

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, 20th June 2016**

Issued: Half termly

"Respect and Pride"



1 - Resource of the week:

Teaching and Learning begins in the kitchen! Jenny Moss recommends staff raid their kitchen cupboards when thinking of original ways to engage students.

Grease proof paper: Write your wobble/big question on it and let the students annotate all over it! Great as a revision resource for summarising a topic or for recapping prior learning. Want to get really sophisticated? Students can create colour coded overlays for topics that relate to one another.

Paper plates: Write the topic in the middle of a paper plate and give the students 'Post It' notes. Ask them to work together to fill the plate with everything they know about the topic. I give out different coloured Post Its so I know who has contributed – a great AFL tool! Alternatively, subdivide areas of a topic, and allocate a paper plate for each topic. Students can then mount their paper plates on sugar paper, and examine links and comparisons between sub-topics.

See Page 4 for examples of Jenny's creations!

With thanks to Jenny Moss.

2 – Whole school Literacy and numeracy tips:

Literacy:

5 star paragraphs are an easy way to push students to develop their analytical ideas and to write more effectively. The 5 star paragraph features 5 key components:

1. Begin with a clear point.
2. Provide evidence.
3. Zoom in and analyse with subject specific terminology.
4. Comment on the writer's intention.

2 – Whole school Literacy and numeracy tips:

5. Comment on the effect upon the reader.

Feel free to modify steps 4 and 5 to fit more relevantly for your subject! See page 4 for a visual representation.

With thanks to Courtney Pettipas.

Numeracy:

When rounding to a certain degree of accuracy, look at the next digit along to the one you need and check if it 5 or more. If it is 5 or more then round the previous digit up.

With thanks to Preeti Devine.

3 – Top tip for creating CHALLENGE:

Earn Your Stripes

A technique I like to use for challenging students at the start of a new unit of work is something I call "Earn Your Stripes". This is particularly effective on topics where the students may come with significant prior knowledge about the topic, e.g. Space in year 7. I begin by having the students answer ten quick questions relating to the topic. The questions are on timed Google slides and are arranged into groups of two or three and follow Bloom's taxonomy. Questions 1, 2 & 3 may be as simple as 'name this' or 'list that'; Questions 4 & 5 require a description, Questions 6, 7 & 8 require an explanation and for Questions 9 & 10, comparison or synthesis. The students then peer mark each other's answers and the scores out of ten are used to group the students. The groups then complete differentiated tasks. This sometimes works better than just differentiating on other factors such predicted steps as it pinpoints each student's ability in the specific topic.

With thanks to Kerim Brown.

4. Current focus in the classroom is:

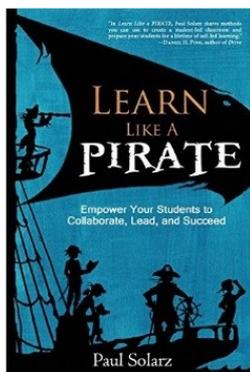
1. Presentation of written work – Are your students showing respect and pride in their presentation? Are you constantly reminding them how to present their work correctly, and challenging them when they fall short of these high expectations?

2. Extended writing – Do students have frequent opportunities to write in an extended fashion in your subject? Do you have model extended writing displayed in your classroom? When students do write in an extended way, are you encouraging them to consider form, audience and purpose? Use the whole school literacy placemat to help remind students of the key components of effective writing!

5 - Recommended reading:

Blog of the month is **Alex Quidgley's The Confident Teacher**. Quidgley, Teacher of English and Director of Learning and Research at Huntington School in York, blogs about teaching issues, strategies and resources applicable to learning across the curriculum. Check it out at www.theconfidentteacher.com.

New to the EPCS CPD Library is **Paul Solarz's 'Learn Like a PIRATE.'** Learn Like a PIRATE features lots of practical strategies for creating a student-led classroom in which students are inspired and empowered to take charge of their learning experience. It features strategies for:



- Crafting active, relevant, and interesting lessons
- Creating opportunities for student leadership
- Providing effective and beneficial feedback
- Instilling confidence so students can take risks
- Increasing curiosity and passion for learning

See Matt Hall to borrow a copy.

