

Teaching and Learning – 5 minutes, 5 tips!

EPCS's best ideas, sourced from staff all over the school...

...over a cup of tea!



Issue 3: **Monday, 3rd July 2017**

Issued: Quarterly

"Respect and Pride"



In my new role as Leader of Teacher and Learning, I have taken over responsibility for collating our termly whole school Teaching and Learning bulletin. I hope you enjoy my first edition!

1 - Resource of the week:

In light of the lesson changes in September I have been thinking, how will I maximise learning in those extra 10 minutes? More importantly how will I keep some classes engaged for an extra 10 minutes? Luckily I have a solution and her name is Kelly Swift. Kelly Swift ran an 'Active Learning CPD Session' where she introduced us to some ideas of how to 'shake up' your 70 minutes lesson by using kinesthetic approaches.

1. Completing a Jigsaw puzzle with information around the room
2. Bobsleigh time
3. Breathing techniques linking focus with our blood flow to the brain

See **Page 5** for further details.

With thanks to Kelly Swift.

2 – Whole school Literacy and numeracy tips:

Literacy:

Structure strips provide a specific paragraph based structure for students that struggle with extended writing as well as structuring ideas in a logical manner. The strips are glued to the side of the student's page and use language from the mark scheme to prevent 'dumbing down' for lower ability. Students can write in different colour ink to match the strip if necessary. It's a good motivator for peer assessment as well. Please see the back of this booklet for an example.

With thanks to Courtney Pettipas.

Numeracy:

Following on from their successful ResMeet the Numeracy Team are rolling out the revamped

numeracy focus card to all classrooms. This is in the hope that all teachers are enabled to make explicit links to numeracy during their lessons with simplicity. There are words on the back of the focus card to prompt teachers that were collated through staff voice and student voice this academic year for ResMeet.

This continuity will also enable the students to recognise numeracy in all their subjects. Maths have decided to make the **octopus logo a mascot** for numeracy. This logo can be found in the numeracy folder in google drive.

File: google/ departments/ literacy and numeracy

Teachers who are seen to make links to numeracy in their lessons have **octopus reward cards**(baby octopus) to collect and stick on their board next to their larger focus card.



The Numeracy Team are looking forward to handing these to you in Sept for your teaching rooms.

With thanks to Tony Jones and Preeti Devine.

3. Top tips for ENGAGEMENT:

The end is in sight....

http://www.educationworld.com/a_curr/columnists/mcdonald/mcdonald007.shtml

How can we keep our students engaged until the eleventh hour? Emma McDonald discusses within her article **How to Involve and Engage Students** that Student misbehaviour isn't always about bad attitudes and "keeping reps" (reputation). Many times student misbehavior in the classroom happens because of boredom. When students are bored in class, their minds begin to wander and they start thinking, "I wonder what would happen if I..." Then the little disruptions begin. The little disruptions pile up and turn into large disruptions. That scenario can go on and on until everything is out of control.

3. Top tips for ENGAGEMENT: Continued

What can we do about that kind of behavior? I asked our Trainee Teachers to share their ideas.

Natalie Wingrove is currently using strategies from the active learning presentation by Kelly, where students search for answers around the room. They usually work within teams and win class points. She has also introduced a lot more teamwork activities and competitions when cooking and using students as quiz masters!

Martyn Lowe is flipping his lessons around. He is trying to vary the approach so that he is not merely giving them the answers but getting them to question their own understanding of topics.

With thanks to Natalie Wingrove and Martyn Lowe.

4. Current focus in the classroom is:

1. D I R T - Are we giving our students time to improve their work? This could be done as a result from teacher or peer feedback. Where does this feature in your lesson? As a starter, mini plenary or plenary? When working with trainee teachers we frequently discuss the 'Story of Austin's Butterfly' where specific feedback is used by their peers to improve their work resulting in work that is of a higher quality. For me it also allows our students to see that feedback can be used as a positive and not as the negative that it is so frequently seen as.
2. Pupil Premium - There has been a lot of focus on PP within EP over the last term. We must ensure that we know who are PP students are. How are we supporting those students in our lessons? Are you prioritising them with your questioning or marking?

