

**Initial Findings
From Using
Lessonvu for
Lesson Observation**

**Evidence of the Change in Teacher Practice
Creating a Positive Impact on Student Outcomes**



On behalf of ONVU Learning, Dr Sean Warren (SW) originally worked with four teachers at the Hereford Academy from January 2017. The four used SW's Align methodology to interpret and utilise footage from the sole Lessonvu camera. Whole school priorities identified in the school's Ofsted report dictated the focus in the first term. This directed approach yielded positive outcomes as documented in the ONVU interviews: <http://www.onvulearning.com/case-studies/herefordacademy/>.

Through consultation after Easter, and following a change in emphasis, it was agreed that the process would be further enhanced if colleagues were 'primed' to use the approach before examining their videos. Thinking about and discussing recently taught lessons using Align terminology encouraged staff to become increasingly reflective of their experiences. This enabled them to better appreciate the lens through which they reviewed subsequent footage. This provision met the Professional Development Standard P: 1.3: 'Provide tools that help participants change their own practice and evaluate its impact' (DfE 2016). Subsequent references to these standards are located in footnotes as well as in text.¹

During this period the school moved from an Ofsted rating of 'Serious Weaknesses' to 'Requires Improvement'. The instigator of the project, Mr Snelgrove was promoted from Assistant Head-teacher to Head-teacher. In September 2017 a total of seven Lessonvu cameras had been installed and the four participants had become eight.

Purpose of the Project

From the outset, the process has been underpinned by the identification of student needs. This led to reflection of existing provision and discussion around the professional learning required to meet those needs. Align drew on evidence informed sources which populate its template. The rationale behind advocated practices was made clear, before being considered in relation to the teacher's context (Standard P: 2.1).² Professional development encompasses teachers' practice, personal capacity, and inter-personal capacity. Progression made in these broad categories is demonstrated within this report. Claims for improvement were assessed in accordance with the impact the changes had on valued student outcomes. Coe et al. (2014) define valued outcomes as "... improved student achievement using outcomes that matter to their future success (p.2) ... There is not necessarily any assumption that such outcomes should be limited to academic attainment: whatever is valued in education should count" (p.11).

Methodological Considerations

Coldwell et al. (2017:20) remind that: "Evidence is a contested term and the relationship between research and practice is complex; evidence can be used in many different ways, from direct implementation to less directed 'research-inspired' behaviours". Bassey (1990 in Pollard 2010:39) draws out methodological considerations for teachers. "Theory is created not as an end in itself, but in order to advance practice. The topics of inquiry, methods of data collection, analytical techniques, and styles of presenting findings reflect the pragmatic needs of teachers, the intended audience may be no one other than the teacher-researcher him/herself".

Bassey proceeds to state that:

"Action Research in education is grounded in school and classroom practice, and does not have an established theoretical background which can provide a framework for testing the validity of new findings."

¹ The professional development standards are divided into three categories: School Leaders (SL); Teachers (T); and Providers of professional development (P).

² Providers 'are explicit about evidence underpinning practices and how and why practices are intended to work'.



In its place action researchers have recognised the importance of criticism as a means of testing whether findings represent what they purport to represent. Action researchers aim to leave themselves open to criticism – meaning they reckon to make the raw material of their enquiries available for criticism. The concept of the ‘critical friend’ has been developed by action researchers, meaning someone who responds to the invitation to invest some time and effort into critically examining one’s action research findings, and who agrees to work within the ethical framework of the enquiry – which defines matters such as ownership of data”.

Validity and Reliability for Qualitative Data

Teachers who engage with Align inevitably produce qualitative data. Shenton (2004:63) argues in his abstract that:

“Although many critics are reluctant to accept the trustworthiness of qualitative research, frameworks for ensuring rigour in this form of work have been in existence for many years. Guba’s constructs, in particular, have won considerable favour. Here researchers seek to satisfy four criteria. In addressing credibility, investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented. To allow transferability, they provide sufficient detail of the context of the fieldwork for a reader to be able to decide whether the prevailing environment is similar to another situation with which he or she is familiar and whether the findings can justifiably be applied to the other setting. The meeting of the dependability criterion is difficult in qualitative work, although researchers should at least strive to enable a future investigator to repeat the study. Finally, to achieve confirmability, researchers must take steps to demonstrate that findings emerge from the data and not their own predispositions”.

