Action Research in Cumbria WELL

**TLETs and Blob Trees -**

**Tools and Guidance**

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# Teacher & Leadership Enquiry Tool

## Background

This is a formative enquiry tools for classroom teachers and schools leaders to explore how pupils, teachers and the school recognise, develop and articulate progress in learning in relation to a given research question. It has been designed to be engaging and immediately useful to participating teachers and pupils, as well as to generate useful evidence for leadership action research.

## Overview

This section contains:

* + - [A step-by-step guide for completing the tool](#_bookmark3)
    - [Common questions & ideas](#_bookmark5) about how to complete the tool
    - An [exemplar completed tool](#_bookmark6)

## Step-by-step

|  |  |  |
| --- | --- | --- |
| *Step* | *Who should*  *complete this step* | *What you need to do* |
| 1 | Teachers | **Select 3 pupils** to focus on for your reflection |
| 2 | Teachers | **Look through evidence about your pupils’ progress** e.g. examples of their  work |
| 3 | Teachers | **Look through evidence about your pupils’ attitudes** and how they feel  towards the topic you have focused on – we recommend using the [Blob Tree](#_bookmark7) [Tool](#_bookmark7) for this |
| 4 | Teachers | Using the evidence you have collected, complete the **Teacher Reflection**  **Table** and the **Teacher Overview Grid** |
| 5 | School Leaders | Using the evidence your teachers have collected, **complete the Leadership**  **Summary Table** and the **School Wide Snapshot** |

## Common Questions & Ideas

### General

### Who should complete the tool?

Steps 1-4, including the Teacher Reflection Table and Teacher Overview Grid, should be completed by participating teachers, ideally with a partner. Step 5 should be completed by school leaders.

### Where should I complete the tool?

You may wish to complete the tool on a computer or by hand.

### Step 1

### How should I select the 3 pupils?

Your pupils should be selected on the basis of what their experiences can tell you about your research question’s focus. Exactly what these means in terms of pupil selection will vary depending on the question. But, as a general rule, you can start by looking to identify pupils who will help you understand the experiences of three different specific sets of learning needs: natural enthusiasts, children experiencing significant barriers to learning, and skilled disappearers (i.e. pupils who deploy strategies to avoid being noticed when they are having trouble with something). However, your research question may mean that you need to change this for something more targeted, such as children struggling with attendance, or with behavioural issues. Try to relate your choice to your research question.

### Step 2

### What evidence of progress should I collect?

This might include examples of pupils’ work. You might like to record (e.g. using video or a mind map) a discussion between pupils and yourself about how they would like to develop their skills and confidence.

### Step 3

### How should I collect evidence about pupils’ experiences?

[We would recommend using the Blob Tree tool,](#_bookmark7) which is ideal for stimulating pupil reflections on their experiences. A full guide on how to use the Blob Tree tool can be found [here](#_bookmark7).

### Step 4

### How should I complete the Teacher Reflection Table and the Teacher Overview Grid?

In the [Teacher Reflection Table,](#_bookmark15) you should record your notes from the evidence you have collected about each of your 3 focus pupils, reflecting on their strengths, weaknesses, obstacles & opportunities for progress, and planned next steps. You should also add a short note of any connections you can see between your pupils’ learning and what you have been learning through CPDL. You may wish to do this with a partner looking at different focus pupils. You should then use these to complete the [Teacher Overview Grid,](#_bookmark16) summarising your thoughts.

### Step 5

### How should I complete the Leadership Summary Table and the School-Wide Snapshot?

In the [Leadership Summary Table,](#_bookmark17) you should use the Teacher Reflection Table & Overview Grid completed by participating teachers to create a broader overview of whole school approaches to CPDL and learning through the arts. For this, you will need to reflect on the range of strengths & challenges for pupils you can provide, pre-existing opportunities for supporting progress & new opportunities you can create, and what you are learning. It would be particularly useful to have your thoughts about any connections you see between the CPDL you and/or your teachers receive and new possibilities or progress. You should then use the [School-Wide Snapshot](#_bookmark18) to summarise the learning and development in your school.

### Step 6

### How many times should I be using the tool?

You should complete the tool once at the beginning of your project activity as a baseline. You should then repeat the tool towards the end of your project activity to reflect on the learning and development in your school. In addition, your project managers may wish you to use the tools at other milestones of project activity; they will advise you if this is the case.

### Should I use the same three focus pupils each time I complete the tool?

You should use the same focus pupils each time, as this will allow you to track progress over time (for both them and you).

### Do I have to complete the tool from scratch each time I use it?

You may wish to complete the tool from scratch when repeating it, to outline your reflections more fully. Alternately, you may find it more useful for tracking progress to update the original tables and grids each time you use them – for example, by using a different colour.

### What should I do with the tool once I have completed it?

You will need to come up with a system in your school for completed tools to be collected up and sent to your project managers, at the beginning and end of project activity.

# Blob Tree Tool – Stimulating Pupil Reflections on their Experiences

## Background

The Blob Tree Tool is designed to help learners think about and articulate their reflections on their learning experiences. The blob tree represents feelings and social support in a fun and non-threatening way using blob figures (right), and can be used in a variety of situations.

We recommend using the Blob Tree Tool as part of Step 3 of the Teacher & Leadership Enquiry Tool, to collect evidence about pupils’ experiences and learning. As with the Enquiry Tool, we would also recommend using this longitudinally, each time you update the Enquiry Tool, in order to measure the progress of pupils’ reflections, and whether they are changing the blobs they identify.

