



Spalding High School

Teaching and Learning

Teaching and Learning Target 2025-2026

Our goal is to promote independent study and foster a sense of student agency.

“It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.”

OECD Future of Education and Skills 2030 ‘Conceptual learning framework’

Divers and Thrivers

- **Video:** Martin Griffin introduced a study entitled "**Divers and Thrivers – Developing Effective Independent Learners**", where he explained the outcomes of a study involving 6,000 undergraduate Economics students at the University of Toronto. The study identified key differences between "divers" (bottom 10% performers) and "thrivers" (top 10%), revealing that thrivers were consistently more **independent, proactive, and persistent**.

Reactive vs Proactive

- Mr Love introduced a practical resource to help students reflect on where they currently sit between reactive and proactive study.
- It includes simple, achievable strategies, from organising and reviewing notes to extending learning beyond the classroom.
- **Key message:** Students do not need to do everything at once. Starting with one or two small proactive study habits each week can make a positive difference.
- Parents can use the resource to discuss what their child is already doing well and identify small steps towards becoming a more proactive learner.

Entirely reactive	Mostly reactive Proactive on rare occasions	A balance of reactivity and proactivity	Some reactivity, but mostly proactive
These students <i>only complete work if they're told to</i>. They've often never set themselves any work – even in the run-up to exams, they go to extra classes and react to the instructions they get there.	These students complete almost all their work because they're told to. Now and again, if there's a crisis, they'll spend a small amount of time proactively – revising for a test or tracking down some missing notes.	These students are close to matching their reactive work with proactive work. They're regularly setting themselves work; re-reading and tidying notes, asking questions, reading textbooks and submitting redone essays.	These students get their reactive study out of the way pretty quickly, completing it to a high standard so they can get on with more proactive work. They enjoy the proactive work, exploring topics in detail and challenging themselves.
Outcomes: These students almost always get the lowest grades in the year group.	Outcomes: These learners find themselves towards the bottom of most groups, but have the potential to climb up.	Outcomes: These students tend to be in the middle or towards the top of most of their classes.	Outcomes: These students are almost always at the top of their classes, and often end up getting places at the best universities.

EASY

1. tidying and re-organising your notes, 2. borrowing someone's notes, 3. reviewing your feedback to look for patterns, 4. handing a piece of homework in early and asking for advice on how to improve it before deadline day, 5. completing a one-hour re-read and re-organise of notes on any topic, 6. attending a support class or revision session, 7. summarising a topic in a single page of notes and diagrams

MEDIUM

8. seeking a book/study guide recommendation from a teacher, 9. handing in a re-done piece of work, 10. sending five emails asking for support, help, advice or an opportunity, 11. asking five complex questions of a teacher and noting down the answers, 12. listening to a podcast related to a topic you've studied, 13. watching a video-summary of a topic, making fresh notes as you go. 14. seeking out three short exam questions related to a topic and completing them under timed conditions

CHALLENGES

15. beginning a personal project to explore a topic studied at a level above yours, 16. contacting employers or employees to ask questions, 17. volunteering to teach someone else the topics you know inside out, 18. seeking out a reading list for a subject at a higher level than yours, 19. entering a competition or challenge, 20. organising a study-visit to an employer or place of study, 21. interviewing a student working at a higher level than you and summarising their advice in notes.

Homework

- **Differences**

- Complexity
- Volume
- Duration
- Independence

- **Research**

- John Hattie
- Effect size = +0.64
- EEF = +5 months

- **Schedule**

Year 10 and Year 11
Each subject studied – one 40-minute piece per week Languages – 2 x 20 minutes per week

What is AI?

- AI stands for artificial intelligence.
- There are different types of AI:
 - **Narrow** – AI that can perform specific tasks e.g. Siri, Alexa, Netflix, Spotify
 - **Generative** – AI that can generate new content e.g. ChatGPT, Copilot, Google Notebook LM
 - **General** – AI that can perform any intellectual task a human can do.

Age Restrictions

AI Service	Minimum Age	Notes
Chat GPT	13	Under 18s need parental permission
Claude	18	Age assurance is now used
Gemini	13	Under 18s need parental permission
Microsoft Copilot	13	Under 18s may have some features restricted.

Actual usage

- Ofcom's latest Children's Passive Online Measurement study, published in 2026, measured the actual websites and apps visited by a representative sample of UK children aged 8-14 during 2025/26. It found:
 - **35% of 10-12-year-olds visited ChatGPT in a month.**
 - For comparison, ChatGPT was visited by **16% of 8-9-year-olds** and **48% of 13-14-year-olds.**
 - Across all 8-14-year-olds, **33% visited ChatGPT in a month.**
 - ChatGPT was the **most visited standalone AI service** among 8-14s.

Chat GPT in action

Mr. Love explored how ChatGPT can be used to help parents understand the evolving role of AI in education. He introduced two key tools:

- **AI Detectors** – These tools help identify AI-generated content, supporting schools in maintaining academic integrity and ensuring student work is authentic.
- **AI Humanisers** – While designed to make AI-generated text sound more natural, these tools raise concerns in educational settings. They can obscure the origin of content, making it difficult for teachers to verify whether work reflects a student's own understanding or effort.

Essay Writing Using Chat GPT, A Study

- **Video:** MIT researchers warn that frequent ChatGPT use may trade long-term cognitive fitness for short-term efficiency, as users show reduced brain activity and ownership over their work.

Essay Writing Using Chat GPT, A Study

**“Whoever does the thinking gets
the learning.”**

- **Image:** Mr Love emphasized the importance of consistent daily habits over the ineffective cycle of doing very little, followed by intense bursts of catch-up. Reflecting on recent student outcomes, Mr. Love noted that those who achieved A/A* grades were proactive and chose steady, deliberate effort over last-minute intensity.
- **Challenge to Students:**
What new, small habits will you commit to as you begin your GCSE journey?