

**Secondary School Direct**

**Salaried Trainees**

**Spring 2017**

**Sharing Good Practice**



## **School Direct Secondary: Sharing Good Practice**

### **Introduction**

This collection of ideas represents a sample of the excellent practice of our School Direct trainees who presented their work to each other in a specifically designed session this year. The sharing of good practice is an essential aspect of the professional practice of teachers in schools and allows for and encourages objective reflection on ideas, strategies and resources which have been successfully trialled with pupils in the context of the classroom.

I would like to thank all of the participants who contributed to this collection and who very generously gave of their time to prepare their presentations, research the theoretical underpinning and who enthusiastically took part in the session itself. This work certainly captures the spirit of collegiality which we strive to achieve in the profession.

**Mike Stevens**  
**Senior Lecturer**  
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## School Direct Secondary: Sharing Good Practice

**Name:** Aaron

**Subject:** Chemistry

**Links to:**

Pace and use of time

Measuring progress

Stretch and challenge

Resources and activities

Inclusion

Subject knowledge

**My idea/strategy (brief description)**

**Idea:** with the simple scientific knowledge acquired in our previous lesson (periodic table bingo!) of being able to recognise elements, pupils should be able to carry out experiments to create word and symbolic equations.

**Strategy:** carefully planning and creating the resources for this lesson, drawing on the expertise of those around me, allowed me to stretch and challenge pupils. Pupils were able to work at a consistent and effective pace in groups where everyone was included within the lesson. Resources included a mix and match word to symbol equation starter followed by a circus of reactions whereby the pupils could select their own difficulty (easy, medium, hard).

**What was successful about it?**

With use of an effective starter activity, pupils were able to make direct links to the previous lesson as well as connections with the lesson ahead. By use of an effective demonstration of the main task and a well-designed scaffolded main activity, **all** pupils successfully carried out the activity successfully, generating word and symbol equations. All pupils made clear and evident progress.

## School Direct Secondary: Sharing Good Practice

**Name:** Alex

**Subject:** English

### **Links to:**

Pace and use of time  
Planning lessons  
Assessment for learning  
Stretch and challenge  
Resources and activities  
Subject knowledge

### **My idea/strategy (brief description)**

Year 9 were studying conflict poetry and the next poem we were due to study was 'Flag' by John Agard. I wanted to give the students a way into thinking about the idea of flags as powerful and as important symbols/representations, a theme of Agard's poem.

I set them a homework task to read an article about flag burning in America (before they knew we were studying the poem) and the controversy that it caused in a high school when students burnt an American flag replicating a famous art exhibition (there was a backlash and they were forced to take it down). They had to write a paragraph detailing why this happened and what their opinion was.

I wanted the students to a) form an opinion on the issue and decide whether or not this should have happened b) have some understanding of why it happened so we could discuss this in the lesson c) help to make the poem more accessible and 'real world' rather than abstract.

### **What was successful about it?**

- Students could come to the lesson ready with ideas to debate and discuss which could help them understand the poem better.
- They found it much easier to engage with the poem as they had already had a flavour of the power/passion that flags can evoke.
- It acted as scaffolding/longer 'take up time' for students who may struggle with the idea – they could go away and re-read the article at their leisure and check they understood/find me if they were having problems with it.
- It helped promote the idea of poetry as interpretative rather than an absolute – the different views in the classroom could be found in the poem and debated there (some could see the image of the nation brought to its knees as both positive and negative). This also helped teach the idea of ambiguity in Agard's poem.

### **Theoretical underpinning**

- Social constructivism and student-led learning in both their own investigation and the debate in the lesson.
- Douglas Barnes' (2008) concept of 'action knowledge', understanding that is not abstract but becomes amalgamated with our own conception of the world: 'if we never use this knowledge we probably forget it. In so far as we use knowledge for our own purposes however we begin to incorporate it into our view of the world and to use parts of it to cope with the exigencies of living'.

- Lage, Platt, and Treglia (2000) – ‘inverted learning’ and general ideas of pre-learning of ‘flipped’ classrooms, where students complete passive or transmitted learning outside of the classroom in order to make better use of the classroom for learning activities.

Barnes, D. (2008) 'Exploratory talk for learning'. In Mercer, N. and Hodgkinson, S. (eds.) *Exploring talk in school: Inspired by the work of Douglas Barnes*. London: Sage. pp. 1-16.

Lage, M.J., Platt, G.J. & Treglia, M. (2000) "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment", *The Journal of Economic Education*, vol. 31, no. 1, pp. 30-43.

### **School Direct Secondary: Sharing Good Practice**

**Name:** Alex

**Subject:** Engineering

**Links to:**  
Subject knowledge

**My idea/strategy (brief description)**  
'Subject knowledge' for engineering and technology.

**What was successful about it?**  
My resources are now used across the college to enhance student learning within the subject.

**Theoretical underpinning**  
Having the understanding of what makes a good engineer and designer starts at school to understanding the materials and basic skills used in industry today.

## School Direct Secondary: Sharing Good Practice

**Name:** Alfie

**Subject:** English

**Class:** Year 7

**Links to:**

Behaviour leadership

Pace and use of time

Assessment for learning

**My idea/strategy (brief description)**

I was having issues with my year 7's entry to the classroom and found that it could take too long for a lesson to get started. I therefore implemented a Star Table system. This assesses the class's entry to the classroom, I am always looking for the first table that are quiet, have their bags under the table, books out/open and are in turn ready for learning. The successful table are then Star Table for the lesson and this in turn leads to rewards within the lesson. I often use lollipop stick assessment with this class and therefore Star Table have the responsibility of picking the lollipop sticks, they also are the first to leave the classroom. When they are Star Table they receive a star sticker in their books, three of these equates to a Merit on the school system.

**What was successful about it?**

The competitive aspect has in turn helped the tables bond together as teams and this is really helpful for group work. Lessons are quick to start and in turn there is a more focused pace. A calm and focused entry to the classroom has improved behaviour management within the classroom.

## School Direct Secondary: Sharing Good Practice

**Name:** Alison

**Subject:** Chemistry

**Links to:**

Group work

Stretch and challenge

**My idea/strategy (brief description)**

Students plan their own experiment. Good to challenge KS3. Pupils told what to investigate. Then brainstormed all possible variables and listed on board.

Then split them into groups of 3 and each group took one variable and decided how to test for this, they planned and predicted what their findings would be. Next lesson they carried out the experiment and presented the results back to class, including what they could do better. Their presentations were peer assessed by others in the class.

**What was successful about it?**

Small group size ensured all participated. Each pupil had to complete own predictions and evaluations. In many instances predictions were wrong, due to misconceptions, which were then addressed.

The challenge to the task ensured all were engaged, even those of a lower ability, who all contributed in some way, whether at the brainstorming stage, or in coming up with suggestions on how to carry out experiment

**Theoretical underpinning**

This promotes stretch and challenge as it got pupils thinking about how experiments are set up, rather than simply following instructions.

## School Direct Secondary: Sharing Good Practice

**Name:** Andrew

**Subject:** Maths

**Class:** Year 7

**Links to:**

Assessment for learning

Stretch and challenge

Subject knowledge

**My idea/strategy (brief description)**

Linking questions to previous topics – designing questions that not only test the topic at hand but link back to previous ones, for example, using algebra problems in decimals and decimals in area. Particularly effective for extension questions.

**What was successful about it?**

It kept the topics fresh in the pupils' minds. This seemed like a logical thing to do but was shown in a maths department meeting as a great "new thing" so clearly was not done before (here).

**Theoretical underpinning**

Learning tends to be "siloed" not just between subjects but between topics within a syllabus: learn this, now learn this, and here's another topic. I started doing this because I wanted to show the students how topics in maths are linked together and to make them less surprised when they start seeing the problem-solving type of question they will see as they approach their GCSE.

## School Direct Secondary: Sharing Good Practice

**Name:** Ann

**Subject:** History

**Class:** Year 7

### **Links to:**

Behaviour leadership  
Pace and use of time  
Stretch and challenge  
Inclusion

### **My idea/strategy (brief description)**

In history, we only see the students 3 hours a fortnight. Every minute counts. I don't like giving them busy work. When I make my lesson plan, I keep to it. I make sure all the key things are there, and they learn at a good pace.

### **What was successful about it?**

By keeping to a strict pace, not only does it allow me to stretch and challenge the students of all abilities, but it also helps me focus the students that might have behaviour issues. It also helps me focus the more able, who need more to keep them growing in those abilities. Students like it, because they learn, and they do it without even complaining that they actually had to work.

### **Theoretical underpinning**

This quote came from a report for the DfEE (2000) shows that students actually like having a structure and good pace. "Our lesson observations revealed that in classes run by effective teachers, pupils are clear about what they are doing and why they are doing it. They can see the links with their earlier learning and have some ideas about how it could be developed further. The pupils want to know more. They created maximum opportunities to learn and no time was wasted. The environment was very purposeful and business-like. But at the same time there was always a great deal of interaction between teacher and pupils."

Research into Teacher Effectiveness: A Model of Teacher Effectiveness. Report by Hay McBer to the Department for Education and Employment (2000). Available at: <https://d3jc3ahdjad7x7.cloudfront.net/xwhpnKjvv8F4beRoElra5Gk5CHDUxVkpwkHdX31LYKuR1X6x.pdf> [Accessed on 12 April 2017].

