

# RPCC Teaching & Learning Bulletin

December 2018



Focus:  
Challenge + Sophisticated  
Differentiation  
strategies  
2018/19



## Professional Development Day - September 2018

The staff at RPCC are no longer surprised by the expectations of the T&L team and are absolutely amazing at embracing our initiatives and requests to wear... Costumes!

On the first day of the new term this year we asked Curriculum Leaders to channel their inner Gareth Southgate! With a focus on team building, developing the strengths within our teams and differentiation CLs directed their teams to produce an original (and in some cases, very abstract) piece of ART!



### Team Players - curriculum expertise used to its best advantage

- ▶ We've all got a Gareth!
- ▶ Be guided by *your* Gareth to create an original piece of art which embodies your team's spirit!
- ▶ Your Gareth will utilise your DIFFERENT (IATION!) skills to shape an amazing team represented through the medium of ART!
- ▶ Abstract? Yes!
- ▶ Modern? Yes!
- ▶ Impressionism? Yes!
- ▶ Fauvism? Yes!



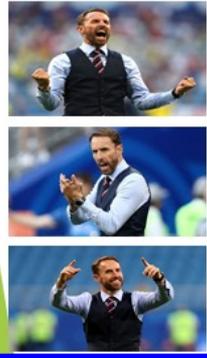
### Here's one the T&L Team did earlier!



Now you!  
Listen to your Gareth...  
Believe in your Gareth...  
Be guided by your Gareth!

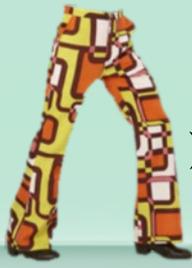
<https://www.youtube.com/watch?v=nCl5ig9QawU>

### Team Players - curriculum expertise used to its best advantage



[https://www.youtube.com/watch?v=CQ\\_vVRhooje](https://www.youtube.com/watch?v=CQ_vVRhooje)

Want to see some photos?!





### Team Players - curriculum expertise used to its best advantage

- ▶ 'The biggest thing the manager has given us is **identity**,' says Jordan Henderson. 'The way we want to play was a discussion we had early on. We were on the same page straight away.'
- ▶ At Anfield there is a statue of great Bill Shankly. Underneath it reads: '**He made the people happy.**' You can ask no more of a (football) manager. By that measure, **Southgate has exceeded all expectations.**

## Professional Development Day - September 2018



# RPCC Teaching & Learning Bulletin

December 2018



REGEN'S PARK



Focus:  
Challenge +  
Sophisticated  
Differentiation  
strategies



## Student Voice Magic Moments (just a selection from the 79 collected since September!):

English – Mission Catastrophe! 100 word writing competition – it really is challenging!

Geography – I've had the results of my end of unit test and I am so pleased with my progress!

Spanish – Verb ending Jenga. . .amazing!

Music – Independent work on our GCSE recitals – I am really challenged and I love it!

PSHE Day! - I loved all the sessions but I especially enjoyed the Healthy Eating and Nutrition room.

Science – Challenging work and new information about the female anatomy – I enjoyed a really great double lesson!

History - I love learning about trench foot - it's shocking!

## Teachers' Magic Moments:

RPCC staff – Innovative Teaching Week – It's actually really hard to find an exciting teaching prop for £2.50 (from a charity shop)! I did get a nice new coat though!

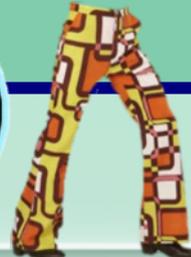
LL - I have just taught a WOW lesson to my year 7's!

We were code breaking, who stole from the Bank of England and using algebra and substitution to decode clues. The students loved and will have the alphabet song stuck in their head for the rest of the day! They found it quite challenging too! It was really nice to hear the students buzzing.

KG - I just set fire to myself a lot. . . to demonstrate how the laws of thermodynamics can keep me safe even when I set fire to myself. Also to show the class that Science is about 'why'. Why didn't it hurt? Why do things happen, is there a scientific reason, if not, why?

KB - I am having the best lesson with 10G1. . . I have differentiated tasks and challenge and independent work happening! Plus the conversations are about the tasks!

FA - I was given my first ever student voice sticker by Felix in year 7 on Friday, it was a lovely end to a hectic week I must say! #proud



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## December 2018

REGENTS PARK



Community College  
with specialist status in Business & Enterprise and Humanities



### CHARITY SHOP CHALLENGE!

It's ITW!  
5th November 2018

**Focus:**  
Challenge + Sophisticated  
Differentiation  
strategies  
2018/19



+

1 X DIFFERENTIATION STRATEGY: GROUPINGS

£2.50!



