

# EXPLORING NEW LANDS

## **Evaluation and reflection**

LVT/PBL year 4 project

St Michael in the Hamlet Primary School

December 2012

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## **Introduction**

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The second phase of the LogoVisual project moved into year 4 and this report should be read in conjunction with the report on the year 6 phase of the project of June 2012. In discussion with the year four teachers the decision was made to follow the model that had been created for year 6. This model was seen to have been manageable and successful in both organisational and educational terms and could be easily fitted into the schedule for the two year four classes.

This document contains the working papers of the year 4 project as well as the reactions of both the teachers and the pupils. This will enable colleagues to see how the process was put together and thus provide a basis for the following phases of the work as well as an opportunity to critique the process and suggest modifications that they would see necessary based on their knowledge of their pupils in their classes. In working with LVT the important things to bear in mind are the power of the approach and its flexibility.

## **Evaluations – what do they tell us?**

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### **The pupils' voices**

In the course of this work we were able to glean a great deal of valuable information from the pupils, both in terms of the observations that were made as the project proceeded and from information they gave as they were asked to evaluate the project for themselves in a written proforma.

The overriding feeling expressed by pupils (see page 12) was their enjoyment of the project and how much they had got out of the experience. This is corroborated by the teachers' comments.

One of the key components of this project is the use of a collaborative approach. Based on the belief that this is a critical life skill the LVT approach is underpinned by an understanding of the importance of the use of language to think, to answer questions and to solve problems collectively. Whilst the great majority of pupils enjoyed the experience and thrived on the collaborative nature of the work, there were those for whom this was an issue. The groups had been carefully planned but still there were a small number of pupils who either felt

marginalised by the other members of the group or just did not know how to cooperate in this context.

As we move into the next phase of the project this is a matter that needs to be looked at carefully to the extent that it becomes one of the key targets of the work. The ability to work collaboratively is a key life-skill and one that needs to be learned and it is projects like this that enable this learning to take place.

Guy Claxton says that the experience of learning in the ‘content curriculum’ – that area of the curriculum consisting of knowledge, skills, ideas – should be infused with the explicit addressing of the ‘learning curriculum’ – the active development of the habits of mind, the interests, values, beliefs and identity of the learner. When this happens we can say we are addressing ‘deep learning’. The implication of this is that the learning curriculum is taught explicitly alongside the knowledge curriculum and such issues as how to work effectively in groups are as much part of the discussion with the pupils as are the details of the water cycle. Claxton distils these life-long learning skills into his four *dispositions*:

- Resilience, knowing how to stick at it;
- Resourcefulness, the ability to learn in different ways;
- Reflectiveness, the ability to take stock of your learning, and;
- Reciprocity, or being able to learn on your own or with others.<sup>1</sup>

In planning for the next phase, it is my belief that we should look explicitly at how LVT can help to deliver experience in these areas of deep learning.

### **The teachers**

In the final section of this document I have taken the liberty of including the whole of the evaluations made by the year 4 staff. These, as you will see, contain clear and positive comments about the approach, about how they reacted to the challenge and how the pupils reacted. These comments included points of professional reflection on changed understandings of learning and teaching processes as well as observations of the pupils’ reactions and issues of the practical management of those processes.

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<sup>1</sup> 17 June, 2005, Martin Whittaker, TES, *These 4Rs can alter an ethos*.

## Key features of the St Michael's project

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Recent research by CUREE<sup>2</sup> has established that those models of CPD that are most likely to be considered by teachers to be beneficial for their pupils are those which incorporate:

*Collaborative learning; support from external expertise; a clear focus on the aspirations for their pupils; are sustained over time and explore evidence from trying new things.*

Approaches that were seen to be effective in the above respects incorporated the following features: peer support; professional dialogue; high leverage strategies; coaching support before transfer of control; learning from others and having ambitious aspirations for pupils.

It is these features that have been incorporated into the St Michael's project.

**Table 1: Key training features in the current project**

**Peer support.**

The experience of the y6 project last year began a process of discovery and dialogue. Each phase of the project is characterised by teachers working together.

**Professional dialogue.**

Staff meetings use for the reporting back of evaluations in written and oral form provide opportunities to both share and reflect on the experience – this essential process in on-going.

