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# Can global learning raise standards within pupils' writing in the primary phase?

Hilary L. Alcock and Linda Ramirez Barker

Development Education Research Centre  
Research Paper No.16

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## Abstract

This study was primarily undertaken by teachers for teachers, and focuses on the potential contribution of global learning and development education (DE) methodologies to a core aspect of curriculum provision, namely writing. The aim of the study is to explore whether using global learning and DE methodologies can have an impact on pupils' achievement within writing at the primary phase. We also want to show how a school can build its own understanding, knowledge and skill base in global learning and DE methodologies in order to embed this work within the curriculum in a sustainable way.

The study uses an action research methodology in one Primary school. In 2013 the school had received an Ofsted Inspection rating as Requires Improvement (RI), with a particular need to improve pupils' writing. The project aimed to see if global learning and DE methodologies could support this.

An outside facilitator was used to carry out interventions to support teachers' ability to use global learning and development education to support children's writing. As a result, teachers made changes to lesson planning, teaching and the classroom environments. Impacts can be seen through reviewing staff self-evaluations of CPD, lesson observations, pupils' work, topic evaluations and progress/attainment data in relation to national age related expectations.

In 2015 the school was re-inspected by Ofsted and graded as Good. 'Rapid school improvement' was noted and within writing the majority of pupils were judged to be making good progress. The Ofsted inspector noted: 'the school uses global learning (global education themes) very effectively' with the result that learning was 'more relevant and interesting' with 'pupils able to apply their knowledge and skills to real-life problems' (Ofsted, 2015: 4, 6). The inspection also reaffirmed that the school 'promotes pupils' spiritual, moral, social and cultural development and British Values well. Pupils are valued and supported as individuals, while also being helped to see themselves as part of a diverse community' (Ofsted, 2015: 4).

## 1

## Introduction

This paper outlines an action research study that looked at the use of global learning and development education (DE) methodologies in order to improve the writing skills of pupils in an English Primary school. Global learning is understood as an underlying thread that has the potential to run through the whole school and all curriculum areas, not just as a one-off intervention or in one subject area (Hunt and King, 2015). In terms of this study, global learning and DE methodologies, such as critical thinking, participatory techniques, dialogue-based learning and exploring moral dilemmas, had already been used in the Primary school with success and the children within the school had enormous enthusiasm for this way of learning. It was this enthusiasm we wished to harness through this study, by applying global learning and DE methodologies to the teaching and learning of writing skills and to examine the effect this had on writing levels.

The aim of the study is to explore whether using global learning and DE methodologies can have an impact on pupils' achievement within writing at the primary phase. The study uses an action research methodology to observe and reflect on a series of staff-based interventions and identify impacts related to the action that took place. An outside facilitator was used to support teachers' ability to use global learning and development education to support children's writing and as a result teachers made changes to lesson planning, teaching and the classroom environments. The study outlines the interventions, the subsequent changes that were made in the classroom and the impact of these changes on pupils.

This report explains the rationale for the study, outlines its position within the Global Learning Programme in England (GLP-E) and includes an explanation of terminology within global learning and DE. School contextual information sets the scene prior to a description of the explanation of the methodological approach used. The interventions, actions and impact of the project on teachers and pupils are described, and conclusions drawn. Throughout the paper, photographs illustrate examples of how the pupils have engaged in the project.

### Rationale

There are a number of reasons why we wanted to carry out this research.

Very little research has been conducted on global learning and the impact it can have on core subjects of the curriculum with regard to raising standards (Bourn, et al., 2015). To date global learning has not necessarily been seen as having a significant role in the debate surrounding raising standards. Indeed, a major motivation for the authors is a desire to address the lack of research evidence of the added value global learning can bring to this debate.



Additionally there is lack of evaluator research into global learning more generally. McCollum and Bourn (2001:3) identify various reasons for evaluating the effectiveness of development education, which include: helping practitioners and organisations to develop their own learning and enhance communication with the groups they work with; assessing the impact of DE and demonstrating DE delivers high-quality learning; and spreading good practice and measuring success. It is hoped this project will add to the literature available.

The school has a history of successfully working with global learning. It first started to develop a global reference within its curriculum when it began a Global School Partnership (GSP) with a school in rural Kenya in 2005. This Partnership facilitated six members of staff from each school undertaking visits with a focus on teaching and learning between 2006 and 2010, after which the formal grant-funded provision (and the visits) ceased. As part of this process the school began to use both local and regional Development Education Centres as well as access training available through the British Council's GSP programme.

Having developed an increasing interest in the value and potential of GSPs the head teacher (co-author, Hilary Alcock) successfully completed an MA in Development Education at the Institute of Education, London, in 2009–10. Her MA dissertation focused on the impact of training and development for staff in both the UK and Kenyan school on GSPs.

Having seen how positively global learning could be used within the curriculum, but also very aware of the focus on pupil data for reading, writing and mathematics, the head teacher was concerned but not surprised to see that research by Think Global (2013) identified that in 2009, 90% of teachers felt confident that their teaching helped pupils to understand that we live in an interdependent world, but by 2013 this figure had dropped to 75%. The conclusion was that the current focus on 'the basics' is squeezing out opportunities to foster global capabilities.

With the above research in mind and a 2013 'Requires Improvement' Ofsted inspection grading for the school, the head teacher was keen to find ways to identify that global learning could be used and seen to contribute towards raising standards within a core curriculum area as well as develop the breadth and balance of the curriculum and support the school's ethos. The authors had the idea that global learning and DE methodologies could support improvement in writing, and it was decided that this would be a priority within the school by senior leadership. We decided to carry out an action research project to test the assumption that global learning and DE methodologies could both increase the children's motivation and skill at writing and help bring about the desired progress. This action research project involved an outside facilitator, co-author Linda Barker. The role has included providing wide knowledge of development education frameworks, resources and methodologies.

The study also tied in with the aims of the GLP-E, of which the school was an Expert Centre. The GLP aims include supporting teachers to: deliver effective teaching and learning about development and global issues; stimulate critical thinking; help children understand their role in a globally interdependent world; and explore strategies by which they can make it more just and sustainable. Alongside developing writing, it was hoped the research project would also foster these aims.

### **Aims**

The aim of the study is to explore whether using global learning and DE methodologies can have an impact on pupils' achievement within writing at the primary phase. Specifically there is a focus on how supporting the teachers can potentially have an impact on the progression of writing skills across the different year groups.

The main areas of our enquiry were:

- How can we use DE methodologies to impact on pupils' achievement within writing at the primary phase?
- What factors are important in facilitating the improvement of writing through a global learning lens?
- What impacts are there when we use development education methodologies to support writing achievement within the school?

These research questions are explored through the study.

Furthermore, the intention has been to provide a replicable model through this case study to support other Primary schools that wish to use global learning and development education methodologies to support writing. It is hoped a general, flexible approach can be developed that would be applicable in other contexts and other curriculum subjects.

## **1.1 Terminology**

For this Global Learning Writing Research Project (herein referred to as 'this project') we considered it appropriate to present our findings within the context of a broader perspective of the principles of evaluating development education and how this might be applied within the more recent concept and terminology of global learning. We wanted to do this in order to evaluate both teaching and learning within the project.

For the purposes of this study we adopted the definitions of development education and global learning, as described by Bourn (2014) that help frame thinking on the GLP-E. Here development education is conceptualised as a pedagogy of global social justice based on a sense of a global outlook, understanding of power and inequality in the world, belief in social justice, and recognition of the importance of critical reflection and dialogue, and their impact on personal and social transformation. Global learning is seen as the application of this pedagogy in formal education environments, which may take different forms with different age groups and in different curriculum subjects.

For the purposes of this study DE methodologies are understood to include dialogue-based and participatory learning to facilitate awareness, understanding of, and interaction with, multiple perspectives. Examples of such methodologies include: Diamond Nines, Philosophy for Children (the global citizenship version), role play, problem solving, simulation games, paired discussion techniques, and multimodal literacy opportunities (such as online global learning resources).

In terms of the GLP-E (for which this school is an Expert Centre), the aim is to:

*'Equip children and young people to make a positive contribution to a globalised world, by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.'*

And within the GLP-E:

*'Development education is... proposed... as a process of learning, rather than a fixed, ideal or educational goal... It encourages and promotes critical and reflective thinking, understanding of development and global themes, and is located within a values base of global social justice. It further encourages learners to make connections between their own lives and the lives of others throughout the world. It encourages positive and active engagement in society, in ways that the learner feels could contribute to his or her own perspective of what a better world could look like' (Bourn, 2014: 4).*

The term 'global' has been identified by Hunt, (2012, cited in Bourn, 2014: 17) as more accessible than the term 'development' with educators, particularly in Primary schools. This enables linkages to be made to broader educational traditions and curriculum themes.

'Global learning... as the application of the above pedagogy of development education' (Bourn, 2014: 5) can support schools in developing their curriculum and ethos through an approach advocated by Annette Scheuenpflug who emphasises that:

*'Global learning should not be a new subject in schools but rather a guiding principle defined by thematic issues such as development, environment, peace and inter-culturalism, and by competencies that need to be acquired to live in a global society' (Scheuenpflug, cited in Bourn, 2014: 16).*

## 1.2 School context

In this section we provide further detail on the primary school where the study is situated.

### **School and pupil context**

The school is a local authority-maintained community primary school and nursery situated on a housing estate within the family quarters of an army base in rural Shropshire in England. Consistently 65% to 70% of pupils are from armed-service families. The majority of the civilian population lives in nearby social housing. The location is acknowledged by the army as being in an 'isolated' location.

The army base has for many years accommodated Infantry regiments. Until the most recent regimental move in 2007, the whole military pupil population used to change every two years. This 'block' movement has been replaced with 'trickle' changes or military postings for individual families, along with changes due to the national defence strategy for reducing personnel within the regular army such as redundancies, as well as changes in personal family circumstances and consequently living/location arrangements. While these circumstances, to those outside the school's community, less obviously result in more easily identifiable mobility issues, they actually have quite an impact on the turnover of pupils within the school.

Research by Dobson (1999) looking at pupil mobility in schools highlights how the process of leaving, moving and reintegrating impacts on pupils. Her findings have a very relevant significance for service pupils for whom moving school (often regularly and often mid-year during the school years) is a consequence of necessary mobility as a result of their family situation. Research (DfE, 2010; Ofsted, 2011; Royal Navy and Marines Children's Fund, 2009) has been written specifically in relation to the potential impact of service life on broader aspects of the lives of pupils from armed-service families and including on their school achievement.

The often unpredictable relocation of some civilian families means that the school's pupil and family population is regularly changing, far more so than most other small Primary schools in the area. The school also has a greater range of cultural diversity compared with other small schools within the local education authority.

Other contextual data recorded in the school's summer term (May 2014) Pupil Census<sup>1</sup> included the following information:

- almost 70% of pupils are boys
- most pupils are of White British or Irish heritage
- 19% are Fijian, for many of whom English is an additional language
- 6% of pupils are eligible for Free School Meals/pupil premium
- 73% of pupils are eligible for Service Pupil Premium
- 19% of pupils have a Statement for Special Educational Needs (SEN) or are at School Action Plus
- 5% of pupils are at SEN school action.

In 2012 the school changed from an Infant and Nursery school (catering to pupils from 3 to 7 years) to a Primary school (taking children from 3 to 11 years). This is being done gradually, so the school will have pupils within all year groups by 2015–16. The pupil admission number is 15 per year group for full-time pupils and 30 part-time within Nursery. Thus the school's eventual capacity is for 105 full-time and 30 part-time pupils. In order to accommodate variable pupil numbers and their needs, the school is flexible with its class and staff organisation. During the timeframe for this research project the school had three classes accommodating EYFS, Key Stage 1 and Key Stage 2. As is usual in small rural schools we have mixed year group classes.

### **Pupils**

Pupils who come to the school in general have lower than average communication, language and literacy skills, and knowledge of the world on entry into full-time school. Many do not seem to benefit from a language- and literacy-rich home environment that can support the motivation, knowledge and skills that are necessary for children to develop as writers. Evidence of this can be seen in data for children as they entered Reception in September 2013 (see Table 1).

<sup>1</sup> In July 2013 the school, based on the information it had at that time, expected 83 pupils to be on roll in September 2013, whereas there were actually only 63.

**Table 1: Summary of information for Reception pupils entering school full time in September 2013**

Area of learning	% pupils entering the Reception year at the Expected level of Development in September 2013	% pupils entering the Reception year Exceeding the Expected level of Development in September 2013
Listening and Attention *	47%	0%
Understanding *	29%	0%
Speaking *	24%	0%
Reading*	12%	0%
Writing *	24%	0%
Moving and Handling (includes mark-making)*	47%	0%
Understanding the World (people and communities)	0%	0%
Understanding the World (The World)	0%	0%
Personal, Social and Emotional Development (PSED) * (self-confidence and self-awareness)	18%	0%
PSED * (managing feelings and behaviour)	30%	0%
PSED * (making relationships)	30%	0%

\*areas that contribute to the end EYFS Good Level of Development.

The school consistently identified that pupils on entry, and as they progressed through the school, seemed to lack real motivation for writing and especially struggle with developing imaginative ideas. For younger pupils there were issues relating to a lack of experience with mark-making and the physical manipulation of handwriting tools. As older pupils were developing writing skills there were issues with a lack of quantity and quality of writing. Pupils had engaged well with the global-themed projects and opportunities that the school developed over several years and so the premise for this project was to try to capitalise on this enthusiasm for the context of learning and see if it could be harnessed as a means to motivate pupils to write.

### Staff

The school operates with approximately fifteen class-based staff and a small team of administration and premises staff. The majority are part time including job-share posts. A strong team ethos characterises the school. Since its original involvement from 2005 in a GSP, the school has always taken the view that its global ethos relates to the whole school and as such to all staff employed at the school. There are only four members of staff still at the school who were involved with the original GSP, one of whom is the head teacher and co-author of this report.

There were significant changes to the make-up of teaching staff in September 2012 and within class-based support staff during the 2012–13 academic year.

The school has a strong and consistent record for staff development and training.

At the start of this study, there was variable experience of engaging with any form of global or international curriculum or extra-curricular learning among teaching staff. Those who had been at the school longer had engaged with the school's commitment to global learning, but for some the concept was relatively new at the time of beginning this study.

### **School Improvement Priorities**

The school's data leading up to 2013 revealed that it was not consistent in maintaining standards that are judged to be good or better within core subject areas. The school identified that it wanted to find ways to build on pupils' motivation for global learning activities, in order to raise achievement in writing. Developing this focus was intended to address issues raised within the school's Ofsted (2013) inspection. The following are comments within the report suggesting ways to improve pupils' progress in English:

*'Giving them regular opportunities to apply their reading and writing skills, develop their understanding and practise their grammar, punctuation and spelling in subjects such as history, geography and science'*

*'Displaying key words... and examples of good writing in the classroom to support pupils' learning'*

*'Identifying clearly what pupils are to learn by the end of the lesson including what activities or steps they need to take to achieve this so that they are able to assess their own progress'*

*'Asking pupils well-chosen questions to check their understanding of what they are learning, make them think hard, and express their ideas regularly with each other and to the class.'*

In order to address these concerns the head teacher and senior leadership team decided to conduct an intervention utilising the motivation pupils had shown with global learning, but introducing a sharper focus in order to use DE methodologies to raise standards in writing. This intervention would form the basis for an action research project, which is discussed here.

