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# The RED System: *Transforming teaching*

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*Research into Education, and Development*

The reinvention of lesson observation

Creative Learning Team Leader review notes

Name:

Curriculum area:



Centre for  
Creative Quality Improvement

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### Overall premise

- “Outstanding learning experiences are the result of outstanding planning and delivery.” *CCQI*

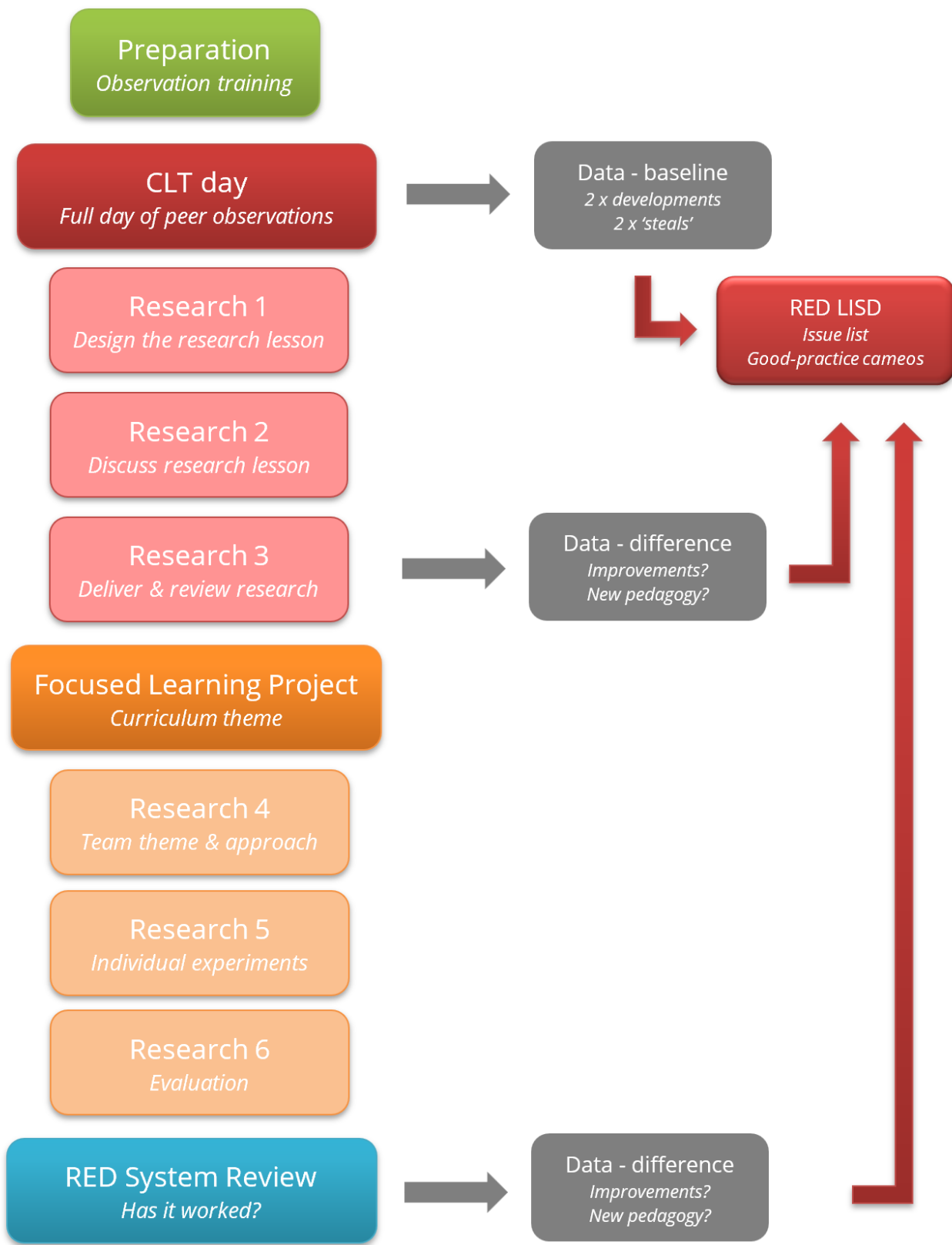
### The RED system

For a brief overview of The RED System and full details of the methodology, please read the following document:

- *E2 The RED System overview - in full*

This resource assumes full knowledge of the above document.

