# **Developing and implementing Thinking Hard**

**VISION** To raise achievement in targeted subjects at KS5 by equipping teachers and students with the skills needed to develop the use of metacognition and deep learning.

Lead a cross curricular steering group through the year to develop teaching and learning strategies at KS5 as identified in the SIP 2016-17

## "Learning happens when people have to think hard."

### Step 1: Rationale and initial steps

Targeted areas of the KS5
curriculum that needed to
develop challenge and
independence.
Identified through ALPS scores
lower than 6, team reviews,
learning walks and observations.

Jointly planned (with AHT) and delivered whole school training in September PDD to introduce Thinking Hard strategies.

Teachers of these subject areas were encouraged to sign up to the steering group as part of whole school CPL programme.

### Step 2: the process

Four key dates across the year:

- To share Thinking Hard strategies and select three to trial in own lessons.
- To feedback on successes so far for key groups of students and how Thinking Hard strategies have been implemented in different departments.
- Peer observe to see Thinking Hard strategies in action.
- Feedback and evaluate as a group. Plan next steps.

## Step 3: impact

Projected ALPS scores following last PR data shows improvement Psychology – 7 (8); Sociology – 4 (6); English – 4 (8).

Strategies being used in targeted subject areas for both KS4 and 5.

Shared knowledge and understanding within the group of how other subjects challenge students.

Evidence of strategies being embedded in teaching and learning across the school: CPL sessions, learning walks and observations.

Further analysis of ALPS following summer results to measure student progress.

## Step 4: Moving forwards

I have presented the outcomes of the steering group to Team Leaders and collated information about how the strategies are being used in departments and ideas of how they could be used further.

Strategies shared through weekly staff bulletin, with groups of students through mentoring groups and house assemblies.

In-class resources to be created as a reminder for teachers and students how they can use Thinking Hard in their everyday teaching and learning.

I will run a steering group next academic year focusing on using Thinking Hard to stretch and challenge the more able.

Other members of the steering group will run CPL sessions next academic year to promote and develop Thinking Hard further. I will coach the members of staff running these sessions through the year.

## Personal gains:

- Close liaison with AHT as mentor and insight into leadership of whole school CPL.
- Opportunities to coach underperforming teachers.
- Experience of leading a diverse group of teachers, in terms of their experience and subject specialisms.
- Experience managing others' time through organising dates for the programme and peer observations.
- Opportunities to promote teaching and learning across the curriculum and across the school.

## Challenges:

- Fitting the programme into an existing CPL/meeting schedule
- Matching timetables for peer observations
- Having all the group together at the same time due to other whole school responsibilities

#### Changes for next time:

- Agree fixed dates at the beginning of the year to ensure early agreement and to minimise people missing dates/having to move dates
- Build in earlier peer observation so there is opportunity for follow- up further on in the process.