### Curriculum Links for collaboration:

<p><b>Team:</b></p> <ul style="list-style-type: none"> <li>• CRARTS</li> <li>• Humanities: History</li> <li>• Geography</li> <li>• RE</li> </ul>	<p><b>Team:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• MFL</li> </ul>	<p><b>Team:</b></p> <ul style="list-style-type: none"> <li>• Science</li> <li>• PE</li> <li>• ICT &amp; Business</li> <li>• PE</li> </ul>
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Teams will nominate the most innovative lesson to be shared at the next Developing Pedagogy meeting on the 26th November 2018.

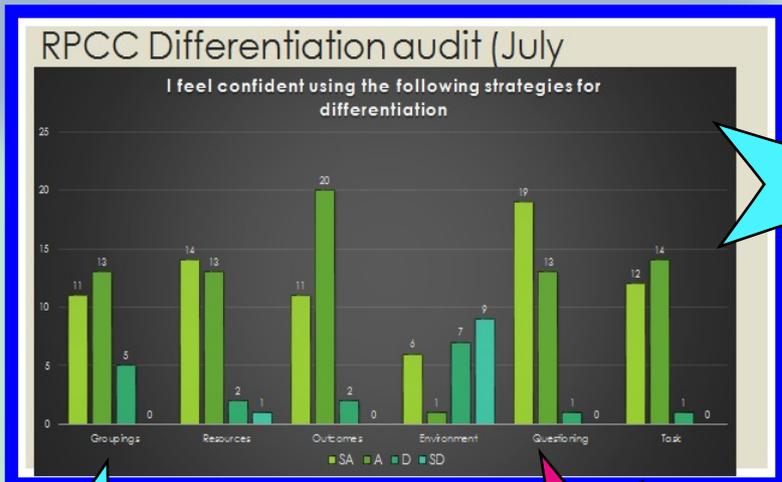
## Innovative Teaching Week 1!

The first ITW of this academic year took place in November and as we suspected, every member of staff met the challenge of the week with enthusiasm!

This time the T&L team promoted the CHARITY SHOP CHALLENGE!

We all took part in a wonderfully creative week and CHARITY challenges included:

- A Banana Man costume!
- Cowboy hats!
- Boppit!
- A canvas wardrobe!





Challenge + Focus:  
Differentiation  
strategies  
2018/19

### Innovative Teaching Week Feedback & Summary

ITW CHARITY SHOP CHALLENGE - November 2018	
Notes taken by: Matt Draxford	
Date: 09/12/2018	Period: 6
Subject & Teachers: Language (English)	Class/YEAR: 10GX
What CHARITY SHOP item? One Direction teddy bear and spin board	Differentiation strategy - GROUPINGS - How was the charity item used as part of the strategy? Differentiated groups established. Each group challenged to answer a question aimed at their group. If answer correct, allowed to spin the board and play twister which related to coordinates.
Photos taken and filed where?  Yes, on iPad	What did the students say?  Enjoyed the more interactive nature of the lesson. Thought completing task in different setting supported peer learning.

#### Cohort Coverage?

- 42 ITW episodes
- Yr. 7 = X7
- Yr. 8 = X6
- Yr. 9 = X10
- Yr. 10 = X9
- Yr. 11 = X10



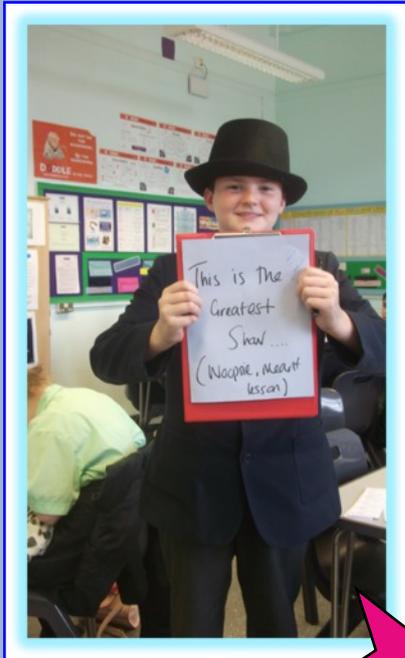
#### What did you buy to support the strategy?

- Jenga
- Lego
- Kerplunk!
- Cinderella shoe!
- 'Minion' glasses!
- Fairy wand



- 1D Twister!
- Policeman hat (with flashy light!)
- Pop-up tent/wardrobe
- Car ramp!
- Fluffy dress!
- Animal hats





## Teaching & Learning Student Voice Feedback

- It made me excited to learn about Area! (Maths)
- A really fun way to learn about tenses (MFL)
- Kerplunk really helped me! (to learn in History!)
- I loved being the Fairy Godmother & rewarding students!
- I wanted to use Boppit all lesson – it was so brilliant!





