

Overview: Block 9, Half Term 9

Block title: Enhancing classroom practice – grouping and tailoring

Time commitment:

- Self-directed study materials: 1 hour
- Mentor sessions: 3.5 hours
- Training outlines: 2.5 hours

Why this, why now?

Block 9 builds on the work you did in Block 3 where you focused on pedagogy and what it means to be an ‘effective’ teacher. You also learned about adapting your teaching practice ‘in the moment’ so that all your pupils can learn and make progress. You have had a whole year to embed these skills and no doubt you will have had many successes. Becoming an effective teacher takes time and it is important you continue to practise and improve these core techniques. This Block aims to enhance your understanding of ‘effectiveness’ by moving beyond this repertoire of techniques, where you were mainly focused on your own actions as teacher and how they correspond with your pupils’ learning. First, we broaden the range of ways you engage with pupils beyond ‘a pupil’ and ‘the class’ by considering how you can effectively group your pupils to maximise learning and progress. We will also consider what influence you can have on learning outside of school through homework. You will also look at how to adapt your teaching ‘in the moment’ ensuring that you meet the needs of your pupils without creating lots of unnecessary extra work for yourself.

Your workload

Just as with Block 3, by focusing on doing things which are known to be effective and efficient, you are ensuring that the time you spend is valuable. By grouping pupils carefully and by making the most of out-of-school opportunities for learning through homework, you will support the key aim of the profession: that your pupils learn. Adapting your teaching to the needs of your pupils may sound like it will add to your workload, but there are lots of techniques which are effective at streamlining your workload and have an even bigger impact on pupil learning. For example, making use of existing high-quality resources and intervening within lessons will reduce your planning time.

Learn That	Self-directed study materials	Mentor Sessions	Training outlines
4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.	X	X	X
4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.	X	X	X
4.11 Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.	X		
5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.	X	X	X

Learn How To	Self-directed study materials	Mentor Sessions	Training outlines
Meet individual needs without creating unnecessary workload, by:			
5h. Making use of well-designed resources (e.g. textbooks).		X	
5i. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.		X	
5j. Building in additional practice or removing unnecessary expositions.		X	
5l. Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.		X	
Stimulate pupil thinking and check for understanding, by:			
4o. Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).	X	X	X
4p. Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.	X	X	X
Group pupils effectively, by:			
5m. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.	X		X
5n. Changing groups regularly, avoiding the perception that groups are fixed.	X		X
5o. Ensuring that any groups based on attainment are subject specific	X		X