5 - Recommended reading:

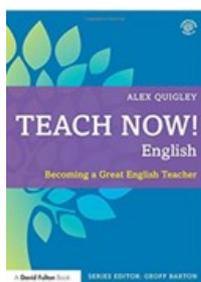
As part of their SD Training year, Reading University suggests a list of reading material that can be used for classroom based research. Here are some books that they have recommended.



100 ideas for Teaching Design and Technology written by David Spendlove.

"My favourite book from University but D&T related was 100 Ideas for Teaching Design and Technology. This book goes into detail about the issues facing D&T teachers, discussing strategies including starters and plenaries and making you think about the purpose of D&T. 'The Author David Spendlove has also written many other books such as '100 ideas for Secondary Teachers: Assessment for Learning'".

With thanks to Natalie Wingrove.



Teach Now! English: Becoming a Great English Teacher written by Alex Quigley.

"I enjoyed this book as it's easy to read. The book is structured well making it easy to find helpful strategies immediately".

With thanks to Martyn Lowe.

Food for thought ...

Joan Low visited our school on the 8th of June where she suggested the following actions.

1. Improving engagement within our lessons
2. Ensuring there is opportunity for challenge in your lessons
3. Refine the quality and quantity of marking

What changes will you make in your practice in response to this feedback?

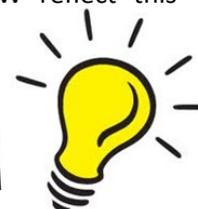
Upcoming CPD events:

- 4th of July - 3.45 - 4.15 Tri Learn Primary at Easthampstead Park School.
- 14th of July - Save the date for the staff social.

SOW - A reminder!

I know that teachers have been working hard within their departments to revisit and rewrite SOW. Do you remember why you became a teacher in the first place? I'm constantly reminded when working with trainee teachers of the passion that we have to inspire and create lessons that our students will enjoy and grow from. Do your SOW reflect this passion?

**Have a T+L idea to share?
Email it to Sami Hill, so it can
appear in the next bulletin!**



What strategies have you used or observed that keep the students engaged?

....According to teachers...



"In my lessons I try to use a range of activities and a sense of humour. I look at making the key topics relatable to what the pupils maybe experiencing in their day-to-day lives. Having conversations between the teacher and pupil to show an interest in who they are outside of the classroom, keeps them wanting to please."

(Lucy Ashton)



"How would you react if I said Nerf guns? Having a fun task up your sleeve for the end of the lesson as an incentive. Making sure you have short, sharp tasks. Students seem to stay more on task if you do this."

(Seb Powers)



"In a practical subject it's essential to keep them motivated. I do this by joining in with all tasks, teacher modelling and performing to the students."

(Charlotte Emmett)



"I use ICT to take what they have learnt and put it into a format for them to revise from, this could be a poster, video or presentation. They then also have interviews with me so I can hear about what areas they are still unsure of and plan my lessons accordingly."

(Helena Ioannidis)



"Active learning and a well structured lesson with a range of activities and engaging powerpoints or resources. Incorporating visual elements in order to differentiate for SEN."

(Chris Cooley)



"From my experience the best way to engage students of all abilities is to make lessons interactive and as relatable to them as possible. Using simple activities which get the student up and moving even in writing heavy subjects like English keep them interested in the lesson and therefore they engage more effectively with the subject. Giving real life examples and topics, as far as possible, helps the students understand why they are learning and how it helps them long term which again helps engaged them within the topic/subject."

(Beth Hobbs)

What are some of the best ways teachers keep you engaged in their lesson?

....According to students...



"I like it when teacher include different things in the lessons like videos. My humanities class is always engaged and calm because the teacher is always consistent."

Charlotte Drake (Year 7)



"I like it when the teacher plays music or plays games like head down thumbs up. It's really exciting and gets us all ready."

Billy Martin (Year 7)



"I think that teachers motivate us in their own way, which makes us respect them even more. For example my Art teacher always carries out a teacher demonstration of the task set which motivates me to go above and beyond."

Aby Flagg (Year 8)



"My teachers make the lesson interactive to make it more fun. For example in Science they do experiments to bring the written work to life."

Nathan Owusu (Year 8)



"In Business we play quizzlet and kahoot at the beginning or at the end."

