



OPENING MINDS ACTION RESEARCH

TEACHING, LEARNING AND
ASSESSMENT ON COMPETENCE
BASED PROGRAMMES

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Executive Summary

RSA Opening Minds (OM) is a competence based approach designed to enable students not just to acquire subject knowledge, but to understand, use and apply it within the context of their wider learning and life. In order to assure the quality of practice in schools adopting OM, Opening Minds has accredited seven schools with Training School status. In 2012, five of these schools conducted two action research projects to explore:

- connections between planning and delivery for Opening Minds lessons and achieving an outstanding lesson, and
- ways schools can best assess the development of competences.

The projects were led in schools by OM lead practitioners, and coordinated and supported across schools by a CUREE lead researcher.

Project findings

What can we learn about the connections between planning and delivery for Opening Minds lessons and achieving an outstanding lesson?

Six OM lessons were observed and assessed against Ofsted criteria for an outstanding lesson in order to answer this question. There emerged several common features of OM lessons which had the potential to contribute to outstanding teaching and learning. These were:

At the beginning of the lesson

- clarification of key terms and foci for the lesson
- reference to progression frameworks relevant to skills / content of the lesson
- student contribution to formulating their own success criteria.

During the lesson

- activity in which students take increasing control to lead their own learning
- feedback to students on their progress towards achieving success criteria
- progression through a combination of opportunities for students to engage with questions/problems on the one hand, and providing new knowledge and information on the other.

At the end of the lesson

- students assess their own progress in lesson against criteria
- students review what they have learned in the lesson.

In addition several teacher behaviours were apparent which were linked

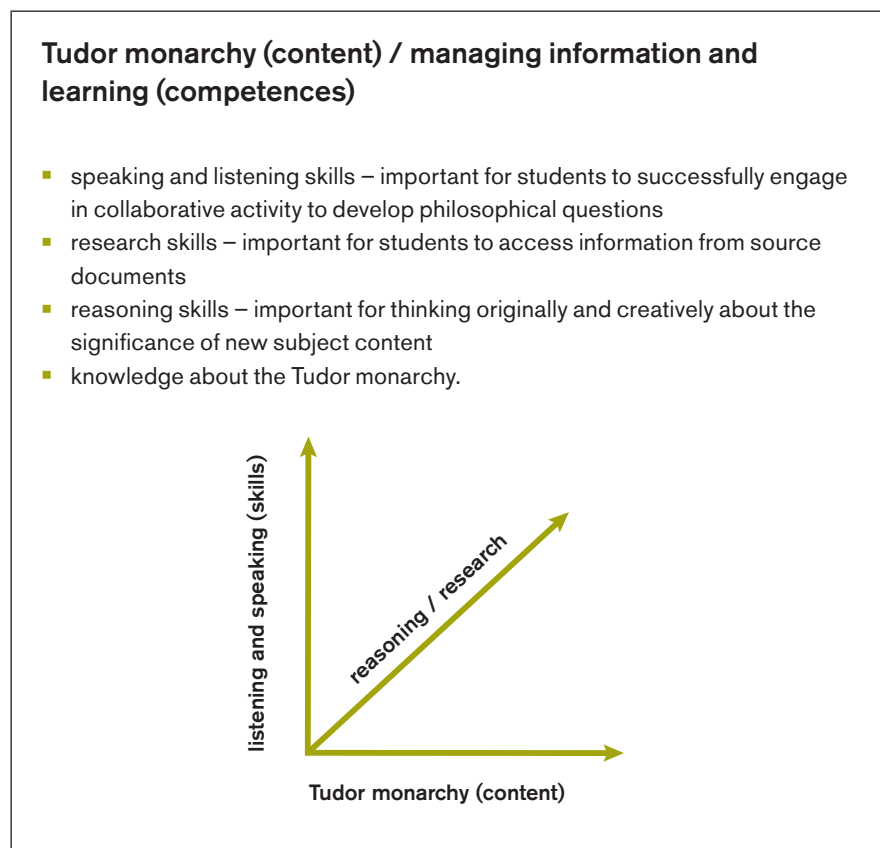
to outstanding criteria. The teacher:

- reminded students during the lesson of the skills they were developing
- ensured all students were participating
- praised positive behaviour
- took opportunities to reinforce previous learning/knowledge.

During focus groups students also identified features of lessons they felt helped or would help their learning. These included teachers:

- introducing activities to make learning more visible, for example displaying the outcomes of all students work on the white board for comparison
- reinforcing learning, by ensuring students encountered the same subject content several times in a lesson through different activities.

Analysis of the structure of the six observed lessons revealed an approach to planning in which the competence focus could act as the organising link between skills development, and acquisition of content knowledge and understanding. The table below shows the four strands of learning in one of the observed OM lessons. The OM competences are in bold.



Interviews with teachers and students revealed getting the balance right between skills and content development required skill and confidence on the

part of teachers. In the minds of some teachers and students the focus on content or competence development was a zero sum game, with one taking priority over the other. On the other hand, the project provided examples of teachers getting a good balance, and using competence development as a means for successful acquisition of knowledge and understanding. The findings suggested there was work to be done in teachers' professional development to enable all OM teachers to emulate this practice.

How can schools best assess development of the competences?

To explore this question, lead practitioners in three schools conducted interviews and focus groups, as well as reviewing existing assessment frameworks with staff and each other.

The analysis revealed that current assessment practices and frameworks:

- supported teachers' understanding of and confidence in developing competences, and so therefore were an important element in student and professional learning
- provided a language so that students understood and could articulate the progress they were making
- helped to develop learner autonomy
- supported cross-curricular learning.

Teachers across the schools assessed competences using a combination of self-, peer- and teacher assessment, each serving a particular function:

- self-assessment helped to develop learner autonomy
- peer assessment provided opportunities for rich discussion about learning, as well as for developing the coaching competence, and
- teacher assessment provided moderation of students' judgements, along with the specialist input and modelling to help students understand how best to assess their own and others' work.

The challenges to current approaches to assessment were linked with issues identified in the outstanding lesson project, ie:

- different levels of commitment to teaching competences, and integrating competence and content teaching on the part of teachers
- how confident teachers felt about assessing a particular competence, and
- pressures on teachers to focus on content teaching when the subject matter was not something they felt confident about / familiar with.

Conclusion

The OM action research project was successful in answering two key questions lead practitioners felt were important for developing practice within their own schools and among partner schools:

- What can we learn about the connections between planning and delivery for Opening Minds lessons and achieving an outstanding lesson?
- How can schools best assess development of the competences?

The data for both projects also highlighted the barriers schools and teachers faced in some cases in planning and implementing OM lessons. Looked at in detail, these barriers were around teachers needing to focus on three lesson foci at the same time:

- content knowledge and understanding
- skills being developed, and
- competence focus.

Factors which could upset the balance included proximity of high stakes tests, and low teacher confidence in either the skills, content, or understanding of the competence focus. Such a lack of confidence, clarity or knowledge increased pressures on teachers' time and attention because they had to prioritise getting to grips with unfamiliar territory.

On the other hand, the project has illustrated a range of approaches to balancing content and skills and also how careful consideration of the competence focus can link the two. The project has also illustrated to lead practitioners that OM based research and professional development activity has the power not only to surface important issues (teachers and students articulated these with clarity and insight), but also to demonstrate how these issues can be overcome in their own and in other OM contexts.

Recommendations

For schools

Capturing lesson interaction on video provided practitioners and school leaders with the opportunity to analyse in-depth teacher and student behaviour and discourse and assess these in detail against Ofsted descriptors for an outstanding lesson. This enabled participants in the research to establish clarity about practice which worked, and practice which needed to change.

To what extent do your observation practices enable a similar depth of analysis? Does video capture form a part of it? What time is available to carry out this kind of in-depth analysis in a meaningful way? It may be possible to do this as part of the allocation for CPD, or to tie it in with self-evaluation activity to make the most of the time investment.

Schools in the project widely used assessment for learning techniques to assess competence development. Collaborative target-setting, along with self-assessment and peer-assessment, moderated and modelled by teacher, provided opportunities for deep learning.

How developed are these approaches among staff in your school? Are some practitioners more confident than others in engaging students in assessing their own and each others' work? Are there opportunities to interview staff and students to assess this, and identify where good practice and the need for development exist?

Schools found that developing and/or using and adapting assessment frameworks for competences helped teachers to build a shared OM language and understanding with each other and with their students. It also revealed that some competences are more challenging/ less clear to teachers than others and that when this is the case it is much harder for teachers to use OM to contribute to outstanding lessons.

Is there an opportunity in your school to extend staff confidence and understanding of the competences by developing or refining assessment frameworks and related tools?

For RSA Opening Minds

The analysis for this project has identified a number of features of OM lesson design and implementation which have the potential to contribute to an outstanding lesson. The action research has also provided a range of examples to illustrate these.

What is the potential for using this material as the basis of professional development resources? The design features might be converted into an observation schedule for example, with blank categories for schools to develop the schedule further. The diagrams indicating content-competence-skills link could be used as a planning tool, particularly where schools are focussing on each lesson developing the communication, literacy and numeracy skills which form part of the Ofsted observation criteria.

Teachers and students highlighted difficulties teachers can have in adopting a competence-based approach, in particular where establishing a balance between competence focus and content was seen as a zero sum game, or where there were misconceptions or a lack of confidence about teaching the competences.

What additional support might you provide to teachers to help them envisage what teaching an OM curriculum might look like? The vignettes and illustrations in this report provide the basis for training resources, but it may be valuable to link the competence framework more explicitly with what teachers already know about effective teaching and learning. The report highlights the links between OM teaching and assessment for learning, for example. Might there be other widely known approaches which have clear links with the competence OM seeks to promote that it is worth highlighting to teachers?

1 Background

1.1 RSA Opening Minds

The RSA Opening Minds (OM) curriculum framework was first developed by the RSA in 2000 in response to concerns that the way in which young people were being educated had become increasingly detached from their needs as creative, resilient learners, citizens and employees of the 21st century. It sets out to challenge a curriculum model centred around the transmission of content and information from teacher to pupils, promoting instead innovative and integrated ways of thinking about education and the curriculum. Opening Minds focuses on developing the types of skills increasingly demanded by business and universities as essential, if young people are to be effective in the workplace and on academic courses. The CBI has listed these as including: self-management, team working, problem solving, customer care and the application of numeracy and literacy.

The OM framework consists of a series of competences covering five broad domains of knowledge and skills. Teachers design and implement a curriculum for their own schools based around the development of competences in:

- Citizenship
- Learning
- Managing Information
- Relating to people
- Managing Situations

The OM framework consists of a series of competences covering five broad domains of knowledge and skills

The aim of this approach is to enable students not just to acquire subject knowledge but to understand, use and apply it within the context of their wider learning and life. Through developing competences, students are also better placed to learn in a more holistic and coherent way which allows them to make connections and apply knowledge across different subject areas. Opening Minds defines competence as comprising:

a holistic combination of knowledge, skills, understanding, values and attitudes which lead to effective action. In total the competence framework contains 20 competences, and can be found in Appendix A.

