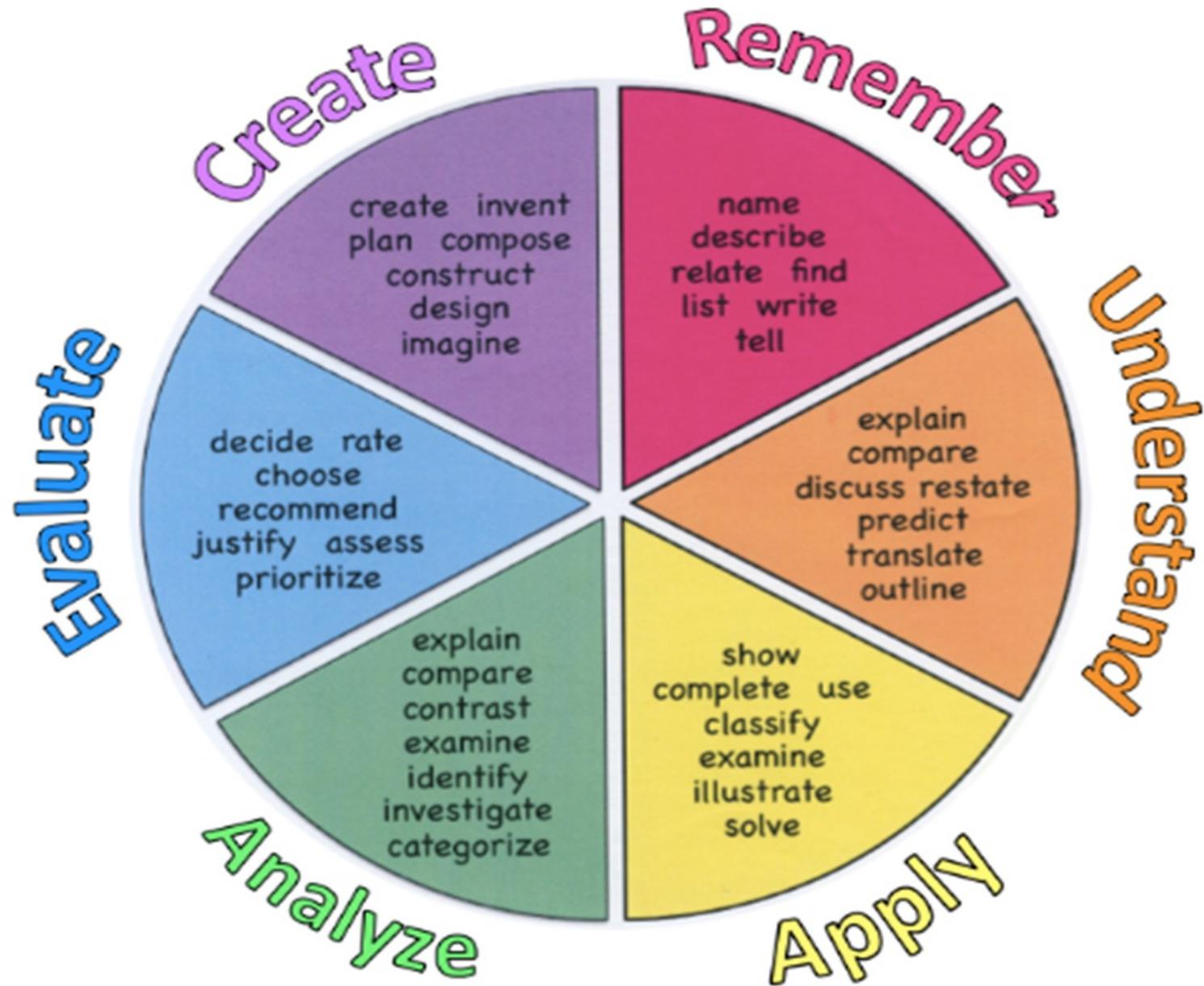
Lower Order Thinking Skills

Bloom's Taxonomy

How confident are they in using higher order thinking skills?



Observe progress



WOULD YOU RATHER?

In English:

Which of the two characters (a) or (b), would you rather be in the story?

In Philosophy:

If you had committed a crime, which sort of judge would you prefer to face: A utilitarian or a Kantian?

In History:

Which of these two events do you think contributed more to the beginning of the second world war: Treaty of Versailles or Chamberlain's appeasement of German aggression?

MORE GOOD EXAMPLES

EXAMPLES OF STEMS FOR QUESTIONS

How are _____ and _____ alike?

What is the main idea of _____?

What are the strengths and weakness of _____?

In what way is _____ related to _____?

Compare _____ and _____ with regard to
_____.

What do you think causes _____?

How does _____ tie in with what we have learned before?

Which one is the best _____ and why?

What are some possible solutions for the problem of _____?

Do you agree or disagree with this statement: _____?

What do you still not understand about _____?

- Questions that force students to think, by asking them for:
 - similarities and differences
 - compare and contrast
 - strengths and weaknesses
 - are the best.

BIG QUESTIONS



Open-ended

Often pupil-initiated

Develops a sense of curiosity – wanting to find out more

Encourages further research

May have a variety of answers

Encourages deeper understanding than closed questions or
'taught' material

Is a considered focus to enable coverage of the desired
material but...

...is not part of a didactic, formulaic sequence of "learning"



**Why did only some dinosaurs get
really big?**

PLUS

Protection

Defending territory

Catching prey

Attracting mates

MINUS

Need a lot of food

Bump into things when moving around

INTERESTING

Would being big help them to keep warm?

How did they get to be so big?

STUDENTS NEED TO BE TAUGHT HOW TO TACKLE THESE QUESTIONS, E.G.

Hypothesise: 'What if ...? ', 'Why is...?', 'What could you do...?'

Speculate about a hypothetical situation: 'Imagine the world without any trees, how would this affect our lives?'

Look at things in a different way, for example: 'What designs can you make from cobwebs?'

Apply imagination to what they already know, such as the ten year old who wrote her own sequel to the book she had just read - Wuthering Heights



Where can you make use of 'Big Questions' in your teaching?

How can you go about implementing this?



PLENARY & FINAL REFLECTIONS

**Thank you.
Any questions?**

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Is there an aspect of your school which could benefit from a external review or audit?

We offer online reviews of policies & procedures or one day school audit visits in the following areas:

1. Compliance
2. Safeguarding
3. School Quality Assurance
4. Behaviour
5. Boarding
6. Curriculum and/or Quality of Education
7. SMSC
8. EYFS Provision
9. SEND Provision
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