

# 5 Minutes, 5 Inspirations

## Teaching and Learning Newsletter

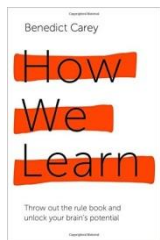


ISSUE 2

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Recommended Reading:

### How We Learn: Throw out the rule book and unlock your brain's potential



This book is a revelation. I feel as if I've owned a brain for fifty-four years and only now discovered the operating manual.

ISBN: 978-1447286349

Amazon: £8.99

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*Teachers who love teaching, teach children to love learning*

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## White Board Plenaries

Sue Turner

Plenaries are an important part of any lesson to check understanding as well as an effective method for students to showcase their learning. Every student in the maths department, whether they are in the classroom or an intervention session, have access to a white board. As well as using it within the lesson, I've started using it a tool to check students' understanding at the end too. Here's what I do:

I split my whiteboard into three.

Core	Advanced	Expert
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Students then choose a question based on their learning, answer it on the board and show their board to the front of the class (me). It is important to know your students well and be able to identify the question they should be answering. This is supported the department in driving forward differentiation model we currently have in place. The feedback has been positive (pupil voice).

'It doesn't matter if it is wrong'

'I can change it without making a mess in my book'

'I can show what I have learned'

## Student Built Support Walls

Sara Warner

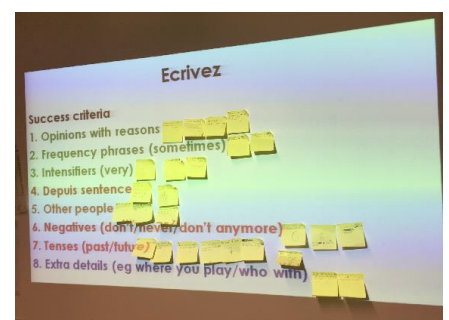
I use this activity as an alternative to modeling or handing out my own help sheets when asking students to write their own extended answers.

Firstly, I present the task and a numbered list of success criteria to the class (or for a well trained group, let them build their own) and then allocate to each student the number of the success criteria I want them to focus on. This allows me to differentiate. The students are then given a few minutes to write a sentence or key words on a post it which could support their peers with that particular aspect of the success criteria.

Once finished, each number comes up to the board in turn and we discuss one or two suggestions from each group and how they could be applied or adapted in their individual responses.

You can also address any common errors at this point so the support wall doesn't contain any mistakes!

Once this has been done, the students can do the task independently, coming up to the board to look at or borrow a post-it if they are struggling with any particular part of the task.



Great people to follow  
on

twitter

@LessonToolbox-  
Leader of T & L who  
shares resources for all  
subjects

@tes- publishing  
reading and articles  
around teaching

@MissASearle-  
Geography Teacher  
who shares pedagogy  
for all subjects.

Upcoming events:

6<sup>th</sup> Feb- Y11 Mock Exams  
begin

6<sup>th</sup> Feb- Data window  
opens & Y9 reports

7<sup>th</sup> Feb- Y9 Options  
evening

9<sup>th</sup> Feb- CPD- Preparing for  
GCSE (2)

15<sup>th</sup> Feb- CPD- Structuring  
a lesson (2)

16<sup>th</sup> Feb- CPD- Tracking  
and Monitoring Students  
(2)

29<sup>th</sup> Feb- CPD-  
Differentiation (1)

## Plickers

Plickers is a simple yet powerful tool which allows teachers to collect real-time, formative assessment data without students needing electronic devices.

Plickers is an app that can be downloaded to your phone, which then allows you to print off cards and assign them to students within your classroom. You can then set up multiple choice questions and invite students to hold up the card that they think best reflects the correct answer. Using your phone, you then 'scan' the room which allows the app to quickly work out which students have answered the question correctly.

This app is quick, clever and can change the way you assess your pupils.

## Give one, Get one

Will Wilson

### STEPS

- 1 Pupils are given a task to write down 3/4/5 bullet points about the nominated focus
- 2 Pupils bullet point a further 3/4/5 bullet points - left blank for the gathering exercise

Pupils then stand up/ put their hand up/ pair up with someone near to but not on the same table as them. Encourage smiley social greetings. As a pairing they decide who goes first.

A- first person gives an idea off their list. If person B does not have it they add it to one of their blank bullet points. If they do have it they tick it to confirm that they have met someone with the same idea.

B- Repeat above for person B

C- Once both A and B have shared they do their social goodbyes and hand up to find another partner.

D- repeat steps A-C for a given amount of time. It is useful to have a visible countdown and to set a minimum amount of bullet points to gather. Also useful to reinforce that only one idea may be swapped with each partner. A useful management tip is to have partnered people work at the sides of the classroom, whilst people looking for a partner go the middle of the classroom.

## Faculty Feedback- Technology Bright Spots

Chris Phillips

Feedback- Faculty reviews and work scrutiny have identified excellent practice in SWAN assessments and the use of feedback to inform progress. There has been a 20% increase in students making expected progress or better over the last term.

Engagement / Independence- Miss Harrison has been running a D&T Club after school on Tuesday – 100% of the pupils who attend are working at or above expected standard and have been used as 'experts' in lessons to help pupils who have not experienced the processes being learned.

Year 11 Intervention- Successful year 11 intervention is running across Product Design and Art & Design. There are 1-1 sessions as well as p.7 and Chapter Time sessions running. As a result of this all students made progress towards their overall target grades.