1.2 The Opening Minds Training Schools

With over 200 schools implementing an OM programme, Opening Minds has introduced a system of accreditation to assure quality. The accreditation process is led by a network of seven Opening Minds Training Schools, assessing the quality of provision in existing or aspiring OM schools as it relates to Opening Minds, and providing teacher-to-teacher and school-to-school support to develop OM provision.

The two action research projects reported here were developed to help the Training Schools build capacity in enquiry-based CPD, equipping them in turn to develop this approach with the schools they support. The projects were also an opportunity for lead practitioners to explore central issues around the OM curriculum, in particular the connections between the OM approach and teaching outstanding lessons, and effective approaches to assessment. They therefore provided an opportunity for schools to reflect on their own curriculum innovations, for example, where teachers were delivering lessons beyond their own subject specialism to create more flexibility in provision.

1.3 Action Research and building the capacity to improve teaching and learning

The Opening Minds Training Schools identified action research as a vehicle for developing their capacity to support school improvement because of its potential:

- for powerful professional learning, and
- to engage teachers in the kinds of skills they are looking to develop among their own students through OM.

Action research as a framework for understanding and improving practice incorporates many of those features of professional development identified by international research as effective (Timperley et al., 2007, Cordingley et al., 2007). Conducted well, action research ensures:

- scope for participants, via collaboration, to identify their own CPD starting points
- a focus on setting goals based on aspirations for students
- effective use of time by linking data collection with planning, teaching and quality work which needs to occur in any case, and
- observation and debriefing/feedback from specialists.

Not least, action research provides opportunities for sustained learning over time, it scaffolds experimentation with new practice, and promotes reflection based on evidence from practitioners' own students. The process of data collection and analysis engages colleagues in a range of collaborative activity which force deeper thinking on practice and assumptions about practice which may otherwise go unchallenged. During the current project, this included:

- joint planning / interrogation of planning for lessons
- observation and debriefing of lessons
- between-school debriefing among lead practitioners to discuss their learning from the project, and
- sharing of assessment frameworks between lead practitioners.

The Opening Minds Action Research project was led in schools by OM lead practitioners, and was co-ordinated and supported across schools by a CUREE lead researcher.

1.4 Action research project 1 – What can we learn about the connections between planning and delivery for Opening Minds lessons and achieving an outstanding lesson?

Participating in this project were four of the seven Training Schools:

- Kingsbridge Community College, Devon
- Oasis Academy, Enfield, London
- The RSA Academy, Tipton, West Midlands
- Whitley Academy, Coventry

The aims of the research were to:

- make explicit the practice which contributes to an outstanding lesson, and
- provide illustrations of practice/principles to enable LPs to induct new staff into OM – to inform CPD programmes and resources, and teaching and learning policies so that OM practice which contributes to outstanding lessons can be embedded.

The research consisted of a process of:

- identifying an experienced OM teacher willing to allow observation of their lesson as a focus for enquiry
- a pre-lesson interview to clarify the aims and planned activities for the lesson and how these linked with competence development
- lesson observation using a schedule based on Ofsted criteria – the lesson was videoed to allow the lead researcher to replicate the process
- post-lesson evaluation by students, and
- analysis of the findings for the lesson and development of recommendations for curriculum and lesson planning.

Additional documentary evidence in the form of schemes of work and lesson plans provided contextual data for the analysis.

1.5 Action research project 2 – How can schools best assess development of the competences?

Participating in this project were three Training Schools:

- Capital City Academy, Brent, London
- Oasis Academy, Enfield, London
- The RSA Academy, Tipton, West Midlands.

The aims of the research were to:

- gain an overview of approaches to assessment already taking place in OM training schools, and
- explore the effectiveness of existing practice, along with areas for development.

The research process consisted of:

- a survey of all staff who assess OM Competences
- in-depth interviews with key staff to understand assessment as it is currently practised
- focus groups with students to describe assessment practice from their perspective, and
- a focus group with key staff to identify key features of assessment and implications for future development.

2 Project findings

2.1 What can we learn about the connections between planning and delivery for Opening Minds lessons and achieving an outstanding lesson?

Four schools participated in action research projects to answer this question. Descriptions of how these schools apply OM, and the teaching and learning contexts in which the action research was carried out are set out briefly, followed by findings relating to the research question.

Kingsbridge Community College

wonderful world. The objectives for the half-term comprise mostly skills development objectives (eg ‘to be able to work cooperatively as a team’), along with several content learning objectives (eg ‘to understand why water is essential for life’).

Oasis Academy

The Opening Minds curriculum is mapped across all year groups at Oasis Academy. As well as involving teachers in drawing on the competences to inform curriculum and lesson design, Oasis also has in place ‘immersion days’ in the areas of arts, music and technology, where there is equal emphasis on both skills and subject knowledge development.

The focus for the action research was a series of **music** lessons in which Year 10 students were learning how to compose a string quartet as part of their GCSE course work. In the observed lesson students were learning how to apply ornaments to their composition based on a Chopin piano prelude. The competences focus for the lesson was managing information, in particular analysis and application of information.

RSA Academy

At RSA Academy the entire curriculum is informed by Opening Minds. In Years 7 and 8 the curriculum is based entirely around the Opening Minds competences. Students learn through a series of co-ordinated themes to enable them to identify links between subjects, and encounter concepts from different subject-based perspectives. In Key Stages 4 and 5 the Opening Minds competences continue to inform curriculum and lesson planning, so that students continue to develop life skills. The school year is divided into five terms, and the curriculum is delivered by three schools: Arts, Humanities, Sport and Leisure (AHST); Maths, Science and Technology (MST); and Languages and Communication.

The foci for the action research were two series of lessons delivered in term 4 to Year 7 groups: one in Maths Science and Technology, and one in Arts, Humanities, Sport and Leisure. The subject content of the MST unit

The potential to contribute to outstanding teaching and learning in Opening Minds lesson

was **nutrition**, with a focus on the competence of reasoning. The subject content of the AHST unit was **immigration**, with a focus on developing the competence of diversity.

Reference is also made to an **English** lesson, reported by a teacher during interview.

Whitley Academy

Tudor period and **slavery** respectively. In both cases the teachers were focusing on competences in reasoning and research through philosophical questioning, and developing students' skills in speaking and listening.

2.1.1 The design of OM lessons that contributed to outstanding teaching and learning

The following section sets out elements of lesson design of the observed lessons which had the potential to contribute to outstanding teaching and learning in Opening Minds lessons. These are then illustrated by vignettes from all four schools. Key elements to the lesson design were:

- At the beginning of the lesson
 - clarification of key terms and foci for the lesson
 - reference to progression frameworks relevant to skills / content of the lesson
 - student contribution to formulating their own success criteria
- During the lesson
 - activity in which students take increasing control of leading their own learning
 - feedback to students on their progress towards achieving success criteria
 - progression through a combination of opportunities for students to engage with questions/problems and providing new knowledge and information
- At the end of the lesson
 - students assess their own progress in lesson against criteria
 - students review what they have learned in the lesson.

Clarification of key terms and foci for the lesson

- The teacher started the lesson with a game of Chinese whispers to illustrate the importance of listening carefully and speaking clearly (the skills foci for the lesson). (Slavery and Tudor period)
- Students read key terms for the lesson from words on the wall, such as *migration*, and then provided their own example to clarify what they meant. (Migration)

Teacher refers students to progression frameworks to clarify development pathway

- The teacher referred students to the school's managing information 'competence ladder' to make explicit how identifying

musical ornaments in a piece of music related to developing analytical skills. (Music)

- The teacher asked, *'In our speaking and listening levels, what do we know about responding?'* (Tudor period)

Students contribute towards formulating their own success criteria

- Having explained that the skills focus of the lesson would be speaking and listening, the teacher asked students, *'In pairs or on your own, what do you think is really important? What could be our criteria to know that you have been listening and speaking amazingly this lesson?'* (Tudor period)

Students take increasing control of leading their own learning

- The teacher provided students with a choice of competences from which they chose one as a focus for that lesson. (English)
- In one lesson students formulated philosophical questions in groups, and then voted as a whole class on the one they would like to focus on in succeeding lessons. (Tudor period)

Feedback to students on progress against learning criteria

- The teacher commented to students after a group work activity, *'At the beginning of the lesson the comments you were making were quite general, but since we've gone through the key terms they've actually got a lot better.'* (Migration)

Progression through a combination of opportunities for students to engage with questions/problems and providing new knowledge and information

- The teacher asked students to discuss in pairs what was happening in a painting and took their ideas in plenary, before explaining who the characters in the painting were. She then asked, *'What I want you to discuss in your groups now are: what do these extra pieces of information mean? Is it important to know this? Does it change what you think about the portrait?'* (Tudor period)
- Students discussed in pairs what they found wonderful in the world and were then provided with six pictures of wonders of the world (such as Great Wall of China, pyramids etc), which they had to prioritise reaching a consensus as a group as to what they found the most wonderful. (Wonderful world)

Students assess their own progress in lesson against criteria and learning objectives

- Half way through the lesson, the teacher asked *'Who thinks we are meeting our criteria? Two hands up if you think we're doing really well, one hand up if you think you're doing ok, and no hands up if you think you don't think we're making at all'*, and asked for a show of hands for each of the lesson's success criteria. (Slavery)

Students review what they have learned in the lesson

- At the end of a lesson in which students had reflected on their understanding of what is wonderful, the teacher asked them to complete the sentence, *'The world is wonderful because ...'* (Wonderful world)
- The teacher asked, *'What have you learned about Tudor portraits?' and 'How successfully have you listened and contributed?' and then allowed students two minutes to discuss these in pairs.* (Tudor period)

2.1.2 Teacher behaviours in OM lessons that contributed to outstanding learning

In addition to the teacher activity described in 2.1.1, several other teacher behaviours were apparent from the observations which had the potential to contribute to the lessons being outstanding.

Teacher reminds students during the lesson of the skills they are developing

- *'Just bear in mind our speaking and listening criteria, making sure, especially now in a bigger group, everybody's contributing, there is eye contact. All those things we talked about on the board already.'* (Tudor period)
- In the music lesson the teacher was encouraging students to develop their resilience to persevering in the context of composition, one student reported, *'She kept on saying "if you don't think it's good, you just delete it and try again, because it's all about trial and error. Don't give up, use your resilience".'* (Music)

Teacher ensures that all students are participating

- The teacher ensured all students turned to the front for a plenary discussion following group work. (Migration)
- In one lesson, when a student looked disengaged from activity, the teacher said, *'Look at me so I know you're voting.'* (Tudor period)

Teacher praises positive behaviour

- *'Well done everyone I spoke to, and saw you all on task.'* (Tudor period)

Teacher takes opportunities to reinforce previous learning/knowledge

- *'What do we call it when every letter is the same at the beginning of every word?'* (Tudor period)
- Teacher reminds students of still image work (modelling a photograph) they had done in a previous unit on the First World War, before doing the same in the current unit of immigration. (Migration)

2.1.3 What students believed supported their learning

Lead practitioners debriefed students after the observed lessons to gain their perspective on what had gone well in the lesson, what they had learned, and what they would recommend to improve lessons.

