

# Subject Leader Workshop

*How to get the most from SAM Learning  
for your Department, Teachers and Learners*

# Subject Leader Workshop - *get the most out of SAM Learning:*

## Clarify your **Intent**:

1. Understand how our activity topics **map to your curriculum**.

## Straightforward **Implementation**:

2. Include SAM Learning in your Homework Policy - a high quality way to **reduce your teachers' burden**.
3. Implement “Three-wave” intervention **strategies** to support your learners - including disadvantaged and SEND.

## Monitor **Impact**:

4. Use our **sophisticated analytics** suite to check understanding systematically and report back to key school leaders.



AWARDS 2016  
WINNER

## Overview: How can Subject Leaders get the most from SAM Learning?

[Exit](#)

### 1. Know what's here

1a. Look at our topic lists, linked from our home page, or here:

<https://platform.samlearning.com/document/show-post/postId/curriculum-coverage>

1b. Identify the key topics for your classes.

#### Three-wave Intervention

Wave 1: Classroom Differentiation

Wave 2: SDP Priority Groups

Wave 3: Individual Learners

1c. Set 2 or 3 activities a week in the run-up to examinations.

### 2. Use groups to target work

2a. Identify key learners - and link to teachers.



2b. Set and monitor carefully chosen work.

2c. Edit the groups as performance changes.

### 3. Review progress on reports

| Date To | 12/02/2019 | Student | Subject | Year | G     | A   | H    | U   | S   | RAG | M/F |
|---------|------------|---------|---------|------|-------|-----|------|-----|-----|-----|-----|
|         |            | All     | All     | 11   | 15.05 | 41% | 55%  | 79% | 21% | F   |     |
|         |            | All     | All     | 11   | 28.35 | 24% | 41%  | 83% | 30% | M   |     |
|         |            | All     | All     | 11   | 21.25 | 96% | 3%   | 30% | 63% | F   |     |
|         |            | All     | All     | 10   | 9.55  | 21% | 74%  | 81% | 50% | M   |     |
|         |            | All     | All     | 10   | 1.40  | 50% | 100% | 87% | 87% | M   |     |

3a. Usage reports show you which learners / subjects are active.

3b. Progress reports let you know how well learners or groups are doing.

| Type | Activity name             | Number of attempts | First score | Last score | Best score | RAG           | Path to activity  |
|------|---------------------------|--------------------|-------------|------------|------------|---------------|---|
| File | Basic Principles of Waves | 1                  | 83%         | 83%        | 83%        | Green (≥ 80%) | IGCSE+Scientific+Subjects>Physics>Waves>Waves in Air, Fluids and Solids |

3c. Task Reports allow you to see which tasks have been set by teachers - and how learners did.

Before we begin:

# Do you know how to...

1. Find out what **activities** we have on different topics?
2. Create your own **intervention groups** - for monitoring or setting work to?
3. Use our **Progress / Tasks reports** to find out how well your learners are doing?

## Map your curriculum - to clarify your *intent*

 Exit**1. Download the topic lists****2. Identify activities for years****3. Paste these into your SoW**

Look at our topic lists via the link on our home page:

<https://platform.samlearning.com/document/show-post/postId/curriculum-coverage>

If you find a gap in our content - fill it with your own Share Activity - or request its addition to our Amazon Rewards scheme.

**GCSE**

- Drama
- Maths
- Business
- English Literature
- French
- German
- Geography
- Spanish
- History
- ICT
- Design and Technology
- Physical Education
- Religious Studies
- Italian
- Citizenship
- Media Studies
- Music
- Welsh
- Statistics
- Art and Design
- Computer Science
- Food Preparation and Nutrition
- English Language
- Biology
- Chemistry
- Combined and Applied Science
- Physics
- Engineering
- Psychology

| All Religious Studies   | Subject: GCSE Religious Studies | Last Updated: 19th May 2019 |   |            |
|---|---------------------------------|-----------------------------|---|------------|
| <b>Summary Data:</b><br><b># of activities: 139</b> <b># of Revise activities: 58</b> <b># of Exam Paper activities: 2</b> <b># of Test Questions activities: 47</b> <b># of Share + activities: 32</b> |                                 |                             |   |            |
| Path  | Activity Title                  | Activity Type               | Link  | Task Hours |
| GCSE > Religious Studies > All Religious Studies > Christianity > Beliefs, Teachings and Practices  | Christian Beliefs: Key Terms    | Share +                     | <a href="https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:39202284">https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:39202284</a> | 0:15       |
| GCSE > Religious Studies > All Religious Studies > Christianity > Beliefs, Teachings and Practices  | Christian Pilgrimage            | Share +                     | <a href="https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:39202286">https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:39202286</a> | 0:15       |
| GCSE > Religious Studies > All Religious Studies > Christianity > Beliefs, Teachings and Practices  | Traditions                      | Revise                      | <a href="https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:108303">https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:108303</a>     | 0:10       |
| GCSE > Religious Studies > All Religious Studies > Christianity > Beliefs, Teachings and Practices  | Festivals                       | Revise                      | <a href="https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:108304">https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:108304</a>     | 0:10       |
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| GCSE > Religious Studies > All Religious Studies > Christianity > Beliefs, Teachings and Practices  | Beliefs and Values              | Revise                      | <a href="https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:108306">https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:108306</a>     | 0:10       |
| GCSE > Religious Studies > All Religious Studies > Christianity > Beliefs, Teachings and Practices  | Forms of Worship                | Revise                      | <a href="https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:108307">https://platform.samlearning.com/content/activities/#/folder:39192819/exercise:108307</a>     | 0:10       |