## Overview

This section contains:

* + A step-by-step guide for completing the Blob Tree Tool
  + [Common questions & ideas](#_bookmark11) about how to complete the tool
  + An [exemplar completed tool](#_bookmark12)

## Step-by-step

This feeds into Step 3 of the Teacher & Leadership Enquiry Tool.

|  |  |  |
| --- | --- | --- |
| *Step* | *Who should complete this*  *step* | *What you need to do* |
| 1 | Teachers | Ask children to **select from the blob tree a figure or a pair of figures** that  reflects how they feel about a particular arts activity |
| 2 | Teachers | **Speak to the pupils** about why they chose this figure, or ask them to record  their thoughts |
| 3 | Teachers | **Complete the Recording Sheet** for your three focus pupils, and use this  evidence to feed into the Enquiry Tool |

## Common Questions & Ideas

### Who should complete the tool?

The Blob Tree Tool should be completed by teachers as part of Step 3 of the [Teacher & Leadership](#_bookmark3) [Enquiry Tool](#_bookmark3).

### With which pupils should I use the tool?

You should use the tool with your three focus pupils as part of the Teacher & Leadership Enquiry Tool. However, given that this is a fun and interesting activity, you may wish to use this more widely in your classroom.

### How many times should I be using the tool?

It is helpful to use the tool each time you complete or update your analysis of progress relating to teaching & Leadership. You may wish to update the Recording Sheet using a different colour to add comments about how pupils’ chosen blobs and responses have changed, rather than completing it from scratch each time.

## Exemplar Completed Tool

The following pages show an example of a Blob Tree Tool which was completed by participants in a programme designed to promote the use of singing as part of teaching. The tool has been anonymised for you to use as a starter for 10.

N.B. Please be aware that the exact content, skills & techniques referred to may not be directly applicable to your project – what you should be focusing on are the ways the participants are using this to reflect on their own and others’ learning.

The blank templates of each part of the tool for you to fill out can be found towards [the back of the](#_bookmark19) [dossier](#_bookmark19).

### Example Recording Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| Teachers’ role | *[Redacted]* |  | |
| Age range of children completing activity | *[Redacted]* |
|  | *Child 1* | *Child 2* | *Child 3* |
| Reference Number/name for child | *Pupil A* | *Pupil B* | *Pupil c* |
| Number of blob people selected | *1,10 +11, 14, 15* | *1+6,7,8+ 10,11 +14* | *6,7, 8 +10,11 +16+19* |
| Reason/s for choosing these people | *1- Very excited about new opportunities. Very happy in the sessions.*  *10+11 – Learning new skills is something fun to do with friends. We can help each other.*  *15 – Sometimes things are hard and it can be a struggle to understand.*  *14 – I felt sad that I got some things wrong.* | *1 - Happy and excited during the sessions. Learning through music is fun. When the people come in I feel even more excited.*  *14 - I was nervous at the start because I didn’t know anything. I learnt a lot through the songs and music.*  *10+11 - My favourite part is working with my friends. I like the way we all help each other with learning because some know more than others.*  *6, 7, 8 - I can go home and teach my family different songs and new words.* | *6, 7, 8 - Enjoyed working with other adults. They helped us with the music.*  *10, 11-Enjoyed learning with friends and I could share my new experiences with family. I was exited to learn another language.*  *16-I was worried that I was the only one getting things work. I did know if I was saying it in the correct way.*  *19-I felt very nervous that I would get words wrong.* |
| Teacher reflection e.g. any surprises- points to look out for in the future- or any ways that the development project will/ could/ is helping | *Through the blob tree tool I was able to ascertain the pupils thoughts and feelings towards the project. It seems that the use of music to teach is advantageous. The pupils are extremely stimulated and therefore engaged in their own learning. Songs and instruments sparked the pupils’ interested and so acted like a ‘hook’ to capture their imagination. The three pupils reacted as I predicted and their answers where in-keeping with their personalities. The use of music to teach is extremely positive. It is something I will certainly be developing with in my own practice.* | | |