Guba’s (1981) constructs correspond to the criteria employed by the positivist investigator:

- a) Credibility (in preference to internal validity);
- b) Transferability (in preference to external validity/generalisability);
- c) Dependability (in preference to reliability);
- d) Confirmability (in preference to objectivity).

Criterion for validating a measure of teaching effectiveness is not ‘Does it produce a complete, unbiased and accurate measure of a teacher’s impact on student learning?’, but ‘Can using it as part of a system of self-evaluation, feedback, dialogue and re-assessment lead to improvements in student learning?’ - consequential validity over criterion validity (Coe et al 2014:11). Because teachers work in such varied contexts, there can be no guarantee that any specific approach to teaching will have the desired outcomes for students (ib. id:39). To reiterate, there is not necessarily any assumption that such outcomes should be limited to academic attainment: whatever is valued in education should count (ib. id:11).

September-December 2017

Several themes and lines of inquiry introduced earlier in the year were embedded and developed by the original four participants. This corresponds to the ‘sustained rhythm of ongoing support stipulated in Standard T: 4.1. Two staff members acted as mentors to disseminate the Prime approach. Dr Warren worked directly and intermittently with two Heads of Departments (Maths & Science) who had received Lessonvu cameras in their classes.

Mrs Tunna (2nd i/c Maths) describes how she uses Lessonvu as a matter of course to inform her curiosity:

“I was looking back through a lesson the other day as I did not feel it had gone as well as I would have hoped. I found it really interesting to watch how long it took pupils to start their independent task following my introduction and modelling of the topic – plotting linear graphs. To me it was an obvious extension to the previous lesson on substitution.

Some of the groups did not start straight away, not because they were chatting or turning round, they were closely studying the question booklet I had given them. As their traffic lights were on orange or green, I thought all was good. (I was helping the less able group).”

“On closer inspection of the footage they appeared confused. As it was near the end of the lesson I summarised the lesson and asked for feedback on the task. There was little response in terms of understanding.

When I looked at all the pupils’ books it was obvious that they didn’t start because they hadn’t got it. When I questioned them about their traffic lights showing orange and green they said that they thought they would understand it but when faced with the actual questions they didn’t. I should have checked, through better open questioning, how they would apply the skills they had learnt. I was able to pick this up and correct it next lesson, which was much more successful.

³A few things I learnt:

- *Through questioning check that skills that they claim to understand can be independently applied – “what if...” What is the question asking you to do, etc.*
- *Ensure pupils do not change traffic lights too soon, before checking their understanding – could have done a pair share before the task.*
- *Check the quiet ones! They might not be prepared to say they don’t get it, especially if it appears everyone else does.*
- *I’d have missed this delay if I did not have the video playback.”*

Align contains two concepts which make its data dynamic – responsiveness and with-it-ness. They:

1. involve the teacher’s capacity to respond to emergent needs and
2. require the teacher to act in-situ

Mrs Tunna utilised the notion of responsive teaching to address students’ comprehension and misconceptions was impacting on students’ learning behaviour:

“Through the new use of traffic lights and pot I have found that students are far more willing to take responsibility for understanding the topic. Two reasons for this, as far as I can see, they have “permission” to go and ask someone showing their green traffic light plus they can no longer relax when they have come out of the pot as they might be asked again.

I’ve also noticed several of my year 9 students ask to move away from their original work partner and sit with the more able students and to sit nearer the front in order to aid their progress.

There has been a marked drop in those students who fear the pot as they feel its ok not to know the answer YET.”



Mrs Tunna’s development of ‘pot’ to ensure greater attentiveness during whole class questioning was shared with Mr Varey, Head of Maths. He explains the impact:

“Use of a pot with the names of everybody in the class has really helped to ensure that students are not switching off during question and answer sessions. I tend to warn students before-hand that I am going to use the pot so that they know that there is a chance that they might have to answer a question. Students are much more attentive. Now when I say ‘I want you to discuss this question with the people around you before I pick someone out of the ‘pot’ they actually do it rather than just being passive as they need to find out the answer. I do make it very clear to them that I will not embarrass anybody and I move on quickly to find somebody else to answer or support the first person. As a result students are now discussing and reasoning much better than they were. This is a main objective on our overall School improvement Plan.”⁴

Indicators highlighting students’ degree of attentiveness is facilitated within the Align App.

Another of the original four, Mrs Mountjoy (2nd i/c English), had embraced the opportunity to refine her practice from the start.

