

# Talking Teaching & Learning



Welcome! Thank you for joining us for the 5<sup>th</sup> edition of 'Talking Teaching and Learning.'



Twitter: @EccoTeaching

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## NQT + ITT SBP ideas

Back in February, the NQT and ITT team got together to present and share some T+L ideas they had recently trialled and found to be effective. Some great resources were shared so be sure to have a read of them below.



Shared by Jen Mann

Challenge students to design their own questions to consolidate their learning.

Design 6 multiple choice questions which demonstrate your learning of this week's key terms. This will be the starter activity for the first lesson of each week.

Q.		
A.		B.
C.		D.

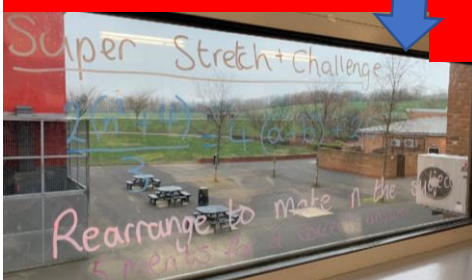
## The key word game!

- Think of as many key words to do with \_\_\_\_.
- In a minute, you will be put on the spot to say a key word.
- **You can not repeat** a word that has been said.

The last person standing wins achievement points!

Shared by Charlotte Garratt

Use window pens to set challenges for students to solve!



Shared by Neil Marks

A website that generates bingo cards for free! Really useful for key term revision/retrieval



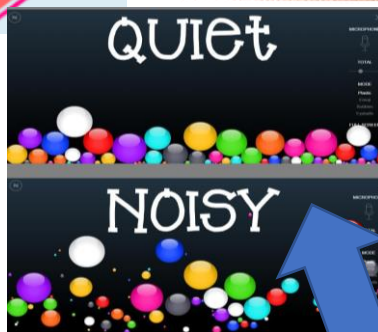
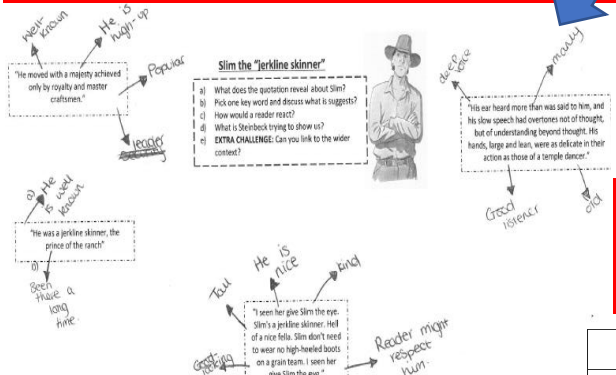
Shared by Rebecca Barnes

Each student is given tickets at the start of a task/lesson. The tickets limit student questions and encourage students to think carefully about the questions they do ask.



Shared by Ruby Lindon

To analyse a large extract/poem/text, split it into small chunks around an A4/A3 page, consisting of about 3/4 lines each.



Shared by Matt Foster

A website to monitor noise expectations in the classroom.

1 : 4	3 : 9	1 : 3	2 : 7
1 : 3.5	4 : 10	1 : 2.5	10 : 15
1 : 1.5	4 : 18	1 : 4.5	
1 : 9	5 : 16	1 : 3.2	4 : 22
1 : 5.5	7 : 70		
1 : 25	5 : 12		5 : 20

Shared by Alex Bullock

Dominos grid to challenge students to find/match the answer to their question.

Shared by Nicola Wilkinson

Scaffold strip to structure writing.