**High leverage strategies.**

Using LVT techniques – skilling up with this approach and seeing these in the context of other creative learning approaches.

**Initial support and coaching in the methodology followed by transfer of control.**

The current round of projects, by working across all the year groups, will establish a skill base which will embed the approach at class teacher level as well as school level.

**Learning to learn from the observation of others.**

The essentially co-constructed nature of each project enables teachers to learn with and from each other. The reflections and evaluations made by participants as they complete their phase of the project can be shared by colleagues across the school.

**Ambitious goals in terms of the aspirations for the pupils.**

This project is curriculum driven rather than coverage driven, its essence is the ability it has to demonstrate an approach that has cross curricular applications. These contribute to the development of life-long learning skills and cognitive development in pupils recognising that these two factors are linked.

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<sup>2</sup> Cordingley, P., and Bell, M., 2012 *Understanding What Enables High Quality Professional Learning*. CUREE, Coventry.

## Summary/Overview

of the first two phases of the LVT project.

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### *Year 6 - Journey into Danger*

<p><b>Introduction and orientation.</b></p> <p>Time to read information pack.</p> <p>Pupils given scenario based on real historical events and information that will help them to devise a means of escape.</p>	<p><b>Thinking and talking together</b></p> <p>LVT used to devise and draft the agreed escape plan.</p>	<p>Each pupil has a role – this has been agreed in the group.</p> <p>Each role has a specific task and responsibility associated with it.</p> <p>LVT used to manage this process</p>	<p><b>Construction</b> Concurrent tasks</p> <ul style="list-style-type: none"> <li>• Group Poster</li> <li>• Journal</li> <li>• Art work</li> <li>• Powerpoint</li> <li>• Scripting and shooting of video</li> </ul>	<p><b>Presentation</b></p> <p>Viewing of the videos</p> <p>Presentation of posters</p>
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### *Year 4 - Exploring New lands*

<p><b>Introduction and orientation.</b></p> <p>Time to read information pack</p> <p>Group card sort used to generate focused discussion.</p> <p>Pupils given scenario based on ideas of space travel.</p>	<p><b>Thinking and talking together</b></p> <p>LVT used to devise and design three creatures that they have found on the new planet.</p>	<p>Each pupil has a role – this has been agreed in the group.</p> <p>Each role has a specific task and responsibility associated with it.</p>	<p><b>Construction</b> Concurrent tasks</p> <ul style="list-style-type: none"> <li>• Group Poster</li> <li>• Written tasks</li> <li>• Art work</li> <li>• Scripting and shooting of video</li> </ul>	<p><b>Presentation</b></p> <p>Viewing of the videos</p> <p>Presentation of posters</p>
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## Exploring New Lands - Planning

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<b>Costing</b>	Meeting hours 3-4; 01/11/12; 08/11/12; plus date to be arranged for LVT training – if needed.
	Teaching hours 2 x 6 = 12hrs
<b>Timing</b>  Dates/lessons	First week in December, 2012 - (Monday 3 <sup>rd</sup> & Tuesday 4 <sup>th</sup> ) Over two full days
<b>Year group</b>	Y4
<b>Teachers</b>	Laura Dunwoody Paul Modaley
<b>Curricular target(s)</b>	KS2 Sc 5 <b>Living things in their environment</b> a. The ways in which living things and the environment need protection. <b>Adaptation</b> b. about the different plants and animals found in different habitats. c. how animals and plants in two different habitats are suited to their environment.  KS2 En3, 9 <b>Writing</b> a. <b>to imagine and explore</b> feelings and ideas, focusing on creative uses of language and how to interest the reader. b. <b>to inform and explain</b> , focusing on the subject matter and how to convey it in sufficient detail for the reader.  <b>Broad thinking targets</b> <b>Cognitive challenge</b> , challenging children’s thinking and assumptions about themselves and about the subject matter. <b>Collaborative learning</b> , extending thinking through working with others – experience of the value of synergy and working with others for a purpose <b>Metacognitive discussion</b> , reviewing what they think and how they learn. Element of self evaluation to be built in to the project.