# Overview



# The role of the Creative Learning Team Leader

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## How to run the Creative Learning Team (CLT) day

### Introduction

The role of the Creative Learning Team Leader is extremely rewarding, though it demands a skillset over and above what might normally be expected of a traditional observer. This short document sets out what these skills are, how to set up and run the CLT days, and provides all of the paperwork and links to resources needed.

By the end of the CLT day, all participating teachers should be enthused about the research journey ahead. It is imperative, therefore, that the day is carefully planned in advance so that participants fully understand the process and how it may be different to other observations they may have experienced. The practical implications of setting up four observations at the correct times of day should also not be underestimated.

### Preparation for the day

- 1. Write to the CLT participants.** Letter L2 is a useful starting point for this. It explains the day and asks teachers to work together to agree the order of observations and the rooms that will be needed. These include rooms for: the morning introduction and afternoon plenary sessions, each observation, space for the group discussions, and space for each teacher to reflect privately before they join the group discussion. The letter also asks teachers to print *T1 Teacher's Research Notes* and bring it along to the day.
- 2. Printing for the CLT day.** In advance of the day, the CLT Leader will need to print all of the resources listed in *L3 CLT day session plan*. If the organisation has a *Quality Standard for Teaching, Learning & Assessment*, this should also be printed for participants.

### Overview of the day

- 08:00 Introduction to the day, methodology, ground rules.** A typical CLT day begins at 08:00 with the CLT Leader preparing the four participating teachers for the emotional impact of the day and reminding them how to observe for, and write about, impact on learning. [See '*L3 CLT day session plan*'. As part of this first session, each teacher completes the *L3.1 CLT self-evaluation form* setting out the key challenges they feel they will face as an observer, and the key challenges they would like their peers to look for in their teaching session.
- 08:45 Preparing to observe.** At 08:45, Teacher A leaves the opening session to make their way to the first lesson, followed shortly by the rest of the CLT.
- 09:00 Teacher A's lesson.** The lesson is observed by the three remaining teachers and the CLT Leader, all of whom complete their own copy of the *E5.1 Lesson reflection form – (Peer observer) (LRF)* as they watch the lesson. Observers may wish to complete this on a laptop using LRF E5.3.
- 10:00 Teacher A self reflection.** Immediately after the observation, Teacher A finds a distraction-free environment to spend 15 minutes considering the difference the lesson made to learners – capturing their thoughts on the *Lesson reflection form* within their *T1 – Teacher's Research Notes*.
- 10:00 CLT impact discussion.** The remaining three teachers discuss the impact they captured on their *E5 LRF*, assisted and coached as required by the CLT Leader. In practice, the CLT Leader may have to lead and model some of the early contributions to ensure the focus is constantly on *impact on learning*, rather than what the teachers and learners did (see the right-hand column of the *E5 LRF*).
- 10:15 The evaluative conversation.** Teacher A joins the team for a full discussion about impact on learning. It is important to note that the points captured on the reflection forms by the observers should *not* be fed back directly to the teacher. Each of these points must be used to frame an appropriate question or present a particular scenario observed. [See [Running the evaluative conversation](#), page 8.] It is important to remember that this is a very supportive process of genuine enquiry, with the observers' role being to help the teacher evaluate their impact on learning.
- Development ideas.** As the teacher evaluates their lesson, the CLT Leader captures all of their improvement ideas on the front of the LRF under the heading *Areas for further consideration identified by*

*the teacher.* Towards the end of the evaluative conversation, the CLT Leader asks Teacher A to consider some specific examples of impact which were missing, negative and/or unintended they would like to improve. This is not a value judgement about the quality of the teacher or the lesson overall, but simply an opportunity to be specific about improving the effectiveness of the learning experience. The CLT Leader makes a note of these if not already captured from the conversation.

8. **10:45 Break.** It is important to make sure the team has a 15 minute break between the evaluative conversation and the next observation. This is not just because CLT days can be tiring, but time needs to be given to the next teacher to make any final preparations ahead of their observation.

Steps 3 to 8 are then repeated for the three remaining participants.

9. **16:45 Completion of ideas plans.** The CLT Leader will have notes of the elements of impact teachers have said they would like to improve. However, as a result of the whole day's observations, these ideas may have changed. All teachers should now complete the following forms, to capture the learning from the day, both of which are contained in *T1 – Teacher's Research Notes*:

- *T1.1 New teaching strategies (Steals) (x2)*
- *T1.2 Development ideas (x2)*

The *New teaching strategies*, or '*Steals*', forms are for teachers to capture at least two positive impacts they would like to 'steal' from their peers' work – impacts they want to achieve in their own lessons. If appropriate, the teacher may also steal the strategies used to achieve them, though these may not always be as transferable as the impacts. The CLT Leader may have to remind colleagues that the focus of their steal is the *impact*.

