

Talking Teaching & Learning

Edition 4
January 2019

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Welcome!

Thank you for joining us for the 4th edition of 'Talking Teaching and Learning.'

Twitter: @EccoTeaching



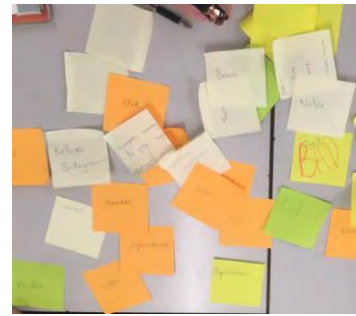
Thank you for all the creative and wonderful entries to the T+L Advent calendar. Below we have collated some of the great ideas that were sent into the coaches. Toolkit to follow!

Raising Girls by Steve Biddulph – Providing girls with the tools to be confident in their opinions and have high expectations of themselves. Shared by Amy Dinnigan

- www.hegartymaths.com
- Post it Plus
- Quizlet
- Gojimo
- Pixl App

4
Send us your best revision tool/app with a brief description as to how it works.

Chis Lindon/ Emma Shields using post-its in English. Idea taken from MFL

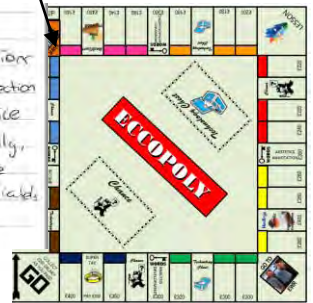


12
Send us a pic/short description/review of an educational book you're reading

Win the ads – Shared by B Taylor - MFL

5x5 number grid with different points values hidden underneath. Get students to make questions up for each other on post its. Then each team takes it in turns to pick a number and answer a question – if they win they get the points underneath the number. Great for those who love competition!

Eccopoly created by Adam Chambers

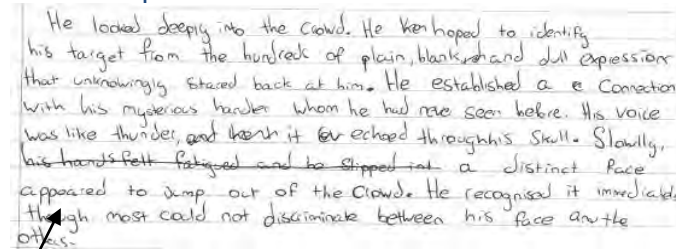


Shared by Sarah Chamberlain

Behaviour Guru by Tom Bennetts
Offers advice about behaviour management and situations teachers might deal with. Shared by Peter Jones

Reading Reconsidered by Doug Lemov

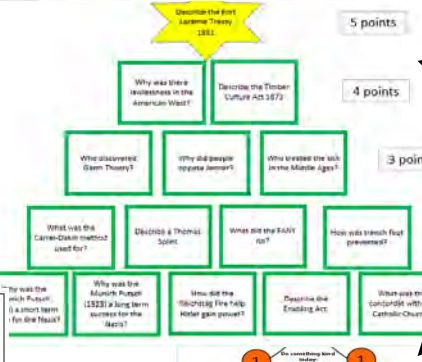
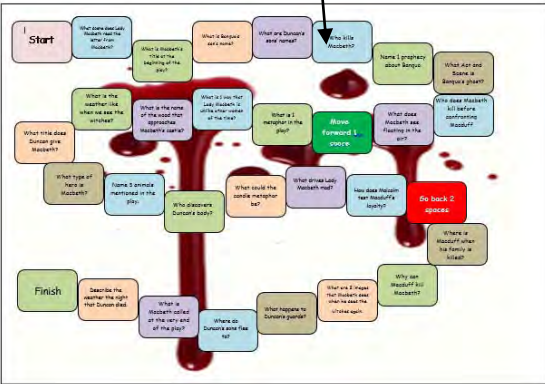
Equipping teachers with the tools to teach students to read harder texts more effectively. Shared by Rebecca Johnson



An example of a student in Steph Pierre's form using WoW – brilliant!

10
Show us or send us a explanation of a low input/high impact game that you've played to consolidate knowledge.

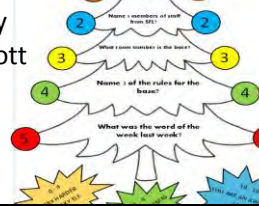
Shared by Scott Kroeller



19
Design a festive shaped retrieval grid for one of your classes.

Shared by Charlotte Garrett

Shared by Laura Scott



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

Find the value of: 9.68×10^6

Find the value of: $85\% \text{ of } 140$

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

Evaluate: $\frac{3}{5} - \frac{7}{6}$

What is the lowest common multiple of four and ten.