Introducing activities to make learning more visible

In one lesson students drew pictures of something they found wonderful, and described it to their partner, who in turn had to draw the picture without seeing the original. Students suggested an extension activity:

'I would have liked to put all those pictures and descriptions up on the board, and people like move around to see which one they didn't understand, and the person who did it, explain it to them and see if they find it as wonderful.' (Year 7 student)

After two terms of working to an Opening Minds curriculum, therefore, these students had developed an understanding of the value of collaborative learning, and were well placed to suggest approaches to making it happen. Another student in the group summed it up in these terms:

'Yes, I think Opening Minds is basically based on working together, like as a community almost, in our tutor group. And I think what Neil said of everybody learning together in their own way is what Opening Minds is about.' (Year 7 student)

This review of learning at the end of the lesson was also something students in the music lesson experienced and appreciated:

'The whiteboard activity really stands out for me ... She just asked us questions and we were expected to answer them on the whiteboard. She was asking us questions which were relevant to what we learned in that lesson, and it really, really helped to give a better understanding of what we'd done.' (Year 10 student)

Another student suggested making use of the classroom space for students to move to different parts of the room to indicate their response to a question / opinion, *'because that way you get to see what everybody thinks, and not just the person sitting next to you.'* This was something their teacher already did and something they would like to see more of, appreciating the inclusive nature of the approach, *'because when she does it, she doesn't just pick on people who have got their hands up, she kind of asks other people as well.'* (Year 7 student).

In this way, they found, the teacher supported all students to find a voice, and so facilitated communication between them:

'We had one time where I think it was 'should this person go to jail or not?' And that was quite a simple one. It was either yes, no and in the middle, sort of in the classroom you could have a middle. And whoever's side you stand on, you explain your reason.' (Year 7 student)

Providing opportunities to reinforce learning

Students in the music lesson found that the structure the teacher adopted was much better in helping them get to grips with new subject matter. The activities had followed a logical progression to build up students' knowledge and application of musical ornaments, and this, from the students' perspective, had made a difference:

'In normal lessons it's much less linear, so we really try to learn everything at once, but this one we just learn and then go over it again – carried it on so it really does stick better.' (Year 10 student)

The teacher's careful structuring of activities to focus on mastering a specific area of content brought a sense of success and therefore motivation:

'I think it's the fact that she was going over things more than once, so that we'd understand it in more detail, so that if one person's unsure she would make sure we all listened so we were all 100% sure about the information she was giving us.' (Year 10 student)

An Opening Minds lesson illustrates in detail how it contributed to meeting the criteria set out by Ofsted for outstanding teaching

2.1.4 An exemplar lesson illustrating how the OM approach can contribute towards an outstanding lesson

The following description of an Opening Minds lesson illustrates in detail how it contributed to meeting the criteria set out by Ofsted for outstanding teaching. The lesson took place with a mixed Year 7 group of 20 students. The students were learning about the Tudor monarchy, using the painting *The Family of Henry VIII: An Allegory of Tudor Succession* as their source. The teacher was looking to develop students skills in reading and writing, and the OM competences they were developing were research (analysing and interpreting the content of the painting) and reasoning (developing a philosophical question). The description of the lesson is set out in three columns:

- the left hand column describes the stage of the lesson
- the middle column describes the interaction between teacher and students, and between students and students,
- the right hand column provides a commentary on how this stage of the lesson has the potential to contribute to an outstanding grade.

Lesson stage	Teacher discourse/action and student response	Commentary
At beginning of the lesson students sit in a circle, and teacher begins with a game of Chinese Whispers	<p>Teacher asks, 'What skills did we use in that game of Chinese Whispers?' Students reply 'Listening', 'Speaking'. Teacher, 'That is one of the skills you are going to be using today.'</p> <p>The phrase for Chinese whispers is 'A freshly fried flat fish'. Teacher asks, 'First of all ... what do we call it when every letter is the same at the beginning of every word?' Several students reply 'Alliteration.'</p>	<p>Teacher illustrates need to listen carefully</p> <p>Teacher takes opportunity to check and reinforce students' understanding of key term</p>
Teacher explains the focus of the lesson – philosophical thinking – objectives – developing speaking and listening, and content – Tudor portraits and images, and checks with students their understanding of 'philosophical thinking',	<p>Teacher says, 'Our aim for this lesson is to explore philosophical thinking and ... we want to develop our listening skills. We're going to come up with the criteria for that in just a minute. And lastly to begin exploring Tudor portraits and imagery.'</p> <p>Teacher asks students to raise no, one, or two hands to show how confident they are about asking philosophical questions. When one student looks disengaged, teacher says, 'Look at me so I know you're voting.' She then asks, 'What do you think I'm hoping for at the end of this lesson?' Student replies, 'For everyone to know what philosophical thinking is'</p> <p>Teacher asks students what a philosophical question is, and student replies, 'There's no right or wrong answer', and teacher follows up with, 'Interesting, so when you're discussing, what does that mean when you know there's no right or wrong answer?'</p> <p>Teacher asks, 'So when you're discussing, what does that mean if you know there is no right or wrong answer?' Student responds, 'You're ready to share your own opinion.'</p>	<p>Teacher clarifies expectations for lesson, and that everyone should participate.</p> <p>Teacher checks and clarifies students' understanding of key terms.</p> <p>Teacher encourages student participation in discussion by emphasising the acceptability of risk taking.</p>
Teacher clarifies through questioning the aim of the lesson, and invites students to formulate success criteria for the lesson.	<p>Teacher asks students what she will be looking for in the lesson. After receiving one answer, 'To be confident' she asks students to expand on the answer, one student replies, 'To be able to come up with a philosophical question and explain what it is'. Teacher frequently follows up students' responses with a request to extend their answers, 'could somebody expand and add on to that?'</p> <p>The teacher asks the students, 'In pairs or on your own, what do you think is really important, what could be our criteria to know that you have been listening and speaking amazingly this lesson? What should be our criteria – you've got two minutes to come up with the criteria.' Students formulate the following criteria, 'respond', 'debate not argue', 'eye contact', 'let everybody contribute'.</p> <p>Teacher praises students work, 'Well done everyone I spoke to, and saw you all on task.'</p> <p>Teacher asks, 'In our speaking and listening levels, what do we know about responding? Is it low, medium, high?' Student replies, 'High'.</p>	<p>Teacher challenges students to expand on their answers, and so extend their thinking.</p> <p>Teacher promotes student progress by clarifying success criteria.</p> <p>Teacher provides feedback to reinforce positive behaviour.</p> <p>Teacher reminds students of their goals in developing communication skills.</p>
Students look at a portrait of Henry VIII, Mars, Peace and Plenty and write a comment and/or question on a post-it about the image that comes to mind	<p>Teacher explains, 'You've all got post-it notes, that means you've got two minutes own thinking time – you keep lips shut, so you are not sharing thoughts – look at the image and note down your thoughts – could be a question, could be a comment'. Teacher moves around students as they write their comment, 'I've seen some interesting comments there and a couple of questions'</p>	<p>This strategy allows students to formulate ideas before being asked to exchange their thinking, ensuring all are ready to contribute to the conversation.</p>

Lesson stage	Teacher discourse/action and student response	Commentary
In pairs students share the comments they have noted down, and then discuss them in groups of four	<p>Teacher moves around groups as they discuss the picture and asks questions to clarify they know what they are doing and to help extend their thinking, <i>'What do we know about who the main person is in the picture?'</i></p> <p>Teacher reminds students of the skills focus for the lesson, <i>'Just bear in mind our speaking and listening criteria, making sure, especially now in a bigger group, everybody's contributing, there is eye contact. All those things we talked about on the board already.'</i></p>	<p>Teacher uses period of group work to provide individual support.</p> <p>Teacher promotes students' progress by reminding them of the skills they should be practising in their group work.</p>
Teacher explains who the characters in the print are	<p>Teacher describes who Mars, Peace and Plenty are and explains: <i>'What I want you to discuss in your groups now are: what do these extra pieces of information mean? Is it important to know this? Does it change what you think about the portrait?'</i></p> <p>After students discuss these questions, teacher asks, <i>'What did you think about this portrait before I explained who the characters were?'</i> One group replies they thought the female allegories were auditioning to be Henry's wives. A discussion follows about Henry's marital problems, the difference in dress (Tudor and Roman), and the origins of the allegories in Roman times.</p>	<p>Teacher promotes students' progress by giving them time to familiarise themselves with picture and develop initial ideas, and by building key information on this.</p> <p>Teacher helps students develop and be aware of skills of interpreting symbols in pictures to understand past events</p>
Students formulate a philosophical question in groups of four, teacher lists these on the board and students vote on which one they would like to explore in a future lesson	<p>Students feedback the questions they have formulated:</p> <p><i>"Why is he holding the sword?"</i> <i>"Do you think he has a devil-angel conscious?"</i> <i>"Is he good on the inside and bad on the outside?"</i> <i>"What is the little boy doing next to the king?"</i> <i>"Is it symbolising war and peace?"</i> <i>"Is Mars telling him to start a war and Peace and Plenty telling him not to go to war?"</i></p> <p>Teacher recaps some of the things students were discussing in their groups: <i>'What did we say about how Henry VIII looks in this?'</i> Student, <i>'Royal'</i>. Teacher, <i>'Why did he look really royal?'</i> Student, <i>'He's higher than everyone else.'</i> Teacher, <i>'What does that mean, why do you think he's higher?'</i> Student, <i>'It's to show his power.'</i></p> <p>Teacher asks follow up questions, <i>'And what made you think of this idea of inside and outside?'</i> <i>'What is Henry VIII doing with Peace and Plenty and with Mars?'</i> Student replies, <i>'Peace and Plenty are in the background, and War, you're drawn to him straight away. He hasn't got anyone around him and he's quite a different figure. So maybe Henry is thinking about starting a war, and he's forgotten about peace and plenty'</i></p> <p>Teacher asks students to vote for the question they would like to explore further in the next lesson: <i>'Remember you are looking for the most open, the most philosophical question.'</i> Students select, <i>'Is the portrait symbolising war and peace?'</i></p> <p>Teacher explains, <i>'We will use this question next lesson to discuss in a bit more detail not just this portrait but other Tudor pictures.'</i></p>	<p>Students work on a task which requires them to engage in detail with the information and symbolism in the painting. Teacher has the opportunity to assess their understanding of the painting and what a philosophical question is.</p> <p>Teacher challenges students to expand on their thinking, and guides their interpretation of the painting.</p> <p>Teacher encourages commitment to learning by allowing students to lead their own learning.</p>
In middle and at end of lesson teacher checks with students their progress against the success criteria.	<p>Teacher asks, <i>'What have you learned about Tudor portraits?'</i> and <i>'How successfully have you listened and contributed?'</i> Teacher allows students two minutes to discuss these.</p> <p>Teacher asks students to show by raising two, one or no hands how confident they are at asking a philosophical question. Most students raise two hands, one student raises no hands.</p>	<p>Teacher checks progress in students' learning in the lesson.</p>

2.1.5 Getting the balance right between skills, competence and content learning

In the illustrative lesson the teacher achieved a balance between a focus on content knowledge and understanding, and developing students' skills in listening and speaking that she was looking to develop. In this case the competences students were developing were **research** (accessing information and analysing it), and **reasoning** (developing a philosophical question to think creatively about the significance of the painting). This meant that there were four strands of learning and development occurring simultaneously:

- speaking and listening skills – important for students to successfully engage in collaborative activity
- **research** skills – important for students to access information from source documents
- **reasoning** skills – important for thinking originally and creatively about the significance of new subject content
- knowledge about the Tudor monarchy.

