



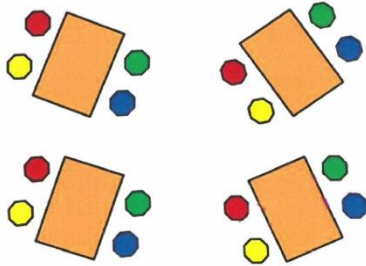
COLLABORATIVE LEARNING

'THE ESSENTIALS'

Organisation

- **Teams of four**, chosen by the teacher
- **Mixed ability** (even within sets)
- The team stays together for between 4 and 6 weeks (enables teambuilding)

Seating



Colours **do not** need to relate to a child's ability, but a HAP should sit diagonal to each other.

This should be consistent from Y2-6.

General Staging & Classroom Management Expectations

- Always model what it looks like and the language that you want them to use e.g. "I think ... because ..."
- Sentence stems and key vocabulary should be available for the children
- Stage CLIPs with precision (timing, modelled language, materials etc.)
- Tighter control = better outcomes
- Less time = more focus
- Always allow thinking time
- Encourage politeness and social skills i.e. encourage them to thank each other etc.
- Keep the content simple to start with
- A hand raised should be used to stop the activity
- Teach the children what good listening looks like: eye contact, not fiddling or talking etc.

CLIP # 1a – WORD ROUND

1. The teacher presents a task or a question
2. Team members take turns presenting a solution to his/her team

Finer Points:

- The direction should be chosen by the teacher, but the words clockwise and anti-clockwise should be used
- Always give some thinking time
- Give each child a set amount of time to talk - LAPs will have to think of more to say and HAPs will have to condense their input
- Only one child allowed to speak - the person whose turn it is; this is their 'protected time'
- You can do more than one rotation

CLIP # 1b – WRITE ROUND

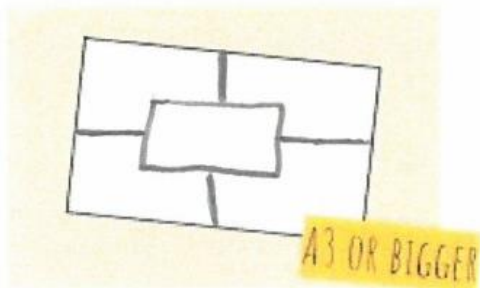
1. The teacher presents a task
2. Team members take turns presenting their answer in written form before passing the paper on
3. The teacher can choose whether participants present their answer in solely written form or orally as well

CLIP # 2 – MEET IN THE MIDDLE (MIM)

1. The teacher presents a task
2. Allow thinking time
3. Each team member writes his/her own contribution individually
- 4. Team members must then present their contributions in a Word Round**
5. The team discusses and writes a communal solution in the middle
6. The communal solution is presented back to the class

Finer Points:

- Time each step strictly
- The communal solution can be open discussion as they have already had a chance to talk in the Word Round section
- All children should be able to see the task/question in the right way up



CLIP # 3 – CATCH1PARTNER (C1P)

1. Pupils mingle, holding their resources (card) in the air to show that they are free
2. They pair up with the closest free person and greet them
3. One of them asks their question, the other answers, then they switch roles
4. They swap resources
5. They thank each other and say goodbye

Finer Points:

- Can be done without materials or with resources other than cards
- Lends itself to questions and tasks that can be answered quite quickly
- Teach them that they cannot avoid people – they must pair with the closest available person

CLIP # 4 – SAGE & SCRIBE (S&S)

1. One pupil is the sage, the other is the scribe
2. The sage stands, the scribe sits
3. The sage gives the scribe step-by-step instructions how to solve a task
4. The scribe follows the instructions step-by-step
5. The scribe praises the sage
6. They switch roles

Finer Points:

- Decide whether you want the scribe to write in their book, in the sage's book, or on a separate sheet
- For procedural tasks
- Only the scribe is allowed to touch the pen
- Let the more able child start as the sage, modelling and providing language for the less able pupil

CLIP # 5 – THINK-PAIR-SHARE (TPS)

1. The teacher presents a task
2. Allow think time
3. Each team member reflects individually on possible solutions
4. Teams divide into two pairs, taking turns to solutions with their shoulder partner
5. Each person then discusses with their opposite partner
6. One person from each group feeds back to the class.

CLIP # 6 – REASONING CORNERS (RC)

1. The teacher presents a question, statement or idea
2. Choices are displayed around the room e.g. strongly agree, agree, disagree, strongly disagree
3. Allow think time
4. Children move to the corner that they think is correct
5. The children discuss their ideas using sentence stems e.g. "I disagree because ..."
6. The teacher asks for a response from one person in each group

CLIP # 7 – Timed Pairs (TP)*

1. The teacher presents a question, statement or idea
2. The teacher models a sentence stem and the essential vocabulary
3. The timer is set and the first child in the pair speaks to their partner
4. When the timer goes, the second child speaks
5. The teacher picks a response from one pair

*This CLIP is similar to talk partners, but allows for a little more structure around turn taking

Not expected:**CLIP # 6 – THREE FOR TEA**

1. Using the agreed 'best' solution from a Think-Pair-Share or a Meet in the Middle, one team member hosts three other members from the other teams.
2. The visiting members then return to their own team and feedback in a Word Round