



Post-16 Pedagogy in Practice

research - collaborate - refine

PPP 2025/26: Meeting 3 (25.2.26) & Overall Evaluation

Attendance by subject:

	Meeting 1			Meeting 2			Meeting 3		
Subject	Exp.	Att.	%	Exp.	Att.	%	Exp.	Att.	%
English	23	17	74%	23	16	70%	20	15	75%
Maths	32	24	75%	32	25	78%	30	23	77%
Biology	16	9	56%	16	9	56%	15	12	80%
Chemistry	11	8	73%	11	7	64%	12	9	75%
Physics	13	10	77%	13	8	62%	13	11	85%
Geography	14	9	64%	14	12	86%	13	11	85%
History	20	12	60%	20	18	90%	18	10	56%
Economics	9	8	89%	9	3	33%	n/a online, on demand recording		
MFL	13	7	54%	13	9	69%	14	9	75%
PE	8	6	75%	8	6	75%	8	4	50%
Total	159	110	69%	159	113	71%	143*	109**	76%

- Shaded cells indicate meetings that were held online. For some there this caused a drop in attendance, for others attendance increased.
- English and Maths were all in person, these showed broadly similar attendance across all three meetings.
- * The total expected number for meeting 3 is lower than 1&2 because some schools removed delegates that hadn't attended meetings 1&2. Also Economics delegates (10) were not included as there was no meeting.
- ** 5 extra delegates joined across online meetings with speakers for Geography, Physics (OCR) and Biology.

Moving the final meeting to February (from July) has had a significant impact on attendance compared to 24/25 and 23/24. This evidence suggests the front loaded model should continue, however this raises the challenge of how do delegates stay in touch and continue sharing between the final meeting in February and when the programme restarts the following October?

Academic year	Meeting 1	Meeting 2	Meeting 3
23/24	70%	68%	49%
24/25	69%	52%	53%
25/26	69%	71%	76%

Meeting attendance by School:

	Meeting 1		Meeting 2		Meeting 3	
School	Exp.	Att.	Exp.	Att.	Exp.	Att.
Bolder	13	8	12	10	11	5
Brentford	6	3	8	6	6	4
Chiswick	33	21	33	25	34	24
Gumley	13	6	13	6	14	5
Gunnersbury	10	8	11	11	10	9
Heathland	11	9	10	8	11	11
Heston	8	8	7	7	6	6
I&S	12	11	10	9	10	8
Lift Kingsley	9	2	9	6	8	6
Logic	8	8	8	6	6	3
Reach	17	15	18	13	15	12
TGS	14	11	14	6	12	10

Evaluation form returns by subject (58 in total):

Subject	No. delegates	No. Eval forms
English	15	9
Maths	23	11
Biology	12	6
Chemistry	9	9
Physics	11	6
Geography	11	3
History	10	6
Economics	n/a	n/a
MFL	9	4
PE	4	4

Quantitative data (58 submissions from 109 attendees) specific to meeting 3:

	% agree or strongly agree
The subject meeting discussions were productive and collaborative	97%
I have clear actions I can take forward to incorporate in my lessons	93%
The opportunity to discuss with colleagues was valuable	90%

For those who had speakers (Biology, Chemistry, Geography, History, Physics OCR, PE, Economics) at one or more of their PPP meetings this year) (38 responses)

	% agree or strongly agree
The speaker elevated the discussions bringing further insights	100%
The speaker's input was relevant to my professional development and my students' needs	97%

Free text questions:

Specific free text comments relevant to speakers:

- *really insightful talk thank you*
- *It was really useful to hear from an examiner. I will share all the tips with my department.*
- *very interesting lady - her approach was refreshing and I hope our paths meet again!*
- *Great format and very helpful*

Please write one (or more) things you are going to either: share with colleagues, and/or take away and implement as a result of this meeting:

As all meetings were able to follow their own agendas, these were very varied and included ideas such as:

- English:
 - *The 'yes and' and 'yes but' tasks to extend analysis!*
 - *I will adapt the way I get students to plan for their essays so that they become less reliant on me.*
 - *Reverse engineering essays*
- Maths:
 - *I will attempt to promote examples and anti-examples in my lessons*
 - *Using a range of different representations more regularly in lessons*
 - *Purposefully including common misconceptions in board work so students have to pick up on them.*
- Biology:
 - *Essay practice/teaching consistency*
 - *AO1 AO2 structure for essay*
- Chemistry:
 - *Ways to approaching electrochemical cells*
 - *I will share NMR slides and practical questions with others*
- Physics:
 - *Trying to teach resilience to students to help them succeed in exams.*
 - *Apply for courses to enrich my knowledge and support students appropriately.*
- Geography:
 - *raising profile - geography jobs linking to subjects - world map of geog in news*
 - *GCSE input outside of exam specification*