## School Direct Secondary: Sharing Good Practice

**Name:** Barbara

**Subject:** Physics

Class: Year 8

**Links to:**

Measuring progress

Resources and activities

Subject knowledge

**My idea/strategy (brief description)**

Demonstration of wave properties using a 'slinky' and a 'red ribbon' on a coil to represent a particle.

Using a slinky I demonstrated what transverse and longitudinal waves are, and how a particle (red ribbon) moves in each case. I then asked students to model waves of higher frequency and higher amplitude with a slinky and to observe weather waves of higher amplitude move faster.

I then asked students what are the limitations of this model.

**What was successful about it?**

Students understood very well the difference between transverse and longitudinal waves and were able to clearly explain it.

They also derived (without my help) from the model that the speed of a wave is independent from the amplitude.

**Theoretical underpinning**

"The benefits of scientific modelling: constructing, using, evaluating, and revising scientific models helps students advance their scientific ideas, learn to think critically, and understand the nature of science" (Kenyon et al., 2008: 40).

Kenyon, L, Schwarz, C, and Hug, B. (2008) ' The benefits of scientific modelling'. Science & Children, 46, 2, pp. 40-44. Available at <https://eric.ed.gov/?id=EJ815768> [Accessed on 2 February 2017].

## School Direct Secondary: Sharing Good Practice

**Name:** Charley

**Subject:** Music

**Class:** Year 8's

### **My idea/strategy (brief description)**

We run a Remix Project for Year 8's, where they will be given a vocal track on Garageband (music software programme) and they have to create all of the backing tracks surrounding it. At the beginning of my training, I would watch our Music Tech teacher teach a lesson and I would then teach it to a different class later in the week. I had not used the software myself before this project, and other members of our department did not have a huge amount of experience with it either (and it can be confusing).

For the first half term, I was teaching lessons where we would discuss the selected track to input (e.g. the bass drum track) at the beginning of the lesson. I would then demonstrate on the screen at the front how to record this, and then they would go off in pairs to their stations and try to add it to their own remixes.

Even though we would spend a lot of time going through it at the start, I felt as if for some pupils, this was far too vague and they would forget what they needed to do by the time they got to the computer. For others, it was far too limiting, and did not allow them to progress as quickly as they could have.

I created a worksheet that broke the whole project down into 8 stages. The first stage tells you how to use the programme itself and shows you exactly which buttons to press for each function. They all include screenshots of each action (from when I created an example remix myself) and gives you instructions for every step of creating the remix. Each stage after that then refers to the individual tracks themselves – one for the required tracks of the project; each drum track, bass guitar and synth track. Then the last two stages allow for stretch and challenge as they encourage individual creativity in choosing their own instrumental tracks and to think about the structure of their piece and including build ups and break down sections.

### **What was successful about it?**

The worksheets allowed the pupils to see their overall learning journey and to get excited about how to develop their project and make it unique. They had all they needed to take a lead in their own learning – whereas before, they were either waiting for me and for the rest of the class to catch up with them (which then meant they lost momentum) or they were overwhelmed by the whole class demonstration and did not understand how to put it into practice.

It also encouraged the pupils to problem solve themselves – if they were stuck, they could look at the worksheet and find suggestions of what to do next, rather than sit and wait for me to get around to everyone. It became much more pupil led than teacher led. The worksheet also saved time at the beginning of each lesson, as the pupils no longer required as much of a detailed demonstration, allowing pupils more time and freedom to be creative at the computers.

I think it gave them a better understanding of the software overall as well. Rather than just copying exactly what I did each week, they were able to take in what it was they were

actually doing and trying to achieve, and they understood why they were doing it, which will benefit them with future projects on Garageband. This was clear in the fact that pupils who completed the project in the second half term progressed much further into the project and were able to produce higher levels/standards of work.

It also gave the staff a clear outline of the project, and enhanced their confidence in being able to teach on software that they did not have a huge amount of experience with. The other members of the department photocopied the worksheets for each of their classes and now they are used as the main resource/teaching point for that project.

### **Theoretical underpinning**

I am currently looking for readings to do with teaching music tech in that kind of setting (in the lower key stages, rather than as a BTEC/in 6<sup>th</sup> form).

I would like to look at some of the struggles of teaching music tech and potential strategies to overcome them.

## **School Direct Secondary: Sharing Good Practice**

**Name:** Catherine

**Subject:** Design and Technology

### **Links to:**

Pace and use of time

Stretch and challenge

Resources and activities

### **My idea/strategy (brief description)**

- Use of power-point starter, introduction slide with; lesson objectives, success criteria, homework and keywords. Use of timers.

### **What was successful about it?**

- Helps to plan lessons, helps keep track of pace and use of time, allows students to work independently and challenges students.

## SD Secondary: Sharing Good Practice

**Name:** Chris

**Subject:** Sociology

**Links to:**

Student well-being and inclusion

### **My idea/strategy (brief description)**

The idea is giving students the tools to deal with anxiety. Simply the aim of this scale is to move ourselves away from the fight or flight feeling we feel when we have anxiety to the more rational and reasonable place where we can meaningfully take control of our feelings and begin to deal meaningfully with them.

### **What was successful about it?**

It has not been tried out on a student, consistently and over a period of time, as yet. But, it was explained and given to a student recently and their progress will be tracked. It went through the school counsellor who gave it her blessing and has pointed out the success of similar approaches to students with anxiety

### **Theoretical underpinning**

Idea was coined by Daniel Goleman in 1996. It draws on the work of Joseph E. LeDoux, Goleman who uses the idea to describe emotional responses from people which are immediate and overwhelming, and out of measure with the actual stimulus because it has triggered a much more significant emotional threat. Therefore, leading to anxiety. My scale aims to give students the power to escape this scenario and understand how to deal with it rationally.

Goleman, D. (1996) *Emotional Intelligence*. New York: Bantam Dell Pub. Group.

LeDoux, J.E. (1996) *The Emotional Brain*. New York: Simon and Schuster.

## My feeling scale

The aim: Simply the aim of this scale is to move ourselves away from the fight or flight feeling we feel when we have anxiety to the more rational and reasonable place where we can meaningfully take control of our feelings and begin to deal meaningfully with them.

### What is happening?

The amygdala is a set of small, almond-shaped clusters of nuclei near the base of your brain. These clusters are most active when you experience fear or aggression, due to the fact that they are responsible for triggering the body's fight or flight response.

If the amygdala goes into this fight or flight mode, then the amygdala triggers the HPA (hypothalamic- pituitary- adrenal) axis and hijacks the rational brain

As mentioned before, by using the 'feeling scale', the aim is to revert our thinking back to the rational brain and begin to overcome the feeling of anxiety and in the long- term to train ourselves and the brain to manage our feelings in a rational and reasonable way.

First stage is to be aware of our feelings and deal with them in a rational manner in so moving ourselves from our anxious 'fight or flight' feeling.

### How the feeling scale works?

The 'feeling scale' is a scale where you rate your feelings in any given situation. 10 being the most severe and disabling feelings of anxiety and 1 being the number where we feel completely at ease, confident and positive in ourselves in everyday tasks. Next to each feeling we have a relevant activity. For example, if I am at a 6 I may only be able to read a chapter of my book in my room on my own and away from any social setting and in the safety of my room. Or if I am at a lower number I may be able to participate in a more social activity, like watching something funny on TV with a family member

Once we have begun our activity, when we feel comfortable we can rate our feelings again. This will give us an opportunity to assess our activity and react in a rational way. If the activity is not working, we may choose to conduct the activity attached to a higher number. Likewise, if our anxiety level has reduced we may choose to continue with our daily lives or take on an activity associated with a lower number