## Map your curriculum - to clarify your *intent*


 Exit

1. Download the topic lists

2. Identify activities for years

3. Paste these into your SoW

Which activities are useful to review prior work at the start of a topic?

Which activities are suitable for regular homeworks?

Which activities are suitable for a revision programme, later on?

**GCSE**

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- Italian
- Citizenship
- Media Studies
- Music
- Welsh
- Statistics
- Art and Design
- Computer Science
- Food Preparation and Nutrition
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## Map your curriculum - to clarify your *intent*


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You could copy the list of relevant SAM Learning tasks for a topic into the start of each section...

...or note tasks as possible homeworks to prepare for, or follow up from, specific lessons.

Revision plan... set your pupils key tasks in the run-up to exams.

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Over to you:

1. Get the spreadsheet of activities in your subject from our “**List of Topics**” Page.
2. **Highlight** the activities that could be useful in your different topics / units of work.
3. Start to copy and paste the names of these activities into the appropriate places in your **Schemes of Work** (this will especially support non-specialist teachers).

## Build SAM Learning into your Homework Policy

[Exit](#)**1. Agree your frequency****2. Plan progress tracking****3. Agree monitoring schedule**

Alternating SAM Learning tasks with written homeworks gives variety and helps to reduce teacher workload.

E.g. plan to set two activities every other week (that's about 30 mins work).

**Select dates**

Please select start and end dates for your task to be available to learners. As soon as the task has ended, a Set Task Report will be emailed to you.

Start:  End:

Beware of setting too many tasks at once - most pupils respond better to manageable amounts.

## Build SAM Learning into your Homework Policy

[Exit](#)[1. Agree your frequency](#)[2. Plan progress tracking](#)[3. Agree monitoring schedule](#)

SAM Learning will mark most activities for you and email the scores... and monthly overviews.

Online progress reports can be filtered by class or intervention group - and to set date ranges.

| Student               |     | Subject | Year    | U     | A   | C   | ★   | RAG  | M/F |
|-----------------------|-----|---------|---------|-------|-----|-----|-----|--|-----|
| Allaway, Josephine    | All |         | Year 11 | 21:15 | 42% | 55% | 79% | <span style="background-color: yellow;">■</span> | F   |
| Allen Carrillo, Jamie | All |         | Year 11 | 33:15 | 21% | 46% | 88% | <span style="background-color: green;">■</span>  | M   |
| Bicknell, Wiktoria    | All |         | Year 11 | 15:20 | 36% | 92% | 61% | <span style="background-color: green;">■</span>  | F   |
| Bishop, Kaly Jo       | All |         | Year 11 | 26:00 | 16% | 54% | 69% | <span style="background-color: green;">■</span>  | M   |
| Bruzzo, Laura         | All |         | Year 11 | 15:55 | 18% | 88% | 60% | <span style="background-color: green;">■</span>  | F   |
| Burton, Martin        | All |         | Year 11 | 31:10 | 69% | 62% | 84% | <span style="background-color: green;">■</span>  | F   |

Refer to your school reporting schedule / data collection points - to identify when to review SAM Learning progress data.

## Build SAM Learning into your Homework Policy

[Exit](#)[1. Agree your frequency](#)[2. Plan progress tracking](#)[3. Agree monitoring schedule](#)

Set expectations with your staff e.g. A task each fortnight means 5-6 tasks a term per class.

