



# Edison Primary School **Kagan Cooperative Learning** Policy

2023-2024



## **Introduction**

At Edison Primary School, we recognise the importance of fostering a positive and inclusive learning environment that promotes collaboration, active engagement, and academic achievement among our students. In line with this vision, we have adopted the Kagan Cooperative Learning approach as a fundamental instructional strategy across all grade levels. This policy outlines the guidelines and expectations for implementing Kagan Cooperative Learning at our school.

## **Definition and Principles**

### **2.1 Kagan Cooperative Learning:**

Kagan Cooperative Learning is an instructional methodology developed by Dr Spencer Kagan. It is based on the principles of active engagement, positive interdependence, individual accountability, equal participation, and simultaneous interaction among students. The approach emphasises the importance of teamwork, communication, and critical thinking skills in the learning process.

### **2.2 Guiding Principles:**

- a) **Active Engagement:** Students actively participate in structured learning activities that promote critical thinking, problem-solving, and collaboration.
- b) **Positive Interdependence:** Students rely on and support each other to achieve shared learning goals.
- c) **Individual Accountability:** Each student is responsible for contributing to the group's success and is held accountable for their own learning.
- d) **Equal Participation:** All students are given equitable opportunities to contribute and participate in group activities.
- e) **Simultaneous Interaction:** Students engage in frequent and purposeful interactions with their peers during cooperative learning activities.



## **2.3 Rationale and Research behind Kagan approach (See Appendix 1, 2, 3 & 4 for more information):**

Research on Kagan Cooperative Learning has shown positive outcomes in various educational settings. Here are some key findings from research studies:

a) **Academic Achievement:** Several studies have found that students engaged in Kagan Cooperative Learning show improved academic achievement compared to traditional instructional methods. The collaborative nature of the approach promotes active engagement, enhances critical thinking skills, and increases retention of knowledge.

b) **Positive Interdependence:** Research suggests that positive interdependence, a core principle of Kagan Cooperative Learning, enhances students' motivation and engagement. When students work together towards a common goal, they are more likely to support and rely on each other, leading to increased learning outcomes.

c) **Social Skills and Relationships:** Cooperative learning fosters the development of important social skills, such as communication, teamwork, and conflict resolution. Research has found that students engaged in Kagan Cooperative Learning demonstrate improved social interaction, increased empathy, and positive relationships with their peers.

d) **Engagement and Participation:** Studies indicate that Kagan Cooperative Learning promotes higher levels of student engagement and active participation in classroom activities. The use of structured interaction strategies in cooperative learning tasks increases opportunities for students to contribute, share ideas, and actively participate in the learning process.

e) **Equity and Inclusion:** Kagan Cooperative Learning has been found to be effective in promoting equity and inclusion in the classroom. Students from diverse backgrounds, including students with special educational needs and English language learners, benefit from the collaborative nature of the approach, as it provides opportunities for all students to contribute and learn from each other.

f) **Classroom Climate:** Research suggests that Kagan Cooperative Learning contributes to a positive classroom climate characterized by mutual respect, cooperation, and supportive relationships. Students report higher levels of satisfaction with their learning experiences and perceive the classroom environment as safe and inclusive.

g) **Long-Term Impact:** Some studies have demonstrated that the benefits of Kagan Cooperative Learning extend beyond the immediate learning context. Students who have engaged in cooperative learning tend to develop stronger problem-solving skills, higher self-esteem, and a positive attitude towards collaboration, which can have long-term benefits in their academic and professional lives.

## **Implementation Guidelines**

### **3.1 Teacher Training:**

All teachers at Edison Primary School will receive comprehensive training on the Kagan Cooperative Learning approach. This training will provide them with the necessary knowledge, skills, and strategies to effectively implement cooperative learning in their classrooms.

### **3.2 Classroom Structures:**

Teachers will use a variety of Kagan structures to facilitate cooperative learning, such as Think-Pair-Share, Round Robin, Numbered Heads Together, and Jigsaw, among others.



These structures will be selected based on the specific learning objectives and needs of each lesson.

### **3.3 Group Formation:**

a) Groups will be formed strategically, taking into consideration students' diverse abilities, backgrounds, and learning styles. Teachers will ensure a balance of skill levels within each group to promote positive interdependence and maximise collaborative learning outcomes.

b) Table seating: Children should first be ranked by Maths, then Reading and Writing ability. Children should then be grouped into heterogeneous teams of four, ensuring each team has mixed ability, race and gender where possible. The teams are changed every half term. Children are then seated in fours, according to a specific pattern, who can all see the board. (See Appendix 5).