### Sequence of improvement.

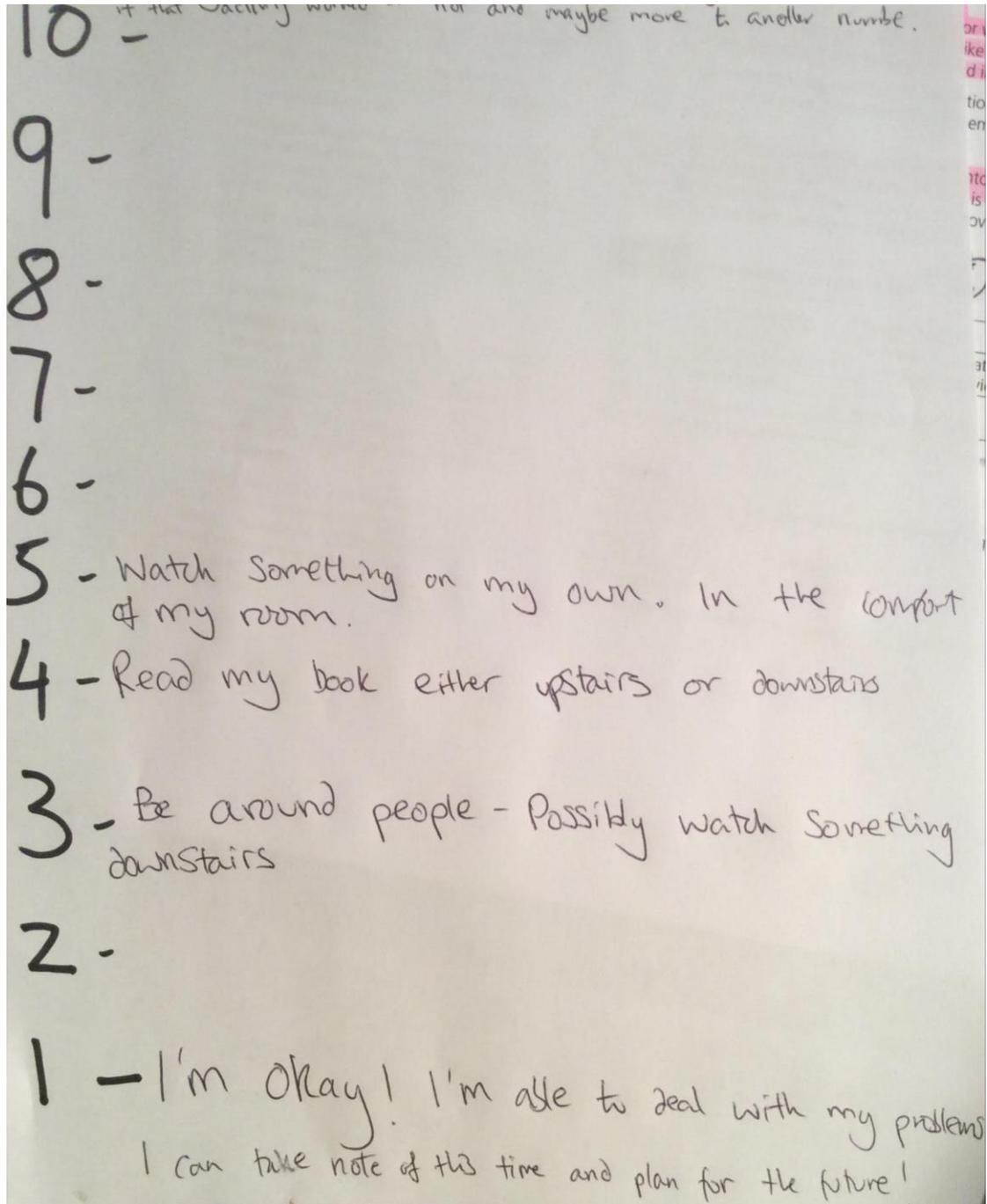
Everybody is different and we all deal with our issues differently. So, general and objective statements such as, 'do not surround yourself with stimuluses', may not work for some people but may also work for others. Therefore, in order for the scale to be meaningful and to become more subjective and tailored to ourselves.

I believe the sequence for improvement revolves around 3 steps. Firstly, we must predict what activities may help use when we are feeling a certain way, for example what to do when we feel we are at a 7. Then we must try out our predictions, for example, when I was at a 7 did the activity help me. Then lastly, we must assess and evaluate our scale. For example, do I keep the activity aligned with the feeling of 7, because it worked or do I change it because it did not. The key part here is that, the scale is a working progress and following this sequence of improvement will allow us to end up with a scale most fitting and tailored to our specific personality and issues.

Finally, in order to give ourselves some context and perspective, we can choose to note our numerical feelings in a diary. So, for example, if I am having a bad week and do not see any positives around myself I can have a look at my feelings of the previous week. If I had many 7s or 8s and this week I have fewer of these or perhaps more 6s, I may choose to gain a sense of accomplishment in my progress. Further, it may give the scale more meaning if it is

incorporated into your daily dialogue with those people who are supporting you on your journey. Whether it be your parents or your teachers. You may just let them know that you are at a 5 or an 8 today. It allows them to support your progress and gives them a sense of knowing what to do if you have a heightened sense of anxiety or if you are struggling.

Example of a 'Feeling Scale'.



## School Direct Secondary: Sharing Good Practice

**Name:** Christiann

### **My idea/strategy**

Coaching- This usually works in a practical lesson extremely well. I usually use a pupil/s to assist me to model a new skill. The pupil is then asked to teach others within the class. Creating 'coaches' to pass on their knowledge and support their peers.

### **What was successful about it?**

- The teacher facilitates a process of learning in which pupils are encouraged to be responsible. With great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas.
- Providing pupils with a role, ensures they take responsibility for their learning and are actively involved in their peers learning. Building on their confidence within the subject.
- There is the opportunity for stretch and challenge as the 'coaches' now have to 'teach' their peers. Creating interactive activities which are student led and student centred.
- There is the responsibility of having to share knowledge and skill with one and other, pupils focus and contribute because others were relying on their work.

### **Theoretical underpinning**

Constructivist Teaching

## School Direct Secondary: Sharing Good Practice

**Name:** Claire

**Subject:** English

**Links to:**

Planning lessons

Subject knowledge

**My idea/strategy (brief description)**

When starting a Shakespeare module with Year 7, I asked them to answer three different questions on different colour post it notes. The first asked them what they already knew about the play (Romeo and Juliet) the second asked what they already knew about Shakespeare in general, and the third I asked them to tell me what their perceptions were of Shakespeare and what they expected from the module.

**What was successful about it?**

I found this was really successful in helping me plan my lessons as I had a far better understanding of their prior knowledge as well as being prepared to deal with any gaps in knowledge and knowing where knowledge needed to be built. It helped with behaviour because I was then able to challenge the preconceptions of Shakespeare as being boring as well as being able to give the students some control and an outlet to express their fears which many of them had about studying Shakespeare in a safe environment. I found especially asking them about the play was useful because I was able to counter the boys ideas about it being a “girly romance” play.

**Theoretical underpinning**

I wanted the learning and the experience of Shakespeare to be shared amongst my class - I wanted it to be active and enjoyable for them. This can relate to social constructivist learning, as I wanted it to be a collaborative experience (e.g. if someone’s previous experience of Romeo and Juliet had been that they’d been in a production of the play, I might ask them to present to the class about that experience). This helped me in being able to plan lessons which fed into this idea of the learning being joined and collaborative.

## School Direct Secondary: Sharing Good Practice

**Name:** Claire

**Subject:** English

**Links to:**

Group work

**My idea/strategy (brief description)**

Give students different colour pens and create a key with their names at the top. Also assigned cards with questions on them that they had to take a lead on (in regards to discussion).

**What was successful about it?**

This method ensured that they all participated in the activity as there was a way of checking how much input they had had in the activity.

Assigning categories and cards allowed for differentiation and encouraged students to take a lead role of a group for a part of the lesson.

## School Direct Secondary: Sharing Good Practice

**Name:** Holly

**Subject:** Business studies

**Class:** Year 12.

**Links to:**

Group work

Resources and activities

Inclusion

**My idea/strategy (brief description)**

Group work – differentiated groups by ability. Teaching students about supply chain using a role play activity, using some of their prior knowledge of supply chains, getting them to come up with ideas on how to change/improve the supply chain.

**What was successful about it?**

Students enjoyed it, it was applying their learning to a real life situation, which is helpful when completing the coursework/to business studies as a topic.

## School Direct Secondary: Sharing Good Practice

**Name:** Claudia

**Subject:** German / MFL

**Links to:**

Group work

Assessment for learning

Stretch and challenge

Resources and activities

Subject knowledge

**My idea/strategy (brief description)**

The Rumour Game

**Purpose:** practical use of subjunctive

**Key stage:** 5

**How it works:**

You have a pack of cards (activities) with well-known people's names on each card and pupils take turn to pick a card and report to the group what they have allegedly heard about this person.

Other pupils have to peer-assess (assessment for learning) pupils' use of subjunctive (subject knowledge) and guess who is being spoken about. A competitive element (stretch and challenge) can be included by getting pupils to score points for more complex subjunctive use or for amount of sentences they use before the person is guessed, i.e. starting with the lesser known "rumours".

(**Tip:** I had to remove the 'David Cameron'- card from the pack)

**What was successful about it?**

I have played this with any 6<sup>th</sup> form group I've taught and the pupils enjoy the challenge of using the subjunctive in a fun setting, and the chance to be allowed to get it wrong as the focus lies not with the correct grammatical use, but with winning the game and scoring points. Of course, correct grammatical use, will win you the game.

What I love is, that I start the lesson by saying, "let's do some work on the subjunctive", and they all moan, and once we've played a round of the game they ask for more work on the subjunctive.

## School Direct Secondary: Sharing Good Practice

**Name:** Devangi

**Subject:** Mathematics

### **My idea/strategy (brief description)**

Not to talk too much in the classroom.

- Don't repeat instructions given by teacher/ answers given by pupils - choose someone in the class to repeat it or model it on board for rest of the class
- Don't answer the questions asked by pupils straight away. Ask someone else to answer or use series of questions which leads pupils to the conclusion

### **What was successful about it?**

- Allows pupils to talk more, share their opinion and learn from their peers, everyone participates
- Pupils pay more attention when I speak knowing the fact it is vital
- Provides me some time to breath and think/modify my next plan

### **Theoretical underpinning**

Having been taught by a traditional way I used to believe that teachers are best at giving instructions or explaining something. It's only after getting feedback from my mentor and practicing this strategy couple of times I realised pupils find it easy to learn from each other and they appreciate this way of teaching and learning.

According to Vygotsky's theory of social constructivism (1978) it is peer work and cooperation that lies at the heart of learning. Though it is teacher's responsibility to facilitate learning, the way that pupils become more knowledgeable is through increased actions and interactions with the environment and with their peers to gain a true experience of what they are learning.

Vygotsky, L.S. (1978) *Mind in society: The development of higher mental process*. Cambridge, MA: Harvard University Press.

