

Guided group work

Effective teaching of ICT concepts at Key Stage 3 is built on by:

- modelling those decisions required for planning a task, composing and editing writing to develop reasoning;
- exploring and analysing examples of sections of the system life cycle, including developing justification against criteria and evaluating;
- supporting pupils in justifying their views.

What is guided group work?

Guided work in ICT at Key Stage 3 is about supporting pupils' growing confidence and independence. It follows a whole-class shared session where the teacher has modelled particular strategies to meet objectives. The guided session offers further support to small groups of pupils within a group of peers towards using more expert strategies than individual pupils can control independently.

Pupils benefit from the small secure learning environment in which the teacher can plan for, and teach to address, the particular shared needs of a selected group. Guided work builds on pupils' experience of guided teaching and learning in the primary phase (particularly for English and mathematics), and they continue to enjoy the extra attention and focused support they receive from the teacher during these sessions.

Guided group work differs from traditional 'group work' in that there is more direct teaching, planning and focused discussion 'guided' by the teacher.

Key features

Guided work is additional focused teaching designed to support pupils' learning within the social context of a small group. In guided group work:

- pupils are organised into groups of about six;
- pupils are grouped for a common ability, need or focus;
- a teacher specifically plans the session;
- a short, focused teacher-led session of about 20 minutes operates within the lesson;
- pupils spend some time working independently (supported as necessary by the teacher);
- follow-up tasks and targets are set to ensure continuity and progression.

Managing the class

Guided group work should be familiar to pupils from their primary school experience where they were used to taking responsibility for their own group work and managing tasks independently while the teacher worked with another group for part of the lesson. Similar expectations can be realistically set and continued within secondary school ICT lessons provided that you:

- establish ground rules and set expectations;
- provide suitable tasks.