Shoulder partners must be high with low middle and high middle with low. Face partners should be high with high middle and low with low middle.

c) How to handle extra students:

1 extra student – 1 team of 5,

2 extra students – 2 teams of 3,

3 extra students – 1 team of 3.

If there are two teams of 3, they will sit next to each other and then break evenly into three pairs for pair activities.

Group size is an important factor to consider when planning our students' seating as research has shown that students put into groups of **two** show a 6% gain in knowledge, when put into groups of **three to four**, there is a 9% gain and groups of **five to seven** show a loss (-1%). This evidence has been sourced from Marzano, Pickering, & Pollock (2001).

### **3.4 Refocus Signal:**

All classes need to develop the use of a refocus signal with the class. (See Appendix 6).

Although we use this approach to most main class teaching with the children being grouped in tables, this does not preclude moving tables for other activities such as drama, tests, music and Jam Coding.

Key Stage One (Year One and Two) will retain use of the carpet for main class teaching but will still group in fours on the carpet to implement the structures. Partner and group work is expected to be carried out even on the carpet.

### **3.5 Weekly Class Building & Team building activities:**

A short class building activity should take place weekly. These should involve children being up, moving and mixing. The content should be as needed academically. Team building: One of these should take place when a new team is formed each half term. These should be fun, non- academic and involve everyone. It is recommended that Golden Time could be utilised for Class and Team building activities where possible. These activities could also be used as brain breaks between lessons and transitions.

### **3.6 C3B4ME:**



C2B4ME is a way to encourage a proactive approach to formative assessment that gives responsibility to pupils. With C3B4ME (meaning 'See Three Before Me') a pupil has to speak to three other pupils before seeking help from the teacher. It also helps to create a classroom culture in which pupils recognise that they are able to help each other with their learning. (See Appendix 7).

### **3.7 Roles and Responsibilities:**

Teachers will assign specific roles to students within their cooperative learning groups to promote individual accountability and equal participation. These roles may include leader, timekeeper, recorder, encourager, or researcher, among others. Roles will be rotated periodically to provide students with opportunities to develop various skills and assume different responsibilities.

### **3.8 Assessment and Feedback:**

Teachers will implement appropriate assessment strategies to evaluate individual and group learning outcomes. Both formative and summative assessments will be used to monitor students' progress and provide timely feedback. Students will be encouraged to reflect on their cooperative learning experiences and set goals for improvement.

## **Classroom Management and Support**

### **4.1 Clear Expectations:**

Teachers will establish clear expectations and guidelines for cooperative learning activities, including behaviour, communication, and respectful collaboration. These expectations will be communicated to students and consistently reinforced.

### **4.2 Adaptive learning and Support:**

Teachers will use adaptive instruction to meet the diverse needs of students within their cooperative learning groups. Additional support and accommodations will be provided to students with special educational needs or English language learners to ensure their full participation and engagement.

### **4.3 Conflict Resolution:**

Teachers will teach conflict resolution strategies to students to effectively address any conflicts or challenges that may arise during cooperative learning activities. Mediation and problem-solving techniques will be encouraged to promote a positive and respectful learning environment.

### **4.4 Manage tools/mat**

All classrooms will either have a Manage mat (resourced by school) or clearly labelled numbers/letters for each child. In addition, all teachers will have access to the following management tools, saved centrally on school drive or hard copy provided:

- a. Timer tools
- b. Selector tools
- c. Music for the Mind
- d. Shake it Up!
- e. Team Tools
- f. PowerPoint pals
- g. Kagan poster flipcharts for display
- h. Manage mats
- i. Cheers for the lanyard



- j. Talking stems (See Appendix 8).
- k. Structures posters

## Parent and Community Engagement

### 5.1 Communication:

Parents and guardians will be regularly informed about the Kagan Cooperative Learning approach and its benefits, including the Induction presentation for each year group. Open lines of communication will be established to address any questions or concerns related to cooperative learning in the classroom.

### 5.2 Workshops and Resources:

Edison Primary School will organise workshops and informational sessions for parents to familiarise them with the Kagan Cooperative Learning approach and provide them with strategies to support their child's learning at home. Additional resources, such as suggested activities and discussion starters, will be made available to parents.

## Review and Evaluation

The implementation and effectiveness of the Kagan Cooperative Learning approach will be reviewed and evaluated periodically by the SLT. Feedback from teachers, students, and parents will be sought to make necessary adjustments and improvements to the implementation guidelines.

