

Research into Learning

At All Saints we strongly believe that methods for helping children learn can always be improved and should be steeped in high quality research. We use the Educational Endowment Trust (EET) and The Sutton Trust as a base to build our own research. Children and staff are active participants in research, led by Mrs Cooper. (Research and Pedagogy Lead).

Table to show research:

Research into:	Participants	Result	Impact
Pupil Voice	Children as researchers. SENCo (Mrs Bedford)	Learning Passports created by children and SENCo (Mrs Bedford)	More pupils able to talk about what is important to them and their learning.
Growth Mindset	All staff and children. Mrs. Cooper Trial	Chilli Challenges in all classes to promote risk taking. Learning line from the Passport used in classes	More children challenging themselves and taking risks. KS1 data shows more girls achieved Greater Depth than previous years and considerably more than the national average.
Effective Differentiation	All staff and children. Mrs. Cooper	Chilli Challenges in all classes to ensure all children are challenged and actively involved in their own learning.	Children demonstrate that they see learning as a journey and are aware of the progress they are making. Staff don't always group children by ability but by need.
Feedback and Marking	All staff and children	Child friendly marking policy that promotes independence, shared by all stakeholders.	All children know how to improve their own work. Children are able to peer asses in a positive and constructive way. Verbal and written feedback is valued by all.
Boys Writing in the Early Years	Reception Class Miss Robinson	Opportunities planned for boys to write in a purposeful/ fun context e.g. Dinosaur Museum.	More boys are engaged in independent mark making. More boys are confident to have a go at mark making when playing.
Exercise to promote concentration	All staff Miss Robinson	Daily running. Children challenged and pushed themselves to improve.	Fitness levels and stamina improved.
Inclusion using 'The Index for Inclusion'	Mrs. Cooper All staff	3 questions identified for peer assessment and to encourage children to think about the process of learning. Each question has an action to stimulate peer to peer independent, purposeful dialogue.	Children are confident in questioning each other about their learning. (Demonstrated during Supported Peer Review 18.1.17)

Growth Mindset and Chilli Challenges (Tanya Cooper)

Through reading research by Shirley Clarke, I became interested in the idea of the Growth Mindset. 'Chilli' learning is a teaching and learning strategy designed to give students a **degree of choice** over the activities they complete and therefore more ownership of their own learning, which hopefully then allows work to be more closely matched with each student's ability.

Peter Anstee, author of the differentiation pocketbook explains that *'if students are given a choice, they challenge themselves more than teachers do'*.

'Chilli' learning is a very simple, but effective concept whereby teachers provide a 'menu' of activities with each one graded by 'heat'. The question is how 'hot' will students go?

At All Saints the teachers provide children with 3, and sometimes 4, levels of challenge that range from Mild to Spicy and sometimes Super Sizzling! Students then 'choose' their option. More often than not, students will choose an option that provides them with a degree of challenge. Teachers can also direct students to a menu choice and then encourage students to work their way up through the different levels.

'Chilli' learning provides students with choices and can therefore provide a pathway for students to progress. We have used our challenges to develop the children's understanding of their learning. The children can talk about where they are on the learning line and link this to which challenge they will do.

Chilli Challenges are truly embedded within every day school life now and I believe that they encourage and promote the Pupil Voice. Through my research into the Index for Inclusion, I identified that the next step for the school was for the children to be able to question each other about their learning through key questions and learning partners. I devised 3 questions that the children use. Each question has an action and all classes are now using them, with the support of posters as a prompt.