## Teaching & Learning Student Voice Feedback

- This makes me have weird ideas!
- We wish we could have Lego in every lesson!
- It's fun and easier to learn with a prop
- This makes discussions better – I love it!
- Fun way of getting in to groups!
- I love the challenge of leadership!



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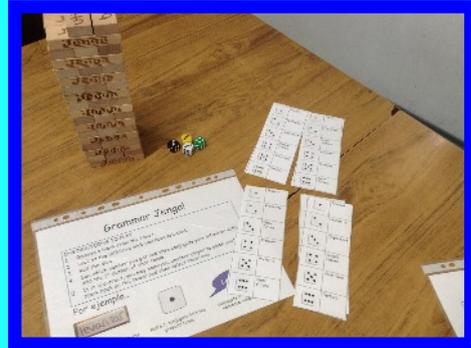
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### Wednesday T&L Briefings

Our weekly T&L Briefings continue to be a vibrant and exciting collaboration of ideas, strategies and training. We are so proud of the growing number of contributors to these important training sessions. This year we are focusing on delivering Challenge through Academic Research input as well as sophisticated Differentiation strategies.

#### T&L Briefing Schedule Autumn 2

	Date	Teacher	Focus
1	5 <sup>th</sup> September 2018	NR, KOB, KGr	Challenge – academic research input 1 <i>What is a knowledge-rich curriculum? Principle and Practice.</i>
2	12 <sup>th</sup> September 2018	PW & GB	Challenge - Monitoring & Tracking student progress
3	19 <sup>th</sup> September 2018	AL	Challenge – Literacy across the curriculum
4	26 <sup>th</sup> September 2018	CCr	Challenge – British Values and the RPCC Ethos
5	26 <sup>th</sup> September 2018	NR & TR	Challenge – Academic Resilience Approach project & SLT audit
6	3 <sup>rd</sup> October 2018	NR, KOB & KGr	Challenge – academic research input 2 <i>Differentiation – toolkit generator</i>
7	10 <sup>th</sup> October 2018	SA	Challenge - Academically Most Able
8	17 <sup>th</sup> October 2018	NR, KOB & KGr	ITW LAUNCH! Charity Shop Challenge!



Half Term Holiday!



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### New for 2018/19...

In response to feedback from teachers we are now building in sessions of... 'T&L Curriculum Reflection Time'.

These sessions will provide a valuable opportunity for curriculum teams to discuss the training, research and initiatives delivered in T&L Briefings and facilitate discussions about T&L in curriculum areas. The feedback on the first session was overwhelmingly positive and teams sent summaries of their discussions to the T&L account.

In future we aim to provide two Reflection Sessions per half term in order to further develop consistency across the curriculum.

	Date	Teacher	Focus
1	31 <sup>st</sup> October 2018	NR, KOB, KGr	<b>SWAP SHOP!</b> Innovative Teaching Week focus: CHARITY SHOP CHALLENGE! + Differentiation-GROUPINGS.
2	7 <sup>th</sup> November 2018	ALL	<b>Innovative Teaching Week:</b> Team leaders (NR, KOB & KGR) to support curriculum teams' planning for ITW & Peer drop-ins.
3	14 <sup>th</sup> November 2018	DM	Action Research Input 3: <i>The Learning Rainforest</i> – Tom Sherrington <b>NOW: ARA HELENA FROM SUN</b>
4	21 <sup>st</sup> November 2018	EB	Google Classroom: Up-dates, strategies & support.
5	28 <sup>th</sup> November 2018	ALL	<b>T&amp;L Curriculum Reflection time:</b> An opportunity to reflect in your teams on delivered strategies, research & training. T&L Team will be available for support/advice/sharing of resources in the T&L HUB.
6	5 <sup>th</sup> December 2018	AL	<b>Whole-School Literacy Training.</b>
7	12 <sup>th</sup> December 2018	TP&NR	<b>WOW lessons!</b> Making the most of our curriculum time – innovative T&L strategies for our end of term lessons!
8	19 <sup>th</sup> December 2018	Ethos Working Party	<b>Year 7 Respect Ambassadors Award:</b> Update on progress & achievement so far.



**Christmas Holidays!**





## December 2018



**T&L Reflections.** . . . A brand new addition to the T&L Bulletin is KOB's Korner! This term she is reflecting on the challenge and the challenges of differentiation which is our school focus for this year - enjoy!

### Differentiation:

With a whole school focus on differentiation, I have been reflecting a lot on my practice in the classroom and the effect that it has. Getting the balance right of inclusion and differentiation is one of the hardest parts of teaching as Christian Bokhove puts it 'You could have an entire teaching career of purposeful practice - more than 10,000 hours - and still not quite crack it.' So what can we do as teachers to not only meet the needs of our learners, but to invigorate their learning?