The *Development ideas* forms are for teachers to set out the elements of their own missing, negative or unintended impact they wish to improve. Teachers are free to choose these improvement themes from their own lesson, or from their colleagues' if they recognise issues in their own practice. All four improvement themes should be shared with the team and captured by the CLT Leader on *L1.3 – CLT Data Collection Form*.

It is important that the impact statements on all four forms are complete while the team are still together and the experience is still fresh. However, all teachers will need to complete the same forms electronically in full within the *T1 Teacher's Research Notes* document. It is this document that will be used to capture the whole of the research process and all of the learning from The RED System.

10. **17:00 Evaluation of the day.** Finally, all participants should complete their individual evaluations of the CLT day using the *L5 CLT day evaluation form*. This will help all CLT Leaders and the Coordinator to learn from experience and improve the running of the whole RED system.

### Overview of an ideal CLT day:

- 08:00 Introductions, methodology, ground rules
- 09:00 **Observation of teacher A**
- 10:00 Post-observation debate (teacher A reflects privately)
- 10:15 Evaluative conversation with teacher A
- 10:45 Break
- 11:00 **Observation of teacher B**
- 12:00 Post-observation debate (teacher B reflects privately)
- 12:15 Evaluative conversation with teacher B
- 12:45 Lunch
- 13:30 **Observation of teacher C**
- 14:30 Post-observation debate (teacher C reflects privately)

- 14:45 Evaluative conversation with teacher C.
- 15:00 Break
- 15:15 **Observation of teacher D**
- 16:15 Post-observation debate (teacher D reflects privately)
- 16:30 Evaluative conversation with teacher D
- 16:45 Completion of ideas plans
- 17:00 Evaluation of the day and implications for the future
- 17:30 Finish

### The CLT report

As soon as possible after the CLT day, the CLT Leader should complete the *L7 Data Collection Form*. [See page 14.] This straightforward report collects essential data for determining the effectiveness of the whole RED System.

For each teacher, the CLT Leader records basic details about the session, including information such as: teacher's name, type of learner and course level. Below this are the four improvement themes identified by the teacher: 2 x areas for improvement and 2 x steals. In practice, the CLT Leader may need to edit the wording given on the day to ensure the emphasis is clearly on the new impacts the teacher wishes to achieve (highlighted in purple) rather than simply the strategies needed to achieve them.

Name		Post title	
Department		Line manager	
Level of lesson		Theory or practical?	
English and/or maths?		Type of learner (SP, AEB, WBL, mixed?)	
Impact theme			Link to Quality Standards
Afl 1	<b>Keep all learners engaged throughout the lessons</b> through the use of small-group work, encouraging learners to work together <b>to find solutions and produce new learning.</b>		3.1.3 Engagement
Afl2	To ensure <b>all learners want to, and do, follow all class rules</b> by developing effective classroom management strategies.		3.2.1 Standards
Steal 1	Proactively <b>develop learners' vocabulary for discussing and assessing design choices</b> through the use of the '7 Formal Elements of Design' strategy.		3.5.1 Critical reflection
Steal 2	Create <b>exciting and unmissable learning experiences</b> through the use of game-based learning.		3.1.3 Engagement

If the organisation has a *Quality Standard for Teaching, Learning & Assessment*, the CLT Leader should list the most appropriate *Element* heading in the right-hand column. This will then be used to collate and aggregate data/themes at programme area and organisation level, as well as monitor the extent to which the system is helping to improve learning impact.

Following the above sections, which provide the base-line data for the whole system, are the *Cameos of Good Practice*. Using their notes in the LRF, the CLT Leader should write a brief sharing note – a cameo of good practice – where they felt a particular teaching strategy led to a positive impact on learning. The RED Team Leader should ensure there is a system in place for the effective sharing of these cameos, such as *The RED LISD* (see below).

### The RED LISD

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If the provider has a *RED LISD* (Learning Issues & Solutions Database), The CLT Leader should identify the issues the good practice cameo may help address, and also consider adding any missing learning issues to the database. Here is an example of a cameo and the issues it may help resolve.

## Concentration and engagement

[From CLT4 LRF13]

In an ESOL lesson, the teacher used a game-based learning strategy to stimulate learners and give them an exciting and memorable learning experience.