### **Global learning in the school**

Previous to this research study, the school had developed a range of ways to incorporate a global dimension within its curriculum for several years. Ofsted inspections had consistently graded these approaches as Good. For example:

*'Pupil's spiritual, moral, social and cultural development is promoted well. Pupils have a good awareness of cultural diversity. There is a strong focus on developing pupils' social responsibilities' (Ofsted, 2013).*

The school has achieved the British Council Full International School Award (ISA) twice, mostly latterly for the period 2012–15.

The school continues to support a charity established as a direct result of the GSP that has a focus on education and health projects in Kenya. The school always places such charitable support within a curriculum learning context.

The school was an Expert Centre on the Global Learning Programme in England (GLP-E), between 2013 and 2015, and continues to be involved in the programme.



2

## Literature review

Very little research has been conducted to date on global learning and the impact it can have on core subjects of the curriculum with regard to raising standards. Indeed, it is this lack of research evidence that led to the desire to conduct this study. Until now global learning has not necessarily been seen as having a significant role in the debate surrounding raising standards, even though some anecdotal evidence points to this. Although little has been written that has direct significance for this study, a literature search does provide some findings that hold relevance for it.

The section looks at research on global learning and subject knowledge, barriers and facilitators to global learning, the role of critical thinking within global learning, and methodologies that can support the development of these.

### 2.1 Research on global learning and subject knowledge

This section looks at evidence of global learning and subject knowledge, particularly any research on core subjects, such as English.

Bourn (2012) explores the relationship between global learning and subject knowledge, and concludes that teachers' attitudes towards global learning and their ability to include global learning within subject teaching is

*'complex... and whilst there is considerable evidence of increased interest in, and recognition of, the value, of global learning within schools, the confidence to incorporate it... is less clear' (Bourn, 2012: 17).*

Bourn (2012: 18) also identified that

*'global learning through subject-based curriculum was perceived to have greater impact on pupils' learning than linking programmes, outside speakers, fundraising or school assemblies.'*

Hunt (2012) identifies that Primary schools are most likely to use global learning to:

*'address diversity often through the celebration of cultural identities, promotion of mutual respect and intercultural learning*

*develop a sense of respect, responsibility and values in pupils*

*encourage pupils as global citizens' (Hunt, 2012: 76).*

However, there is less evidence in Hunt's research that global learning is actively used to support writing or other core subjects in the schooling context in order to improve learning outcomes. That said, there is anecdotal evidence from her research that global learning has supported learning in some subject areas (Hunt, 2012: 59), particularly where global learning is embedded within curriculum content (Hunt, 2012: 53).

In more recent research from Hunt and Cara (2015), a survey of 310 responding Primary schools on the GLP in England found that 26% use global learning to support literacy, with this figure increasing for GLP-E Expert Centres. Compared to responses for geography (70%), this number is low.

## 2.2 Facilitators and barriers to global learning

Evidence supports the use of teachers as facilitators of global learning.

Hunt (2012) identifies facilitators and barriers to global learning in Primary schools. Key to the topic of this study, she highlights that the role of motivated individuals, predominantly teachers, is most important in enabling global learning in Primary schools.

Alcock (2010) identifies significant points in relation to why links need to be made between teachers' personal and professional learning within development education and the impact of these upon pupil learning. For example:

*'As important as any access to professional development is the need to ensure that teachers transfer changes in their knowledge, understanding and attitudes about development education issues in to skills to influence approaches to the curriculum and pedagogy. Without this kind of application it is unlikely that pupil learning about global issues will move on from a more traditional moral perspective to one that is based upon principles found within critical reflection. To enable this to happen teachers need to be supported by a school ethos and leadership and management style that gives them the freedom to assert their professional responsibility for both influencing and managing change within the curriculum' (Alcock, 2010: 14).*

## 2.3 Critical thinking and pupils' learning

Critical thinking is a key element of global learning and an important focus of this action research project. It holds a central position within the GLP-E and is included in the pupil outcomes and aims of the programme. We look at research evidence that critical thinking can support pupils' learning.

Petty (2012) builds on the work of Hattie (1999, cited in Petty, 2012) to look at what factors have the greatest effect on student learning. Hattie produced a table of effect sizes for different possible classroom interventions in terms of the influence they have on student learning. An effect size of 1.0 is typically associated with advancing learners' achievement by one year equivalent. Enquiry and critical thinking skills were the fourth most influential factor, with a score of 0.67, following feedback (0.72), teacher clarity (0.75) and reducing disruptive behaviour (0.86). The higher order thinking skills that learners have the opportunity to develop during critical thinking global learning and DE methodologies can be expected to transfer to other subjects, including writing, according to Petty (2012).

Various studies show Philosophy for Children has an impact on pupils' wider learning. Philosophy for Children (P4C), when approached through a global learning lens, is essentially a tool for dialogue-based learning using a framework for questioning and critical thinking about global issues.

- Trickey and Topping (2007) detail a large-scale study in Scotland where children participated in a weekly P4C session. Statistically significant increases in children's cognitive ability over a period of a year were identified, compared with no increase in the scores of the control group. The same study showed significant gains in verbal and non-verbal reasoning along with improvements in listening, communication, behaviour, questioning, reasoning, reading and understanding. A closing of the gap between low- and high-achievement within classes was also found.
- A recent study of Philosophy for Children conducted by the Education Endowment Foundation (2015) suggests that regular philosophy sessions can have a positive impact on pupils' maths, reading and possibly writing skills. Crucially, this seems to work particularly well for children who are most disadvantaged.
- Mercer and Littleton (2007) have shown that through engaging in collective thinking opportunities, children learn to think at a more sophisticated level by themselves and transfer this to other contexts, including writing.
- Franey (2008) records a case study using 'philosophy through story' to raise performance in literacy (speaking and listening and higher order thinking skills). Key to the success of the enterprise was the professional learning activities undertaken by the teachers, including coaching in questioning skills, peer training and visiting case study schools. Aimed at extending professional motivation, confidence and skills, Franey acknowledges the CPD element of this intervention as instrumental in widening the impact across the group of schools involved.

This exploration of the literature holds relevance for the rationale for this action research study. Our actions have been influenced by the literature in the following ways:

While teachers may value global learning they often lack the knowledge, skills and confidence to incorporate it in their daily practice through the subject-based curriculum.

- In order to impact and raise standards in writing, teaching staff need to be supported by a school ethos and leadership that creates suitable conditions for curriculum change.
- Alongside this vision, sustained continuing professional development and regular opportunities for reflective practice need to be in place.

3

## Methodological approach

This section provides detail of the methodological approach used. Namely, we outline the purpose and relevance of the use of an outside facilitator and the process of action research as relevant to this project; we give a description of the evaluation methodology employed along with justification for its use in measuring the effectiveness of the project; we give descriptions of pupil and staff samples involved and ethical considerations; and we provide information on data collection and analysis.

### 3.1 Action research

Action research is an approach to research that has the aim of improving practice. It involves researchers (often teachers) changing aspects of practice within the school, with the idea of observing and reflecting on impacts related to the action that took place.

The broad approach of this study is that of qualitative action research, presented in the form of a case study. We used the outside facilitation model based on action learning (Aubusson et al., 2009) as their findings show that schools can benefit significantly from an external partner. The outside facilitator acts as a critical friend who builds trust but will challenge, reflect and confront teachers in two-way professional dialogue and reflection. In short, they will act as a mirror to the teachers' thinking and process, facilitating focused planning, shaping ideas, listening actively and providing evaluative comment. In this instance, the outside facilitator role included expertise in global learning and development education frameworks, resources and methodologies. There were two outside facilitators supporting this project,<sup>2</sup> one of whom, Linda Barker, is also a co-author of this report.

The 'design frame' (Thomas, 2009) used for this study is action research, where the focus is on understanding and improving the school's own practice, through a process of reflection on action and monitoring outcomes by the staff themselves, with the support of an outside facilitator. Our action research approach sought context-specific information, with the purpose of improvement in practice, which we hope may have relevance for other similar situations. This study has been practitioner-led and small scale within one Primary school.

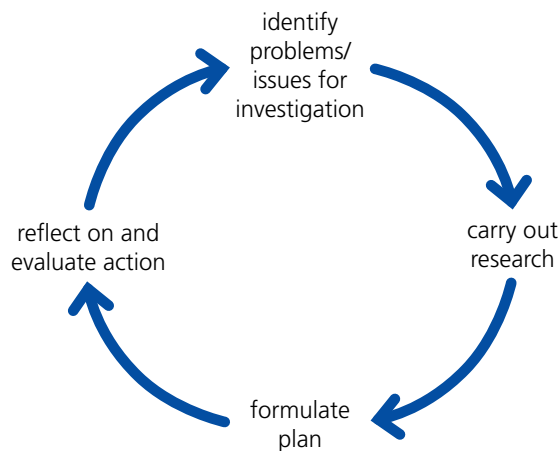
Action research is cyclical – a spiral of continuous reflection, planning, action, observation and further reflection. As Pine (2008) explains:

<sup>2</sup> Linda Ramirez Barker (co-author) and Jackie Zammit, who was the GLP Local Advisor to the school at the time.

*'Action research is a recursive process. The data, generalizations, and even the research questions are reviewed, reconsidered, and revised along with other new and emerging data to develop tentative findings and conclusions' (Pine, 2008: 72).*

The action research cycle can be expressed thus:

**Figure 1: Action research cycle**



The level of practice at the focus school has been elevated by action research, as identified by McNiff et al. (2003):

*'Action research involves informed, committed and intentional action. These elements turn practice into praxis' (McNiff et al., 2003: 21).*

Praxis is the highest level of practice where 'knowledge is that in my action which makes it an action and not a blind activity' (Elliot, 2007: 210). During the process of this research, theory and practice have not been compartmentalised, rather they have informed and built upon one another in the teaching staff's daily practice.

*'In action-research 'theories' are not validated independently and then applied to practice. They are validated through practice' (Elliot, 1991: 69).*

These approaches to action research informed our study.

### 3.2 Case study approach

This paper is a single school case study consisting of in-depth work in one Primary school aiming to use global learning to raise standards in a core area of the curriculum, namely literacy and specifically writing. This case study aims to gain a detailed understanding, involving in-depth enquiries into one singularity,

which may have implications for more generalised situations. A secondary aim of this paper is to provide a replicable model through this particular case study of how a Primary school can utilise global learning and development education methodologies to improve writing. It is hoped a general, flexible approach can be developed that would be applicable in other contexts and other curriculum subjects.

This study has been informed by the thinking on theory-seeking case studies (Bassey, 1999), where the activity is exploratory in nature: Can we use global learning to raise standards within pupils writing? Bassey introduces the concept of 'fuzzy generalisation' where, in the social sciences, some level of conclusions can be tentatively drawn from case study data. He states:

*'The fuzzy generalisation arises from studies of singularities and typically claims that it is possible, or likely, or unlikely that what was found in the singularity will be found in similar situations elsewhere: it is a qualitative measure' (Bassey, 1999: 12).*

### 3.3 Evaluation methodology

We adopted an evaluation methodology to measure the impact of the action on pupils' learning. One of the challenges for development education practitioners within an education context identified by McCollum and Bourn (2001) is the use of learning objectives. Although their view is that these generally make a positive contribution to the quality and effectiveness of development education programmes there are concerns that:

*'there is a tendency to focus on the immediate, observable outcomes, such as student reactions, rather than longer-term outcomes such as changes in behaviour and impact on practice' (McCollum and Bourn, 2001: 16 – 19).*

In order to try to address these concerns we have used Kirkpatrick and Kirkpatrick's (2006) model on which to base evaluation, observation and analysis so as to seek data that indicates longer-term transformational change that should impact on improvements in outcomes on a sustainable basis – in this case, raising pupil achievement in writing. The four levels within Kirkpatrick and Kirkpatrick's evaluation model are:

**Level 1** – Reactions: This lowest level of evaluation basically gauges whether participants liked the training or not. It is more likely, although not guaranteed, that some learning will have occurred if participants have a positive, as opposed to negative, reaction to training.

**Level 2** – Learning: This level attempts to assess the extent to which participants have developed their knowledge, skills and attitudes as a result of training. This can involve pre- and post-information-gathering/tests. Within the session on global learning this could relate to how teachers begin to understand how they can incorporate this dimension within their own practice.

**Level 3** – Transfer: Within this level the focus is on whether newly acquired knowledge, skills and attitudes are being used by the participant in their everyday environment. Because changes in behaviour can be difficult to predict, the main considerations at this level are when, how often and how to evaluate. For global learning, this level of transfer could be observed through the actual lessons that teachers are planning and delivering.

**Level 4** – Results: Within a business environment this level attempts to measure the effectiveness of training in terms of tangible results, e.g. an increase in quality, productivity or profit. In relation to the training session on global learning, evidence of the effectiveness of the training at this level could be in the form of an increase in levels of pupil understanding, or effective dissemination of the training session to other teachers – including senior managers – with the result of more sustainable change through modifications to school ethos, policy and longer-term curriculum plans.

This model was used to inform questionnaires delivered to teachers through the course of the project.

In addition to evaluations of training sessions, the annual teacher appraisal process was also used as a way of identifying the impact of teacher professional development upon raising pupils' achievement. Moreover, pupils' progress in writing was also assessed – both in classroom-related activities and national tests.

In order to address the aims of the research, our success criteria for this study were developed. The success criteria help us to identify whether the action research has had impact on teachers and pupils. The criteria are:

- Teaching staff are able to identify global learning curriculum opportunities and use DE methodologies within these (and global learning) to make a significant contribution to pupils' progress and attainment within writing.
- Teaching staff have increased knowledge, skill and confidence to incorporate global learning within curriculum themes.
- Teaching staff have increased knowledge, skill and confidence to use DE methodologies and have increased the regularity with which they use them.



- Pupils are increasingly able to identify, use and make choices about a growing range of strategies to support their writing.
- Reception pupils achieve or exceed Early Learning Goals within the Prime areas of Communication and Language; Personal, Social and Emotional Development; and Physical development (which includes mark-making and writing skills).
- Key Stage 1 pupils make at least 1 sub-level of progress per term (i.e. two whole levels over the key stage) within writing.
- Key Stage 2 pupils make at least 2 sub-levels of progress (and at least two whole levels over the key stage) within each KS2 year.

### 3.4 Measuring impact

While this research study is designed to consider how global learning can contribute to raising standards within pupils' writing in the primary phase, it is acknowledged that in addition to the specific development aspects related to this project, the school also put in place other development measures as part of its overall improvement strategy. These include:

- introducing the programme Read Write Inc.<sup>3</sup> as a whole-school initiative in November 2012 (it continued during the project timeframe), two months before the 2013 Ofsted inspection
- using working walls within classrooms as a means to highlight pupils' learning targets
- changes to the marking policy of pupils' work

Other research identifies the difficulties in attributing causal links in raising standards to global learning, given the wide range of factors influencing schools and pupils (Hunt and King, 2015). Indeed, in relation to this study both the working walls and changes to marking policy were noted positively within the 2015 Ofsted inspection.