³ Standard T: 4.2: ‘Translate ideas and relevant practice and knowledge for specific classes & pupils, making time for ongoing practice & review’.

⁴ Standard SL 5.3: ‘Ensure that school, subject, phase and individual development plans are coherent and supported’.



She had reported in the summer term that the employment of a single strategy - the sharing of explicit concepts with students before introducing unfamiliar text, had led to a 30% difference in quantitative outcomes. During the same period she explored how she might gain insight of her students' needs before delivering a unit:

"Last year, SW demonstrated how to assess a student's prior knowledge and then strategies for how this could inform planning. I initially used this with my year 11 class when I introduced the revision topic of Macbeth. Students completed the APK task and I used this to plan the lessons that followed. At the end of the term, I revisited this and they added anything that they had learned. This was very effective and enabled me to show that the students had made significant progress in that unit of work."

Mrs Mountjoy used photographs to capture the process and shared it with the project's participants through the specially constructed research blog. Refinement and positive student responses have given her the confidence to disseminate her learning to others in the English faculty.

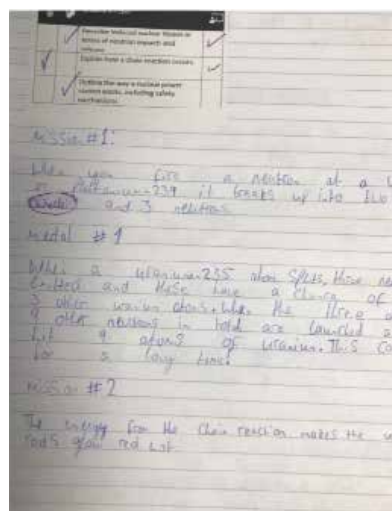
"I now use the same process whenever I introduce this unit of work. I have used it with a top set year 11 class and a top set year 10 class. The students enjoy the process and now understand why we do it. They have asked if we can do this for all revision topics and it is something that I plan to discuss with the department and suggest we use for all revision topics in the run up to the Lit exams in June. As a result of completing the process several times, I am now very confident with delivering it and have adapted it slightly to suit my teaching and my students. The process is now much 'tighter' as both I and the students know it well. I believe this is an excellent tool to assess a student's prior knowledge and meant that I was able to adapt my teaching to avoid going over work that the students understood and therefore avoided wasting time. It also allowed me to tailor the work to the needs of individual students and small groups and ensure all students were getting the most that they could out of the lesson."

Consequently, Mrs Mountjoy was approached by Head-teacher, Mr Snelgrove, and asked to work with a colleague (KR) to support her in becoming a more reflective practitioner through use of Prime and Lessonvu. KR - Mrs Robey takes up the story (original emphasis):

"One of the main things I have found encouraging about this experience is that using the cameras has caused me to make explicit to the children why I am doing what I am doing, something I have thought to myself but not shared and they buy in to what we are doing by having an idea of why we do what we do. So when I changed the way I did my learning intentions, I shared that with them. Or if I teach the same lesson to a different class I will explain to them that I have done this with a different class and changed this part of the lesson because ... and they seem to feel a real sense of belonging to the understanding and showing more engagement with the entire session. I feel more like the teaching and learning is a natural thing, a changeable mouldable thing as the very thing is happening. It is more alive and present. I ask children how they like or don't like activities and what about the activity they do or don't like, we work through struggle plenaries and students seem to feel more ownership over their own understanding. The think now activities and think hard activities have proved great for settlers, hooks and differentiation. Students' answers are more thought out, less closed and more open to class discussion. They retain more and can recall more weeks later.

I have found it easier to provide and feel confident to provide templates for lower ability, I have found it easier to grasp what is the end point I want the children to get to, I have found a confidence to change my outcomes for individual students- 'John - you don't need to draw diagrams if that doesn't work for you, list 4 keywords that sum up the image to you ...' I started by changing my learning intentions to be focussed on skills based (as well as knowledge) that were transferrable and making my success criteria the context."

