



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.

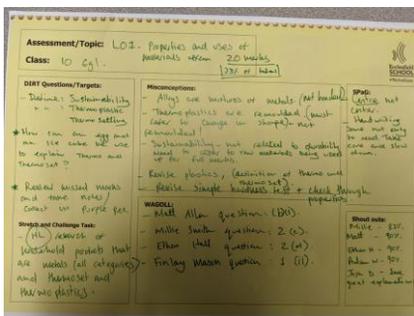
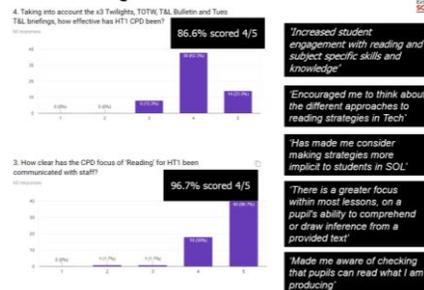
This term's T&L focus is on the Live Feedback Policy.



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.

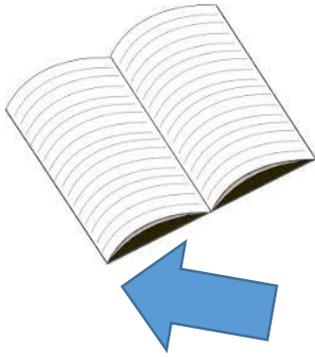
Orange fish-highlighting for improvement: Where a teacher highlights in orange a specific area, a sentence or paragraph in a book, the student is expected to investigate and improve. Green and purple pen to be used.

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



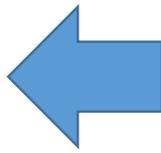
Scanning books at the end of the lesson to look for whole class misconceptions and PROUD

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

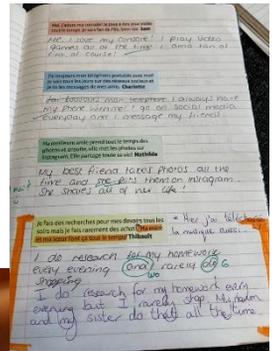
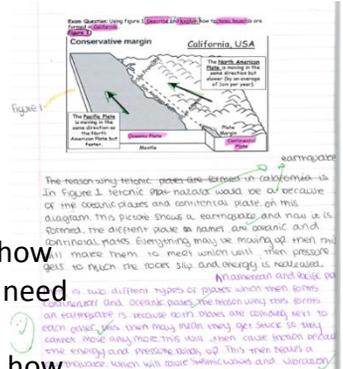
Adapting planning following live marking:

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

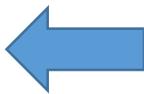
Use the orange highlighter to show students where improvements need to be made.
 It could be used to show pupils how much they need to write.
 It could be used to highlight key words and phrases that you want the pupil to look at again.



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:

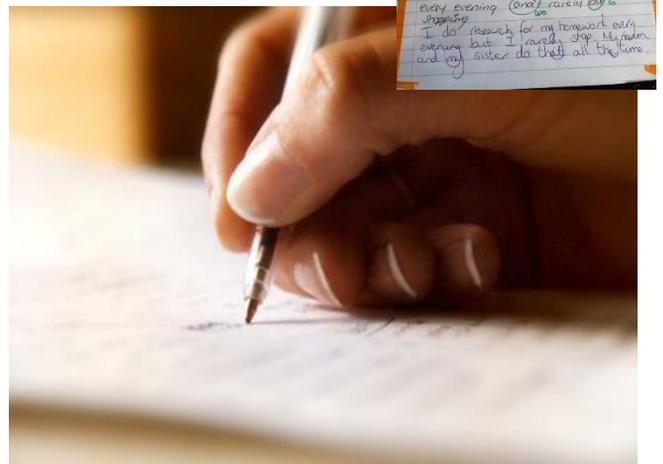
- What am I doing here?
- What comes next? What should I do next?
- What technique am I using here?
- Am I finished?
- How many marks and why?
- What is good about my work?
- What could be improved?



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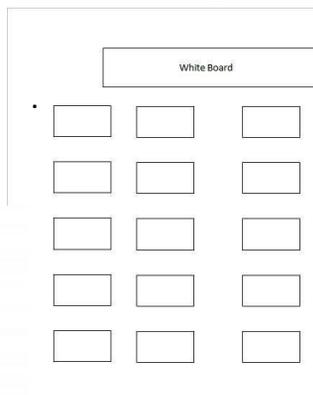
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Use the clipboard to check for understanding

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.



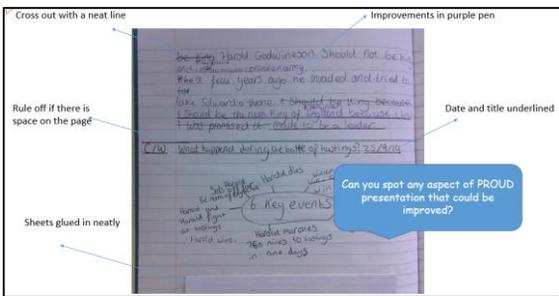
Live feedback: Using the visualiser			
Model WAGOLL	Live Feedback	Walking Talking Mock	Screenshot to demonstrate
Share GCSE criteria	Whole class feedback	Celebrate work	Focus on literacy
Helicopter!	Show PROUD examples	Model peer marking	Annotate/deconstruct exam questions

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.

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

1. 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 a reservation and promised the tribes \$50,000 each year.

2. To set boundaries where the tribes could and couldn't go.

3. What did the Fort Laramie Treaty give to the Indians? Not give the Indians \$50,000 each year.

4. What were the consequences of the Fort Laramie Treaty of 1851? The Indians could no longer hunt, appropriate land, etc. because the US government wanted to expand westward.

5. Do you think that the US Government generally intended to protect the Indians? No.

6. What were the main problems of the Treaty? Most Indian tribes did not attend and the ones who did only wanted food and gifts from the government. This led to the Indian Wars.

Indians because because it made things alot worse. It had a long term effect because many women and children ended up starving due to them not being able to hunt, because the hunters were not allowed.

Pupils 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: 'Wait 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 BUB 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 I think William had more soldiers than Harold.

Luck because it was the wind that changed he would have no lost.

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.