## Conclusion

The Kagan Cooperative Learning policy at Edison Primary School reflects our commitment to providing a collaborative, engaging, and inclusive learning environment for all students. By implementing this approach, we aim to promote active learning, critical thinking, and positive social interactions among our students, preparing them for success in their academic and personal lives.

More information on Kagan Cooperative Learning is published here:

<https://www.kaganonline.com/>

<https://www.t2tuk.co.uk/blog>

## Monitoring arrangements

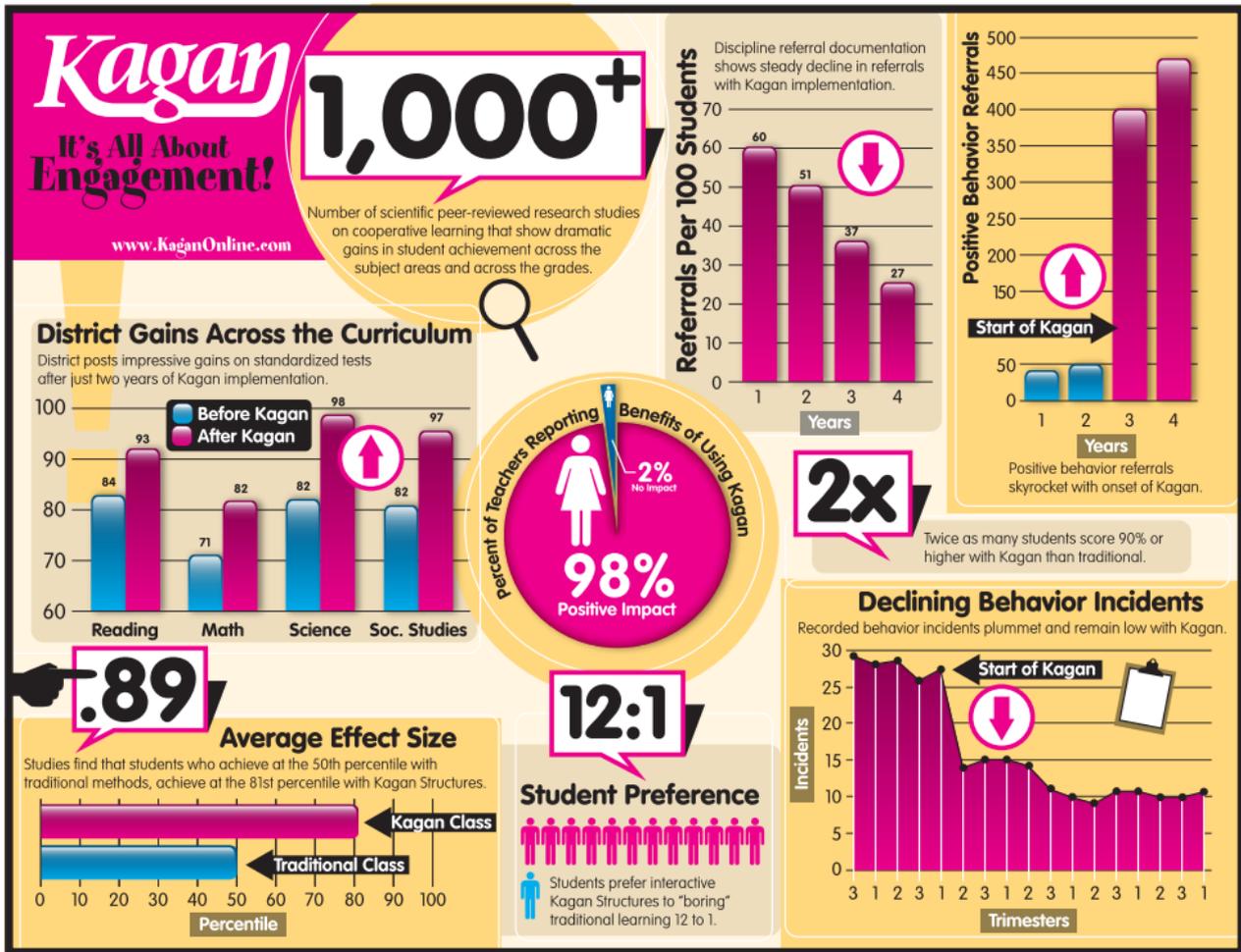
This policy and information report will be reviewed by Headteacher / Assistant Headteacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Written by	Harman Dev	Date: December 2023
Approved by:	Suvir Rai	Date: December 2023
Last reviewed on:	December 2023	
Next review due by:	December 2023	