Erin Smith (Year 9)



"I like to do activities for example making a poster or group work, creating a powerpoint or even getting one of us to teach the lesson."

Arron Tull (Year 12)

Structure Strips

<p>Introduction:</p> <ul style="list-style-type: none"> • When was poem 1 written, by whom and what is the theme? • When was poem 2 written, by whom and what is the theme?
<p>Paragraph 1: Poem 1</p> <ul style="list-style-type: none"> • What is happening in the beginning of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 2 Poem 2</p> <ul style="list-style-type: none"> • Similarly or in contrast, what is happening in the beginning of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 3 Poem 1</p> <ul style="list-style-type: none"> • What is happening in the middle of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 4 Poem 2</p> <ul style="list-style-type: none"> • Similarly or in contrast, what is happening in the middle of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 5 Poem 1</p> <ul style="list-style-type: none"> • What is happening at the end of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 6 Poem 2</p> <ul style="list-style-type: none"> • Similarly or in contrast, what is happening at the end of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Conclusion:</p> <ul style="list-style-type: none"> • Overall in what ways does poem 1 reflect the theme in the question? • Similarly or in contrast, what ways does poem 2 reflect the theme in the question? • What messages do both poets convey?

<p>Introduction:</p> <ul style="list-style-type: none"> • When was poem 1 written, by whom and what is the theme? • When was poem 2 written, by whom and what is the theme?
<p>Paragraph 1: Poem 1</p> <ul style="list-style-type: none"> • What is happening in the beginning of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 2 Poem 2</p> <ul style="list-style-type: none"> • Similarly or in contrast, what is happening in the beginning of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 3 Poem 1</p> <ul style="list-style-type: none"> • What is happening in the middle of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 4 Poem 2</p> <ul style="list-style-type: none"> • Similarly or in contrast, what is happening in the middle of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 5 Poem 1</p> <ul style="list-style-type: none"> • What is happening at the end of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Paragraph 6 Poem 2</p> <ul style="list-style-type: none"> • Similarly or in contrast, what is happening at the end of the poem? • Which quotation/s link to the question? • Which key words and techniques are important and why? • Is there any context you could add to shape meaning? • What does the reader think about the poem so far?
<p>Conclusion:</p> <ul style="list-style-type: none"> • Overall in what ways does poem 1 reflect the theme in the question? • Similarly or in contrast, what ways does poem 2 reflect the theme in the question? • What messages do both poets convey?

With thanks to Courtney Pettipas

Keep the Beat



Delivery

Select a leader to drum the beat or it could be the teacher.

Everyone stand and follow.

Beat gradually increases.

All stop together.

Variations

- Create your own class beat
- Change the leader each time
- Each clap state a key word for the topic at hand.
- Each clap state a letter and spell a key word.

Bolt to Bot...



Delivery

- Start in the Bolt pose - lightning (hold)
- Run as hard as you can on the spot for 5 seconds (on go)
- Crouch in the robot.
- Teacher joins in - model what you want to see.

Variations

- Change the poses (let the students choose, ownership over the poses).
- Vary the activity in the middle, star jumps, squats etc.



It is Bobsleigh Time!



Delivery

- Students sit on their chairs and lean in the direction of the bobsleigh as it moves.
- Try to keep up with the direction as it moves quicker.

Variations

- Make it harder depending on the group that you have with you i.e. hands up, hold bottom of the chair, bring legs to knees, hands out to the side.

Keep Calm, Breath and Learn

Linked to
mindfulness!

4 → 7 → 8

Delivery

Teach the 4-7-8 breathing technique:

Breathe in for 4 seconds through nose;

Hold in for 7 seconds;

Blow air out slowly for complete count of 8 seconds before repeating twice more.

Why? - Used to calm a group down, increase focus, increase blood flow to the brain.



