



# Hounslow Education Partnership

## Develop your A level Teaching

### Overall evaluation - DAT 23/24

2023/24 theme: Introducing new knowledge - how can we simplify this for learners and prevent overwhelm while checking understanding before we move on?

Meeting 1 - in person	Meeting 2 - online	Meeting 3 - in person
Theme: Small steps and breaking down Pre released keynote & agenda provided	Theme: Checking for understanding Pre read article & agenda provided	Groups had total autonomy over agenda

### Attendance:

	Expected	Meeting 1	Meeting 2	Meeting 3
English	23	15	13	10
Maths	38	24	29	18
Biology	13	12	12	7
Chemistry	17	12	12	9
Physics	15	8	8	6
Geography	19	19	14	9
History	15	9	6	9
Economics	12	8	n/a	5
MFL	18	12	14	11
PE	6	4	4	n/a
Politics	8	n/a	5	n/a
Total	184	123	117	84
		<b>69.9%</b>	<b>68.0%</b>	<b>49.4%</b>

### Evaluation form feedback % agree or strongly agree:

	Meeting 1 (80 returns)	Meeting 2 (57 returns)	Meeting 3 (28 returns)
The subject meeting discussions were productive and collaborative	83.8%	82.5%	96.4%
I have clear actions I can take forward to incorporate in my lessons	72.5%	84.4%	92.9%
The opportunity to discuss with colleagues was valuable	85.0%	85.9%	92.9%

### Pre read vs pre recorded keynote

A pre read article was preferable to a keynote video (as a stimulus for discussion) - 50.9% agreed or strongly agreed

## **Free text comments/suggestions for improvements for the next meeting**

### **Meeting 1:**

#### Keynote:

- *'I don't think everyone watches the keynotes which has an impact on the purposefulness of the discussions. It may be worth incorporating time to watch it in the meetings to ensure everyone is talking sensibly - it also would support facilitators to move conversation on if they veer off.'*

#### Mix of experience:

- *'Unfortunately there is not much of a mix of experience, so I find there are people who have to lead the conversation and give lots but don't get new ideas for themselves'*

#### Autonomy over the agenda

- *'Having more time in breakouts to discuss general A level concerns and how the dept manages cwk/deadlines/approaches to particular content etc.'*
- *'Take a difficult topic and interrogate it with everyone's input'*
- *'Specific subject based discussions are much better than generic theoretical ones.'*

#### Smaller breakout groups

- *'Small groups should be split with exam board'*
- *'Small groups could have been planned/stuck to as we were in a very large group which made it hard to hear and for everyone to contribute.'*

### **Meeting 2 (As well as the above from meeting 1)**

#### Online vs in person

- *'It was harder to provoke discussions online and I felt people took a lot more out of the in person meetings. It felt like not many people had engaged with the pre activity that had been set.'*

#### Sharing resources

- *'I'd like to have something tangible to go away with'*
- *'May be can share some teaching materials or questions bank sharing'*
- *'More specific examples of materials rather than just discussion.'*

### **Meeting 3:**

#### Autonomy over the agenda:

- *'Face to face meetings with agendas set by the subject groups. This last meeting was the most helpful yet.'*
- *'Sessions way more useful when we are allowed to determine the agenda ourselves, and discussions are allowed to flow naturally'*

#### Planning ahead of the meeting:

- *'Perhaps more time given in advance for colleagues to come and share what they are using/doing. It was all discussion based but would be better to leave with solid resources/ideas.'*
- *'Agenda points with presentation prepared by collaborators in advance'*

#### Examiner feedback:

- *'Getting actual examiners (people with recent experience of marking papers) to give practical tips (like James in Maths) is so helpful.'*

#### Greater numbers:

- *'More people to attend'*