

Talking Teaching & Learning

Welcome! Thank you for joining us for the latest edition of 'Talking Teaching and Learning.'



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Teaching and Learning Briefings, Half Term 2

Ecco CPD opportunities (Olivia Monaghan)

An outline of the twilights, Routes CPD and Ecco Book Club opportunities for HT2. Feedback on the CPD delivered in HT1.

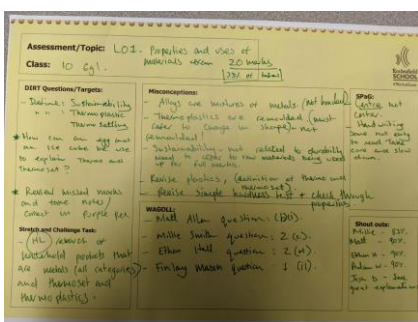
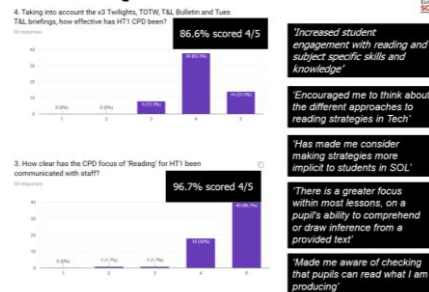
This term's T&L focus is on the Live Feedback Policy.



Effective use and functions of the visualiser (Zoe Lawrence).

Ideas about how to use the reading aid function, gridlines, zoom and many other features of the visualiser to support live feedback in the classroom. A guide to the various functions of the visualiser is available on the MLE.

HT1 Questionnaire Feedback



WCF, Google Classroom and Knowledge Organisers. (Debs Thompson and Matt Booker)

Using the WCF template available in the teacher planner, students are given specific ways how to improve. Students DIRT their work based on misconceptions and targets. WAGOLLS provided via visualiser to support students.

Misconceptions are also addressed via learning in class and home learning. Students are encouraged to create their own knowledge organisers.



CPD Opportunities – HT2

Ecco T&L book club



- 3 new books for the Ecco book club.
- Will be launched wb. Dec 2nd
- XS of each book available.
- Book club celebration will take place wb. March 2nd.



Ecco's T&L advent calendar

Day	Topic	Challenge
1
2
3
4
5
6
7
8
9
10
11
12

- Available in pigeon holes on Monday Dec 2nd.
- An email to advertise the T&L challenge daily.
- Email your entry to the T&L team and you will be visited by the T&L Elves.
- More info to follow from the T&L team next week.
- Prizes for the departments with the most entries ☺

Live Feedback using blank resources (Luke Hemingway and Nichola Naylor).

Using a blank version of the resource provided to students, complete as you walk around the room noting misconceptions. This is then displayed under the visualiser; students can purple pen their own work.

Mock feedback:

1. Use a blank paper to make notes of the common class misconceptions.
2. Go through the questions in class using the visualiser.
3. Students make corrections in purple.
4. Use notes from the question paper, plus QLA, to plan relevant DIRT activities.

Review of feedback policy (Caroline Fancett)

Reflection of the policy and its implementation so far this year. Celebrating successes and sharing good practice.

Twilight on 10th December was to review the policy in departments, considering WWW/EBI on live feedback.

Reminders:

Live Feedback Concept:

- We are mobile and circulating the room.
- We are checking students' work to identify individual and broader misconceptions, providing live and instant feedback.
- Happens most lessons – every relevant opportunity.
- Not 'tokenistic'

Green pen for errors: Where a teacher spots errors in a student's work and provides verbal feedback, these should be noted in green pen. Students' work following expected to respond to the feedback by purple pen.

Orange fish-baiting for improvement: Where a teacher highlights in orange a specific area, a sentence or paragraph in a book, the student is expected to investigate and improve. Green and purple pen to be used.