<p><b>Notes and observations (methodology)</b></p>	<p><b>Meeting 1.</b> Orientation and planning of the overall picture</p> <p><b>Meeting 2.</b> Hands-on with LVT: Using the tool to plan the project in detail</p> <p><b>How should we approach the topic of ‘Mythical Beasts’ in the context of the y4 LVT project?’</b></p> <p><b>LVT Training</b></p> <hr/> <p><b>Suggested activities and outcomes</b></p> <p>Exploring the issues</p> <ul style="list-style-type: none"> <li>• Using LVT to explore the issues – collaborative working techniques to solve problems and to decide on outcomes – use of LVT as a planning tool.</li> </ul> <p>Information Writing – (inform and explain)</p> <ul style="list-style-type: none"> <li>• Discovery, characteristics and appearance – narrative and description</li> <li>• Habitat and adaptations – explanatory</li> <li>• Picture gallery – part of explanation</li> <li>• Care sheets – inform and explain</li> </ul> <p>Creative writing and exploration - (imagine and explore)</p> <ul style="list-style-type: none"> <li>• Discovery and exploration</li> <li>• Empathy with the creature</li> </ul>
<p><b>CPD targets for members of the team.</b></p>	<ul style="list-style-type: none"> <li>• Enquiry orientated learning</li> <li>• Peer support – experience of y6 project last year</li> <li>• Professional dialogue – staff meetings and report back of evaluations – reflections on the experience – on going</li> <li>• High leverage strategies – using LVT techniques – skilling up with this and seeing LVT in the context of other creative learning approaches</li> <li>• Initial support and coaching in the methodology followed by transfer of control (at class teacher level as well as school level)</li> <li>• Learning to learn from the observation of others</li> <li>• Ambitious goals in terms of the aspirations for the pupils – curriculum driven rather than coverage driven</li> </ul>
<p><b>Key CPD features of the project</b></p>	<ul style="list-style-type: none"> <li>• Collaborative learning</li> <li>• Supported by external expertise</li> <li>• Focusing on the aspirations for the students</li> <li>• Sustained over time</li> <li>• Exploring evidence from trying new things</li> </ul>

## Exploring New Lands - Session Plan

	Monday 3 <sup>rd</sup> December	Tuesday 4 <sup>th</sup> December
AM 09.15 10.35	<b>Session 1</b> <b>Introduction and orientation</b> <b>Orientation task</b> - Card sort. Pupils need - Environment Mats, Pupils' Packs. <b>Group Task 1</b> – allocation of jobs.	<b>Session 5</b> <b>Group meeting.</b> How far have we got? Refer to task sheet to assess progress. Each group assesses their own progress. <b>Continuation</b> of task completion. Filming
Target	<ul style="list-style-type: none"> <li>• Card sort completed with discussion about classifications. (open class)</li> <li>• Group task 1 and Task Sheet completed. All groups should have allocated tasks to members.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress meeting and any ensuing discussion.</li> <li>• Evidence of progress across all tasks.</li> <li>• Materials beginning to be ready for wall display.</li> <li>• Beginning of the construction of the display.</li> </ul>
AM 11.00 12.00	<b>Session 2</b> <b>Group task 2</b> - LVT exercise – Designing the three creatures that have been found. <b>Plenary</b> for pupils to show/describe their animals.	<b>Session 6</b> <b>Continued construction</b> Poster – individual work collected and collated – construction of poster. Filming
Target	<ul style="list-style-type: none"> <li>• Each group will have designed their animals and completed the Factfile on each animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Wall displays/posters will be nearing completion.</li> </ul>
PM 13.00 14.20	<b>Session 3</b> <b>Tasks</b> - Following the task sheets – pupils active on the tasks. Staff in support.	<b>Session 7</b> <b>Completion</b> Individual contributions Poster and preparation for presentation to the rest of the class Filming
Target	<ul style="list-style-type: none"> <li>• Evidence of progress on the tasks</li> </ul>	<ul style="list-style-type: none"> <li>• All tasks should completed at this stage and posters displayed ready for presentation.</li> </ul>
PM 14.35 15.15	<b>Session 4</b> <b>Tasks – Continued</b> <b>Plenary</b> - to assess progress – groups could show progress in last 10 minutes of the afternoon.	<b>Session 8</b> <b>Presentation time</b> Groups present their posters to the rest of the class in turn. Needs to be flexible – this could be time consuming.
Target	<ul style="list-style-type: none"> <li>• Evidence of progress on all tasks.</li> <li>• Early groups working on scripts for filming.</li> <li>• Some filming</li> </ul>	<ul style="list-style-type: none"> <li>• Each group can present their poster and/or their film.</li> </ul>