As the lesson outline illustrates, the skills development in the lesson did not come at the expense of students accessing new knowledge and understanding. Rather they provided a readiness for learning new knowledge, and a vehicle for developing new skills (eg philosophical questioning) and had the potential for creating new knowledge through different interpretations of the painting.

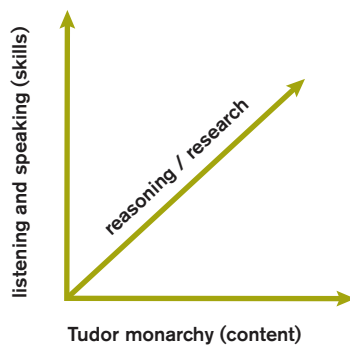
By incorporating the OM framework in course and lesson planning teachers had a reference point for the types of activities that would help students engage with content in ways that support effective learning. This applies to the majority of the competences which focus on developing particular skills, such as engaging with others to get things done, or assessing and managing risks.

However, in some cases, in particular in the area of citizenship, the competence is more about understanding the way the world is to inform students' own behaviour and values. To help students develop their understanding of morals and ethics, social responsibility and diversity, there is more onus on the teacher to identify activities which will achieve this. This was the case in another of the observed lessons, in which the teacher was introducing students to the concept of migration, looking at push and pull factors and their influence on emigration. The competence focus for the lesson was diversity – understanding and valuing social, cultural and community diversity in national and global contexts. Her approach to helping students develop their understanding in this area was for them first of all to model a tableau of an immigration scene based on a photograph. Students developed their understanding of how migrants felt by writing, and then speaking out loud, captions to accompany the tableau. The next stage was to develop these ideas by writing a letter home about their experiences. In this particular lesson there were four strands of learning:

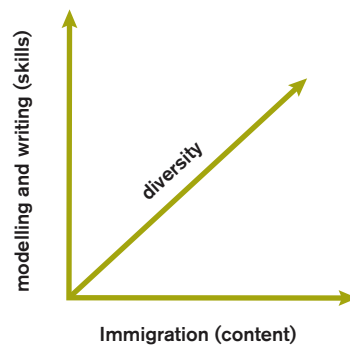
- drama skills – representing exactly pose and demeanour of individuals depicted in photograph and representing their thoughts
- writing skills – a letter home describing feelings of regret or vindication for leaving home

Figure: Observed lessons

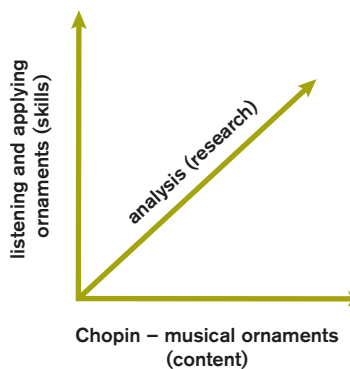
Lesson A:



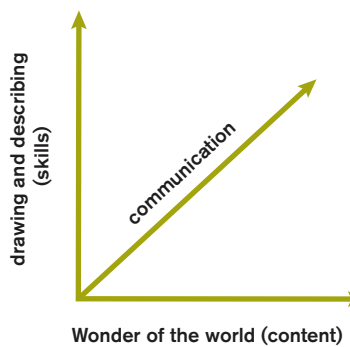
Lesson B:



Lesson C:



Lesson D:



- **diversity** – understanding the life stories of people from different backgrounds who find themselves in the same community
- **immigration** – the reasons that push people from and pull them towards different geographic areas.

The six observed lessons are mapped out below, showing the link between content, skills and OM competence development. The OM competence is the diagonal arrow in each case.

Lesson A: Tudor monarchy / Managing Information & Learning

In this lesson students developed their listening and speaking skills through the formulation in groups of a philosophical question (reasoning). The students began to interpret the meaning of elements of the painting *The Family of Henry VIII: An Allegory of the Tudor Succession* (research). The lesson was the beginning of a series which would use paintings as a source for learning about the period.

Lesson B: Immigration / Citizenship

In this lesson students studied photographs of immigrants and attached speech bubbles to reflect what they thought the individuals in the picture might be thinking. They then as a group modelled the photographs and spoke out loud the thoughts of their characters. They then wrote a letter home explaining why they felt emigration had been a good or bad thing for them. In this way they explored the stories behind the diverse society they live in.

Lesson C: Music / Managing Information

In this lesson students were introduced to musical ornaments (trill, aperture, mordant and turn). They had to recognise where these appeared in a piece of music, and comment on a piece of music which contained ornaments (analysis). Finally students included some ornaments in their own compositions, using Sibelius software.

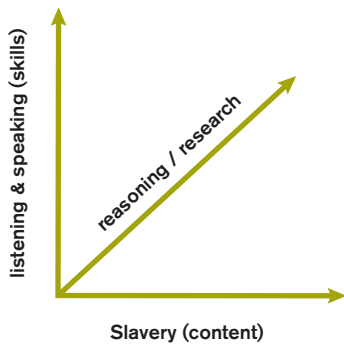
Lesson D: Geography / Relating to people

In this Year 7 lesson students were articulating their understanding of what 'wonderful' is in preparation for studying the wonders of the world. Students drew a picture and wrote a description of a place they considered wonderful. They then described the place to their partner to draw, and compared drawings to understand how the descriptions evoked different perspectives. Students then discussed their pictures in groups to identify which were the most and least wonderful, exploring their reasoning. In this way they considered in depth how they were communicating with others and the quality of their communication.

Lesson E: Slavery / Managing Information and Learning

In this Year 8 lesson students formulated a philosophical question on slavery to answer in the next lesson (reasoning). Students had time individually to formulate a comment or question based on their interpretation of images of slavery (research), and then worked in groups to formulate the question.

Lesson E:



Lesson F:



Lesson F: Nutrition / Reasoning

Students in this Year 7 lesson negotiated in groups what items of food might be whose picture had been taken from an unfamiliar angle. They then identified the odd one out from a list of words including nutrients, elements and items of food (reasoning). Finally students noted one fact they knew about nutrients and placed these beneath header words which were placed around the classroom.

2.1.6 Getting the balance right – the challenge for teachers

Representing the lessons in diagrammatic form like this illustrates the number of dimensions that planning has to take into account i.e the competence, skills and content planning and delivery. However, it was not always easy for teachers to get the balance right. In at least two of the lessons, progress in acquisition of new knowledge and understanding appeared secondary to skills and competence development. One student expressed the experience of one of the lessons like this:

'I think I'd put it as a five [ie score out of 10 for learning], because as I said before, I like learning about how people think, and why they think those things. So it didn't really ... because we only kind of scratched the surface, I didn't really learn that much, but I did like reflecting and looking at what we actually value as wonderful, because usually we just do what other people think.' (Year 7 student)

So while the student perceived the value of reflection the lesson provided, there was a sense that new content knowledge was thin. It may be that this perception was down to the fact the exercise required students to exchange their own knowledge with each other, whilst their belief was that new knowledge is only valid when it comes from the teacher. This comment from another student on the same lesson would bear that out:

'We were learning off each other, I think, definitely, because ... if someone had something ... we all kind of opened our brains and all piled it in. Everyone took it all out, so everyone else's bit of information we got as well, so we learned ... David had an idea, and... then ... explained it, and then I knew it. And then if I had an idea and David didn't know it either, then I'd explain it ... and we just learned from each other I think.' (Year 7 student)

If this is the case, then it may be necessary for teachers to more explicitly acknowledge and validate the learning that has taken place in terms of both subject matter and skills development. The earlier student suggestion of displaying all pictures and descriptions for a whole class discussion might fit the bill here (see section 2.1.3).

Similarly, in another of the observed lessons, the teacher emphasised skills development more strongly than the acquisition of new content knowledge. In this lesson, Year 7 students were learning about nutrition, and developing the reasoning competence. While there was a clear golden thread connecting competence development throughout the lesson, anchored by reference to the criteria at the beginning and end of the lesson, and teacher's reminders during the lesson, the same attention to

the accumulation of knowledge was difficult to discern across the different strands of activity. In one activity students identified different types of food from photographs taken at unusual angles, in another they had to choose the odd one out from a list of words including types of food, nutrients and elements. The link between the two planned by the teacher, ie that both were designed to develop reasoning skills, was not explicit in terms of the content learning.

The two cases described here may be the result of teachers adapting lessons for the purposes of the action research, assuming that because the lesson needed to be an 'OM' lesson, then it was the skills and competence development that needed to be in the foreground. Student feedback on a third lesson suggested the fact the lessons were being observed may have had such a Hawthorne affect. Students in this music lesson noticed a clear difference in approach, when the teacher planned for more emphasis on competence development for the observation. In this case, because the teacher had concentrated on making sure students were progressing along the competence ladder for managing information, she had designed a range of activities to facilitate this:

'We had more activities in this lesson than what we usually do. Whereas normally it would be reading off the board, she'll give us a piece of work and we'd be expected to do it. This time, before she gave us a piece of work we were able to do an activity on it.' (Year 10 student)

The examples here suggest that teachers experienced difficulty and/or a lack of confidence in ensuring a balance in competence and skills development on the one hand, and teaching their specialist subject on the other. This was an issue raised by lead practitioners during the project, and in interview, teachers themselves discussed this issue. One teacher spoke about the difficulties she experienced in developing positive motivation:

'What techniques do you use for positive motivation and what does that look like? Self-motivation, well we have what we use and we can teach that to students, but it's limited. And I think as an assessor, or as a teacher of the subject, I'd love if it had some more depth around it. Because sometimes I think the way that we teach is ... because obviously it's embedded that sometimes the competence isn't developed as fully as it could be, and I think it's because none of us are specialist in it.'