<b>P</b>	<b>Make your point</b> 1) Re-write the question <i>The writer presents...</i> <i>The writer illustrates...</i>
<b>E</b>	<b>Evidence</b> 1) Introduce a quote <i>When we first see..., we find out...</i> <i>In Stanza one, we learn that ...</i>
<b>E</b>	<b>Explanation</b> 1) Identify a technique/word type 2) Explain what this word suggests/shows  <i>Here, the writer has used...</i> <i>The writer's choice of word "..."</i> <i>suggests...</i> <i>This word/technique implies ...</i>
<b>A</b>	<b>Analysis</b> 1) Make inferences about why that technique or word has been used 2) Pick out powerful words in the quote and discuss what they show 3) Give alternative interpretations of what the words could suggest  <i>This word has been used because...</i> <i>Alternatively, we could interpret "..."</i> <i>to mean...</i>
<b>H</b>	<b>How it links to the question</b> 1) Link the ideas back to the question <i>Overall, we can see that...</i> <i>In this was ... is shown to be ...</i>

Shared by Jen Mann

Simple but effective peer assessment which reduces repetition and encourages development

<b>Keep, Bin, Build Feedback:</b>	
Self <input type="checkbox"/>	Peer <input type="checkbox"/> Teacher <input type="checkbox"/>
Colour coding for marking:	
<b>Keep it</b>	
<b>Bin it</b>	
<b>Build it</b>	

**Keep it.** Highlight the best aspects of work. This means that it meets the criteria for the task and should be kept for the redraft/edit.

**Bin it.** Highlight the parts of the work that do not meet the criteria of the task and is not needed for the redraft/edit e.g. any waffle or repetition

**Build it.** Expand on or unpick this part of your answer by explaining further, using examples, key terms, facts or teachings and quotes.

We want to hear from you! Email us: [coaches@eccoschool.com](mailto: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!

Don't repeat yourself: vary your sentence starters in every paragraph!

<b>Shows</b>	<b>Suggests</b>	<b>Draws attention to</b>
Demonstrates	Implies	Clarifies
Portrays	Connotes	Reveals
Illustrates	Signifies	Emphasises
Depicts	Symbolises	Underlines
Expresses	Represents	Highlights
Explains	Hints	

# A look back at the Coaches' TOTW

**Elephant**

Trunk

Large

Grey

**Hippo**

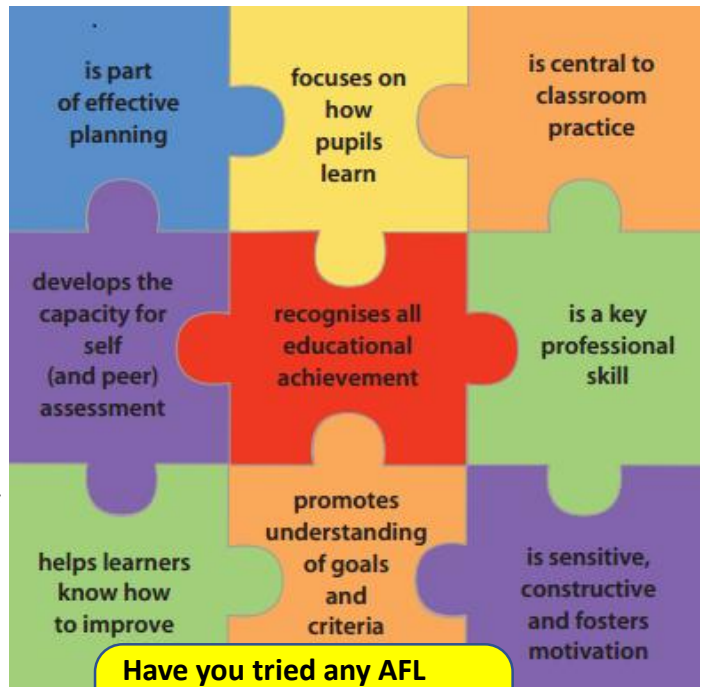
Water

Mud

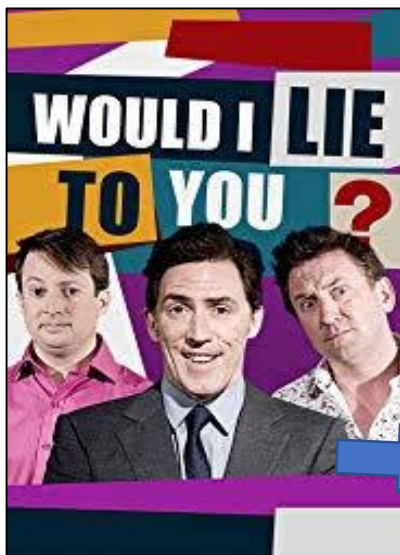
Large

## Taboo

An effective AFL technique to practise key words and put them into context. Pair students up with similar ability and label students A + B. One describes the key word without using any of the words in blue and the other student guesses.