Mrs Robey's Head of Department, Mr Morris, also recognised the potential to share success criteria with his students. Rather than wait until marking revealed whether the students had 'got it' or not, Mr Morris, who was new to the Prime process, developed existing practice to employ the notion of 'medals & missions'. This enabled students to communicate their capacity to meet stated success criteria. Several benefits began to emerge. Firstly, as the identified 'missions' were self-selected they illuminated differentiated 'challenge' for each individual. In addition, Mr Morris would routinely affirm that the confidence the students had with awarding themselves 'medals' was not misplaced by ticking the column on the right as a form of quality assurance (below). Misconceptions quickly became apparent. Thirdly, the record provided evidence of progress for line managers undertaking learning walks. Demonstrative of responsive teaching, Mr Morris was able to see in an instant upon wandering the class whether there were common areas of difficulty and whether it might be beneficial to explicitly (re)teach an element of the course as part of the lesson. Fourthly, he found that the students progressively took ownership of their learning. The possibility of using the platform of success criteria to facilitate differentiation and transfer of learning opportunities represents the next developmental stage. As evidence, Mr Morris submitted 'Brian's' work informing *"This is a student who does not engage normally and whose work is normally illegible and lacks any kind of detail."*



Subsequently, all of the Science Department were introduced to this mechanism. This process of dissemination is consistent with Mr Morris' strategic role:

"Another key aspect as a head of department has been to use the learning I have been through and the evidence from Lessonvu to affect practice across the department. We are looking to make a rapid impact on progress of students in science and one of the key aspects was a breakdown of relationships with students historically. All teachers in the department are targeting key students with some of the techniques."

His department colleague, Mrs Robey proceeds to illustrate "I used the PLD representative case study⁵ to identify my target student and using lesson vu, and coaching tips have made great progress with this student." Reviewing footage to recognise the antics of one individual who habitually underperformed, she observes:

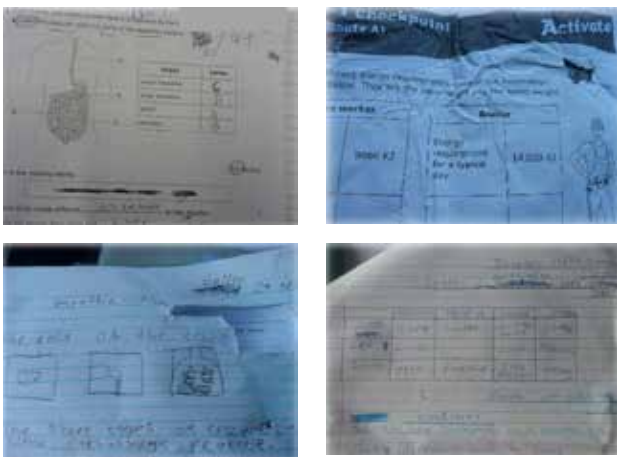
"You can see that he is consistently off task. Interventions to set up meaningful interactions have proved ineffective - you can see here that the student next to him is on task, he, however, has yet to begin. In the video it shows him asking her what to do - she shows and tells him, he then turns around and does not follow guidance."

⁵ Derived from Dr Warren's research, three categories are used to assess the teacher's perception of an individual student's engagement with / experience of the lesson / subject: P: Performance; L: Learner; D: Distracted (Warren & Bigger 2017:297).

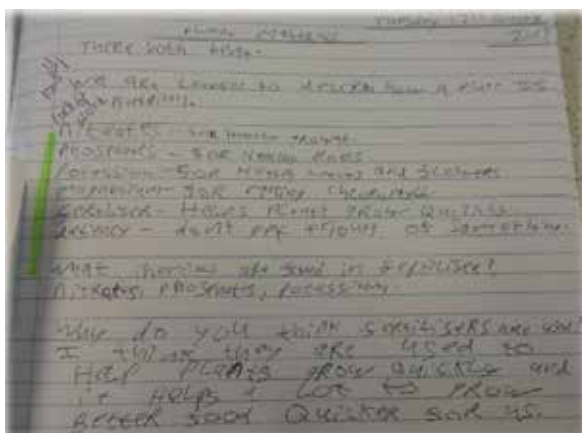


As part of her analysis Mrs Robey offered a screenshot with accompanying text exclaiming: “Turning round, trying to engage with others about unrelated content” (not submitted in this report). More evidence comes by way of photographs of the student’s work. These are qualified by further comments:

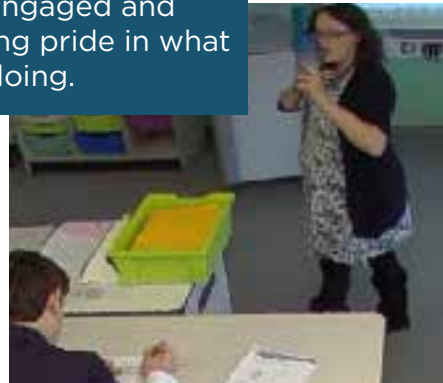
“Before giving the student a new book I found his work presentation was poor, scratching pieces out, messy:



After a coaching session with Mrs Mountjoy in which she explained Align’s emphasis on recording baseline and monitoring incremental progress, we decided to issue him a new book. I explained to him why and that I was going to use intermittent margin marking for presentation and staying on task. One of his focusses was to try harder to write on the line. There was clear evidence of an improvement”.