November 2019...Where we needed further clarity

- Clarifying different ways as to what feedback can actually look like
- Clarifying expectations around circulating the classroom - what this is and what this isn't.
- Try calling it 'Live Feedback' rather than 'Live Marking' – a mind-set change but this will help. (JD)
- The misconception...it's routinely circulating the room to get to every student every fourth lesson to mark/give feedback...this leads people to say they are struggling with larger classes/more challenging classes...and it then becomes tokenistic.
- However, in all lessons, we should all be circulating the room to regularly CFU and then giving feedback to students - but this could be given in a variety of different ways...
- Examples of live feedback include:
 - Showing a WAGOLL under the visualiser and talking through it. (Twilight training Nov)
 - Giving verbal feedback one-to-one or as a small group as you circulate (T&L Videos - MLE)
 - Using a clipboard to circulate. Make a tally and see who has understood what. What does this tell you? Are there gaps which need plugging? Key ideas/concepts not understood?
 - Showing work on the visualiser to question and CFU.
 - Using whiteboards and other AFL tools to inform you of next steps and feedback needed to plug gaps/move on

A look back at the Coaches' TOTW

- PROUD**
- Prepared**
- Rule off**
- Organised**
- Underline**
- Dedicated**



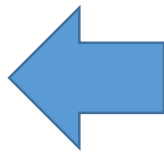
Scanning books at the end of the lesson to look for whole class misconceptions and PROUD

By collecting student books in open / quickly scanning them as they hand them in at the end of each lesson, a teacher can look at:
 The quality of work
 Whether students have met the PROUD standard
 Any common misconceptions

Have you tried any reading activities that have worked well? Email them to coaches@ecco-school.com

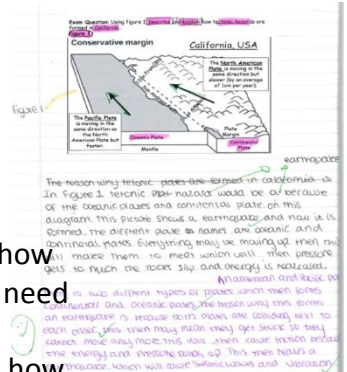
Adapting planning following live marking:

1. Live mark a selection of books during an activity.
2. Collate misconceptions (here the teacher realises that there are not enough specific examples + the formation of earthquakes are unclear).
3. Reteach misconceptions + address problems with exam technique using the visualiser.
4. Pupil rewrite or adapt their exam answer in purple.
5. Teacher checks that pupils have understood before moving on.



Using the orange highlighters

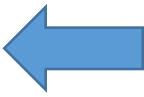
Use the orange highlighter to show students where improvements need to be made.
 It could be used to show pupils how much they need to write.
 It could be used to highlight key words and phrases that you want the pupil to look at again.



Use the visualiser to model answering a question live to your class

By modelling how you would answer a question, students can follow and learn from your thought process. Question students while you go asking questions such as:

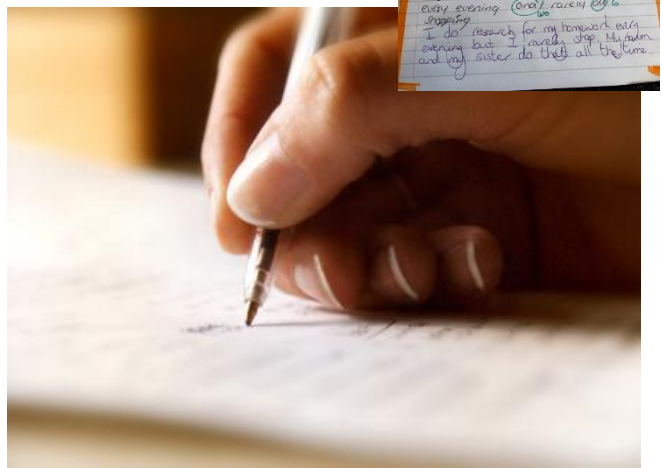
- What am I doing here?
- What comes next? What should I do next?
- What technique am I using here?
- Am I finished?
- How many marks and why?
- What is good about my work?
- What could be improved?



Use the visualiser to model answering a question live to your class

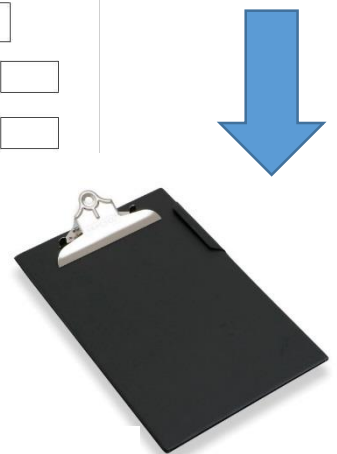
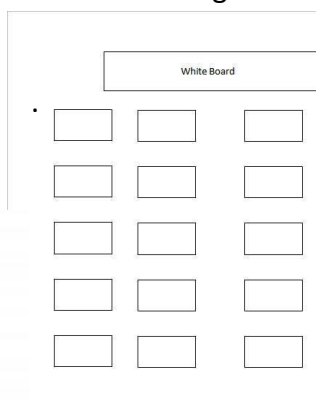
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- Am I finished?
- How many marks and why?
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Use the clipboard to check for understanding

During a lesson, make notes on your seating plan on the clipboard of which students have understood ideas / concepts and which have not. This can then be used to inform future planning and addressing misconceptions.