Stand up not Hands up



Delivery

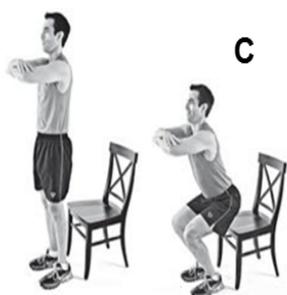
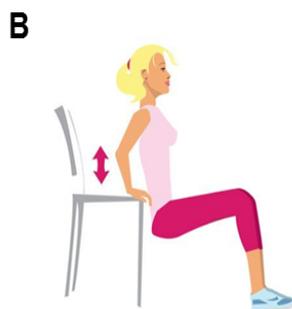
- Stand up to answer rather than hands up.
- Gets students out of seats in a controlled manner.
- Breaks the cycle of sitting for long periods of time.



Variations

- Everyone stands up and sits down if they can answer (then call on those students).
- Those still standing need to find the answer (use a buddy system).
- Last person standing could increase focus so that they can answer the question.

Multiple Choice Position Answers



Delivery

- Give a multiple choice question and provide a different activity for the answer.
- Students must complete the activity for the answer that they think is correct.

Variations

- Students create poses.
- A, B, C, D areas around the room instead.
- True or False (make a T shape or make an F shape).
- Heads or Tails (hands on heads or hands on backside).
- All stood up out of seat doing the above.

Can you count?



Delivery

- Students to count to a set number as a class.
- The same person cannot say a number more than once.
- Stand up once you have said a number.
- If two students say a number at the same time then go back to zero.

Variations

- Spell key words - students have to say letters in order.
- Key terms linked to a particular topic, as a starter.
- Key terms linked to the content for the lesson as a plenary.

Snowball

Delivery

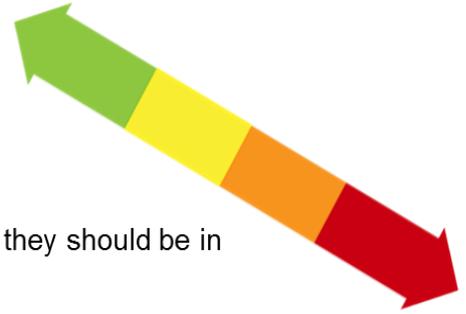
- Each student gets a sheet of paper.
- Pose a question / statement linked to a particular topic.
- Students are to write a response or keyword linked to that initial question or statement.
- Once completed the answer gets screwed up and thrown around the room (consider safety) or into a bucket etc.
- Once instructed ask students to go and collect another snowball, take it back to their desk and add to the answer already given.
- Repeat as many times as you want to.



Variations

- Use an exam question.
- Ask students to write a question.
- Ask further questions and then allow students to aim for the recycling bin to throw their snowball in, must get the question right to be able to attempt to throw it in the bin.

Continuums



Delivery

- Use continuums for opinions - students stand where they think they should be in the line.
- Use them for ideas, confidence, how many marks they think they have achieved etc.
- Good starter, enter lesson and stand on continuum where you feel you are at for whatever statement or question is posed.
- Plenary - where are you at against the lesson objectives.



Relay Time!



Delivery

- Ideal for revision or past paper questions.
- Pairs or small groups.
- Piles of questions at the front of the room or located around the room (green, amber, red questions based on difficulty).
- Only one person can go at anyone time to collect a question, as a pair / group attempt the question before the next question is collected.
- Set amount of time given - complete as many questions as possible.
- Additional points given for harder questions attempted.



Can you Clap?

A parchment-style background with the words 'HAPPY' in yellow and 'CLAPPY' in blue. To the right is an illustration of hands clapping. Below the text is a list of instructions for a clapping game.

○ Stand up and turn to your neighbour

○ You need to slap your thighs, clap your hands then double high-5 your neighbour

○ Whilst you are doing this, take it in turns explaining reasons why Hitler and the Nazis got into power in the 1933

○ Whoever stumbles loses!

- Change the routine to suit the needs of your group.
- Get students to create their own.

A good starter task - students could walk in select a statement or topic from a tub and begin with their partner.

Activity Design

Delivery

- Students need to gather information to complete tasks.
- Place the information around the room, get students out of seats to gather the information and come back to their table to include the information that they have found.
- Use time limits.
- Make it competitive.
- Present findings - use a different part of the room for each group to deliver.



Think, Pair,
Share -
Variation

What do you already do?



Stand up and think about what you already do that is active.



Share with your partner what you already do in a new location in the room.



Find a new location and be prepared to share what you have discussed and thought about.

With thanks to Kelly Swift