‘John’ is on task, using a ruler to underline text. Engaged and showing pride in what he is doing.



Following coaching with RM using the camera - student was given 2 post-its which he is only allowed to use when wanting to ask a question - encouraging him to think about the questions he asks, rather than using it for disrupting others by the questions being unrelated or silly.

⁶In order to gain insight of whole class comprehension and misconceptions, Mrs Robey used Exit Cards to inform aspects of learning she would need to (re)consider when planning the following lesson:



Mrs Robey concludes after one term, “I have found the camera has completely altered my thinking process to learning and hence teaching.”

⁶ Standard T: 3.1 ‘Seek expert support & challenge’

The other participant who formally disseminated her initial learning in a mentoring role was Mrs Francis, Head of Modern Foreign Languages. Here she presents evidence which clearly demonstrates Standard T: 4.2: 'Translate ideas into relevant practice & knowledge for specific classes & pupils, making time for ongoing practice & review':

"Working with Sean has allowed me to shift perspective on the way I look at my own teaching and planning. It has also meant that I have moved towards a much less 'judgemental' phase of self-criticism and more of a 'curious' questioning phase. This journey began about 12 months ago and it has been enlightening.

Over the past term, I have worked with my colleague to introduce some of the methodologies shared by Sean to aid reflective practice. We are both very keen to improve our practice and regularly engage in discussions to do this. Using the diagnostic approach suggested by Sean, we were able to finely tune those discussions to facilitate greater impact, in a more efficient manner.

We have created our own shared space online to pose questions, ponder ideas and to jot down any issues that we have come across. Some of the reading suggested by Sean has guided some more detailed research as a result of the footage reviews and discussions that we have had. Initially, we have focussed on developing more positive 'habits' around reflective practice. Using the Prime Prompt questions, we have established a quick and reliable tool to ensure that we are planning effectively for every lesson. Our online sharing platform has allowed us to gather evidence of some of this work, but this will be developed further in the New Year as we plan to expand to more detailed analysis of key learning groups.

Some of the key learning from this experience has to include our ability to articulate the day-to-day processes that occur in lessons. Where there are particularly difficult groups, the reflective tools have facilitated discussions that delve into the appropriate layout of a classroom, the seating plan, the groupings, to mention but a few.

At the beginning of the academic year, I made a conscious effort to change the design of my classroom to enable greater 'with-it-ness'. The new structure has allowed me to target specific students with issues around behaviour for learning with a more open seating plan. Additionally, I can now work 1:1 with students whilst maintaining a 'whole-class' view point from my desk. In the past, my work console was by the classroom entrance, which meant that any interruptions forced me to turn my back on the group. This is no longer the case, and it has had a major impact on the potential for disruption if we have interruptions to the lesson.

My colleague has also rearranged her classroom, to mirror mine. This is as a result of our ongoing discussions sharing good practice and working to eliminate problems. This now supports a more 'solutions-focussed' practice within the MFL team. Here is what my colleague Kirsty (Mrs Owen) had to say:

"From using the camera footage of my Year 9 lessons this term, I feel that there has already been a great impact on my teaching practice. The first time I used the camera and then viewed the footage with MF, I realised just how much I don't notice about what goes on in my classroom that distracts pupils from their learning. I noticed quite a few of my Year 9s sitting chatting whilst I was helping another pupil with their work, and it was quite evident that some pupils were off task during activities. We agreed that 'with-it-ness' would be a good idea to focus on, alongside the concept of challenge.

As a result of this, I have learnt about the importance of 'with-it-ness' and have been employing strategies such as making pupils come to me at the corner of the room if they need help so I can still check on the rest of the class, and checking in with all pupils when I think they are going off task to make them realise I am still watching. I feel that this has led to a much more productive atmosphere in all of my classes now, not just the one class I am using the camera with, as pupils know that there is no opportunity to be off task and if they try, they will be sanctioned.