- History:
 - *Reading context before sources to initiate mechanisms for source analysis more effectively on exam paper but also more effective management of coursework.*
 - *Share slides on teaching sources at uni and incorporate what I've learned to share with my students to prepare them adequately for life after school*
- MFL
 - *that examiners only read the essays once and only listen to the candidate's recording once - so the pupils MUST make their ideas clear, be analytical, be concise and precise in their language...*
 - *Using model answers as a way to teach concepts as well as essay technique*
- PE
 - *Sharing best practice for 8/15 markers structure and answer*
 - *AO1, AO2, AO3 answer structures*

Please use the space below for any comments/suggestions for improvement/content you would like to see in the 26/27 PPP programme. Or names of any speakers that would be relevant to your subject.

Overall the vast majority of the feedback was very positive. Many delegates (20, 34% of responses) left comments suggesting there were no improvements necessary. Another common area was continuing to use or introducing speakers (15, 26% of responses) either from exam boards, examiners from within HEP schools or subject specific.

- *'Retaining the speaker format is extremely helpful'*
- *'I enjoyed having an expert speaker, and Beth sharing her knowledge of the essay was extremely useful'*

Attendance, engagement, in person vs online and spread of meeting dates was noted in a handful of responses.

- *'Not sure how sorry- but improve attendance. Was the online meeting better attended? Probably not doable but what about a morning meeting from 8 to 10? Also maybe interactive activities prompting teachers to work in groups and talk to each other more.'*
 - This was from an MFL delegate, the online meeting in December had the same number of delegates that the in person meeting in February had. Interactive activities to work in groups would be beneficial to all.
- *'A lot of effort for people to attend. 3 people never said a single word all meeting.'*
 - This was from a Physics delegate, and echoed similar feedback from the Facilitator from meeting 2.
- *'it would be great to have it online always, to reduce travelling time. We all families to attend to and if we could do it online and save those minutes it would be greatly appreciated.'*
 - This was from a Biology delegate - but was the only request for meetings to be online. SLTL will be consulted re. online/in person delivery to confirm for 26/27.
- *'to have the last one in February feels very early and I get why, for y13 in particular, but it's a nice way of having colleagues when I am a department of 1, so maybe a later meeting in the summer term would also be nice.... thank you.'*
 - This is a challenge, also raised by some of the Facilitators keen to keep the sharing going. However, the positive impact that front loading the meetings has on attendance indicates this model should be kept.

There was some specific feedback for Maths, relating to those newer to teaching the subject and lacking the subject knowledge to fully access the content. This will be fed back directly to the Facilitator and used for planning in 26/27.

Geography responses (3) indicated a mix between being grateful the speaker spoke on broad longer term wins rather than present pressures and the opposite. Others would have preferred more specific exam technique/pedagogy/A* quality answers to achieve A* - *'more actual practice and less theory'*

Actions/recommendations from meetings 1-3:

- Economics & Politics PPP group viability for 26/27
 - Politics has been unable to run at all this year as there was no Lead in place.
 - There was very low attendance to Economics meeting 2, as a result an online and on demand recording of a Pearson training session was offered.
 - Viability of both groups will be explored with SLTL and the working group.
- Calendaring 26/27
 - The second meeting is moving one week earlier (2nd of December 2026) to avoid it being too near to the end of term.
 - Ideas will be explored to encourage groups to keep sharing and collaborating beyond the final meeting. While delegates have each others' email addresses and the majority have Google shared drives but potentially a Padlet may be more appropriate/accessible/engaged with.
- Online/in person delivery 26/27
 - The model of meeting 1 & 3 in person and meeting 2 online (with English and Maths entirely delivered in person) will be reviewed by SLTL and the working group to ensure that it still meets the needs of member schools.
 - As HEP already does, SLTL will be encouraged to communicate this agreed mode of delivery to colleagues who are nominated as delegates from the outset. Only those who have capacity and availability on those times and dates should be nominated.
- Accurate teacher lists
 - Feedback was shared with SLTL following meetings 1 & 2 to identify colleagues who had attended neither. Some schools opted to remove those colleagues. Having more accurate delegate lists enables Leads to prepare effectively and allows HEP to consider group viability should those groups become too small.
 - Ahead of autumn '26 sign up, each SLTL will have a list shared to show delegate attendance at all three 25/26 PPP meetings. Aiming to avoid anyone being nominated who has a track record of not attending.
- Maths Feedback
 - Once the Lead for Maths PPP has been established, feedback will be shared to be used alongside existing plans to ensure that the meetings are accessible to all regardless of experience in teaching A level.
- Activities within the group meetings to prevent opt out and encourage engagement
 - To be discussed with the working group - how can the agendas be planned to ensure maximum interaction and engagement from all.