I have been using 'Student Experts' in the room through a number of different ways - dependent on ability levels, age and the destination of the task. First up was my year 7 classes, I had my objectives clear on Edwards changes to the church, but how could I make it accessible but challenging? Each table had a pack of sources with varying levels of information, all of the students had to work as a team to work out the part they had. Students would then have to choose an 'expert' of their team to go around to the others and teach them about a specific part. This worked really well as I found students were keen to prove their skills and took the responsibility seriously.

I used 'experts' differently for my year 10 class. A large class with varying target levels but they all need to know how to evaluate the impact of the Depression on Hitler's rise to power. After some small tasks revising the content:

- I had students identify their strengths on Germany.
- I then created a student list of experts.
- Ask students to choose what skills or knowledge they have where they can help others for exam questions
- I put the list on a single table at the back and gave the experts a ticket, when a student asked them for help - they would transfer the ticket and I would have new experts.

I had really positive feedback from the year 10 students as they said it was more accessible and it gave them a different perspective on how to look at exam questions.





### T&L Reflections. . . KOB's Korner!

#### Challenge:

The need for challenge in the classroom is ever pressing and with more challenges from the curriculum through to exams we need to keep on consistently challenging students in a variety of ways. Differentiation and challenge work together and from using experts it was clear there was challenge throughout. But how are students challenged in every lesson?

Here are the different ways in which I include challenge:

- Specific questioning related to evaluation and analysis: discussion and written
- Open ended tasks
- Independent learning projects or aspects of lesson
- Allowing choice
- Experts
- Targeted questioning
- Text – selecting and deploying relevant material
- Students working together
- Creating success criteria and mark schemes
- Critical thinking
- Encouraging resilience
- Using academic language

GROUP A			
		POINTS	GOAL DIFFERENCE
DORTMUND- Dylan		2	4
ATHLETICO MADRID- Yael		9	9
WARSAW- Ernest		10	10
MONACO- Annmarie		8	10

GROUP B			
		POINTS	GOAL DIFFERENCE
BARCELONA- Jake		10	10
INTER MILAN- Edie		9	12
TOTTENHAM- Jed		4	3

GROUP C			
		POINTS	GOAL DIFFERENCE
AJAX- Evelyn		7	6
BAYERN MUNICH- Deveena		9	8
BENFICA- Shannon		2	3
ATHENS- Sam		3	7



# RPCC Teaching & Learning Bulletin

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**Focus:**  
**Challenge + Sophisticated Differentiation strategies**

### How do teachers differentiate?

- o Questioning
- o Task
- o Outcome
- o Guided Learning
- o Challenge
- o Starting at different points
- o Groups
- o Content

### Was Henry VIII the most monstrous Tudor monarch?

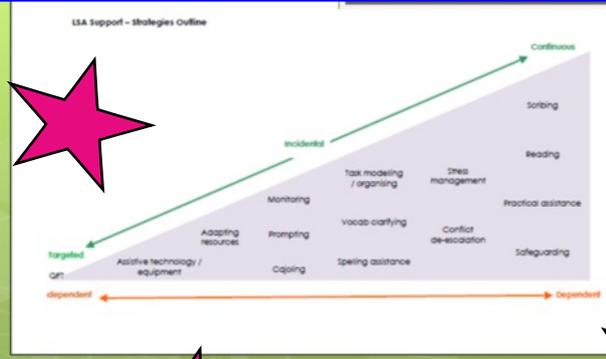
1. Sort your cards into evidence that supports Henry was a star or a monster
2. Decide which factor you think makes Henry seem most like a 'Star' or a monster
3. What factor makes him seem the most powerful? Is this good or not?
4. Can you make any links between the evidence? Can you make your own categories?



**Super Challenge:**  
 Do you think our society would be different if Henry was never King?

### What do LSA's do to help?

- o Working with specific students
- o Being autonomous – making decisions
- o Using resources given
- o Knowing the needs of your students
- o Taking on role of different responsibilities throughout the lesson – facilitator? Coach?



### T&L focus 2018/19 - Differentiation

The T&L team have entered in to some highly valuable discussions with the LS team on the subject of Differentiation. One of the 'issues' that we have been debating is that teachers' differentiation strategies in the classroom can very often be highly subtle and therefore not easy to 'spot'. In order to address this and facilitate greater consistency, the T&L Team will be running LSA training on Differentiation strategies using resources and slides designed by KOB. Teachers have also produced their curriculum's 'TOP 5 INGREDIENTS' for successful LSA collaboration in class and the T&L team aim to disseminate a definitive list early in the Spring Term - watch this space!



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### T&L Action Research & Academic input 2018/19

#### Teaching and learning titbit - KRG

Our very first Teaching and Learning Titbit launched this half term! The T&L team will be sending out interesting articles and action-based research once a half term in order to build in strategies that are proven to have an impact on students' learning. Our first Titbit is a blog post written by Tom Sherrington entitled Evidence-informed ideas that all teachers should know about! - A nice short one to ease you in!

