



**Aletheia**  
Academies Trust

# What is Kagan?



# Energising music



<https://www.youtube.com/watch?v=Tbk5k38SJx>  
[C](#)

[https://www.youtube.com/watch?v=F569\\_t2jCio](https://www.youtube.com/watch?v=F569_t2jCio)

<https://www.youtube.com/watch?v=j3T8-aeOrbg>



## Aims of the session:

- What is Kagan?
- How do we use it at Halling?
- What impact does it have on the children?



Please jot questions on a post it note as there will be time to ask them at the end!

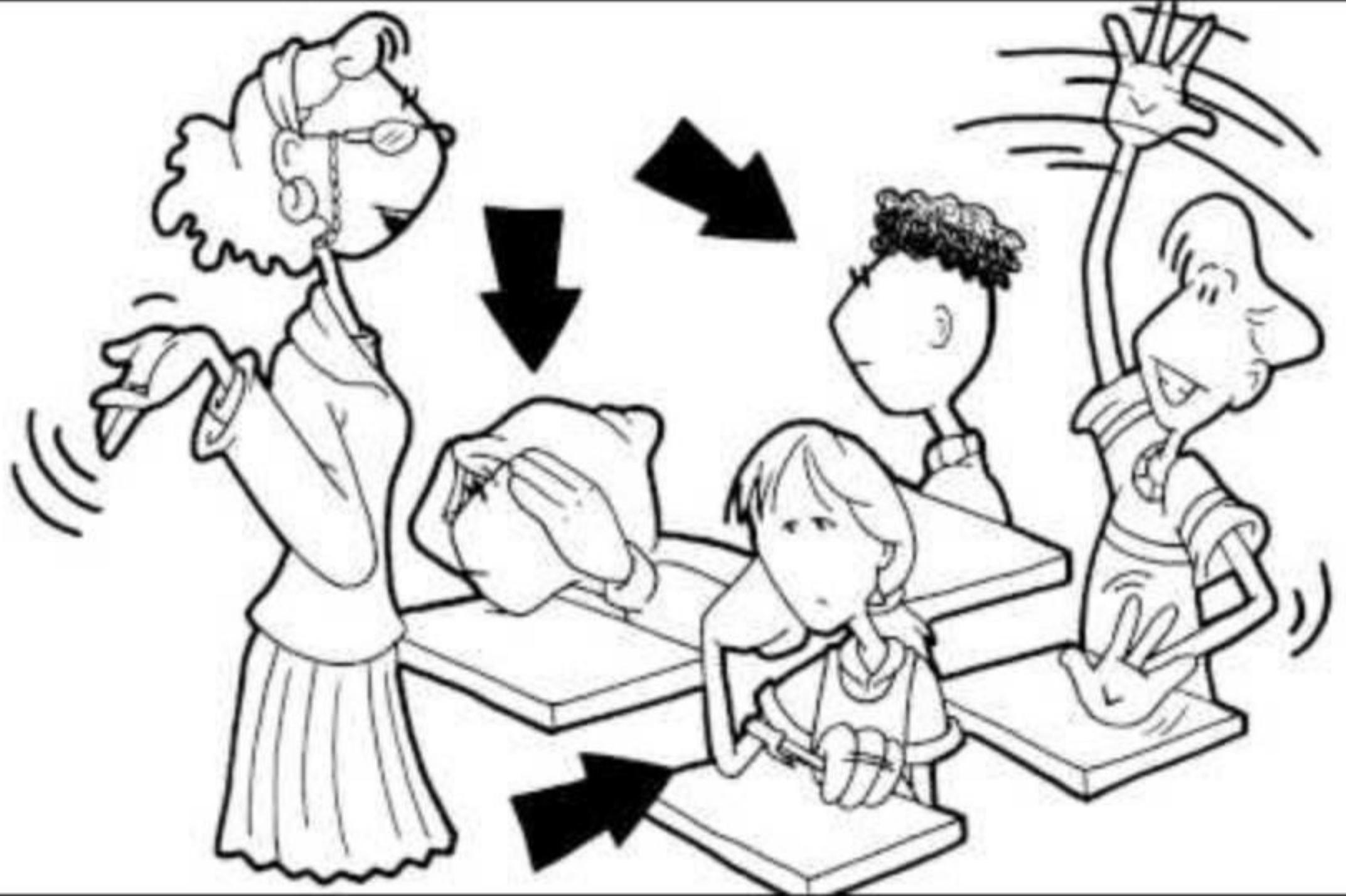


At Halling, all classes from Year R to Year 6 use Kagan in lessons and around the school.