6, 19, 32, 45, 58...

Find the area of a trapezium that has a base of 11cm and a top parallel to base of 3cm.

Factorise: $10x^2 - 45$

Find the value of: 8.81×10^{-2}

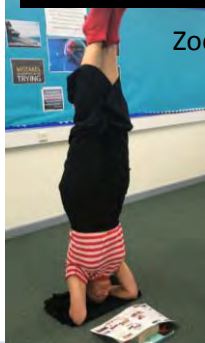
Poetry Roll It Recap

Instructions: Roll the dice to choose a column. Roll again to decide the row. Answer on a post-it note and stick it on top. Play on with the most points wins!

| | | | | | |
|---|--|--|---|--|---|
| 1. Who wrote 'Romeo and Juliet'? | 2. Paper thinner than age in teaching other poems in the form and the theme does it relate to? | 3. Why was 'Dust' chosen? | 4. Which poem has the most powerful effect? | 5. Analyse the quality 'There are yellow lines that stretch like flames'. | 6. Name 3 poems that have an effect on remembering structure. |
| 7. Who wrote 'Sonnet 130' and what theme can be linked to it? | 8. What poem in this unit is the most powerful? | 9. Compare 'Dust' to another poem in the unit. | 10. Which poem is the most powerful? | 11. What is the effect of 'There are yellow lines that stretch like flames'? | 12. 'Sonnet 130' is a love poem. How does it relate to other poems in the unit? |
| 13. Who wrote 'Dust' and what theme can be linked to it? | 14. Compare 'Dust' to another poem in the unit. | 15. Why was 'Dust' chosen? | 16. Which poem is the most powerful? | 17. What is the effect of 'There are yellow lines that stretch like flames'? | 18. What poem in this unit is the most powerful? |
| 19. Which poem is the most powerful? | 20. Compare 'Dust' to another poem in the unit. | 21. Why was 'Dust' chosen? | 22. Which poem is the most powerful? | 23. What is the effect of 'There are yellow lines that stretch like flames'? | 24. Name 3 poems that have an effect on remembering structure. |
| 25. What theme can be linked to 'Dust'? | 26. Compare 'Dust' to another poem in the unit. | 27. Why was 'Dust' chosen? | 28. Which poem is the most powerful? | 29. What is the effect of 'There are yellow lines that stretch like flames'? | 30. Name 3 poems that have an effect on remembering structure. |

Shared by Rebecca Tse

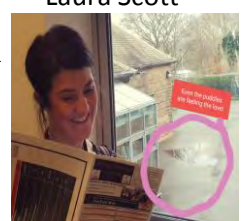
Send a pic of you reading the latest T&L magazine in a funny and imaginative place!



Zoe Lawrence



Lauren Warburton



Laura Scott

Natalie Evans



We want to hear from you! Email us: coaches@eccoschool.com

- ✓ Have you seen a Tweet that deserves a shout out? Let us know!
- ✓ Is there a Twitter teacher that people should follow? Let us know!
- ✓ Have you read a great T + L book? Why not write a review to share with us?
- ✓ Got a T+L idea you want to share? Get in touch with us!

A look back at the TOTW

1. How many black slaves were freed after the American Civil War?
 2. Name two ways how southern whites tried to stop black people being independent.
 3. Name three places where the black people migrated to.
 4. State four reasons why black people migrated to the Plains.
 5. Explain five ways how the Endless movement impacted on the Plains.
 6. Write down six words that you have learned today.



Talk like a scientist

Expert Language

Encourage students to be experts in their subject areas by using key terminology and expecting the same of them. For example, "we are going to write like scientists today..."

This will help to prepare students for the complex language used in the more rigorous exams

Revision Pyramid

Students should complete as many answers to the questions in the circles provided.