*[Game-based learning is where the learning comes from the playing of the game. By contrast, 'gamification' is simply a fun way of checking learning that may have been achieved with a more traditional approach.]*

The game was called *Running Dictation*; a strategy that can be adapted to a wide variety of curriculum areas and needs. The aims of this version of the game were to develop learners' ability to read, remember, recite and record information on key historical figures as part of Black History month. As this was an ESOL lesson, pronunciation and spelling were particularly important.

- Posters of key historical figures were pinned around the room.
- Learners were asked to line up at the front of the class.
- A learner was asked to pull the name of a figure from an envelope at random.
- This learner was paired with another and asked to sit in a particular part of the room (away from the poster they would be referring to).
- Once all learners had completed the above step, the game began.
- One learner was required to 'run' to their designated poster, read and memorise a sentence, then run back to their colleague – the scribe.
- The runner then dictated the sentence to the scribe, who wrote it down. The runner returned to the poster as many times as was required until they had completed the sentence correctly.
- Once the first sentence was captured, the learners changed roles and the game continued until all sentences were transferred successfully.

Learners committed to the game enthusiastically and energetically.

Learners built social relationships and learnt more of their peers' names.

Along with the game-preparation strategies and plenary, this developed learners' understanding of the historical figures, confidence, pronunciation, writing and spelling.

This strategy is ideal for overcoming issues with:

- Concentration and engagement
- Passivity
- Behaviour issues
- Social relationships

## Giving assistance as required with the planning of the research lesson

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While it is a privilege to be a part of a *Creative Learning Team*, it is the *research lesson* that has the greatest potential for reward.

Following the CLT day, the participating teachers will now be focusing on at least four elements of impact they wish to achieve, and will be beginning their research into the teaching strategies needed to achieve their transformation.

One of the great challenges teachers may face is to maintain a clear focus on the new *difference they want to make* to learning. It is all too easy for teachers to simply try a new teaching technique they have found and lose the focus on what they are trying to achieve by doing it.

There are a number of important additional resources to help with this stage.

- *E3 Quality Standard for TLA – in brief*
- *E4 Quality Standard for TLA – in full (CCQI)*
- **Or the organisation's own Quality Standard for TLA**

The Quality Standard contains carefully crafted definitions of learning impact. These should be used to help write high-quality learning outcomes in teachers' lesson plans. The following resource and workbook has been designed specifically to help teachers understand how to use the Quality Standard, and how to write these transformational learning outcomes.

- *T2 How to use the Quality Standard for: TLA – Stage 1*

The point at which the CLT Leader introduces teachers to these resources will depend on a number of factors, including the number of CLT days/team members, and the time available for individual and/or group development conversations.

The first workbook focuses on writing expert/independent learning outcomes – the skills learners need to be able to learn effectively. The second workbook, Stage 2, looks at the remaining aspects of the Quality Standard for outstanding TLA, including how to create the environment in which learners can flourish.

- *T3 How to use the Quality Standard for: TLA – Stage 2*

However the CLT Leader and the individual teachers wish to progress, the aim of the research phase is to have:

- set out the desired new impact on learning
- researched strategies to achieve this new impact
- produced a lesson plan setting out the new experiment/s.

This lesson plan should include all of the elements agreed in the organisation's version of *T4.1 Draft rubric for outstanding lesson planning*.

If the provider has its own *RED LISD*, a teacher's research journey may be as simple as clicking on the issue they'd like to address and exploring some of the cameos of good practice.

## Helping teachers review their research lesson plans

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When teachers have finished, or drafted, the research lesson in which they will attempt to produce the targeted new learning impacts, they will ask for a short conversation with, usually, the CLT Leader to discuss the plan. The process of explaining to a peer helps to clarify all of the planning and also gives the listening peer the opportunity to coach the teacher for the precise link between the desired impact, the teaching strategy needed to achieve it, and the assessment strategy needed to check that it has been achieved.

The listening peer can also see how the teacher has formatted their lesson plan to include all of the elements agreed in the organisation's version of *T4.1 Draft rubric for outstanding lesson planning*. The CLT Leader should use these opportunities to collect, discuss and share good practice.

## Helping teachers evaluate the impact of their research lesson

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Once the teacher has reviewed the planned lesson with the CLT Leader, and ideally within a few days of the above conversation, they will then invite the CLT Leader to assist with the evaluation of its impact on learning.