# Teacher & Leadership Enquiry Tool Template

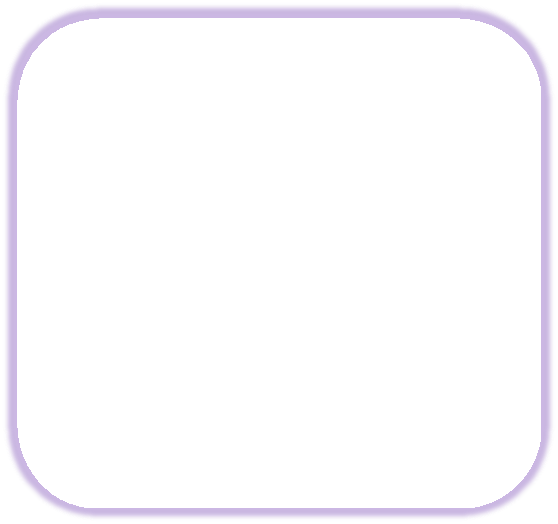
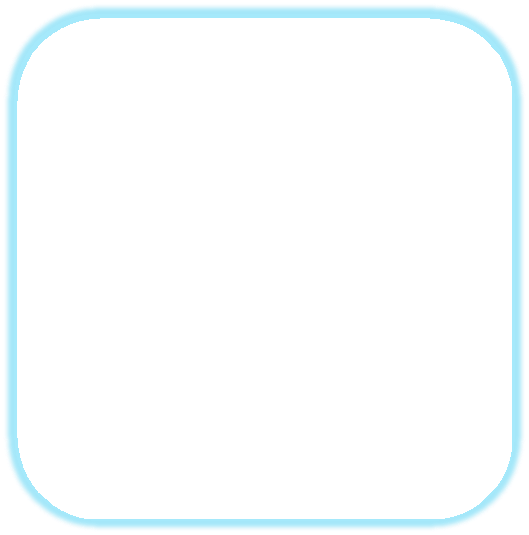
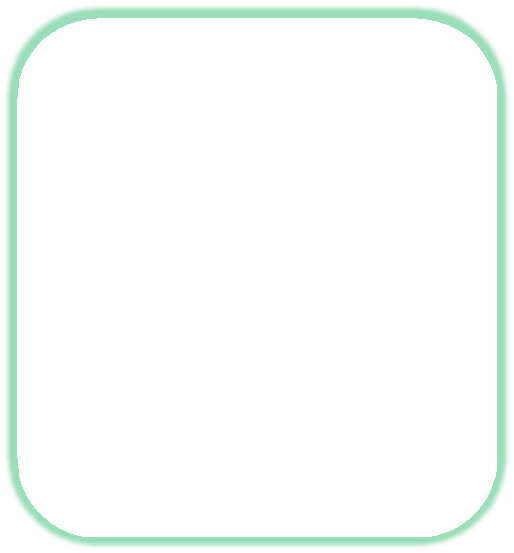
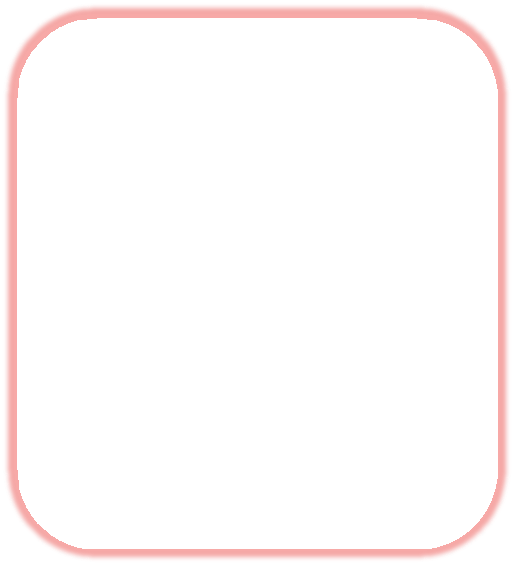
Below are blank copies of the tools for you to complete.

## Teacher Reflection Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Characteristics of focus pupils – strengths in relation to my research question focus | Characteristics of focus pupils – weaknesses in relation to my research question focus | Obstacles to progress | The impact of CPDL on my practice and opportunities to use this to accelerate progress | Next steps |
| Pupil 1 |  |  |  |  |  |
| Pupil 2 |  |  |  |  |  |
| Pupil 3 |  |  |  |  |  |

## Teacher Overview Grid

Pupils’ current strengths and challenges in generating/realizing their ideas



Links to CPDL I receive

Strengths my learners demonstrate

What this means for my practice in contributing to singing in school

Impact of CPDL & springboards for progress

Next steps

Obstacles to progress

## Leadership Summary Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | The range of strengths and challenges for learners in contributing to singing in school | The range of obstacles to progress | The model of CPDL and opportunities for supporting progress that are planned | How I can build on/ support CPDL & contributing to singing in school | What I am learning about how progress in contributing to singing in school through the curriculum enhances achievement in my school |
| Teacher 1 |  |  |  |  |  |
| Teacher 2 |  |  |  |  |  |
| Teacher 3 |  |  |  |  |  |
| Overview |  |  |  |  |  |