## School Direct Secondary: Sharing Good Practice

**Name:** Emma

**Subject:** Biology/Physics

**Class:** Year 8 and Year 9

**Links to:**

Group work

Resources and activities

**My idea/strategy (brief description)**

Aim: to encourage students to ask their own questions about a topic

- Provide students with an engaging stimulus, related to the real-world (the more intriguing/weirder, the better)
- Include one or two open questions on the whiteboard/PowerPoint related to the stimulus, which require complex new theory OR synthesis of new information
- Put students into groups/pairs
- Let them discuss it and try to figure out the answer, with minimal teacher input

**What was successful about it?**

- Students engage very quickly with the task
- It promotes independent thought
- Due to the unusual nature of the stimulus, students won't be able to get to the answer without asking questions
- Students start to ask each other questions and find out the answers before asking me
- Students link different topics together e.g. biology and physics
- It makes the theory they are learning relevant and applicable
- *'It's fun!'* – according to my students!

## School Direct Secondary: Sharing Good Practice

**Name:** Emma

**Subject:** Latin and Classics

**Class:** Year 10 Classical Civilisation

**Links to:**

Inclusion

Subject knowledge

**My idea/strategy (brief description)**

After we had read the book aloud as a class, I asked the students to condense book 5 of The Odyssey into a 10-box comic strip. On a worksheet that I had made, they had to draw a picture for each key scene and write a brief description to match.

**What was successful about it?**

The students had to decide what they thought were the 10 most important moments in book 5 and then create a visual image to represent that individual moment. They students enjoyed the creative elements of this task, and the change from a normally writing-heavy subject.

**Theoretical underpinning**

I am trying to help the students get a better understanding of a very difficult and complex piece of ancient literature so I'm providing different types of learning so that they all have the best opportunity to engage with the text in their own way and get an in-depth understanding on what is happening before we move into the next book.

So first we read aloud the text as a class and discussed elements along the way. This exercise then followed and meant that the students had to individually cut down the story to only the key moments, which requires analytical skills and creates visual images for them to study and revise from. This helps bring the text to life and helps them create a visual memory of the story. This exercise was then followed by acting out the story in groups, using kinaesthetic techniques to help them remember how the story flows and help them relate to how the characters might feel in each scenario.

## School Direct Secondary: Sharing Good Practice

**Name:** James

**Subject:** History      **Class:** Year 7

**Links to:**

Resources and Activities

**My idea/strategy (brief description)**

Lesson for Year 7 on Roman entertainment, this section focusing on the Circus Maximus. Pupils are given a Circus Maximus “track” on A4 (an oval shape) with start and finish point. Along the track are questions about the Circus Maximus, which they have only a cursory knowledge of so far. They must answer all of them to get over the finish line.

The answers are spread out on a second sheet, most of them one word. Some questions have more than one possible answer, but all have only one right answer. The more obvious answers help you rule some of the other ones out, so it works as a puzzle.

When the pupil thinks they have got them all right, they bring them to the front for checking. First one to get them all right wins Gold, Silver etc.

**What was successful about it?**

The pupils were really engaged in the task because the added element of competition got them working fast. They were allowed to work in pairs so that less able children or children with English as an additional language were not left out. They worked quickly and had to go back in most cases to review their work and try and figure out for themselves which bits might be wrong. I thought it was a good way to learn new information but is also a cognitive puzzle-solver that they found satisfying and fun. No one won the race in the time allowed, but they all got involved.

**Theoretical underpinning**

Key strategies that appeared to work fairly universally (Hattie, 2008):

- Whole-class interactive, restricting teacher talk time and using a variety of tasks, many of them inter-personal
- Constructive feedback by the teacher during lessons, as well as peer evaluation
- High expectations – setting challenging but achievable tasks.

Hattie, J. (2008) *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Auckland: Routledge

## School Direct Secondary: Sharing Good Practice

**Name:** James

**Subject:** Science

**Class:** KS4

### **Links to:**

Assessment for learning

Stretch and challenge

### **My idea/strategy (brief description)**

- Constant use of assessment for learning and multiple choice questions at the start of every lesson to review previous learning
- This type of questioning will work on; at end of first lesson, 2-4 days later and 8-10 days later basis (thus reviewing content three times)

### **What was successful about it?**

- It has helped pupils with formative assessments for end of topic exams
- By developing their long term memory, it has helped bridge the gap for more problem and inquiry-based learning
- Has helped pupils to challenge themselves with higher levelled questions with strong foundation of knowledge
- Has provided pupils insight into understanding what best helps them revise and memorise
- Has allowed me to avoid cognitively overloading pupils, helps me not plan lessons with reduced demands for working memory

### **Theoretical underpinning**

- Cognitive load theory (Sweller, 1988)
  - o The idea of getting working memory to develop into long-term memory (schema)
  - o That pupils can generally hold 5-9 items of information at one time
- Principles of Instructions (Barak Rosenshine, 2012)
  - o Begin a lesson with a short review of previous learning
  - o Research shown daily review to show higher achievement scores
  - o Very useful for chemistry equations
  - o By helping pupils with facts and skills that were needed for recall and automaticity, it can help when needing this material to solve problems and understand new material – hence can reduce cognitive load of lesson.

Rosenshine, B. 2012, "Principles of instruction: research-based strategies that all teachers should know", *Education Digest*, vol. 78, no. 3, pp. 30.

Sweller, J. 1988, "Cognitive load during problem solving: Effects on learning", *Cognitive Science*, vol. 12, no. 2, pp. 257-285.

## School Direct Secondary: Sharing Good Practice

**Name:** Jermaine

**Subject:** Computer Science

**Class:** Key Stage 4

**Links to:**

Inclusion

### **My idea/strategy (brief description)**

As a starter activity I wanted the students to understand what protocols are. If two computers do not have the same protocols (same set of rules) then they would be unable to communicate. I asked for two volunteers to stand in front of the class. The students were chosen because they could speak in different languages. The students took turns in each saying a sentence in their native language and to see what they could understand from each other. Once the students sat down I gave a further explanation that in this case the *standard* was in fact the student's unique language and as the students had different standards they were very limited in what they could understand. The only thing the students understood from each other was that they both started what they were saying with a greeting, as they were able to discern each other's tone and body language, other than that they had no idea what each other had said. I linked this with computers that if computers have different standards then incompatibility/incomprehension occurs.

### **What was successful about it?**

The students were able to use their languages as an advantage to convey the topic of the lesson. Students did not need to feel isolated because of the language they speak, instead it was seen as advantageous to be used to convey what we are learning. The other students in the class were intrigued and engaged in the activity as all students were silent and focussed on what was happening.

### **Theoretical underpinning**

The same standards need to be followed for effective communication to occur.

## School Direct Secondary: Sharing Good Practice

**Name:** Joe

**Subject:** Design and Technology

**Class:** Year 8

### Links to:

Planning lessons

Resources and activities

Subject knowledge

### My idea/strategy (brief description)

- Teaching isometric drawing to a year 8 class
- Demo to class first before attempting themselves
- Use of drawing boards, isometric grid paper placed underneath their A3 worksheet

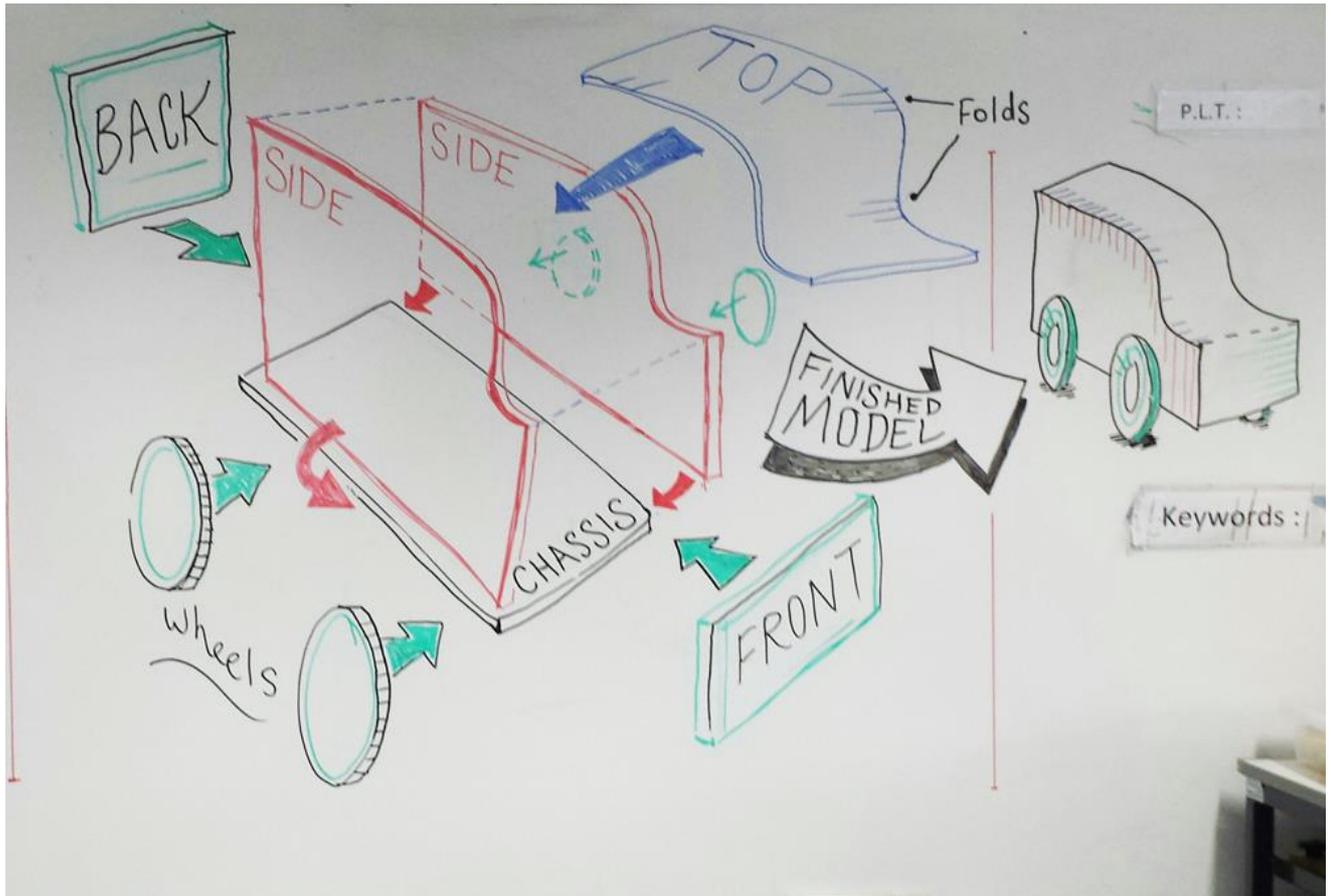
### What was successful about it?