I have seen an increase in the amount of sanctions I am giving out (although this is mostly limited to CIs in my Year 9 camera work class, as pupils have realised quickly that they will get further sanctions if they continue the off-task behaviour, and therefore stop). I am seeing a big impact on the amount and quality of work being produced by students too, as seen by some of the photos of Year 9 group work on our MFL reflective practice blog. My Year 9s have hugely impressed me with the progress they are making in just one term of their GCSE course! I also feel much more confident personally with using 'with-it-ness' as part of my day to day practice too.”

Moving forward, we are looking forward to delving into more of the detailed reflective practice tools suggested by Sean. We have plans to pinpoint our three groups of learners in each year group, with clearly defined baseline data to use as a starting point, in order to monitor progress and impact more clearly. Each year group will have a sample group of students who will be closely monitored to measure the impact of MFL specific interventions both inside and outside of the classroom. The reflective practice tools that Sean has shared will help with my development of the MFL departmental handbook. This is a tool that I am trying to develop to establish the standards and expectations required within the MFL department, but with a primary focus on using reflective practice to inform planning and ultimately, outcomes for our students. I hope we get the opportunity to carry on working with Sean in the future, to further streamline our bespoke process of self-reflection and reflective practice. It has been an invaluable experience so far and continues to have impact on a daily basis.”

Mrs Hughes, an established Head of English, is the fourth member of the cohort who began working with SW in January 2017. She has used the Prime-Align methodology and Lessonvu to focus on a specific classes:

“I have worked to become more reflective in my practice, although this has been more with my Year 11 group this year and in conjunction with an evaluation form the students have completed about me.

This has resulted in reviewing footage both pre the evaluation and post to see where there was a loss (and subsequent increase) of engagement ... Finally – and definitely still a work in progress – is the focus on how I check who knows what. I have used traffic lights with one class, with mixed success. I feel that I need to review the footage of another class (Year 10) to see where I need to be better organised in order to check understanding”.⁷

Developing the capacity to systematically reflect on one's own practice so to enhance capacity to primarily lead department colleagues, was the challenge Mr Morris faced:

“As a new head of department, I had been feeling the pressure of other aspects of the job impinging on my classroom practice. I knew this was happening but didn't have a tool in my arsenal to reverse this. The work with Dr Sean Warren and the Lessonvu camera system have given me just that.

I had reduced my reflective practice down to patting myself on the back when it went well and writing it off as 'it'll be better next time' when it didn't. I had become frustrated that my old practice was slipping away, and I was missing things. This frustration was damaging previously positive relationships with students.

Sean's methodical and diagnostic approach to reflective practice allowed me to start thinking about where issues were arising and whether they were short or long-term fixes. The use of Lessonvu then allowed me to see exactly where and when off task behaviour was and how my interactions with students exacerbated situations. Working with Sean I have trialled a new approach to language for redirecting behaviour that avoids the confrontation. Both in lesson and using Lessonvu I have been able to see an immediate change in lessons but also a repairing of the relationships with students over time.

⁷ Standard T: 1.2 'Continually apply formative assessment to monitor progress and impact'.

This has improved many students' motivation and turned some key students' attitude to learning 180o. The idea of with-it-ness has also allowed me to have a much better understanding of what is happening in the lesson and make the changes necessary when it counts. Following my lead, this has resulted in a few teachers reconfiguring their classrooms completely and a marked improvement in attitude to learning for those targeted students. Two members of the department are using the camera to aid a more self-reflective approach to PM observations, with another one asking to use it next time.

Staff are becoming more reflective and slowly evolving a language to pinpoint key moments in their lessons and the impact they are having on learning. This allows us to have a much wider discussion and become more collaborative in our approach to personal development.

I look forward to continued support from Sean and the further impact it will have on the motivation of the students we teach and the outcomes they achieve."

This aforementioned with-it-ness represents Align's second dynamic concept – the awareness to notice what is going on in the classroom and conveying that awareness to the students. It has been adopted as a whole school theme at The Hereford Academy and the impact on project participants and consequently students is apparent:

"I now try to remember to position myself more appropriately in the classroom to enable me to watch the whole room all the time. I have been able to see some little pockets of off-task behaviour which I would have missed" (Mrs Tunna).

"The main impact for me has been primarily the concept of 'with-it-ness'. I feel that I am more aware of my positioning in the classroom, even when I tend to kneel next to students, obviously putting me at a height where whole-class monitoring could be difficult" (Mrs Hughes).

