



Teacher Learning Academy

Stage 2

Francesca

PREPARING AND PLANNING FOR YOUR LEARNING JOURNEY

Context

The focus for my professional learning was to develop further strategies to promote higher order thinking skills in relation to the Bloom's taxonomy. As Key Stage 3 coordinator for English, in preparation for the Key Stage 3 SATs Shakespeare paper, a Year 9 scheme of work for 'Much Ado About Nothing,' was developed. A key principle underpinning the planning was to extend students' thinking with activities which would allow students to develop their understanding of the play on a deeper level in line with the Bloom's taxonomy skills.

The 'Much Ado About Nothing' scheme of work would be delivered across the Year 9 cohort and would contribute to skills development across Key Stage 3, promote opportunities for progression through providing foundations in ensuring continuity between Key Stage 3 and Stage 4 and hopefully the scheme would have an impact upon SATs results. I also teach Year 9 and had my own class in mind when I was putting together the scheme of work, as my class contains disaffected students, who in some cases lack motivation, so the scheme needed to create engagement and stimulation for these students. Previously, I taught in a school where classes were grouped in bands and my current teaching experience has been some what different. At my current school, we teach in mixed ability teaching groups, so the 'Much Ado' scheme needed to engage and cater for students of all abilities. Part of my own performance management objective is to develop my own teaching strategies to target the 'more able' students, so the research on Bloom's taxonomy and the production of the scheme of work will allow me to develop my own teaching strategies across my classes.

There was a need to develop a scheme which would cater for the needs of all our students in line with our mixed ability teaching context as well as our departmental SEF which highlights the need to focus on developing teaching at the higher end.

I am part of the whole school teaching and learning group called 'Learn.' As part of this group we have monthly meetings focused on current teaching and learning issues across the college. The group gives colleagues the opportunities to share and discuss best practice across various subject areas. As part of my teaching and learning focus for the group, I have looked at developing and enhancing my own understanding of Bloom's taxonomy with an emphasis up on developing higher order thinking skills. I look forward to sharing my findings widely during a city wide 'Learn' event in June this year.

Ethical considerations I have considered closely are maintaining and ensuring a safe working environment for students at all times. I will maintain student/staff confidentiality through eliminating student and members of staff names when citing specific examples of work carried out in various classes. We teach in a mixed ability environment which will provide a truly 'equal' balance of findings when considering gender, ethnicity, language and ability.



Action: Timescales

ACTIONS	TIMESCALES/DATES	RESOURCES/PERSONNEL	SUCCESS CRITERIA
Begin reading and research around Bloom's taxonomy	September 2006 2 months	Speak to 'Learn' group coordinator, gather research from the internet as well as key educational journals and speak to colleagues across the college.	-Research and information found. - I have a sound understanding of Bloom's taxonomy and how I can adopt strategies in my own teaching.
Develop 'Much Ado About Nothing' scheme of work in line with Bloom's taxonomy teaching approaches.	November 2006 2 months	- To produce an outline scheme with suggested activities and evaluate the various activities with my department in order to share best practice. - To refine scheme of work with my Head of Department. -To begin production of resources for the scheme of work with our NQT in the department, in attempt to provide a collaborative learning/mentoring experience.	- A scheme of work and resources will be produced and finished to be shared with the department at a department meeting.
To deliver scheme and resources to classes across Year 9.	January 2007 1 term	- Teachers trial and deliver resources in the classroom. - To organise an outside travelling theatre company production of the play in order to provide students with a visual experience to the study of the play. -Observe delivery of scheme-where possible across the department.	- Students display a confident and clear understanding of the play. - Students demonstrate an ability to demonstrate independent thinking. - There is a confidence in students developing their own responses both verbally and in writing.
Evaluate delivery of material with a focus on the key outcomes and successes with a view to develop and amend the scheme for next year.	April 2007 1 term September 2007- October 2007	- Speak to members of staff and students about their experience of the 'Much Ado' scheme. - Track the progress of specific students in my own class through their assessment piece on 'Much Ado.' - Evaluate Shakespeare scripts from the SATS exam from my own group and across the department.	- Provide evidence of higher order thinking through the sampling of students' work as well as feedback provided from staff and students.

Through the development of the scheme, I will be seeking to evaluate the effectiveness of the activities in raising achievement at the higher end as well as considering the students in my own class, who lack motivation not only in



English but across the curriculum.

