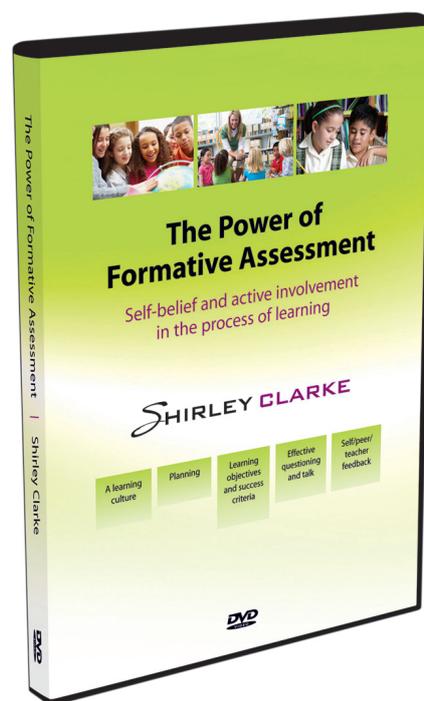# DVD User Guide

Clip summaries, purposes and timings

Page links to 'Active Learning through Formative Assessment'

Section 1: A learning culture

Clip	Teacher, age group and summary of clip	'Active Learning' book link	Purpose of clip
No.1	*Shirley introduces the section*	**Ch.3 P.18-24**	Summary of the significance of striving for a 'growth mindset' (Carol Dweck), praising effort not ability and understanding that intelligence is not fixed.
No.2 3 mins 55 secs	*Alice/6 year olds/Ladybirds* Children choose which language activity they would like to do using Maketon images (children with severe learning difficulties). Then they are praised for their achievements at the end of the lesson. Debbie explains the impact of formative assessment.	**Ch.3**	Giving children more choice enables them to be more independent and to take ownership of their learning. Praise focused on achievement rather than ability makes all children feel proud and able to succeed.
No.3 55 secs	*Helen/4-5 year olds/End of lesson* Children are dismissed from a lesson where each child receives a specific positive praise comment.	**Ch.3**	Shows how simple strategies can create a culture of learning and celebration without needing external rewards.
No.4 5 mins 54 secs	*Jen/8-9 year olds/Growth mindset activities* • A puppet is used to represent a fixed mindset –class discussion • Children sort statements into fixed or growth mindset • Children choose something they once thought they'd never be able to do then say how it was achieved • Children rank order 5 celebrities from least to most clever	**Ch.3**	Strategies in action for discussing with children the fixed and growth mindsets and the nature of intelligence. The strategies show the importance of explicitly confronting children's fears of failure and the importance of emphasising effort.
No.5 2 mins 3 secs	*Katie/9-10 year olds/End of lesson* Children are asked to say how they learnt, what helped them and what was involved.	**Ch.3. P.28-34**	Shows the importance of meta-cognition – breaking down the elements involved in various learning strategies so that children can understand themselves as learners –what works for them and how to improve their learning skills.

Section 2: Involving children in planning

Clip	Teacher, age group and summary of clip	'Active Learning' book link	Purpose of clip
No.1	*Shirley introduces the section*	**Ch.6 P.65-66**	Demonstrates the benefit of breaking down the coverage to establish more accurate prior knowledge in order to pitch the learning appropriately. Misconceptions are revealed and known coverage can be minimally planned.
No.2 3 mins 59 secs	*Alice/6 year olds/Ladybirds* Given 4 different science aspects of the topic, children say what they already know about each aspect.	**Ch.6 P. 71-72**	Shows the quality of children's ideas, their ability to articulate them as a result of their ownership and how proud they are.
No.3 3 mins 21 secs	*Claire/6 year olds/Fantasy stories* Children point to their display board and describe their ideas. Claire punctuates with how their ideas fit her coverage.	**Ch.6 P.66-67**	Shows the quality of children's ideas, their ability to articulate them as a result of their ownership and how proud they are.
No.4 7 mins	*Roger/11 year olds/Britain since the 1930s* After 2 day's immersion, children are given a blank concept map and asked for their ideas. They put them in curriculum areas, swap ideas and give critical feedback. Roger explains how he then organises the topic and his priorities.	**Ch.6 P.73-80**	Shows the impact of immersion (brief, initial multi-sensory experience of the topic: pictures, video, artefacts, visit etc) on the quality of children's subsequent ideas. Roger's thoughts show how to organise pupil planning in line with the teacher's objectives and the importance of time management.