#### Synopsis:

Sherrington briefly shares the implications of 11 evidence-informed ideas which he views as pivotal for teaching and learning. These are:

- Learning is about knowledge in long-term memory, not immediate performance
- Memory is strengthened by retrieval practice
- Learning builds in schemas; knowledge allows you to accrue more knowledge; you can't build a house without foundations
- Direct instruction is most important with novice learners, especially those with weak prior knowledge and low confidence
- We remember what we think about – memory is the residue of thought
- Responsive teaching – a two-way interactive proves – is essential: more effective teachers ask more questions to more students, in more depth, checking for understanding, involving all learners
- The optimal success rate for learning is high but not 100%: successful learning stems from early success; growth mindsets are reinforced by success through effort, not constant failure – and not a constant false confidence through under-challenge
- Learning is most effective when cognitive load is optimised
- Learning styles are bunkum
- Bloom's taxonomy was never a triangle with 'regurgitating facts' at the bottom and 'creativity' at the top
- Cooperative learning or group work can be extremely effective – but most often it is not because of how it is done.





### T&L Action Research & Academic input 2018/19

#### Academic Research KOB:

I have been reading various academic research on what motivates students and how to sustain that motivation throughout the year. With my year 11 class in mind, I knew I would have to introduce some kind of competition in order to keep their focus throughout the year, especially during revision and the mock exam period.

Schunk concludes from his research that student motivation comes from 'self-efficacy'. 'Self-efficacy is not the only influence on behaviour, behaviour is a function of many variables. In achievement settings some other important variables are skills, outcome expectations, and the perceived value of outcomes' – so in a nutshell, if students have an end goal that they work towards in small steps it will keep motivation consistent.

Schunk discussed how self-efficacy might operate during academic learning. At the start of an activity, students differ in their beliefs about their capabilities to acquire knowledge, perform skills, master the material, and so forth. Initial self-efficacy varies as a function of aptitude (e.g., abilities and attitudes) and prior experience. Such personal factors as goal setting and information processing, along with situational factors (e.g., rewards and teacher feedback), affect students while they are working. From these factors students derive cues signalling how well they are learning, which they use to assess efficacy for further learning. Motivation is enhanced when students perceive they are making progress in learning. In turn, as students work on tasks and become more skilful, they maintain a sense of self-efficacy for performing well.

With this at the forefront, I decided to introduce a 'Champions league' for 11B1. 'Given adequate skills, positive outcome expectations, and personally valued outcomes, self-efficacy is hypothesized to influence the choice and direction of much human behaviour' was my line of thinking for this! The ultimate goal was to gain the most points to win the league but I included a 'European Cup' for the teams that didn't win the group stages so that all students were included. . .even if they had trailed off for a bit.

I have 21 students in my class and each picked a team from the 6 groups. They could gain 5 points a week from the result of their weekly exam question and homework. (up to 3 points if they met target grade for exam question and up to 2 points for good homework). I introduced these rules to the class and they decided that they wanted to add 'goal difference' which was dependent on behaviour and attending revision sessions – this could go up and down. This directly linked to Schunk's self-efficacy idea in practice.

Well so far, so good! Every Tuesday we update the chart and it is a consistent reference after lessons, WTM and homework feedback. . . and the sense of competition is really motivating students to win. They have chosen what they want if they win and it's a reminder of what hard work can get. So the self-efficacy is having an impact in the way that the students have a weekly goal (with rewards) that will lead to an ultimate goal of achieving their grade (with an added sprinkle of the winner's presents!)



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**T&L HUB!**  
No longer a dark, empty cupboard. . .the T&L HUB is alive with activity! We have had so many visitors this term! If you are looking for inspiration. . .a new teaching prop. . .an innovative idea/strategy pop in and see us - you'll be amazed at what you might find. . .



### Teaching & Learning Reference Library – 2018/19

- The Learning Revolution – T Shonberger
- As Easy As Pi – J Buxton
- Getting The Buggen To Add Up – J Gillman
- Nordic Myths Of The Tiger Teachers – The Icelandic Way
- How To Use Questioning In The Classroom – M Goshan
- How To Be An Amazing Teacher – C Bentley-Dentice
- The Eighteen In The Classroom – J Seiler
- The Little Big Things – M Ruse
- Teach Like A Champion – D Loney
- The Red of Average – T Ruse
- The Ultimate Guide To Differentiation – T Conley
- The Book of Punsy – P Boudie
- The Best of Punsy – A Boudie
- School's The Last – P Sage
- The Learning Base – R Jones
- Improving Classroom Performance – Chapman
- 100+ Ideas for Managing Behaviour
- How To Be An Amazing Teacher – Bentley-Dentice
- Creating The Best Class – Zogals





### What are students saying... ?

#### The T&L Student Voice Team - we meet every Friday in the T&L HUB to discuss the week's Magic Moments!

The Teaching & Learning Student Voice team are a dynamic, voracious and pragmatic group of students. The group is comprised of students from a range of abilities and year groups spanning across the school community. These students are confident and progressive-thinking individuals who value the experience of being able to offer insightful and valid contributions to the Teaching & Learning Team's work at Regents Park Community College.

