



ACTIVexpression - Case Study

School / Academy: **Lambeth Academy**
Teacher Name: **Olivia Hills**

Using ACTIVexpression in English.

Lambeth Academy is a completely new school, established in 2004 as a direct response to local parents' concerns about the need for more, high quality, secondary school provision in Lambeth.



The Lambeth Academy building

The specific double lesson observed was a Year 7 mixed ability class who were half way through a unit on film, where the specific focus was on developing an understanding of film vocabulary and gaining inferences about the mood or atmosphere of a film.

Context

Olivia Hills is an English teacher at the academy; she is on the *Teach First* program and is enjoying the challenge of her first year in the academy. Olivia has had training with departmental colleagues in the use of Expression from the E-Learning Team and was quick to see the potential of the system to support her teaching whilst engaging and motivating her classes. Olivia has taken a lead in the use of the system and is supporting colleagues by developing and sharing materials as well as offering informal support by responding to questions and requests for help.



Olivia Hills – English Teacher

Usage

Olivia uses the system on a regular basis and aims to seamlessly integrate the devices with other lesson activities, this way the devices become a useful teaching tool to draw upon rather than the focus for the lesson as a whole. Olivia is a confident user of ICT and is able to prepare ACTIVexpression questions in advance of a lesson and combine question pages with other information and stimuli. Video material is also used on a regular basis and Olivia finds the Expression devices as a useful tool to focus the class and get feedback on material viewed.



Effective classroom storage of the devices allows for quick and independent access



Pupils registering devices during the lesson starter

Olivia seeks to manage the Expression hardware with the minimum of fuss and a notable feature of her lessons is how independently pupils are able to access and register the devices without this having an adverse effect on lesson pace. To take the pressure off pupils, registration always takes place whilst the class focus is on a starter activity and pupils naming of devices is completed using the freeze screen option selected on the projector – this gives Olivia time to rename devices if necessary and keeps the whole operation low key.

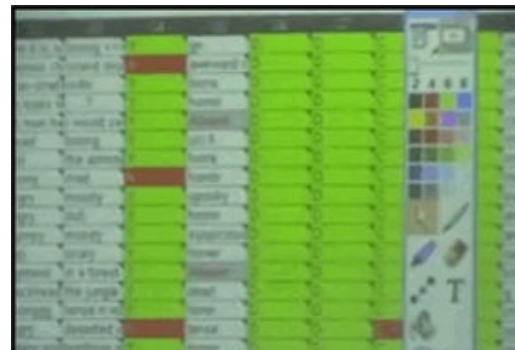
Olivia uses a variety of question types, but being an English teacher, quickly recognised the value of open text entries as a starting point for class discussion. Olivia was also quick to recognise the system's potential to support her with pupil assessment and her detailed use of feedback based on their responses is a feature of her teaching that really supports pupils in making progress.

“Combine device registration with your lesson starter activity to maintain a quiet and calm atmosphere.”

Impact

Olivia has been using the Expression system on a regular basis for only six weeks but is already clear about the impact it is having in her classroom. She summarised the two most positive aspects of its use as follows:

1. Engagement – Olivia has found her classes enjoy using the Expression devices and appreciate her making the effort to include them in the lesson. They have picked up using this technology very quickly and Olivia notes “Pupils really like using Expression and it’s quite easy and natural for them to use it, just in the same way they would use a mobile phone for texting”. The competitive element of who can answer most questions correctly and in the quickest time is also identified as a motivating factor and Olivia handles this aspect very appropriately and sensitively to further build her relationships with pupils.



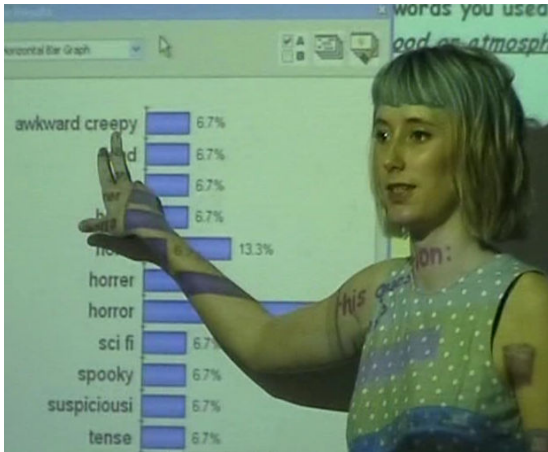
Sharing results and response times can be motivating if handled sensitively

2. Assessment – Olivia uses Expression responses in a formative way, giving valuable, targeted feedback to pupils and using their inputs for starting points to class discussion or recapping previous inputs at the start of the next lesson to develop their ideas and



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vocabulary further. This helps to give cohesion between lessons and pupils to build on previous learning.

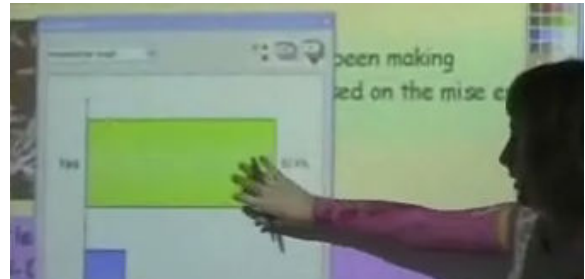


“Expression allows the use of targeted feedback and text responses can be a great starting point for discussion or recapping key learning.”

Opportunities for self and peer assessment are also well used in Olivia’s classes; these give a valuable quick overview of how confident pupils are in understanding and applying the knowledge and skills taught in a particular lesson.



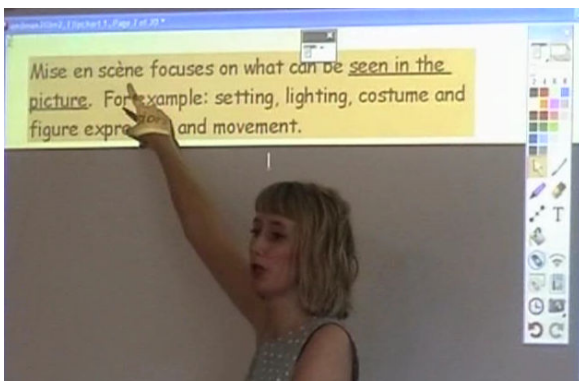
Class confidence check



Instant feedback gives opportunities to correct pupil misunderstandings.

Development

Having now achieved her first level of Promethean accreditation, Olivia will be developing and sharing more of her teaching materials across the department, the academy and across the wider UCST / ULT group.



Olivia combines IWB tools and techniques with her Expression questions.

Olivia integrates other IWB materials, techniques and activities in with her questions and is looking forward to getting to grips with the new Inspire software that combines full expression functionality with the full range of IWB authoring and design tools.

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