Section 3: Learning objectives and success criteria
Part 1: Effective starts

Clip	Teacher, age group and summary of clip	'Active Learning' book link	Purpose of clip
No.1	*Shirley introduces the section*	**No link as new findings. Ch.7 discusses learning objectives**	To establish the importance of learning objectives but to capture interest first when the learning objective is not necessary at the very start of a lesson.
No.2 1 min 04 secs	*Jen/8-9 year olds/Materials* Role play in the school field for a Viking battle leads to children round a flip chart deciding how to test strengths of materials for 'weapon' making.	**No link as new findings. Ch.7 discusses learning objectives**	Demonstrates one way of capturing interest first so that the objective has meaning and context.

Continued...

Section 3: Learning objectives and success criteria.
Part 1: Effective starts - continued

No.3 1 min 34 secs	*James/11 year olds/Empathy writing* After watching clips from 'Apollo 13' children role play being in the capsule thinking they might die.	**No link as new findings. Ch.7 discusses learning objectives**	Shows the importance of role play in capturing interest and helping children articulate what they will later write.
No.4 1 min 14 secs	*Jen/8-9 year olds/Invitation* A 'surprise' invitation has arrived in the classroom. It is also incomplete so the children quickly call out questions about it, which will form the success criteria for an invitation.	**No link as new findings. Ch.7 discusses learning objectives**	The surprise technique is not only an effective start but, if incomplete, leads naturally and efficiently to the success criteria ('Who is it for?', 'Where is the party?'etc.)
No.5 2 mins 51 secs	*Denise/7 year olds/Newspaper report* A statement is written on the board 'England don't deserve to go to the next round of the world cup' which children discuss in pairs. Discovering that they didn't all watch the last match, they watch some highlights of the game writing key words heard on whiteboards (which will be later used in their reports).	**No link as new findings. Ch.7 discusses learning objectives**	The 'statement' technique is one of many good questioning strategies (seen in the 'talk and questioning' section of the DVD) for beginning a lesson. Denise's follow up of watching highlights and jotting key words is central to the writing they subsequently engage in. The effective start leads to greater quality learning and achievement.

Section 3: Learning objectives and success criteria
Part 2: Success criteria

Clip	Teacher, age group and summary of clip	'Active Learning' book link	Purpose of clip
No.1	*Shirley introduces the section*	**Ch.8 P.92-93**	To establish the definition of success criteria and their importance in empowering the learner.
No.2 3 mins 53 secs	*Debbie/7-9 year olds SLD/Language* Debbie reads a story to the class of children with severe learning difficulties, using Maketon images for the success criteria for 'listening to a story' at the beginning and the end. Then 1-1 with Aiden writing a word using success criteria.	**Ch.8 P.92-93**	Shows how process success criteria can be made accessible for all learners, giving them a structure, making expectations clear and encouraging self evaluation.
No.3 23 secs	*Helen/5 year olds/Start of a session* Helen invites children to come to each area, emphasising the success criteria displayed on each table.	**Ch.8 P.97-100**	Success criteria can not only be generated by young children, but also displayed and used while they are engaged. Visual reminders lead to children and teachers internalising them.

Continued...

Section 3: Learning objectives and success criteria
Part 2: Success criteria - continued

No.4
2 mins
03 secs

Alice/6 year olds/Number
Children recap the success criteria for adding on a number line. Two children's work is then assessed by the class against the criteria and a mistake is found…

Ch.8
P.95
P.93-95 for more ideas

Shows revisiting success criteria then children using them in a task. The discovery of a mistake leads to modifying the success criteria – vital to do this after using success criteria, as the acid test of their value is whether they help children to achieve the task.

No.5
2 mins
41 secs

Alice/6 year olds/Character description
Alice presents a good and not so good characterisation of Jack from 'Jack and the Beanstalk). They discuss what makes one better than the other, then, taking the better example only the children identify the features (success criteria) of a characterisation.