The Teaching & Learning Student Voice team meet weekly in an open and honest forum. During our meetings we explore the results of Student Voice surveys carried out by the Teaching & Learning Team to ascertain the ways we may use the results to enhance Teaching & Learning at Regents Park Community College.

The group will also be involved in some of the planning for our Innovative Teaching Week(s) that are held throughout the year, and also in the evaluation of the process and its impact on Learning at Regents Park Community College.

The Teaching & Learning Student Voice team are encouraged to demonstrate maturity and respect in representing the views of their peers and they will demonstrate this when they conduct student interviews linked to the Teaching & Learning team's projects.

As ambassadors for the Teaching & Learning team, the students will disseminate research conclusions, student survey results and the team's ethos and future plans in line with the school's vision to their peers across the college community.

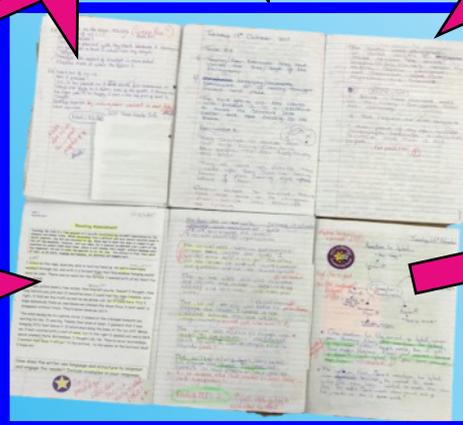


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Focus: Challenge + Sophisticated Differentiation strategies 2018/19



The T&L SV Team are still out and about awarding their stickers - 'Thank you I was challenged today!'. Look out for them. . . Sometimes they might just appear inside an exercise book. . .or on your desk! Then you will be as happy as these two happy teachers!

FOLLOW US ON TWITTER - WE'LL KEEP YOU UP-DATED!



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**Focus: Challenge + Sophisticated Differentiation strategies 2018/19**

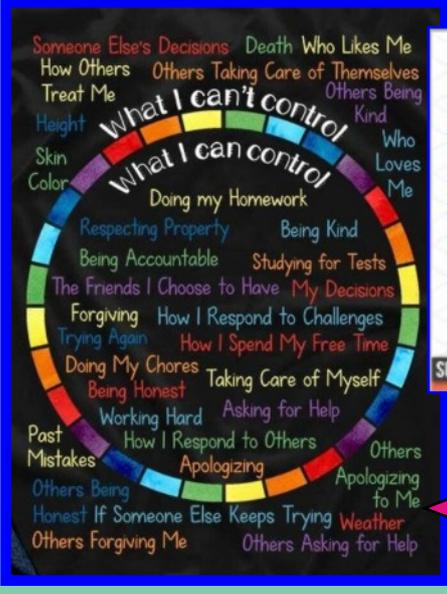
### ARA Project 2018/19

MB & TR are leading the Academic Resilience Approach project this year in alliance with SUN. They have conducted SLT, staff and student audits to gather the data required to support the project. SUN delivered a training session to teachers in our T&L Briefing on the 14<sup>th</sup> November. It's a very exciting project and as we continue to focus on mental health as a school the findings, outcomes and action points that this project reveals will be highly beneficial to staff and students. . . Watch this space for more up-dates from TR & MB!



#### Resilience Research

- Resilience is **highly correlated** with academic achievement and educational success (Werner and Smith, 1992)
- Research identifies **protective factors** that buffer risk – all of which can be provided in or through school, such as caring relationships, positive and high expectations and opportunities to participate and contribute (Benard, 1991)
- Studies suggest that children from high risk backgrounds who form **attachments with a confiding adult** outside their immediate family are more resilient to the effects of family adversity (Fergusson and Horwood, 2003)



#### Resilient people...

"can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes"

Newman, T (2002)

#### Definition

Doing better than might be expected in the context of adversity.

Have a chat with RS about this great resource for promoting valuable discussions?





Focus: Challenge + Sophisticated Differentiation strategies 2018/19

Challenge for impact in Year 7

# The first lesson!

A large graphic featuring a comic book style 'WOW!' speech bubble with a woman's face. Below it, the text 'Challenge for impact in Year 7' and 'The first lesson!' is displayed. To the right is a cartoon character of a man with glasses and a white shirt, also with a 'WOW!' speech bubble.