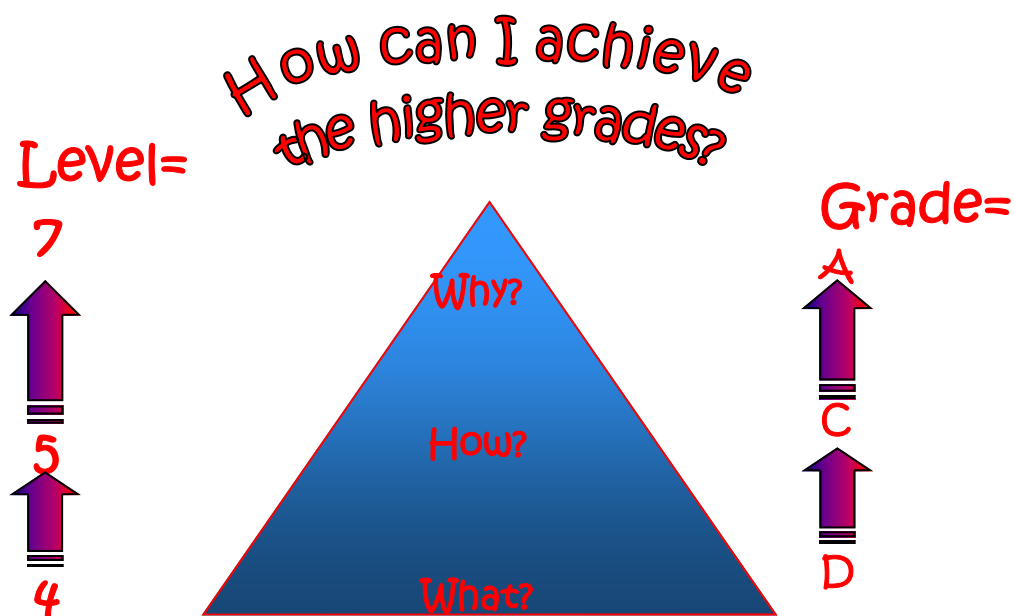
I plan on sharing my overall findings with my department, the whole school 'Learn' group and the through the city wide 'Learn' group event in June 2007. I have had the opportunity to work closely with the NQT in our department in terms of collating activities and observing lessons, this has given me invaluable knowledge in terms of amending the scheme for next year as well as providing opportunities for discussion on further strategies to develop higher order thinking skills.

I am hoping to evaluate my progress through data analysis of my own Year 9 class and across the department, as well as pupil feedback on their experience of the teaching of 'Much Ado About Nothing' and finally feedback provided by colleagues across my department.

ON THE LEARNING JOURNEY

In September 2006 I began reading widely around Bloom's Taxonomy and familiarising myself with the idea of developing higher order thinking skills within a lesson through a series of stages. The reading provided a clear framework for my own teaching and had allowed me to consider closely my questioning and task setting within the classroom context.

As time progressed, I was becoming aware of the structure of my questioning and was beginning to layer my questioning in stages within a given lesson from simplistic 'descriptive' questions which allowed students to recall and list, moving on to more 'evaluative' and 'analytical' type questions. Linked to the questioning, I provided further opportunities for individual thinking and discussion time amongst peers before a whole class sharing and consolidation of ideas, this worked extremely well within my current mixed ability teaching context whilst at the same time contributing to language development. I also began 'training' students to think in stages with a student friendly image of the 'thinking pyramid.' An important aspect of this was to develop students' language through which to articulate as well as generate more sophisticated thinking.



This image is on my white board and acts as a reference point within a lesson as well as providing a prompt for students to use in order to clarify and evaluate their own responses before sharing their ideas with the class. I have



found that this has worked well with both Key Stages, as it gives students a framework for developing their ideas and responses as well as supporting progression across Key Stage 3 through to Key Stage 4. I had a chance to share the 'thinking pyramid' with the whole school teaching and Learning 'Learn' group as this appeared to be a concept which could be transferred across the curriculum. My Head of Department modified this with further prompts and guidance for students in answering questions.