An illustration from one of the observed lessons shows how tricky it can be in practice to get the competence learning right. After a picture prioritising task, the teacher had opened up the discussion on why it was difficult for the students to come to a consensus. While one student was giving her answer, three other students raised their hands to contribute. The teacher, however, because time was running out gestured they put their hands down. The episode both highlights the power of group work to encourage discussion, and the care required in planning to accommodate this and make sure learning opportunities are fully exploited. As the lesson competence focus was communication, this seemed a valuable opportunity to take students' thinking further.

Sometimes, teachers felt they were better placed to teach some competences more than others. This may be down to unfamiliarity with teaching and learning approaches that promote competence development, but sometimes it arose from particular beliefs about the nature of the competence. For example, one (humanities) teacher believed that in order to develop (and in this case, assess) creativity, it was necessary to involve subject teachers from creative arts:

'I think creativity we do do a bit differently. I think it helps having, we have two arts teachers opposite us, so that helps a lot, so they do quite a lot of art work, so I think maybe through observation – we all do observation but through pieces of artwork that they actually produce you know it's all right talking about it, but they've actually done some really good work this year, and that's the influence of Paul and the influence of Anne as well, so having specialist people in there is really good.' (teacher)

Alternatively, teachers can pay more or less attention to developing a competence in lessons depending on how confident they are with the subject content:

'If I'm writing a history lesson, and I'm not a history specialist, and I worry about that, and I think, right, I'm not a history specialist, I'm going to make sure the content is right. That is the first thing I do, and then I look at competency second, whereas if I'm competent in what I'm teaching, the competency always comes first... you've got to make sure that the content is correct, because you're sitting there going 'I want them to understand the lesson.' (teacher)

A third factor which sometimes works the other way, ie it pulls towards the competence development being neglected is the proximity of high stakes tests. One teacher felt:

'it works well in key stage 3 because there are so many opportunities for the students to experience the competence. Whereas when you get to exam subjects level [KS4] it's not as ... it's not the main focus, it's not the priority for a lot of subjects.'

Lack of emphasis on competence development in lessons can in turn be picked up by students. In focus group, one reported:

'I think teachers focus more on what they want to teach, not really what the competency is.'

Finally, there was a sense, expressed here by students, that competence development was in some cases more suited to practical lessons. Here students are discussing developing skills in teamwork in sports lessons:

Student 1: *'It's good because often people don't excel in sports, but they understand how it works, so it might work really well in a team, they're just not that great.'*

Student 2: *'It's a game, so it means they're able to be appreciated for their talents rather than trying to be assessed on natural talents.'*

The students' comments below illustrate the real task classroom teachers face in making development in at least some of the competence relevant and visible in academic subjects:

Student 1: *'If you keep missing the ball, you have to keep going, and that makes sense rather than in humanities or another subject, where you're just thinking, I'm not really sure how I can be resilient in this'*

Student 2: *'If we're doing a writing subject like English, Maths, Humanities then the competency is quite difficult to understand how it could link in with what you're doing. But stuff like PE ... doing drama ... that links in, because say leadership, you'd understand working in a team ...'*

The evidence from across the projects suggests that serious attention needs to be paid to the professional development (CPD) of teachers

The evidence from across the projects suggests that serious attention needs to be paid to the professional development (CPD) of teachers in adopting teaching and learning strategies that support competence development. This is necessary both to give teachers confidence that they are doing this well, but also to make sure they are confident about maintaining a golden thread that connects the multiple strands of OM learning. Such CPD should consist of:

- identifying and illustrating what OM student success will look like
- modelling effective practice in ways that illustrate it is within teachers' reach to adapt their own lessons similarly
- supporting teachers through inevitable set-backs when they are experimenting with innovation in practice
- using learner feedback to help identify where the approach is and isn't working and what adaptations can be used.

The action research approach of the current project shows the impact this kind of CPD activity can have on encouraging teachers to adopt and experiment with practice. The earlier example of the music lesson illustrates the changes teachers are prepared to make when there is a spotlight on competence development. But the students' comments also indicate that it took the stimulus of the classroom observation for the teacher to make the changes. The student feedback also provided for the teacher positive reinforcement that their efforts in changing practice were worthwhile.

2.2 How can schools best assess development of the competences?

Three schools engaged in action research to answer this question:

- Capital City Academy, Brent
- Oasis Academy, Enfield
- RSA Academy, Tipton.

Their current approach to assessing competences is set out below, followed by a description of the findings in relation to this research question.

2.2.1 Current approaches to assessment

All three schools have developed frameworks to guide teachers and students in assessing progress against particular competences. These consist of ‘competence ladders’ setting out descriptions of progression towards full acquisition of the competence. Capital City plots a series of steps from ‘guided’, to ‘consistent’, ‘autonomous’, and ‘advanced autonomous’.

Figure 1: Capital City competency grid relating to the Creativity, Entrepreneurship, Positive Motivation and Communication competences (full size version available in Annex D)

Flagship Ventures Competency grid	Guided	Consistent	Autonomous	Advanced autonomous
Challenge 4 Creativity	I am reluctant to try new things. I am afraid to share my ideas. I prefer to copy rather than produce my own original work.	I will try new things when prompted and with support. I can suggest imaginative ideas but do not part them into practice.	I try new things that are different, but give up when things get difficult and find it hard to see things through.	I actively seek out new and different ways of doing things. I ask questions to further my understanding. I can come up with imaginative ideas on my own and I can respond to suggestions that people make.
Challenge 3 Innovation	I give up easily and need support to try again.	With support I can identify needs and opportunities. I need support when I cannot find the solution quickly.	I can identify needs and opportunities. I am reluctant to give up, but cannot always find solutions.	I actively look for and identify needs and opportunities. I am always determined and am flexible to changing demands.
Learning 4 Self Reliance	I know what I have done well. I ask for help.	I recognise problems and think of ways I can get round them. I stay focused.	I know my own strengths and weaknesses. I set myself personal targets.	I can avoid distraction. When I see a problem I think about previous solutions and adapt them. I am committed.
People 1 Relating to people	I need prompting to speak at the right level, time and tone. I bring types of behaviour into situations where they are no longer appropriate. I only see things from my point of view.	I mostly speak at the right level, time and tone. I need support to understand other people's point of view. I am aware of different methods of communication	I speak at the right level, time and tone. I use a range of methods and various techniques to communicate. My actions show that I know that other people have the right to their points of view.	I am able to understand, communicate and respect other people's point of view. I can adapt my methods of communication and use various techniques to suit my audience/ the situation.

RSA Academy has two sets of descriptors for each competence: one designed for Key Stage 3, the other for Key Stage 4 – although it is possible for students to move between the different levels if this is appropriate for them. These are accompanied by a level ladder which allows the students and their teachers to monitor their progress in the competences along a path of ‘guided’, ‘regular’, ‘strong’, ‘advanced’ and ‘advanced autonomous’ (see Annex D) .

Figure 2: RSA Academy descriptors for the Learning Approaches Competence (more examples in Annex D)

Title:	Learning styles, techniques and opportunities
Level:	1

Learning outcomes	Assesment criteria
The learner will:	The learner can:
Understand that there are a variety of ways in which people learn	Identify the different ways in which individuals learn Explore a variety of ways in which individuals can learn
Understand how to select, use and reflect on their own preferref style of learning	Explore their own preferred learning styles and techniques of learning Give reflective examples of how they have used their preferred learning style when approaching a range of tasks

Figure 3 – Oasis Academy level descriptors for the Managing Information Competence, and students’ assessment sheet, on which they indicate the frequency with which they have displayed a particular competence. (full size version available in Annex D)

Information Competence: Success Criteria

Higher Level

Create
I present what I have learned.
I combine different pieces of information to produce something original.
I express my feelings and opinions about the subject.
I reflect on my final outcomes and plan for future improvement.

Evaluate
I weigh up what I have learned from my analysis.
I assess the quality and importance of the information.
I decide whether further research is needed.

Analyse
Having selected the relevant information, I consider it in detail.
I identify key features, words, patterns and points.
I re-structure the information so that I can understand it better. (Eg. re-writing in my own words, drawing a diagram, a flow chart, a graph, etc.)

Research
I read, skim or scan the information I find.
I assess, select and reject information as appropriate.
I plan how to use the resources I have found.
I record the information I need effectively.

Access
I sum up what I know, and plan what I need to find out.
I identify the kinds of information that will be useful to me.
I work out where this kind of information can be found.
I am able to access and choose the right information for the task.

Basic Level

COMPETENCE NAME HERE: How Did I Do?

Name: _____ Set Number: _____ Subject: _____

Use this sheet to assess your performance during today's immersion day. Your teacher will read what you have written, and use it to mark your work.

Objective 1: Achieved?

★ Student target goes here.

★ Student target goes here.

★ Student target goes here.

★ Student target goes here.

Total Achieved (Out of 4)

Objective 2: Achieved?

★ Student target goes here.

★ Student target goes here.

★ Student target goes here.

★ Student target goes here.

Total Achieved (Out of 4)

Objective 3: Achieved?

★ Student target goes here.

★ Student target goes here.

★ Student target goes here.

★ Student target goes here.

Total Achieved (Out of 4)

Now tick below to show what level you achieved. **KIDNORSE:** If they feel you have done exceptionally well, your teacher can award you **ALWAYS**!

	1 out of 11 ALWAYS	2 out of 11 MOSTLY	3 out of 11 SOMETIMES	4 out of 11 RARELY
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Oasis Academy assesses students according to the frequency with which they display a competence. The scale consists of ‘rarely’, ‘sometimes’, ‘mostly’, ‘always’, and ‘always plus’. In addition, students refer to a competence ladder which describes a range of proficiency levels.

Teachers’ assessment practice varies both across the three schools and within the schools themselves, but generally consists of a mixture of teacher assessment, peer assessment and self-assessment.

2.2.2 Answering the research question

In order to disaggregate the various strands to this question, lead practitioners agreed the following set of sub-questions:

- What works well with assessment methods currently used?
- What are the challenges to the assessment methods currently used?
- What are the most effective assessment levels or categories and how nuanced need these be?
- What modes of assessment work best and in what balance?

Answers to these questions are set out below based on the data collected during the action research project across all three participating schools.

2.2.3 What works well with assessment methods currently used?

The main message to emerge from the data on current assessment practice is the role assessment plays in supporting the learning of both students and teachers in relation to the competences. In brief, the assessment practices:

- supported teachers’ understanding of and confidence in developing competences
- provided a language so students understood competences and could articulate their progress, and
- supported cross-curricular learning.

Supporting teachers’ understanding of and confidence in developing competences

An issue identified by many lead practitioners at the outset of the project were barriers they faced in engaging all teachers with the OM competence framework. Some teachers regarded it as an add-on to the main task of teaching the subject. The conversion of the OM competence framework into assessment grids applicable to the local needs of the school has gone some way to overcoming this barrier. For some teachers at least, it has proven to be a strong means of engaging them with the OM curriculum.