Rather than the teacher stood at the front of the class talking at the children, the children are encouraged to actively participate by either working in partners or small groups.

The following video explains it better...

(Play first 2 minutes)





Kagan is so much more than just the way we teach.

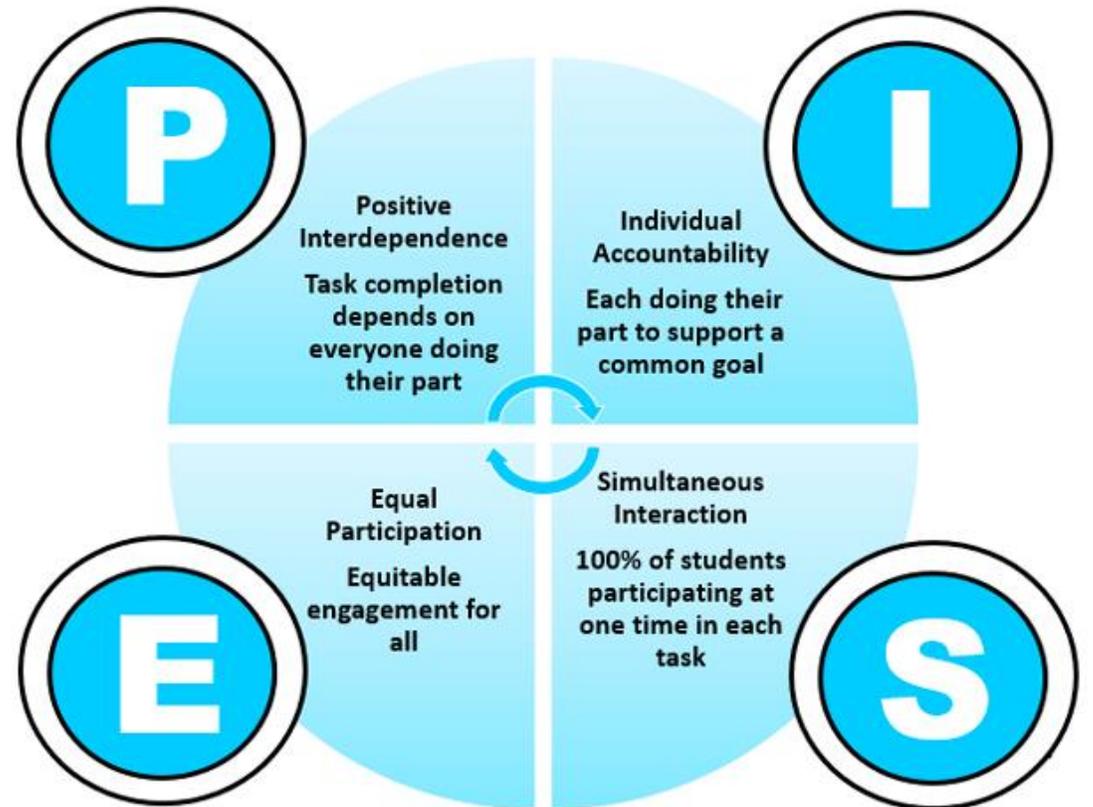
It also encompasses:

- Classroom layout,
- Seating arrangements,
- Outcomes in pupil books,
- Classroom culture,
- Behaviour for Learning,
- Music choices.

