



**‘Do Now’**

**from the Development Lab**

**Before we begin, can you please complete  
the free writing activity**



## Development Lab

Best Practice  
development to  
support Teaching  
and Learning



Transforming Lives Through Learning



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## The Development Lab concept

Milton Keynes College launched the Development Lab in April 2019 through the Quality Team.

Using our own research and established research from “The Learning Rainforest” – Tom Sherrington and “Teach like a Champion” – Doug Lemov; we developed and formalised the existing coaching and support given by Advanced Teaching Practitioners, making it accessible to all.

A series of development activities were produced to support the teachers in the classroom with improving and extending their practice.



## **The Development Activities include:**

**Ideas around engaging learners when arriving to class**

**Good practice for quick learning checks at the end of the lessons**

**How to encourage learners to write more reflectively about what they have learnt.**

**Activities that focus on marking work to include methods in engaging learners to be proactive in making changes to work and taking the guidance and advice given into the next piece of work**

**Suggestions on the benefits of changing the pace of the lessons**

**And many more.....**

Activity number	Title	Summary	Key words
1.	Do now	Ensure students start work as soon as they enter the classroom and avoid wasting time whilst their peers arrive.	Lesson starts
2.	Exit tickets	End lessons with a quick, informal assessment of what's been learned.	Lesson endings
3.	Change the pace	Maintain focus and engage students throughout the session by changing the format of their work.	Variety of lesson activities
4.	100 per cent	Keep learners focused and on task by quickly and subtly managing behaviour issues.	Behaviour management
5.	Marking lean and DIRT	Keep your marking to the point – and ensure it has an impact.	Marking
6.	Whole-class feedback	An effective group approach to marking and improving students' work.	Marking
7.	Daily, weekly, monthly reviews	Use regular, low-stakes testing a part of your lesson to help students retain knowledge well	Assessment
8.	Reject self-report	Some practical alternatives to the "Everybody got it?" question.	Assessment
9.	Objectives over tasks	Plan teaching in terms of objectives rather than tasks for learners to complete.	Lesson planning
10.	Planning the sequencing – the spiralling curriculum	Ensure your scheme of work is well-sequenced to get the most out of it for the learners.	Course planning, scheme of work



**Reflection: 'Do Now'**

**How could you use this?**



## How does the Development Lab create Best Practice

Quality Managers/Advanced Teaching Practitioners use them in training events, and site training sessions.

Completion of the activities can link action plans directed from Lesson and Desktop Observations

New teachers use them throughout their probationary period

Directions is encouraged through staff appraisals and performance reviews

Internal Quality Reviews can suggest the use of the Development Lab if required.





## Reflections in the Development Lab

Tutors do a written reflection on the activities on completion  
This reflection allows us the opportunity to develop the activity further or make changes

We review the feedback prior to Internal Quality Reviews so we can see which activities have been used and then measure the impact in the classroom.

We can use Internal Quality Reviews to identify new Development Lab activities.



## Exit Tickets

**How do you think this could be developed further?**

**Ideas of activities that you have used that would fit this model?**