## School-Wide Snapshot

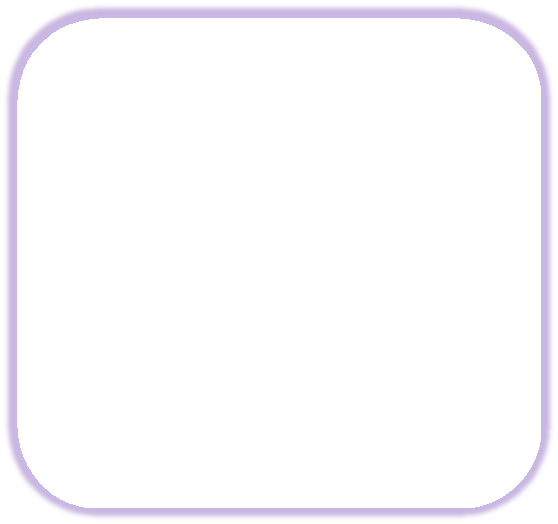
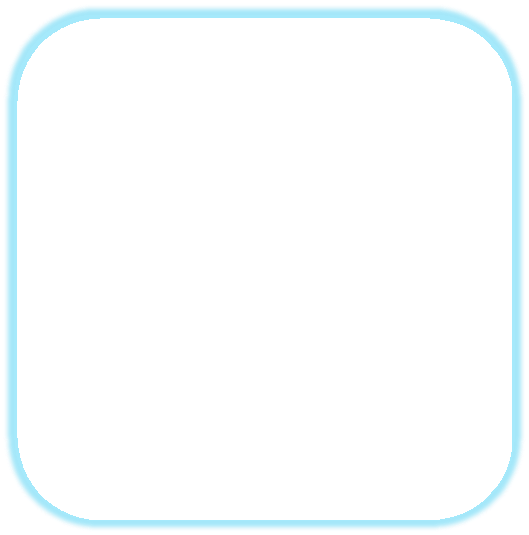
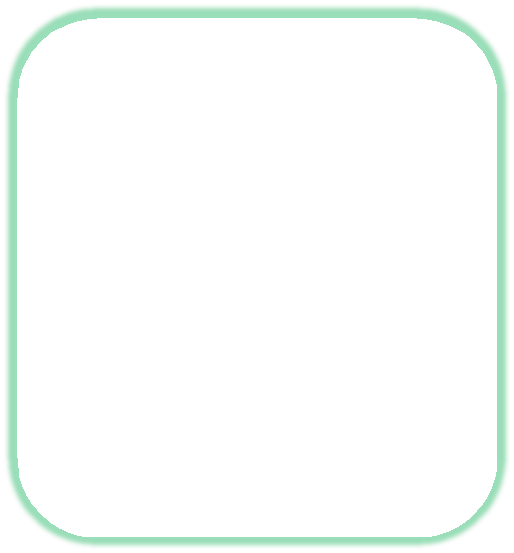
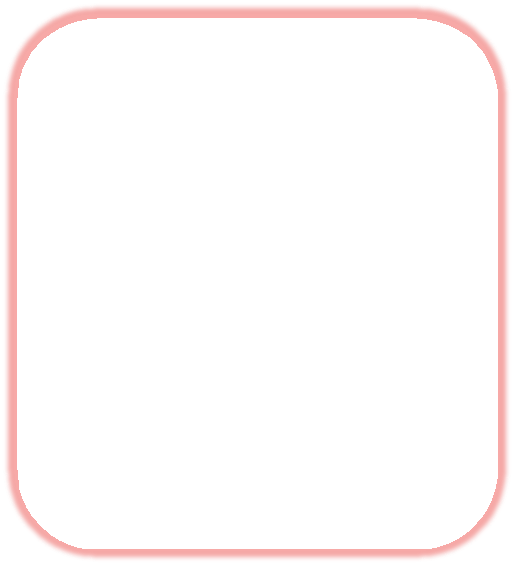
The range of obstacles to progress

Strengths and challenges for our pupils in contributing to singing in school

What I am learning about how progress in contributing to singing in school enhances achievement in my school

CPDL model and opportunities for supporting progress

How can I support progress



# Blob Tree Tool Template

Below is a blank Recording Sheet for you to use with your pupils.

## Recording Sheet for Stimulating Pupil Reflections on their Experiences

|  |  |  |  |
| --- | --- | --- | --- |
| Teachers’ role |  |  | |
| Age range of children completing activity |  |
|  | Child 1 | Child 2 | Child 3 |
| Reference Number/name for child |  |  |  |
| Number of blob people selected |  |  |  |
| Reason/s for choosing these people |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher reflection e.g. any surprises- points to look out for in the future- or any ways that the development project will/ could/ is helping |  |  |  |

## Blob Tree – ‘numbered’ version for ease of recording (for reference only)

If you would like to use this product in your school for a different purpose, then a downloadable version is available for £5 from: <http://www.lulu.com/product/images-download/the-blob-tree/4708587>.

## Exemplar Completed Tool

The following pages show an example of a Teacher & Leadership Enquiry Tool which was completed by participants in a programme designed to promote embedding teaching and learning through the arts in the curriculum. The tool has been anonymised for you to use as a starting point, and has been annotated in green text to show the particular strengths of the reflection.

N.B. Please be aware that the exact content, skills & techniques referred to may not be directly applicable to your project – what you should be focusing on are the ways the participants are using this to reflect on their own and others’ learning.

The blank templates of each part of the tool for you to fill out can be found towards [the back of the](#_bookmark14) [dossier](#_bookmark14).

### Example Teacher Reflection Table – Teacher A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Characteristics of sample pupils – strengths in relation to embedding learning through the arts | Characteristics of sample pupils – weaknesses in relation to embedding learning through the arts | Obstacles to progress | Opportunities to accelerate progress | Next steps |
| Pupil 1 | *Has quite a lot of* | *Takes an active* | *Very excitable* | *Ensure clear* | *Pair him up with another child who demonstrates good practice.*  *Support him to reflect on his ideas after the drama session and discuss how this can support his writing*  *Considers the importance of involving pupils in reflecting and evaluating their*  *own learning* |
|  | *creative ideas.* | *part in discussions* | *when taking part* | *structure to the* |
|  | *When focused can* | *but does not* | *in drama activities* | *session and use a* |
|  | *produce work* | *always remain* | *which can be* | *lot of praise to* |
|  | *which reflects his* | *focused. He needs* | *distracting for* | *encourage him to* |
|  | *ability. He is very* | *adult prompting* | *other children.* | *self-regulate* |
|  | *enthusiastic about* | *on a regular basis* | *When he is too* | *Discuss how the* |
|  | *drama activities.* | *to ensure he* | *excitable during* | *drama techniques* |
|  |  | *remains on task.* | *the drama* | *provide the* |
|  |  | *His pace of work* | *activities he can* | *structure/stimulus* |
|  |  | *can have an* | *sometimes miss* | *for his writing* |
|  |  | *impact on the* | *the rationale* |  |
|  |  | *quality of his work* | *behind the task.* |  |
| Pupil 2 | *Has great ideas* | *Very quiet and* | *Not confident to* | *Provide paired and* | *Continue to plan* |
|  | *but sometimes* | *doesn’t always* | *take part in* | *group work* | *opportunities for* |
|  | *needs* | *feel confident to* | *individual drama* | *opportunities to* | *her to work in* |
|  | *encouragement to* | *take an active part* | *activities - prefers* | *further develop* | *pairs to build up* |
|  | *share them.* | *in group* | *to work in a pair* | *her confidence to* | *her confidence to* |
|  | *Always wants to* | *discussions. Her* | *or small group.* | *share her ideas* | *share her great* |
|  | *try her best and* | *lack of confidence* |  | *Support and* |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *responds positively to feedback. Appears to enjoy the drama activities* | *can have an impact on her ability to respond when in a new situation or she feels challenged.* |  | *scaffold her individual work during drama activities to develop her confidence.* | *ideas* |
| Pupil 3 | *When focused can produce work which reflects his ability. Appears to be more motivated when using drama activities prior to writing. Uses interesting vocabulary when taking part in group discussions during drama activities Beginning of reflect on the impact of the arts activity this*  *particular pupils’*  *learning* | *Needs a lot of adult prompting to remain on task. Will often be easily distracted during given task and will distract others. Writing doesn’t always reflect the oral work demonstrated prior to the task.* | *Will take an active part in drama activities but not always apply this level of engagement in his writing Demonstrates awareness of how arts activity alone will not be sufficient to support progress* | *Need to channel the enthusiasm and motivation shown during drama activities in to his writing.*  *Making links between arts activity and other area of the curriculum* | *Support him to reflect on his ideas after the drama session and discuss how this can support his writing and maintain his engagement* |