Thus in order to try to determine the extent to which the global learning project could be said to have impacted upon raised standards, it was decided to:

- measure staff learning (knowledge, skills and attitudes) through the use of an initial Learning Needs Analysis
- carry out regular evaluations of training and development sessions

<sup>3</sup> Literacy intervention for schools

- look at the impact of staff training sessions on teaching practice as evidenced through curriculum planning, lesson observations and the formal annual appraisal system.
- examine the contribution of class-based support staff through lesson observations and evaluation activities
- look at pupils' evaluations of their own learning.

While the evidence can't be seen as separate from the other initiatives in school, it is hoped that the methods used and discussed here will help strengthen attribution.

Lesson observations, book scrutinies of pupils' writing and pupil progress data for writing all formed part of what is termed the triangulation of evidence used, by the school as well as external agencies, to inform judgements about the effectiveness of the school's performance.

### 3.5 Sampling

The next section identifies who took part in the project.

**Sample of staff:** Each of the four class teachers and all the class-based support staff, to differing degrees depending upon their actual role, were involved in the project. Non-class-based staff also took part in the initial contextual awareness-raising training sessions.

**Sample of pupils:** While the key stage focus within the overall GLP-E is pupils in KS2 and KS3, our school-based writing project involved the whole school because of the (potential) on-going impact of pupils' attainment from the EYFS and into KS1 and KS2.

Within the time frame of this global learning writing project the school had pupils up to Year 4 within KS2,<sup>4</sup> meaning the project worked with classes from Nursery and Reception up to and including Year 4.

Pupil mobility resulted in 22 pupils leaving the school and 10 joining the school during the period May 2013–July 2014. This affected each year group apart from the Year 1 cohort. Thus there were 63 pupils on roll at the start of the project and 57 at the end.

The pupil progress data used to inform this project focuses on the 2013–14 year. The data is considered in relation to trying to measure the impact of the training

<sup>4</sup> It had only just moved from an Infant to a Primary school – hence the lack of older Primary children in the sample.

and development undertaken within the project on teaching and consequently on pupil progress. The final cohort percentage assessments and future predictions were recorded at a time when there were 45 full-time and 12 part-time pupils on roll in June 2014. As this report was being finalised it became possible to include the end 2014–15 teacher-assessed and nationally submitted pupil data for EYFS and KS1, but any national figures for 2015 were not available.

### **3.6 Ethical considerations**

Ethical considerations encountered within this study related to ensuring that pupil data and protection was adhered to in line with the school's existing policies. However, because individual pupil data is not identifiable it was not necessary to gain specific consent from parents/carers. The school has an 'opt out' policy with respect to the use of pupil images for use and publication beyond the school (taking into account all necessary safety considerations). The nature of this research meant that parents/carers were aware of elements of the research study through the usual ways the school shares pupil learning and progress and awareness-raising exercises for the International School Award or GLP. In addition this research project provided an opportunity to involve parents further, e.g. through family assemblies, school open sessions and questionnaires in relation to the revised Primary curriculum from September 2014.

Informed consent for the project was gained from all participating staff on the basis that it was agreed to be a positive and proactive response to the key issues about improving standards in pupils' writing raised within the school's January 2013 Ofsted report. All staff are aware that anonymised analyses of their completed evaluations are being used in order to inform this project. Teaching staff were clear about and willing for information relating to their appraisal processes to be used anonymously in order to provide evidence for the research.

Consideration was given to the dual role of one member of the research team who is also the head teacher of the school. There was the potential for responses within the research to be interpreted less objectively because of contextual information that the head teacher had and might be influenced by. The use of an external facilitator as co-author helped to ensure impartiality with respect to the analysis of data and processes of critical reflection, both during and at the end point of the research. The majority of data handling and analysis was carried out by the external facilitator to aid this process.

### **3.7 Data collection and analysis**

The timescale of this study incorporated the whole of the 2013–14 academic year, with piloting and preparatory sessions beginning in the summer term of

2013. Teachers used age-appropriate global learning and development education methodologies in their classrooms throughout this period of time.

The data collection methods used for this research include the following:

- questionnaires: Learning Needs Analysis (revisited at the end of the study), training evaluations, termly/on-going and final reflections from teaching and non-teaching staff
- content analysis of teachers' planning
- field notes and records from reflective sessions with staff and link governor
- analysis of classroom and school environment
- lesson observations: cross-curricular literacy skills
- book scrutinies of pupils' writing
- pupils' critical reflection on their learning
- pupil progress data for literacy
- external monitoring and verification by Ofsted, the school's Local Authority School Improvement Advisor, and a Basic Skills Quality Mark Award Assessor.

The data was collated and presented to follow. It was analysed using both qualitative and quantitative data, with the aim of mapping interventions and actions with staff, then looking at practices within the classrooms, and finally, looking at the impacts of those interventions and actions.

4

## Staff development interventions and actions

This section describes the various interventions and actions with staff that took place as part of the project. This study spanned four terms of staff development (and concurrent classroom activity) between 2013 and 2014. A summary of staff development can be found in Table 2 and is described in the text to follow.

**Table 2: Timetable of interventions and actions with staff**

Intervention/Action	Date	Led by
Learning Needs Analysis (LNA)	April 2013	HA and MW
Staff meeting	May 2013	LB
Professional development day	September 2013	LB
Lead staff feedback	November 2013	LB
Reflection session (mind maps)	December 2013	LB
Action planning	December 2013	LB
Professional development day	January 2014	HA, LB and JZ
Interim evaluation (all staff)	March 2014	HA
Final evaluation (lead staff)	July 2014	HA

### 4.1 Staff Learning Needs Analysis

The project started with a Learning Needs Analysis (LNA) for staff in April 2013. We wanted to find out the attitude of teaching and support staff to development education and global learning. In addition to levels of understanding about global learning and development education, the LNA was designed to identify experiences, levels of confidence, and any misconceptions with respect to developing specific global learning themes with pupils, as well as the implication for school ethos. The questionnaire was designed based on the Kirkpatrick and Kirkpatrick (2006) model so it could act as an LNA, but could also help determine the effectiveness of the training when repeated towards the end of the project. It was administered by the head teacher of the school, and co-author of this paper. The session outline can be found in Appendix A, Table 17.

Responses to the LNA can be found in Table 3. It asks a range of questions to gauge current understanding and attitudes to global learning and development education. As mentioned previously, there had been significant changes within

both teaching and support staff from September 2012 to April 2013. However, there was a core group of support staff who had been engaged with the school's development of global learning and involvement in a Global School Partnership programme for several years.

**Table 3: Learning needs analysis % responses (N=14)**

Tick the box that matches most closely your current thinking for the following questions or statements	Strongly agree	Agree	Disagree	Not sure
Global learning (GL) or development education (DE) helps pupils learn about people in other places.	50	50		
GL or DE is taught mostly through geography or citizenship lessons.	7	21	50	21
GL or DE is about helping pupils to raise money for charity.		7	79	14
GL or DE is about telling other people how to sort out global issues.		7	86	7
GL or DE is too difficult for young children to understand.			100	
Schools haven't got time to teach GL or DE.		7	93	
GL or DE can develop pupils' questioning, reflective and thinking skills in a range of curriculum subjects.	29	71		
Pupils of all ages should learn about how people relate to the environment and each other as human beings.	50	50		
I understand how GL or DE fits into wider political, educational and global debates/issues.	14	50	7	29
I am confident in using a range of DE teaching methodologies to plan for or support GL or DE.	7	29	29	36

The LNA identified the following information, summarised as follows:

- A good level of understanding of global learning existed throughout the staff, including support staff.
- There was a degree of uncertainty of the wider context for this study.
- The teachers were currently using, generally speaking, cross-curricula approaches to global learning and it was not perceived as too difficult for younger children.
- There existed among the staff a wide level of support for a social justice mindset, as an extension to charity mind-set.
- The teachers voiced the need to spend more time exploring and understanding global learning and DE methodologies so that they could meet the challenges of this study, i.e. to improve writing.

- Some staff expressed confidence issues with using DE methodologies and being able to explain what global learning is about.
- Across the whole range there were requests for age-specific resources and lesson ideas, e.g. for younger children, on the millennium development goals and for topic-based work planned for the coming term. In particular, there was a desire to embed the work from the school's international link fully in the curriculum.
- The staff expressed curiosity about how, by who and when the research findings are going to be used.

#### 4.2 Staff development interventions and actions

In light of the findings from the LNA the staff undertook a range of development activities in wave 1 of the project. Further details of the content of these can be found in Appendix A.

**Whole-staff meeting, May 2013** – The whole-staff meeting addressed the wider background and justification for this study, and gave staff the opportunity to explore and develop a shared understanding and vision for global learning in their school. It was introduced by the head teacher of the school, but the session was run by an external facilitator; both are co-authors of the paper. The feedback comments began to show evidence of the positive impact of the training for staff, for example:

*'It's been useful to step back and gain a fuller picture.'*

*'I have enjoyed revisiting my motivation for global learning and re-energising my ideas.'*

The session outline can be found in Appendix A, Table 18.

**Staff meeting, June 2013** – a further staff meeting session for teachers and lead class staff took place with an emphasis on development education methodologies, including Philosophy for Children. Resources were made available and the teachers began to plan pilot classroom interventions for the autumn term ahead, using global learning and development education methodologies for lessons involving writing. This session was led by an external facilitator and co-author of this report.

The session outline can be found in Appendix A, Table 19.

**Professional development day, September 2013** – A full professional development day for all staff was entitled *Reading the world – using books to*

*develop global learning* and was led by an outside provider, Lifeworlds Learning.<sup>5</sup> The focus of this session was to explore the potential of using picture books within global learning and to provide practical teaching strategies and techniques that the teachers and support staff could use in their classrooms. It is clear from the feedback that teachers and support staff critically engaged regarding how and what to teach and the ways to support global learning, as the following quotes show:

*'Someone once made the observation that the best way to learn is to teach. Books, even fiction, bring global stories and knowledge (of others) to us. The reader experiences learning, as much as the listener.'*

*'Raising awareness of stereotypes and sensitive issues implied or written about in the text...'*

*'A really inspiring and motivating session for me, made me think about the messages that books give in a different way.'*

*'Exploring different books and discussing them. Makes you realise a book isn't just a book but has a deeper meaning once you start to see what lies behind the name or cover of the book.'*

*'Discussion with colleagues – swapping ideas for how to use these books in the classroom.'*

*'Being able to look at and discuss the books – getting others' opinions.'*

**Staff perceptions of pupils' writing, November 2013** – A session with four lead teaching staff with the aim of giving their perceptions of the impact of global learning on pupils' writing during the autumn term 2013. The lead teaching staff were asked specific questions regarding project impact on pupil progress within writing and a range of questions to gauge their own professional development through the project. Their responses can be found in 7.1.

In the second wave of staff development, informed by previous reflections and feedback, there followed two further staff development sessions.

**Action planning session, December 2013** – This action planning session aimed to support each year group with their topic subject for the coming spring term – these were toys and stories in EYFS; China in KS1; and Ancient Egypt in KS2 (Years 3 and 4). This was led by an external facilitator and co-author of this report. The focus was on enabling teachers to enhance skills to develop their global and development education activities without external support.

<sup>5</sup> <http://www.lifeworldslearning.co.uk/>



The session outline can be found in Appendix A, Table 20.

**Professional development day, January 2014** – Across the day a range of inputs for DE methodologies and improving writing – including creative writing exercises ‘The Story-telling Jacket’ and ‘Artist and Scientists’ – were provided by an outside provider<sup>6</sup> to all staff, The teachers had the opportunity to participate in a range of activities that could be translated for use in the class. Senior leadership support for the project ensured timetabled planning time and opportunities for staff collaboration.

In addition, a member of staff reported back, thereby cascading learning, from an intermediate level British Council training course. The sense of a collaborative professional development community at the school was very strong.

In this session, an evaluation questionnaire, which can be found in Table 4, was completed by staff about the professional development day delivered by the outside provider. It includes feedback on strategies and techniques that support teachers using global learning activities to support writing.

**Table 4: % Staff feedback about the professional development day (N=14)**

To what extent did the session:	Significantly	Partially	Not at all
Help you to explore the potential for using picture books within global learning?	100		
Provide a range of practical teaching strategies and techniques?	64	36	
Enable you to think about how and what to teach/ways to support GL?	93	7	
Support you to respond to controversial issues either planned or raised?	64	36	
Think of ways to make links to the GL writing project that our school is engaged with?	86	14	

In this session, teaching staff were asked a further set of similar questions and their responses are outlined in Table 5.

<sup>6</sup> The external facilitator was Jackie Zammit, the GLP-E Local Advisor.

**Table 5: % Teachers' feedback to staff CPD (N=7)**

To what extent did this session help you to:	Strongly agree	Agree	Disagree	Not sure
Increase your awareness of development education teaching strategies and resources to support developing pupils' writing skills?	14	86		
Feel confident to try out some of the strategies and/or resources suggested today or from previous sessions?	57	43		
Increase your confidence to adapt/use flexibly development education teaching strategies and resources to support developing pupils' writing (Existing strategies or those new to you on 6th Jan)?	29	71		
Know where to look for ideas and resources to support developing writing through global learning?	29	71		
Consider the values, attitudes, skills and knowledge you want to encourage through global learning?	14	86		
Did this session respond to the needs you identified for the global writing project in the evaluation you completed at the end of November?	43	43		14
Overall did you find this session useful?	43	57		

Other feedback from the teachers included:

*'I liked the opportunity to write myself and realised how nervous I was – I now model writing on the white board and paper while the children are writing so they see me "at work".'*

*'I found most useful the practical circle time activities, one of which I've already used and another I am planning to use to support descriptive writing.'*

*'... being made aware of different methods of learning and ideas for different activities.'*

In relation to the aims of this project this feedback data tells us that in order for teachers to consider the interventions they wish to use, and when they wish to use them, teachers require time and direct experience of those interventions. This overall global writing project requires teachers to try new strategies, which in turn requires teachers to be provided with the space and time to familiarise themselves and engage critically with those strategies in the safe space of a professional development session.

The session outline can be found in Appendix A, Table 21.

### 4.3 Developing collegiate working practices

We actively promoted collegiate working practices through the course of the project. Fullan (2001) developed a set of conditions, listed below, to encourage collegiate working practices among teachers, and these measures were purposefully employed by the project in the following ways:

- Frequency of communication regarding teaching methods: Several formal and informal opportunities were provided and encouraged for teachers and wider staff to discuss, debate and critique teaching methods.
- Mutual support: An atmosphere of innovation was encouraged, with a wide variety of DE methodologies being offered (with training), and ideas and resources to bring global themes to termly topics for the different classes. Several members of staff shared their own learning from outside providers, e.g. The Global Teacher Award and Developing Global Citizenship courses as well as GLP-E local network sessions, at staff meetings, so that wider staff benefitted from cascading learning.
- Personal development in a social context: Through reflective sessions, teachers and wider staff were encouraged to judge the desirability of interventions and judge the appropriateness for their classroom context. This process of critical engagement with the ideas and concepts on offer by the project led to purposeful interaction, suggested by Fullan (2001: 124) as essential for continuous improvement and critical engagement with change.
- Shared vision of values and assumption: The project afforded teachers and wider staff with many opportunities for the unpacking of the shared values and ethos of the school, and its approach to teaching and learning, with possibilities for adult and pupil feedback on the progress of the project. Staff were asked to consider why they teach the way they do, to develop a deeper understanding of the processes at play by testing out new ideas and monitoring the effects. Hoban (2002: 69) suggests this combination of conditions works together in 'interplay' to encourage teacher learning where teachers relate to each other within an acknowledged system.