Teaching and Learning Twilight Half term 2

Effective use of the visualiser

to support our new Feedback Policy.



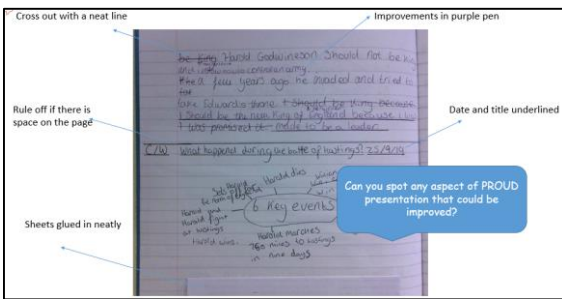
Live feedback: Using the visualiser			
Model WAGOLL	Live Feedback	Walking Talking Mock	Screenshot to demonstrate
Share GCSE criteria	Whole class feedback	Celebrate work	Focus on literacy
Helicopter!	Show PROUD examples	Model peer marking	Annotate/deconstruct exam questions

Deconstructing work using highlighters.



Using the visualiser to model PROUD

Self and peer assessment Using mark schemes



4 Ken buys some fruit.

He buys apples, bananas, peaches and oranges.
Ken buys

4 apples	weighing 125 g each
2 bananas	weighing 170 g each
3 peaches	weighing 135 g each

Each orange has a weight of 90 g.
The fruit has a total weight of 1.785 kg.

(a) Work out how many oranges Ken buys.

Told beforehand that they would be peer marking work (to ensure full working out and good presentation)

Marked in green by peer **and improved in purple pen by peer** → This purple pen will then support the student in tackling a similar question next lesson.

Promoting discussion through questioning

Feedback example

Ozy feedbacks

Positives

- High level language for own ideas + "shows."
- Obvious dedication to trying a new method / way of working, from the whole team.
- Detailed plan of second idea.
- Conf: Clearly used the model to inform own work, with a real effort to make it work in own words.

Errors / Next steps

- ⑤ destroyed Shelley Poet + Poem
- Use the plan, don't just copy and paste. Look back and work out links, tick off when finished.
- Any work I model, should be in purple, if you copy it.
- Means is low level, like "shows" change of up.
- Dash - Detailed work that embeds quotes.
- Mean - clear effort to use new structure, a detailed paragraph!

5 Mark Question

WWW

- Facts are correct.
- Good PEPE structure.
- You made one point.
- You made two points.
- Used subject key words.
- Explained one point.
- Explained points in detail.
- Used a religious teaching

EBI

- Facts need to be checked/corrected.
- You need to read the question.
- You need to give a second point.
- You need to use subject key words.
- Explain each point fully.
- Explanation needs to include examples.
- Need to include a quote or teaching.
- Link the teaching to your point and question.
- Maintain this fantastic standard. (Please give the comment, date)

Who marked this? Teacher/Peer

Some christians may be pacifists as they believe that violence can never be justified. This is because for some "these who live by the sword die by the sword". This says that if you use violence through your life you will be harmed by violence, discouraging people from using violence.

Other christians may only believe in partial pacifism as they believe violence may be used as a last resort or during heavy wars. They see these situations as a necessity and a last resort, so are justified.

Question

Explain how the consequences of the Fort Laramie Treaty (1851) led to the Indian Wars. (10 marks)

Answer: The Fort Laramie Treaty (1851) was a peace agreement between the US government and the Lakota, Cheyenne and Arapaho tribes. It established the Black Hills as part of the Great Sioux Reservation. However, the US government later broke the treaty by sending soldiers to the Black Hills to mine for gold. This led to the Indian Wars as the tribes fought to defend their land.

Indians then can either SA or PA using the mark scheme.

Misconceptions can be quickly addressed at this point.