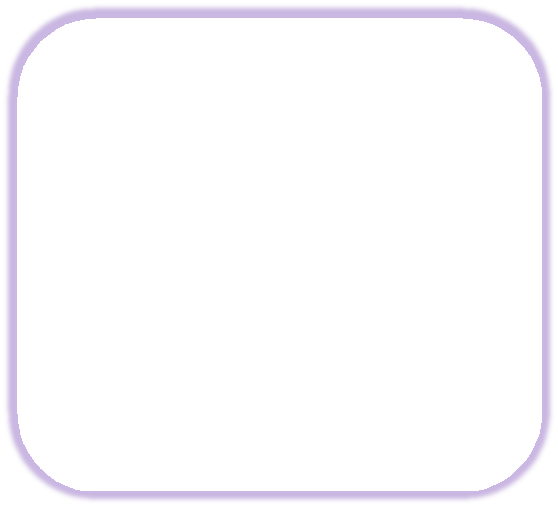
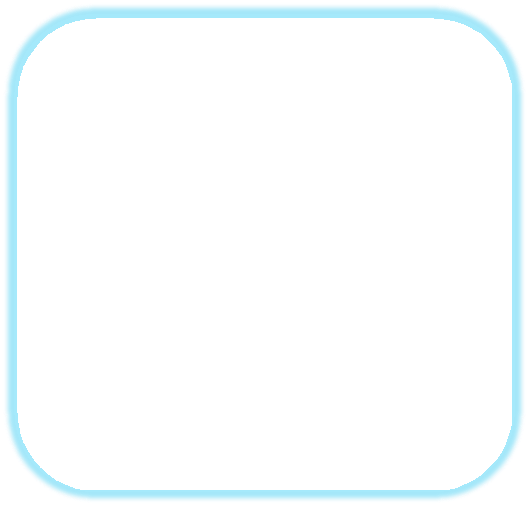
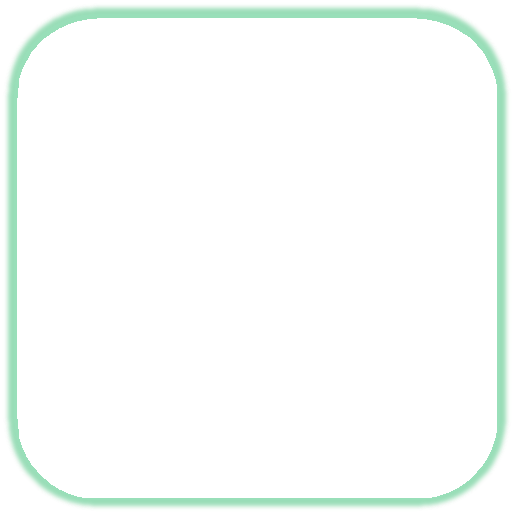
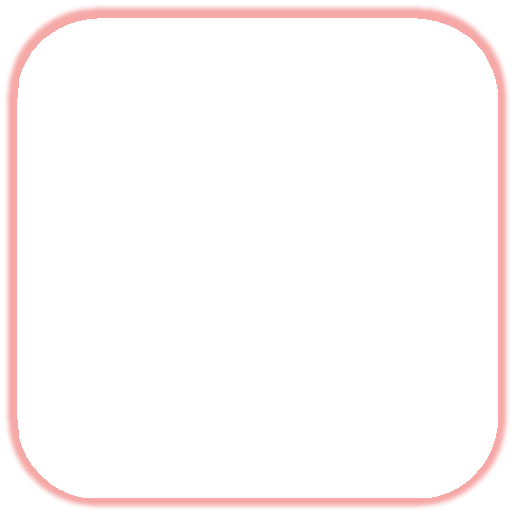
### Example Teacher Reflection Table – Teacher B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Characteristics of sample pupils – strengths in relation to embedding learning through the arts | Characteristics of sample pupils – weaknesses in relation to embedding learning through the arts | Obstacles to progress | Opportunities to accelerate progress | Next steps |
| Pupil 1 | *Has plenty of* | *Is often only* | *Needs to be fully* | *Improved engagement through more active stimuli – as provided through some drama activities*  *Wider variety to teaching and learning approaches so to increase focus and* | *For the pupil begin* |
|  | *natural ability –* | *willing to produce* | *engaged at all* | *to reflect on his* |
|  | *particularly in* | *the minimum* | *times.* | *own learning and* |
|  | *literacy* | *amount.* |  | *identify which* |
|  |  |  | *Needs to see a* | *approach work* |
|  | *Is confident and* | *Can be extremely* | *purpose to the* | *best for him.* |
|  | *willing to engage* | *fussy and* | *task – an outcome* |  |
|  | *with others* | *attention seeking* | *that means* | *Engaging pupils in* |
|  |  | *– finds it difficult* | *something to him.* | *reflecting on and* |
|  |  | *to stay on task* |  | *evaluating their* |
|  |  |  | *Does not always* |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | *produce what he is capable of due to lack of motivation.* | *desire to do his best.*  *Understanding of how this can be used in teaching*  *practice* | *own learning.* |
| Pupil 2 | *Has ability to be achieving at a higher level than she currently does. Shows signs that she wants to perform in front of others but shying away from doing so.* | *Very slow to assimilate ideas and get them down onto paper. Reluctant to share her ideas in front of the whole group and lacking some self -confidence.* | *Very slow work rate. Some lack of self-confidence in own ability and to share own ideas without being prompted.* | *To be challenged to get ideas down more quickly and in a less formal manner. To be exposed to lots of informal smaller group strategies – development of confidence* | *To be challenged to complete smaller amounts of focused writing but at a quicker pace. To be challenged to perform in front of increasingly larger audiences.* |
| Pupil 3 | *Plenty of natural ability and when focused able to achieve high standards.*  *Writing can be of high quality and of great appeal to the reader.* | *Very challenging behaviour can decelerate progress.*  *Lack of motivation and focus can often be a real issue.*  *Will sometimes disturb others around him – seeking attention.* | *Lack of focus and motivation*  *Lack of self- worth and poor motivation.*  *Finds it difficult to form positive bonds with others.* | *To improve engagement through drama activities*  *To develop self- confidence and worth through increased opportunities for celebration.*  *To work more closely with lots of different pupils in order to improve social skills.* | *For the pupil begin to reflect on his own learning and identify which approached work best for him.* |