For Mr Varey, the Lessonvu footage was illuminating. He realised student outcomes were being compromised due to his propensity to go diligently to the desks of individual students in order to meet their needs. Upon review and reflection meeting he articulated what professional learning would look like:⁸

"With all groups having a greater presence in the way that I position myself in the classroom; so circulating around the outside, not turning my back, calling students out to me and ensuring that I have a view of all students at all times. Saying things that let the students know that I always know what is going on."

Mr Varey also expressed concern that he habitually reverted to moaning and criticising when becoming frustrated with students' off-task behaviour - reacting rather than responding. Subsequently he proceeded to gather baseline and evidence of progress:

- *"Stills from the camera can be seen before and after. Before I was in amongst the students; knelt down and helping them. Whilst this was happening students behind me were stopping working and were getting involved in disruptive low level behaviours.*
- *Now camera shots show me sat on a desk on the outside of the classroom; circulating around the perimeter and calling students out to me -putting them to the side of me for help whilst I continue to watch the class.*
- *Clips from the camera show me telling students in a non-confrontational way that I know where they are and what they are doing.*

Impact: *All Classes are quieter and calmer. There is less low level disruption. Students appreciate that I know what they are doing and work harder to impress. The most successful class has been my year 10s. They are my most challenging class. In the most recent GCSE Assessment, 5 students achieved a Grade 3, whereas none achieved this in November. I have not given a C3/C4 (detention, removal from class) this term compared to at least 5 last term."*

⁸ Standard T: 1.1: 'Make sure they are clear about the intended outcomes of activities.



Sometimes regardless of how competent a teacher is, there is one group which presents a significant challenge. Mrs Mountjoy shares how a 20 minute segment of Lessonvu footage and Prime prompts caused her to question her assumptions and constructively examine existing beliefs:⁹

“The work that SW and I have been doing this half term has been extremely valuable. A few weeks ago, I went to SW with a problem that I felt I could not overcome. This was an issue with a bottom set year 8 class that had many significant behaviour problems and we discussed using the camera and strategies he had used over the years to try to support my teaching of this class. I downloaded the video of the first lesson I had them after my conversation for SW to watch and get an understanding of the group. I realised that my attitude and behaviour towards them was contributing to the situation. This has given me a solid starting point and enabled me to view (and evidence) the impact that the work we have done (and will do).

The initial conversation made me much more aware of what I was doing and immediately I began to think about what I was saying and how I was reacting to the group. Since then (just over a week ago), I have used posts on the Research Blog and further reading to familiarise myself with strategies that will be helpful with the group. There is already an impact – mainly on my behaviour and attitude but this is slowly having an impact on the students too. I do not feel as much apprehension before the lesson and I no longer ‘dread’ facing this group because I know there are things that I can do to manage them more effectively.

Lessonvu has enabled me to watch the original lesson and recognise and reflect on my own behaviour and the impact that had on the class. I have downloaded further footage to demonstrate the impact that the strategies I have been using have had on the group.

We are now four weeks on from the initial conversation and the group has changed massively. I now look forward to teaching them

and feel that my positive attitude towards them as impacted on our relationship and has therefore meant they are more engaged and more willing to work. Of course, there are still issues with my ‘rain clouds’ but they are much more manageable and I feel more ‘in control’.”

Some of the approaches Mrs Mountjoy employed were also used by her colleague Mr Varey in his practice. He proceeds to set out the action he took and reflects on the outcomes:

Methodology: *“The use of ‘What’ and not ‘Why’ questions when dealing with off task behaviour. Giving students take up time. Using positive praise whenever I can for students around the students that is not working rather than confronting. Directing instructions to the whole class, describing the obvious and calmly repeating instructions rather than immediately targeting individuals who are not complying. Getting partial agreement. Naming, pausing, getting eye contact before positive instruction or asking ‘what should you be doing ...’”*

Evidence/Impact: *“As above, these methods have really helped in re-directing students back on task as can be seen in the camera stills. I do not argue or discuss behaviour with students anymore. The fact that I don’t ask them to explain stops any confrontation/excuse making. Students are back on task and working without feeling that I have had a go at them. Giving them time to save face has also helped to develop positive relationships with me. Getting the attention of the whole class is taking less time and I am not having to pick out individuals that are not conforming. This can be seen from the video stills. The books of year 7 students have improved greatly; they are neater, there is more content and the quality of the work is much better.*