Answering exam questions collaboratively

Celebrating work to support positive relationships

9 mark exam question practice

Step 1: 'Iait student' worked example

Read the answer below + highlight the points listed.

Transnational corporations (TNCs) only bring advantages to the host country. Do you agree with this statement? Justify your decision. (9 marks)

An example of a transnational corporation is Shell, who operate doing oil extraction in Nigeria, particularly in the Niger Delta where there are vast oil reserves.

Shell have brought 65,000 permanent jobs to Nigeria and 250,000 jobs in related industries. This has triggered the multiplier effect, because all of these workers will have money to spend on local services and in shops. This cycle of monetary increase is known as the multiplier effect and increases the GDP in a country. Similarly, 80% of Shell's oil contracts went to Nigerian companies, which has also contributed to reducing the development gap.

On the other hand, Shell has brought many environmental issues to Nigeria, caused by oil spills and the oil fires, which happen constantly. Oil spills have ruined many fishing areas that Nigerian people have relied on. This means local fishermen cannot go to work and earn money as a result this increases the gap between the rich and poor within Nigeria. The wealth brought by Shell has also caused controversy about where money has been disappearing to, and many gangs have stolen oil for themselves, which does not benefit normal, hardworking Nigerians.

Overall, I do not agree with the statement above. Nigeria as the host country is not the only one to have benefitted from oil extraction, England and the Netherlands have benefitted from success in the Niger Delta, which makes investing in Nigeria a more attractive prospect to large companies overseas.

Key facts explanation link back to the question

Step 2: 'We' worked example

Let us BUG the question below and collaboratively plan an answer to the question.

"Urban change presents more challenges than opportunities." Using a case study of a UK city, discuss the extent to which you agree with this statement. (9 marks)

Review your learning! Why did William win?

Why do you think William won? Explain why in 15 words or less!

Luck? Preparation? Leadership?

Luck because of the weather being nice. I think that they might have had a chance.

Luck because of the wind being in their favor.

Luck because of the wind being in their favor.

Students are selected to come up to the visualiser and show their work on the screen.

Another student in the class is then chosen to give positive feedback on their sentence.

This promoted a really great atmosphere in the class, and helped develop student/teacher and student/student relationships.

Showed students that it is ok to do things in a different way / to have a different opinion.



Advent Calendar

Throughout December the T&L Elves were kept busy delivering prizes for all the fantastic entries to the T&L advent calendar! Thanks to all staff who got involved!

Starter - in your book please.
Aim to get 25 points:
Pink - 5 points
Orange - 1 point

Standard Form
Find the value of:
 9.68×10^6

Evaluate:
 $7^2 - 4 \times 3 + 5$

Fractions (Dividing)
Evaluate:
 $\frac{3}{5} \div \frac{7}{6}$

Lowest Common Multiple
What is the lowest common multiple of four and ten.

Sequence (Arithmetic)
Find the:
a) next term;
b) n^{th} term;
c) term number 40;

Area of a Trapezium
Find the area of a trapezium that has a base of 11cm, a height of 11cm and a top (parallel to base) of 3cm.

Percentage (Of)
Find the value of:

Factorise (Linear)

Standard Form 2
Find the value of:
 8.81×10^{-2}

SPaG DIRT
ei or ie?

Write the word you hear on a bauble and colour it:
- If the word contains "ei"
- If the word contains "ie"

STAVE ONE

Marley was dead, to begin with. There is no doubt whatever about that. The register of his burial was signed by the clerk, the clerk, the undertaker, and the chief mourner. Scrooge signed it. And Scrooge's name was good upon 'Change for anything he chose to put his hand to. Old Marley was dead as a doornail. Mind! I don't mean to say that I know of no ~~own~~ knowledge what there is particularly dead about a doornail. I might have been inclined, myself, to regard a coffin-nail as the deadest piece of ironmongery in the trade. But the wisdom of our ancestors is in the simile; and my unhallowed hands shall not disturb it, or the country's done for. You will, therefore, permit me to repeat, emphatically, that Marley was as dead as a doornail.

Scrooge knew he was dead? Of course he did. How could it be otherwise? Scrooge and he were partners for he didn't know how many years. Scrooge was his sole executor, his sole administrator, his sole assign, his sole residuary legatee, his sole friend, and sole mourner. And even Scrooge was not so dreadfully of his own mind as he looked.