### Example Teacher Overview Grid – Teacher A

Pupils' current strengths and challenges in generating and realising their ideas



**Strengths**

The children are keen to take part in the drama activities and this is clearly improving their levels of engagement.

**Challenges**

Some of the children lack confidence or struggle to self regulate their behaviour which can have an impact on the overall effectiveness of the session

Obstacles to progress Supporting children to self-regulate

within the session so they can maximise the impact from using these techniques.

Maintaining that level of engagement into writing their piece of narrative.

Comments on what this means for learning through the arts: Clearly drama activities increase the children’s opportunity to be more actively involved in their learning. However, it is vital that the group become a community and respect one another’s input. Also due to the age of the children the approach needs to reflect this.

Next steps

Support the children in reflecting on their ideas generated during the drama activities to increase the impact on their writing

Pair up less confident children with more confident children to share good practice and increase levels of confidence

Springboards for progress

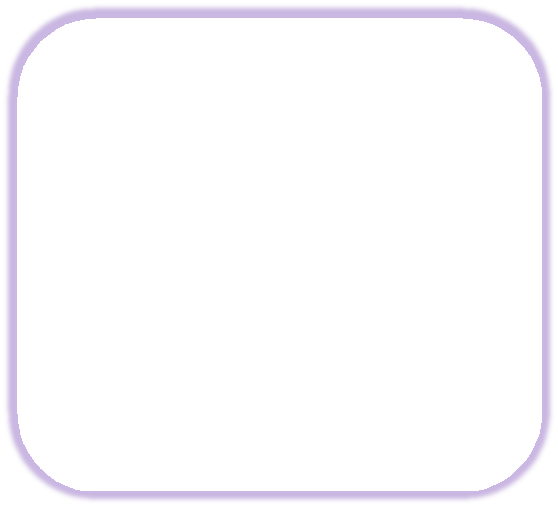
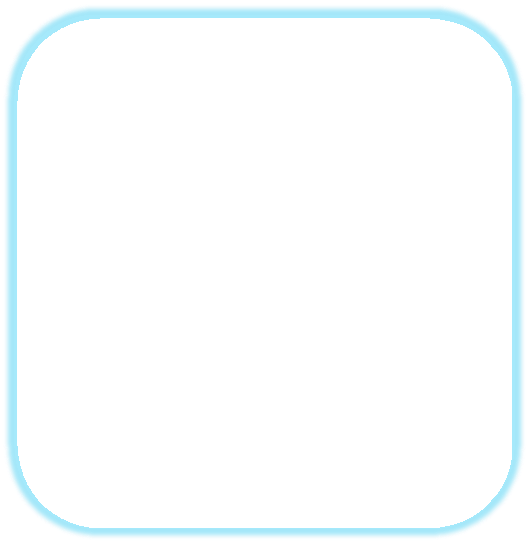
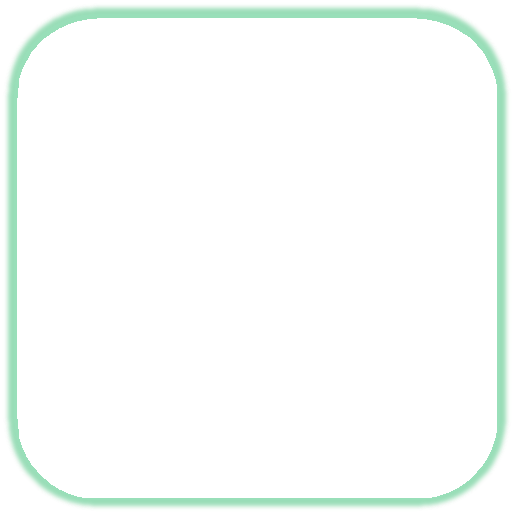
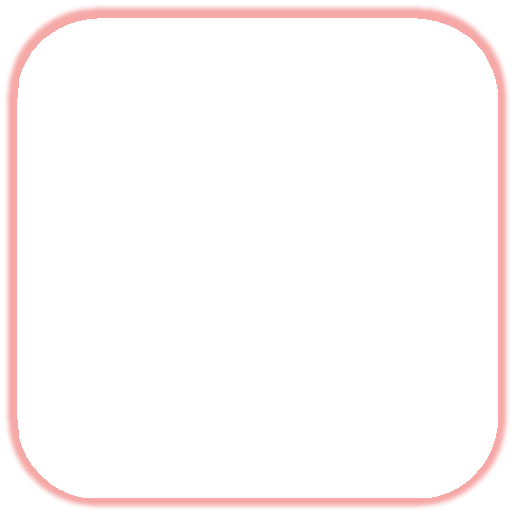
Encourage the children to take the lead and be more actively involved in their learning.