It is vitally important that this observation is entered into in the spirit of research. If the experiments fail to produce the intended impact, this should not be viewed as weak teaching, but a very valuable learning outcome for the teacher and the whole CLT:

- *Why did the chosen strategy not achieve its intended impact?*
- *Were the underlying assumptions wrong?*
- *Were there additional factors that prevented the strategy from working?*
- *Should the same approach be tried again in another lesson?*
- *Should the approach be modified before trying again?*
- *etc..*

The observer should capture the learning impact, as usual, using the *E6.2 Follow-on Lesson Reflection Form*, which is to be given to the teacher at the end of the discussion. Again, as with the CLT evaluative conversations, direct feedback should be avoided, in favour of a coaching-based discussion where the observer may present what they saw, allowing the teacher to make the judgements of impact (assisted, where required, by the observer). It should be understood by all parties that embedding new pedagogy effectively may take several attempts, refining the approach each time.

### Offering assistance as required with Phase 2 focused learning projects

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The CLT Leaders will have a strong insight into the work of teachers they are working with and, as a result, may be able to help curriculum areas consider the common challenges all staff are facing. However this is arrived at, all curriculum teams should debate their common challenges and choose one on which they will all focus.

It is envisaged that following research and experimentation by teachers, the curriculum leaders will conduct learning walks to explore the various resolution strategies under test. However, the curriculum team may request support for this evaluation from the CLT Leader. Whomever completes the evaluations should record the on-going findings on the *E5 Lesson Reflection Form*.

### Phase 3: Celebration of new teaching strategies and learning impact

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This is a cross-provider event to share the results of teachers' research and experimentation. This good practice should be captured by the RED System Coordinator and CLT Leaders and shared widely. Wherever possible, cameos of good practice should be added to the provider's *RED LISD*.

### Observations as part of the RED System Review

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The final RED System Review follows an extended period of research by teachers and curriculum teams. Teachers will have worked hard to develop their ability to 'plan for learning impact', they will have attempted to remove any teaching strategies that lead to negative impact and add in innovative strategies to produce new or improved impact. This final review is the evaluation of all of this work.

The CLT Leader's role is to observe their CLT teachers individually. This time, the CLT Leader will complete the *L1.1 Summary evaluation form* for each teacher and have an evaluative conversation at the end of each observation. As before, the evaluative conversation between the teacher and CLT Leader will establish the impact on learning of the lesson.

Wherever possible, the impacts identified for improvement during the Creative Learning Team day should be referenced to see if the research has led to sustainable change and positive impact. These data will demonstrate the reparatory nature of The RED System.

However, of equal importance to the improvement agenda, is the extent to which The RED System has led to new learning. So an important output of the evaluative conversation is where new learning has been achieved as a result of experiments and innovation.

This evidence base is then forwarded to the RED System Coordinator, whose role is to pull together a final report on the effectiveness of the whole RED System. If the system has not proved itself to be effective, it may be likely that the organisation returns to inspection-style graded observations.

## Completing the E5 and L5.1 Lesson reflection forms

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These two forms have two distinct halves and purposes.

### Two halves

As the observer watches the lesson, they evaluate the difference the chosen teaching and learning strategies are making to the learners. By the end of the lesson, the form should have been used to capture exactly how learners are different as a result of the lesson.

To do this, page 2 of the form is completed contemporaneously – as the observer watches. The page is split into two columns. In the left-hand column, note the teaching and learning activities (what people are doing), and in on the right, evaluate the impact of this on learning. These impacts may be positive, negative, missing or unintended.

As the lesson progresses and the notes build, there may well be repetition of particular impacts if these are present throughout the session.

As soon as key learning points become clear, these should be transferred to the front of the form as a short summative statement or question.

### Two purposes

During the lesson, as described above, the form is used to capture all of the observer's perceived impact on learning.

During the evaluative conversation, however, these summative and detailed notes should only be used to form the questions to ask or scenarios to present to the teacher, as the observer (if required) helps them to evaluate the lesson's impact on learning.

For instance, the observer may say: 'At the beginning of the lesson you got the learners to do XYZ. How were they different as a result of this? How do you know/what did you see?'

One of the advantages an observer has over the teacher, is that they can concentrate exclusively on watching and noting impact (or at least their perception of impact). The detail of these notes is invaluable to the teacher in helping them determine the ultimate impact of the lesson. Care should be taken, then, to capture as much detail as possible. This detail is also essential if a good practice cameo is to be written.