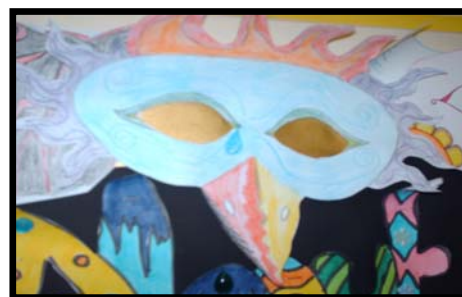
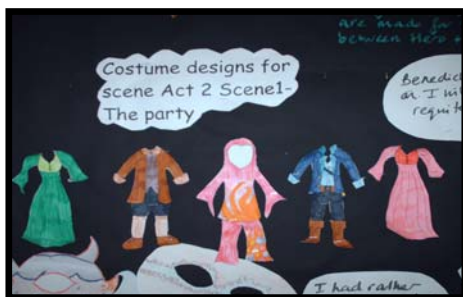
In November 2006, I began preparing an outline for the scheme of work based on 'Much Ado About Nothing' in preparation for the Key Stage 3 English SATs exam. My vision for the scheme was based firmly around Bloom's taxonomy of teaching in stages in order to promote independent thinking as the weeks progressed (See outline of scheme in appendices). As a department we collated various ideas and activities based on our varied experiences of teaching a Shakespeare text, which provided a real opportunity to share and discuss a wide selection of teaching approaches across the department, contributing further to my own learning as well as that of others across the department. The outcome to this meeting was extremely positive as there were some very diverse yet extremely effective teaching ideas shared. From the various tasks and ideas discussed during the meeting, I then produced a scheme with an outline of activities which would span across seven weeks in total. I then worked alongside my head of department in terms of refining and evaluating the scheme alongside the Key Stage 3 assessment objectives, a process which allowed me to consider the need to differentiate key activities further in order to provide further challenge for students of higher ability.

I worked closely with the NQT in my department in structuring and tailoring the scheme and resources for the production of the 'Much Ado' unit. We were able to share and discuss ideas but more importantly this collaborative process provided the NQT with support in her first year of teaching a SATs based text, as well as providing an opportunity to clarify her own ideas and adapt various tasks accordingly. This process also provided the NQT with a clear structure for the future production and tailoring of schemes of work in line with the department's expectations. Once the scheme was complete, I put all the material on the school intranet and provided training on the material during a department meeting. Colleagues were advised to use the scheme but were encouraged to adapt and produce new resources in response to their students' varying needs. At the end of the meeting colleagues were prompted to evaluate the scheme and resources with a view to sharing best practice across the department as well as considering the need to adapt and restructure the scheme for the teaching of 'Much Ado' next year.

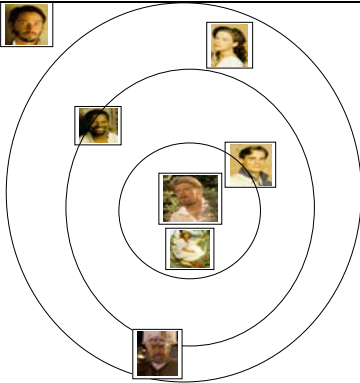
I have found that higher order thinking skills could be taught in a more active and creative manner in order to engage and get the best out of all students. The following activities were selected by staff and students as working really well in promoting 'creative,' independent and deeper level thinking around the play in the first few weeks:

Costume and mask designs for key characters:

Examples of students' work



In order to prepare students for the two key scenes for the exam, they had to produce costumes and masks to symbolise the characteristics of each key character.



Ripple effect diagram:

This activity has been displayed on classroom walls as a continual point of reference in the teaching of the play, this activity allowed students to examine how some of the characters in 'Much Ado' relate to each other by creating a 'Ripple Effect'. Colleagues used the ripple effect diagram as a whole class starter type activity in order to provide students with opportunities to clarify and justify their opinions on the relationships within the play.

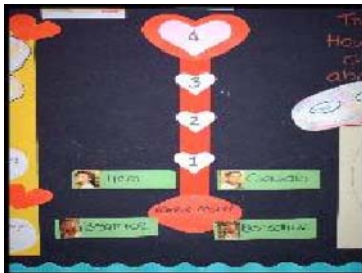


Play performance of 'Much Ado About Nothing':

I planned for an outside theatre travelling company to perform the play for the Year 9 cohort in March 2007.

