

Kagan Policy

Rationale

Kagan structures develop and promote co-operative learning, ensuring that all children are engaged in their lessons and participating frequently. They have been proven to increase achievement, improve relations, enhance self-esteem, reduce behavioral problems, create a more harmonious classroom climate and develop the social skills of pupils. Kagan structures also give the children more opportunities for speaking and listening, therefore improving their oracy skills and use of Standard English. At St Hilda's, we want the children to be confident, independent, active and individually accountable for their own learning.

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?

Aims

We aim to:

- Ensure that Kagan structures are an integral part of most lessons throughout the school.
- Develop the confidence and understanding of the structures as the children progress through the school.
- Enable the pupils to learn about themselves and discover their own skills and talents through working as part of a team.
- Give children the opportunity to work together on a regular basis through co-operative structures, rather than just 'group' activities.

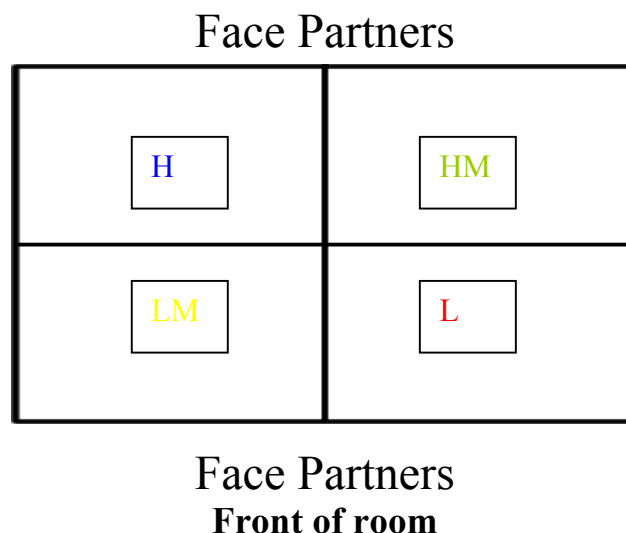
- Support children in developing a sense of confidence and self esteem.

Allow the children to develop personal, emotional and social skills necessary for life.

Approach

- Kagan structures are to be used by all members off staff wherever appropriate.
- They are to be used in all subjects as often as possible.
- Children need to be seated in groups of four across the school.
- Extras **1**= Team of five, **2** =Two teams of three, **3** = 1 Team of 3.
- Children should be grouped into heterogeneous teams of four ensuring each team has mixed ability, gender Ethnicity, Special needs, Socio-economic and Behavioural/ Characters. where possible –
- Children should be ranked by reading ability
- Colour Code for teams, **Blue**=H, **Green**=HM, **Yellow**=LM, **Red**=L
- Chair numbers should not reflect ability.
- Teams changed every half term
- 'Give me 5' is to be used in KS1 and FS, Silent signal in KS2 (expectation of 5 seconds). This should also be used in the dining hall/ assembly hall and playground.

Matrix



Higher and **Lower Middle**= Shoulder partners
Higher Middle and **Lowers**= Shoulder Partners

Structure Of the Month

- All staff to attend training and SOM (Structure Of the Month) meetings.
- Staff to follow guidelines for all structures to ensure consistency.
- Use of random name generator and timer to support structures.
- All staff to be observed at some point throughout the year using the structures.
- Staff to complete an evaluation of SOM within the expected time period.
- All resources and evaluations to be filed in TSS- Kagan folder.
- Photographs to be taken where appropriate and saved in Kagan folder.
- All classrooms to have a Kagan display board, displaying SOM with children's work

Resources

Resources to be created by teacher/ TA and placed in TSS for access by all staff. If any specialist resources are needed please ask R. Bibi. All teachers have a set of structures in their classrooms. There are also a number of books in G Pursey's office for any member of staff to use.

Review

Policy to be reviewed Summer 2016 by R.Bibi.