Scrooge was not a dead man.

Handwritten notes:
- Marley was dead, to begin with.
- The register of his burial was signed by the clerk, the clerk, the undertaker, and the chief mourner.
- Scrooge signed it. And Scrooge's name was good upon 'Change for anything he chose to put his hand to.
- Old Marley was dead as a doornail.
- Mind! I don't mean to say that I know of no own knowledge what there is particularly dead about a doornail.
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- And even Scrooge was not so dreadfully of his own mind as he looked.
- Scrooge was not a dead man.

Starter
Insert something ending in **outcome**

Talk to the person next to you.
How much does one (1) atom weigh?
Write your thoughts in your book.
Hint: Do all atoms weigh the same

Examples of festive starters sent in by Charlotte Garrett, Rebecca Barnes, Kim Willoughby and Christine Clarke

We received lots of examples of text that had been annotated by students to help them develop understanding of what they had read. This is a great example from Lindy Marsden.

Ecco's T&L Advent Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
2 Send a pic of how you've used /adapted an idea from: Coaches' TOTW/ T&L briefing/T&L Twilight.	3 Record a student talking about the live feedback they have received and how it has affected their progress. Bonus points for a subtle festive link.	4 Send us a pic or show us three of your best purple pen improvements! Copy the work and display in your classroom.	5 Let us know how you adapted your lesson plan to address a class misconception.	6 Make 3 positive phone calls home before you leave for the weekend.
9 As a plenary, ask students to write key facts from the current topic that start with the letters of a festive word. Take a picture and send it to us!	10 Send a pic/description of a literacy resource/idea which you've seen a colleague use & which you've then tried (You'll both be visited by the elves!)	11 Design a festive shaped starter to complete live feedback on for one of your classes.	12 Send a picture of a piece of text that has been annotated by a student to help them develop understanding of what they have read.	13 Think of a minimum of 5 superstars in your classes /form and send them a postcard home.
16 Send a video of you modelling using the visualiser! Bonus point for wearing something festive!	17 Send a pic of students using the reading pens to support their reading.	18 Create a key vocabulary recall quiz. Can you make it festive?	19 Ask the students in your form to write a short story using as many of the WoWs as possible.	20 Go home early ☺ Merry Christmas to you all.

An example of a literacy idea shared by a colleague:

"Amy Stevens showed me a fab way of considering a short extract of text, in relation to a whole novel. In the corner of the extract you draw a small timeline and indicate on it where the extract appears. At either side you then write any ideas about things that happen before or after it, thus developing whole novel learning." Jo Davy

SPaG DIRT Montag, den 14. Oktober

1. Spür up the questions
2. Answer in correct order
3. A5 → when (past)
wenn → when (future)
4. Er trägt

konte = could
musste = had to
wollte = wanted
mög = might/could

cont
könnte
müsste
mochte

- I wanted to become a gardener when I was a kid. Ich wollte Gärtner werden als ich ein Kind war.
- Ich I wanted to become a butcher when I was a kid. Ich wollte Metzger werden als ich ein Kind war.
- I wanted to become a farmer when I was a kid because I love animals. Ich wollte Bauer werden als ich ein Kind war weil ich Tiere liebe.
- I wanted to become a pilot when I was a kid in order to travel to Italy. Ich wollte Pilot werden als ich ein Kind war um Italien zu besuchen.
- When I was a kid, I wanted to become a hairdresser because I am friendly. Als ich ein Kind war, wollte ich Friseur werden weil ich freundlich bin.

SPaG DIRT

78 Assessment Dict

Shakespeare uses metaphors to present the picture of how Montague and Capulet are connected to each other. Montague is connected to Capulet because they are connected to each other. Montague is connected to Capulet because they are connected to each other. Montague is connected to Capulet because they are connected to each other.

You can examine and explain how the writer has used language for effect.

Use accurate and more sophisticated subject terminology in your answer by discussing use of language.

Shakespeare use metaphors to present the picture of how Montague and Capulet are connected to each other.

For her -
superb work
excellent progress
and all round
delightfulness
well done

Thanks to Beth Taylor, Charlotte Garrett, Zoe Lawrence, Charlotte Perkins, Christine Clarke, Emma Shields, Rebecca Woods, Jodie Lindley and Jen Mann for sending positive postcards home ☺