

# EXAMPLES OF BEST PRACTICE

## Building a culture of evidence-informed practice

By focusing on the "best bets" of "what works" we can make the most of our time with the students and provide them with the best opportunities possible.

### FOCUS FOR AUTUMN 1: SEQUENCING CONCEPTS AND MODELLING

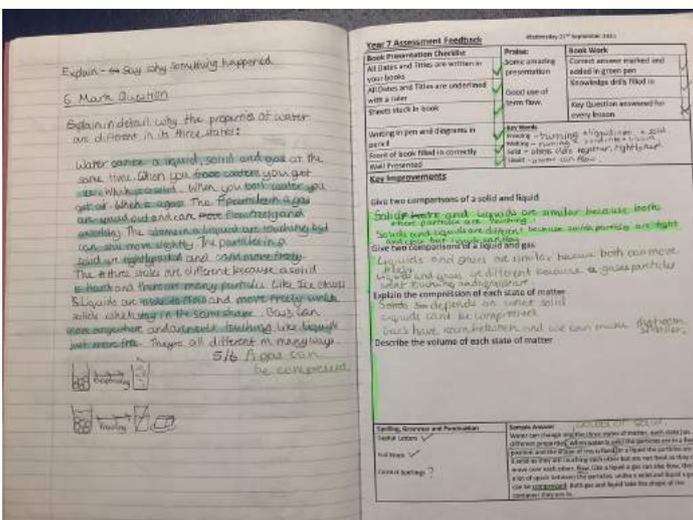
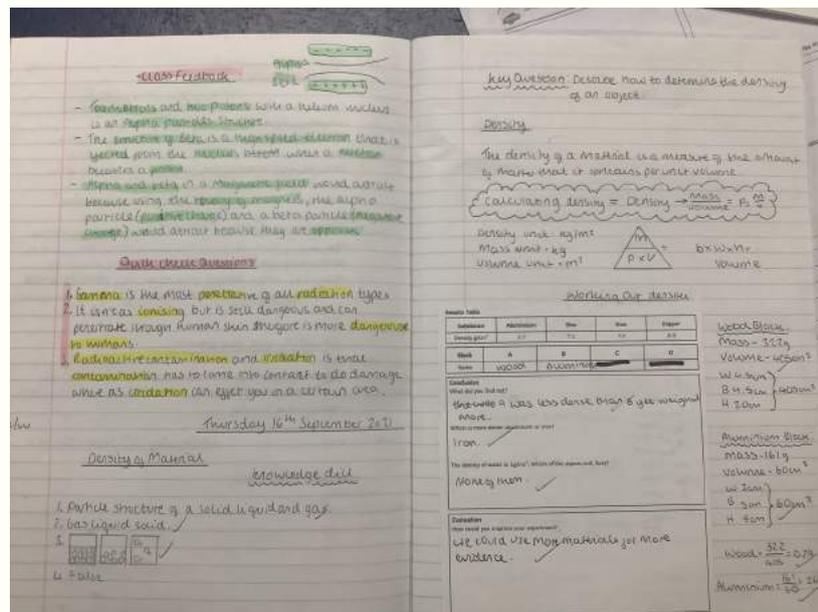
"Most discussions of assessment start in the wrong place. The most important assessment that goes on in a school isn't done to students but goes on inside students. Every student walks around with a picture of what is acceptable, what is good enough. Each time he/ she works on something he/she looks at it and assesses it. Is it good enough? Do I feel comfortable handing this in? Does it meet my standards? Changing assessment at this level should be the most important assessment goal of every school. How do we get inside students' heads and turn up the knob that regulates quality and effort?"- An Ethic of Excellence

### WHAT DOES EXCELLENCE LOOK LIKE AT RUDHEATH?

2 weeks ago in 'Pocket Pedagogy' we explored the idea of Berger's Ethic of Excellence. All too often within Education we settle for low quality work because we underestimate the capacity of students to create great work.

When students know that their finished work will be displayed, presented, appreciated and judged whether by the whole class, other classes, families or the community- work takes on a different meaning.'

**Miss Higgins: (Science)** "These are examples of excellent work because they show amazing presentation and considerable effort has been invested into the presentation. The detail of the extended writing shows an in-depth look into their understand of the topic and their application of knowledge.