Poundland Pedagogy:

A reminder to embrace our Summer half term Poundland Pedagogy challenge! Bag yourself an item that cost £1 or less from the staffroom, and use it this half term to promote engagement with students!

Poundland Pedagogy: continued

Want a second item? See Eleanor Abrahams, we have plenty still available!

Stuck and in need of inspiration? See page 7 for some examples of how Poundland Pedagogy has been enhancing teaching and learning thus far!

What are Ofsted saying?

“Teachers’ good subject knowledge and enthusiasm for their subjects have contributed to most pupils being positive about learning. Other factors include stimulating resources that generate interest and thinking, and thoughtful lesson planning so that new work flows smoothly.” – *Easthampstead Park OFSTED Report, June 2016.*

Teaching and Learning at EP is good – its official! Keep up the passion and dedication to ensuring all students are stretched, challenge and encouraged to love learning in your lessons!

Upcoming CPD events:

1. 23.6.16 3.20-4.10 = #Bitesize@EPCS – Sharing best practice teachmeet session.
2. 23.6.16 1.25-1.55 = NQT TLC Lunch.



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

Does peer assessment help students learn? What makes peer assessment effective or ineffective?

....According to teachers...



"Peer assessment is vital as this type of assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria. Through conducting peer assessment, our students will be encouraged to learn more deeply, building up their understanding, rather than just their knowledge of the facts, as well as gaining an insight into their own approach to an assessment task in comparison to their peers."

(Vish Gunnoo)



"Peer assessment allows students to learn from other's successes and from other's mistakes. It can be timely and allow students to work collaboratively in order to support each other's progress. It allows students to be actively involved in their own learning. For peer assessment to be effective, students must have and understand the success criteria and be in an environment that they feel supported and comfortable in."

(Kelly Swift)



"I think for certain classes very structured peer assessment can be really helpful. Peer assessment allows students to take responsibility for their own learning; I feel structure is key and keeping the peer assessment very focused on specific aspects of the task makes the activity most effective."

(Beth Hobbs)



"Effective peer assessment opens up an initial dialogue about learning between students. Through assessing someone else's work it raises questions and reflections about your own."

(Laura Murphy)



"Peer assessment is hugely important. It encourages students to be actively involved in their learning. Effective peer assessment helps students to improve through appreciating what their peers have done well and positively encouraging improvement through EBI linked to success criteria."

(Kate Alexander)



"Peer assessment is important because it allows students to compare work with the view to improve it and hone in on their evaluative skills. This can be done effectively if the feedback given is constructive, for example it relates to a particular bit of content or skill, and improvements are actually made using the feedback."

(Rachel Golding)



"Peer assessment is important to enable the students to get to know the mark scheme and exam criteria. Students are also able to learn from the successes of others. Effective peer assessment is built around students being able to build and develop to the next steps."

(Lucy Ashton)



"Effective peer assessment is important as students get to examine their fellow students' work with a critical eye. It helps students to familiarise themselves with mark criteria whilst putting themselves in their teacher's shoes."

(Simon Blay)



"Peer assessment is important as it allows students to see how their peers have approached a task. However, the less able find this a difficult process as some students don't like others to see how they have struggled."

(Sarah Miles)

Does peer assessment help students learn? What makes peer assessment effective or ineffective?

....According to students...



"Peer assessment is useful because you get to see what your classmates think of your work. It works best when you sit next to people you are quite close with."

(Brett Chivers, Y7)



"Peer assessment is useful when it clearly tells you what you are doing well and what you need to do to improve. It works best when the teacher checks they agree with the peer feedback, so you know the WWW/EBI are definitely right!"

(Mia Moules, Y7)



"I don't think peer assessing is that useful because people do not give you honest answers and they sometimes favour you according to their friendship with you."

(Vimbainashe Tunduwani, Y8)



"I think peer assessment can help you learn because you can see a variety of other students' work. To ensure peer feedback is useful, teachers should be careful in who they ask you to swap work with. Swapping with your best friend might not be that useful as they might only want to make positive comments rather than truthfully telling you how to improve."

(Luke Thomas, Y8)



"I don't like peer assessment because I don't like other students knowing my flaws in learning; it makes me less confident. Peer assessment works for me only when I get to share my work with someone I trust."