The questions increase in difficulty as you move down the pyramid. For example the larger circles would require a more in depth knowledge of the topic.

| Find and Fix Historical errors: Treaty of Versailles | | | |
|---|---|--|--|
| Can you find the 21 mistakes? | | | |
| The army was increased to 100,000 men. | The 'Big 3' leaders were Friedrich Ebert, Winston Churchill and Adolf Hitler. | Alsace and Lorraine were given back to Belgium. | The war guilt clause said that no individual country should be blamed for the war. |
| The German navy was allowed to be kept the same size. | Doltschoss is the German word for the November criminals. | Most German people accepted the Treaty. | The Armistice was signed on an aeroplane on 11/11/19 at 12.00 PM. |
| The first German president was Gustav Stresemann. | The Treaty was signed in Weimar. | The Treaty of Versailles said that Germany had to pay £6.8 billion in reparations. | The Kaiser, Wilhelm I abdicated and fled to Poland. |
| 'Diktat' is another word for a dictator. | Only a small military presence was allowed in the Rhineland. | The members of the new German government met in Berlin. | The German airforce was cut to only 50 planes. |

Find and fix

Challenge students to identify and fix errors in a piece of text. This will require using prior knowledge + is a good retrieval exercise.



Celebrity Seating Plan

Ask students to decide where they would sit characters or historical figures from a topic to explain their relationships / links.

What might happen if...

Ask students to speculate a different outcome. Students must justify their answer. For additional challenge students could debate or question each other.

| If these are the answers ... what are the questions? | | Task: Write down your questions in your book. You can do them in any order! |
|--|----------------------------|---|
| 1. Zambezi River | 2. The smoke that thunders | 3. Five hundred million cubic meters per minute |
| 4. 108 meters | 5. Zimbabwe | 6. Moonbow |
| 7. British Queen | 8. Devils Pool | 9. Waterfall |

E.g. 1. What is the name of the river that Victoria Falls is located on?
 5. Which country is Victoria Falls in?

If these are the answers, what are the questions?

Ask students to guess what they think the questions are to a set of answers. This will increase engagement in learning.

Opinion Graph

Ask students to plot their opinions on a graph for a topic. This can then be annotated and explained to provide challenge.

What might happen if...



Ask students 'What might happen if...'

- ...religion was banned tomorrow
- ...the laws of physics were temporary
- ...mathematical functions altered over time
- ...birds did not migrate
- ...written translation was not reliable

Extend by asking students to come up with their own 'What ifs' which they then answer.

Or, challenge them to produce multiple answers and argue which is most likely/appealing/harmful etc.

How can we best support SEND students at ECCO?

FOCUS: SEND

Some generic strategies that we can all use to help SEND pupils:

Speech, language and communication needs (SLCN)

= Offer scaffolding e.g. graphic organisers, visual aids, sentence starters.

Autistic Spectrum disorders (ASD)

= Take care with pupil groupings and seating arrangements. Speak in a clear, calm and concise manner. Do not raise your voice. Try to keep to routines and avoid last minute changes.

Specific learning difficulties (SPLD)

= Display key subject vocabulary and refer to it.

Moderate learning difficulties (MLD)

= Keep written tasks short and structured. Provide cues to prompt thinking.

Social, Emotional and Mental Health (SEMH)

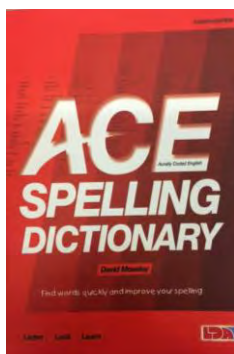
= Ensure behaviour policy is transparent, firm and fair. Do not expect these students to answer aloud - get them to write down responses

Comprehension

- Explaining complex key words that appear in text or instructions on the board.
- Checking understanding of key vocabulary either verbally or through mini comprehension activities.
- Structured grids differentiated to support all learners. Limited text and clear fonts used.
 - Simple, straight to the point recourses
- Scaffolding questions to stimulate effective whole class discussions (dialogic pedagogy - more info see STM)
- Use of Active Inspire and verbal instructions supported with visuals.
- Repetition and time given to process and think about instructions/questions.
- Allow additional time to formulate responses.
- Use visual aids to explain concepts and learning.
- Sequence or 'chunk' tasks to show the learning structure.

VCR Strategies

- Checking understanding of key language/complex vocabulary. Clear explanations and paraphrasing.
- Word banks to show key words and terms and their definitions.
- Using learning objectives with missing words.
- Prior preparation reading material to share topic knowledge in advance of teaching.
- Spelling/definition testing for key vocabulary



Please feel free to share strategies in the SEND packs Nabil made for us. We would love to publish more ideas and photos for the next newsletter.



| Now | Next | Then |
|-----|------|------|
| | | |



This year 38 year 7 students have been targeted for RWI. This cohort is a mix between non SEN, PP and SEN students who had a SATs score of <95 in reading. Students exit the programme when they have either completed all 33 booklets or have a single word reading age of 11.3 or above. 4 students exited the programme at October half term and an additional 10 students will exit this week as they have completed the 33 modules.

