

Unit 4: What can I do with the information I find? School Trainer Guidance

Unit 4 suggested time 20 minutes

Unit 4 is a short unit that prompts colleagues to sustain their recently introduced learning conversations.

Running the session

Check with the headteacher to see how many colleagues are recording their learning conversations and submitting the records. Remember that some colleagues may well be holding conversations but not yet recording them.

At the meeting re-emphasise the importance of the record.

- It reminds the teacher of what has been discussed.
- It reminds the subject leader of the information gained – this feeds into other summary documents.
- It informs the headteacher both about the subject leader's leadership and the teacher's response.

Show the Unit 4 video.

With the confirmation of the headteacher, ask all subject leaders to now record all learning conversations, copying the record to the teacher concerned, you and the headteacher.

Also remind everyone that the best learning conversations have follow up built in. This could be:

- Asking to see completed work later in the teaching sequence.
- Holding pupil voice conversations with their work.
- Asking the teacher to let you know how specific activities have gone.


Quality supporting learning conversation records.

Please share this section with your headteacher and decide who is going to quality support learning conversation records.

It may sound onerous, but every learning conversation record should be quality supported as soon as it is received. With practice, this only takes 1-2 minutes.

When you look at the record there are four clear sections:

1. The summary section – the focus and purpose of the conversation
2. The questions in the left column – these demonstrate the subject leader's thinking and enquiry
3. The teacher responses in the right column – these demonstrate the teacher's planning, teaching and assessment
4. The follow up section at the bottom of the page – this indicates the consequences of the process



The simple questions to ask yourself, when scanning a record and inserting comments or planning verbal feedback are:

1. *Is the purpose and intent of the conversation clear? Is it likely to move the subject leader's knowledge and the subject itself forwards?*
2. *Are the questions asked logically sequenced? Do they explore the intent in sufficient depth?*
3. *Do the teacher responses that are recorded answer the questions in sufficient depth? If uncertainties or ambiguities arise in the responses, are they followed up in subsequent questions?*
4. *Is follow up planned and focused to verify achievement outcomes?*

If any of these points leave doubt, the senior leader goes back to the subject leader verbally and asks for clarification. If the subject leader is also in doubt, they go back to the teacher for clarification and agreement.

The process is therefore fully moderated, in a positive tone.

As you collect quality support experience on conversation records, feedback common points to all staff so that they can refine their dialogues and records.

As soon as you feel it appropriate, share the quality support criteria with all teachers so that they know what they are aiming for.

In the Contents you will find the written records for all the videos of those learning conversations. Look at some of these with colleagues, even if they have not seen the videos. Get them to analyse the records to see what they can comment on.