Have you tried any AFL activities that have worked well? Email them to [coaches@eccoschool.com](mailto:coaches@eccoschool.com)



## Find the Fib(s)

Give students a list of 'facts' and get them to identify which are true and false. For extra challenge, ask students to correct the fibs to make them truths! This will require using prior knowledge and is also a good retrieval exercise.

Richard Walkden is the school cleaner at Ecclesfield School.	RS is the staff code for Rachel Sutcliffe.	School starts for pupils at 8.35am.
Caroline Fancett is an assistant head.	Students can use their phones in lesson.	The school day finishes at 3pm.

## Plickers

<https://www.plickers.com/login>

Use the website to generate quizzes and use the easy to print cards to get students to respond. A great way to get immediate feedback in a lesson. All data is saved to a spreadsheet so misconceptions can be addressed for individual pupils.



## Roll it

Pupils roll the dice to choose a column and then roll again to decide the row. They then answer this question highlighting the box in their colour if they get it correct. Person with the most boxes highlighted wins.

**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. Person with the most points wins!

1. Who wrote 'Bayonet Charge'?	2. 'Paper thinned by age or touching'-What poem is this from and that theme does it relate to?	3. 'My Last Duchess'-conflict or power? Why?	4. Which poems have the most powerful titles?	5. Analyse this quote, 'Threats up a yellow mare that rolled like a flame'	6. Name 3 poems that have an effective or interesting structure
7. Who wrote 'Remains' and what themes can we link it to?	8. What poem is this quote from? 'The horizon's bound, a huge peak, black and huge'	9. 'Exposure'-conflict or power? Why? Sum up with a quote.	10. '...I am branded by an impression of sunlight'-Analyse the quote.	11. 'Kamikaze'-summarise in 50 words or less.	12. 'Toussaint's slave/with back/Napoleon/bastion/'-What structural device is this an example of and what effect does it create?
13. Who wrote 'Dumplings' and when? What influenced the poet?	14. 'London'-what poem would you link this to if we were talking about anger?	15. Link: 'My Last Duchess', 'Goblin Market', and 'Tissue' by theme?	16. 'a samurai sword in the cockpit, a shaven head full of powerful incantations...' - Analyse the quote?	17. What poems are about the realities of war?	18. What is a 'Volta'? Which poems use it? What effects does it create in each poem you have identified?
19. Which poems are from the poet's perspective?	20. 'Checking out Me History' is written by what? Summarise what is about in 50 words or less.	21. How effective is the use of alliteration in 'Remains'?	22. Explain the metaphor 'half formed ghost' in 'War Photographer'. What is the poet trying to say?	23. How would you describe the structure and form of 'The Charge of the Light Brigade'? What effect does it create?	24. '...and are the Phoenicians' and 'Zenn'.
25. Which war is depicted in 'Exposure'? Why is that important?	26. What is the form used in 'Poppies'? Why is it used?	27. 'What form does My Last Duchess take? Why is it important? How does it support the theme of the poem?	28. Which poems are about the power of nature?	29. What does 'snow-does' and 'sun does' suggest is happening to the soldiers in 'Exposure'?	30. 'Spreading cold'-'The poignant misery of dawn and 'Marriage hearse' are all examples of what device? What effect do they create for their respective poems?
31. What themes can we relate to 'Storm on the Island'? What poems could be linked to it for each theme?	32. Does 'London' have a regular rhyme scheme? If so what effect does it create for the reader and why?	33. Name 3 poetic language devices used in 'The Charge of the Light Brigade' and explain their effect?	34. What form does 'Storm on the Island' take?	35. 'What emotions are being expressed in 'Checking out Me History'? Why? What issue is the poet trying to convey to the reader?	36. Explore the ways in which individual experiences are portrayed in 'War Photographer' and one other poem? Create a plan for this question as revision?