Ch.8
P.93-95
P.100-103 for more ideas

Using two contrasting products helps children identify excellence before they start. Using one excellent example is a good technique for pupil generated success criteria, with children asked which features they can see. The concrete example helps make something abstract understandable. Shows how the teacher helps the children understand what characterisation is via the features they pick out.

No.6
2 mins
47 secs

Alice/6 year olds/Character description
Denise eavesdrops talk partners discussing the ingredients of a newspaper article jotting their ideas as she hears them. They all discuss the resulting success criteria, making sure they are accurate, looking at a real newspaper.

Ch.8
P.93-95
P.100-103 for more ideas

Eavesdropping talk partner discussion is one way of gathering success criteria generated by children. The subsequent discussion with the class shows the importance of the teacher orchestrating the generation, making sure children are clear in their understanding.

No.7
2 mins
51 secs

Jen/8-9 year olds/Invitation
Children compare teacher generated good and poor invitations, then analyse one child's invitation under the visualiser. Finally they effortlessly list the criteria for an invitation as the teacher types them.

Ch.8
P.93-95
P.103-106 for more ideas.

Demonstrates comparing products and use of the visualiser for instant evaluation and feedback. Typing the criteria means they can be saved and brought up again for subsequent lessons for the same learning objective.

Section 4: Effective questioning and talk
Part 1: Talk partners

Clip	Teacher, age group and summary of clip	'Active Learning' book link	Purpose of clip
No.1	*Shirley introduces the section*	**Ch.4** **P.35-39**	Summarises the emergence of talk partners as a result of examining effective teacher questioning and describes their impact. Random talk partners are most effective with weekly changes to ensure a range of varying cognitive and social pairings.

Continued…

Section 4: Effective questioning and talk
Part 1: Talk partners - continued

No.2 1 min 35 secs	*Helen/5 year olds/Literacy* A verse of the Jolly Postman story is read, then a question is asked of the text which children discuss with their talk partner on the carpet. Children are chosen randomly to respond via lollysticks.	**Ch.4** **P.35-39 then** **P.39-41 for** **more ideas**	Demonstrates one way of capturing interest first so that the objective has meaning and context.
No.3 5 mins 19 secs	*Alice/6 year olds/End of week change and evaluation of talk partners* Children review talk partner success criteria then self and peer evaluate against them, deciding strengths and improvement needs. Alice uses lollysticks to change partners and they reposition themselves accordingly on the carpet.	**Ch.4** **P.35-39 then** **P.41-44 for** **more ideas**	Shows how young children need to be facing each other to keep them focused and the use of lollysticks for who responds, which eliminates the unfair 'hands up' syndrome. The quality of the child's response illustrates the impact of discussion before answering a question.
No.4 2 mins 19 secs	*Natasha/10 year olds/connectives in Literacy* Natasha changes talk partners for the lesson with lollysticks, then tells them where to sit. Children are seen sharing connectives in pairs then snowballing.	**Ch.4** **P.35-39 then** **P.49-50 for** **more ideas**	Shows typical talk partner success criteria and how to get children to self and peer evaluate. Demonstrates a quick and easy way to change partners. Shows how the culture of different learning partners can become the norm.
No.5	*Jen and Katie* talk about the impact of talk partners	**Ch.4** **P.35-39**	Teachers give their perspective of the advantages of talk partners and the initial difficulties they encountered. Gives a realistic look at their journeys.

Section 4: Effective questioning and talk
Part 2: Effective questioning

Clip	Teacher, age group and summary of clip	'Active Learning' book link	Purpose of clip
No.1	*Shirley introduces the section*	**Ch.5** **P.53-54**	Summarises that the most popular teacher questions are recall, with limited value. Questions need to be more worthwhile: deepening children's understanding.
No.2 2 mins 57 secs	*Alice/6 year olds/Statement* Children discuss the statement 'Jack's mum was mean' in twos, then 4s. Alice coordinates their responses, using random choosing.	**Ch.5** **P.57-59**	Demonstrates one of the templates for asking a good question – the statement - and its capacity to promote quality discussion. Shows how to organise the children's comments and therefore their thinking.