For the *L1.1 Summary evaluation form*, reference should be made wherever possible to the areas the teacher set out to improve at the beginning of the process, and also to any new innovations that have resulted from the RED research. Finally, the teacher and CLT Leader should evaluate the extent to which the RED System has improved the quality of teaching, learning and assessment.

## Running the evaluative conversation

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Through the evaluative conversation, the observer assists the teacher wherever needed, to evaluate the lesson's impact on learning.

It is vital that this evaluative conversation is genuinely about professional enquiry; there should be no direct feedback. The opening question will set the tone for the whole conversation, and should be along the lines of:

- What impact do you feel the lesson had on learning – how are learners different as a result?

That said, a great opening phrase is simply:

- I'd love to hear what you've written on your own evaluation form.

Detail can be added with questions such as:

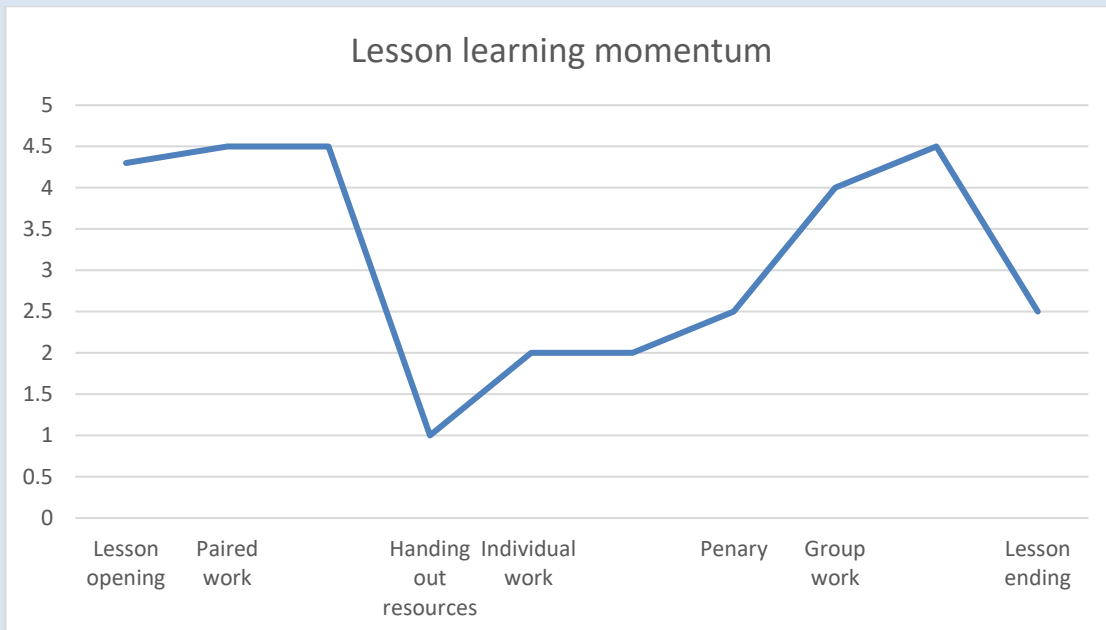
- Which learners moved on the most? What were the strategies that contributed most to this?
- Which learners moved on the least? What impact was missing?
- Were there any strategies that failed to produce the effect you were after?
- Did you notice any dips in learning momentum for the group as a whole or any individuals or small groups? What do you feel caused this? [See *The Learning Momentum graph below.*]
- Were there any learners who over-dominated the responses to questions? Why do you feel that happened?
- Were there any learners who made little contribution? Why do you think they were so quiet?
- I'm interested in what you think about...
- What else have you got on your reflection sheet?
- Keep going, great analysis...
- What's your take on...
- With hindsight, if you were to deliver that lesson again tomorrow, what might you do differently?
- If you had a time machine and go back and do the lesson again, where might you want more impact, or what might you do differently?
- etc.

These generic questions may well produce an evaluation by the teacher that covers all of the points on the observer's *Lesson reflection form*. However, the observer has been able to concentrate solely on assessing impact, and so may well have identified other aspects of the lesson to discuss. At this point, the observer should present any scenario they observed that has not been covered already and ask for the teacher's judgment about impact. If the spirit of the conversation and culture of the overall endeavour has been correctly established, then this will not be treated as criticism, just an excellent opportunity for learning.

In practice, the observer may have use the following powerful prompt if the teacher is simply describing what happened in the lesson:

- Can you tell me more about what you've written in your right-hand (impact) column?