What is Read Write Inc?

Read Write Inc Fresh Start is a rapid *learn to read* programme so that students can...

☐ **Read to learn** for the rest of their lives

RWI is tried and tested over many years, its systematic and structured, students have success in reading. The LSAs have ongoing training and staff development to ensure they are confident in delivering this.

The pupils learn 44 sounds and matching letters/letter groups, they learn to blend sounds to read words. They read lots of specially written texts featuring words they have learned to sound out. This is **decoding**. **The students** *Talk a lot* about what they have read to show they understand, *listen to and discuss* other ideas to deepen understanding. This is **comprehending**. In addition, they learn to *write* words by saying the sounds and writing the matching letter groups, learn to build sentences orally using adventurous vocabulary. They start with simple sentences and develop towards more complex ones by the end of the programme. They also compose a range of texts using discussion prompts.

How has RWI helped the students?

Last year 31 students made on average **13 months** progress in their reading age in 39 weeks!

Hopefully you will start to see a real difference in the classroom for students who have attended RWI. The students certainly think it has helped:

Mo Benson



"It has made my reading better"-
Cal Jenkinson

"It has helped me with reading hard words and my writing has improved"
-Emma Mujangi

"It has helped me with my confidence with reading"-
Courteney Scott

"It has helped me very much and I really liked it"-
Archie Howard

"I can read and write better"-
Carson Bentley

"It helps me read and write better"
Lacey Mitchell

Teaching and Learning

| | | |
|--------------------------|---|--|
| Whole School Q and A | Tuesday T&L Briefings Thursday Routine Briefings | CPD |
| PROUD | Ecco's T & L TV | Sharing Ecco's T&L ideas |
| Ecco T & L Magazine | T & L Coaching Team | T & L Library / Academic Research |

Have you spotted our new T&L TV channel?! It's coming soon and you'll find the link on the T&L MLE page.

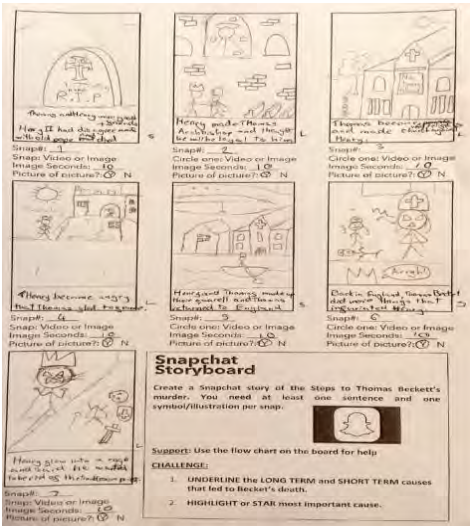
Watch out for video clips of various different areas of T&L best practice from across Ecco. Made by our very own teachers and support staff and for use by you all. More to follow soon!

Stretch and Challenge ideas to try...



Show students a photograph/source. Students describe the photograph but the words can only begin with the letters selected

Give students the blank domino templates and a topic to revise. Students create a domino game and swap with another pair to play.



Give students the blank snapchat storyboard. Students turn their learning into pictures and explain each underneath.

Give the pupils a set of 10 questions. Students have to roll a 6 to go first. Once you roll a 6, students can start answering the quiz questions. They must swap roles once another 6 has been rolled.



One pen, one dice – translations



1. Me gusta jugar al fútbol porque es guay.
2. Me encanta ir al cine porque es divertido.
3. Me interesa escuchar música porque es interesante.
4. No me gusta hacer natación porque es aburrido.
5. Odio ir de compras porque es muy aburrido.