(Paige Gibson, Y8)



"Peer assessment is useful as it helps you learn the mark scheme/success criteria. Our peers also notice mistakes we don't! When we peer assess, we should have the criteria to look at and time to reflect on our peer's comments."

(Libbie Delahunty, Y10)



"I find peer assessment helpful because it helps you see what you need to do to improve. I wish more teachers used it regularly in lessons."

(Libby Griffiths, Y10)



"I think that peer assessment can sometimes be helpful because it allows you to get ideas from others' work. However, there is a chance your peer could offer you the wrong feedback; that's why I think it's very important for the teacher to read my work too."

(Declan Murtagh, Y10)



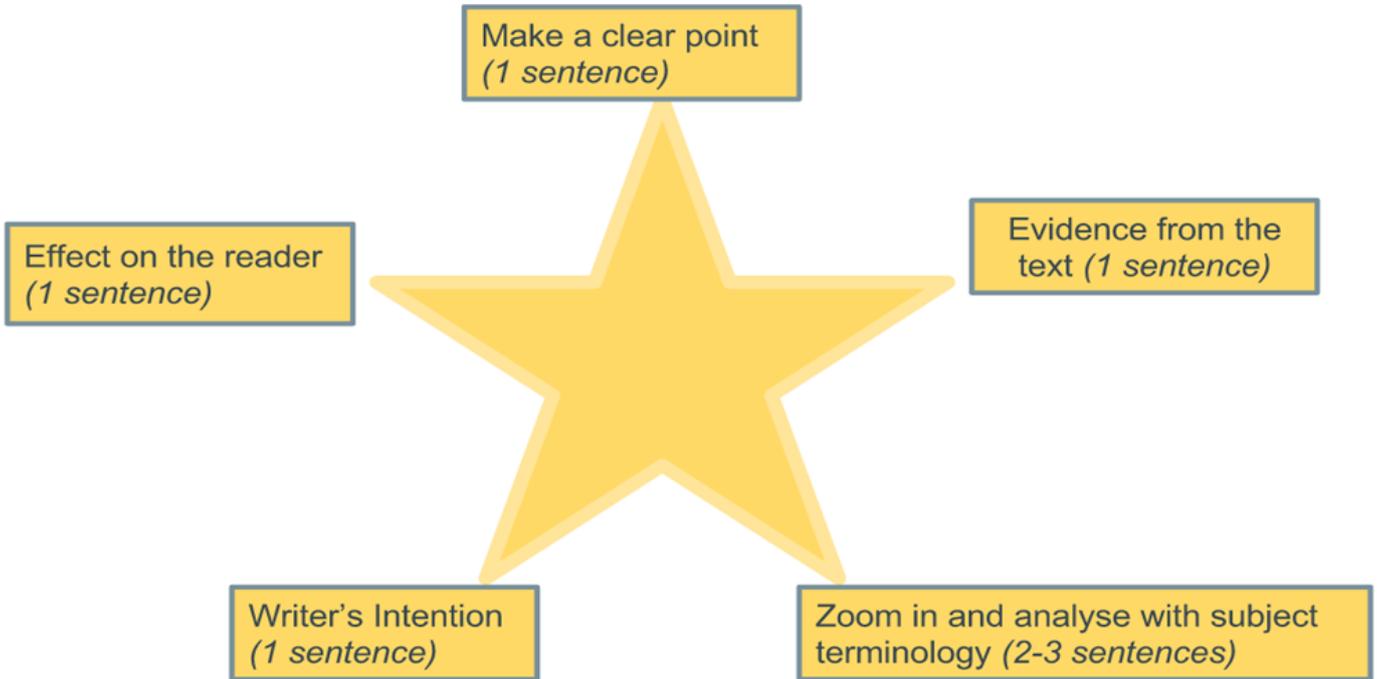
"I like peer assessment because you get feedback from other students on what's good about your work and how to improve it. It works best when we are asked to assess against a clear success criteria, and then given time to act on our peers' critical comments!"

(Caitlyn Odell, Y12)

What an excellent idea!

5 Star Paragraphs: The secret to effective analytical writing – with thanks to Courtney Pettipas.

A SECRET FORMULA - star paragraphs



Examples from Jenny Moss of how basic kitchen supplies such as paper plates and grease proof paper can be used to engage students in learning in any subject in the school:

