

Closing the Gap Project Trialling Flipped Learning and Homework Frameworks in KS3

Background to the "Closing the Gap" project:

- SISRA data showed that pupils in Set 3 in KS3 were struggling more than average to meet or exceed targets at the end of KS4.
- Teacher records showed that homework could be key as those who got into the habit of doing homework regularly made more progress, on average.
- Flipped Learning had worked well with top sets and with KS4 & KS5 so we identified this as an area to focus on.
- We also considered ways to help guide pupils in this process more effectively

Key project activities:

- Undertook pupil perception survey to find out what key group thought about homework and our current system. Found that sanctions were not encouraging them to do the homework as they did not mind doing the detention
- "Flipped" the homework regularly, mixing between:
 - vocabulary learning
 - grammar
 - cultural awareness
- Flipped homework worked best initially for cultural awareness as key group were most motivated
- Identified that flipping did not help the learning of vocabulary, as they were not sure how to. Provided five-a-day frameworks to guide them with this and with the grammar flipped homework
- Regular testing focused on flipped content
- Introduced homework club specifically for MFL in KS3 as an initial consequence before a detention
- Worked with peers in other departments through teaching and learning group (TLG) to reflect and fine-tune resources
- Shared progress with department, with peers via TLG and with Governors

Relevant reading and research:

- Flipped Learning Network (FLN) (2014) The Four Pillars of F-L-I-P™
- Sams, Aaron; Bergmann, Jonathan (2013) Flip your Students' Learning *Educational Leadership*, v70 n6 p16-20
- Student survey with Governors in our school regarding their perception of homework
- Smith, Steve; Conti, Gianfranco (2016) The Language Teacher Toolkit

Impact of the "Closing the gap" project

- The vocabulary learning was no more effective when flipped however the 5-a-day sheet was impactful (moving from 50% average to 80% average)
- Tests were more impactful with the key group if they were every lesson, not every week
- However, impact was mostly short-term so we have now also reviewed the Scheme of Work in detail to ensure more "horizontal progression" (as outlined in The Language Teacher Toolkit) with more frequent recycling of key language to help with long-term retention
- Pupils engaged very well in cultural knowledge when the research had been flipped and worked better in groups in the subsequent lesson. Feedback to this via surveys was also very positive – this will carry on across the German Department
- The number of detentions set for failing to complete homework fell with only two in the final half-term (14 in the first half-term)

Next steps

- Lunchtime homework club is continuing and is still proving popular
- Five-a-day sheets will still be used
- Vocabulary tests now recycle more key language, involving more translation and gap-fill not just lists of words (now department-wide)
- Listening has been identified as our area of weakness at GCSE and A level so I am now planning an Action Research Project using "Listening as Modelling" for 2018-19

Ich heier: _____ 5-A-DAY GERMAN HOMEWORK

You will have a vocabulary test on the following phrases on Thursday 27th May, and again on Friday 28th May. (Remember, complete the following exercises 1-10-day over the next week). Remember 200% in your test = right job.

1. 5 A pages.	1. (Karten) pre-reading	1. eine kleine Beantworte	1. a pair of (clothing) jeans
2. einen kurzen Blick	2. a short visit	2. ein kleiner Herd	2. a (dressed) shirt
3. ein groes Mndel	3. a big coat	3. ein groes Glas	3. a (large) glass
4. ein er lachendes Kind	4. a smiling child	4. ein groes T-Shirt	4. a (large) T-shirt
5. einen leichten Kappenspulli	5. a casual hoodie	5. einen leichten	5. a (light) jacket
6. eine weie Hose	6. a light pair of trousers	6. einen leichten	6. a (light) jacket

Other ideas! Use Quizlet.com to make your own flashcards with the phrases/ make a poster where you use the phrases to describe lots of pictures of yourself/ say them out loud and clap to a rhythm

Monday 27 th May	Tuesday 28 th May	Wednesday 29 th May	Thursday 30 th May
1. Ich heie _____	1. Ich heie _____	1. Ich heie _____	1. Ich heie _____
2. Ich heie _____	2. Ich heie _____	2. Ich heie _____	2. Ich heie _____
3. Ich heie _____	3. Ich heie _____	3. Ich heie _____	3. Ich heie _____
4. Ich heie _____	4. Ich heie _____	4. Ich heie _____	4. Ich heie _____
5. Ich heie _____	5. Ich heie _____	5. Ich heie _____	5. Ich heie _____
6. Ich heie _____	6. Ich heie _____	6. Ich heie _____	6. Ich heie _____
7. Ich heie _____	7. Ich heie _____	7. Ich heie _____	7. Ich heie _____
8. Ich heie _____	8. Ich heie _____	8. Ich heie _____	8. Ich heie _____
9. Ich heie _____	9. Ich heie _____	9. Ich heie _____	9. Ich heie _____
10. Ich heie _____	10. Ich heie _____	10. Ich heie _____	10. Ich heie _____
11. Ich heie _____	11. Ich heie _____	11. Ich heie _____	11. Ich heie _____