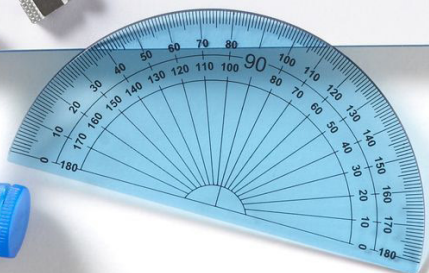
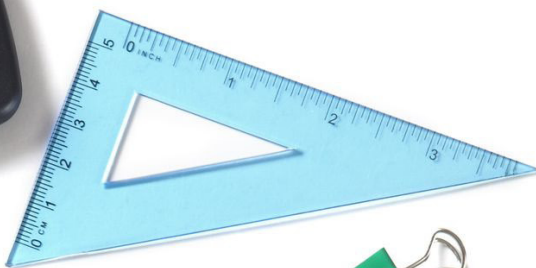


TEACHING & LEARNING BULLETIN

ISSUE No. 1





STUCK FOR A STARTER OR PLENARY



SHARK

This is a version of hangman. A volunteer from the class chooses to be the person walking the cliff. Draw them on the end of the cliff. Pupils call out letters; teacher writes correct letters into the word and notes incorrect ones on w/b as a reminder. For every incorrect letter, the person moves further along the cliff, finally falling into the shark's mouth. This can be made kinaesthetic by having a pupil move along an imaginary cliff.

KEY WORD BINGO

Pupils have key words on their bingo cards. The teacher reads out definitions; pupil crosses out matching key word. The first to cross out all their words shouts 'Bingo' and wins a prize.

MEMORY GAME

Write 15 words on the w/b or on flashcards. Give pupils a couple of minutes to memorise them then rub out/remove words. Pupils see how many they can remember. This should be differentiated by using words varying in difficulty, both in terms of meaning and spelling. It can be played in teams with more words.

ODD ONE OUT

Write 2-4 triplets of subject keywords on the board. Pupils have to identify and explain which is the 'odd one out'. Encourage pupils to use the words both and whereas. Accept explanations that are logical/convincingly explained, even though they may not be the intended distinctions.

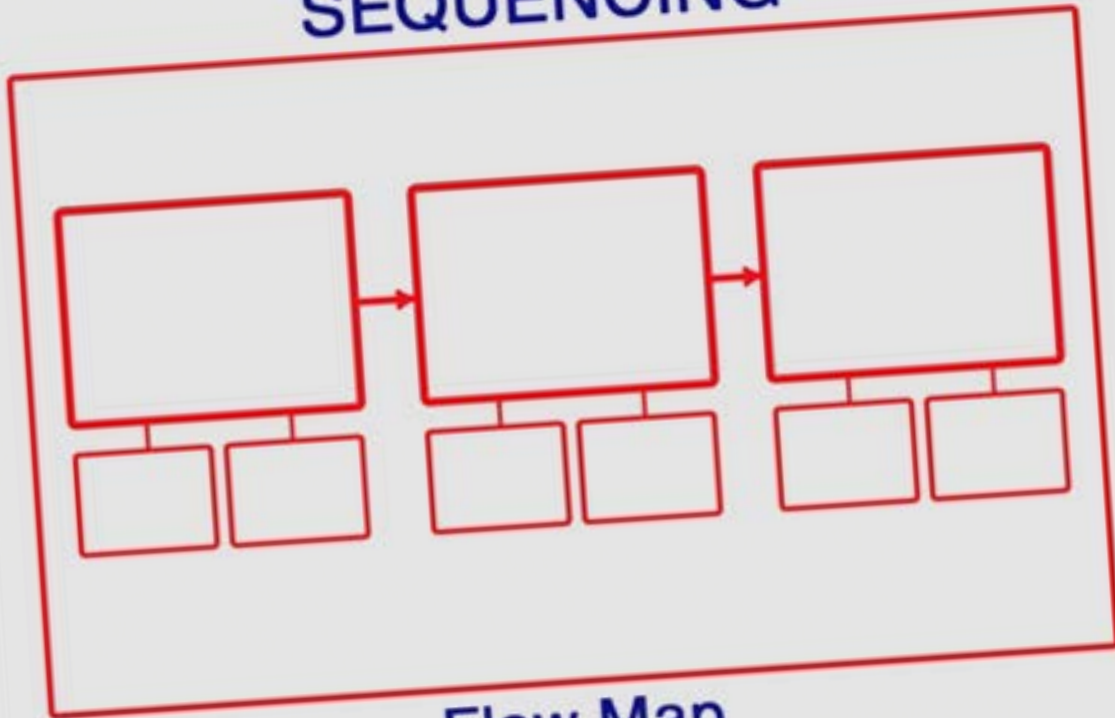
Farming, drilling for oil, hairdressing
Pacific, Atlantic, Asia
Hospital, block of flats, cinema

E.g. Both hospitals and cinemas provide a public service whereas a block of flats is a residence/place to live



THE FLOW MAP

SEQUENCING



Flow Map

“

The Flow Map is particularly useful for putting 'information' in a sequenced order. This map will help students to learn information in an organised way with one fact following on from another.