### 4.4 Staff evaluations and reflections

**Interim evaluation:** At this point in time the project had been operating in the school for almost a year, and teachers' attitudes, confidence and competencies regarding global learning and DE methodologies were perceived to have developed and grown. In order to provide an interim evaluation of the impact of the training and development to date and ascertain changing learning needs, the LNA questionnaire was adapted and completed by all staff again in March 2014. The results of this interim evaluation can be found in Table 6.

**Table 6: % Interim evaluation data (original LNA data in brackets) (N=9)**

Tick the box that matches most closely your current thinking for the following questions or statements	Strongly agree	Agree	Disagree	Not sure
Global learning (GL) or development education (DE) helps pupils learn about people in other places.	78 (50)	22 (50)		
GL or DE is taught mostly through geography or citizenship lessons.	0 (7)	66 (21)	22 (50)	11 (21)
GL or DE is about helping pupils to raise money for charity.		11 (7)	89 (79)	0 (14)
GL or DE is about telling other people how to sort out global issues.		0 (7)	100 (86)	0 (7)
GL or DE is too difficult for young children to understand.			(100)	
Schools haven't got time to teach GL or DE.		0 (7)	100 (93)	
GL or DE can develop pupils questioning, reflective and thinking skills in a range of curriculum subjects.	33 (29)	67 (71)		
Pupils of all ages should learn about how people relate to the environment and each other as human beings.	66 (50)	33 (50)		
I understand how GL or DE fits into wider political, educational and global debates/issues.	33 (14)	56 (50)	11 (7)	0 (29)
I am confident in using a range of DE teaching methodologies to plan for or support GL or DE.	22 (7)	56 (29)	11 (29)	11 (36)

In March 2014 staff also completed an evaluation questionnaire that asked them to respond to a series of questions on how the project had impacted on their knowledge and skills. Responses can be found in Table 7.

**Table 7: Evaluation responses from all staff involved in the project (N=9)**

To what extent has the project:	Significantly	Partially	Not at all
Increased your understanding about how global learning can be incorporated within curriculum themes?	5	4	0
Increased your knowledge of teaching and learning strategies that can be used within global learning?	4	5	0
Increased your skill at supporting pupils with global learning activities?	3	6	0
Increased your confidence to incorporate DE methodologies to support global learning in your classroom?	4	5	0
Do you think that because of the global writing project there has been an increase in the variety of ways that global learning has been incorporated within the curriculum?	3	6	0
Do you think that because of the global writing project there has been an increase in the regularity of global learning activities within the classroom?	5	3	1

The questionnaire also asked a series of open-ended questions. Some key points on teacher development are as follows: (responses relating to pupil learning can be found in 7.1):

- Teachers have benefitted from several professional development opportunities, particularly hands-on sessions where they were able to experience and critically evaluate methodologies in order to consider how they can apply these in their own classroom practice.
- Modelling DE methodologies in the classroom by the head teacher was very beneficial and gave teachers concrete ideas as well as inspiration.
- P4C practice is growing in the school, and the learning from the Global Teacher Award is being applied in work with pupils.
- Teachers have shown an increased ability to explore new teacher strategies, observe the impacts in the classroom, both positive and disappointing, and then to purposefully change their own practice accordingly.

*'This has motivated me to try out new ideas and see how well they worked (issues tree).'*

One teacher is increasingly seeing the:

*'links throughout the curriculum, not just a one-off global lesson, e.g. the maths, writing, DT involved in the malaria project, or the computing skills involved in researching endangered animals, or the role play in Fairtrade work.'*

- Teachers have critically engaged with their own views about the purpose and benefits of global learning. One teacher states:

*'I believe that global learning plays a significant part of school life as it allows pupils, parents, etc. to see the wider world, and enables us to learn to respect, and tolerance of others and their way of life.'*

**Final staff evaluations:** For the final evaluation of the year all staff were asked to reflect on the way the project had impacted on teacher practice and pupil learning, with specific focus on writing, over the full four terms. The questionnaire was completed by 12 staff members and shows a great deal of confidence and understanding demonstrated by the staff, particularly those with direct classroom roles.

**Table 8: % Final evaluation feedback from all staff (N=12)**

<b>Tick the box that matches most closely your current thinking for the following statements. The project so far has enabled me to:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Not sure (or N/A if role is non class based)</b>
Develop a deeper understanding of global learning	14%	79%		7%
Consider the values, attitudes, skills and knowledge that can be encouraged through global learning	22%	71%		7%
Increased your knowledge of and confidence to use ways of working (e.g. development education methodologies) to support global learning opportunities in school	14%	64%		22%
Know where to find ideas/resources/lesson plans that could be used in the classroom	14%	57%		29%
Appreciate how global learning can be used to support pupils' writing development	22%	64%		14%

The full impact of these interim and final evaluations is examined in Sections 6, 7 and 8.

5

## Classroom interventions and activities

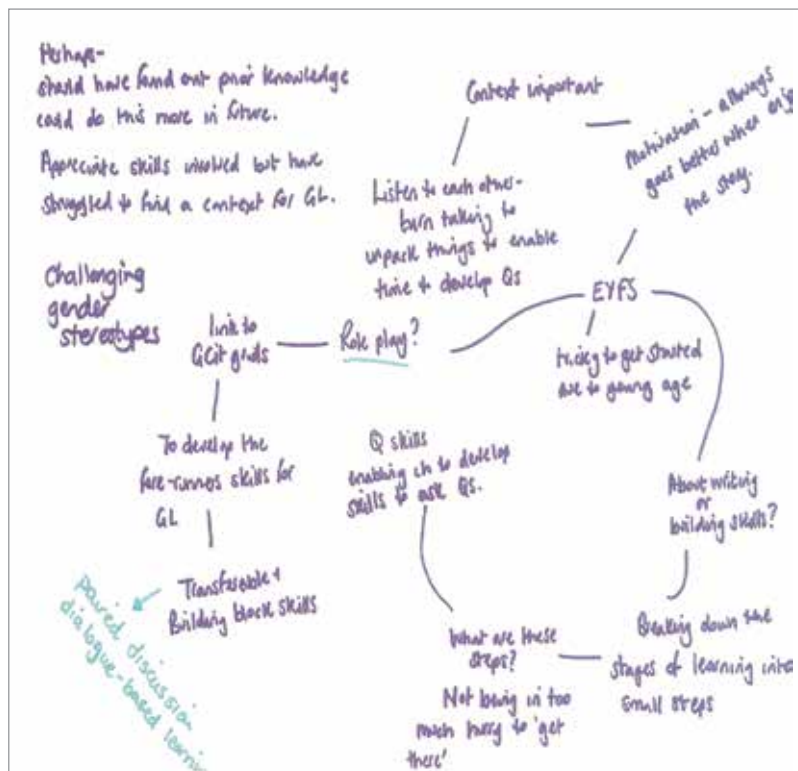
Staff carried out classroom interventions concurrently with staff training and interventions, with feedback and input from teachers informing the next actions, over four academic terms. This next section highlights the types of activities related to the project being carried out within classrooms. They are divided into school phase: EYFS, KS1 and KS2. During the action research cycle there was a time of reflection in December 2013 and January 2014. This coincided with staff development and feedback sessions. In some instances a member of staff for each phase group provided detailed written reflections on the first cycle of activity in December 2013. The reflection mind maps that recorded the teachers' spoken feedback session are included, where available.

### 5.1 Early Years and Foundation Stage (EYFS)

**Autumn term 2013:** Teachers encouraged the youngest children to engage in a lot of discussion in order to develop their thinking. The teacher used the photo frame idea, where the children have to talk about what they can see inside the frame. Many of the children in EYFS were not very experienced with mark-making or writing and required a lot of language input, e.g., verbal and written sentence modelling, syntax, and vocabulary development. However, the children were encouraged to develop the use of critical thinking at a basic level, e.g. by being asked to consider reasons. The teacher indicated a change in herself, for example, in terms of her awareness of global issues and development of her own critical thinking skills. The pilot stage led to the desire to learn more about how to use DE methodologies with younger children, particularly through story.

A reflection mind map for EYFS activities up to December 2013 can be found in Feedback 1. It was developed by the external facilitator and co-author of this paper, as she listened to teachers reflect on the activities they had done, identify any facilitators and barriers, and plan for future activities.

### Feedback 1: Reflection mind map for EYFS activities (based on staff talk)



**Spring term 2014:** The story Michael Recycle was used as a starting point to help pupils to explore the idea of materials and recycling. Developing pupils' observation, speaking and listening skills alongside topic-specific vocabulary all contributed towards opportunities for developing both shared and independent writing. Pupils were able to consider what they could do with plastic rubbish.

A Ragdoll Foundation video, Junjie's from China,<sup>7</sup> was shared. 'I wonder' speech bubbles were used to encourage pupils to think about and explain what toy they might make by reusing plastic. They drew designs, wrote labels and then made and evaluated their models. Another video clip showing children in Kenya making a football from plastic bags motivated pupils to try to make a similar kind of ball, which they did within small groups.

A summary of EYFS activities for spring term 2014 can be found in Activity 1.

<sup>7</sup> <https://schoolsonline.britishcouncil.org/classroom-resources/what-makes-me-happy-series-one-film-resources/china-junjie-story/5-to-7-years>



## Activity 1: EYFS children exploring recycling and reusing

### Activity global learning objectives\*:

- social justice and equity: What is fair/unfair? What is right and wrong?
- diversity: awareness of similarities and differences between people
- sustainable development: how to take care of things, sense of future
- critical thinking: listening to others, asking questions
- respect for people and things; starting to take care of things
- starting to think of others
- concern for the environment and commitment to sustainable development
- appreciation of own environment and living things
- sense of wonder and curiosity
- willingness to admit to and learn from mistakes
- belief that people can make a difference.



\*These draw on Oxfam's (2006) global citizenship guide, which has helped to shape the focus of global activities in the school.

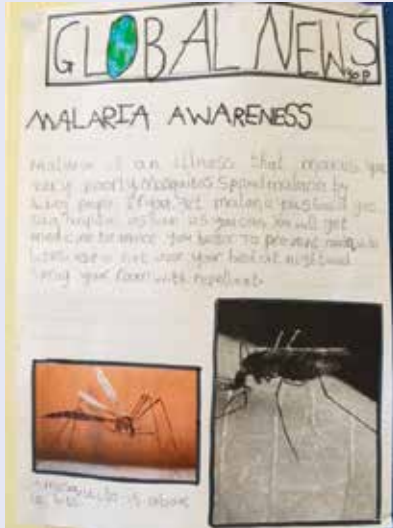
**Summer term 2014:** The focus on caring for others and the environment continued during the summer term through the topics 'Noah's Ark' and 'The Seaside'. Using a photograph and a frame was introduced as a different technique to develop pupils' observational, language and communication skills. The teacher found that this worked well because it encouraged pupils to focus more closely on specific images, and as such enabled adults to focus on asking very specific questions relating to 'what' and 'why'. This then helped to provide structure for developing writing.

## 5.2 Key Stage 1

**Autumn term 2013:** Throughout the autumn term, Year 1 and 2 pupils studied mini beasts (see Appendix B). The teacher for this class encouraged discussion and engagement with a range of global issues such as positive and negative aspects, including the spread of malaria, concern for the wider environment, valuing resources and the production process of Fairtrade honey. The class also used Philosophy for Children with books such as *Window*, *Danny Duck* and *Dinosaurs and all that Rubbish* as stimulus. The class was encouraged to work in 'learning threes', to use issues-trees and use images and artefacts to aid their discussions. The teacher noticed better co-operation in learning and more talk between the children, although she recognised there was still room for improvement.

In particular the topic of malaria motivated the children and gave an enthusiastic atmosphere in the classroom, giving children more ideas to put in their writing. Details and images of the learning can be found in Activity 2 below. Through their learning about malaria, pupils chose to take positive action to try to address this issue. The pupils planned and carried out a fundraising activity to buy mosquito nets for children in Kenya (which links with the school's connection to a local charity). This activity enabled pupils to be aware of global poverty and make connections with the Millennium Development Goals designed to help alleviate this.

## Activity 2: Key Stage 1 children exploring malaria

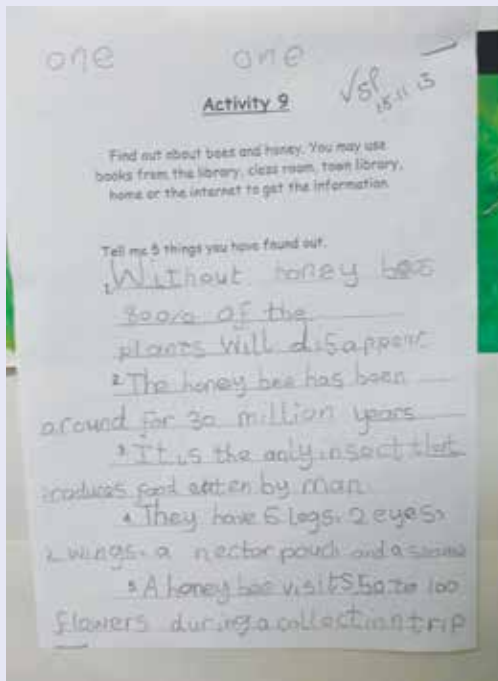


### Activity global learning objectives:\*

- knowledge and understanding of living things and their needs; how to look after things; our impact on the environment
- critical Thinking: developing an enquiring mind; ability to argue effectively
- beginning to state an opinion based on evidence; beginning to challenge injustice and inequalities
- beginning to identify unfairness and take appropriate action
- co-operation and conflict resolution
- sharing
- involving/including society and others
- beginning to value resources
- willingness to care for the environment
- concern about the effects of our lifestyles on people and the environment.



Using the strategy of an Issue Tree to consider cause, effect and possible solutions for endangered and extinct insects.

**Activity 2: Key Stage 1 children exploring malaria *continued***



**Spring term 2014:** During the spring term, KS1 pupils studied China and following staff training they used lots of Philosophy for Children techniques. The text *Cleversticks*<sup>8</sup> was used to discuss similarities and differences between one another. There were opportunities for exploring children's rights and discussing how we all have the same basic needs and rights.

After being shown the Junjie film during training, the question 'What makes me happy?' was used to discuss what makes pupils within the class happy and what seemed to make the boy in the film happy. Pupils made their own boats similar to the boy in the film and used this for further opportunities to reflect upon how this process made them feel.

During writing sessions a range of DE methodologies was used including questioning a photograph and using a diamond 9 approach to promote discussion prior to writing individual and collaborative reports about the Great Wall of China. The mystery bag technique was also used within the context of pupils needing to work out where a traveller was from and their purpose for travelling in relation to examining a range of artefacts – some of them being from China, e.g. models of terracotta army figures. Activity 3 provides further information about the activities.