## Teachers' evaluations

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### **In what ways do you consider this project to have been a success from the point of view of the pupils' learning?**

I feel that the project was a great way to consolidate and assess pupils' learning towards the end of our creative curriculum project. Pupils were able to discuss prior learning with each other which was so interesting to listen to. It was great that pupils were able to put what they had been learning about into a 'real life situation', giving them reasons to access knowledge. Many pupils also benefited from the experience of working as a team. All pupils really enjoyed the experience and many said that they would 'love to do things like this more often.'

*This approach engaged many pupils including SEN pupils; it enabled pupils to develop skills of negotiation and leadership and provided pupils an opportunity to apply their learning in science and literacy.*

### **Were there children who performed much better than you would have expected? If so, what was the evidence of this?**

It was interesting to watch how all pupils performed in a more open learning environment. I had chosen specific groupings of children, based on my experiences with them in the class so far this year. I was surprised by some of the pupils as to the roles that they took on within groups. The more dominant pupils in class were not necessarily the leaders of a group. I was also pleased to see pupils that often require support from adults working at their own pace on a task that they felt suited them. One child produced the best piece of written work that I have seen so far in Year 4. She did this independently.

*Yes. I was impressed to see some pupils writing independently without teacher input.*

### **Were there children who performed markedly less well than you would have expected? If so, what was the evidence of this?**

There was only one pupil that I felt did less than I expected in the project. He avoided committing to a task and instead felt that he could simply watch others in his group and direct them. When approached about this, he said that he wanted clearer direction. Also, he wanted to avoid producing anything solid due to concerns about him letting the group down if it wasn't very good.

*Yes. Some pupils found the collaborative and relatively unstructured nature of the tasks difficult although it's important to note one of these pupils has presented challenging behaviour in the past. One pupil's behaviour became extremely disruptive and we were unable to continue the activities without the assistance of additional adults and quick adaptation of the activities. I had not experienced this level of disruption from this pupil before in year 4.*

**Could you comment specifically on how the children responded to the use of the LVT tools?**

They really enjoyed using the LVT boards. When this part of the task commenced, the room was silent for a good 5-6 minutes. Clear instructions had been given to ensure that they understood to note down ideas, then to look at each-others notes and discuss them later.

When groups were grouping together their ideas, clarification was necessary to ensure that pupils understood. It was necessary for me to scaffold at each stage of the process.

Having said this, the exercise was crucial for them to find the main points needed in their task.

*The LVT tools were exciting for the children but I'm not sure how well the apparatus enabled year four pupils to solve the problems or aid their thought processes.*

*Next time, I would give pupils in this age range a demonstration of how to use the LVT tools rather than throw them in at the deep end.*

**In what ways did you benefit professionally from the whole process from planning to delivering and review?**

I found the weekly meetings leading up to the project extremely useful. I was totally unsure about the whole idea at the very beginning, feeling that I would lack experience to be able to deliver it successfully. I gradually developed confidence and enthusiasm towards the project.

Delivery of the project filled me with anticipation and also a little apprehension. It was so interesting to monitor not only the skills that the class were learning but also myself. I was having to reflect and change my practice minute by minute and follow closely what the pupils were doing and how they were reacting to situations.

It was so interesting to look at learning in a different way – I have now got new ideas for teaching and learning in the classroom that can be utilised in so many ways.

*I enjoyed the collaboration and I liked the creative nature of the project. Planning in this way was certainly a breath of fresh air and enabled me to achieve one of the teacher standards about planning an engaging and exciting curriculum.*

**Do you have any comments that you would like to make that are not covered by the points above?**

I was reminded that teaching and learning doesn't have to be so routine. It reignited a spark for me to be a bit more creative once more and to assess learning in a more abstract way. Not only did the children love the project, but I enjoyed the whole experience immensely.

