



"The strategy worked well with higher ability students to reinforce their subject knowledge." *Brandy Jones*

"I used it with an A level group where I had higher and lower attaining students working together to answer questions to meet criteria. I added in an extended question linked to news articles to add knowledge and further partner discussion. Will use it again; it's fantastic." *Jo McCallum*

"I used this as a plenary with year 10 who are learning about input/output devices. All students were engaged and it gave the whole group a chance to develop and extend their answers." *George Purdy*

"I introduced this in 1 to 1 scenarios with BTEC students and also in ISA prep lessons. It worked well with students preparing for their ISA as it made them think of extended answers." *Jimmy Baldwin*

"This was an opportunity for students to learn from each other at their own pace. Next time, I will plan a follow on task. The ultimate aim is for students to write their own questions once they are more used to it." *Anna Reid*

"The cards added a visual and a feeling of control for the students. It was an easier way to present questions. Next time, I need to structure it differently and add in timings." *Jordan Drefs.*

"I developed a version for year 11 PE with question levels 1 (easiest) to 5 (hardest). Different pairs/groups asked to attempt different numbered questions with the intention of moving all to a more difficult question. Students were engaged and started to understand how the process developed their extended answers." *Paul Johnson*

'Differentiation' is the process by which differences between pupils are accommodated so that all students have the best possible chance of learning.' (Training and Development Agency)

# Teaching and Learning Termly

March 2014

## Editorial

Week One on the CPD cycle focusing on teaching and learning strategies you can use with your classes for a variety of key foci. This term we've looked at ideas to improve questioning and extended answers, and also to support and develop revision. This issue is a collection of how staff have fine-tuned these concepts for their own classes.

Kat



"I created a revision activity for 11Y3 on fractions. It got students to **discuss** their work. I will use this for particular revision topics in future." *Paul Thompson*

"I really enjoyed the freedom of the task. Pupils were given time to discuss without the feeling of doom about feeding back in front of the class. I will be making this a generic task to use in multiple lessons." *Kate Earley*

"I used this with year 9 as an AfL discussion of their assessment. They wrote extensively about their feedback and took turns to talk and share. It took the onus off staff and forced the kids to look at my feedback." *Leanne Sidney*

"It worked effectively with year 11 in a poetry lesson. They discussed well and improved their answers. I will continue to use it regularly with the exam skills initially and then for other aspects of the course." *Vicky Harris*

"The teacher, the student, the content – if you change one, you have to change them all." (Professor Richard Elmore, Harvard Graduate School of Education)



Fan-n-pick

pages 1 and 4

Differentiated  
Literacy tip

page 2

Differentiation  
through The  
Beatles

page 3

Differentiation  
by resource

page 4

“Extended answers: 1 mark per hexagon in an extended answer to encourage students to make links between areas of the question. Visual PEE paragraphs.” *Kate Matthews*

“Blockbuster style page of hexagons with a picture top left and bottom right. Students need to move from one side to the other, making links within the subject topic.” *Rachael Cox*

“Key words, phrases and themes pre-printed on to hexagons. Students had to arrange on a page and provide the links between them.” *Anna Reid*

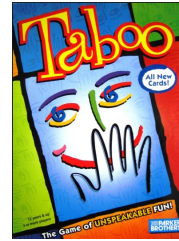
“Used with A level Geography students to encourage them to see the links between concepts. They need this for their extended exam answers.” *Colin Robinson*

“Differentiated tasks in envelopes which all then led on to a hexagon activity. Students enjoyed it and were engaged throughout.” *George Purdy*



*Jen Allsopp*: Used to create a revision video for year 11. First go a little simplistic, now ready to get more ambitious!

*Leon Allen*: Created a revision video for year 11... I'm going to develop it further.



*Hannah Heron and Sean Hay*: developed revision cards for Psychology

*Leanne Sidney*: developed for History

*Kat Furness*: developed for GCSE linguistic devices

*Paula Claydon*: developed for A2 English language; students have all taken a blank template and are responsible for creating a set of cards for a specific unit.

*Paula Marshall*: developed into taboo bingo and played in pairs

*Laura Mullan*: Used to encourage students to learn key words

*Lynette Chandler*: Linked to GCSE assessment objectives with year 10, students have created 3 levels of detail on colour-coded card. They look inside for ideas they could use within projects. Really quick for new ideas and students of all abilities liked.



*Kim McCaughey*: Used iMindmap with year 11 for revision of key topics. Students really engaged and have ready access to their work on their phones.



**Quiz, quiz, trade**

*Nina Carr*: question cards to revisit brief of controlled assessment. Students knowledge tested and helped to develop spoken PEE paragraph answers. Able to add their own opinion and help other students.



*Dave Walton*: used with year 10 to help them learn a mnemonic (PASSMATES) to develop their descriptive writing. It was a resounding success!

*Jordan Drefs*: used to embed key words in History

Rarely do we find men who willingly engage in hard, solid thinking. There is an almost universal quest for easy answers and half-baked solutions. Nothing pains some people more than having to think. (Martin Luther King, Jr)