## Only Connect

Get pupils to identify links between key words to demonstrate understanding.

Japan	Cosmopolitan	Spaghetti Bol	Cricket
Pizza	Mojito	Tennis	China
Thailand	Football	Russia	Stew
Cuba Libre	Burrito	Snooker	Pornstar Martini

What links these four songs?

Bohemian Rhapsody    Tosca    Delilah    I Shot the Sheriff

# AFL ideas to try this half term...

Last half term, the coaches ran a CPD session for the ITT/NQTs. Here are some of the best ideas for you to try in your classroom.

## Key word scrabble

Challenge students to create as many words as they can from a certain topic or to create the highest scoring word.



## Emoji Exit Ticket

Circle the Emoji(s) that reflects how you got on today in the lesson. Explain your reasons why...



I chose this Emoji because .....

Emoji Exit Ticket .....

Encourage students to reflect on their learning by choosing an emoji and justifying their choice.



## Question Spin

Spread out questions or sentence starters around a picture or stimulus. Students use their pencil as an spinner and answer whichever one it lands on.



## Post it Plenary

Students, in pairs, are given an envelope and a piece of paper. They write a progress quiz based on the lesson or topic. They could also create a mark scheme. They then post their quiz to another pair in the class for them to answer.



## BINGO!

Students select key words from a list (usually 3 – 6). The teacher calls out the definitions for the key words and pupils cross off the ones they have. The first student to cross off all their key words shouts BINGO!

Spanish Inquisition	Protestant	1567
Alba	Phillip II	Troubles
Channel	1558	Catholic
Sea Beggars	Exile	Genoese



## Visualisers

Keep an eye out for a T&L briefing coming soon on the use of visualisers. There is so much effective practice to be shared from the use of these, great for AFL. Coming soon to Ecco!

# At our recent Routes CPD session, staff explored ideas to promote personalisation and differentiation. Thanks to KG for leading!



## MINT – Know your class!

www.i-heart-edu.com/differentiation-with-ninja-challenges



### Choice

#### Simplifying Expressions Worksheet

Name: \_\_\_\_\_

<p><b>Mild Spicy</b></p> <p>Simplify the expressions below:</p> <ol style="list-style-type: none"> <li><math>m + m + n + n + m</math></li> <li><math>4x + x</math></li> <li><math>4x + 2y - 2x</math></li> <li><math>8j + j + 2u + 6u</math></li> <li><math>3a + 4r - a - 3r</math></li> <li><math>9m - 7u + 8m - 2u</math></li> <li><math>2c - 7c</math></li> <li><math>9n - 7x - 10n + 2x</math></li> <li><math>5v - 2x + 3v - 6x</math></li> <li><math>3a - 4b - 2a + b</math></li> <li><math>11k - 8j - 6k - 9j</math></li> <li><math>2k - 7g - 19k - 9g</math></li> <li><math>3(x + 4)</math></li> </ol>	<p><b>Medium Spicy</b></p> <p>Simplify the expressions below:</p> <ol style="list-style-type: none"> <li><math>9x^2 + 4y - 6x + 7x - 2y^2</math></li> <li><math>6x - 2y^2 - 3y - 7x - 2y^2</math></li> <li><math>7n - 4m - 3mn - 8m</math></li> <li><math>7m - 6mn + 8m - n - 7m</math></li> </ol> <p>Expand the brackets below:</p> <ol style="list-style-type: none"> <li><math>6(x - 4)</math></li> <li><math>5(4v - 7)</math></li> <li><math>7m(2 - n)</math></li> <li><math>-6(n - 3)</math></li> <li><math>4m(m + 5)</math></li> <li><math>-8h(-8h - d)</math></li> <li><math>4m(n - 2mn)</math></li> </ol>	<p><b>Hot and Spicy</b></p> <p>Expand and simplify:</p> <ol style="list-style-type: none"> <li><math>5(x + 2) + 3(x + 4)</math></li> <li><math>4(x + 2) + 3(x - 4)</math></li> <li><math>8(x - 2) + 7(x - 4)</math></li> <li><math>9(x + 7) + 6(x - 7)</math></li> <li><math>10(x - 2) + 4(x - 9)</math></li> <li><math>7(x - 5) - 6(x - 5)</math></li> <li><math>8(x - 8) - 9(x - 5)</math></li> <li><math>-9(x - 6) + 7(x - 7)</math></li> <li><math>-8(x - 5) - 9(x - 7)</math></li> <li><math>9(7x - 6) - 7(4x - 5)</math></li> <li><math>5x(3x - 9) - 8(5x - 6)</math></li> </ol>	<p><b>Challenge Time</b></p> <p>Find the perimeter of the shapes below:</p>
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### Scaffolding