### Activity 3: Key Stage 1 children using diamond ranking activities

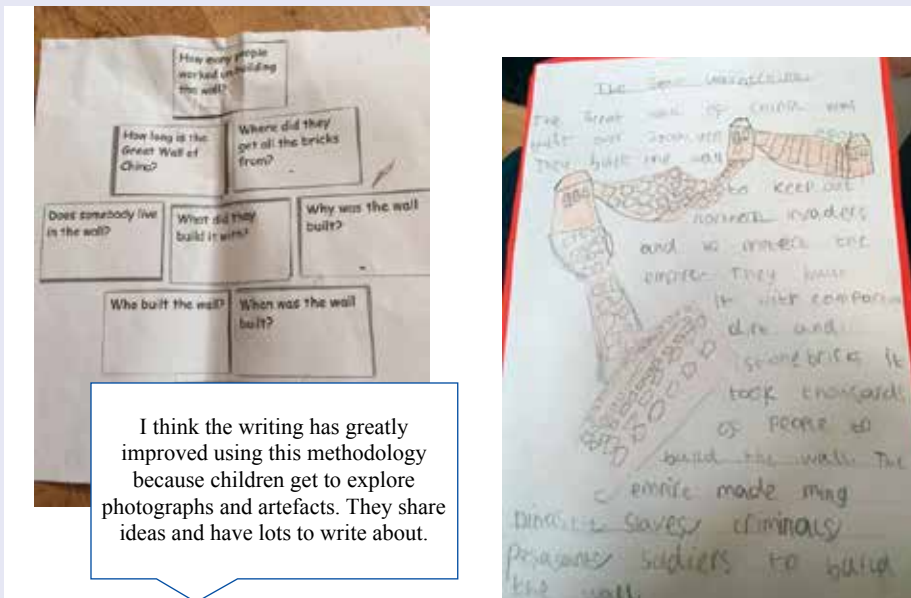
## Writing using Diamond 9 method



By using a diamond 9 ranking system the children learned that there are lots of different perspectives and some similarities. They developed their critical literacy skills and dispositions as they discussed which was the most important question to include for our reports.

**Objectives covered:**  
Knowledge and understanding:  
- sense of the wider world  
- Conflicts in past in our society and others  
Skills: critical thinking  
- Developing an enquiring mind  
- Looking at different viewpoints



**Activity 3: Key Stage 1 children using diamond ranking activities *continued***


As part of Fairtrade fortnight pupils used a range of exploratory methods to find out where in the world rice grows. Also, what the ideal weather conditions are for it to grow, where it is exported to and how. They then used previous learning including role play to explore production and trade of rice in relation to a focus on fairness and justice. This activity can be found in Activity 4.

### Activity 4: Key Stage 1 children exploring Fairtrade

#### Fairtrade – Roleplay

- Children improved their speaking and listening through role play.
- Specific vocabulary was used, retained and applied to their writing.

Objectives covered:  
Knowledge and understanding:  
- Awareness of rich and poor  
- Links and connections between different places  
Skills: Critical thinking  
- developing an enquiring mind  
- Looking at different viewpoints  
- begin to identify unfairness and take appropriate action  
Attitudes and Values  
- Willingness to co-operate and participate  
- Interest and concern for others in wider sphere



**Summer term 2014:** The children learned about weather around the world. They worked in learning threes to choose a weather type to research how to measure that weather condition. They designed and built their own weather measuring instrument. The children did some discussion about photographs and debated what seasons they represented, and used collaborative skills to sort them and decide where in the world they occur. During the second half of term they had a focus on the World Cup and identified flags and continents. They discussed winning and losing, and talked about fairness.

### 5.3 Key Stage 2

The teacher for our Key Stage 2 class (Years 3 and 4) incorporated global learning into her topic work mostly through writing, speaking and listening. The topic for the autumn term was rainforests, which held much scope for this study. Philosophy for Children was widely used, and promoted engagement with different perspectives, leading to writing in the form of reports, persuasive argument, recounts, and rainforests stories. Letters were written to the governors suggesting improvements for the school playground. The children were encouraged to use 'I wonder why' sentences in their writing. The strategy of talking partners was also widely used. The teacher tried out a lot of DE strategies to support the development of specific literacy learning objectives within the children's written work, for example role play, debates, hot seating, paired discussion techniques and dialogue-based learning. A range of fiction and non-fiction books, photographs, internet research, resources and video clips were used. A summary of children's learning can be found in Activity 5.

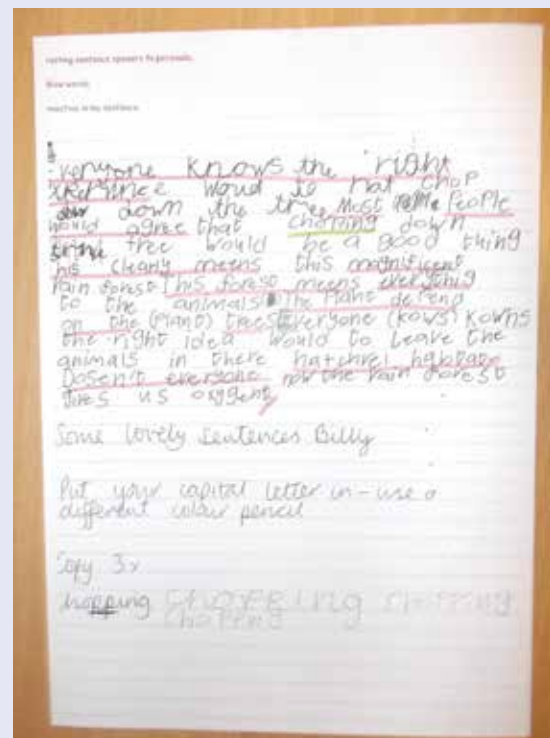
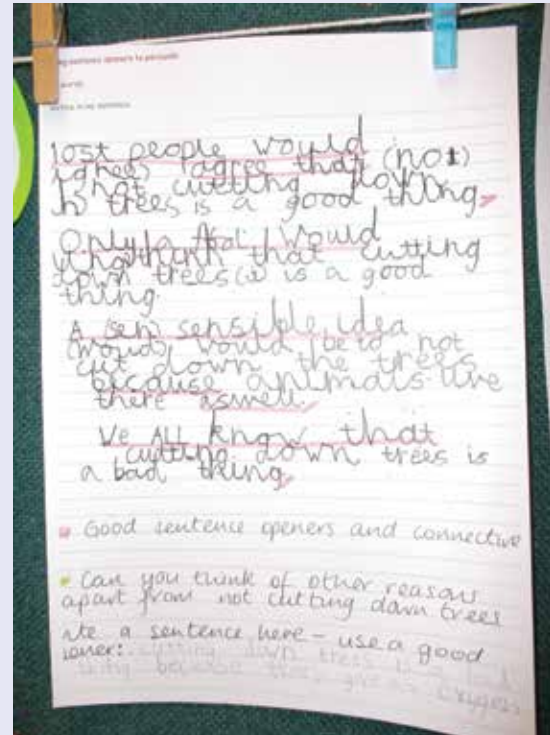
## Activity 5: Key Stage 2 children exploring rainforests

### Activity – global learning objectives:

- sustainable development: relationship between people and the environment; awareness of finite resources; our potential to change things
- critical thinking: detecting bias, opinions and stereotypes; assessing different opinions
- ability to argue effectively: finding a selecting evidence; beginning to present a reasoned case
- concern for the environment and commitment to sustainability
- sense of responsibility for the environment and the use of resources
- empathy and sense of common humanity
- empathy towards others locally and globally
- commitment to social justice and equity
- sense of justice
- value and respect for diversity
- growing respect for difference







**Activity 5: Key Stage 2 children exploring rainforests *continued***



A reflection mind map written by teachers for KS2 activities up to December 2013 can be found in Feedback 2. It was developed by the external facilitator and co-author of the paper, as she listened to staff reflect on the activities they had done, identify any facilitators and barriers, and plan for future activities.

### Feedback 2: Reflection mind map for KS2 activities



**Spring term 2014:** Within a topic on Ancient Egypt KS2 pupils continued to use the range of DE methodologies introduced the previous term. They looked at differing/multiple perspectives in order to debate the issue of slavery within the Ancient Egyptian context (see Appendix B).

Within KS2, DE methodologies were found to work well for pupils when focusing on specific literacy objectives. For example pupils worked over several weeks developing different aspects of writing a mystery story set within their topic focus of Ancient Egypt. The teacher used the Diamond 9 methodology to enable pupils to debate the effectiveness of story openers, and pupils were actively engaged with this approach. Opportunities for talk and interaction that focused on pupils justifying their views and decisions facilitated both an enthusiastic attitude and better quality writing, according to the teacher. Details can be found in Activity 6.



**Activity 6: Key Stage 2 children exploring Ancient Egypt**

The class-based Egyptian Museum was open for younger pupils to explore. Key Stage 2 pupils designed a mystery trail of questions for them and guided them around the museum.

**Summer term 2014:** The football World Cup provided the focus for the summer term's topic. Pupils were able to use and apply DE methodologies they had experienced during the previous two terms in order to develop their knowledge and understanding of different countries taking part in the World Cup, including a specific focus on Brazilian favelas. Pupils researched and organised a World Cup Café event which they hosted for other pupils in the school and visitors. This involved them developing, using and applying language and communication skills, including producing a range of different types of writing.

### Activity 7: Key Stage 2 children exploring the World Cup

**Activity global learning objectives:**

- contribution of different cultures
- values and beliefs to our lives and fairness between groups
- accepting and acting on group decisions, and compromising
- growing interest in world events
- sense of justice; empathy towards others locally and globally
- belief that things can be better and that individuals can make a difference



Key Stage 2 pupils did some serious tasting themselves before opening their World Cup Café to the other classes.



**Activity 7: Key Stage 2 children exploring the World Cup *continued***



Would you like some of our French bread and brie cheese?

6

## Data relating to teacher performance

This section looks at data relating to teacher performance and builds on the evidence already provided from teachers themselves in Section 4.4. It shows links between the action research process and the evaluation method used within the project. Data on teachers' performance is taken from lesson observations and accounts within the formal annual appraisal process.

### 6.1 Lesson observations

Lesson observations were undertaken by the head teacher (and co-author) with all teachers as part of the formal teacher appraisal process during the 2013–14 year. The observer considered a number of factors, including appraisal objectives, which included:

- increasing the range and frequency of the use of development education methodologies within global learning across the curriculum
- increasing knowledge and skills with respect to incorporating the Oxfam global citizenship learning objectives (Oxfam, 2006) into teaching in a range of curriculum subjects, and specifically measuring the impact of this for raising and maintaining standards in writing.

These objectives were used in conjunction with considering the way that the classroom environment was supporting pupils' writing and this writing project. The lesson observations helped to inform staff development priorities within the project.

The first observations were undertaken by October half term 2013. By the end of the autumn term it was possible to see evidence of the positive impact of the project, with teachers addressing areas for development identified during the observations in October and identified in Table 9.

**Table 9: Lesson observations – strengths and areas for development (autumn 2013)****The following strengths were identified, but there needed to be greater consistency:**

- cross-curricular context taking account of global learning focus, enthusiastic and engaging teaching with evidence of a very high level of pupil motivation
- appropriate cross-curricular context identified to promote developing literacy skills
- planning clearly identifies differentiated success criteria and activities to support achieving these
- clear planning identifying appropriate context and sequence of learning designed to enable pupils to apply prior learning
- motivational context – pupil co-operation skills during input session particularly good
- evidence of links between lessons/prior learning
- younger pupils attempting writing confidently.

**Areas identified for development:**

- develop literacy working walls that are used within teaching to introduce, model and reinforce learning
- keep expectations for behaviour high and consider the pace of teaching and learning, and how you can adjust this
- identify whether global learning objectives have knowledge and understanding, skills or values, and attitudes focus
- use the Development Compass Rose areas for questioning to help you match which global Learning Outcome you are focusing on, and to help to maintain the focus on which DE methodologies might then help to achieve these
- keep a balance between pace for learning and planning too much – rushing can lose opportunities for developing reflection and deeper learning
- ensure sufficient examples, models and support are provided when introducing a new writing genre.



The impact of the on-going project staff development could be seen within lesson observations within the spring term 2014. Staff had continued to develop the range of contexts within which they used DE methodologies, and they were motivated to use new ideas suggested during training sessions. Areas for development still included some similar points from those identified in the term before. However, lesson observations and the feedback discussions with teachers in the spring term clearly indicate that teachers were responding positively to previous development points. It was also pleasing to note an increase in the level of pupil engagement within the lessons observed (comments relating to this are included within the pupil progress section of this report in 7).

Comments from lesson observations from spring 2014 can be seen in Table 10.

**Table 10: Lesson observations – strengths and developments (spring 2014)**

**Strengths:**

- context for cross-curricular learning and opportunities for pupils to apply and build on literacy knowledge and skills carefully planned; evidence of consistent use of DE methodologies that are supporting pupils' speaking, listening, co-operation and writing skills
- providing continuity and progression with teaching and as such for learning, using strategies suggested within the global writing training to good effect
- Diamond 9 worked well as the lesson starter
- teaching style – engaging, challenging and supportive – made the learning feel exciting and pupils responded well to this
- planning clearly identifies lesson context, literacy and GL objectives, differentiated success criteria and differentiated tasks
- clear learning objectives linked to previous learning identifying new learning, how this will be applied and differentiated support
- engaging teaching style, positive relationships and high expectations for pace that enabled pupils to maintain focus and achieve well
- excellent questioning skills and clarification to move learning on both within the whole group/class and individually.

**Areas for development:**

- keep the literacy learning wall current: for example, it needs to show how your geographical-themed topic that has a global learning focus is helping to develop literacy skills; refer to it and use it in lessons
- include GL learning objectives as well as subject-focused ones in your planning
- need to ensure a balance between informing and getting pupils to identify what kind of story opener – you shared a PowerPoint®, they could have had these lists and talked them through, sorted them and compared them
- getting the pace of learning balanced – having high expectations for making progress within a lesson but not trying to cover too much, so that opportunities for pupils extending thinking and deepening learning independently are lost because you do too much of the work for them.

Lesson observations from the summer term 2014 provided further evidence of the continuing positive impact of the project on teaching and learning, Comments can be found in Table 11.

**Table 11: Lesson observation strengths (summer 2014)**

- Lots of group work to develop language skills to improve writing. Working wall to support pupils but we need more opportunities for the children to write and independently so that they can develop their phonic skills in their writing
- Imaginative context for developing non-chronological writing with clear links to prior learning
- Effective partner work to enable good engagement and encourage/develop independent thinking
- Planning clearly identifies lesson context, literacy and GL objectives, differentiated success criteria and differentiated tasks.

## 6.2 Feedback on teachers' practice

By the end of the 2013–14 school year teachers were positive about the project in terms of developing their own knowledge, skills, values, and understanding in

relation to global learning and using DE methodologies. They were also positive in terms of how to incorporate this into their teaching (see Section 4.4).

Teachers' appraisal objectives were included within termly review meetings undertaken by the head teacher (and co-author of the report). All written reviews are agreed upon by both the reviewee (the teacher) and the reviewer. Each term's review is then used to form a composite anonymised summary of performance for the governing body, written by the head teacher. Informed consent to use this information in this report is explained in Section 3.6.

Evidence of the impact of this project on teacher development and performance can be seen within the following appraisal summary extracts for all teachers for the 2013–14 year. All gradings of performance and pupil-progress data have been removed for confidentiality purposes.

