



Post-16 Pedagogy in Practice

research - collaborate - refine

PPP 2025/26 Overall Evaluation

Meeting content:

Meeting 1 (in person)	Big Question: 'Thinking ratio in exposition - how do you ensure all students are thinking hard when you are teaching something new?' Stimulus for Subject meeting - Pre read
Meeting 2 (online, English & Maths in person)	Big Question: 'Thinking ratio in practice - how do you ensure all students are thinking hard while they are engaging in practice following the exposition?' Stimulus for Subject meeting - Keynote
Meeting 3 (in person/online)	Groups had autonomy to book speakers, exam board representatives and plan agendas that best suited their context

Meeting speakers:

Biology	Meeting 3: Using assessment trends to inform teaching, curriculum planning, and exam preparation 4-5pm - Katie Estruch
Chemistry	Meeting 2: AQA Subject Support Manager - Science
Physics	Meeting 3: Physics Subject Advisor, Cambridge OCR
Geography	Meeting 3: A* at A level Geography - Dr Richard Bustin
History	Meeting 3: Academic writing and bridging the gap between A level and undergraduate study - Professor Jonathan Phillips (RHU)
MFL	Meeting 3: AQA Spanish A level Examiner - HEP Teacher
PE	Meeting 1: AQA NEA - Jackie Brookes (Education Consultant) Meeting 2: AO3 focus & LAQ breakdown - Ross Howitt (Education Consultant)
Economics	Meeting 1: Tackling the 25 mark question - Pearson (delivered live) Meeting 3: Tackling 10 & 12 mark questions - Pearson (recording)

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%

Quantitative data related to Subject meetings 1-3:

	% agree or strongly agree		
	Meeting 1	Meeting 2	Meeting 3
The subject meeting discussions were productive and collaborative	96%	96%	97%
I have clear actions I can take forward to incorporate in my lessons	93%	88%	93%
The opportunity to discuss with colleagues was valuable	96%	76%	90%

Quantitative data related to the keynote delivered ahead of meeting 2:

		% agree or strongly agree
Keynote	The strategies with the keynote are applicable and relevant to my teaching	96%
	Overall the keynote was effective and useful for my professional development	88%

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:**Comments relevant to subject specific speakers across meetings 1-3:**

- *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*

Comments relevant to the keynote speaker in meeting 2:

A number mentioned the usefulness of the keynote:

- *'different diagrams of the nodes of the schema to represent different methods of learning'*
- *'It got me thinking, thank you!'*
- *'Great presentation, thank you'*
- *'I liked the fact that we did not have to listen to the keynote speaker during the session but could watch before. Far more relevant and productive discussion time.'*

Another delegate felt it was *'harder to apply the keynote to an Arts subject'*.

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:

Meeting 1:

Many responses, across all subjects, listed suggestions relating to this comment, 'Using strategies that work at KS4':

- *Changing seating plans for sixth form*
- *Use of white boards within A level classes*
- *Sentence starters for speaking practice (MFL specific)*
- *Using numbers to choose students but mixing the number for feedback*
- *Assigning student roles to a discussion when doing group work*

Questioning was identified as a specific strategy to boost thinking and participation ratio during exposition by a number of delegates, across all subjects:

- *Practice answering non leading questions*
- *Using command words in questioning*
- *Plan questioning*
- *How to plan high order questions*
- *The pre-read was really thought provoking, I will use it as a tool to reflect on each of my groups and be more strategic in planning my questioning*

Meeting 2:

The below subject specific feedback from the History group demonstrated how they'd considered independent practice design as a result of collaborating:

- *To encourage deeper thinking and effective independent practice, setting 3x25 mark essay plans linked to the topic covered for independent study, reviewing in the following lesson and timed, closed book practice on one*
- *Using essay plans as a way to mitigate use of AI in homework and check for understanding/correct application of key knowledge*

This MFL specific feedback showed the difference in approach between the subjects, while still considering independent practice design to maximise thinking ratio:

- *Students Create questions on à reading comprehension and students test each other*
- *Turning translations into grammar tasks, getting pupils to transcribe listening extracts*

Meeting 3:

As all groups were able to follow their own agendas, content was very varied including 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 left comments suggesting there were no improvements necessary. Another common area was continuing to use or introducing speakers 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 have 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 were also some requesting that breakouts get moved and re-shaped, or allowing more time for whole group feedback. To ensure everyone speaks to everyone rather than spend the whole meeting with a small subset.

Other comments (across a variety of subjects) wanted to focus more tightly on A-A*:

- *Engage more with challenging topics.*
- *Collaborative higher attainers tasks for us to do*

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.