‘So if we talk about the strength of the key stage 4 competence information then, what it [the assessment framework] does is provide a fantastic framework for teachers. So all the time if you’re setting tasks for students, you may not necessarily know ... common sense might obviously tell you how to begin, but that gives you a very strong framework to work with students’ (teacher)

In practice the 20 competence statements in the OM framework cover a wide range of skills and understanding, creating a sizeable task in incorporating these into learning, requiring as this does teacher confidence in delivering the competences. The use of assessment grids makes the process more manageable, by helping teachers and students anchor the skills and understanding associated with the competences in specific learning contexts.

'Well I think I have changed some of the way that I assess, I'm referring more to the competency grid throughout the unit, whereas before I wasn't referring to it as much' (teacher)

Over time teachers develop an automatic sense of where their students are making progress in a competence, even when that is not the focus of a particular lesson:

'if we ... if coaching will come up within another topic, it may not necessarily be the Competence ... I will see from another activity that they've actually learned and they've improved. So sometimes students are improving without them realising as well' (teacher)

The assessment grids also provide support in clarifying what the competences mean in practice. For students in particular, but teachers too, some of the concepts within the competence framework are unfamiliar and difficult to grasp.

'Yeah, I mean we do do them, but it's just like You can do it, you remember how to be resilient, but you can't, yeah, explain it at the end of the day, how you did it, and you should just do it.' (student)

The following section illustrates ways in which assessment grids help to make progress in competence development more visible.

Providing a language so students understand competences and can articulate their progress

Using the assessment grids has helped students and teachers develop the language necessary to understand what a competence encompasses and enabled them to articulate students' progress in acquiring it.

'... and it's kind of having that dialogue with themselves and with each other, that kind of does push it, doesn't it ... and I think it is really important because four years ago, if we'd said anything about entrepreneurship to a year 10 class, then they wouldn't have had any idea about what you were talking about, or any of that.' (teacher)

By providing the language they need to understand competence development the grids also equip students to set their own targets and assess their own and each others' progress. This potential for students to assess their own learning is increasingly exploited by teachers in the schools in relation to the competences. In two of the schools students comment on their own and others' progress through two stars and a wish, that they note two things they find good in their peer's work, and one thing they

would change to make it better. In many cases, students also contribute to formulating the success criteria for lessons.

'We will agree success criteria at the start of the lesson, that then links back to each objective. Part ... some of it will be teacher stated and then there will always be some that are student agreed as well, so they're contributing to what it looks like to be a reflective learner at that point, within that objective.' (teacher)

When teachers engage students with assessment criteria they help deepen and embed understanding of the competences. The following exchange illustrates how students themselves appreciate this kind of challenge:

Student 1: *'A teacher makes us ... asks us what we think it means and then we have to try and put it into [words].'*

Student 2: *'See, that's what I think my teacher should do, because often we don't even need to copy down the competency objective. It seems like it's just there, they were given the [powerpoint]'*

The value of students setting their own criteria is that they themselves develop an awareness of what progression looks like, and can be better placed to set more realistic targets.

'It's better putting your own targets because the teacher ... gives you a target because they think, oh, you're working at a higher grade, because you're 6a or something. They'll give you a really high target and you don't quite understand, even though you're 6a, you don't understand. But in PE, as you put your own target down, then it's not too high or too low to what you can do, it's right for you.' (student)

Supporting cross-curricular learning

The schools have developed generic assessment frameworks, used across different subject areas. In this way, assessment activity has the potential to promote cross-curricular learning, a feature of curriculum design known to strengthen learning (Bell et al., 2008). In this context, teachers are able to refer to, and students are able to recognise, earlier instances of learning a competence, or learning a competence in a different context, thus emphasising the transferability of skills.

'... and sometimes I find that, yes we have these competences, each time we have a different theme, but I also think they need to link back to what we've done before, and say pick up different things, and say 'right, have you improved your coaching? Are you more self-aware?' And try and pick up those links a little bit more.' (teacher)

2.2.4 What are the challenges to the assessment methods currently used?

Much of the discussion in this section relates to issues raised in section 2.1.6 with regard to general teaching of competences. Evidence from teacher interviews and student focus groups showed there was variability

in teachers' assessment practice. This mainly stemmed from:

- different levels of commitment to teaching competences, and integrating competence and content teaching on the part of teachers
- how confident teachers felt about assessing a particular competence
- pressures on teachers to focus on content teaching when the subject matter was not something they felt confident about / familiar with.

There was some indication from lead practitioners, teachers and students themselves that not all teachers had bought into the OM framework, leading to a varied student experience in terms of competence assessment. One teacher highlighted the impact this could have on consistency of feedback to students on their progress:

'I don't think we have a clear structure [for assessing Competences in the department]. Some people might do it [mark assignments] every two weeks, some people ... you know I do lessons on a Tuesday, and we only mark what we teach. My books haven't been marked once for Monday'

One factor influencing this commitment to assessing competences, as mentioned in section 2.1.6, is the degree to which teachers feel they understand the competence and know what it looks like when students make progress.

'What techniques do you use for positive motivation and what does that look like? Self-motivation, well we have what we use and we can teach that to students, but it's limited.' (teacher)

On the other hand, teachers may feel they need to put their energy into ensuring the content was right, especially if the subject was not something they felt particularly au fait with. For some teachers this did seem to be a zero-sum game – the more they had to focus on the content, the less time or energy they had for assessing the competence:

'If I'm writing a history lesson, and I'm not a history specialist, and I worry about that, and I think, right, I'm not a history specialist, I'm going to make sure the content is right. That is the first thing I do, and then I look at competency second...' (teacher)

2.2.5 What are the most effective assessment levels or categories and how nuanced need these be?

While there was no conclusive answer to this question emerging from the discussions with students, teachers and lead practitioners, they did surface the special nature of assessment for OM competences. Teachers and lead practitioners felt competence assessment was and should be different from assessment of content knowledge. This was primarily because students, and some teachers, saw content assessment, in particular national curriculum grades, as a priority. This is what parents, for

example focussed on when judging their children's progress.

While some students believed the grading of competences should parallel that of content assessment in order for it to be taken more seriously, lead practitioners and teachers were on the whole happy with the assessment categories they were working with (see Annex D for examples of assessment frameworks currently in use). They believed it was the quality of discussions reference to the category descriptors provoked that provided the real value of competence assessment:

'It basically allows the student and me to see where that student is and what help they need in order to make progress. But it also gives the student quite explicit steps on how to improve, I mean the language we use is very simple. And it just shows the student where they're at. They can see that they're guided, and they can see from the language that we use whether they're consistent, autonomous or advanced – I can't think of any changes I'd make at the moment. I think it's the best system that we've ever used, and I think that the good thing about it is the language.' (teacher)

There were some teachers, however, who questioned whether the number of categories was enough or too many:

'I sometimes feel like the ladders are really difficult to use, just because, with the five bands I think sometimes there is such a blur between the advanced and the advance autonomous.' (teacher)

This suggested, however, that rather adjust the frameworks themselves more might be done for teachers to become more familiar with and moderate each others' practice, as a way of developing effective use of the frameworks in place.

Self-assessment followed by teacher assessment was felt by several students to be a particularly helpful way of developing familiarity with the competence

2.2.6 What modes of assessment work best and in what balance?

Rather than providing a definitive answer to these two questions, teachers responses indicated the particular functions of each mode of assessment. And so the question of which mode(s) to use and in what balance would depend on what the teacher was trying to achieve.

Self-assessment has an important role to play in helping students become more familiar with the competences, and was widely used. At least one school required students to complete a competence section as part of their homework,

'so you have to give yourself stars and wishes, or you have to say how the module has helped you, and what you did that's reflective in this module.' (student)

Here, one teacher described how he encourages self-assessment:

'The children begin each lesson by placing themselves on the competency ladder, the generic statement, so it's not necessarily content it's very skills based ... and then we have a ... discussion every lesson, based around where they think they are at the beginning, they then reflect upon that ladder and their progression within the lesson as sort of a summative self-assessment.'

However, on its own, some students and teachers felt self-assessment was of limited value:

'I would say the one that doesn't work as well is self-assessment. I think students don't have those skills and [processes] to be able to self-assess as well. When we have self-assessment sheets, generally, they'll always give themselves an always.' (teacher)

'One thing I remember most prominently is how irritating doing those tick sheets was. We'd learned about it during the lessons, if we'd understood it, great, if we didn't, it just made the tick sheet more hard, and if we did understand it, it was just tedious.' (student)

It was when self-assessment was linked with peer-assessment, that its true value was realised. With regard to peer assessment, teachers believed:

- it provided a stimulus for discussion around the nature of competences, especially when students have a difference of opinion about what degree of progress against the competence a piece of work demonstrated
- peers tended to be more frank with each other than teachers when giving feedback, and
- students assessing each others' work was an ideal opportunity to develop the coaching competence, and for teachers in turn to assess this.

With self- and peer-assessment established across the schools, teacher assessment could focus more on moderation of this activity, providing expert input in interpreting competence criteria and modelling assessment practice. Teacher assessment certainly provided students with reassurance about where they were. Self-assessment followed by teacher assessment was felt by several students to be a particularly helpful way of developing familiarity with the competence:

'It's good to get a fresh perspective because you might think that's what you need to do and the teacher would completely disagree.' (student)

Another student suggested both teacher and student each provide one star and one wish for a piece of work, 'cause then you get the best of both worlds'.

For some teachers, teacher assessment was the most important approach because of the clarity it provided. But some comments revealed to some extent that teachers considered there was a limit to the amount of control they were willing to cede to students in relation to assessment, alluding to peer assessment as auxiliary to teacher assessment:

'I think teacher assessment is always at the forefront because we are obviously the observers of their technique and we're going to advise them. I think as in any subject we do incorporate a lot of peer assessment as well, and self-assessment, especially when they can then act as coaches or instructors or just advisors. They can then be extra eyes and ears, and it shows then their understanding of the competence a lot more as well.' (teacher)

3 Conclusions

The OM action research project was successful in answering two key questions lead practitioners felt were important for developing practice within their own schools and among partner schools:

- What can we learn about the connections between planning and delivery for Opening Minds lessons and achieving an outstanding lesson?
- How can schools best assess development of the competences?

In response to the first question, the videoing of lessons revealed a wide range of practice. When analysed against a framework based on Ofsted criteria, these data provided a large number of instances of practice which had the potential to contribute to an outstanding lesson. Reading across the various instances of practice, it was possible to identify key features of lesson design and teacher behaviour in OM lessons which related to Ofsted criteria for achieving an outstanding lesson. In addition it was possible to disaggregate the skills and content foci of all six observed lessons and identify how the competence focus provided (or had the potential to provide) the organising link between the two.