## The Learning Momentum graph

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One effective strategy for helping teachers review their lesson is to ask them to sketch a *Learning Momentum* graph. The X-axis is time, and the Y-axis is learning momentum. On the X-axis, sketch in the key sections/activities of the lesson. Then ask the teacher to plot points on the graph. Begin by asking the teacher to evaluate the level of engagement from all learners after the first few minutes of the lesson. Then continue for each of the activities. The observer may introduce some of the notes they made to help the teacher plot the graph. This can then form a very useful tool for guiding the conversation to particular high points, or areas worthy of investigation.

For instance, in one lesson, a teacher took seven minutes to hand out the resource needed for an exercise. During this time, the learners became restless resulting in off-topic conversations spreading throughout the room. Some learners then found it difficult to regain the concentration required to carry out the activity effectively. The teacher was able to see this issue clearly when they drew the learning momentum graph. The teacher then went on to say what had caused the drop and added their immediate ideas about how to ensure that this would be avoided in future.

The impact of this approach on the teacher is to leave them in full control of the identification and resolution of the issue. The observer's only contribution is to frame the conversation. Motivation to carry out the resolution actions, then, are intrinsic – owned by the teacher – rather than extrinsic – to be done because they're being told to do so by an observer.

## Evaluating the teacher's 'style'

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Another very revealing strategy to consider when observing and when running the evaluative conversation is to look for the teacher's 'style' when working with individuals or small groups. Here are a few typical styles:

### Style 1

- Teacher approaches learner/s
- Teacher looks at the work and makes helpful suggestions for improvement and/or shows a learner how to solve a problem if they are stuck.
- Teacher walks away.
- (A variant on this is the teacher speaks at full-classroom volume during the interaction.)

### Style 2

- Teacher approaches learner/s and asks 'How are you getting on?'
- Teacher listens to the reply, then makes helpful suggestions for improvement and/or shows a learner how to solve a problem if they are stuck.
- Teacher walks away.

### Style 3

- Teacher approaches learner/s and asks 'How are you getting on?'
- Teacher listens to the reply, then asks incisive questions to help the learner to work out how best to move forward with the work, and/or to solve the problem.
- If this expert coaching doesn't work, the teacher demonstrates the solution/way forward.
- To check if the learner has understood, the teacher then undoes this solution and/or asks the learner to apply/repeat the new learning.
- Only then does the teacher walk away.
- During the interaction, the teacher speaks at an intimate volume that only the learner/small group can hear.

### Style 4

- Teacher approaches learner/s and observes.
- If no interaction is needed, the teacher walks away without interrupting.
- If an interaction is needed, the teacher uses style 3.

Teachers are remarkably consistent with their style of interaction with individuals or small groups, though many have never considered this an area for detailed analysis. Part of your role as an observer is to analyse their style, capturing examples of the sorts of phrases the teacher uses for later reflection.

Style 4 should be used at every opportunity, moving into style 3 where appropriate. Styles 1 and 2 should be avoided as they steal the hierarchy of the learning away from the learner/s, prevent them from developing their problem-solving skills and build a dependence on the teacher, rather than an independence of them.

Teachers who speak at full volume when working with individuals or small groups can inadvertently prevent learners from disclosing what they might consider to be 'silly' or personal questions. They can also steal learning focus and concentration away from the rest of the class.

## Ending an evaluative conversation and stealing ideas

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At the end of the evaluative conversation, the CLT Leader should ask the peer observers to choose an element of impact (and if appropriate the accompanying strategy) that they would like to steal. They should note these 'steals' on their *E5 Lesson reflection forms* and share their thoughts with the group. The CLT Leader should then ask the teacher to reflect on any areas of impact they might wish to improve. The CLT Leader should take note of these in their copy of the reflection forms.

# Forms

## Phase 1: Creative Learning Team report

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### L7 Data Collection Form

There are three sections in the *L6.1 Data Collection Form*, each reproduced below.

#### Over all participant information

<b>Creative Learning Team no.</b>		<b>Date</b>	
<b>Staff names</b>			
<i>John Smith</i>			

#### Individual participant themes

One for each participant

Name		Post title	
Department		Line manager	
Level of lesson		Theory or practical?	
English and/or maths?		Type of learner (SP, AEB, WBL, mixed?)	
<b>Impact theme</b>			<b>Link to Quality Standards</b>
Afl 1			
Afl2			
Steal 1			
Steal 2			

#### Cameos of good practice

These should be written when interesting and impactful practice has been observed that could benefit others. If the provider has a *RED LISD*, the cameos will be added under the 'issues themes' given.