| Total Tasks: 71          |           |                         |             |                      |                          |                       |
|--------------------------|-----------|-------------------------|-------------|----------------------|--------------------------|-----------------------|
| Task                     | Teacher   | Subject                 | Start / Due | Action               | Reports                  |                       |
| control and coordination | MStringer | GCSE + Biology          | 11/09/15    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| example MPS 2            | MStringer | GCSE + Computer Science | 08/09/14    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Rich 3 09/01/2019        | MStringer | KS3 + Geography         | 09/09/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Wk. 10 - Dr.MoskalB      | SMoskalB  | Multiple Subjects       | 10/09/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Wk. 11 - Dr.BishopD      | ABishopD  | GCSE + Maths            | 10/09/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Wk. 11 - Dr.DarbyD       | KDarbyD   | GCSE                    | 10/09/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Wk. 11 - Dr.West         | CWest     | GCSE + Maths            | 16/09/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Wk. 12 - Dr.Pearce       | SPearce   | GCSE                    | 10/09/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Wk. 13 - Dr.group        | cgroup    | GCSE                    | 29/09/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Wk. 14 - Dr.BishopD      | ABishopD  | GCSE + Maths            | 06/10/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Wk. 14 - Dr.Demo A       | SDemo A   | Multiple Subjects       | 06/10/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |
| Wk. 15 - Dr.SchultzA     | KSchultzA | Multiple Subjects       | 08/10/19    | <a href="#">View</a> | <a href="#">Download</a> | <a href="#">Print</a> |

Why not give a small prize to your top-setting teacher?



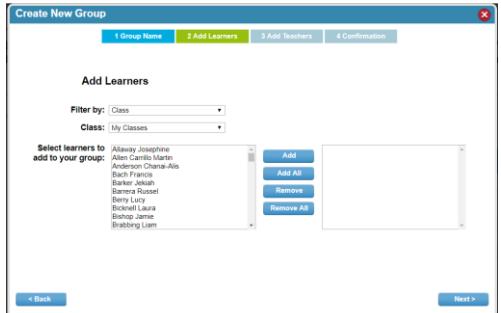
Over to you:

1. How often would you like your teachers to set SAM Learning tasks?
2. How could this be written into your homework policy (demonstrate your *intent*)?
3. When you look at the Tasks Report, how many tasks would you expect to see set in each half term?

## Plan your intervention strategies

[Exit](#)**1. Create intervention groups****2. Target work to these groups****3. Review progress on reports**

Groups can be made for monitoring or setting tasks.



As a subject leader, you can create groups to monitor specific learners across a cohort.

Teachers in your subject can make their own groups of learners for intervention.



Introduction

Curriculum

Homework

**Intervention**

Reporting

## Plan your intervention strategies

[Exit](#)**1. Create intervention groups****2. Target work to these groups****3. Review progress on reports****Three-wave Intervention**

Set intervention work from the previous year or Key Stage to strengthen foundations.

**Wave 1:** Classroom Differentiation ▾

Set extra tasks to underperforming learners to help them to catch back up.

**Wave 3:** Individual Learners ▾

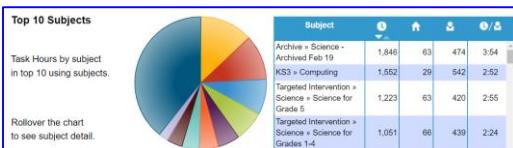
Keep absent individuals up to speed - whether off ill, on holiday or educated off-site.

## Plan your intervention strategies

[Exit](#)**1. Create intervention groups****2. Target work to these groups****3. Review progress on reports**

Task reports show how many tasks teachers have set.  
You can filter this by subject and teacher.

Progress reports show you how well learners have done -  
RAGged for easy reading.



Usage reports let you compare your subject usage to others, as well as comparing year groups.

Over to you:

1. How would you like your teaching staff to use their own **classroom intervention groups**?
2. Which learners would you like to be able to monitor in each **year group / cohort**? Try making a draft “Classroom Intervention Group” for one of these.
3. Have a look at a **Progress Report** for the group you just made... what does it tell you about which learners need extra support?



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Homework

Intervention

Reporting

## Prepare to report back to your Senior Team

[Exit](#)**1. Monitoring Meetings****2. Appraisal Evidence****3. Subject Self-Evaluation**

Show your SLT Link / Line Manager that you have an organised approach.



Refer to progress data to show how well learners are engaging with your subject.

Discuss your intervention groups - how these pupils are benefitting from carefully targeted work.

## Prepare to report back to your Senior Team

[Exit](#)[1. Monitoring Meetings](#)[2. Appraisal Evidence](#)[3. Subject Self-Evaluation](#)

Progress reports make great evidence to show the attempts you have made at intervention.

| Student               |     | Subject | Year    | ⌚     | 🏡   | ⭐   | RAG | M/F  |
|-----------------------|-----|---------|---------|-------|-----|-----|-----|--|
| Allaway, Josephine    | All |         | Year 11 | 21:15 | 42% | 55% | 79% | <span style="background-color: orange;">█</span> F |
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You can filter progress reports to your Classroom Intervention Groups or SDP Priorities.

Demonstrate the extra support you have given to your identified classes or groups of learners.



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## Prepare to report back to your Senior Team

[Exit](#)[1. Monitoring Meetings](#)[2. Appraisal Evidence](#)[3. Subject Self-Evaluation](#)

As you review your year's work, consider the impact of learners' work on SAM Learning.