In response to the second question, data showed that the act of assessment itself was an important learning process for both students and teachers in understanding the competences, and students' development paths. The participating schools had developed sophisticated frameworks for assessing student progress in competence development. The action research project was an opportunity for Lead Practitioners in the three participating schools to share this practice and review what was happening on their own programmes in the light of student and teacher interviews. One theme to emerge from the process was the need for competence assessment to be different from assessment of content knowledge and understanding for several reasons. Firstly, Competence assessment could not compete with the priority students, parents and teachers placed on subject-based tests and exams. Secondly, there was an opportunity here for assessment to encourage students to focus on learning as an ongoing process – OM assessment focussed on steps made towards developing competences, rather than levels to compete with each other to reach first. Teacher practice across all three schools encouraged this focus on learning, combining as it did self-, peer and teacher assessment to support learning in different ways.

The data for both projects also highlighted the barriers schools and teachers faced in some cases in planning and implementing OM lessons. Looked at in detail, these barriers were around teachers needing to focus on three lesson foci at the same time:

- content knowledge and understanding
- skills being developed, and
- competence focus.

Factors which could upset the balance included proximity of high stakes tests, and low teacher confidence in either the skills, content, or understanding of the competence focus. Such a lack of confidence, clarity or knowledge increased pressures on teachers' time and attention because they had to prioritise getting to grips with unfamiliar territory.

On the other hand, the project has illustrated a range of approaches to balancing content and skills and also how careful consideration of the competence focus can link the two. The project has also illustrated to lead practitioners that OM based research and professional development activity has the power not only to surface important issues (and teachers and students articulated these with clarity and insight), but also to demonstrate how these issues can be overcome in their own and in other OM contexts.

4 Recommendations

4.1 For schools

Capturing lesson interaction on video provided practitioners and school leaders with the opportunity to analyse in-depth teacher and student behaviour and discourse and assess these in detail against Ofsted descriptors for an outstanding lesson. This enabled participants in the research to establish clarity about practice which worked, and practice which needed to change.

To what extent do your observation practices enable a similar depth of analysis? Does video capture form a part of it? What time is available to carry out this kind of in-depth analysis in a meaningful way? It may be possible to do this as part of the allocation for CPD, or to tie it in with self-evaluation activity to make the most of the time investment.

Schools in the project widely used assessment for learning techniques to assess competence development. Collaborative target-setting, along with self-assessment and peer-assessment, moderated and modelled by teacher, provided opportunities for deep learning.

How developed are these approaches among staff in your school? Are some practitioners more confident than others in engaging students in assessing their own and each others' work? Are there opportunities to interview staff and students to assess this, and identify where good practice and the need for development exist?

Schools found that developing and/or using and adapting assessment frameworks for competences helped teachers to build a shared OM language and understanding with each other and with their students. It also revealed that some competences are more challenging/ less clear to teachers than others and that when this is the case it is much harder for teachers to use OM to contribute to outstanding lessons.

Is there an opportunity in your school to extend staff confidence and understanding of the competences by developing or refining assessment frameworks and related tools?

4.2 For RSA Opening Minds

The analysis for this project has identified a number of features of OM lesson design and implementation which have the potential to contribute to an outstanding lesson. The action research has also provided a range of examples to illustrate these.

What is the potential for using this material as the basis of professional development resources? The design features might be converted into an observation schedule for example, with blank categories for schools to develop the schedule further. The diagrams indicating content-competence-skills link could be used as a planning tool, particularly where schools are focussing on each lesson developing the communication, literacy and numeracy skills which form part of the Ofsted observation criteria.

Teachers and students highlighted difficulties teachers can have in adopting a competence-based approach, in particular where establishing a balance between competence focus and content was seen as a zero sum game, or where there were misconceptions or a lack of confidence about teaching the competences.

What additional support might you provide to teachers to help them envisage what teaching an OM curriculum might look like? The vignettes and illustrations in this report provide the basis for training resources, but it may be valuable to link the competence framework more explicitly with what teachers already know about effective teaching and learning. The report highlights the links between OM teaching and assessment for learning, for example. Might there be other widely known approaches which have clear links with the competence OM seeks to promote that it is worth highlighting to teachers?

Annex A – Opening Minds competences framework

Competences for citizenship

- **Morals and ethics:** Students develop an understanding of ethics and values, how they inform personal behaviour and reflect on their application in everyday situations.
- **Social Responsibility:** Students understand how society, government and business work, the impact of global issues such as climate change and the importance of active citizenship and how to contribute to society.
- **Diversity:** Students understand and value social, cultural and community diversity, in both national and global contexts.

Competences for learning

- **Learning approaches:** Students understand different ways of learning and how to develop and assess their effectiveness as learners.
- **Reasoning:** Students learn to think originally, systematically, and critically and how to apply these skills to their broader learning.
- **Creativity:** Students study examples of innovation and understand their own abilities and creative talents, and how best to make use of them.
- **Positive motivation:** Students learn to enjoy and love learning for its own sake and how to develop as autonomous learners.
- **Key skills:** Students are supported to achieve high standards in literacy, numeracy, ICT financial literacy and spatial understanding
- **Entrepreneurship:** Students understand what is meant by being entrepreneurial and initiative-taking, and develop their capacity to solve problems and challenges

Competences for managing information

- **Research:** Students develop a range of techniques for accessing, evaluating and differentiating information and have learned how to analyse, synthesise and apply it.
- **Reflection:** Students understand the importance of reflecting and applying critical judgement and learn how to do so.

Competences for relating to people

- Leadership: Students understand how to relate to other people in varying contexts in which they might find themselves, including those where they manage, or are managed by, others; and how to get things done.
- Teamwork: Students understand how to operate in teams and their own capacities for filling different team roles.
- Coaching: Students understand how to develop other people, whether as peer or teacher.
- Communication: Students develop a range of techniques for communicating by different means, and understand how and when to use them.
- Emotional intelligence: Students understand how to develop and manage personal and emotional relationships and can use a variety of means to help manage stress and conflict.
- Self-management: Students understand how to manage aspects of their own lives, including managing their own time, and the techniques they might use to do so effectively.

Competences for managing situations

- Coping with change: Students understand what is meant by coping with change and new challenges and develop a range of techniques for managing these situations and building up their personal resilience.
- Feelings and reactions: Students understand the importance both of celebrating success and managing disappointment, and ways of handling these.
- Risk taking: Students understand how to assess and manage risk and uncertainty, including the wide range of contexts in which these will be encountered and techniques for managing them

Annex B – Project timeline

The action research project took place over a period of five months from February to June 2012. The key dates are set out below.

Initiation meeting with RSA **9 January**
Initial conversations with Lead Practitioners **20 January**
Planning workshop with LPs **10 February**
Briefing for colleagues in schools working on the project **February**
first round of data collection (assessment) **23 March**
First round of analysis & refinements to approach **30 March**
Second round of data collection (outstanding lesson) **25 May**
Analysis workshop **1 June**

Annex C – Research process

How does the Opening Minds approach contribute to achieving an outstanding lesson?

Participating schools

Four schools participated in the action research project investigating how the Opening Minds approach contributes to achieving an outstanding lesson: Kingsbridge Community College, Devon; Oasis Academy Enfield; RSA Academy, Tipton; and Whitley Academy, Coventry.

Purpose and aims of the research

The purpose of the project was twofold. Firstly, Lead Practitioners wished to explore in detail the processes teachers employed to ensure OM lessons were outstanding. Secondly, the outcomes of the project, in particular video evidence of lessons, but also responses from student voice activities would provide Lead Practitioners with a resource bank for induction and CPD activity, as well as evidence on which to base the development of teaching and learning policies. The project objectives were formulated on two levels:

Primary objectives

- make explicit the practice which contributes to an outstanding lesson
- provide illustrations of practice/principles to enable LPs to induct new staff into OM – to inform CPD programmes and resources, and T&L policies so that OM practice which contributes to outstanding lessons gets embedded

Secondary objectives

- to explore what the range of different kinds of OM lessons look like in different contexts
- to see if it is possible to crystallise into principles what OM practitioners do which makes lessons outstanding
- provide illustrations of the different types of OM activities which contribute to outstanding lessons

Setting up the research

The first stage of the research was a Lead Practitioner meeting held in late 2011, during which Lead Practitioners identified in global terms what they hoped to gain from the project, and formulated draft research questions.

Once appointed, the Lead Researcher interviewed each of the Lead Practitioners to establish:

- what specifically they hoped to gain from the project
- any areas of particular interest

- what they hypothesised the answers to the research questions to be
- practical arrangements for support in the school
- the kinds of support the Lead Researcher might provide.

The individual action research projects were initiated with a telephone conference between the lead researcher and the lead practitioners from the participating schools. During the conference the lead researcher and lead practitioners:

- agreed research aims and questions
- agreed definitions for key concepts
- finalised the research approach and timeline
- identified approaches to data collection
- agreed roles and responsibilities.

Data collection

Data collected for the project was collected by lead practitioners in four schools, and comprised:

- video capture of six lessons
- five teacher interviews
- two post-lesson student focus groups
- five student post-lesson assessment questionnaires.

Analysis

Lessons were analysed against a framework of criteria derived from the Ofsted evaluation schedule, published in January 2012. Teacher and student behaviour and discourse were set against a breakdown of the grade descriptors of an outstanding lesson, so that each lesson could be analysed according to the degree to which:

- pupil progress was promoted
- teachers had high expectations
- teachers applied excellent subject knowledge
- tasks were challenging
- teachers assessed/checked students' skills, knowledge and understanding
- strategies met individual needs
- teachers provided support to meet individual needs
- reading, writing, communication, and numeracy skills were developed
- teachers generated enthusiasm for, participation in and commitment for learning.

Where it was judged that episodes of teacher and student interaction met individual criteria for an outstanding lesson, these formed a second stage data set. These data were then analysed to identify lesson design features and teacher behaviours from OM lessons which had the potential to contribute to outstanding lessons.

In addition, teacher and student interview and focus group responses were grouped according to emerging themes to identify:

- practice which students and teachers believed contributed to outstanding lessons
- barriers to planning and implementation of OM lessons and how these might be overcome.

The outcomes of the analysis were shared with all participating teachers and refined in the light of their feedback.

How can schools best assess development of the competences?

Participating schools

Three schools participated in the action research project investigating how schools can best assess development of the competences: Capital City Academy, Brent; RSA Academy, Tipton; and Oasis Academy Enfield.

Purpose and aims of the research

- Gain an overview of approaches to assessment already taking place in OM training schools
- Test the existing frameworks created by schools

Setting up the research

The first stage of the research was a lead practitioner meeting held in late 2011, during which lead practitioners identified in global terms what they hoped to gain from the project, and formulated draft research questions.

Once appointed, the lead researcher interviewed each of the lead practitioners to establish:

- what specifically they hoped to gain from the project
- any areas of particular interest
- what they hypothesised the answers to the research questions to be
- practical arrangements for support in the school
- the kinds of support the Lead Researcher might provide.

