

Action Research Project – Talk-less Teaching

Sproughton Church of England Primary February 2017

The research project involved the staff and pupils at Sproughton Church of England Primary School with 'Talk-Less Teaching' based on work of Isabella Wallace & Leah Kirkman. Heather Hann, Head of School Improvement, for the MAT led a staff meeting in November 2016 sharing a range of ideas and initiating the action research project.

The aim of the research project was to consider the role of learner feedback and to seek to tailor teaching to the needs of learners by establishing a starting point from which to measure progress. In this way it was hoped to consider:

- Are there any adverse learning behaviours that could be rectified through an alternative approach?
- Are there any learners who are not actively engaged?
- Have I hooked the class? How can I better engage their interest in the topic?
- Does the class have access to the right support materials?
- Are there any pockets of learners that require additional support?
- In the planned task coming together as I hoped? Do I need to adjust the breadth or length?

'It will sometimes be necessary for learners to be passive recipients of their learning, but if they come to expect their schooling to take this form on a daily basis then they will become experts in the takeaway approach and never aspire to MasterChef status.' Wallace & Kirkman

Feedback ideas were shared across four main areas:

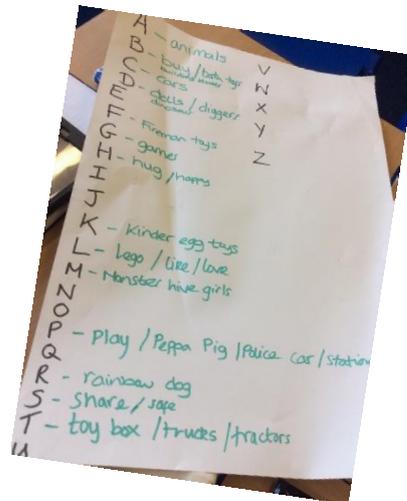
1. Kick Off! Collecting questions from learners around KWL (Know, Wonder or What I want to know and Learnt)
2. Role of TA to support learning
3. Building the ethos of active participation
4. Collaborative work

Teachers at Sproughton C of E Primary then identified one from each section for action research. Heather Hann returned in late January to lead a staff meeting where staff shared their outcomes so far.

Reception

Class teacher had used idea of 'Chip In' to support children discussing the book 'Dogger.' She found this a really positive way of ensuring all children shared something, and helped to avoid a few children dominating the conversation. The teacher plans to revisit this and found it a useful strategy.

In addition, the pupils had a go at A-Z of Toys at the beginning of the topic in order to find out what the pupils already knew before planning the theme.



Year 1/2

Pupils used 'sort it' to help sort materials as part of their topic focus.

The class teacher also used 'Walking Chocolate Bar' to find and share facts about the seven continents of the world.



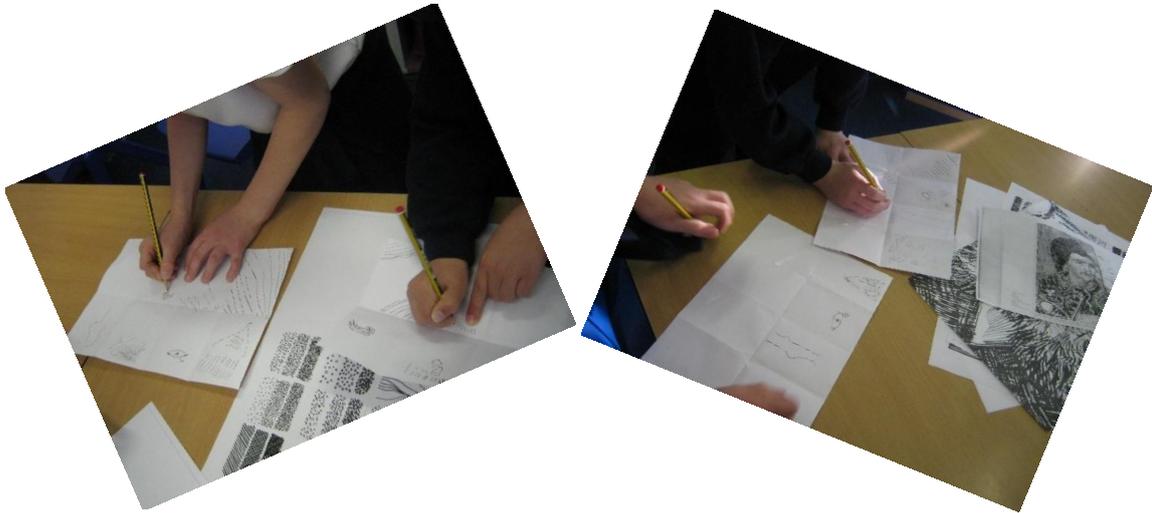
Year 3/4

The class teacher used the boarding and landing card idea to seek to verbalise the learning from the session. She found this reflection time useful, although the completion of the cards took a while she felt that 'the more often the pupils did it then the better they would become.'

The 'Life is Like a Box of Chocolates' idea was used to support a recount visit and helped support the chronology of events. The chocolate bar was also used in art to collect different

ways of mark making before children chose which marks to use for a Picasso inspired picture.

'Chip in' was introduced when children were thinking about avatars in RE and leadership qualities and pupils were encouraged to use sentence starter " I think Is the best because..." Pupils responded well to the chips and one pupil commented when asked by the class teacher 'I'm thinking... only got three chips



Year 5/6

The class teacher used the idea of 'Boarding and Landing Cards' to link to cold and hot tasks.

The 'Wonderball' was used at the start of a topic about Victorians to establish what the children already knew about the topic and what they wanted to find out.

The 'String Thing' was used by the Headteacher when working with a small group PSHE activity exploring mental health. The plotting of the conversation allowed the group to see who had contributed and encouraged those who not.