# Cooperative learning is as easy as PIES.



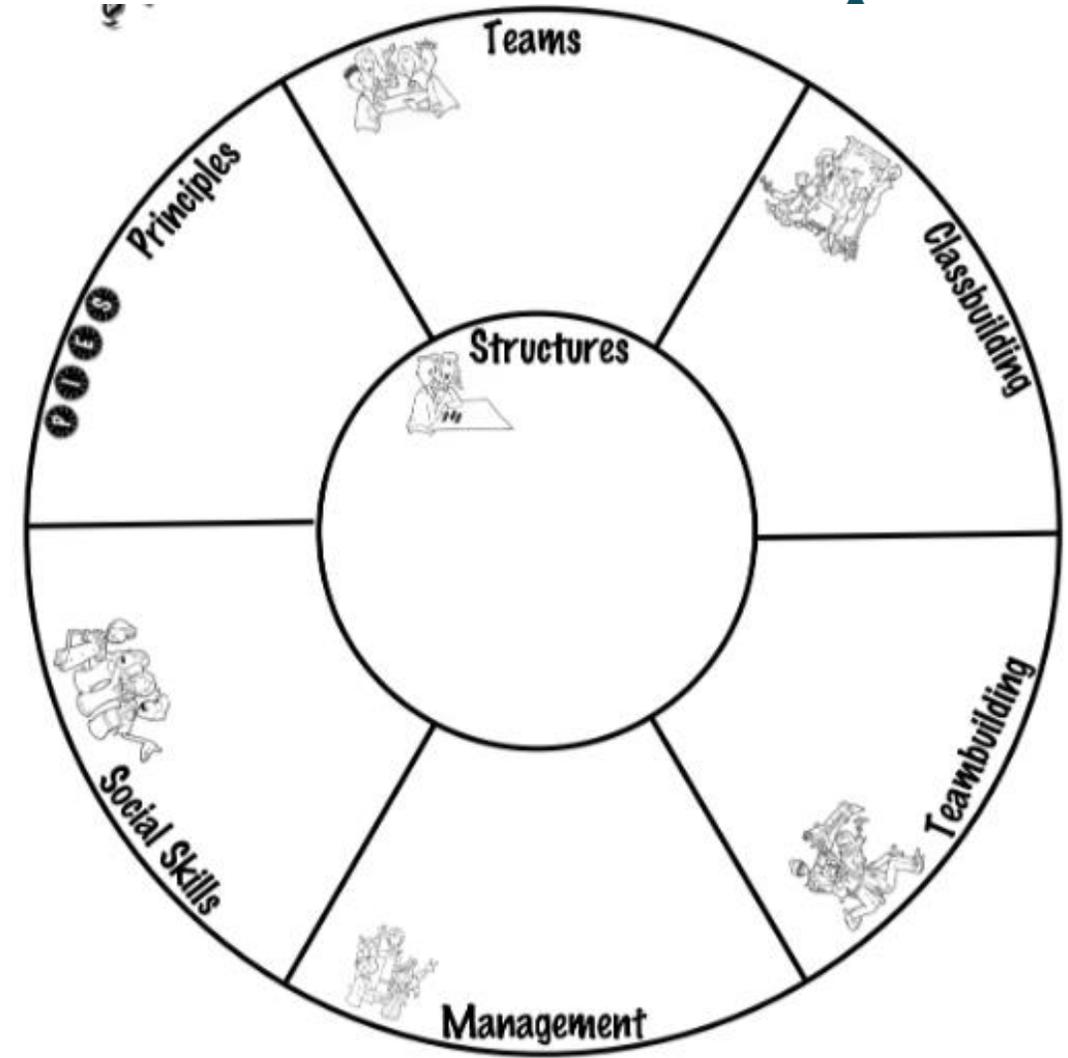
These four basic principles are fundamental to co-operative learning.



# 7 Key concepts.

Keys to success:

- Heterogeneous teams,
- Community of learners,
- Co-operative and caring groups,
- Organisation of classroom and interactions within it,
- Development of social skills at the same time,
- Everything we do is fundamental to the **PIES** principles,
- Promote achievement, engagement, thinking skills and social skills.