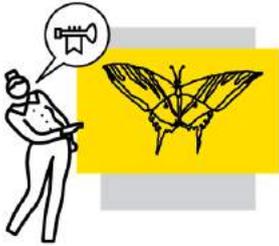
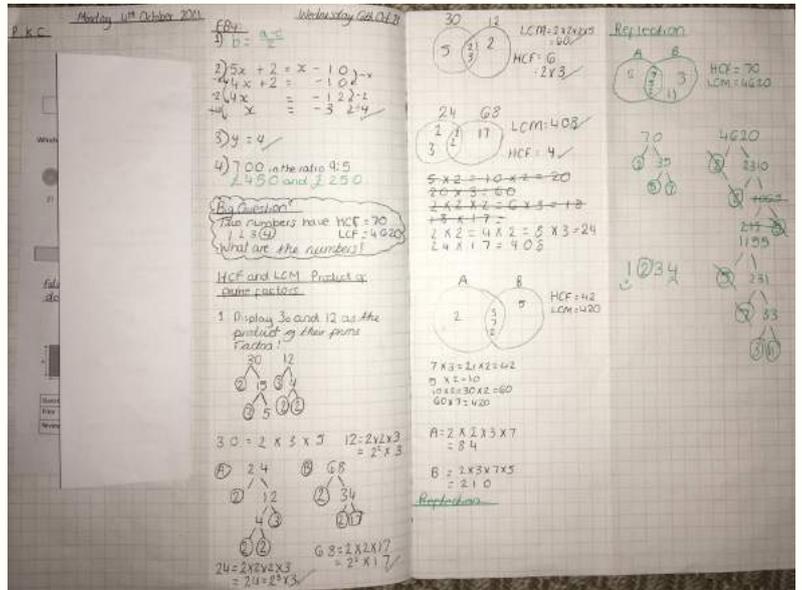


'Models provide a reference point for discussing the detailed elements of excellent writing or art work and can extend to the behaviours and attitudes of students in their approach to their work.'- Ron Berger

**Mr Wright:** 'PKC stands for Prior Knowledge Check.

This allows students/staff to assess starting points and will be green penned over the period of learning.

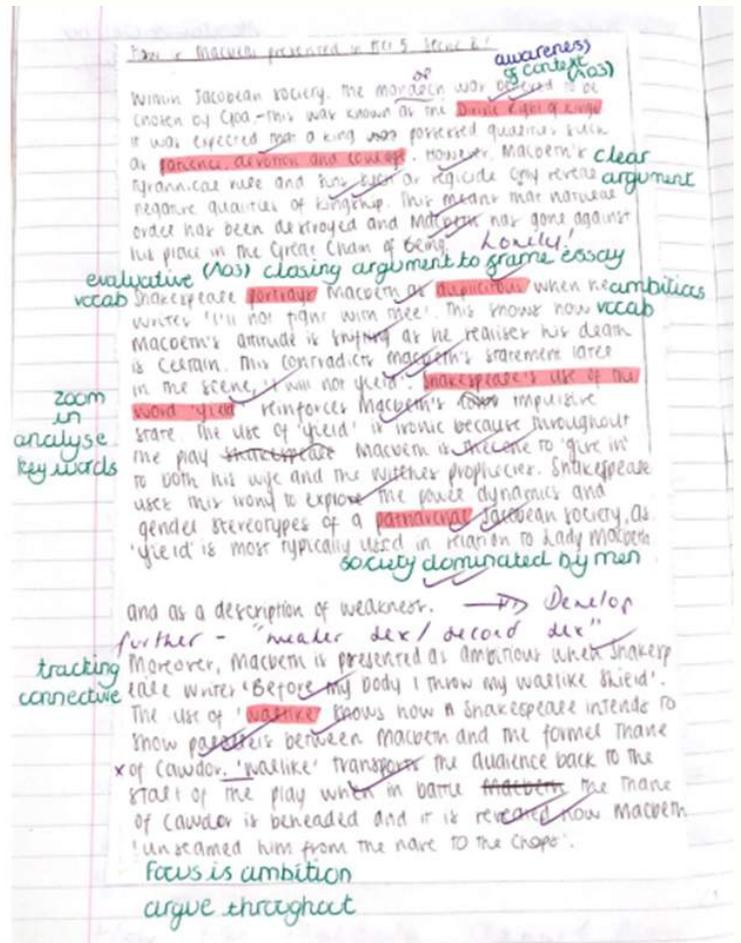
Furthermore, this also allows reflection on improvements at the end of topic. As evidenced from the quality of the notes produced, this student is demonstrating excellence through detailed, well-organised notes.'



**Make Work Public**

Berger suggests that when students know their work will be displayed it takes on a different significance. You give them a reason to care about it.

**Miss Doswell:** This model response was produced by one of my year 11s exploring the presentation of Macbeth in Act 5, Scene 8. Before independently writing a response, as a class we had analysed the scene in depth using the 'I do, we do, you do' approach and utilizing a guided annotation sheet. We then collectively drafted an overview statement together to establish a conceptual thread of argument. Students then had 30 minutes of independent writing time to deliberately apply the knowledge and skills of analysis they had gathered over the series of lessons. This student response was then used in a feedback lesson and provided to every student to deconstruct. The green pen identifies the key components of an excellent essay response.



**CRITIQUE**

**Berger's Rule of Critique:**

**Be Kind**- the environment must feel safe: hurtful comments are unacceptable

**Be specific**- comments must give actionable guidance

**Be helpful**- comments must move things forward.

Critique focuses on the work, not the person. It involves them explaining their thinking.

