12/09/18

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

Background to the "Closing the Gap" project:

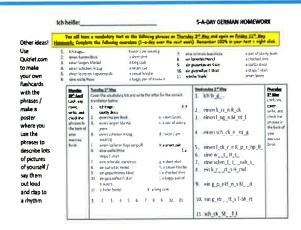
- SISRA data showed that pupils in Set 3 in KS3 were struggling more than average to meet or exceed targets at the end of KS4.
- Teacher records showed that homework could be key as those who got into the habit of doing homework regularly made more progress, on average.
- Flipped Learning had worked 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

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

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 finetune resources
- Shared progress with department, with peers via TLG and with Governors



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