# Table mats

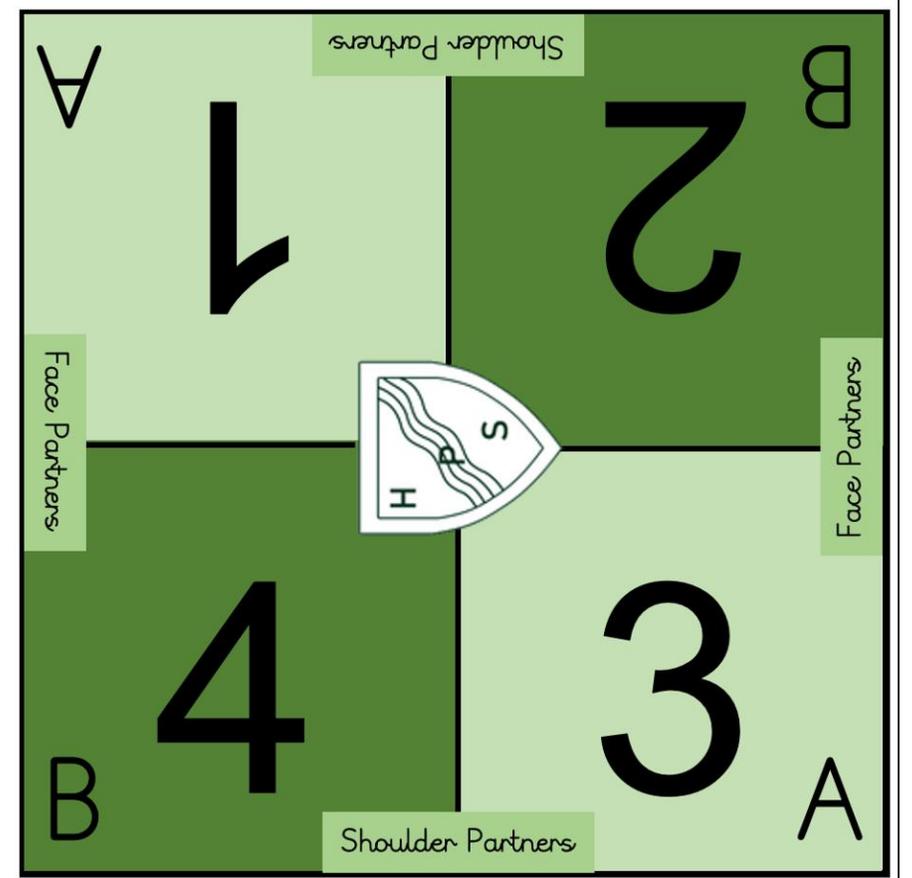


A fundamental element of Kagan is the use of table mats to facilitate partnered and table team work.

We sit children in mixed ability tables.

Shoulder partner or face-to-face partners plus table teams.

Seating is changed termly so nobody gets too comfortable!

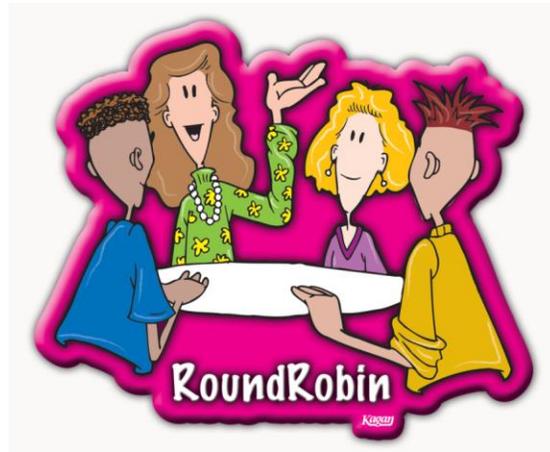


# Structures.



We have a number of structures that are used in lessons to facilitate talk.

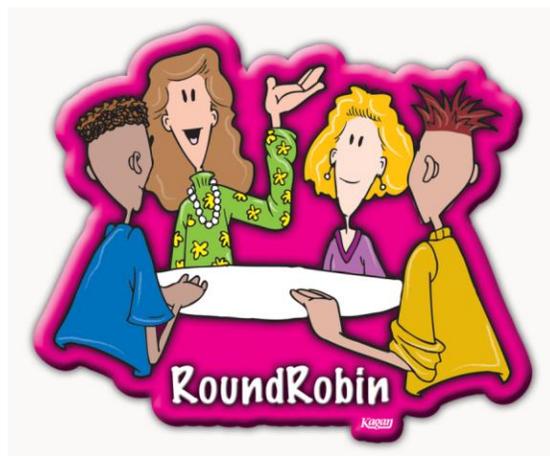
Our core structures, that are used daily across the school are:





By introducing the icons and structure names from Year R, children become well versed in them very quickly!