#### IMAGE STRIPS



Image strips can provide support and visual prompts for quotations, key images and structure of a poem etc.

OR...

All students start in the central column. If they found it straightforward, they move to the column on the left, if they have found it challenging, they move to the right.

**Marking and Feedback** Following a seating plan, effective feedback can be one of the most sophisticated forms of differentiation that you can offer your students.

### Personalised Marking and Feedback

#### Marking Crib Sheet- Causes of WW1

<p><b>DIRT Questions</b></p> <p>T1. Explain how the assassination led to a world war. Use key term alliances.</p> <p>T2. Can you link the following together? Imperialism: militarism-alliances.</p> <p>T3. Do you think the long term or short term causes were the most important in starting WW1?</p> <p>T4. Do you think WW1 was inevitable? (Always going to happen?) Look at the long term causes.</p> <p>T5. Describe what happened on the day of the assassination. Why did the Black Hand Gang want to assassinate Franz Ferdinand?</p>	<p><b>Key words:</b></p> <p>Assassination</p> <p>Alliances</p> <p>Triple Entente</p> <p>Militarism</p> <p>Imperialism</p> <p>Nationalism</p>	<p><b>SpaG:</b></p> <p>Meanst</p> <p>Triggerred</p> <p>Gonvillo Princip</p> <p>Franz Ferdinand</p> <p>Black Hand Gang</p> <p>believe</p> <p>Apple Qozzy</p> <p>Road</p>	<p><b>Challenge:</b></p> <p>What have historians said about the causes of WW1? Write a paragraph explaining their different viewpoints.</p> <p><b>Super challenge:</b> why might the historians have different interpretations?</p>
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### Structure Scaffolds and Writing Frames

<p><b>Weather in the UK becoming more extreme - To what extent do you agree with this statement?</b></p> <p><b>Introduction</b> Define 'extreme weather'. Give examples. Outline your basic opinion.</p> <p><b>In support of</b> Provide evidence to support that weather in the UK is becoming more extreme. Use your case studies.</p> <p><b>Against</b> Discuss why weather might not be becoming more extreme in the UK - consider the factors we discussed.</p> <p><b>Conclusion</b> Summarise your discussion. Make a judgement to the extent you agree/disagree with the statement. Justify the judgement.</p>	<p><b>Weather in the UK becoming more extreme - To what extent do you agree with this statement?</b></p> <p><b>Introduction</b> Define 'extreme weather'... Examples of extreme weather include... In my opinion I believe....</p> <p><b>In support of</b> Weather in the UK is becoming more extreme because in... This resulted in... Another example includes... This caused...</p> <p><b>Against</b> However, on the other hand, our weather may not be getting more extreme and instead... (consider measuring and recording length of records etc.)</p> <p><b>Conclusion</b> Overall, I agree/disagree with statement that the weather in the UK is becoming more extreme because...</p>
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#### Structure strips

Students are supported to structure their answer. These can be differentiated to suit student abilities.

As shown here one outlines what should be covered in each paragraph whilst the other gives the student sentence starters to develop the same content.

You can find these ideas and lots more in the T and L area of the MLE.

### Takeaway Homework #TakeAwayHmk

**Take Away Homework Y7 Unit 1**

Choose a homework from the menu below. The higher the level the more difficult the task. You must choose at least one task from each jersey level. Try to push yourself. Please tick the tasks you have done so that I know what you mark!