On the whole, students really enjoyed the performance as it provided them with an alternative interpretation of the play and provided plenty of scope and ideas on the performance element of the play which would work well for a possible directorial question in the SATs exam.

I had the opportunity to observe a lesson planned according to the scheme, this was an invaluable experience as I came away from the lesson looking at the scheme and activities in a different way. I observed our NQT adapt various materials from the scheme in order to meet the needs of her Year 9 teaching group which had proven to be a real success within the context of the lesson and the learning objectives for that particular lesson. She had produced:



A Love-o-meter:

The relationship between the central characters were explored as a class and justified with close textual reference. Students were very keen and enthusiastic to use this visual tool in their analysis of the characters and were providing some impressive evidence from the text to support their views.



Key quotes wall:

As a starter activity she gave students a few moments to identify key quotes in pairs in order to demonstrate Benedick's key feelings for Beatrice on two different coloured post it notes to show what he is saying about Beatrice isn't necessarily how he feels about her. The selection of key quotes and the visual juxtaposition on quotes allowed the wall really allowed lower students to analyse language closely.



Impact on my practice/learning:

- I have become more aware of the need to build in 'active' learning based tasks in order to promote independent/ higher order thinking skills within a mixed ability context.
- I am more willing to move out of my comfort zone and trial new activities which would extend pupils' thinking like for example using the 'Ripple Effect' diagram.
- Development of coaching and mentoring through working closely with various members of the team in their delivery of the scheme.
- Development of my involvement in whole school issues, as I presented on behalf of my school at the Leicester City 'Learn' group event on 26/06/07. During this event I was able to share my finding and ideas on developing higher order thinking skills (See appendices for the flyer handed out to delegates at the event).
- Contributed to the FIP and CIP through focusing on developing student participation.

Impact on Students:

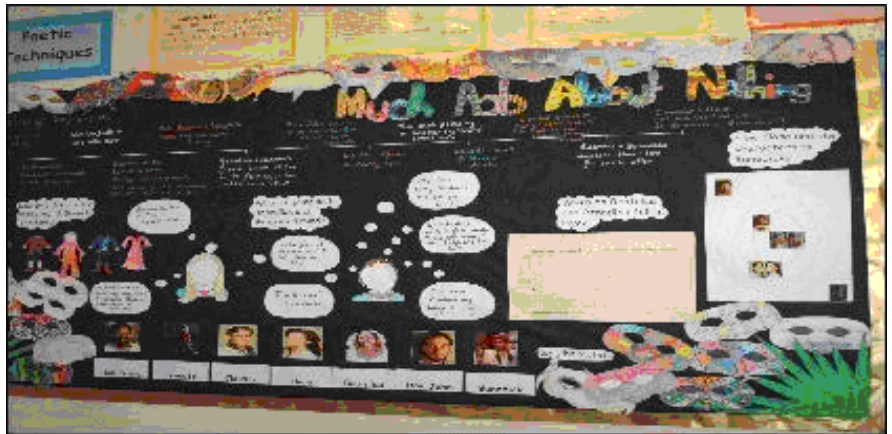
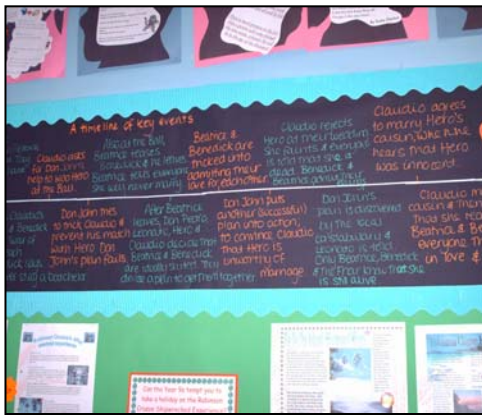
- Clear engagement with the text as demonstrated through pupil feedback.
- Development of analytical skills seen through sampling of pupil folders.
- Providing skills to build on and extend at Key Stage 4.
- Provide opportunities to develop higher order thinking through skills based activities promoting independent thinking.
- Future schemes for Key Stage 3 will build in activities which develop sophisticated thinking.

Impact on Teachers involved:

- An opportunity to share and discuss ideas and differentiated resources across the department.
- Provided with a scheme and activities which could be adapted and developed in other areas of their teaching of the English curriculum.