**General appraisal comments:**

*'Global Citizenship objectives are now included on writing plans and other relevant planning materials. Termly pupil evaluations of what they have learnt, what they have got better at, what has helped them learn and what they would like to improve have been developed. As a result pupils are better able to articulate their views about their learning, progress and next steps.'*

*'Lesson observations demonstrate increased improved knowledge and skills within GL, and pupils highly motivated.'*

*'... evidence of increased confidence to use a range of DE methodologies as well as providing a positive role model for other staff both within the school and as part of local and national GLP-E events. These have been well received and provide evidence of her [the head teacher's] influence on teaching and learning beyond the school, as well as an increased confidence to undertake a lead role within this kind of arena.'*

*'We discussed how the approach to global learning that we wish to develop emphasises providing pupils with opportunities for observation, reflection and questioning. Using the Oxfam Global Citizenship framework can help to break down "big ideas" and global themes into manageable aspects of learning to enable even very young children to access this way of thinking and learning.'*

*'As a result of CPD for all staff and this teacher's continued role modelling and support, lead class staff are more engaged both with their level of enthusiasm and knowledge and skills for using global learning as a vehicle to make effective curriculum links, and can show how these can raise standards within writing. Evidence for this within lesson observations, class environments, pupils' motivation and writing particularly in Key Stages 1 and 2, and also*

*draft summary feedback compiled by lead staff for the research project and discussed with this teacher re impact of project and ways forward.'*

*'This teacher has met with the school's link governor for global learning to discuss the school's action plan within this area and encouraged his regular attendance at staff CPD sessions linked to the global learning writing research project. This has resulted in him increasing his knowledge about how the project is designed, and is impacting positively on raising standards in writing for pupils across the school, which he has been able to communicate during termly meetings with the school's LA school improvement advisor. It has also enabled him as the Chair of the governing body to increase his awareness of the role of global learning within the school's ethos and aims.'*

**Self-reflective comments from teachers included within appraisal summaries:**

*'This teacher considers that her own teaching skills for planning for GL have increased considerably as a result of the varied CPD programme undertaken through the writing research project and working with colleagues.'*

*'Training and Development has been useful because this teacher is now more aware of the potential for how to incorporate global learning within the curriculum. Oxfam Global Citizenship objectives are now used to support and are identified on planning. She acknowledges that while the impact of training during the year has enabled her to incorporate ideas into her teaching, this is an area that she knows she would like to, and needs to, develop further.'*

*'As a result of the CPD linked to the writing project, this teacher considers that her perspective has changed in relation to GL not being just about other people in other places, and that she is now more confident to use a range of DE strategies to support pupils' writing development.'*

7

## Data relating to pupils' performance

This section provides evidence relating to pupils' performance and specifically how it is thought this project has impacted on performance. It does this in a variety of ways. Firstly, through staff perceptions of pupils' writing gathered in feedback sessions. Next through book scrutinies – as a developing Primary school with no externally assessed pupil data, the school's process for monitoring pupils' progress in writing through book scrutinies is explained, and examples of how this process has been externally verified are provided. Links between the improvement of teachers' questioning skills and the impact on pupils' thinking and writing skills are also identified as well as the role of cross-curricular working. Pupil progress data for EYFS, KS1 and KS2 is presented and described in terms of providing evidence of the impact of the project within the school's standards for writing and how the school has improved its performance of this in relation to national expectations.

### 7.1 Staff perceptions of children's writing

**November 2013** – Four lead teaching staff gave their perceptions of the impact of global learning on pupils' writing during the autumn term 2013 (see 4.2 also). The teaching staff were asked specific questions regarding project impact on pupil progress within writing and a range of questions to gauge their own professional development through the project. Their responses indicate that global learning methodologies are supporting writing development:

*'I use lots of P4C strategies but we really talked a lot and this seemed to help improve their writing.'*

*'My class were not good at adding detail to their recount texts and will reel off what they did in a day but with a lot of discussion the children were able to write with more detail, empathy, and using a lot more description.'*

*'Understanding that in EYFS (we) are doing the ground work for global learning with regards to language and thinking skills. Children enjoy the discussions and photo frame activities.'*

*'I've noticed how some children's attitude towards writing is much more positive and their stamina has improved.'*

*'The children have been more motivated following the global learning activities and have become more involved in wanting to find out more. This has meant that some of their writing has been more purposeful for them and so they have been better used to writing as many of our children are turned off at the thought of writing.'*

*'Children like to work together and share ideas before committing to writing.'*

*'Children have commented on group work being fun; they like to write on Post-it®, they prefer to have photos and big paper to work with and it is good to talk to friends.'*

*'They are working better in groups and are developing better communication skills with each other (although still work to be done).'*

*'Their co-operation skills and reasoning skills have greatly improved. In a recent maths lessons involving logic problems I observed the children speaking and listening attentively, and reasoning with one another.'*

Teachers' observations, as reflected in these feedback comments, provide anecdotal evidence of increased enthusiasm and motivation for writing and improved levels of writing in terms of growing sophistication. An overall pattern of improving and positive attitudes towards writing has emerged and the relationship between opportunities for dialogue and improved writing is being observed by teachers.

**March 2014** – An analysis of the responses to the open-ended questions asked via the questionnaire to staff (see 4.4) as part of the interim evaluation provide some key points on staff perceptions of pupils' learning and in particular the impact on writing. These are taken after the project had been in place for two terms. Teachers note that:

- Five out of nine children in Year 1 have exceeded their writing targets.
- Some children's attitudes towards writing have been much more positive, and stamina for writing has improved.
- Although autumn term progress was slow in one class, midpoint spring term assessments showed more progress for vulnerable pupils than expected, with one child going from 2a to 3b and another from 2a to 3c.
- The children are working together better in groups and are developing better communication skills. This has been observed in other curriculum subject lessons too, and therefore provides some early evidence of transferable skills.
- Engaging global topics and DE methodologies has meant children can work together and share ideas before committing to writing.
- Debating skills are improving with growing maturity, reasoning and dealing with multiple perspectives observed by teachers.

- The children are developing higher-level questioning skills through experiencing the DE methodologies, and this is enabling them to build on their ideas, which in turn impacts on the quality of their work.
- The children are beginning to consider how they can make a difference and make the world a better place.

## **7.2 Evidence from book scrutinies**

Book scrutinies of pupils' work form part of the rigorous triangulation of evidence that is used by the school and external bodies, e.g. Ofsted and local authority advisors, when considering pupil progress, their attainment in relation to other schools and the contribution of these to the overall achievement of the school.

Book scrutinies have been developed within the school as part of its development work since the 2013 Ofsted inspection and they are undertaken termly as part of the monitoring and assessment process. Class teachers are involved in the process. They look at several samples of books from different ability levels of pupils within each year group and then collectively discuss evidence of different rates of progress and implications for next steps for learning. This process includes identifying both the range of writing opportunities undertaken, the development of knowledge, and the application of skills.

Books scrutinies that were undertaken in November 2013, March 2014 and June 2014 included the following comments:

- pupils highly motivated to write
- good range of writing tasks
- good range of stimulus for writing, and lots of opportunities for developing cross-curricular links and the application of skills
- extended writing opportunities in most lessons
- pupils write in a range of different genres; and often writing is lively and thoughtful
- evidence of progress with sentence construction, sentence openers and connectives spelling, text organisation, and use of descriptive language
- pupils are developing good skills through writing for a range of purposes
- pupils respond well to teacher marking

- effective working wall in classroom to support independent learning. A range of strategies deployed including partner work, group and independent
- pupils are given time to talk about their work, and there is evidence from books that they also plan their writing and use the plan to support written work
- a range of teaching strategies used to deepen children's understanding and improve writing skills.

External verification of the school's book scrutiny process is evidenced through the following comments:

*'Marking has become more rigorous and consistent across the school (with) books monitored regularly... assessment and tracking of pupils' progress is strong' (Basic Skills Quality Mark Reaccreditation assessment, November 2013).*

*'Teachers' marking of pupils work is good...and helps them to understand how to improve' (Ofsted, 2015).*

*'Pupils are responding to helpful marking comments. Progress is more evident...in terms of what pupils are now able to do' (LA SIA,<sup>9</sup> May 2014).*

In relation as to whether or how much the project was a contributory factor to the improved progress with pupils' writing being scrutinised, again, there are external comments that help to verify that this was the case. Such comments include:

*'Evidence around the school of strong commitment to equal opportunities/ inclusion (and) the global learning project... very good consistency of practice across all classrooms. There are strong cross-curricular links. There are lots of opportunities for pupils to write. They are writing more than they used to, and are sustaining pieces for longer' (Basic Skills Quality Mark Reaccreditation assessment, November 2013).*

*'The work in pupils' books shows that they have lots of opportunities to practise their writing in a range of subjects... the school uses global education themes very effectively... and contributes to their enthusiasm for learning' (Ofsted, 2015).*

*'The Global Learning (Writing) Project training sessions have identified some strong contexts for writing as hoped' (LA SIA report, May 2014).*

*'Pupils are being given plenty of opportunities to write in response to a range*

<sup>9</sup> The Local Authority School Improvement Advisor (SIA) is responsible for monitoring the school's performance; provides challenge and support; reports back to the LA on actions the school is taking to sustain or improve performance, and in the case of this school monitors its progress towards moving from an Ofsted judgement of Requires Improvement to Good by the time of the school's next inspection.



*of contexts... within KS2 there is evidence of good cross-curricular links and high expectations...clear evidence of a cohesive unit of work being built up over time, e.g. rainforest work – this culminates in an independent, extended piece of writing. Pupils present as more confident writers who are being taught how to write effectively' (LA SIA report, 2014).*

*From both teacher comments in relation to their practice and external monitoring we can see from the above that Global Learning has clearly been acknowledged as making a positive contribution to improved standards within pupil's writing. The 2013 RI Ofsted inspection noted that 'pupils practise the key features of writing... however they do not have enough opportunities to apply these skills in different subjects or write complete pieces of work.. 'The 2013 Report also identified that the level of teacher questioning to increase challenge needed to improve. It was noted that 'Teachers do not always ask probing questions to check on pupils' understanding. They do not always encourage them to think hard and to explain their ideas.' By 2015, teacher questioning was identified as much stronger. 'Teachers use questioning to challenge pupils to think for themselves, to give reasons for their answers and also to check understanding' (Ofsted, 2015: 4 & 6).*

Comments from book scrutinies add to the evidence that teaching and learning in writing has improved; and global learning and development education methodologies have supported this improvement.

### **7.3 Pupils' feedback on using development education methodologies**

Pupil feedback also indicates that children have both enjoyed the experience of using global learning methodologies and have noticed their own developments regarding writing. For example, when pupils were asked to reflect on their learning towards the end of this study they provided the following observations:

#### **Feedback from KS1 pupils:**

*'Working with partners to talk about what we are thinking'*

*'Reading books and talking and writing about what we've learned.'*

### Feedback 3: KS1 pupils' feedback on global learning activities



*I like working with a group so we can chatter until we get an answer*

*My friends help me with tricky words*

*Makes learning fun*

*Talking to a partner makes my writing better because they help me check it*



**Feedback from KS2 pupils:**

Pupils identified that developing skills relating to accepting and acting on group decisions and compromising helped with their learning. They also noted that they had improved their writing skills.

Comments at the end of the autumn term included:

*'We can write more words in a sentence.'*

*'We can write more words in ten minutes.'*

*'We are having lots of writing practice.'*

*'We are using more WOW words (e.g. verbs, adverbs, adjectives).'*

*'Good describing words'*

*'More writing in twenty minutes.'*

*'Putting more detail in about the rainforest.'*

By the end of the spring term pupils were more aware of the range of ways of working that helped to support their learning. For example:

- working with partners to talk about what they are thinking
- reading books, and talking and writing about what they've learned
- using Lego® people to pretend to be slaves and pharaohs, and then writing a diary as if they were slaves – deciding whether this was fair
- story bags to develop stories set in Egypt.

By the end of the project, pupils were also using skills of reflection to identify that being able to work more independently was likely to improve their writing skills. From the children's perspectives, global learning methodologies bring fun and enjoyment to their learning, and provide purposeful opportunities for talking and collaboration. This goes to reinforce the Ofsted (2015) comment about meaningful learning and pupils' motivation.

## 7.4 Analysis of performance data

In this section data is presented to show pupil progress within the EYFS, KS1 and KS2. While the focus within the overall GLP-E is pupils within KS2 and KS3, our school-based writing project has involved the whole school because of the anticipated ongoing impact of pupils' attainment levels at the beginning and end of the EYFS on further progress during KS1 and attainment by the end of KS2.

For the EYFS a range of relevant areas of learning that can be said to more closely contribute towards pupils' writing skills are highlighted. Within KS1 and KS2, data is presented for writing only. Actual and predicted results are shown year on year as available. Comparisons to national age-related expectations are included. There are some caveats with this data:

- The specific context of the project school can have a significant impact on both pupil progress and attainment data. Due to changes/flexibilities necessary within the armed services, pupils can often fail to arrive at the school as well as leave unexpectedly. This situation in addition to the school having only small cohorts means that school pupil performance data is potentially vulnerable when only whole-cohort data is used to provide evidence of pupil progress and attainment, when cohorts are not only fluid but also often uneven in size and make-up due to circumstances beyond the school's control.
- The school is a developing Primary school, so within this report it only has externally verified data for the end of the EYFS and KS1. Data for KS2 refers to internal data only.

That said, the school's systems for tracking, monitoring and analysing all year groups' pupil progress data were scrutinised by Ofsted in January 2013 who concluded that:

*'The school's evaluation of how well it is doing is thorough and accurate, and based on the evidence from leaders' systematic monitoring.'*

Termly visits from the school's Local Authority School Improvement Advisor have also involved detailed analyses of the school's processes for setting, monitoring and recording pupil progress.

### 7.4.1 Early Years and Foundation Stage

The following data focuses on analysis of assessment and reporting of pupils' progress in the Early Years and Foundation Stage (EYFS) of the school. EYFS stage consists of Nursery and Reception, and children are between the ages of three and five.

The national requirements for assessment and reporting of pupils' progress and end of key stage attainment within the Early Years changed from the beginning of September 2012. While this means that a direct comparison of data between the two systems is not reliable it is possible to see from data previous to 2013 that pupils in the school entered at a level below both local and national peers and achieved less well at the end of the EYFS compared to other schools both within the Local Authority and nationally. Within the Scale Point system that was used at that time, percentage differences within what was then expected attainment within the key areas that this global writing project aimed to support and improve at the end of 2012 can be seen in Table 12.

**Table 12: EYFS assessment results 2012 (N=12)**

Area of Learning	School	National	Difference between school and national
Personal, Social and Emotional Development	35%	79%	-44%
Communication, Language and Literacy	47%	62%	-15%
Knowledge and Understanding of the World	59%	92%	-33%

From September 2012 the national requirements for reporting progress and attainment for children and pupils within the EYFS changed. There were now 17 Early Learning Goals (ELG), divided into 7 broad Areas of Learning. These were sub-divided into prime learning goals and specific learning goals. A pupil's development is graded as either emerging, expected or exceeding within the 17 ELGs. There is an expectation that pupils should achieve a good level of development (LOD) by the end of their Reception year in school (i.e. the end of the EYFS). The five areas of learning that count towards the good level of development analysis are communication and language (CL), physical development (PD), personal, social and emotional development (PSED), literacy and mathematics.

In relation to the emphasis within this project which is improving standards within writing, the physical process of mark-making/early writing is included within physical development, which is a prime area of learning. Also the process of applying phonic knowledge to form, and beginning to write meaningful sentences is identified within literacy, which is a specific area of learning. For the purposes of our research project, we are interested in both the good level of development (because it is the indicator used to predict future attainment within and at the end of KS1) and literacy/writing in particular. We want to try to assess what impact the project has had on this specific Early Learning Goal.