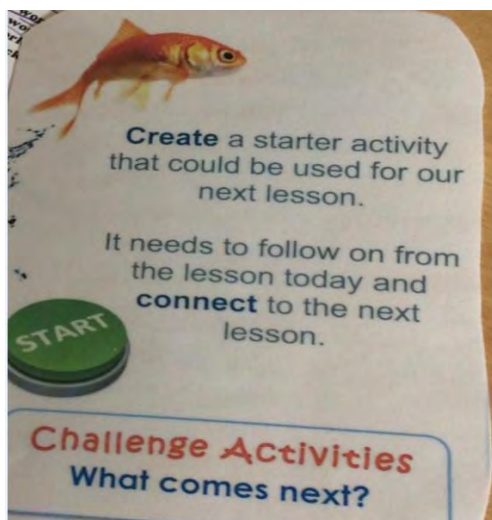


1. I like to go out with my friends because it's fun.
2. I love to do swimming because it's cool.
3. I don't like to do my homework because it is boring.
4. I love to play tennis because it is interesting.
5. I hate to eat fruit because it is boring



I really like to go out with my friends because it is fun, but I hate to go to the cinema because it is expensive. Also, I like to play on my computer everyday because it is easy, but I don't like to do my homework because it is quite boring.

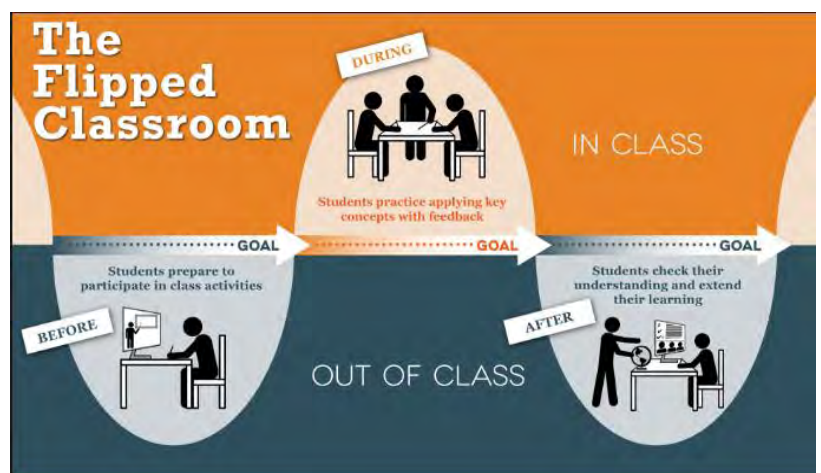
Challenge the students to design the starter task for the next lesson.



Give the students specific tasks to research for home learning.

The flipped classroom requires students to gain the necessary knowledge before lesson, during the lesson they practise applying the knowledge to a particular task.

This allows the teacher more time to work with students on deepening their understanding and correcting misconceptions.



Templates are saved on T Drive → T&L → Resources for Teaching + Learning Bulletin 4

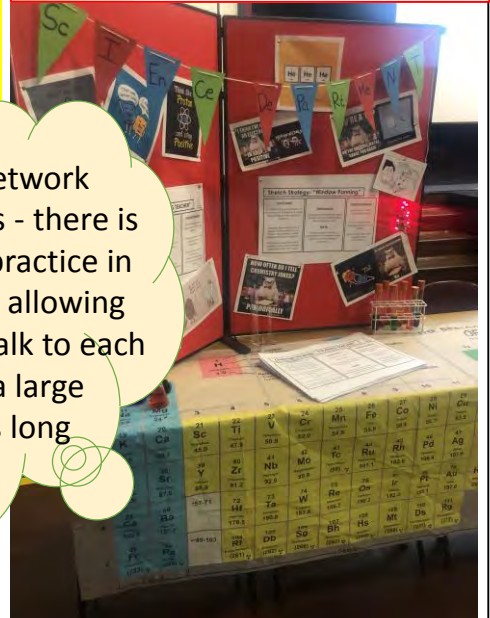
Teaching & Learning Fayre December 2018

“A true example of what develops great T&L - collaboration, innovation and inspiration.”

Welcome to
“The Great Ecclesfield Teaching and Learning Fayre”



“A chance to network with colleagues - there is loads of good practice in this school and allowing us to actually talk to each other on such a large scale 1-2-1 was long overdue!”



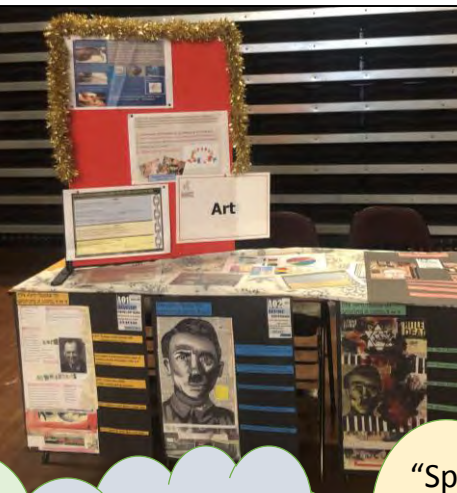
Thank you to everyone for their positivity towards the recent T&L Christmas Fayre. We've had some great feedback from you all and will look to keep developing your CPD around the theme of 'Collaboration, innovation and inspiration'. There will be a toolkit to follow and your twilight time in half term three will be handed back to you to embed some of the ideas and strategies.