JF - We wore goggles so that we could be scientists and 'examine' our random objects in lots of detail before writing creatively about them!

### PiXL advice – use a **WOW** lesson in the first week!

- Avoid 'classroom rules/expectations' and exercise book admin in the first lesson?
- Use a WOW lesson to engage Year 7?
- RB – immerse them in spoken French!
- AL – create a live display of art and literature featuring their faces!
- Imagine the Year 7 conversations about the first week – what do you want them to say about your curriculum area?

LL - I have just taught a WOW lesson to my year 7's. We were code breaking, who stole from the Bank of England and using algebra and substitution to decode clues. The students loved and will have the alphabet song stuck in their head for the rest of the day!

HF - I engaged them with questions about their knowledge of drama, then they worked in small groups with a prop from the T&L HUB then they performed and finished with a game of wink murder.





**ACTION**



### WHO IS THE FATHER OF ACTION RESEARCH? KURT LEWIN, THAT'S WHO!



Lewin's "Grand Truism"  
Lewin (1903-1955)  
Quote from Lewin (1951)

$$B = f(P, E)$$

where  
 B = Behavior  
 P = Factors Internal to Person  
 E = Factors in External Environment

The T&L Team are focusing on Action Research this year and the recent CPD training was well attended. We encourage colleagues to collaborate to design bespoke research projects that will have measurable impact. There were some very exciting discussions and plans in-the-making!

### IMPACT ON STUDENT PROGRESS?

Evaluation (Q16)

% Success!

Education > Schools Teachers Universities Students

**Lessons from research**  
Teacher Network

**How can schools use research to better inform teaching practice?**

To tackle misinformation about what works in teaching, schools must find effective ways to help teachers understand the implications of research

Mark Emmer  
Head of geography at Beaulieu Community College

The 23 Nov 2017 13:34 GMT

936

<https://www.theguardian.com/teacher-network/2017/nov/23/how-can-we-make-research-work-harder-in-our-schools>



**COLLABORATION!**

- Which subjects **COULD** you link with?
- What would be your **FOCUS?**

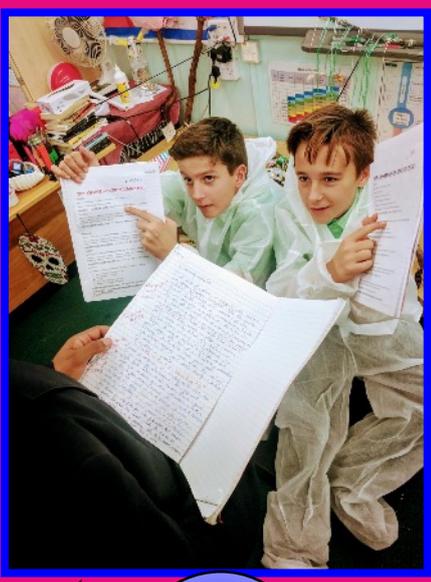




**Focus: Challenge + Sophisticated Differentiation strategies 2018/19**

### Innovation and Challenge in English. . .

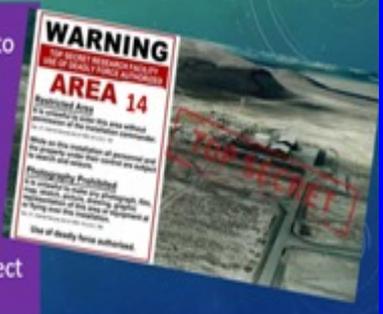
I used the 'prop' Boiler Suits for an Alien investigation for the Sci-Fi unit - the students had differentiated missions and the students who needed most support for each target were given a suit and the responsibility of 'lead investigator' so that they had more support and learned by teaching others. (They weren't told they needed the most support)



**JF**

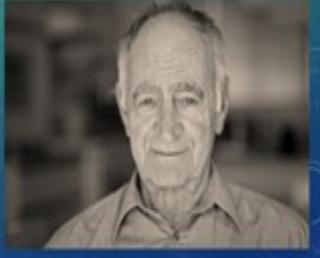
#### AGENTS – COMPLETE YOUR MISSIONS!

- After each mission, visit your leader to check you answers and **gain a clue**
- You can **only visit after finishing a mission**
  - You may **only collect ONE clue per visit** to your leaders
  - Eliminate possibilities on your clue card until you are left with the correct information: Name/ occupation/ location of abductee.



#### COMMUNICATION RECEIVED FROM UNKNOWN SOURCE...

"DR. PATRICK BLACK WAS ABUCTED WHEN WE HOVERED ABOVE HIS HOSPITAL LAST NIGHT (14.10.18).  
FOOLISH HUMANS – YOU ARE ALWAYS TRYING TO FIX THINGS AND HELP PEOPLE!  
WE FOUND THAT DR. BLACK WAS OF NO USE TO US AND WE HAVE RETURNED HIM TO EARTH.  
HE CAN BE FOUND SOMEWHERE YOU EARTHINGS MIGHT KNOW AS PICCADILLY CIRCUS..."