Appendix 1



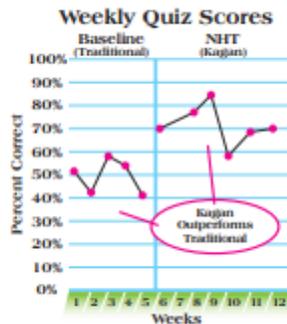
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# Benefits of Kagan Structures

## 1 Increased Student Achievement

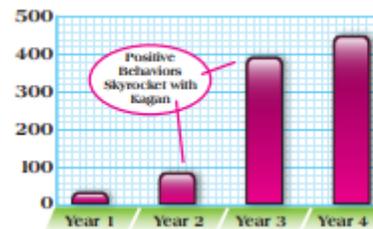
An independent research team at SUNY published a series of carefully controlled, peer reviewed, scientific research studies. The results: Kagan methods produced an average effect size gain of .92 that translates to a 32-percentile gain! Students at the 50th percentile after using Kagan Structures score on average at the 82nd percentile!



## 4 Positive Social Skill Development

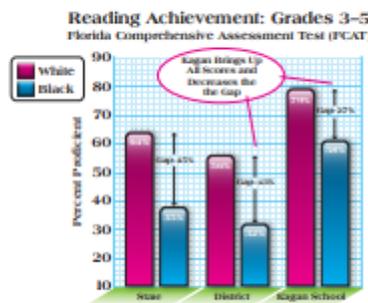
When students are taught using Kagan Structures, they naturally acquire social skills due to the cooperative nature of Kagan methods. Schools monitoring positive student behaviors report more cooperative and helping behaviors. Kinder and more caring students are less prone to bullying and violence.

Positive Referrals Following Kagan Adoption



## 2 Reduced Achievement Gap

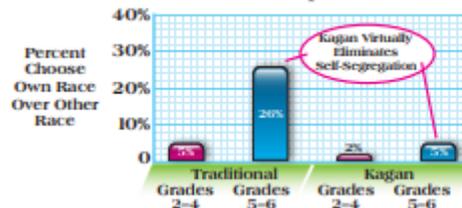
With Kagan methods, disengaged students become fully engaged, resulting in marked reductions in the achievement gap. The dramatic gains of the bottom group are not at the expense of the top group. All groups experience achievement gains.



## 5 Improved Race Relations

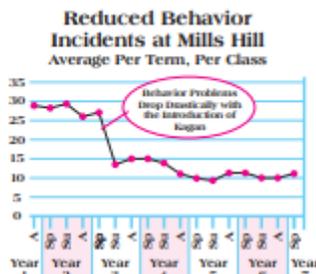
Cross-race friendship choices increase dramatically after the introduction of Kagan Cooperative Learning methods. Self-segregation of students and negative racial stereotyping virtually disappear; students choose other-race friends almost as often as same-race friends!

Cross-Race Friendship Choices



## 3 Drop in Discipline Referrals

Across numerous studies discipline referrals decrease dramatically following the introduction of Kagan methods. The drop occurs within the first year and continues for years with continued implementation of Kagan! Engaged students are less disruptive.