As you plan for next year, consider strategies for supporting key groups of learners.



When reviewing your subject's weaker exam topics, identify more specific tasks to set.

Over to you:

1. What information would be valuable in meetings with your **line manager / SLT link** to show *impact*?
2. What information would your colleagues find useful to evidence the *impact* of intervention / support, when it comes to **Appraisal**?
3. How can this information inform your **Subject Self-Evaluation (SSE)**? (How can your SSE suggest next year's use of Intervention Groups?)

# Other support for specific Middle Leaders is available:

## SAM Learning | ...for Geography

Set your learners activities on Human or Physical Geography  
- And focus on developing their Geographical Skills...



**Real World Activities** - with actual examples, in applied contexts  
**Revision Activities** - to review and check learning  
**Test / Exams** - text-based exercises  
**Share Activities** - created by your colleagues across the country

All of these are marked for you - and you can see progress reports in moments!

Use activity creator to **personalise your own assessments**  
- Use your own case studies  
- Turn your old worksheets into interactive (self-marking) activities  
- Link to YouTube videos or websites (e.g. earthquake reports)  
- Edit existing activities to make them just right for your learners

Create your own **Classroom Intervention Groups** - to set and monitor the work of targeted learners.

Download a full list of more than 750 activities available at <https://platform.samlearning.co.uk/document/show-post/postId/curriculum-coverage>

## SAM Learning | ...for History

Set your learners activities on British or International History  
- Or focus on themes including medicine or migration...



**Set a range of tasks:**  
**Revision Activities** - to review and check basic learning  
**Test / Exams** - text-based exercises with levelled mark schemes for in-depth answers  
**Share Activities** - created by your colleagues across the country

All of these are marked for you - and you can see progress reports in moments!

Create your own **Classroom Intervention Groups** - to set and monitor the work of targeted learners.

## SAM Learning | ...for Modern Foreign Languages

Set your learners activities in French, German, Spanish, Italian or Welsh  
- to work with text or speech, grammar or real contexts...



**Improve Activities** - with sound clips for listening comprehension exercises  
**Revision Activities** - to review and check learning  
**Test / Exams** - text-based exercises  
**Share Activities** - created by your colleagues across the country

All of these are marked for you - and you can see progress reports in moments!

Use activity creator to **personalise your own assessments**  
- Use your own text passages  
- Record and upload speech in your target language  
- Link to YouTube Videos or foreign language websites (e.g. newspapers)  
- Edit existing activities to make them just right for your learners

Create your own **Classroom Intervention Groups** - to set and monitor the work of targeted learners.

## SAM Learning | ...for Subject Leaders

Personalise work for your learners - and save time for your teachers!



**Explore Subject Content**  
Know what **activity types** we have:

- Revision / Revision +
- Improve / Real World
- Tests and Exams

Use our topic lists to link to your programmes of study:  
(<https://platform.samlearning.com/document/show-post/postId/curriculum-coverage>)

If you find gaps in our content - Make the most of our **Share scheme**:

- Your teachers can create activities - rewarded with Amazon vouchers.
- You can contact us to request that specific topics be added.
- Personalise existing activities to meet your needs.

Contact the **School Success Team** at SAM Learning for help... your school's SAM Learning Coordinator has our details.

## SAM Learning | ...for SEND and SENCOs

Personalise the support for your learners who need it most



**Choose the right type of activity** for learners e.g.:  
**Improve** - with sound clips for listening comprehension exercises

**Support your staff** - give five minutes in departmental meetings to:

- Review different activity types - what types of learner are each more suitable for?
- Compare the progress made in SAM Learning with your in-school tracking data.
- Book a departmental webinar with our School Success Team.
- Use task reports to discuss what your staff are setting.

**Share** - created by your colleagues across the country

All of these are marked for you - and you can see progress reports in moments!

Use activity creator to **personalise your own assessments**  
- Edit content to make it just right for your learners  
- Record and upload speech to improve accessibility  
- Link to web pages or YouTube Videos to increase engagement

Download a full list of **topic activities** available for you on SAM Learning from:  
<https://platform.samlearning.com/document/show-post/postId/curriculum-coverage>

**Create your own Classroom Intervention Groups** in each year - to set and monitor the work of targeted learners.

**Motivate your pupils** to gain points by dressing their avatars and encourage them to compete against each other on the leaderboard.

**Filter reports to see the progress** of your identified learners in each year group.

**Set targeted intervention work** to catch up on Literacy and Numeracy in Years 7 and 8... or targeted at GCSE grades 1-4.

**3 Wave**  
**2 Wave**  
**1 Wave**

# Thank you for participating.

*We hope you found this workshop useful.*

*You can get more support with SAM Learning from:*

- Our Support Pages
- YouTube: “SAM Learning Official”
- Our School Success Team: [SST@samlearning.com](mailto:SST@samlearning.com)