*This project may have benefitted from being spread out over a few, one hour lessons rather than being delivered over an intensive two day period. This would give pupils time for reflection and make it more manageable for pupils with SEBD. Perhaps, it might also have benefitted from being more objective led with clearer methods of assessment detailed during the planning stages. Overall though, the project was an interesting and memorable approach to planning, teaching and learning.*

## Reactions of the children – some observations

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*This is a representative selection of the comments made by the pupils after the completion of the project so there are negative comments amidst the many positive ones.*

### Write down the things that you liked about the project

- I liked doing the script and helping with the poster because it was fun and our poster became fantastic. And I mostly like working as a group.
- I liked doing the poster.
- It was good and I enjoyed it and discovered new things
- I liked making the script, poster and writing to entertain – I also liked working with Nat.
- I liked working in the group.
- It was fun and very exciting. Our whole table had a fun time and I really enjoyed it, especially the video camera.
- The MagNotes and the poster – it was massive!
- I liked the bit where we were working together as a group.
- I loved the way we got to video each other on the interview.
- I loved the topic we were doing and the jobs we had to do.
- I liked it when we were writing on the hexagons.
- I liked writing about the story – I didn't think I would like it.
- Working in a group on the tasks we were given.
- I liked the interview and the poster that me and the group made, but I enjoyed the poster more. I liked the way everyone did something on it to make it better than if it was made by one person.
- I liked the way he made us think we were in a spaceship and that we were in a group and everybody had a job.
- I loved it when I was doing the video, the script and the poster.
- I liked being the artist and creating strange animals.

### Explain how your group worked together

- Our group worked brilliant together.
- We shared ideas
- Funnily and crazy!
- We cooperated while doing the poster
- We did fight a little bit, but day two was better.
- Not so good! A few people were really nice, but one was not so nice.
- We talked about our made-up animals.
- We talked about our picture.
- We did voting.
- We just made it flow smoothly to make every bit of work fit.
- My group worked together very well and if we wanted to decide something we had a vote.

- We worked well, really.
- We all helped each other when it came to sorting out the jobs. Most of the time we voted. And we were all kind to each other.
- Kindly and friendly.
- There is no way to explain – just amazing.
- We worked great together as a group.
- Because we just get on.
- We all had different ideas and shared them to make one piece of writing.
- We worked really well together and were a good team.
- Our group worked like a really good team but some of us were quite moody.
- We all did something.

**Write down one thing that you discovered about yourself.**

- That I worked great together with my group and I was great as the Communicator
- I am a good team worker.
- I can think of good stuff.
- I now know I can work properly if I try.
- I discovered that I am good at making scripts and posters.
- Being good as the poster manager.
- That I can have fun even working.
- I can be quite bossy in group work and I should let other people be in charge.
- That I can imagine imaginary animals.
- I discovered that I did not exactly like working in a group.
- I am not a group person.
- I got better at drawing and writing.
- I discovered that I am really good at talking to people.
- I discovered that my imagination can go wild.
- I discovered different styles of art and patterns.
- I never knew that I could make my own video. And I was surprised that I could help with a poster.
- That I can write some great stories.
- That I can be funny to other people.
- I'm better than I thought at art.
- I am really good at team work.
- I found that I am clever.
- I'm good at filming.

**How did the LVT boards help you think and make decisions?**

- They helped us make decisions.
- The helped me by sectioning the posters out.
- It helped us with making up our animals.
- We all wrote down our ideas and tried to work with each other's ideas
- As the artist the LVT boards helped me not just to draw but to describe.

- They helped me put my ideas down.
- It was quite big so we could all see it.
- It gave me a better image of the animal in my head.
- They helped me add all the ideas together.
- The LVT boards helped make my imagination go.
- Because it helped me make decisions.
- The LVT boards helped us have a fun time and if we made a mistake we could just rub it out.
- It did, because it helped me think about what the animal was going to look like.
- It makes it easier to put them [ideas] in groups.
- I learned what a mammal can do.
- It gave me more ideas.
- Well, with the hexagons it made you think of really good ideas.
- They were very helpful.

**Do you have any other comments about this project?**

- It was awesome!
- I would like to do it again.
- It was fun when we all worked together and mostly we did.
- All in all it was fun and great.
- It was brilliant.
- It was cool!
- Yes, I would like to say it was one of the best projects ever.