The individual action research projects were initiated with a telephone conference between the lead researcher and the lead practitioners from the participating schools. During the conference the lead researcher and lead practitioners:

- agreed research aims and questions
- agreed definitions for key concepts
- finalised the research approach and timeline
- identified approaches to data collection
- agreed roles and responsibilities.

Data collection

Data collected for the project was collected by lead practitioners in three schools, and comprised:

- seven teacher interviews
- one staff focus group
- three student focus groups.

Analysis

Data emerging from the interviews and focus groups were coded according to their potential to provide evidence for answering the research subquestions. Once allocated common practices, issues and themes were then read across the data set.

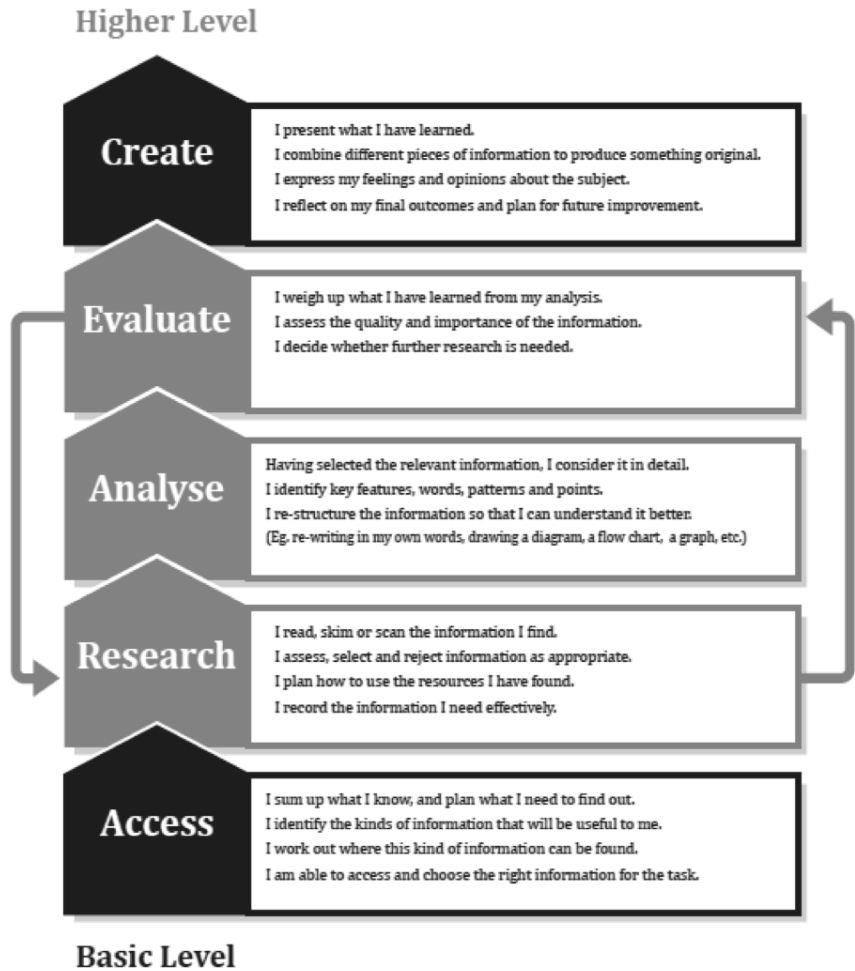
The outcomes of the analysis were shared with all participating teachers and refined in the light of their feedback.

Annex D – Sample assessment frameworks

Capital City – Flagship ventures competency grid

Flagship Ventures Competency grid	Guided	Consistent	Autonomous	Advanced autonomous
Challenge 4 Creativity	<p>I am reluctant to try new things.</p> <p>I am afraid to share my ideas.</p> <p>I prefer to copy rather than produce my own original work.</p>	<p>I will try new things when prompted and with support.</p> <p>I can suggest imaginative ideas but do not part them into practice.</p>	<p>I try new things that are different, but give up when things get difficult and find it hard to see things through.</p>	<p>I actively seek out new and different ways of doing things.</p> <p>I ask questions to further my understanding.</p> <p>I can come up with imaginative ideas on my own and I can respond to suggestions that people make.</p>
Challenge 3 Innovation	<p>I give up easily and need support to try again.</p>	<p>With support I can identify needs and opportunities.</p> <p>I need support when I cannot find the solution quickly.</p>	<p>I can identify needs and opportunities.</p> <p>I am reluctant to give up, but cannot always find solutions.</p>	<p>I actively look for and identify needs and opportunities.</p> <p>I am always determined and am flexible to changing demands.</p>
Learning 4 Self Reliance	<p>I know what I have done well.</p> <p>I ask for help.</p>	<p>I recognise problems and think of ways I can get round them.</p> <p>I stay focused.</p>	<p>I know my own strengths and weaknesses.</p> <p>I set myself personal targets.</p>	<p>I can avoid distraction.</p> <p>When I see a problem I think about previous solutions and adapt them.</p> <p>I am committed.</p>
People 1 Relating to people	<p>I need prompting to speak at the right level, time and tone.</p> <p>I bring types of behaviour into situations where they are no longer appropriate.</p> <p>I only see things from my point of view.</p>	<p>I mostly speak at the right level, time and tone.</p> <p>I need support to understand other people's point of view.</p> <p>I am aware of different methods of communication.</p>	<p>I speak at the right level, time and tone.</p> <p>I use a range of methods and various techniques to communicate.</p> <p>My actions show that I know that other people have the right to their points of view.</p>	<p>I am able to understand, communicate and respect other people's point of view.</p> <p>I can adapt my methods of communication and use various techniques to suit my audience/ the situation.</p>

Information Competence: Success Criteria



Oasis – Assessment sheet

COMPETENCE NAME HERE: How Did I Do?

Name: _____ Set Number: _____ Subject: _____

Use this sheet to assess your performance during today's immersion day. Your teacher will read what you have written, and use it to mark your work.

Objective 1:	Achieved?
★ Student target goes here.	<input type="checkbox"/>
★ Student target goes here.	<input type="checkbox"/>
★ Student target goes here.	<input type="checkbox"/>
★ Student target goes here.	<input type="checkbox"/>
Total Achieved (Out of 4)	<input type="checkbox"/>

Objective 2:	Achieved?
★ Student target goes here.	<input type="checkbox"/>
★ Student target goes here.	<input type="checkbox"/>
★ Student target goes here.	<input type="checkbox"/>
★ Student target goes here.	<input type="checkbox"/>
Total Achieved (Out of 4)	<input type="checkbox"/>


Objective 3:	Achieved?
★ Student target goes here.	<input type="checkbox"/>
★ Student target goes here.	<input type="checkbox"/>
★ Student target goes here.	<input type="checkbox"/>
★ Student target goes here.	<input type="checkbox"/>
Total Achieved (Out of 4)	<input type="checkbox"/>


Now tick below to show what level you achieved. REMEMBER: If they feel you have done exceptionally well, your teacher can award you 'ALWAYS PLUS'.

	4 out of 4 ALWAYS	3 out of 4 MOSTLY	2 out of 4 SOMETIMES	1 out of 4 RARELY
OVERALL	10-12 out of 12 ALWAYS	7-9 out of 12 MOSTLY	4-6 out of 12 SOMETIMES	0-3 out of 12 RARELY

Two Stars Evaluation

Fill in this sheet to help you think about what you have done well in today's Immersion Day.

 STAR 1	Describe the best piece of work that you did today. Say what was good about it, and explain how you achieved it.

 STAR 2	Re-read each of the three objectives. Give an example of when you achieved each one in today's lessons.
	Type the 1 st objective here...
	I did this when... _____

	Type the 2 nd objective here...
	I did this when... _____

	Type the final objective here...
I did this when... _____	

Now check back carefully through what you have written!

RSA Academy – Leadership Level 1, competence descriptor

Title: Leadership

Level: 1

Learning outcomes	Assesment criteria
The learner will:	The learner can:
1. Know about different leadership styles	Have an awareness different leadership styles and be able to identify strengths and weaknesses of these
2. Be able to understand what is needed to be a good team leader	Describe the skills and qualities needed to be a good team leader Describe the qualities needed to lead a team
3. Know how to develop own leadership skills	Give examples of situations where they have undertaken a leadership role Describe the skills and qualities that they need to improve to be an effective team leader
4. Be able to develop leadership skills through leading and reviewing a team activity	Lead an activity Review own performance as a team leader and agree next steps for continuing to develop leadership skills

RSA Academy – Leadership Level 2, competence descriptor

Title: Skills for Team Leaders

Level: 2

Learning outcomes	Assesment criteria
The learner will:	The learner can:
1. Know about different leadership styles	1.1 Describe different leadership styles and the strengths and weaknesses of these
2. Be able to assess own skills and qualities as a team leader	2.1 Describe the skills and qualities required to be an effective team leader 2.2 Compare own leadership skills and qualities with those needed to be an effective team leader
3. Know how to develop own leadership skills	3.1 Give examples of situations where they have undertaken a leadership role 3.2 Describe the skills and qualities that they need to improve to be an effective team leader 3.3 Give reasons for conclusions about areas for improvement
4. Be able to develop leadership skills through leading and reviewing a team activity	4.1 Lead an activity using an approach that is suitable for the situation 4.2 Review own performances as a team leader and agree next steps for continuing to develop leadership skills

RSA Academy – Example level ladder

Advanced and Autonomous

I can accomplish all of the Level 1 assessment criteria on my own. I am able to understand what is meant by reasoning. I have developed my understanding of thinking skills, and explored a wide variety of activities that I can use to expand on these. I am able to approach problem solving independently through my understanding of how to analyse the different factors that make up problems and the wide variety of methods and strategies that can be used to solve problems. I am also able to confidently guide my peers in problem solving activities.

Advanced

I can accomplish the Level 1 criteria with very little support from others. I have developed my understanding of thinking skills and reasoning and I have explored a variety of activities that I can use to expand on these. I am able to approach problem solving confidently through my understanding of how to analyse the different factors that make up problems. I also know a variety of methods and strategies that can be used to solve problems.

Strong

I can accomplish the Level 1 assessment criteria with some support from others. I have developed my understanding of thinking skills and reasoning, and explored some activities that will help to develop these. I am able to approach problem solving by analysing different factors of problems, and I have explored some methods and strategies that can be used to solve problems.

Regular

I can accomplish the Level 1 assessment criteria with some support. I have begun to understand what is meant by thinking skills and reasoning, and I have explored at least two activities that will help to develop these. I am able to approach problem solving by looking at different factors of problems, and I have explored some methods and strategies that can be used to solve problems.

Guided

I can accomplish the Level 1 assessment criteria with the teacher's support. I have begun to develop my understanding of what is meant by thinking skills and reasoning, and I have explored at least one activity to help me develop these skills. With guidance, I am able to think about the different factors of problems, and have explored at least two methods that can be used to solve problems.

Annex E – References

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