We are then easily able to introduce structures into lessons.



# Praise.



Within lessons, we use greetings and praise.

They are a quick way of adding positivity to the start and end of partner or group talk!

Experience has shown the more ridiculous the cheer, the more the children want to use it!

Every week staff vote on the praise of the week for the following week. It is then introduced in whole school assembly.



With the parent next to you:

High 5 one another – person with biggest hand to go first.

“I can’t WAIT to hear what you have to say!”

Now take it in turns to name as many different pets as possible.





# Let's celebrate!

## Silent Cheer

Tell the children they can jump around, wave their hands in the air, and make as much noise as they want - as long as you can't hear them



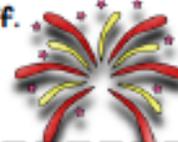
2004 © Dr. Jean

## Firecracker

Hold your palms together in front of you as if praying. Make a sizzling sound (*Ssssss*) as you wiggle your palms up in the air like a firecracker going off.

Clap them above your head, then wiggle your fingers around and down like the sparkles coming from a firecracker. Make an "*Ahhhhh*" sound like a crowd watching a firecracker go off.

Do a GIANT firecracker,  
a medium-sized firecracker,  
and a tiny firecracker.



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## Roller Coaster

Put hands at your waist and slowly move them up your body over your head as you make a clicking noise. When you get to the top, swoop arms down as you say,

"*Whooooooooo!*"



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In groups of 4, take it in turns to name as many different countries as possible.

**If you get stuck, you can magpie an idea that has already been said.**

Online stopwatch to choose who goes first!

<https://www.online-stopwatch.com/?60e99084dde404>

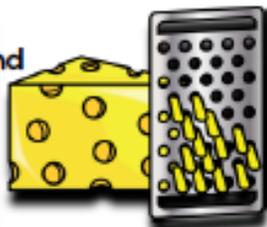




# Let's celebrate!

## Cheese and Grater

Hold up your left palm as you say,  
"Here's the grater."  
Make a fist with your right hand and hold it up and say,  
"Here's the cheese."  
Pretend to scrape the cheese on the grater as you say,  
"You're great, great, great!"



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## Lookin' Good

To compliment a child say,  
"You are..."  
(make a clicking noise as you make a pretend mirror around your face and fluff your hair),  
"...lookin' good!"



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## Elvis Cheer

Tell the children:  
"Turn up your collar;  
get out your microphone."  
Then swing the microphone around in circles, curl your lip like Elvis and say together,  
"Thank you, thank you very much."