Plan in frequent opportunities for the children to reflect on what they have learned and where the lesson should go next.

Scaffold how these new experiences can act as a stimulus for their writing.

### Example Teacher Overview Grid – Teacher B

Pupils' current strengths and challenges in generating and realising their ideas



**Strengths**

Able cohort of children with the potential to excel.

**Challenge**

Keeping children focused on the given task

Reluctant learners and at times they display disruptive behaviour

Self-confidence issues with particular children.

Obstacles to progress

Level of engagement which has an impact on the quality of work produced.

Low self-confidence affecting the level of participation by the child - sharing their ideas or engaging in the activities.

Comments on what this means for learning through the arts: This enquiry has highlighted that drama activities will not only improve academic achievement but also emotional development. The use of active stimuli addresses many obstacles in the classroom to maximise engagement and improve achievement.

Next steps

Pupils begin to reflect on their own learning and identify which approach work best for them.

Challenged to complete smaller amounts of focused writing but at a quicker pace- address motivation and focus

Work in different social groups to support self-confidence

Springboards for progress Drama activities provide increased

engagement through more active stimuli.

Exposed to lots of informal smaller group strategies – development of confidence and engagement

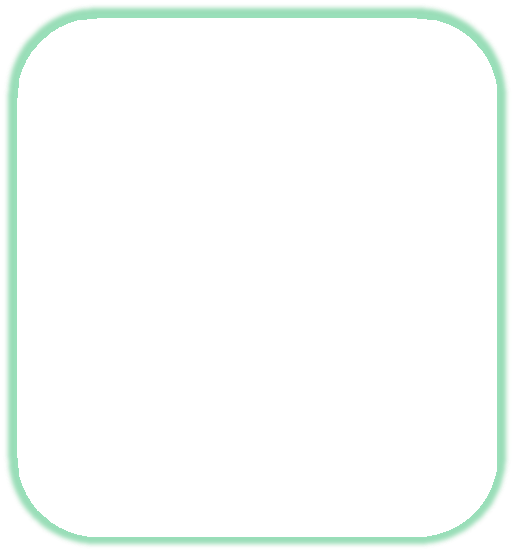
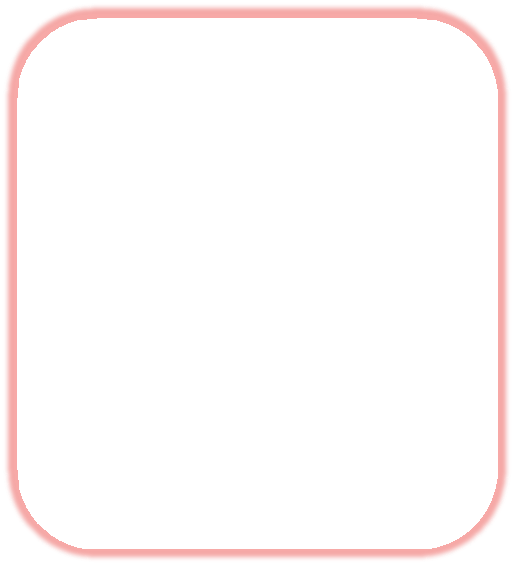
Work more closely with lots of different pupils in order to improve social skills.