- I physically drew out the vehicle first on the board, before students would attempt themselves
- By splitting up the structure into sections: Front, Top, Sides etc. – drawing individually, one at a time
- I built up each section in a different colour to make it easier for students to relate individual 2D sections into a three dimensional complete exploded diagram

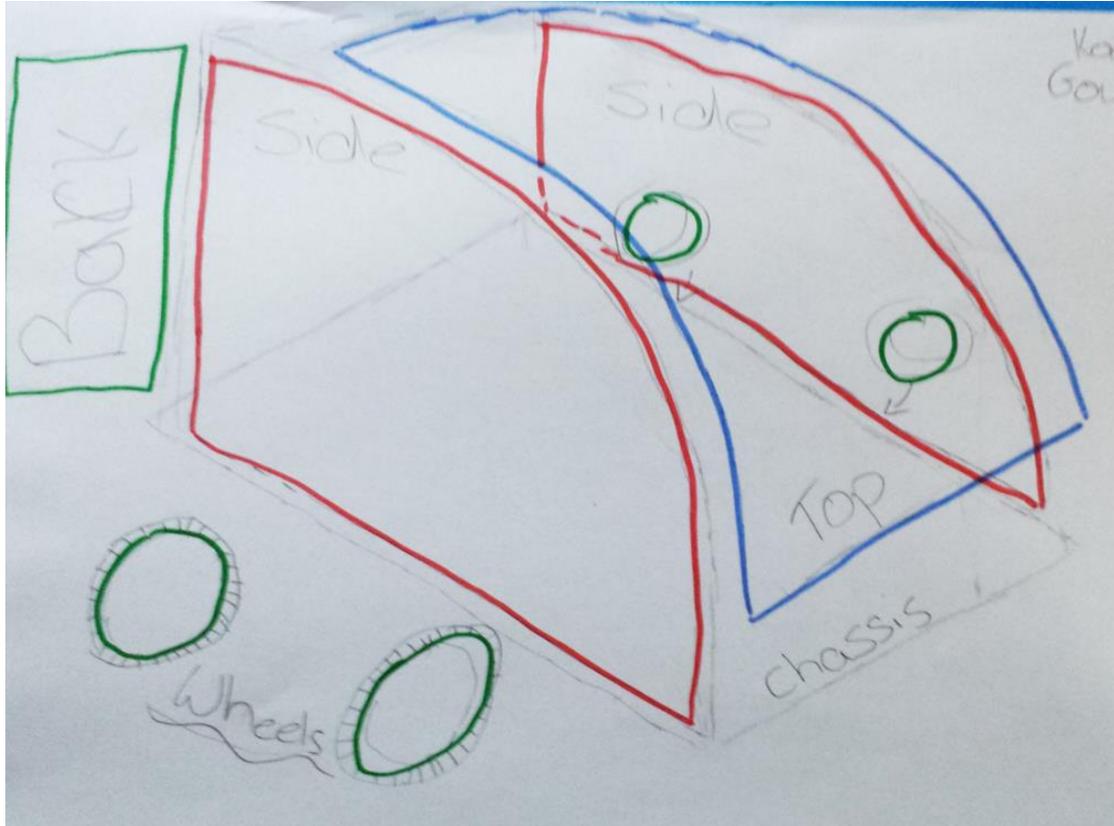
### Theoretical underpinning

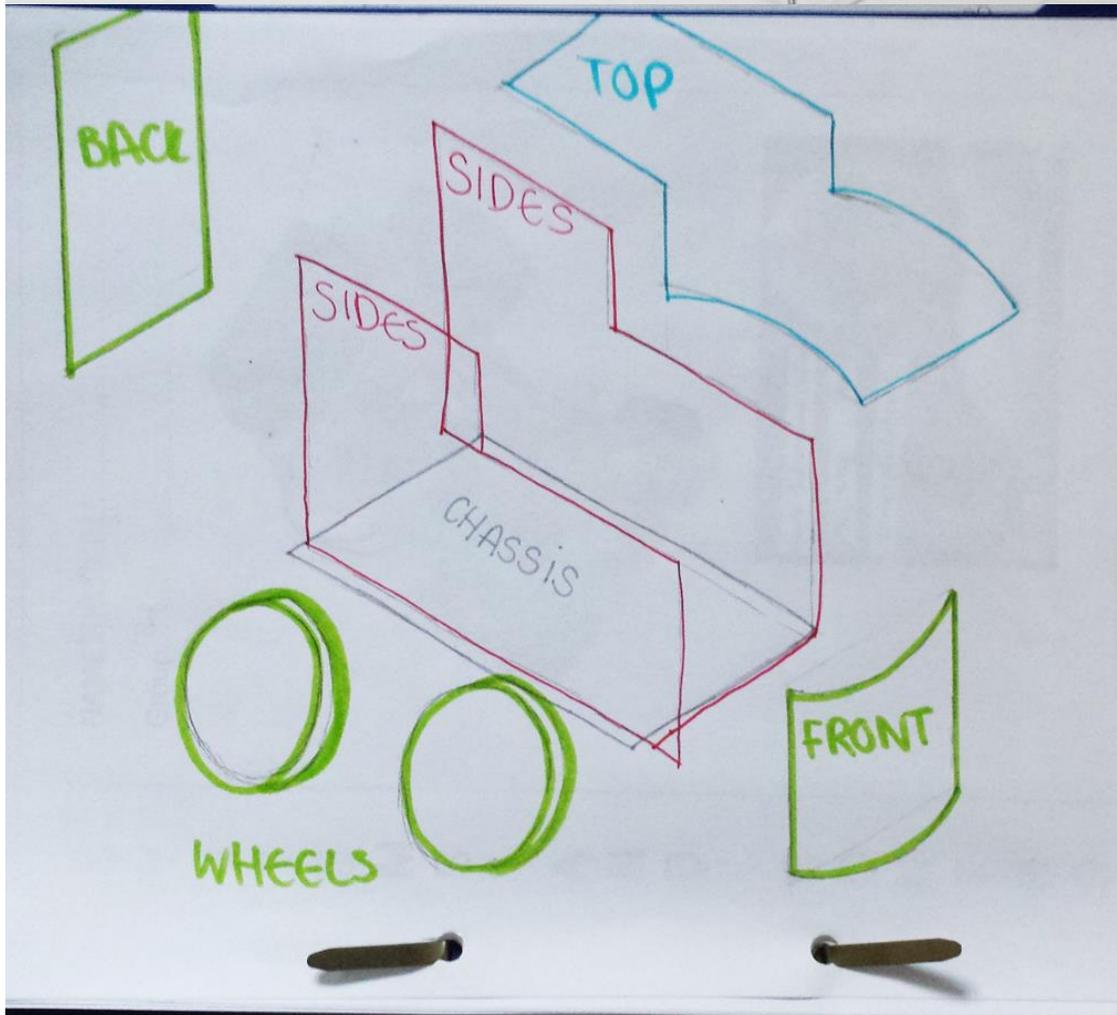
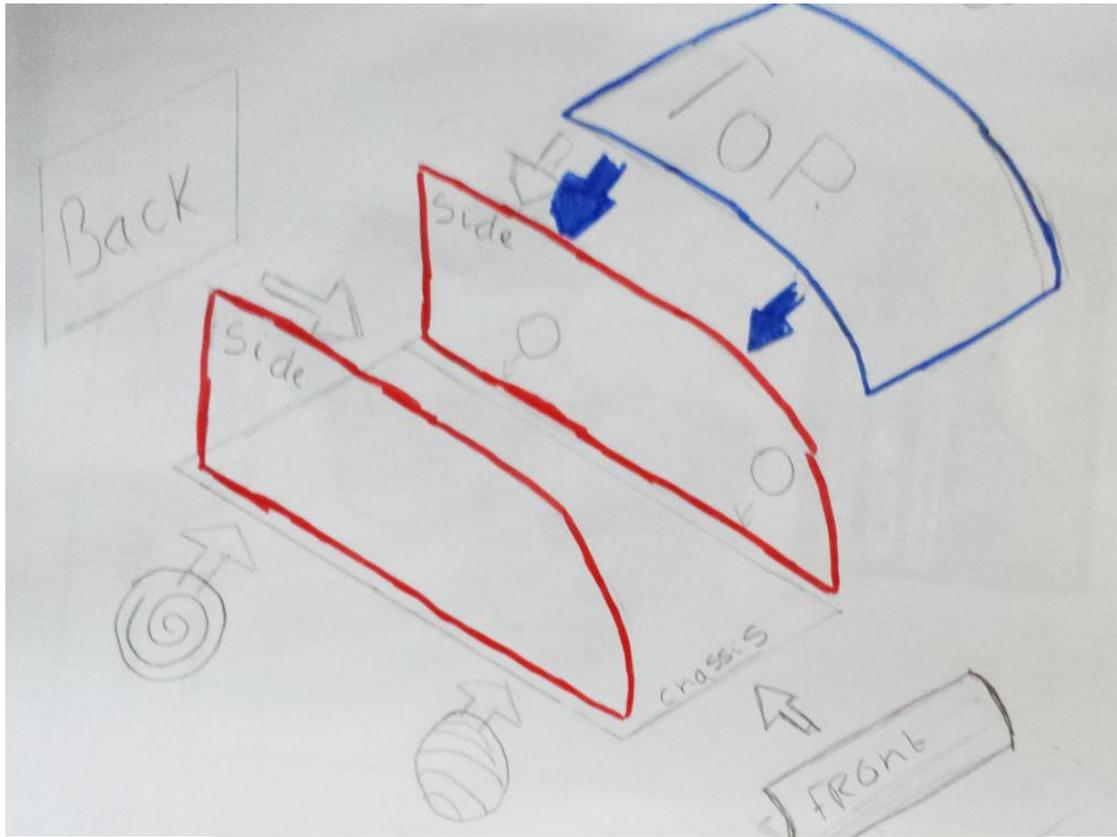
I previously attempted to teach isometric without colour coded sections and some students found this difficult to comprehend and replicate. This method proved much more successful as was sufficiently scaffolded and staggered. Rulers deliberately not used for this primary session, students drew freehand but used the lines provided by the grid paper placed underneath. An extension task/future lesson would be to use rulers and drawing implements to improve accuracy.