Table 13 shows the dramatic increase the school has made in improving the number of children who reach a good level of development at the end of the Reception year.

**Table 13: Percentage pupils achieving the expected GOOD Level of Development at the end of the Reception year 2013 – 2015**

% pupils achieving a GOOD level of development	School	National	Difference between school and national
2013 (N=12)	39%	52%	-13.7%
2014 (N=15)	60%	64%	-4.1%
2015 (N=14)	67%	68%	-1%

Table 14 provides data on the EYFS children in their Reception year in the year the project took place, between September 2013 and July 2014. It looks at the indicators related to writing and how they progressed across the year. It shows, in certain areas in particular, large shifts of progress – these include: speaking, moving and handling, understanding the world, PSED and reading. Unfortunately these can't be directly compared to previous years as the reporting requirements changed.

**Table 14: EYFS Areas of learning considered within this project that contribute to developing writing at the beginning and end of the Reception year 2013–14**

Area of learning	Baseline (Sept) 13** pupils working within the expected level of development (N=16)	Baseline (Sept) 13 pupils exceeding the expected level of development (N=16)	End (July 2014) pupils*** who have achieved the expected Early Learning Goal (N=15)	End (July 2014) pupils who have exceeded the expected Early Learning Goal (N=15)
Listening and Attention*	47%	0%	54%	39%
Understanding*	29%	0%	54%	39%
Speaking*	24%	0%	92%	0%
Reading*	12%	0%	77%	0%
Writing*	24%	0%	77%	7.7%
Moving and Handling* (includes mark-making)	47%	0%	100%	0%
Understanding the World (People and Communities)	0%	0%	100%	0%
Understanding the World (The World)	0%	0%	100%	0%
Personal and Social* Development (PSED) (Self- confidence and Self-awareness)	18%	0%	100%	0%
PSED* (Managing Feelings and Behaviour)	30%	0%	85%	0%
PSED* (Making Relationships)	30%	0%	100%	0%

(\*areas that contribute to the end EYFS Good Level of Development; \*\* each pupil worth 6%; \*\*\* each pupil worth 7.7%)

With respect to this project, the above data is significant because it demonstrates that most pupils are making at least good progress within the areas of learning that contribute to good level of development, including personal and social development (PSED), communication, language and literacy (CLL) skills (acknowledged as significant for future development of writing skills) and understanding the world area of learning.

The Ofsted inspection in 2015 noted that within the EYFS:

*'Activities frequently capture the imagination of children and encourage them to practise vocabulary and learn about the world.'*

This project has provided opportunities for developing the use of both an appropriate context and skills development focus that is shown to meet the needs of pupils well and that they are 'well prepared for the education they will receive in Key Stage 2' (Ofsted, 2015).

Thus it can be seen by comparing the 2013 to 2015 EYFS data and the detailed analysis from progress within the individual areas of learning for the 2013–2014 year how this project has been designed to improve pupils skills across a range of areas of learning which it is anticipated would impact upon them positively as writers in the short and longer term.

#### **7.4.2 Key Stage 1 pupils**

The following data focuses on the end of KS1 results for the years 2012–15. The end of KS1 results are teacher-assessed in the school towards the end of Year 2, and relate to pupils who will finish the academic year aged 7 years old. The expected grade for pupils in KS1 assessments is a 2b, which relates to an average points score of 15. However, nationally, 54% of children achieve above age related expectations (ARE) in writing.



**Table 15: Key Stage 1 results for writing 2012 to 2015**

Writing <sup>10</sup>	2015 actual		2014 actual		2013 actual		2012 actual	
Level 1	0%		11%		9%		22%	
2c	13%		22%		27%		11%	
2b	25%		44%		18%		33%	
2a	38%		11%		45%		33%	
3	25%		11%		0%		0%	
L2b+	90%		66%		63%		66%	
Above Age Related Expectations (ARE)	65%		22%		45%		33%	
Average Point Scores	school 17.0 Difference + 1.7	national 15.3	school 14.8	national 15.1 Difference -0.3	school 14.3	national 14.9 Difference -0.6	school 13.9	national 14.7 Difference -0.8

Table 15 data shows that while the number of pupils achieving above ARE is not yet increasing consistently there have been positive gains within this (however, issues relating to mobility outlined earlier in this section need to be taken into consideration). Overall though, the data does show that the number of pupils achieving higher levels is increasing. The impact of this is reflected within the average point scores (APS) that show a year on year improvement.

Taking into account the changes to end of EYFS reporting explained earlier in 7.4.1, and the mobility issues already explained, it is still possible to see that pupils' attainment at the end of EYFS in 2012 and 2013 (see Table 12 and Table 13) was much lower than their peers, but by the time they reached the end of KS1 in 2014 and 2015, this gap in attainment had closed. By 2015 the school's APS for writing was above the national average, and 65% of this cohort achieved above ARE. This indicates that teaching with KS1 is enabling pupils to make good or better progress in writing.

While the current predictions for end KS1 in 2016 are lower and different from 2015 there are possible reasons for this and this illustrates the reality of school data over time. One is that the 2015 cohort is the only year group within the school that did not have any pupil movement during the whole of the 2013–14 academic year (i.e. three terms of this project's timeframe). Another explanation is that our evidence to date shows that the project has had a positive impact for

<sup>10</sup> Average Point Scores (APS) provide a score that differentiates between the different grades within an overall level. The lowest point score of 3 is attributed to a W or Working towards Level 1. The APS for the end of KS1 ARE of Level 2b is therefore 15. Each term a pupil's progress is tracked and a point score allocated. The APS for each cohort is the total number of APS divided by the number of pupils in the cohort.

The % and APS data for the actual results below is generated from validated national data. \*The National APS is liable to change (previous three years = a 0.2 increase on each previous year. This affects the point difference between the school and national levels.

To ensure consistency, the school moderates their results with other schools and the Local Authority also moderates the process on a rolling programme basis.



pupils during KS1, as pupils' attainment at the end of KS1 in 2014 shows that the gap from their end of EYFS data has closed. Therefore if the project methodologies and quality teaching continue to have an impact, then it is reasonable to predict that the gap for current pupils by the time they are at the end of KS1 in 2016 has the potential to close further than the current predictions indicate.

The potential for pupils' attainment gap to close further within KS1 is, of course, important for the impact upon potential and predicated progress within and at the end of KS2.

### **7.4.3 Key Stage 2 pupils**

This section looks at pupils' progress in Key Stage 2 and as the school only changed to Primary status in September 2012, there were only pupils up to Year 4 in the school while the project was running.

The same system for calculating APS is used within KS2 (as in KS1). At the end of KS2, the ARE of 4b equates to an APS of 27. Pupils are expected to make two whole levels of progress during their four years in KS2. This is gauged from their starting point on entry to KS2 following their end of KS1 assessment. For example Level 2b at the end of KS1 to Level 4b at the end of KS2, or Level 3a to 5a. Accelerated progress is considered to be shown by a child making three levels of progress across the whole of KS2.

As explained above, because the school does not yet have validated end of KS2 data (because there has been no cohort yet), Table 16 is designed to show progress for the cohorts who were in KS2 during 2013–14 while the project was running, and predictions for future Key Stage 2 cohorts (i.e. those pupils who were in KS1 during the timeframe of the project). The data is pupils' predicted data based on their current performance and internal assessment results.

**Table 16: Key Stage 2 predicted results**

Year	Writing <sup>11</sup>	2019* Current Year 1	2018 Current Year 2	2017 Current Year 3	2016 Current Year 4
October 2013	L4b+	92%	100%	87%	75%
	Above ARE	77%	70%	63%	50%
January 2014	L4b+	90%	100%	87%	100%
	Above ARE	90%	70%	63%	75%
April 2014	L4b+	90%	88%	87%	100%
	Above ARE	90%	77%	87%	75%
June 2014	L4b+	100%	88%	87%	100%
	Above ARE	87%	66%	38%	50%
	APS		28.4	27.9	27

\*predictions prior to end 2015 KS1 data submitted

As with the KS1 data, the above predictions also show a gradual increase year on year for the end of KS2 APS, with the school achieving the national average in 2016 and slightly above it in 2017 and 2018. (N.B.: National assessment and reporting procedures change after 2016.)

As with KS1 there is a consistency of on-track progress among different groups of pupils. The Year 4 age group (end KS2 in 2016) is very small, with only 4 pupils and two of these having a statement for SEND.

11 End of Key Stage 2 predicted Age Related Expectations (ARE)  
ARE = Level 4b and nationally 33% achieve above ARE  
APS = national is 27 points

8

## Summary of findings

This summary section highlights key looks at the processes and impacts of the global learning writing project in relation to staff and pupils. It also looks at specific development actions and improvements in relation to pupils' writing and other broader positive effects. The value of collegiate professional development working practices for adults and the development of critical thinking, including meta-cognition skills, with the potential for increasing resilience and stamina within learning for pupils are explored. The role of motivation within the context of adult and pupil learning is also looked at. The section concludes with a brief statement on the role of English within the curriculum as relevant to this project.

### 8.1 Summary of project processes and impact in relation to staff

This study set out to find evidence to show that global learning and DE methodologies can have a positive impact on pupils' literacy knowledge and skills development, enlivening and enriching literacy learning and thereby contribute to improving writing skills. This was done through a system of staff development across the school over a period of time and the subsequent changes in teaching and learning within the classroom.

A key feature of this research project has been the training and development opportunities undertaken by staff. Through regular feedback from training sessions and from changes observed within classroom practice, it appears that staff learning occurred before, during and after actual training sessions. Staff knowledge, skills, attitudes and values with respect to understanding at their own level, as well as how to utilise the context of learning within global learning and the use of DE methodologies, seem to interplay with one another.

The collaborative professional development community, enhanced in the school by this project and by being part of the wider GLP-E, has meant the teachers and wider staff are working well together. Research indicates the importance of this. According to Sarason (1990, cited in Aubusson et al., 2009) the quality of teacher learning determines the quality of student learning. Good professional development and conditions for learning for teachers may lead to a high-quality learning experience for pupils, creating a positive feedback loop.

Hunt (2012) highlights teacher motivation as the most important factor in enabling global learning to become embedded in a school's practice. In the data generated by this study, teachers related with great frequency and consistency that the project input has enabled a process of teacher professional development regarding global learning and applying DE methodologies to the task of improving writing. This manifests itself in terms of increased motivation, knowledge and

skills, theoretical and personal development, and a fresh understanding of the importance of a common collegiate purpose regarding teacher development within a school community.

Through the use of a recognised evaluation tool, in this case Kirkpatrick's and Kirkpatrick's (2006) model, we have shown how this project has impacted on staff:

- from the lowest stage 1 level that evidences a positive response to new learning
- through to stage 2 where the relevance of the learning to the curriculum is acknowledged
- then into stage 3 where evidence of using new learning is being utilised within classroom practice, and
- at the highest stage 4 level where new learning for adults is shown to impact positively, at both an individual and organisational level.

Undertaking this research project as a whole-school initiative meant that both class lead staff and support staff shared a learning journey within which they were all trying out, reflecting upon and adapting new ideas and, as such, were able to support and encourage each other with this process. For a school graded by Ofsted (2013) as Requires Improvement shortly before this project, it took a real commitment from the senior leadership team to try out what could be regarded as untried and unproven methods for raising standards within writing, and crucially an emotional commitment from the staff to engage with the premise of this project, as well as the practical implementation of it.

The result of such commitment contributed to the school moving from a position where in 2013 'the rate of improvement has not been fast enough' (Ofsted, 2013: 6) to one in 2015 where 'rapid school improvement has been secured because of a determined team effort... standards have risen since the last inspection' (Ofsted, 2015: 4).

With this type of intervention, where global learning falls outside the conceived standards-raising agenda, senior leadership and vision are essential to support and encourage teachers to feel able to take risks and try new classroom practices, and then openly reflect on their successes or otherwise. In other words, it is not possible to have innovation that *always* works, therefore the tone set by senior leadership is of paramount importance.

## 8.2 Summary of project processes and impact in relation to pupils

A range of evidence presented within this report helps to identify that while taking into account other changes within classroom practice for improving writing (see 3.4), the project has made a specific contribution through using both context and methodologies that not only harnessed pupils' motivation to write, but provided them with a different and greater range of skills that enabled them to improve the quality and quantity of their writing.

Global learning and DE methodologies have provided increased opportunities for talking, discussion, debating and exploratory talk, attempting to harness the enthusiasm that children bring to this way of learning and utilising that with the purpose of improving writing was a major motivation for this study.

The project provides evidence to show staff and children's enthusiasm for global learning was transferred to writing tasks where the methodologies and global learning themes were employed. Pupils demonstrated increased motivation and purpose when writing, and teachers noticed that opportunities for exploratory talk preceding writing led to a higher standard of writing being produced, for example added detail and description, and persuasive texts.

The impact of the changes introduced can be seen through the actual and predicted pupil progress data that shows improvements in writing within KS1 and KS2 and within the overall good level of development with the EYFS. The school's attainment in writing (and the equivalent EYFS assessments) within all the primary age key stages is improving. Standards are now at or above the national average with increasing numbers of pupils gaining higher levels beyond the ARE. However, the school is used to and well aware of the potential impact of small and inconsistent cohorts on pupil data results. There is a need to embed the consistency of application to global learning as seen during the timeframe of this project, and for teachers to continue to have the same focused commitment to developing global learning opportunities as the new National Curriculum continues to be rolled out.

In addition to improvements in actual pupil progress data, the positive impact of global learning on raising achievement in pupils' writing also relates to an increase in the breadth of curriculum contexts for developing writing. In 2013 Ofsted commented that 'pupils have too few opportunities to write...in different subjects' (Ofsted, 2013: 6). By 2015 it was noted that 'pupils...have opportunities to practise their writing in a range of subjects' (Ofsted, 2015: 6). This 'range of subjects' is very much a result of teachers applying their new learning within this project.

While the above analysis of the effectiveness of this project is positive, further developments to be explored include improving the quality of pupil awareness

and self-evaluation, particularly with respect to pupils being able to identify what has helped them to learn. Some reference to pupils beginning to do this has been made within section 7 but we consider that it could be improved, developing in sophistication with older pupils. This should then enable pupils to make more proactive choices with respect to one of the success criteria for this project, namely 'pupils are increasingly able to identify, use and make choices about a growing range of strategies to support their writing.' Further developing pupil's self-evaluation skills should also support addressing an issue identified for improvement within the school's 2015 Ofsted inspection, which comments that 'pupils need to try to structure writing for themselves and not always wait for the teacher to help them' (Ofsted, 2015: 3). This, it is considered, will enable quicker progress to be made.

In order for the above development to happen, teachers need to be helped to devise regular (probably) termly self-evaluation models that can achieve this. Developing and increasing pupils' resilience and stamina for writing should also help to improve the quality and quantity that they are capable of producing. If pupils are able to identify what helps them to learn and they can employ these methods then it would seem reasonable to predict that they will feel more confident about the process of learning to try out appropriate and different structures as well.