Methodology: *“I have a number of students that are slow to start, get distracted easily from their working. I spend a disproportionate amount of time trying to keep these students working and find myself displaying negative language towards them regularly. This has not helped in getting*

⁹ Standards P: 2.2: ‘Provide opportunities to draw out and constructively challenge participants’ existing beliefs’ / P: 3.3: ‘Providers use their external perspective to challenge current orthodoxies, raise expectations and introduce evidence informed practices’.

them to work better. Have tried writing a time in the margin, asking them if they know what they need to do, helping them a little if they don't, dotting green if they can get on, pink if they are struggling, coming back after 10 mins to check what they have achieved, not being negative, photographing their work to capture baseline and progress.

Evidence/Impact: *“This has worked really well as can be seen in the books of approx. 10 students where I have been using this method of re-direction. All are producing more work than they did before. They like the attention of being able to show me what they can do in a certain amount of time. For one student where it was not working, telling him that I was doing a report on him, taking photos etc. has now began to start having a positive effect on his work.”*

Mr Varey concludes:

“Due to the successes that I have seen by using these methods for re-directing students in a positive and non-confrontational way I have shared them with my colleagues in the Mathematics department and with an NQT in ICT. All are saying that they have had positive results. The ICT teacher was really struggling to engage his students, he felt that he was nagging them, he struggled to get them to stop talking and listen to him and he had some breakdowns in relationships. He still has a long way to go but has said that the video clips that SW made available on our Research Blog have really helped.”

And Mrs Mountjoy continues to develop:

“As a result of my work with SW, I have been involved in developing the whole school CPD process. I have met with Mr Snelgrove and AD to discuss how we can develop a culture of reflection in the teachers of the school.¹⁰ The plan is that I will deliver the process to HOCAs¹¹ and this will then be disseminated to teachers within the departments by the HOCAs.

The biggest challenge for me to this point was delivering a toolkit on Learning Intentions to the whole of the staff. I was incredibly nervous about this but SW helped me to plan what I was going to do and also made me feel confident that I could do it. The session went well and I am scheduled to deliver further CPD toolkits in the future.¹²

Overall, the work that I have completed with SW over the past 12 months has been incredibly beneficial and I have developed significantly as both a teacher and a leader. I appreciate the time that SW has given me and feel that his help and support is an invaluable resource for any teacher or school.”

¹⁰ Standard SL: 5.2: 'Build a culture of trust professional engagement and challenge with evidence and knowledge'.

¹¹ Head of Curriculum Areas

¹² Standard P: 4.2: 'Support participants and their schools to sustain and embed change and link shorter activities with sustained programmes'.



Report Summary

The Hereford Academy project over the 2017 autumn term has had significant impact on teachers, and subsequently, their students. SW has taken time to enquire of teachers' beliefs, theories and prior knowledge and continues to build trust. Demonstrating Standard T. 5.1. participants have '[Taken] responsibility for their own professional development'. Various approaches and strategies have been considered, trialled and adapted. Teachers have been ever mindful of valued student outcomes and the requirement to show evidence of impact was understood by participants from the outset. There is encouraging evidence of positive change, not only in teachers' behaviour and attitudes, but also in their practice. This has predominantly been in the form of process knowledge, though the evolving structure provides a mechanism and platform for colleagues to share expertise and subject knowledge. The report shows greater personal capacity in terms of staff self-confidence, motivation and reflection. Individuals have used their learning to take part in and lead change within their departments, but also through disseminating learning to the whole school. Inter-personal capacity has been evident through participants working directly with colleagues, being receptive to and questioning alternative views and there is evidence of greater self-efficacy. Student responses have been logged reporting improvement in behaviour, relationships and motivation. Specific examples have included gains in academic performance, positive responses to the subject, greater depth in answers, better organisation of work, and a greater willingness to participate. These combine to constitute valued student outcomes as a consequence of teachers' engagement with ONVU Learning. Participants demonstrate, in Stoll et al.'s (2018) terms a *deepening* appreciation of how research evidence might inform and improve practice. The guidance, commissioned by the Chartered College of Teaching, affirms the methodology underpinning the Hereford project. Furthermore, it provides a template for self-assessing subsequent steps as the school look to *embed* insights from evidence informed practice so they become "part of the 'way we do things'" (2018 a and b p.3).

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