My example, drawn on the board:



Student examples:





## School Direct Secondary: Sharing Good Practice

**Name:** Jon

**Subject:** English

### **My idea/strategy (brief description)**

- Silent starter.
- As the name suggests, in silence, the students get on with an activity projected on the board as soon as they get in. They do this on their own.
- This might sound obvious, or like something that should be done regularly anyway, but often, particularly with difficult classes, I have set starters that involve talking or moving around. These sorts of starters have their uses, but often I've found it very useful to establish a baseline of silence at the start of the lesson, which can then be returned to more easily later on.
- This idea was suggested to me by a colleague in Learning Support.

### **What was successful about it?**

I started using the silent starter with a Year 7 class. There are two autistic boys in that class, who liked the silence and sense of a familiar routine that the silent starter created. It reduced anxiety for them, and allowed any questions they or other students had to be addressed easily; students silently raised their hands if they had questions, a gesture which is easily noticeable in a silent and orderly classroom.

The silent starter also helped the rest of the class. It established a sense of routine and calm orderliness which could be returned to later in the lesson more easily.

### **Theoretical underpinning**

- The most obvious theoretical precedents are the idea of Pavlov's dogs (setting up a routine via instructions which then becomes an embedded routine that no longer requires instructions) and B.F. Skinner's theory of 'operant conditioning' (people repeat behaviour that rewards them) (McLeod, 2015).
- In terms of helping students with autism, the silent starter is a simple routine that can be implemented easily. Neil Humphrey and Sarah Lewis advocate 'simple adaptations that can help to break down [...] barriers to learning and participation' (2008: 38).
- Humphrey and Lewis also suggest 'order and predictability appear to act as a "security blanket" that allows them [autistic people] to function' (2008: 37).
- Finally, Lynn Bhanja, in her talk to us at UH, said that 'people with autism are anxious all the time'. Any routine that helps to reduce this anxiety is helpful to them – before implementing this starter one of my Year 7 boys with autism was anxious for half an hour of the lesson because I hadn't told him that it didn't matter that he didn't have his novel with him because we weren't studying it that day anyway. Finally, I think that steps and routines that help autistic children often help other children too; all of the children in that Year 7 class, for example, appear to like the calmness of a silent start to the lesson.

Humphrey, N., and Lewis, S. (2008). *'Make me normal': the views and experiences of pupils on the autistic spectrum in mainstream secondary schools*. *Autism*, 12(1), 23-46.

McLeod, S. A. (2015). Skinner - Operant Conditioning. Available at:

<https://www.simplypsychology.org/operant-conditioning.html> [Accessed on 13 April 2017].

## School Direct Secondary: Sharing Good Practice

**Name:** Kamran

**Subject:** Computer Science

**Class:** KS3

I have chosen a group activity that I have used a number of times with my KS3 classes and has been successful on a number of occasions.

When planning the activity, I had to take into consideration a number of areas. These areas are:

- Behaviour leadership
- Pace and use of time
- Group work
- Stretch and challenge
- Resources and activities
- Inclusion

### **My idea/strategy and theoretical underpinning**

The thinking behind my strategy was to introduce a more effective way to get girls to input more into my lessons. The girls usually produce better work but seemed to struggle when giving opinions and answers to questions in the classroom. This was usually left down to the boys who do not hesitate to give an opinion or answer a question (whether it is correct or not).

This also gives an opportunity to ALL students to showcase their skills.

The idea I planned and implemented is a competition to ensure all students are involved. I split the class into two groups (girls and boys) and we have a challenge quiz at the end of each module.

The rules of my challenge quiz include:

- If a student talks when I am talking the other team will be given a point
- One student can only answer one question. E.g. a different 'spokesman' has to step forward for each question.
- The winning team will be given a reward at the end of each quiz and at the end of the year, the team that has won the most quizzes will be given a BIG reward at the end of the year.

### **What was successful about it?**

The challenge quizzes have been successful because it gives a platform to ALL students to showcase their skills. All students are engaged and the quizzes are prepared in a way which means all students will have an input in some way.

However, with that said the biggest issue I face is finding time to complete these quizzes because sometimes it can take up to half a lesson.

## School Direct Secondary: Sharing Good Practice

**Name:** Kayleigh

**Subject:** English

**Class:** Year 10

### **My idea/strategy (brief description)**

I have used the envoy technique in my GCSE poetry lessons.

1. There are 6 tables of 5 pupils
2. They are allocated stanza's and given guided questions to respond to and annotate on their poems
3. Pupils adopt a role:
  - a. Team leader – Makes sure everyone is keeping to their role and the task.
  - b. Note taker – captures the discussion in a clear and visual way.
  - c. 2 x away spokespeople – they 'travel' to another group to teach the group about their stanzas.
  - d. The group then share their annotations and thoughts with the visiting pupils.

### **What was successful about it?**

- By giving the pupils a role, they have to take responsibility for contributing.
- There is the opportunity for stretch and challenge for the spokespeople who have to 'teach' their fellow pupils
- All pupils have to contribute even if they are not spokespeople because the remaining 4 pupils have to share responsibility for 'teaching' the 2 spokespeople who have come from another group.
- Because there is the responsibility of having to share with another group, pupils had to focus and contribute because others were relying on their work.

### **Theoretical underpinning**

Social Constructivism.

"What the child learns to do in cooperation with others, he will learn to do alone." Vygotsky (1978).

Vygotsky, L.S. (1978) *Mind in society: The development of higher mental process*. Cambridge, MA: Harvard University Press.

## School Direct Secondary: Sharing Good Practice

**Name:** Kelly

**Subject:** English

**Class:** Years 7 and 9

**Links to:**

Measuring progress

### **My idea/strategy (brief description)**

I have introduced 'The Big Picture' after my hook, learning objective and outcomes every lesson. The 'Big Picture' is a snapshot for the students to see at a glance, where on their learning journey they have been, where they are now and where they are headed.

By providing the students with a 'Big Picture' they are able to see what they are working towards and what their plans for the lesson and school term will be. At the start of term I expand upon this by adding in assessments etc.

This term I have also printed long term plans for the students and they stuck them into the front of their workbooks. This is a good way to instil independence, forward planning together with keeping parents in the loop.

### **What was successful about it?**

My students enjoy knowing where their learning is headed, also, this strategy acts as quite a good behaviour leadership strategy as the students are made aware of why we are learning what we are learning, or why we are practising the skills we are.

## School Direct Secondary: Sharing Good Practice

**Name:** Kelly

**Subject:** Science

**Class:** Year 9

**Links to:**

Behaviour leadership

**My idea/strategy (brief description)**

- Positive behaviour management strategies adopted from taught course with my Year 9.
- Some strategies used – praising on task behaviour, changing wording (for example well done for putting your hand up, rather than saying no shouting out) / more non-verbal strategies (walking over to desk where pupils talking) / tactical ignoring of attention seeking pupils

**What was successful about it?**

- Pupils appeared more engaged, listening to instructions and completing tasks (achieved learning outcomes).
- Less shouting out in class and more hands up.
- All-in-all a good, calm lesson with them.

**Theoretical underpinning**

Positive behaviour leadership model (3 phase model) (Rogers, 2014).

Rogers, B. (2014) A whole school approach to behaviour leadership. Available at:  
<http://osiriseducational.co.uk/osirisblog/wp-content/uploads/2014/01/Pref-practices-Whole-school-approach-to-behaviour-leadership.pdf>  
[Accessed on 13 April 2017].