“The theme was appropriate, and best practice was being shared in a relaxed, conversational context, rather than one person being in the spotlight.”

“The option to talk to colleagues freely about teaching”

“Speaking to different colleagues about ideas they are using in the classroom. I particularly liked the D&T idea of spot marking which should speed up marking.”



Teaching & Learning Fayre December 2018

Welcome to
"The Great Ecclesfield Teaching
and Learning Fayre"



**"A true example of what develops
great T&L - collaboration, innovation
and inspiration."**

Congrats to MFL who were voted by colleagues to have had the best idea at the Fair – we hope you enjoyed the chocs!
Well done to Team Maths who won the Advent Calendar prize with English a close second. T&L goodies coming your way!



#HOTCHOCFRI is back!



#HOTCHOCFRI will be making its comeback in Jan 2019. Every Friday, up to five hardworking students will be nominated to have hot chocolate with a senior member of staff and each will receive a letter home. Students chosen will be those who demonstrate GRIT in your lessons, which in turn has a sustained positive impact on their learning. You can nominate – simply email the name of the student and the reason why to grit@eccoschool.com. A member of staff will also be invited along each week as a 'thank you' with SLT covering your form time. Look out for pictures!

CONGRATULATIONS!

You have been awarded a Golden GRIT Ticket



Please come to W214 on Friday _____ at 8.40am



Keep an eye out for our new 'Class of the Week' award as well, coming Jan 2019. Do you have a class which is showing a really positive attitude towards their learning? A class who are an absolute pleasure to teach thanks to their hard work and dedication? You'll be able to nominate them for a visit from SLT and a special prize. More details to follow.

What's coming up in HT 3?

T&L Briefings

2018/19

HT3



Please note: This is a provisional overview and may well change slightly as we move through the half term.

| Date | Title |
|-----------------------------------|--|
| Tuesday 8 th January | Focus for Term 2 <ul style="list-style-type: none">- Stretch and Challenge / Differentiation focus- Hot Choc Fri and Class of the Week- Use of Twilights this coming half term to embed strategies and ideas. |
| Tuesday 15 th January | Stretch and Challenge: <ul style="list-style-type: none">- Differentiation by <u>task</u>. Use of SOLO taxonomy |
| Tuesday 22 nd January | Stretch and Challenge: <ul style="list-style-type: none">- Differentiation by '<u>Challenge walls</u>' (and other displays) in the classroom. |
| Tuesday 29 th January | Stretch and Challenge: <ul style="list-style-type: none">- Differentiation by <u>questioning</u>- Bloom's. |
| Tuesday 5 th February | Stretch and Challenge: <ul style="list-style-type: none">- Differentiation by <u>verbal feedback</u> (TLAC techniques)- How this informs next steps in the learning process |
| Tuesday 12 th February | Stretch and Challenge: <ul style="list-style-type: none">- Differentiation by <u>group work</u>, promoting active learning. |

Routines Briefings

2018/19

HT3



Please note: This is a provisional overview and may well change slightly as we move through the half term.

| Date | Title |
|------------------------------------|--|
| Thursday 10 th January | Looking ahead to Half Term 3 <ul style="list-style-type: none">- Progress so far- Focus for this half term |
| Thursday 17 th January | Behaviour Systems <ul style="list-style-type: none">- Consistent use of minuses (both in and out of the classroom) |
| Thursday 24 th January | Start to lessons <ul style="list-style-type: none">- A reminder about a calm, consistent start to lessons.- Staff on corridors |
| Thursday 31 st January | Safeguarding <ul style="list-style-type: none">- Updates and procedures. |
| Thursday 7 th February | Rewards <ul style="list-style-type: none">- Consistent use of merits (both in and out of the classroom) |
| Thursday 14 th February | TBC |

Twilights:

When?

15th Jan and 12th Feb.

What?

Time handed over to departments to embed strategies seen from Term 1. Your CL will direct you.

ROUTES CPD:

When?

More information to be followed soon.

Programmes for all teachers as well as CLs and aspiring SLT.

NQTs/RQTs

Please see your calendars for more details.