Give it a try and see the result!!

”

THINKING IN ACTION

USING THINKING MAPS AS A REVISION TOOL



TEACHING AND LEARNING GOLDEN NUGGETS

Plan enough time for peer and self assessment to happen and make sure students know the assessment criteria before they peer and self assess.

Give students clear and concise feedback and make them aware of grade boundaries.

THINKING LATERALLY OR LITERALLY



THE TIP IS TO THINK
OUTSIDE OF THE
BOX! TRY IT WITH
YOUR STUDENTS

HERE IS AN EXAMPLE:

Question: A girl who was just learning to drive went down a one-way street in the wrong direction, but didn't break the law. How come?

Answer: She was walking.

See if you can let your brain switch directions to answer these questions:

1. How can you throw a ball as hard as you can and have it come back to you, even if it doesn't hit anything, there is nothing attached to it, and no one else catches or throws it?
2. Two students are sitting on opposite sides of the same desk. There is nothing in between them but the desk. Why can't they see each other?
3. There are only two T's in Timothy Tuttle. True or false?





[TEACHING AND LEARNING FOCUS:]

ASSESSMENT FOR LEARNING

According to Beere (2010) "the process of learning is a journey". In her book 'The Perfect Ofsted Lesson', she suggests that assessment for learning (sometime called formative assessment) involves both teachers and learners using assessment to improve learning.

AfL is different from other on-going assessment. It also involves more than marking and feeding back grades to students. It involves identifying the next steps for learning as well as having a clear understanding of the errors students make and the difficulties they experience.

However she states that as well as assessing progress

and analysing responses, it is vital that feeding back the outcomes of that assessment is done positively and constructively too, so:

- agree actions to help the learner improve
- adapt teaching methods to meet the learner's identified needs

This must be done effectively within the lesson if all learners are to make progress

WHAT IS ASSESSMENT FOR LEARNING?



IDEAS FOR ASSESSING STUDENT LEARNING

- Quizzes
- Mini-plenaries
- Tests
- Cooperative learning activities
- 'Hands on' experiments
- Thinking Maps
- Oral discussion
- Q and A session
- No hands up questioning
- Think pair and share discussion
- Written responses to a set prompt
- Using the Q Matrix to form questions for each other

ASSESSMENT FOR LEARNING GOLDEN NUGGETS

- Share learning objectives with students - ensure they are aware of what they are learning and why
- Share and explain the success criteria
- Involve students in peer and self-assessment
- Assess progress in a variety of ways and at a variety of points during the lesson
- Give feedback to students in ways that will enable them to improve
- Use the information gained to improve their learning and if necessary adjust the direction of the lesson for some/all learners
- Outstanding AfL practice needs to be routine and familiar to students
- Frequent and less formal assessment within lessons can often have the greatest effect on progress

“THE PROCESS
OF LEARNING
IS A JOURNEY”

BEERE 2010



A dynamic and fluid approach can be a key factor to facilitate inspirational learning. A ziggurat approach relies on continuous differentiation.

This has been trialled with post 16 students which begins with sharing all the learning objectives as a block which also gives an overview of the unit of work at a glance. As the unit of work is delivered each learning objective is sub-divided for the learner through intervention. This is an ongoing process which permeates each learning activity. A personalised set of questions is then used to accommodate the preferred learning styles i.e. kin-aesthetic, auditory, etc. If the range of ability is diverse then a greater number of questions to underpin the understanding will become essential.

Each learning objective can be given a point score and the accumulation of these points can be used as a motivating factor amongst peers.

When all the students are on board you move to the next stage. You add a layer of more complex thinking – manipulating and applying information in different contexts. The new contexts must help with reinforcing knowledge and understanding and aid further development. Feedback is used to feed the next layer of questions and review/set new objectives. Usually this stepped approach begins with a question like 'Why do atoms not fall apart?'

For grade A students a further series of objectives that are sub-divided at personal level can underpin higher order critical thinking. Of course at this level successful students are highly independent learners are in a position to carry out independent research and have complete ownership of the outcomes because their learning route is more individualised.

A ZIGGURAT APPROACH TO INSPIRING **LEARNING**

“ EACH LEARNING OBJECTIVE CAN BE GIVEN A POINT SCORE AND THE ACCUMULATION OF THESE POINTS CAN BE USED AS A MOTIVATING FACTOR AMONGST PEERS. ”



The SSAT English award:

The SSAT English award is presented to schools or academies in the secondary sector that have interesting, creative, innovative and sustainable practice in their English department, and a proven track-record of maximising achievement and attainment for all. Areas include:

Curriculum design, schemes of work, pedagogy, new technologies, data, staff training
outstanding teaching and learning practice

Well established leadership, management and staff CPD

Well-developed links with the community that enhance teaching and learning as well as the relevance of English for the students, this could involve parents/carers, business,

local arts organisations etc.