## School Direct Secondary: Sharing Good Practice

**Name:** Lesley

**Subject:** Art

Class: Year 7

**Links to:**

Behaviour leadership

**My idea/strategy (brief description)**

Praise stickers: all lower school pupils have a small red communication book which we use in art to give feedback and praise. I give out stickers in my lessons to pupils who contribute during the lesson, work hard or show improvement. The pupils are aiming to cover the whole of their communication books in stickers and for every 5 stickers they get a merit (schools praise system).

**What was successful about it?**

The pupils love to receive the stickers and realise that it is not just the talented artists that receive them. It is an immediate way of giving praise which the pupils can see as their books become covered in stickers. It has motivated pupils to try harder and behave better. I have different stickers, large, small, glittery, and personalised to keep the pupils interested. They all want to get the big personalised sticker!

**Theoretical underpinning**

Dweck, C. S. (1999) *Self Theories: Their Role in Motivation, Personality, and Development*. Hove: Psychology Press, Taylor and Francis Group.

Petty, G. (2011) Dweck's theory of motivation - Geoff Petty. Available at: [http://teacherstoolbox.co.uk/T\\_Dweck.html](http://teacherstoolbox.co.uk/T_Dweck.html) [Accessed on 13 April 2017].

## School Direct Secondary: Sharing Good Practice

**Name:** Luke

**Subject:** Science

**Class:** Year 7

**Links to:**

Assessment for learning

Resources and activities

Subject knowledge

**My idea/strategy (brief description)**

Creating a model of the female reproductive system from everyday resources. Students collect and make the model from simple instructions and then label the diagram to assess their knowledge of the anatomy.

**What was successful about it?**

Students were engaged and enthusiastic, modelled something that they have previously only seen in 2d diagrams and was a successful assessment for learning tool

**Theoretical underpinning**

The students' anatomical knowledge of the female reproductive system at the end of the previous lesson wasn't firm enough and needed a more visual, tangible method to help develop a concrete knowledge

## School Direct Secondary: Sharing Good Practice

**Name:** Leanne

**Subject:** English

**Class:** Year 10 GCSE

**Links to:**

Pace and use of time

Group work

**My idea/strategy (brief description)**

Starter activity to consolidate learning from homework. Homework was to read and bullet summarise poem. Starter activity is to, on tables (groups of 4), come up with a 'comic strip' style image that depicts the events of their given stanza. Must annotate with details and choose a key quotation for that stanza. Each group briefly shares with class.

**What was successful about it?**

Students were immediately engaged and involved, discussing the poem and delegating tasks (1 artist, one find key quote, 2 annotate). During feedback rest of class could annotate their copies and I have drawings to now make a resource for them to revise from.

## School Direct Secondary: Sharing Good Practice

**Name:** Marina

**Subject:** MFL

**Links to:**

Assessment for Learning

### **My idea/strategy (brief description)**

Peer assessment speaking activity.

Students were asked to have a conversation in target language using the near future. In order to be easily assessed by students I gave them a peer assessment grid (Have they included..., have they formed the near future correctly...). To differentiate, they could include a negative a sentence and connectives (such as but, however or also). Also, I challenge them to use the third person.

### **What was successful about it?**

All students completed the task successfully using the grid provided and gave feedback to their peers using stickers (what went well; even better if...). Students enjoyed the activity. They did not feel any pressure as they were assessed by their peers. They included lovely positive comments in the sticker about how to improve (most of them said: it was brilliant, try the challenge next time). This activity has encouraged me to do more pair-group speaking work. Last lesson we did an activity based on "speed dating"- would you like to go...yes/no... and they worked on their own for 15 minutes using target language, again, they absolutely loved it as they were all on task .

### **Theoretical underpinning**

- Task has to be clear- they have to be aware of the success criteria.
- Task must be modelled before starting- using a more able student
- Grid has to be explained carefully
- Do not ask them to speak until they are confident to do so (I would say this kind of activity works better when it is the plenary of the second session of the topic).
- Be clear about how you want them to behave and what do you expect at the end of the time given.
- Go around checking that students are on task (focus on weakest students and easily distracted)

EXAMPLES:

## Hablamos en parejas

### ¿Qué vas a hacer hoy?

#### Success criteria

You must :

- Use the future tense properly: VOY A + INFINITIVE
- Include sequencing expressions: PRIMERO, MÁS TARDE...
  - EXTENSION
- Include a negative sentence: NO VOY A...
  - Include connectives: Y, PERO...
- CHALLENGE**
- Include an opinion. ME GUSTA, NO ME GUSTA
  - Include a reason PORQUE ES...

NAME:	Ejemplo	Persona 1	Persona 2	Persona 3
¿Te gustaría ir a...?	¿Te gustaría ir a la bolera?			
Respuesta	Vale			
¿Dónde quedamos?	Detrás de mi casa			
¿A qué hora?	A las 5			

Peer assessment- Writing- <u>Está prohibido</u>		
Have they used SE DEBE followed by an infinitive? <u>Se debe + usar, llevar,....</u>		
Have they used NO se debe?		
Have they given their opinion about the rules?		
Have they added reasons why?		
Have they tried the extension? -Own rule		
Have they used any sentence that is not on the grid?		

## School Direct Secondary: Sharing Good Practice

**Name:** Natalie

**Subject:** Psychology

**Links to:**

Assessment for learning

Measuring progress

**My idea/strategy (brief description)**

I have a spreadsheet where I document all homework, any issues and exam question marks (assessment for learning during lessons or homework). This allows easily calculation of marks and progress. Twice a half-term, my mentor and I review this spreadsheet to identify which students need additional support. Additional support is in the form of a 'Monday Psychology Surgery' where students can come for additional help.

At end of topic assessments particularly, I use the spreadsheet to identify which students did not meet the pass mark of 60%, who then must attend Psychology Surgery to reflect, revise and try again.

**What was successful about it?**

Easy to use and useful in identifying which students need additional support or are not on track to meet their target grade. All students improved their grade in their resit and performed better on their first attempt on the second assessment. Also, students are aware that you record their progress so try harder.

## School Direct Secondary: Sharing Good Practice

**Name:** Richard

**Subject:** Physics

**Class:** Year 8

**Links to:**

Pace and use of time

Group work

Stretch and challenge

Resources and activities

**My idea/strategy (brief description)**

Group revision carousel on forces and speed.

**What was successful about it?**

Resource and the activity's it generated was successful in many aspects including differentiation and inclusion for all. Good group working with stretch and challenge to keep everyone engaged and behaviour in line.

**Theoretical underpinning**

Pupil led learning with teacher acting as a facilitator

## School Direct Secondary: Sharing Good Practice

**Name:** Nuala

**Subject:** English

**Class:** Year 10

**Links to:**

Measuring progress

### **My idea/strategy (brief description)**

Analysing an extract from Chapter 3 of 'Jekyll and Hyde'

Focus being on language and structural features.

Theme: Secrecy

1. Pupils were asked to read the extract for homework.

**2. In pairs**, they had to **highlight and annotate** the key language and structural features used by Stevenson.

3. I then had one person from each pair feedback one of their findings.

4. I modelled some sentences on the whiteboard which they could then add to their notes and further their understanding.

5. For their **plenary**, I asked them to find one language or structural device that Stevenson used whether in the extract from Chapter 3 or elsewhere in the book. **'How effective was the language/structural device in highlighting the theme of 'secrecy?'**

Pupils were then asked to **share their responses**.

Some pupils chose to say whether they **agree or disagree**.

## School Direct Secondary: Sharing Good Practice

**Name:** Paul

**Subject:** English

**Class:** Year 7

**Links to:**

Resources and activities

Subject knowledge

**My idea/strategy (brief description)**

Top Trumps

**What was successful about it?**

Reinforced the students understanding of characters and their relationship to each other.

## School Direct Secondary: Sharing Good Practice

**Name:** Rhianne

**Subject:** PE

**Links to:**

Resources and Activities

Assessment for learning

Use of peer feedback

**My idea/strategy (brief description)**

Judging performance in dance using criteria cards and scoring

Cards include key words: Group work, timing, emotion, confidence etc.

**What was successful about it?**

All pupils had to comment and give constructive feedback on performances they have seen.

Links criteria to dance. Mimics strictly come dancing scoring.

**Theoretical underpinning**

The use of peers to influence learning outcomes in physical education. Piaget's equilibration theory (McLeod, 2015a), Vygotsky's sociocultural theory (1978), and Skinner's behaviour analytic theory (McLeod, 2015b).

McLeod, S. A. (2015a). Jean Piaget. Available at:

<https://www.simplypsychology.org/piaget.html> [Accessed on 13 April, 2017].

McLeod, S. A. (2015b). Skinner - Operant Conditioning. Available at:

<https://www.simplypsychology.org/operant-conditioning.html> [Accessed on 13 April 2017].

Vygotsky, L.S. (1978) *Mind in society: The development of higher mental process*. Cambridge, MA: Harvard University Press.

## School Direct Secondary: Sharing Good Practice

**Name:** Phil

**Subject:** English

**Class:** Year 9

**Links to:**

Group work

### **My idea/strategy (brief description)**

Group work – court room scene, putting characters from 'Of Mice & Men' on trial. Students play the role of defendant, prosecutor, witnesses etc. and the audience acts as jury. Used to strengthen links to between text and context and brings focus on writers' intentions / didactic message.