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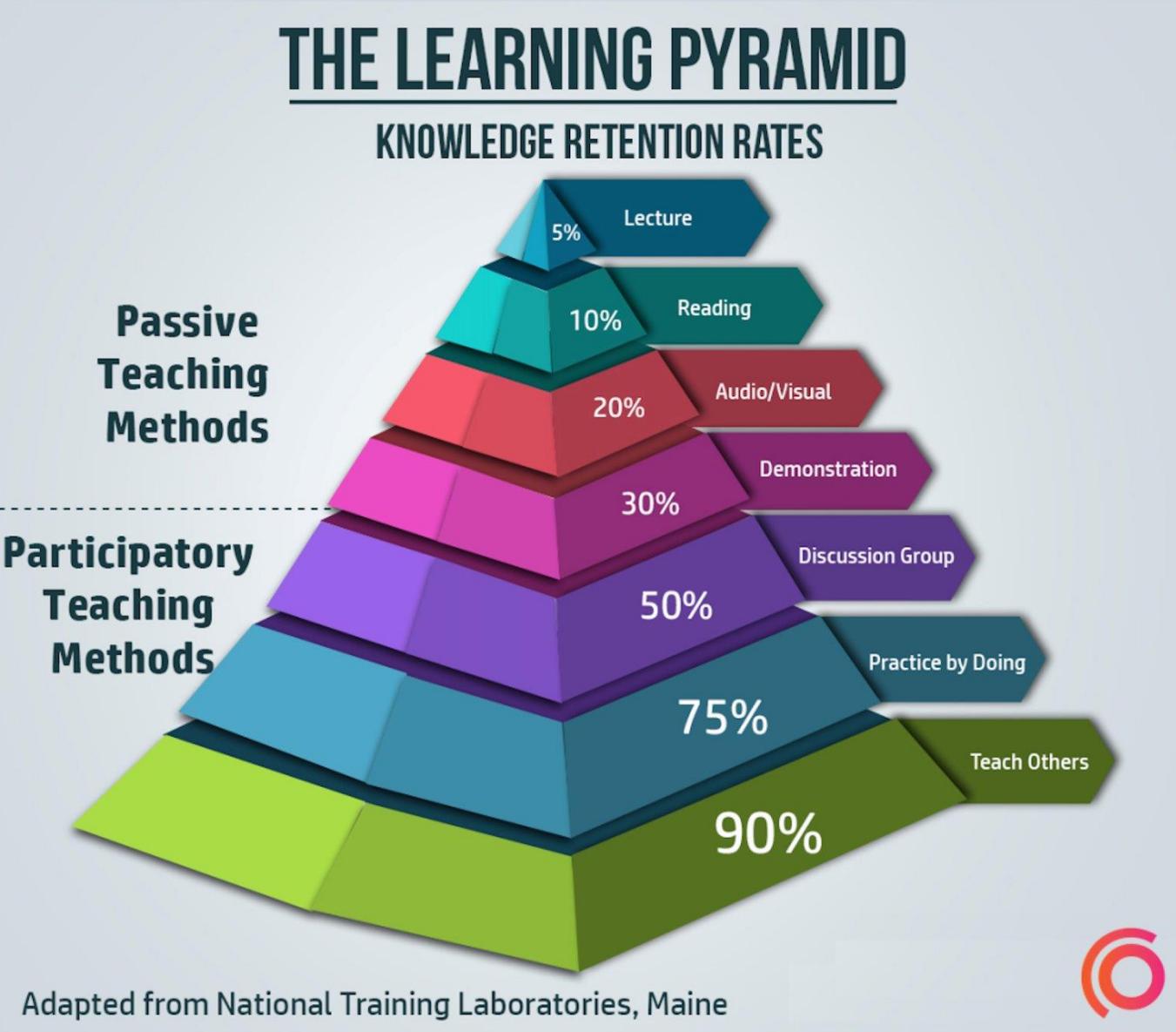
# Quiet signal.



All staff use the same hand signal to gain children's attention. This is used across the school inside and out.



# So what is the impact on our children?



## So what is the impact on our children continued...



**Research by scientists and educators converge on the same finding: Cooperative learning shows marked improvement in all those outcome areas and more.**

The question is not: *Is cooperative learning a research-based innovation?*

The question is: *Why would any serious educator or educational system overlook what is the most promising and proven innovation ever studied?*

*What does the research say?*

**Cooperative learning is a positive, proven response to the most pressing crises facing our world today.**

For example, enhanced academic achievement, closing the achievement gap, improving race relations and

Filling the socialisation void: Personal and interpersonal skills are becoming increasingly vital in our society, but are disappearing due to major societal changes. Cooperative learning counters that trend.

# We spoke to children before Christmas to see what they thought of Kagan:



Parrot Cheer and Cowboy Cheer are our favourites! We learnt them last year in penguins!

Callum and Max, Year 2.

If someone is stuck, their partner can help them. We get to share different opinions.

Gabriella and Adriana, Year 5.

It is fun working in groups. 4 brains are better than 1!

Kaamil and Naomi, Year 5.

Round Robin is best as everyone gets to talk. Timed Pair Share is good as it is really quick.

Hattie and Josie, Year 2.

Stand Up, Hand Up, Pair Up is our favourite as you get to mix with new partners.

Fred and Ted, Year 4.

It is nice to work with children. Sometimes the class teacher can get boring!

Danielle and Xander, Year 4.



Any questions or comments?

