



Headteacher: Dr Malcolm Willis

COTHAM SCHOOL

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Deputy Heads: Christine Ansell
Svetlana Bajic-Raymond



Learning Detectives

Why is the initiative happening and what does it hope to achieve?

- It aims to further develop a constructive dialogue between students and staff about teaching and learning at Cotham School.
- This initiative also hopes to encourage Cotham students to be active, questioning learners.

What is its focus?

- Independent Learning – the ability to take control of one's learning.
- Examples of Independent Learning: planning learning and setting goals, sharing ideas in pairs/groups, problem solving, connecting classroom learning with the real world, predicting test results, self/peer editing, reflecting on progress made.

Which students will be involved in this initiative?

- 7 students from the curriculum sub-group of the Student Leadership Group – led by Geraldine Hill-Male
- 7 students from the Key Stage 3 Gifted and Talented register – led by Annette Rothwell

What training will the Learning Detectives receive before they come into the classroom?

They will be trained by a specialist in the following:

- The craft of teaching, theory and learning styles, behaviour management, lesson structures, how to deliver feedback to teachers and confidentiality.
- The SLG/ curriculum Learning Detectives will be working within Performing Arts.
- The G&T Learning Detectives will be called upon by subject areas.

What are the timescales?

- Each detective will complete one round of observation and feed back by the end of Term 2.
- From Term 3 the students will work within faculties across the school.

How and when will teachers receive feedback about their lessons?

- In the first instance, they will report back to Lucy Mitchell. Detectives will then arrange to meet with class teachers to discuss their findings.
- In the longer term, it is hoped this initiative will lead to the co-construction of the curriculum.

The students will not be called upon to note discipline issues/sanctions within lessons.

Lucy Mitchell
Student Leadership Coordinator
1st September 2011



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Specialisms in Performing Arts, Maths and Computing*

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KS3 Forum Weds 7/9

Hopes

- Lessons improve
- Fun lessons
- Behaviour improves
- Results improve
- More independent / power / accelerated learning
- Teachers and students learn from each other
- Learn skills for the future – how to observe, give feedback, be part of a wider project
- Learning detectives – across the school, model for other schools?
- Use as part of team plans / performance management
- Involve other schools
- Independent Learning embedded in mtps, team practice, whole school practice
- G & T students aspire to be teachers

Concerns

- Detectives may make mistakes
- Detectives may forget their training in how to observe and give feedback
- Detectives may breach confidentiality
- Other students may question detectives or 'play up' because they're there
- Teacher might disagree with detective's perception of the lesson
- How will the evidence be stored?
- How will the evidence be used?
- Ofsted style grading



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STUDENTS	STAFF
Find the member of staff that you'll be working with and introduce yourself. Breaktime/lunchtime is best.	Decide which lesson you'd be happy for the Learning Detectives (LD) to come into.
Check the date, period, room, subject and year group of the lesson you will visit and write it in your planner	The LD will come and introduce themselves to you before the lesson. Agree on the date, period, room, subject and year group.
Have a read through your training materials the day before your detective work – especially the section on Independent Learning	When the LD comes to visit make them feel welcome and place them where they can see the class clearly, eg, front left corner, facing the front.
Practise making notes and decide on your preferred method: bulletpoints/spidergram	Let the LD know if you're happy for the LD to move around the room and talk to your students about their learning.
When you've visited the lessons, come and find Mrs Mitchell in the English Office (A031) as soon as possible and practise delivering feedback.	Following the lesson the LD will practise delivering feedback to LM.
Arrange to meet the staff member you went to visit and feedback to them. Again breaktime or lunchtime is best.	The LD will then feedback their findings to you at a time that's convenient for you both.



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Date:

Feedback to teacher:

Beginning of lesson

Room:

Date:

Subject:

Time:

Teacher:

Place:

Lesson:

What am I noticing?

Independent Learning

End of Lesson



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