Examples of 'Much Ado About Nothing' work across the department:





THE LEARNING BREAKTHROUGH

My learning breakthrough occurred when I observed a lesson which focused on language analysis; this lesson was significant as it made me consider closely my own delivery of the scheme with my Year 9 class. During the lesson, students were identifying key quotes from the play quite easily but the difficulty could be seen when students were prompted to find layers of meaning within the text. Although students had been directed through questioning they needed further direction in commenting confidently on the key themes presented within the scene. This clearly demonstrated that the Shakespeare scheme of work needed to develop further activities which would extend language analysis skills, a need also highlighted through the SATs results across the past few years where the 'Reading' marks have been slightly lower than the 'Writing' marks, suggesting that our students need further direction in commenting and analysing layers of meaning within a text.

After the observation of the lesson, I began planning the same lesson with some amendments for my class. I worked with students in my class to identify key quotes in pairs from the set scenes for the forthcoming SATs exam. When selecting quotes, students were focusing on the appropriateness of the quotes in relation to the task set, this was done through highlighting key sentences which is a lower order thinking activity. We then moved on to higher order thinking through deconstructing keywords rather than sentences within the text, this provided lower ability students with a focus to their thinking, whilst allowing higher ability students to comment in an analytical manner on key ideas within a text in an in depth manner, so that the focus was on the quality of the response. Through work sampling of essay responses across my class, I found students were engaging with the text in a thorough and insightful manner, as they were unpicking and commenting upon key images and ideas presented within the given scenes rather than re-telling a certain concept or idea presented in the text.

I have adapted similar textual analysis based tasks with my Key Stage 4 classes and found that GCSE 'A' grade students were able to comment on the writer's use of language with insight for the prose and poetry based written pieces.

Overall, I have learnt that we need to build in more 'active' reading based activities earlier on to allow for time for students to learn how to transfer skills/thinking in to essay form. This will help partly in addressing the issue to push the more able according to our FIP and will contribute hopefully in some way to raising the 'Reading' levels at Key Stage 3. Similarly, through lesson observations it became more apparent that there was a need to develop more skills based activities to target higher ability students through more textual analysis based work in order to develop higher order thinking skills. The whole experience, too, has contributed to my role in leading developments within the faculty.

Drama focused activities have been highlighted as a key area for focus in developing the scheme next year, according



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to both staff and student feedback. There was a strong feeling amongst students, who felt that acting out and performing the play would have helped to enhance their understanding of the play as a piece of drama. In response to this need, we will look towards providing some sort of performance based workshop for students which will focus around stage craft and character representation, as staff felt that they had not prepared their students well enough for a directorial type question for the SATs exam. Another key area for further development in the scheme is the need to provide more opportunities for AFL based activities like peer and self assessment based activities when teaching the structuring of paragraphs in response to an exam question.



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Appendices



'Much Ado About Nothing' 2007 scheme of work

Weekly teaching sequence	Tasks and activities to meet the Assessment focuses
<p>Week One/Two: Introduction to key characters, key themes and plot outline. (character and motivation)</p> <p>Blooms taxonomy approaches:</p> <p>Level 1: Taking Meaning Knowledge: this involves recalling information. <i>Activities will ask pupils to state, recall, list etc.</i> Comprehension: this involves understanding information or making sense of ideas. <i>Activities will ask pupils to explain, describe, illustrate etc.</i></p> <p>Level 2: Making Meaning Application: this involves applying knowledge or understanding in unfamiliar contexts. <i>Activities will ask pupils to apply, solve, predict etc.</i></p> <p>Assessment focuses covered:</p> <ul style="list-style-type: none"> - AF1: use a range of strategies, including accurate decoding of text, to read for meaning - AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text - AF3: deduce, infer or interpret information, events or ideas from texts 	<ul style="list-style-type: none"> - Analyse front covers of 'Much Ado' and predict storyline of the play. Scanned front covers available to analyse with the class on: teacheradmin/0607/DEPT/ENG/teachingresources/Much Ado. - Students will be provided with a sequencing activity based on the storyline of 'Much Ado,' this will give students an overview of the play and what happens. - Key quotes typical to each character's personality will be available for students to comment on and match up to the pictures of the key characters; this will act as an introductory character profile. - Students will watch through the DVD of 'Much Ado' with subtitles, the teacher will stop at various points in order to highlight key transition points, tracking the development of Benedick and Beatrice's feelings for each other and Claudio's feelings for Hero. A timeline of key events could be produced during the viewing of the DVD. - During the viewing of the film, students will work on character profiles based on impression they get of characters through their behaviour. The profiles could be displayed in class as a continual reference and evaluation point as understanding of the play develops. - <i>At various key points of the play, a whole class activity and discussion will be focused around the ripple effect diagram, which will focus on the relationships between characters and how they change and develop throughout the play. The chart will be displayed in the classroom throughout the reading of the play.</i>