<p>Write a short paragraph all about yourself in French giving as much detail as you can and using connectives.</p>	<p>Design a reading task using vocabulary from this unit for other students to do</p>	<p>Record yourself interviewing a friend in French. Ask as many questions as possible</p>	<p>Write a poem in French. There are plenty of basic word poems to choose from—take a look on the internet.</p>	<p>Create a video or a screen cast explaining the genders of nouns and how adjectives work in French</p>
<p>Make a mini book to teach small children some basic words in French.</p>	<p>Make a recording of you asking 5 friends when their birthday is and write down the answers they give in French in your book.</p>	<p>Create a mind map of all the things that you have learnt in this unit</p>	<p>Learn 25 new words from this unit to be tested on them</p>	<p>Make a song or a rap to help you learn the months of the year</p>
<p>Create a game to help other students learn the months of the year.</p>	<p>Say what is in your school bag and describe them using colours</p>	<p>Learn the numbers 1-31 by heart be prepared to be tested on this</p>	<p>Scan the QR code and watch the video at least twice.</p>	<p>Learn how to say the French alphabet and how to spell your 1st and 2nd name</p>
<p>Find 5 pictures of famous people write a sentence in French saying I am called and</p>	<p>Learn 20 new words from this unit by heart be prepared to be tested on them!</p>	<p>Find 5 masculine nouns and 5 feminine nouns that are mentioned in this unit and put them</p>	<p>Draw or find pictures of 7 items in your school bag and label them in French</p>	<p>Draw and artists palette full of different colours. Label each colour in French.</p>

### Knowledge Organisers

Support students with knowledge organisers which outline the key content they need to know.

With a busy term ahead, every little helps. Modelling slides have been great for aiding those with less confidence whilst providing the freedom and challenge for others to grow on. Allows for targeted intervention and relief from 'I don't know what to do...'

**How What do the Sources Say?**  
at the source and make quick points describing what you see. Ensure you note specific details. For example, do not just note 'Moses' instead state 'There is a drunken monk sitting on the floor.'

Once completed, you are to work through the three stages of **PROVINCANCE**.

**NATURE** - What does the source show? Support with the knowledge you have. Think about what the historians said in the previous task. Write in the boxes below. Then work your way through **CRISIS** and **PURPOSE**.

**Congress and Representation meters**

**Tackling the narrative - Stage 2: Order of Events**

Now that we know a **NARRATIVE** is a collection of events, I now want you to put into **CHRONOLOGICAL** order each of the events that contributed to the Norman Invasion.

**REMEMBER** the question says to include:

- The Battle of Stamford Bridge
- Saxon tactics at Hastings

**Stage 1:** Draw out a timeline within your exercise books.

**Stage 2:** Using the cards provided, sort each of them into the appropriate

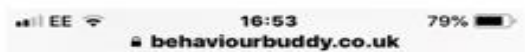
**Stage 3:** Peer assess, has the person next to you placed the events

### Superstar tweeters!

Teachertoolkit  
@KKNTeachLearn  
@LessonToolbox  
@Mr Fitzgibbon  
@Qwiqrfeedback



### Personalised retrieval



Students put all their flashcards in box 1. They then take out their flashcards and work through them. If they get a card right, it goes into box 2. If they get it wrong, it goes back into box 1. The next day they take out all the cards from box 1 (the everyday box) and go through them. If they get a card right, it goes into box 2, if they get it wrong, it goes back into box 1. Then (because it is still the 'next' day) they go through the flashcards in box 2. If they get a card right, it goes into box 3, if they get it wrong, it goes back into box 1. Hence, every time a card is answered correctly, it graduates to the next box; every time it is answered incorrectly, it goes back to box 1, regardless of where it was in the sequence. This, of course, is an example of spaced retrieval.

# Observe me project 2019

- A huge thank you to Sarah Chamberlain for organising the 'Observe me' project in recent weeks. Over 20 colleagues signed up and the programme is now in full swing.
- We look forward to the celebratory lunch which will take place on Thurs 18<sup>th</sup> April. This will be a chance to share best practice and discuss what we have seen. The winners of the recent draw were Hannah Cotton, Charlotte Garratt and Lindy Marsden – well done!