A creative approach to producing a positive and enthusiastic attitude amongst students to their English studies.

SSAT is delighted to announce that Wood Green Academy has second place.

Wood Green Academy's practice in English is outstanding. The department's relentless focus on progress and achievement ensures that every student has the opportunity to realise potential and succeed in their English studies.

Both the schemes of work and pedagogy evidences impressive and creative personalisation to reflect the needs of learners. This is made possible by the highly dedicated English teachers, Head of English, as well as whole-school literacy

practices.

The robust teacher collaboration extends beyond the department; teaching and learning strategies are shared with other departments within the academy and with other schools on a national scale.

All this is made possible by the hard work, focus and dedication of the Head of English and the teachers in his department.



OUTSTANDING ENGLISH PRACTICE

What makes Wood Green Academy's English Team so successful?

Never Stand Still: just because something has worked in the past, does not mean it will work in the future and visa versa! We always look at WWW and focus on EBI. Cohorts of students are always changing and we are constantly adapting our teaching, learning and interventions to meet their needs.

We can adapt from other departments and schools. It might not be right for us to start with but we always look at how things can be adapted for us.

TEACHER **FEATURE:**
JODY CLARKE

“WE CAN ADAPT
FROM OTHER
DEPARTMENTS
AND SCHOOLS.”

USING THINKING MAPS FOR STUDENT SELF-ASSESSMENT

Circle Map – define in context, brainstorm

Bubble Map – Describe, name the qualities

Double Bubble Map – compare and contrast, similarities and differences,

Tree Map – classify or sort, main idea and supporting details

Brace Map – structural analysis, whole to part components

Flow Map – Sequence, order steps in a process

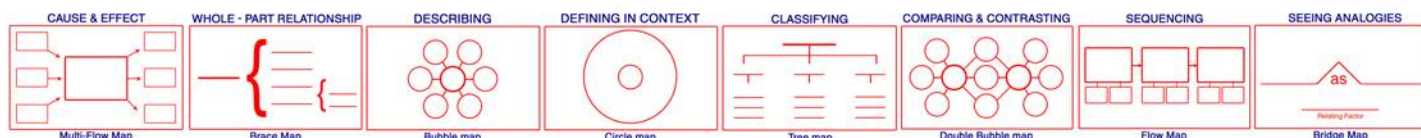
Multi-flow map – Cause and effect, impact, outcomes

Bridge Map – see relationships, analogies

DR ICE IN THE HOUSE!!
TEACHING AND LEARNING MODEL

DR ICE

Deepening Thinking
Role Modelling Learning
Impact on Progress
Challenging Expectations
Engaging in Learning



USING THINKING MAPS FOR ASSESSMENT AND SELF-ASSESSMENT

MONITORING STUDENT UNDERSTANDING DURING THE TEACHING PROCESS

Monitoring student understanding during a lesson when students are discovering, processing, discussing and asking questions is just as important as diagnosing where they are before you begin teaching.

Asking students to construct maps during a lesson helps you get very specific feedback quickly so that you can make adjustments to your lesson while students are learning.

Asking students if they understand or if they have any questions is not always a reliable way to get feedback about their understanding. Waiting to the end of the lesson to assess what students have learnt is often too late to make the necessary adjustments to your lesson.

“Seeing” their thinking during the lesson is one of the most powerful ways to use Thinking maps for assessment.

Some suggestions for using Thinking Maps for Assessment or monitoring of student understanding during the lesson could include:

Asking students to take their notes in a map allows you to quickly check for understanding

Stopping your lesson at an important point and asking students to work alone in pairs or small groups to construct a map showing what they understand about what you are teaching

Showing students a video and asking them to record the important points they heard onto a map

Asking students to plan their writing using a variety of maps and then sharing their ideas with a partner or small group before taking the information off the map and into a piece of writing.

Some students require that you scaffold their processing during teaching so you may need to differentiate the map assignments to different groups. For example one group could be given a Tree Map with the names of the categories identified, another group could be told their Tree map needs three categories but not be told what they are, while yet another group could be given the Tree map and told to create it from scratch. Differentiating the maps during lessons will target each level of learner.

Assessing Student Learning

Assessment takes place at the end of the lesson or during key intervals throughout the lesson to measure what students have learnt. Putting a Thinking Map on a test or assigning a thinking map as a final product or during mini intervals can be beneficial to both students and teachers.

For students who struggle with writing, a map can be used to assess the content they know.

For teachers a map is easy to assess because they are visual and organised.

But remember you must first establish the assessment criteria to be used to assess the map.

NEXT ISSUE: A*/A Questioning

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