<ul style="list-style-type: none"> - AF7: relate texts to their social, cultural and historical contexts and literary traditions 	
<p>Week Three: Consider first test scene: Act 1 Scene 1 lines 1-183, investigate and explore different relationships in the play- focus on Benedick's attitudes towards marriage. (ideas, themes and issues) (the language of the text)</p> <p>Blooms taxonomy approaches:</p> <p>Level 2: Making Meaning Analysis: this involves using methods or theories in unfamiliar situations to identify structures and patterns and to solve problems. <i>Activities will ask pupils to list component parts, identify cause and effect, distinguish between irrelevant and relevant, compare and contrast etc.</i></p> <p>Level 3: Creating Meaning Synthesis: this involves combining ideas to make something new. <i>Activities will ask pupils to generalise, summarise, design, hypothesise, invent, create, compose etc.</i> Evaluation: this involves discriminating between ideas and making judgements about value based on reasoned argument. <i>Activities will ask pupils to give arguments for and against, support opinions, rate, recommend, criticise, prioritise,</i></p>	<ul style="list-style-type: none"> - Students will begin to look at the timeline and consider significance of each set scene. - Annotation and discussion of first test scene will take place, using the interactive white board or OHP as a model and focus for annotation with the highlighting of key quotes and ideas, focus closely on the key theme of marriage, Benedick's views on marriage and his behaviour towards Beatrice. - <i>The opening of the modern version of the 'Much Ado' from the 'Shakespeare Retold' series could be shown in order to allow students to view and understand the clash of personalities between Benedick and Beatrice.</i> - Key quotes could be extracted from the set scenes, teacher needs to establish the justification of each key quote identified. Key quotes could be drawn in a visual manner which could lead to a discussion on the effect of language. The images could act as a revision aid and preparation for the PEE paragraphs. - The teacher will work on modelling a Level 5+ PEE paragraph, highlighting key features. - Students will work on completing a sort activity on PEE paragraphs and will then work on completing their own PEE paragraphs based on this scene. - <i>At the end students can work on producing a summary of the key scene.</i>



<p><i>etc</i></p> <p>Assessment focuses covered:</p> <ul style="list-style-type: none">- AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text- AF4: comment on the structure and organisation of texts, including grammatical and presentational features at text level- AF5: comment on the writers' uses of language including grammatical and literary features at word and sentence level	
<p>Week Four: Consider second test scene: Act 2 Scene 1 lines 183 till the end of the scene and consider the development of relationships focusing on the character Beatrice and her views on marriage and her conversation with Benedick. (the language of the text)</p> <p>Blooms taxonomy approaches:</p> <p>Level 2: Making Meaning Analysis: this involves using methods or theories in unfamiliar situations to identify structures and patterns and to solve problems. <i>Activities will ask pupils to list component parts, identify cause and effect,</i></p>	<ul style="list-style-type: none">- In groups students can work on highlighting key quotes and ideas, focusing closely on the key theme of marriage and Beatrice's views on marriage and her behaviour towards Benedick.- Key quotes could be extracted from the set scenes and drawn in a visual manner with a focus on language effect. The images may act as a revision aid and preparation for the PEE paragraphs.- Students will work in groups to identify key quotes from the scene. After this is done they will then work on completing their own PEE paragraphs.- At the end students can work on producing a summary of the key scene.- Two set scenes need to be compared in order to show the character development, this could be done in the form of a mind map, drawing on key themes and ideas