T & L Observe Me Project

# COTW



Have you seen the re-launch of Class of the Week? We will be announcing winners every Tuesday in T&L briefing and all winners will be visited by SLT and be rewarded with stationery. Get ready to get your nominations in! 😊

Well done to Kay Brentnall and Luke Hemingway's classes for winning the first two rounds.



# Easter Challenge

This challenge will begin on Monday 15<sup>th</sup> April and will run until Friday 25<sup>th</sup> April.

**Easter treats for all participants!**

Monday, 15<sup>th</sup> April

Create an Easter 'revision style' resource and email it to the coaches.

Tuesday, 16<sup>th</sup> April

Trial and send a photo of your class completing a task from KG's personalisation session.

Wednesday, 17<sup>th</sup> April

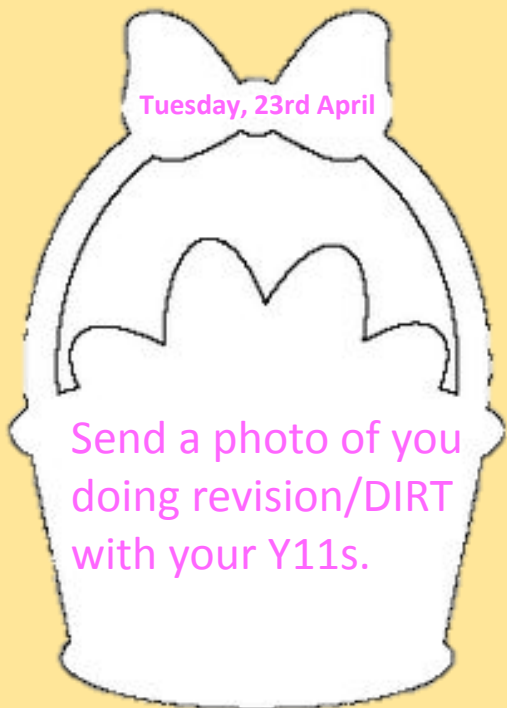
Create an eggcellent 'Easter themed' AFL strategy

Thursday, 18<sup>th</sup> April

Send us a photo of you using any Tip of the Week strategy.

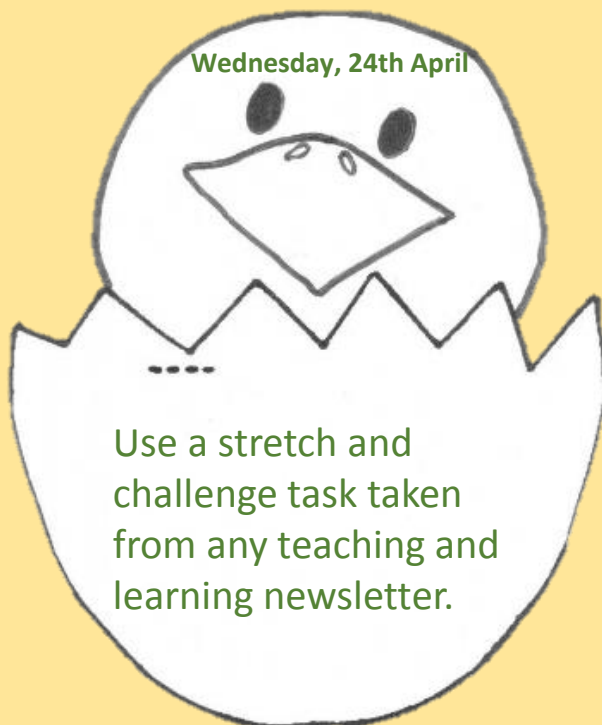
# Easter Challenge

Tuesday, 23rd April



Send a photo of you doing revision/DIRT with your Y11s.

Wednesday, 24th April



Use a stretch and challenge task taken from any teaching and learning newsletter.

Thursday, 25th April



Promote reading and extended writing and send us a picture or the resource you use

Friday, 26th April



Promote numeracy and send us a picture or the resource you use



Huge thank you to Rachael Bird and her team for organising another brilliant World Book Day last month. It was fab to see so many of our colleagues promoting a love of reading. Lots of questions from students and great fun!