### **What was successful about it?**

- Competitive against other groups, promotes individual desire to support their own group (engagement & effort)
- Critical thinking
- Creativity of argument (so as to avoid negation by opponents)

### **Theoretical underpinning**

Social constructivism (Vygotsky, 1978)

Collaborative learning techniques (Barkley et al., 2014).

Barkley, E.F., Cross, K.P. & Major, C.H. (2014) Collaborative learning techniques: A handbook for college faculty

Vygotsky, L.S. (1978) *Mind in society: The development of higher mental process*. Cambridge, MA: Harvard University Press.

## School Direct Secondary: Sharing Good Practice

**Name:** Rhianna

**Subject:** English      **Class:** Year 8s and Year 10s

**Links to:**

Resources and activities

**My idea/strategy (brief description)**

English GCSE style essay plan structure “The Triforce Plan”  
(Please see layout and instructions below)

**What was successful about it?**

This essay plan really simplifies the stages of what to prioritise when structuring an essay and helps students to visualise their ideas coming together.

**Using the Triforce Plan**

1) What is at the heart of your argument?

Write a one sentence answer to the question in the central triangle. This is your overall response and could be used as an introduction or conclusion.

2) Think of a key point from the given extract and write this in the top triangle. You can write a quotation (or two) around the edge of the triangle to use as evidence.

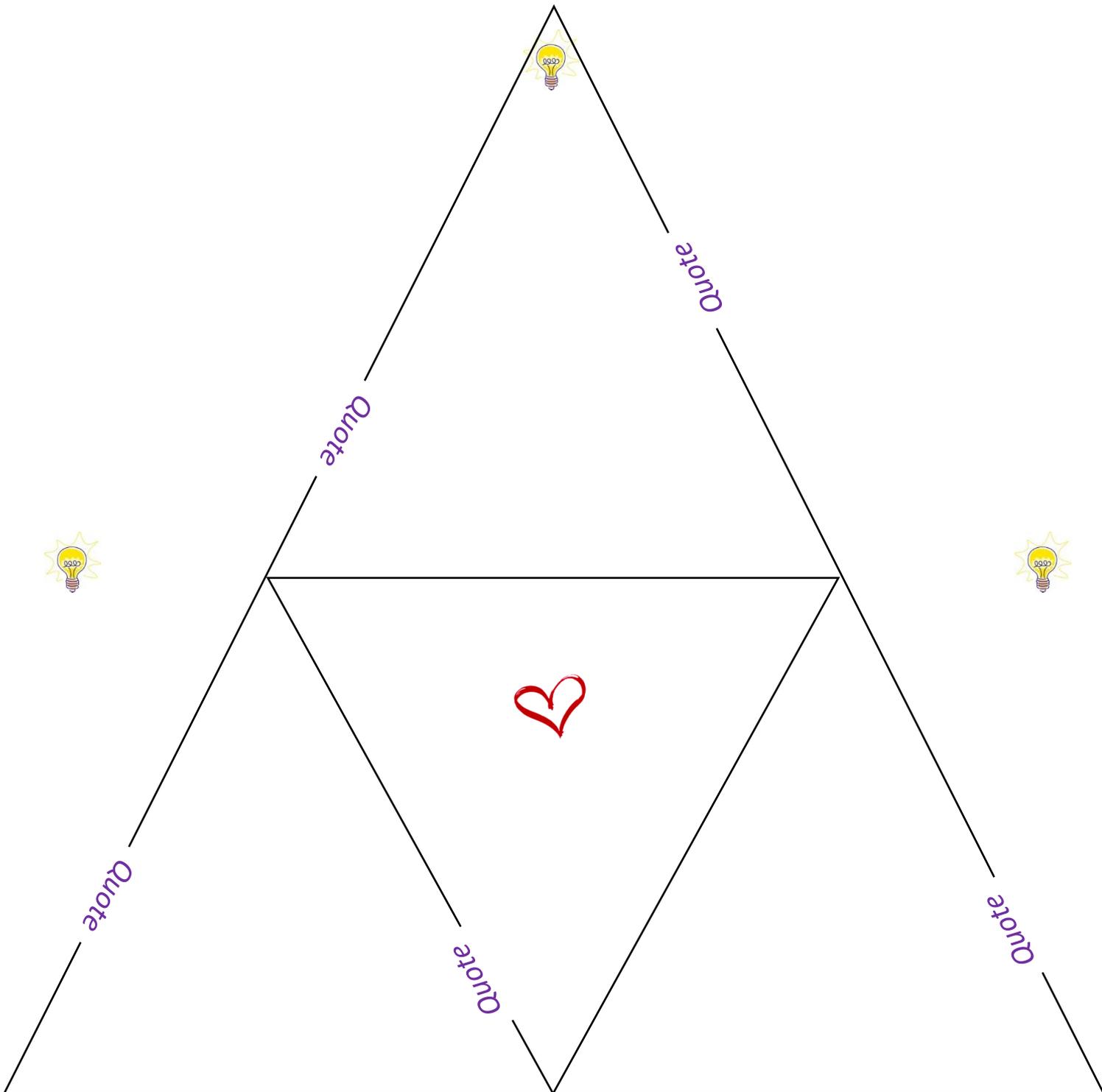
3) Think of a key point from the whole novel and write this in the left hand triangle. Write your evidence for this around the outside of the triangle.

4) Think of a final key point; this can either be from the novel as a whole or from this specific extract. Annotate the edge of the triangle with your evidence or quotation for this.

5) Can you incorporate an understanding of context, such as by referring to what society was like at the time? Annotate one of your triangles to show where you will bring this in.

(Adapt as appropriate for the requirements of different questions!)

Starting with this extract, how is the change in Scrooge's character presented throughout the novel?



## School Direct Secondary: Sharing Good Practice

**Name:** Richard

**Subject:** Geography

**Class:** All

**Links to:**

Stretch & Challenge

### **My idea/strategy (brief description)**

There is often time to fill between the first and the last students completing a task; especially a written summative assessment task.

You don't want to move on to another topic until everyone is ready....but coming up with an extension task every time can seem time consuming and difficult.

The strategy: have the extension task make students apply / analyse / evaluate the same issue(s) or data from a different perspective or context.

E.g.: Strategies for managing coastal erosion.

A key factor is to consider the costs & benefits of the different strategies. But we are prone to think only in terms of the UK examples.

The extension question could be: What are the possible differences between strategies used in More Economically Developed and Less Economically Developed Countries? Explain your reasoning.

Do you think that these differences would impact on the overall effectiveness of the coastal management plan that is used?

### **What was successful about it?**

This is such a simple idea; it can be applied to every situation; it genuinely is an extension / stretch & challenge task.

In turn this means that time is focussed on planning the key learning activities.

Students are also kept busy: a key behaviour management tool!

Some students (mainly Year 10/11) grasp the concept of how the extension questions are structured and adopt a similar approach to their own work....raising the level of attainment and learning accordingly.

### **Theoretical underpinning**

Extensions tasks are necessary to ensure differentiation and to promote good progress and outcomes for all students.

Using Blooms' Taxonomy (Bloom, 1956) it is straight forward to direct the extension towards higher order thinking.

Bloom, B.S., 1956. Taxonomy of educational objectives. Vol. 1: Cognitive domain. New York: McKay, pp.20-24.

## School Direct Secondary: Sharing Good Practice

**Name:** Sheila

**Subject:** Mathematics

**Class:** Year 10

**Links to:**

Behaviour leadership

### **My idea/strategy (brief description)**

Choosing where to pick your battles and building relationship with pupils.

I have been looking at details about my pupils and mentioning them briefly in conversations with them to indicate my interest in them, for example their illnesses (diabetes), second language and their change in hair.

### **What was successful about it?**

The result is pretty great and they seem to be on my side now.

The ones who would come to the lesson with a grin, come with a smile.

## School Direct Secondary: Sharing Good Practice

**Name:** Sofía

**Subject:** Spanish/French

**Links to:**

Assessment for learning

### **My idea/strategy (brief description)**

Assessment for learning during a lesson. During different points of the lesson, I had activities that provided assessment opportunities either for myself or for students.

### **What was successful about it?**

Students felt confident in every step they were doing and by the end of the lesson they felt good about the lesson. It was reassuring for them.

## School Direct Secondary: Sharing Good Practice

**Name:** Tessa

**Subject:** English

**Class:** Year 9

**Link us:**

Resources and activities

### **My idea/strategy (brief description)**

This idea was originally created for a bottom set Year 9 group to build confidence and brainstorm ideas for a speaking competition. A lot of the class struggle to read and all are very shy. The game was an interpretation of charades. A selection of pictures would come on the board (I found it more successful when the pictures were of things that would irritate the pupils) and the students would have to rant about the concept/image for 45 seconds.

### **What was successful about it?**

Giving the pupils images and modelling the kind of speech expected built their confidence. It was a fun task that softened the idea of persuasive speeches.

## School Direct Secondary: Sharing Good Practice

**Name:** Tia

**Subject:** English

**Links to:**

Planning lessons

### **My idea/strategy (brief description)**

Planning with a more experienced member of staff. This was beneficial as there was a limited scheme of work. We sat down and planned a whole scheme of work week-by-week with suggested key activities to cover.

### **What was successful about it?**

It enabled me to see where to focus more attention when studying a novel to ensure pupils were developing the correct skills. It also helped me gauge pacing to ensure we completed the text in the allotted time. This took the pressure off of me, as I had a basic structure in order to pair my lesson ideas with.

### **Theoretical underpinning**

Planning: the road to success