<p><i>distinguish between irrelevant and relevant, compare and contrast etc.</i></p> <p>Level 3: Creating Meaning</p> <p>Synthesis: this involves combining ideas to make something new. <i>Activities will ask pupils to generalise, summarise, design, hypothesise, invent, create, compose etc.</i></p> <p>Evaluation: this involves discriminating between ideas and making judgements about value based on reasoned argument. <i>Activities will ask pupils to give arguments for and against, support opinions, rate, recommend, criticise, prioritise, etc</i></p> <p>Assessment focuses covered:</p> <ul style="list-style-type: none">- AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text- AF4: comment on the structure and organisation of texts, including grammatical and presentational features at text level- AF5: comment on the writers' uses of language including grammatical and literary features at word and sentence level.	<p>presented in the two scenes.</p>
<p>Week Five: Explore the role of masks and appearances, relationships between men and women and marriage.</p>	<ul style="list-style-type: none">- <i>Students can trace the development of Beatrice and Benedick's relationship from the start to the end of the play in the form of a relationship graph.</i>



(ideas, themes and issues)
(character and motivation)

Blooms taxonomy approaches:

Level 3: Creating Meaning

Synthesis: this involves combining ideas to make something new. *Activities will ask pupils to generalise, summarise, design, hypothesise, invent, create, compose etc.*

Evaluation: this involves discriminating between ideas and making judgements about value based on reasoned argument. *Activities will ask pupils to give arguments for and against, support opinions, rate, recommend, criticise, prioritise, etc*

Assessment focuses covered:

- AF4: comment on the structure and organisation of texts, including grammatical and presentational features at text level
- AF5: comment on the writers' uses of language including grammatical and literary features at word and sentence level
- AF6: identify and comment on writers' purposes and viewpoints, and the effect of the text on the reader

- A diary extract could be written from both Beatrice and Benedick's point of view on their views of relationships and marriage, using the set scenes as a starting point. Key quotes could be used from the two set scenes in order to allow students to write from the character's point of view. The second part of the diary extract exercise could be to write as Beatrice and Benedick towards the end of the play in order to consider the significant changes in their character.
- *Students can produce a pictorial representation of the two faces of the two characters, considering the role of masks and appearances.*
- Hotseating activities with a focus on the character Benedick and Beatrice could take place with a focus on character motivation.
- *Character profile for a match making column could be produced for Benedick and Beatrice.*



Week Six: Consider stage craft and performance of two set scenes.
(the text in performance)

Blooms taxonomy approaches:

Level 3: Creating Meaning

Synthesis: this involves combining ideas to make something new. *Activities will ask pupils to generalise, summarise, design, hypothesise, invent, create, compose etc.*

Evaluation: this involves discriminating between ideas and making judgements about value based on reasoned argument. *Activities will ask pupils to give arguments for and against, support opinions, rate, recommend, criticise, prioritise, etc*

Assessment focuses covered:

- AF3: deduce, infer or interpret information, events or ideas from texts.
- AF5: comment on the writers' uses of language including grammatical and literary features at word and sentence level
- AF6: identify and comment on writers' purposes and viewpoints, and the effect of the text on the reader

Week Seven: Learn how to plan and write a response for the

- *Set scenes could be analysed using Kartouche, focusing on what the characters are saying and what they mean. Stage setting and costume could be explored.*
 - A stage area could be designed with a focus on the positioning of the characters within the scene.
 - Students can have a chance to read out the lines in the role of characters focusing on intonation and performance delivery.
 - *Students may design masks in order to represent characters for the second party set scenes linked to the text provided with a justification on the production.*
 - Students may work on designing costumes for each key character present in the two set scenes with a focus on character representation, teachers may want to look closely at Branagh's use of costume as a discussion point. Students need to write this response as if they were directing these scenes.
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- Exemplar past student SATs responses could be shared with the class. In groups students can discuss responses against the SATs marking criteria.
 - Students are given a practice SATs Much Ado question based on the two set scenes. As a class, the teacher may model features of essay planning.
 - Students can write response to question under timed conditions.
 - Students exchange their responses with the person sat next to them. Students will be given the SATs marking criteria and need to justify marks given to their partner.
 - Teacher will then mark responses, the responses will be returned to students with



Shakespeare task and consider closely the features of a Level 5+ response.

Blooms taxonomy approaches:

Level 3: Creating Meaning

Evaluation: this involves discriminating between ideas and making judgements about value based on reasoned argument.

Activities will ask pupils to give arguments for and against, support opinions, rate, recommend, criticise, prioritise, etc

any key errors discussed and highlighted as a class.