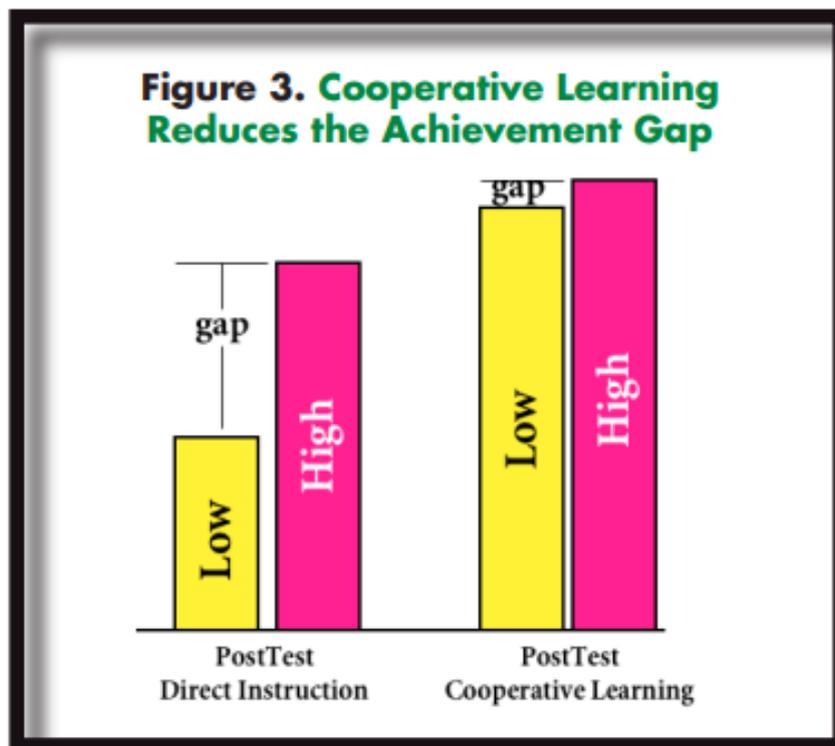
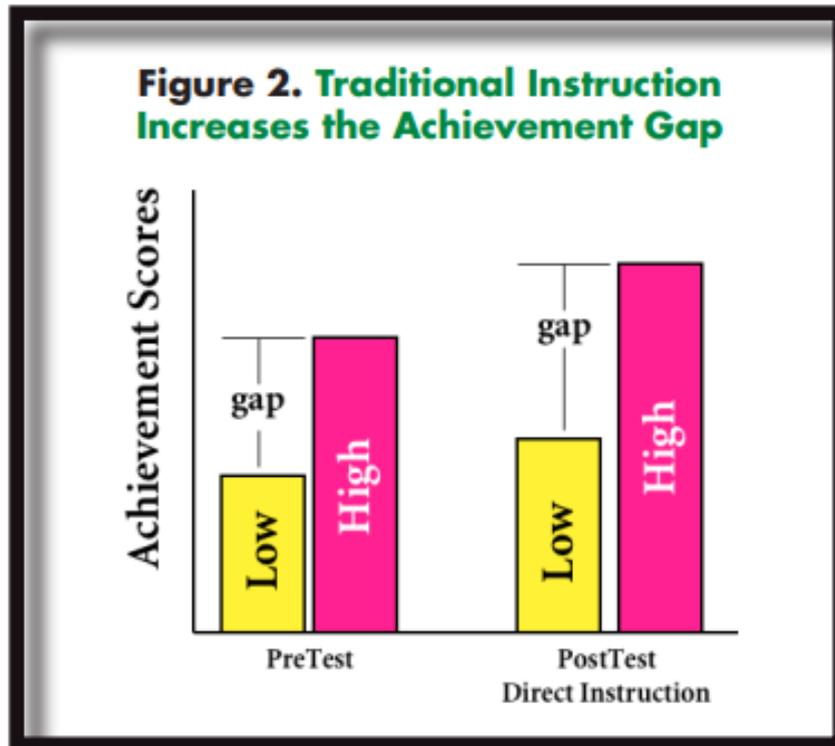


# Discover the Power of Full Student Engagement!

These studies on Kagan Structures and many more are available upon request.