Section 4:   Effective questioning and talk
Part 2:   Effective questioning - continued

No.3 3 mins 43 secs	*Katie/10 year olds/Descriptive sentences* Children first generate descriptive phrases for a famous painting on their own, then use sense cards in pairs to ask each other questions about the picture. They go on to roll a die in pairs and ask a question given a question starter for each number of the die (how, why, what etc.) Finally the class sits on the carpet and one child's question is discussed by the class.	**Ch.5** **P.53**	Shows a range of different questioning strategies to develop children's thinking and their articulation of that thinking. Capitalises on children as questioners and how this extends their thinking.

Section 5:   Self/peer/teacher feedback

Clip	Teacher, age group and summary of clip	'Active Learning' book link	Purpose of clip
No.1	*Shirley introduces the section*	**Ch.10** **P.133-138**	feedback: the limitations of traditional marking, the need for immediate feedback and the advent of constant review during lessons. Visualisers are used powerfully to analyse success and improvement needs in ongoing work, providing a concrete model of improvement through cooperative paired feedback.
No.2 3 mins 36 secs	*Natasha/10 year olds/Equivalent fractions* Children are asked to traffic light their current understanding of the learning objectives. Those who say green are asked to prove it. The rest are given an 'odd one out' starter question. Children are then paired according to their answers and asked to discuss how they reached them.	**Ch.10** **P.133-138**	Shows instant feedback to the teacher at the beginning of a lesson, which then dictates the teacher's plans for that lesson. Shows how every child can be honest about their understanding because they know the teacher will provide each child with appropriate follow up. Making the boys prove their claim illustrates the importance of demonstrating that teachers need accurate starting points to know how to proceed.
No.3 3 mins 41 secs	*Helen/5 year olds/Effective drawing* a)With the whole class on the carpet, one child's drawing is analysed against the success criteria b)1-1 discussion with Sam about his drawing, focusing on successes and improvement needs.	**Ch.10** **P.133-138**	Demonstrates success and improvement feedback at the foundation stage, where the teacher asks for reasons for judgements, focusing on positives with the whole class, introducing the improvement needs more informally. Shows the depth of children's analysis when success criteria are used and shows how the success criteria impact on the quality of children's outcomes.

Continued...

Section 5: Self/peer/teacher feedback - continued

No.4 1 min 58 secs	*Denise/7 year olds/Newspaper article* Children are writing their plans for the article. They stop to cooperatively suggest successes and improvements in pairs then one child's plan is randomly chosen to be critiqued under the visualiser.	**Ch.10** **P.133-138** **P.139-144 for** **more** **examples**	Demonstrates the ease at which children can be asked to show their work mid-lesson. The improvement suggestion is used by the rest of the class to improve their plans while they are part-way through, so that feedback is immediate and meaningfully in context.
No.5 3 mins 21 secs	*Jen/8 -9 year olds/Invitations* Jen first gives 1-1 feedback against the criteria, focusing on success and improvement, then one child's work is critiqued under the visualiser. Pairs cooperatively use the success and improvement approach and finally Jen invites children to say what they particularly liked about their partner's invitation.	**Ch.10** **P.133-138** **P.139-144 for** **more** **examples**	Shows the success and improvement approach in a variety of approaches, all leading to greater quality of learning.
No.6 2 mins 47 secs	*James/11 year olds/Empathy writing* Two beginnings are selected by James for analysis under the visualiser against the success criteria. They demonstrate excellence.	**Ch.10.** **P.133-138** **P.145-147 for** **more ideas**	Demonstrating and analysing excellence and understanding what makes it excellent impacts positively on children's ongoing writing and learning and helps them understand expectations.
No.7 4 mins 18 secs	*Katie/10 year olds/Descriptive sentences* One child's description is analysed under the visualiser, first for one piece of excellence then for an improvement. Children are then seen, up close, cooperatively improving their work and saying what they like best (identifying excellence). Katie talks about the impact of cooperative improvement and review in her class.	**Ch.10** **P.133-138** **P.145-147 for** **more ideas**	The success and improvement approach is demonstrated for older children, showing how the identification of excellence feeds into children's future improvements, leading to ever higher quality writing. Shows how Katie has created a culture of constructive criticism, striving for excellence. Shows how children often begin saying everything is good and so need modelling and training to be able to critically identify excellence and improvement needs.

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