Ellerton (2015) asserts that teaching children to think is just as important as teaching them anything else. He observes:

*'Thinking skills, or cognitive skills, are, in large part, things you do with knowledge. Things like analysing, evaluating, synthesising, inferring, conjecturing, justifying, categorising and many other terms describe your cognitive events at a particular functional level. Analysis, for example, involves identifying the constituent elements of something and examining their relationships with each other and to the whole. One can analyse a painting, a piece of text, a set of data or a graph. Analysis is a widely valued cognitive skill and is not unique to any discipline context. It is a general thinking skill.'*

Ellerton goes further to say that it is the mark of an outstanding teacher to know how to provide opportunities for pupils to practise these skills, and this project (and by implication global learning and DE methodologies) provided a wealth of opportunities for the development of critical thinking skills in learners. Through this project, and continuing, staff have specifically been asked and supported to build in opportunities for pupil meta-cognition, e.g. through pupils' own evaluation of their learning.

A final point to be documented is that English as a core curriculum subject holds a special place in education as a subject in its own right and a subject that operates across all other subjects in the curriculum, referred to as 'English across

the curriculum'. Ofsted (2012) recommend schools to have a coherent policy on developing literacy in all subjects if standards of reading and writing are to be improved. They recognise that even with effective teaching in English lessons, progress will be limited if this good practice is not consolidated and extended in the 70% or so of lessons in primary schools that do not focus on English.

Although this study focuses on raising standards in writing, and recognises the added value that brings, the model could be equally applicable to schools wishing to raise standards in other aspects of literacy, other curricular subjects or the wider school ethos. It is hoped that this study generates a useful model or framework for schools wishing to undertake a similar process, where 'fuzzy generalisations' (Bassegy, 1999) may arise from the singularity provided by this project that, it is possible, or likely, will support similar endeavours elsewhere.

## 9

## Conclusions

This study began with the question:

*Can global learning raise standards within pupils' writing in the Primary phase?*

The premise of this question lies in the wish to harness the enthusiasm and motivation that pupils at the school involved in this research project expressed for global learning opportunities, and to utilise that to enthuse and enliven teaching of writing, thereby raising standards.

The overall conclusions of this study are as follows:

- Increased opportunities for talking, discussion, debating and exploratory talk has led to pupil progress within writing, for example adding detail and description and through well documented pupil progress data.
- The enthusiasm pupils show for global learning and DE methodologies has been harnessed to bring refreshed motivation for writing, as recorded in pupil feedback and teacher observations of pupils' progress.
- Global learning and DE methodologies provide a wealth of opportunities to develop meta-cognition skills.
- Teacher learning is inextricably linked to pupil learning. The collaborative professional development community, enhanced in the school by this study and by being part of the wider GLP in England, has meant the teachers and wider staff are working as part of the research community.
- Senior leadership and vision are essential to ensure progress with this type of intervention, where global learning falls outside of the current conceived agenda for raising standards.
- English provides an ideal vehicle for global learning interventions, as a core curriculum area and because of its use across the curriculum. This affords a multitude of opportunities for global learning to impact on the raising of standards.



10

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## 11

**Appendix A: Session outlines for staff meetings****Table 17: Session outline for staff meeting: 18 April 2013**

Research project introductory meeting

Activity	Lead
Evaluation/LNA – use Kirkpatrick's model Use Oxfam what is/what isn't GC <a href="http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides">http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides</a>	HA and MW
Prioritising statements about learning – model as 1,3,4,4,3,1 Work in groups Give example situations from an adult perspective and write onto statement sheets why chosen their priorities Blue tack onto large sheets Walk round and share Find examples of applying this to learning in school Verbal feedback	HA and MW (teacher)
What are the global issues that you think schools should enable young people and the wider community to engage with and learn and why? Share MDGs and compare Practical MDG activity Why GL diamond 9	HA and MW
Self-reflection and evaluation of this session and identifying future needs	HA and MW

**Table 18: Session outline for staff meeting: 13 May 2013**

Time	Activity	Lead
3:30pm	Introductions Briefing: Broader national context and Ofsted context A quick outline of the research project at XX Primary focusing on the research question: How can we use development education methodologies to support improvements in writing in a Primary school? Findings of LNA and evaluations from 18 April	HA/LB
3:50pm	Re-visit key ideas of global learning/development education and establish a shared understanding of terminology and meanings. <a href="https://globaldimension.org.uk/glp">https://globaldimension.org.uk/glp</a> <a href="http://clients.squareeye.net/uploads/global/documents/gdw_8_key_concepts.pdf">http://clients.squareeye.net/uploads/global/documents/gdw_8_key_concepts.pdf</a> <a href="http://www.global-thinking.org.uk/what-we-do/what-is-global-learning">http://www.global-thinking.org.uk/what-we-do/what-is-global-learning</a> <a href="http://clients.squareeye.net/uploads/global/resources/ThinkGlobal_Global_Learning_Guidelines_a_whole_school_approach.pdf">http://clients.squareeye.net/uploads/global/resources/ThinkGlobal_Global_Learning_Guidelines_a_whole_school_approach.pdf</a>	LB
4:10pm	Visioning global learners' activity: identifying the desired knowledge, skills and attributes of global learners at XX Primary. Work in groups of three or four and draw a picture of one of your learners in the middle of a large sheet of paper. Around the outside of the picture, write down examples of the <b>knowledge, skills, attributes and values and attitudes</b> you want your learner to have once global learning/development education is working well in your school community. Display the pictures around the room and discuss whether there is a shared understanding of the desired outcome. Share perspectives and outcomes of activity.	LB
4:35pm	Action planning for next steps Looking at resources	LB
4:55pm	Questions and burning issues	HA/LB
5pm	Close	

**Table 19: Session outline for staff meeting: 20 June 2013**

Time	Activity	Lead
3:30pm	Introduction and purpose of today's session.	HA
3:40pm	Feedback from Literacy Observations and how this links with Ofsted and the research project	HA
3:50pm	Practical session with resources for development education/global learning. Demonstration of a selection of resources: Philosophy for Children (P4C) <a href="http://www.sapere.org.uk">http://www.sapere.org.uk</a> What makes me happy? <a href="https://schoolsonline.britishcouncil.org/classroom-resources/what-makes-me-happy">https://schoolsonline.britishcouncil.org/classroom-resources/what-makes-me-happy</a> Resources display Online resources list Staff to work in KS groups to explore age-appropriate resources from the display and from the internet.	LB
4:40pm	Action Planning for classroom interventions	LB
5:00pm	Any questions and close	HA / LB

Staff meeting: 3 September 2013, PD day for whole staff led by outside provider on Reading the World – use of picture books for developing global learning

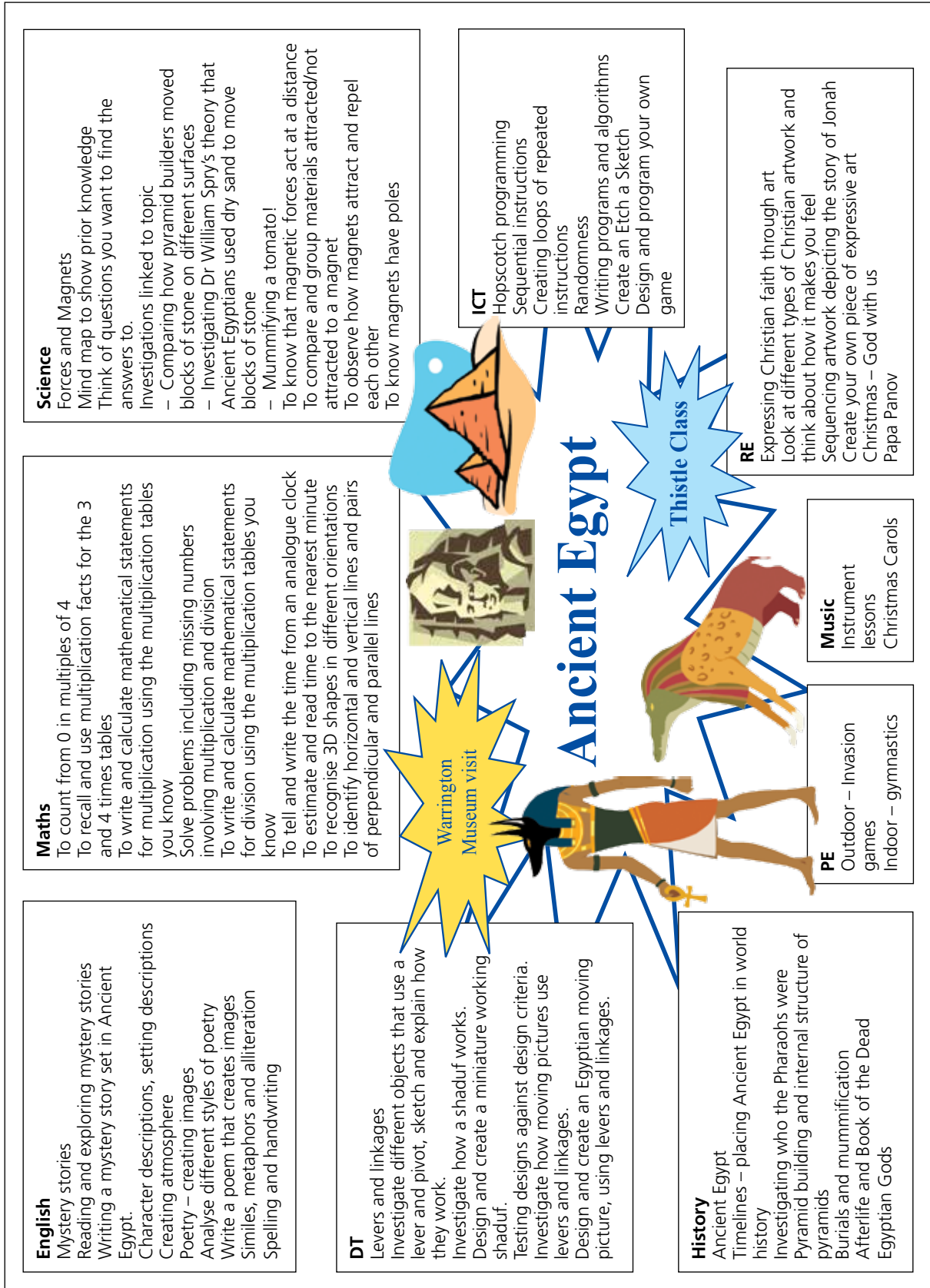
**Table 20: Session outline for staff meeting: 5 December 2013**

Time	Activity	Lead
3:30pm	Introduction and purpose of today's session.	HA
3:40pm	Tuning back in to the research – what are we trying to show? Reflections on progress so far – three stars and a wish.	LB
4:15pm	Action Planning in class groups: <b>EYFS Toys and Stories:</b> A day with Musa <a href="http://www.cafod.org.uk/Education/Primary-schools/Big-book">http://www.cafod.org.uk/Education/Primary-schools/Big-book</a> So much! <a href="https://globaldimension.org.uk/resources/item/1344">https://globaldimension.org.uk/resources/item/1344</a> Send a cow – lessons from Africa. Toy car. <a href="https://globaldimension.org.uk/resources/item/1919">https://globaldimension.org.uk/resources/item/1919</a> Thinking for Global Citizenship extract (disc) <b>Yrs 1 and 2 China:</b> Junjie film and activities <a href="https://schoolsonline.britishcouncil.org/classroom-resources/list/china-what-makes-me-happy-junjies-story">https://schoolsonline.britishcouncil.org/classroom-resources/list/china-what-makes-me-happy-junjies-story</a> British Council China resources <a href="https://schoolsonline.britishcouncil.org/classroom-resources/year-of-the-sheep">https://schoolsonline.britishcouncil.org/classroom-resources/year-of-the-sheep</a>  <b>Yrs 3 and 4</b> <b>Ancient Egypt:</b> Thinking for Global Citizenship extract (disc) <b>(Volcanoes and) Natural disasters:</b> Beat the flood <a href="https://globaldimension.org.uk/resources/item/2124">https://globaldimension.org.uk/resources/item/2124</a> Water, water everywhere <a href="https://globaldimension.org.uk/resources/item/2023">https://globaldimension.org.uk/resources/item/2023</a> Picture my world <a href="https://globaldimension.org.uk/resources/item/1593">https://globaldimension.org.uk/resources/item/1593</a> Needs and wants <a href="https://globaldimension.org.uk/resources/item/1036">https://globaldimension.org.uk/resources/item/1036</a>	LB
5:00pm	Any questions and close.	HA/LB

**Table 21: Session outline personal development day: 6 Jan 2014**

Time	Activity	Lead
10am	Introduction and purpose of today's session Feedback on the British Council Deeper Understanding of Global Citizenship training	HA/ teachers
10:15 – 1pm	A range of inputs for DE methodologies and improving writing, including: Creative writing exercise The Albatross Gloop Toys and Tales The story-telling Jacket Artist and Scientists A break for refreshments mid-session at the most appropriate moment! Possibly 11:30.	JZ
1pm	Lunch break	
1:30pm	Class group planning time, with the assistance of Hilary, Linda and Jackie.	HA/LB/JZ
2:45pm	Food for thought...	LB
3pm	Any questions and close.	HA/LB/JZ







### **About the Development Education Research Centre**

The Development Education Research Centre (DERC) is the UK's leading research centre for development education and global learning. DERC conducts research on development education and global learning, runs a Masters' Degree course, supervises doctoral students and produces a range of reports, academic articles and books. DERC is located within the UCL Institute of Education. For further information go to: [www.ioe.ac.uk/derc](http://www.ioe.ac.uk/derc)

### **About the Global Learning Programme**

The Global Learning Programme (GLP) in England is a government-funded programme of support that is helping teachers in Primary, Secondary and Special schools to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3. It is being delivered by a team of organisations with complementary experience in supporting development education, the wider development sector and peer-led CPD for schools. For further information on the Global Learning Programme in England go to: [www.glp-e.org.uk](http://www.glp-e.org.uk) Information about the GLP in Wales, Scotland and Northern Ireland can be found at: <https://globaldimension.org.uk/chooseglp>

The Innovation Fund is a GLP initiative to support research by school-based educators on a global learning theme. Its purpose is to encourage small-scale research to promote innovation in global learning, inform best practice and build capacity at school level. All Innovation Fund studies are practitioner-led, with research support provided as necessary by the UCL Institute of Education. For further information on the GLP Innovation Fund go to: <https://globaldimension.org.uk/glp/research/innovation-fund>

## About the authors

**Hilary Alcock** has taught in several schools and is currently the head teacher of a rural primary school in North Shropshire, England. Her experience within global learning includes: developing international school links through a British Council School Partnership Programme; working within the British Council International School Award; and being an Expert Centre lead for the Global Learning Programme in England. She completed a Master's Degree in Development Education at the University College London Institute of Education in 2010. This included a dissertation researching the impact of training and development within North–South educational partnerships.

**Linda Ramirez Barker** is an experienced primary teacher who has worked in the specialist field of global learning for over 15 years. She first worked in a University School of Education, then as the Director of a Development Education Centre, and she is currently a Local Advisor for The Global Learning Programme in England. She also has a freelance portfolio including training, project management, research and evaluation, and consultancy. Over the years, Linda has supported several head teachers to bring about school improvement, using global learning and development education methodologies as a catalyst for change. This was the focus of her research for an MA in Learning and Teaching at the University of Leicester in 2013. For further information about the research Linda can be contacted at: [lindabarker2010@live.co.uk](mailto:lindabarker2010@live.co.uk)



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