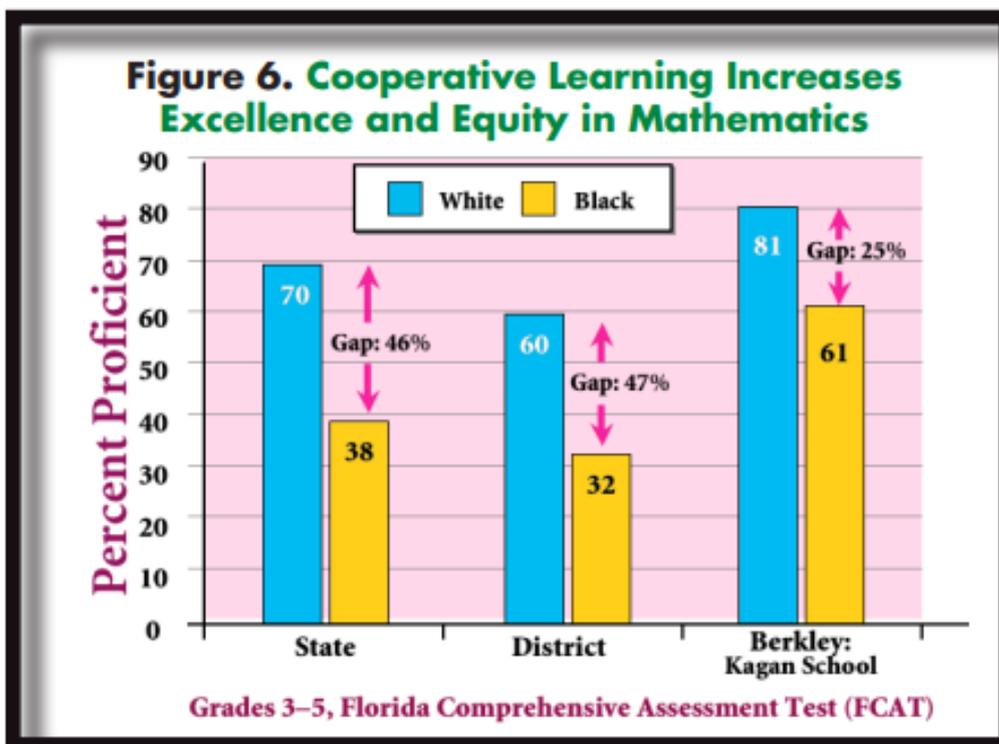
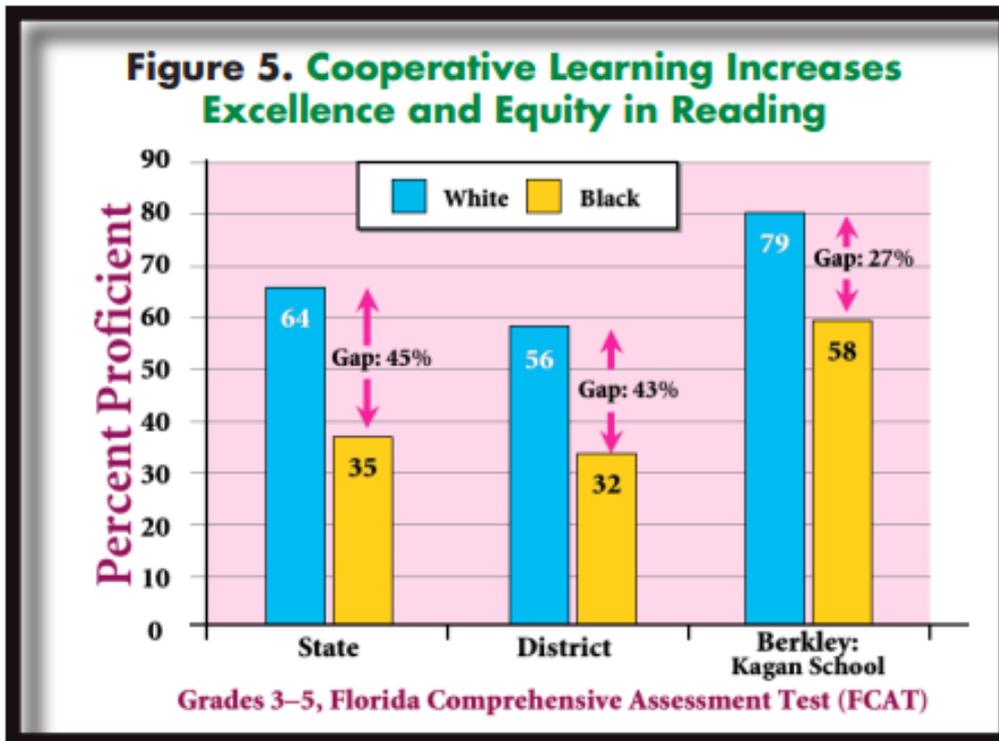
Source:  
Appendix 3