### Example Leadership Summary Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | The range of strengths and challenges for our pupils in learning through the arts | The range of obstacles to progress | The opportunities for supporting progress already planned | New opportunities I can create | What I am learning about how progress in embedding learning through the arts across the curriculum enhances achievement in my school |
| Teacher A | ***Strengths***  *The children are keen to take part in the drama activities and this is clearly improving their levels of engagement.*  ***Challenges***  *Some of the children lack confidence or struggle to self- regulate their behaviour which can have an impact on the overall effectiveness of the session* | *-maturity of the children due to them only being in year 2* | *- select strategies which provide the necessary support for the children to express themselves in a new learning environment*  *-apply specific drama activities which support*  *the children’s*  *understanding* | *-use props and costumes to engage the children and bring the narrative to life* | This approach focuses on the development of the  children’s language.  There are links through the children gaining a deeper level of empathy about the characters.  This approach to learning provides opportunities for the children to take control of their learning and be an active participant.  There is clear evidence of the positive impact this approach is having on reluctant learners through an increase in their levels of engagement. |
| Teacher B | ***Strengths***  *Able cohort of children with the potential to excel.*  ***Challenge***  *Keeping children focused on the given task*  *Reluctant learners and at times they display* | *-Use of the environment and its size*  *-KS2 SATs*  *restricting the amount of time available to spend on using drama activities* | *- Moving furniture and finding alternative environments to work in*  *-Use the outdoor classroom*  *-Allocate time after the KS2 SATs to focusing on using the drama activities*  *Consideration of* | *Making movies using iPads which reflect*  *the children’s own interpretation of a story of an event in history* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *disruptive behaviour*  *Self-confidence issues with particular children.* |  | *overcoming practical concerns* |  |  |
| Over view | *Within KS2 the common factor appears to be space and restricted timetable.*  *With younger children it is maturity* | *All staff clearly feel confident to address these obstacles because they know their children will gain such a positive impact from using these drama activities* | *The training delivered at the weekends has supported staff in making more creative choices when approaching teaching. They have recognised the positive impact it has had on their*  *children’s academic achievement but also their attitude to learning.*  *Identifies the link between staff and pupil learning – how one feeds into the other* | *Staff are becoming more confident in cascading this new approach to learning with others and sharing the excitement and engagement shown by their children.*  *Through this other staff can understand the effectiveness of using this teaching pedagogy and consider how they could utilise this in their classroom.*  *Starting to think beyond initial activity and CPDL into where to go next –* ***process of embedding*** |

### Example School-Wide Snapshot

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The range of strengths and challenges for learners in learning through the arts

**Strengths**

The children will become active learners and take more ownership of their learning within the classroom.

Reluctant learners will become more engaged and achieve their potential

Children are academically able and confident to take part in different learning approaches.

**Challenges**

Low levels of focus and engagement.

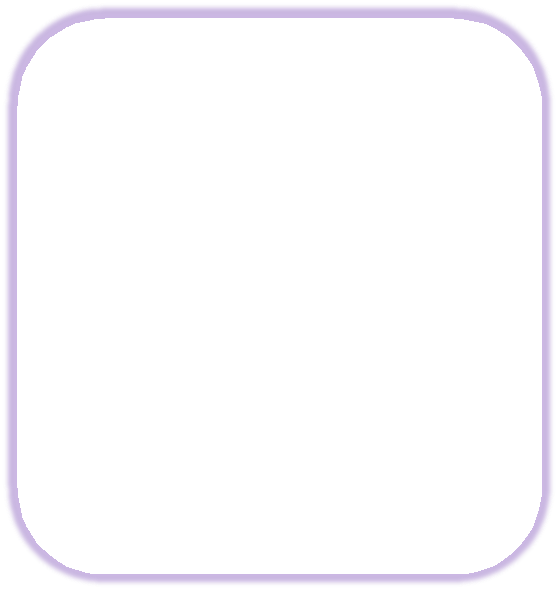
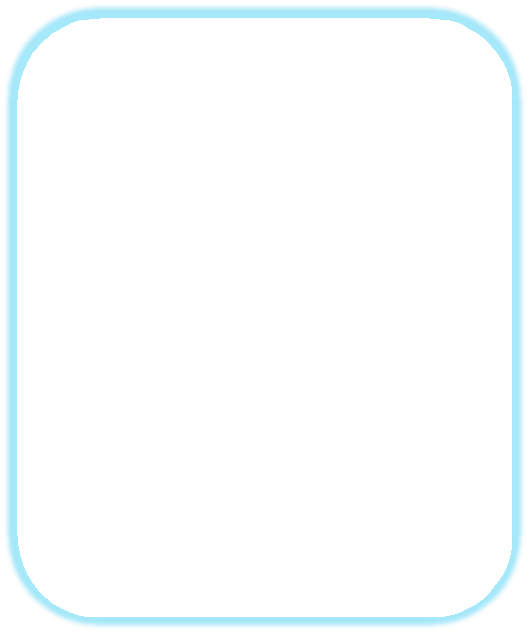
Self-confidence issues which has an impact on group participation

The range of obstacles to progress The environment appears to be a

challenge but through creative thinking this can be easily addressed.

The complexity of language is quite challenging for Year 2 children so that will require careful planning.

What I am learning about how progress in developing learning through the arts enhances achievement in my school: Staff are becoming more confident in cascading this new approach to learning with others and sharing the excitement and engagement shown by their children. Through this other staff can understand the effectiveness of using this teaching pedagogy and consider how they could utilise this in their own classroom.



New opportunities I can create

Share the good practice with the rest of the staff through:

-paired observations

-team teaching

-INSET sessions

Also share this good practice across the MAT-joint INSET and paired observations

Look at making links with other areas of the curriculum to maximise the impact from using drama activities.

The opportunities for supporting progress already planned

Yr 6 will focus on a specific text after completing their KS2 SATS to collate evidence of how best to approach teaching using drama activities

Yr 3 will be further developing the children’s inference skills using the relevant techniques

Yr 2 will focus on the children taking on the roles of the character, use fabric to create the setting and gaining a deeper understanding about the language used by writers