Impact theme	
Source reference	
<b>Description of strategy and impact achieved</b>	
<b>This strategy is ideal for overcoming issues with:</b>	

Here is a completed example

Name	<i>John Smith</i>	Post title	<i>Lecturer</i>
Department		Line manager	
Level of lesson		Theory or practical?	
English and/or maths?		Type of learner (SP, AEB, WBL, mixed?)	
<b>Impact theme</b>			<b>Link to Quality Standards</b>
Afl 1	Use specific learning outcomes to dictate the most appropriate teaching strategies to enable learners to achieve mastery.		3.2.1 Standards
Afl2	Proactively develop learners' critical reflection skills by asking them to evaluate and critique the quality of their own work.		3.5.1 Critical reflection
Steal 1	Increase in-lesson engagement, curiosity and excitement through the use of technology-enhanced learning, such as QR codes, Padlett etc		3.1.3 Engagement
Steal 2	Increase learners' confidence to carry out and share research through use of the 'Market Place' activity.		3.1.6 Research

### Cameos of good practice

Impact theme	Concentration and engagement
Source reference	From CLT (x) LRF (y)
Description of strategy and impact achieved	
<p>In an ESOL lesson, the teacher made excellent use of curiosity.</p> <p>To make someone curious, we need to begin telling learners about something, then stop. In social media, this is referred to as 'click bait' – a statement that makes you 'click' to find out more. However, in far too many instances, these 'clicks' turn out to be unrewarding. For curiosity to work in an education setting, then, we need to ensure there is genuine value and interest in finding out more.</p> <p>The term used by Neurolinguistic Programmers is 'nested loops'. We 'open a loop' by saying something that makes learners curious, but don't close the loop until later in the lesson. This keeps learners engaged and wanting to know more. Try writing two or three 'loop openers' for the start of the lesson, then steadily work towards closing them by the end of the lesson.</p> <p>When the ESOL teacher said: 'In a little while, I'm going to show you something amazing', the whole group stared at her with wide eyes and smiles – they were curious, and so completely engaged.</p>	
This strategy is ideal for overcoming issues with:	
<p><i>These issue headings can be found in the organisation's RED LISD or <a href="#">here</a>.</i></p> <ul style="list-style-type: none"> <li>• Concentration and engagement</li> <li>• Attendance</li> <li>• Lesson openings</li> <li>• Passivity</li> <li>• Motivation</li> </ul>	

## Evaluation of the research lesson

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### L5.3 Lesson Reflection Form – Research Lesson

Pages 2 and 3 of this form are identical to the *L5.1 Lesson Reflection Form*. Page 1 is reproduced below.

<b>Teacher</b>		<b>Observer</b>		<b>Date</b>	
<b>Type of learners</b>	14-16, 16-18, 19+, Employability, Apps, Other:	<b>Qualification type</b>		<b>Learners present</b>	
		<b>Course level</b>	E 1 2 3 4 M	<b>No. on register</b>	
<b>Curriculum area</b>		<b>Subject area</b>		<b>No. late</b>	
				<b>Observation duration</b>	
<b>Research phase</b>				<b>Evaluation phase</b>	
<b>Summary of research impacts themes</b> Identified during the CLT day				Impact achieved? Y/N	
Afl 1 <i>[Copy from original CLT day Data Collection Form]</i>					
Afl 2					
Steal 1					
Steal 2					
<b>Number of issues resolved</b>				<b>x/4 (y%)</b>	
<b>New innovations</b>					
<i>[Describe]</i>					
<b>Number of new elements of practice</b>					

Once completed, this form should be sent to the *RED System Administrator* for recording in the central data system.



## Phase 2: Focused learning projects

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This form is to be completed by the team member who carries out the walk-throughs and evaluations of the team's improvement strategy.

### Summary findings

Focused learning project theme	
Strategies observed	Impact on learning

### Learning and recommendations

# The RED System review

## Summary of improvements

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Previous negative, missing or unintended impact	Impact of new practice
•	•
•	•

**Summary of new effective impact**

**Summary of new areas where impact needs improving**

**Overall evaluation of The RED System**

Which of the issues identified at the start of the project have now been resolved?

What percentage of the issues identified at the start of the project have now been resolved?

Which strategies were most effective in helping to improve learning impact?

What good practice should now be shared across the curriculum team and with the college as a whole?

How will this good practice be shared?

Is the evidence of impact of the RED System sufficient to recommend an extension for a further year?