Source: <https://www.kaganonline.com/grants/Excellence&Equity.pdf>

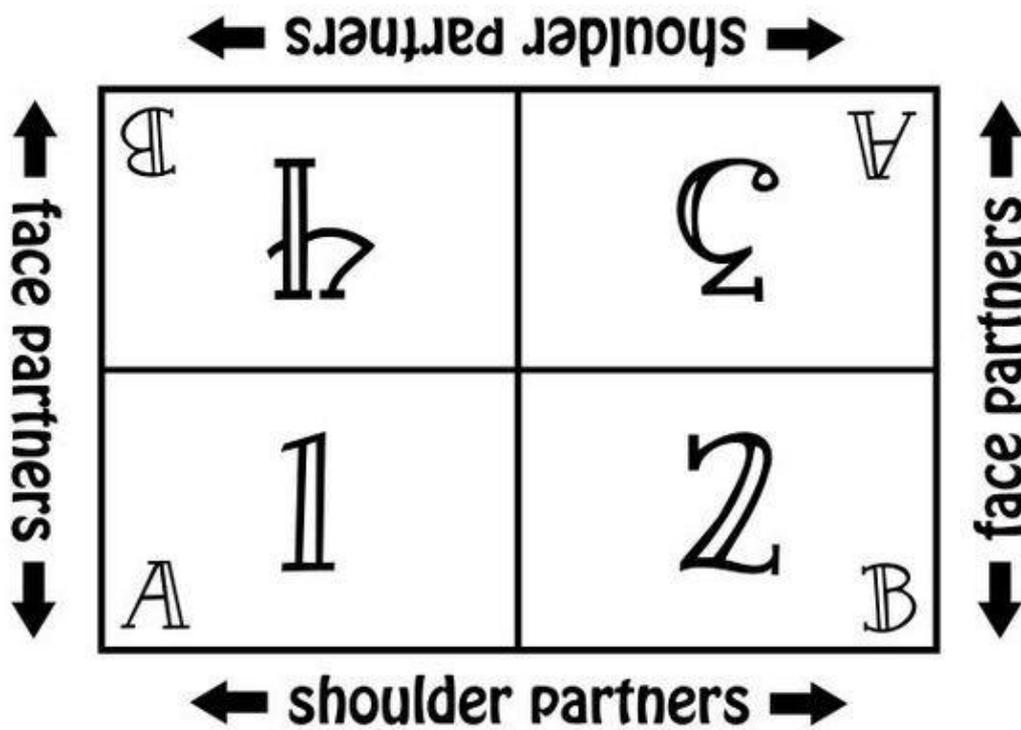
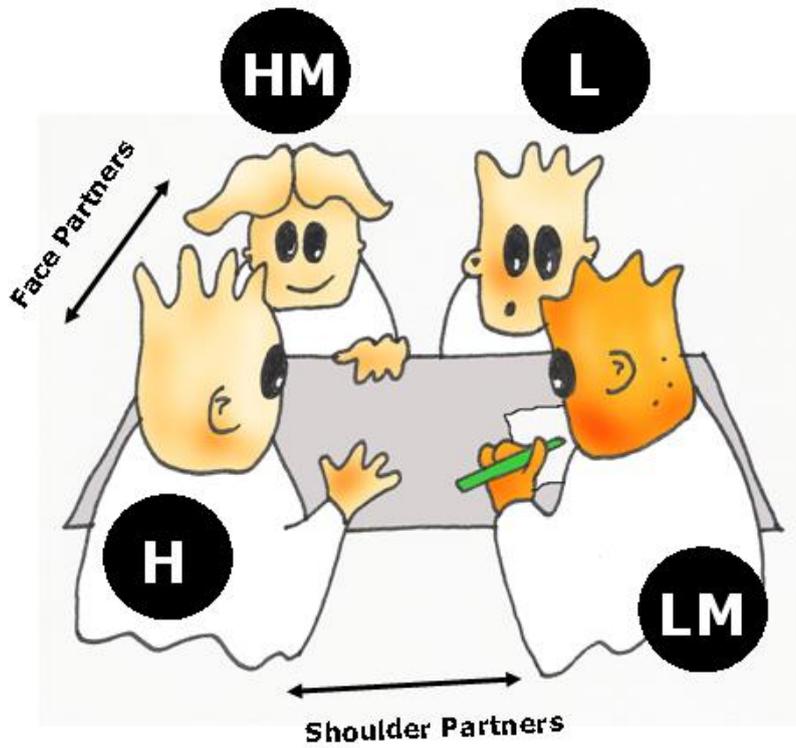


Appendix 4



Source: <https://www.kaganonline.com/grants/Excellence&Equity.pdf>

Appendix 5



Source: <https://hshsbehavioursupport.wordpress.com/2018/08/29/consciously-seated/>



# Refocus Signal



**1 HAND UP**  
STOP TALKING,  
STOP DOING

**2 FOCUS**  
ON YOUR TEACHER

**3 SIGNAL**  
CLASSMATES

*Kagan*

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### OFFERING HELP

CAN I ASSIST YOU WITH...?  
 WOULD IT HELP IF I...?  
 CAN I SHOW YOU HOW TO...?  
 HOW CAN I HELP YOU?  
 WOULD YOU LIKE ME TO...?  
 LET ME HELP YOU WITH THAT.

Kagan

### KEEPING ON TASK

LET'S FOCUS ON...  
 WHAT IS OUR NEXT STEP?  
 LET'S GET BACK ON TRACK!  
 HOW CAN WE FINISH...?  
 REMEMBER, OUR GOAL IS...  
 LET'S GET BACK TO...

