

Pedagogy is not just about the art of teaching which allows for the successful delivery of the subject curriculum; it also encompasses how students learn. Understanding how both work together can improve not only how we teach but also the learning experience and outcomes for our students. Understanding our craft by reading around our subject area, allows teachers to adapt, allowing deeper understanding and learning to take place.

Subject specific pedagogy is one of our school priorities for outstanding teaching and learning. We have projects in place in English, Maths, RE, Science, Geography, History, and Learning Support.

Each week the Pedagogy group will share a snapshot of their project, including the focus; the objectives and aims of the project; the pedagogy used to enhance the learning; the research applied as well as an indication of early or expected impact.

The first project is led by MCL in English Language which although will be useful to all English teachers, some of the strategies used will be useful for any subject that requires students to organise and structure writing (exam answers, non-fiction text types and narratives.)

Subject Area: English Language

Year Group Focus: Year 11 Q2

Project Challenges:

- Ability to organise ideas into a coherent plan.
- Ability to write an entertaining narrative for a sustained period of time.
- Lack of personal reading resulting in poor creative thinking on key features of narrative writing such as character, setting and plot.

Project Aims:

Effective use of Dual Coding to improve narrative writing for the purpose of:

- Organisation of ideas into a developed plan to support narrative writing.
- Building confidence to create plans that do not always follow a chronological structure.
- Development of creative thinking skills under timed pressures.
- Recall of the individual plans which link to images for the examination.

Research:

Successful pedagogy is underpinned by research; I used the following research to prepare for my project: 'A Test of two alternative cognitive processing models: Learning Styles and dual Coding' (2018.) By Joshua Cuevas & Dylan L. Dawson at University of North Georgia, USA and Oliver Caviglioli 'Dual Coding for Teachers.'

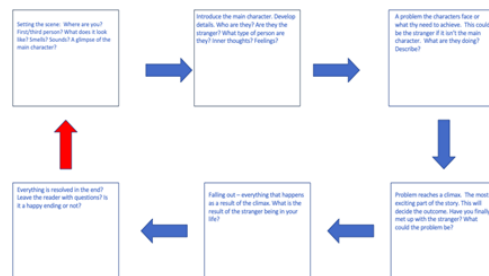
Brief Summary of approach and timescale (1 term - March - June)

Planning squares - organisation of ideas/structure

- Identified a series of lessons in the recent scheme of work on planning a narrative.
- Used a template of basic planning squares to enable students to write down their ideas in any order and then order the sequence.
- Initially, students were writing a few words into each box, but then progressed to more detailed plans which supported more engaging narrative writing.

Group Organisation Phase (Break out rooms) - each group was given a google doc with 6 squares on it with a very basic plot broken down into each of the 6 squares.

- Students had to discuss how they could add detail to the plan.
- Each student wrote in a different colour; it was easy to see who had contributed.
- Groups also discussed the sequence of events.

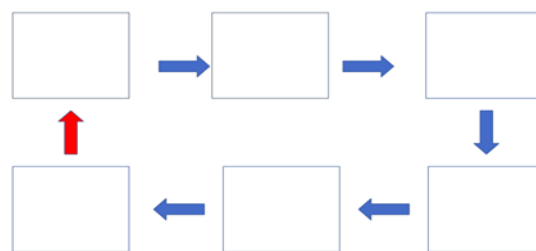


Scaffolding Phase - This progressed to creating a plan individually; scaffolding at first (adding basic details into the boxes which they had to develop).



Independent Phase - over a period of three lessons, getting students to write their own 6 point plan without any/minimal help from me.

- This could work quite well with Jamboard because you could give each student/group a jamboard with 6 sections on it for them to add ideas to and then alter the sequence.



Pictures - form ideas for narratives

Application Phase - I gave students a title such as 'The Stranger' with a very plain image of a character (see below.)

- There were no distinguishing features (the character was completely blacked out) to encourage students to actually think about who this person could be.
- There were six arrows pointing away from the character to encourage students to note their ideas and discuss in pairs using the Break out rooms.
- Students were encouraged to incorporate ideas into their plan



Key Learning (How this has worked for English Language)

- Understanding spatial qualities of notes resulting in meaning to be created for an engaging narrative.
- The arrangement and organization of the text and accompanying images create the meaning for students.
- Students need time to think more clearly about the organisation of a narrative to engage the reader.
- Having the confidence to try different approaches to how the narratives start (mid action) and end (cliff hanger/fully resolved.)
- Simple/concrete images could encourage students to focus on a narrative theme and break it down for plot and description.
- Students have been able to write longer narratives because they have started to focus on details which were previously missing.

How will I know If I have been successful

- Students will be able to write a detailed 6 point plan under timed conditions.
- Students will be able to write a well structured narrative which engages the reader for which they will gain higher marks for content and organisation.