

# 5 Minutes, 5 Inspirations Teaching and Learning Newsletter

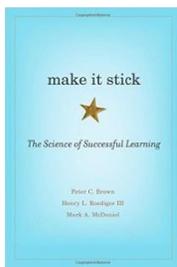


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## Recommended Reading:

### Make it Stick: The Science of successful learning



This is a quite remarkable book. It describes important research findings with startling implications for how we can improve our own learning, teaching, and coaching.

ISBN: 978-0674729018

Amazon: £19.99 (MWN has a copy!)

*I cannot teach anybody anything. I can only make them think (Socrates)*

## Story Boards

Mike Worthington

Over the last half-term, I have introduced story boards to my Year 11 GCSE PE group. The idea is that pupils use the pictures in the story board to answer an 8 mark extended answer question. The pictures help them to point, evidence and explain each part of their answer. Pupils have, on average, increased from 2 out of 8 to 6 out of 8 using this technique. I would start by giving pupils modeled answers then progress to them drawing their own when given an 8 mark answer. It has been a great success with HATs, MATs and LATS!

Point	Evidence	Explain

What individual differences may influence a person's participation and performance in their choice of activities? (8 Marks)

## Independent Learning- Question Cards

Laura Stevenson

One of the things that frustrates me the most is being constantly asked questions that pupils should already know or could easily find the answer to elsewhere, either by using a dictionary, their exercise book or asking another pupil. As a result of this happening, I end up running around like a headless chicken during written tasks trying to see everybody with their hand up, inevitably missing that one pupil who actually genuinely needs my help in how to say something that I haven't taught them. In order to encourage pupils to be more independent, and only use me as a last resort, I find it effective to give them each one question card at the start of the lesson or task. Once they have used up their question, I don't allow them to ask me anything else. This tends to work really well as pupils are extremely reluctant to 'waste' their question and, as a result, consider whether or not they really do need my help or can manage without. On occasions, I have had pupils desperate to not even use that one question. Another good tip is to write the answer you do give them on the card, rather than just giving it to them verbally. This means that, if somebody else wants to ask the same question (as is often the case), they can instead just ask the other pupil to show them the card with the answer on.

Great people to follow  
on



@TeachingTricks- T & L  
ideas

@Pedagoo- A  
community of teachers  
producing T & L ideas

@shaun\_allison- Deputy  
Head and has great  
ideas on T & L

@MrsHumanities-  
collator of pedagogy

## Starter Tasks

Tom Harrison

Starter tasks are an essential part of any lesson, as way to embed previous learning and also introduce new topics and terminology. For example, to introduce year 11 to the unseen text being studied for their Language Paper, students had to complete a range of inference and comprehension questions related to the map and area where the exam text was set. This encouraged both skimming and scanning skills, as well as allowing students to get their bearings around the text's setting before studying it in the lesson. It also provided an opportunity for cross curricular learning between English and Humanities.

**Starter Inference Task**

Can you find one place that begins with the letter 'S'?

Which place would you say is the most populated on the map?

This lesson we will be looking at an extract from this book. It is set around Bodmin: can you circle that place?

Cornwall is near which body of water?

Land's End is near which two towns?

True or False: this map includes a key.

## Whole school focus

Aimee Williams

After a two-day book scrutiny, it is apparent that staff in The King's clearly invest a great deal of time marking students' work and providing timely, meaningful feedback. Since its introduction in July, SWAN has been adopted by all members of staff and, in some cases, is also being used as a method of self/peer assessment.

Uniformity and consistency is incredibly important if we want an initiative to be successful and staff's willingness to embrace the new marking policy is indicative of this.

### Next steps:

Training in the New Year aims to address a number of areas for development which were identified during the scrutiny. These include:

- Marking for LATs
- Marking for HATs
- Marking as a non-specialist

## Faculty Feedback- English Bright Spots

Sara Warner

### Challenge

Faculty and curriculum reviews noted excellent level of challenge in assessments which are tailored to the requirements of each individual subject's examination.

### Engagement

The French department held a film evening for Year 7 in November and 63% of the attendees were boys and 33% were Pupil Premium. Both of these groups are school priorities.

### Year 11 Intervention

Successful year 11 intervention is running across all GCSE departments. There are 1-1 sessions as well as P7 and Chapter Time sessions running in English. In addition, there are 1-1 intervention sessions in French and weekly revision sessions in RE. As a result of this, 6 students have increased their current grade in English, 4 in French and 4 in RE since the October mocks.

### Upcoming events:

9<sup>th</sup> Jan – CPD Learning  
objectives

16<sup>th</sup> Jan- Year 10-12  
Parents Evening

23<sup>rd</sup> Jan- Faculty Meeting

24<sup>th</sup> Jan- CPD AFL