Kagan

### ENCOURAGEMENT

WE HAVEN'T HEARD FROM...  
 STICK WITH IT!  
 I BELIEVE IN YOU...  
 YOU CAN DO IT!  
 WHAT'S YOUR NEXT STEP?  
 LET'S TRY AGAIN!

Kagan

### PRAISING

RIGHT ON!  
 YOU SHOULD BE PROUD!  
 GREAT CONTRIBUTION BECAUSE...  
 FANTASTIC IDEA!  
 THAT'S HELPFUL BECAUSE...  
 AMAZING EFFORT!

Kagan

### REQUESTING HELP

HELP ME PLEASE!  
 I COULD USE YOUR HELP WITH...  
 WILL YOU TEACH ME HOW TO...  
 IT WOULD HELP ME IF...  
 CAN SOMEONE PLEASE EXPLAIN...?  
 WILL YOU PLEASE SHOW ME...?

Kagan

### APPRECIATING

I APPRECIATE...  
 THANKS SO MUCH FOR...  
 I'M GRATEFUL FOR...  
 YOU HAVE BEEN A HUGE HELP!  
 THANKS A MILLION FOR...  
 I AM SO THANKFUL BECAUSE...

Kagan

### TEAM QUESTIONS

**C3B4ME**  
 SEE 3 TEAMMATES FIRST,  
 THEN ALL HANDS UP FOR A TEAM QUESTION

Kagan

### TEAM CELEBRATIONS

THUMBS UP  
 KNUCKLES  
 HIGH 5  
 PAT ON THE BACK  
 TEAM HUG

Kagan

TEAMWORK DIVIDES  
 THE TASK AND  
 MULTIPLIES THE  
**SUCCESS!**

Kagan

**T.E.A.M.**  
 TOGETHER EVERYONE  
 ACHIEVES MORE

Kagan

**WE > I**  
 WE IS GREATER THAN I

Kagan

### QUIET SIGNAL

**1 HAND UP**  
 STOP TALKING,  
 STOP DOING

**2 FOCUS**  
 ON YOUR TEACHER

**3 SIGNAL**  
 CLASSMATES

Kagan



## Appendix 9

### Progression of Kagan structures at Edison 2023-2024

# Kagan

Below are the structures that each year group MUST use, to deliver the curriculum, as a non-negotiable at Edison. Teachers may choose to use other structures in addition to the recommended structures below.

Reception	Rally Robin Rally Coach Timed Pair Share Stroll Pair Share
Year 1	Rally Robin Rally Coach Timed Pair Share Stroll Pair Share Mix-Pair-Share
Year 2	Rally Robin Rally Coach Timed Pair Share Stroll Pair Share Mix-Pair-Share Fan-n-Pick Numbered Heads Together Popcorn
Year 3	Rally Robin Rally Coach Timed Pair Share Stroll Pair Share Mix-Pair-Share Fan-n-Pick Numbered Heads Together Popcorn Stand Up, Hand Up, Pair Up All Write Round Robin Quiz-Quiz-Trade
Year 4	Rally Robin Rally Coach Timed Pair Share Stroll Pair Share Mix-Pair-Share Fan-n-Pick Numbered Heads Together Popcorn Stand Up, Hand Up, Pair Up All Write Round Robin Quiz-Quiz-Trade

	Round Robin Variations: Single Round Robin, Continuous Round Robin, Timed Round Robin, Think-Write-Round Robin Round Table Both Record Rally Robin
Year 5	Rally Robin Rally Coach Timed Pair Share Stroll Pair Share Mix-Pair-Share Fan-n-Pick Numbered Heads Together Popcorn Stand Up, Hand Up, Pair Up All Write Round Robin Quiz-Quiz-Trade Round Robin Variations: Single Round Robin, Continuous Round Robin, Timed Round Robin, Think-Write-Round Robin Round Table Both Record Rally Robin Find-the-Fiction Turn Toss
Year 6	Rally Robin Rally Coach Timed Pair Share Stroll Pair Share Mix-Pair-Share Fan-n-Pick Numbered Heads Together Popcorn Stand Up, Hand Up, Pair Up All Write Round Robin Quiz-Quiz-Trade Round Robin Variations: Single Round Robin, Continuous Round Robin, Timed Round Robin, Think-Write-Round Robin Round Table Both Record Rally Robin Find-the-Fiction Turn Toss Showdown Give One, Get one Jot Thoughts
Other structures to pick and choose from	Corners One/Two stray Stand-N-Share / Team Stand-N-Share Find Someone Who Take off, Touch down Paired Heads Together Travelling Heads Together Line Ups Match Mine Inside-Outside Circle