



Kagan Policy

Signed on behalf of Governors.....

Date.....

Review Date: September 2016

Tinsley Meadows Primary School

Kagan Policy: 2015/16



What is Kagan Cooperative learning?

Kagan cooperative Learning is a teaching strategy in which small teams of students (usually teams of 4) work together towards a learning goal. They may also be working with partners or the whole class. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus trying to create an atmosphere of achievement. Students work through the task until all group members successfully understand and complete it.

What does the research say?

Hattie (2009) found cooperative vs individualistic learning to have an effect size of 0.59 (An effect size above 0.4 is above average for educational research). He did however advise that it is most powerful when students have acquired sufficient background knowledge to be involved in discussion and learning with peers. He also found it was most useful when learning concepts, verbal problem-solving, spatial problem-solving, retention and memory. Effects increase with age.

Why Do We Use Kagan's model of cooperative learning?

- To provide a structured approach to cooperative learning
- It gives teacher content free set structures, which have a series of steps, to use
- Develop children's social skills such as turn taking, listening to others and sharing information
- It is backed by research which is in line with our principle that we base what we are doing on what has been proven to work
- Use of the structures will help to increase the amount of time pupils spend on task

- Teams of four maximize and equalize active participation compared to any other number – we aim that all children are participating in the lesson all the time
- To ensure children are taught in mixed ability groups

Basic Principles of Kagan – PIES

Dr Spencer Kagan argues that consistent success with his model of cooperative learning depends on four basic principles:

- Positive interdependence – are students on the same side? Does the task require working together?
- Individual Accountability – Is individual public performance required?
- Equal participation – Is participation approximately equal?
- Simultaneous Interaction – What percent of students are overtly interacting at once?

How classes should be organised

- Children should first be ranked by reading ability and maths ability – use the STEPS from our individual trackers
- Children should then be grouped into heterogeneous teams of four ensuring each team has mixed ability, race and gender where possible – you may want different teams for maths and literacy
- The teams are changed every half term
- Children are then seated in fours, according to a specific pattern, who can all see the board



Shoulder partners must be high (1) and low medium (2) and high medium (4) and low (3)

Face partners should be high (1) and high medium (4) and low (3) and low medium (2)

- How to handle extra students: 1 extra student – 1 team of 5, 2 extra students – 2 teams of 3, 3 extra students – 1 team of 3. If you have two teams of 3 they should sit next to each other and then they can break evenly into three pairs for pair activities
- You need to develop the use of a quiet signal with the class – raising hand to get attention – practise this at the beginning of the year
- Although we use this approach to most main class teaching with the children being grouped in tables at Key Stage Two this does not preclude moving tables for other activities such as drama, tests and P4C.

Key Stage One

Year One and Two will retain use of the carpet for main class teaching but will still group in fours on the carpet in order to implement the structures.

The Six Structures We Use

Structures are an easy to learn, content free, series of repeatable steps that you can use with a class, every lesson. There are different structures for different things, e.g. Problem solving, discussion work, revision etc.



In pairs, students alternate generating brief oral responses.

Examples:

- List adjectives to describe the character.
- List square numbers
- Share steps of the experiment.
- Describe an event from the story.

Timed Pair Share



In pairs, students share with a partner for a predetermined time while the partner listens. Then partners switch roles.

Examples:

- What is the key thing that you learned?
- What is one literary technique you plan to use in your writing and how will you use it?

Round Robin



In teams, students take turns responding orally.

Examples:

- What makes a good listener?
- List objects that float?
- What clubs or societies are you a member of?
- What is one of your favourite movies?

Rally Coach



Partners take turns, one solving a problem while the other coaches. Then partners switch roles.

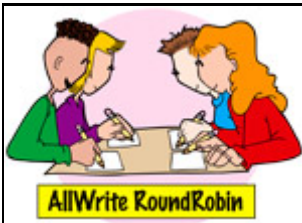
- Useful for any process or procedure with a definite right/wrong.
- Solve multi-step word problems in math.
- Change each decimal into a simplified fraction.



Students stand up, put their hand up and quickly find a partner with whom to share or discuss.

This structure is perfect for classbuilding, processing and reviewing information, energizing the class, forming random pairs or teams, lesson starts or wraps.

There is also a variation of Round Robin called All Write Round Robin



1. Teacher assigns a topic or question with multiple possible responses.
2. In teams, students respond orally each taking a turn contributing one idea.
3. All teammates record the shared idea on their own papers.

Use for: AllWrite RoundRobin results in a written record for each student. For example, if the students are generating a list, each student has their own paper and pencil and as they name each item, each student writes it down. Students can use their lists for later independent work. The difference between AllWrite RoundRobin and RoundTable Consensus is that with AllWrite RoundRobin each student writes on her/his own paper whereas in RoundTable Consensus there is one paper and pencil passed around the group and each student in turn records an idea once the team has reached consensus.

Structure Functions	Classbuilding	Teambuilding	Social Skills	Communication Skills	Decision Making	Knowledgebuilding	Procedure Learning	Processing Info	Thinking Skills	Presenting Info
	Interpersonal				Academic					
RallyRobin			★	★		★	★	★	★	★
Timed Pair Share		★	★	★		★	★	★	★	★
RoundRobin		★	★	★		★	★	★	★	★
RallyCoach			★	★		★	★		★	
Stand Up, Hand Up, Pair Up	★		★	★		★	★	★	★	★

Other structures can also be used as appropriate.

The structures are used where appropriate and are a tool for the teacher in order to ensure a meaningful lesson. Children should stay in their Kagan groups all lesson. We do not group children into ability groups at Tinsley but this does not preclude the giving of differentiated work.

Year Six

Year six often work together in a year group and are therefore seated in rows. This is also part of their transition to secondary. Pupils use the structures however in pairs and move into groups where appropriate.

Weekly Class and Team Building Activities

Class building: A short class building activity should take place weekly. These should involve children being up, moving and mixing. The content should be as needed academically.

Team building: One of these should take place when a new team is formed each half term. These should be fun, non- academic and involve everyone.

Where more information can be found

- You Tube –Kagan Cooperative Learning-Structures for Success Part 1 and 2 is reasonable and gives a good introduction
- CN in Y6 has brought the group sorting software – see her if you want to loan it
- A basic book explaining the structures will be given to each teacher at the beginning of term with a group sorting mat to copy if they want to use it
- More basic information will be given to each member of staff about team building and class building
- Posters of the six main structures are displayed in each staff room
- Kagan co-operative learning 2009 can be bought from Amazon if staff want to find out more in depth information (CN and DS have a copy)

Future Plans

- Mentors help Teach First teachers to implement Kagan structures within first two weeks as part of lesson support

- Introduce two new structures in the spring term and two in the summer term – report back as a whole staff how this is going.
- Investigate future training

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