L/O: Can I complete **targeted missions** to help solve an alien abduction case?

L/O: Can I complete **targeted missions** to help solve an alien abduction case?



# RPCC Teaching & Learning Bulletin

## December 2018



Focus: Challenge + Sophisticated Differentiation strategies 2018/19

### Innovation and Challenge in English...

Year 11 at the apothecary and mortuary for J+ H...

JF

A collage of four photographs. The top-left photo shows a student in a blue lab coat working with red clay on a table. The top-right photo shows a student in a blue lab coat working with red clay. The bottom-left photo shows a student in a blue lab coat working with red clay. The bottom-right photo shows a student in a blue lab coat working with red clay. A blue star is positioned below the collage.

... I never saw another butterfly...

What do you associate with a butterfly?  
What could it symbolise?  
Co kojarzysz z motylem?  
Co może symbolizować?

A photograph of a butterfly on a barbed wire fence. A blue star is positioned to the right of the image.

A photograph of a student coloring a butterfly. A blue star is positioned to the right of the image.

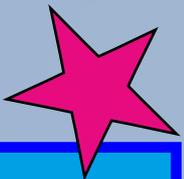


Collaboration with CRARTS & History to mark the Centenary 2018.





### European Day of Languages! 2018



To add to the celebration of European Day of Languages we would love for you to join us in greeting each other in another European language on the above special day. Below is a list of some possible "Hello" greetings and we've even included how to pronounce them, so no excuses!! Of course, should you wish to add more language enthusiasm to your lessons (although some may struggle with a whole hour of Welsh - and that's just the stuff!) please do feel free to do so. Thank you for your support and we'll make it even bigger and better next year you have been warned! Enjoy...

Country	Hello Greeting	How to say it!
Czech Republic	Ahoj	"ahoy"
Latvia	Sveiki	"suey-kee"
Hungary	Szia	"shy-ah"
Estonia	Tere	"teh"
Cyprus/Greece	Γεια σας	"gyeh-sas"
Malta	Hejja	"heh-ya"
Lithuania	Laba	"lah-bah"
Slovakia	Dobry den	"dob-ree den"
Slovenia	Zdravo	"zhuh-voh"
Poland	Cześć	"chuh-shet"
Italy	Buongiorno	"boon-joor-no"
France	Bonjour	"boon-joor"
Spain	Buenos días	"boon-ee-dias"
Wales	Bore da	"boe-ray-dah"
Finland	Moi moi	"moy-moy"
Sweden	Moi	"moy"
Norway	Hei	"hey"
Ireland	Dia dhuit ar maidin	"dee-dweet ar may-din"
Netherlands	Goedemorgen	"goh-ay-ding"
Croatia	Dobro dan	"dob-dah-dan"
Germany	Guten Tag	"goot-en-tag"

Ahoj!

That's Czech for 'hello' by the way! (Pronounced 'ahoy')

Next Wednesday (26th) is the European Day of Languages, which is a day celebrated across Europe. It is a day to promote cultural and linguistic diversity. Indeed we have a rich linguistic culture in the school, with approximately 25-30 languages being spoken by our students in their home environments.

In addition to assemblies, there will be a competition for students to participate in, whereby students should decorate a section of bunting. I will be putting copies of the bunting into Y7,8,9 tutors pigeon holes. Y10 and 11 tutors could you let me know if you have anyone wanting to participate and I will provide you with bunting to decorate. I have also attached the template in case you would like to make further copies, as I appreciate it's not everyone's cup of tea. The theme for the bunting should be in keeping with European Day of Languages - promoting tolerance and diversity as well as the love of languages. I



How did the English Department get involved?

European Day of Languages 2018

Can we write the voice-over for this German advert?



[https://www.youtube.com/watch?v=W\\_95TajD8A](https://www.youtube.com/watch?v=W_95TajD8A)  
Lustige Samsung Staubsauger Werbung!

1. Watch this German advert for a Hoover!
2. Ascertain the plot!
3. Write the voice-over to market the product
4. Rehearse for performance (intonation is key)!
5. A convincing delivery is crucial!

<https://www.youtube.com/watch?v=CO39GbaXLMY>

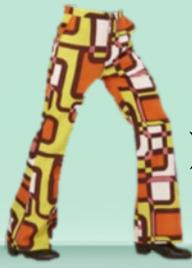


European Day of Languages 2018

We're going to write the **song lyrics** for this French advert!

1. Make a note of key words you recognise
  2. Write down the plot of the advert
  3. Write the lyrics to match the action!
- (Most entertaining lyrics win!)

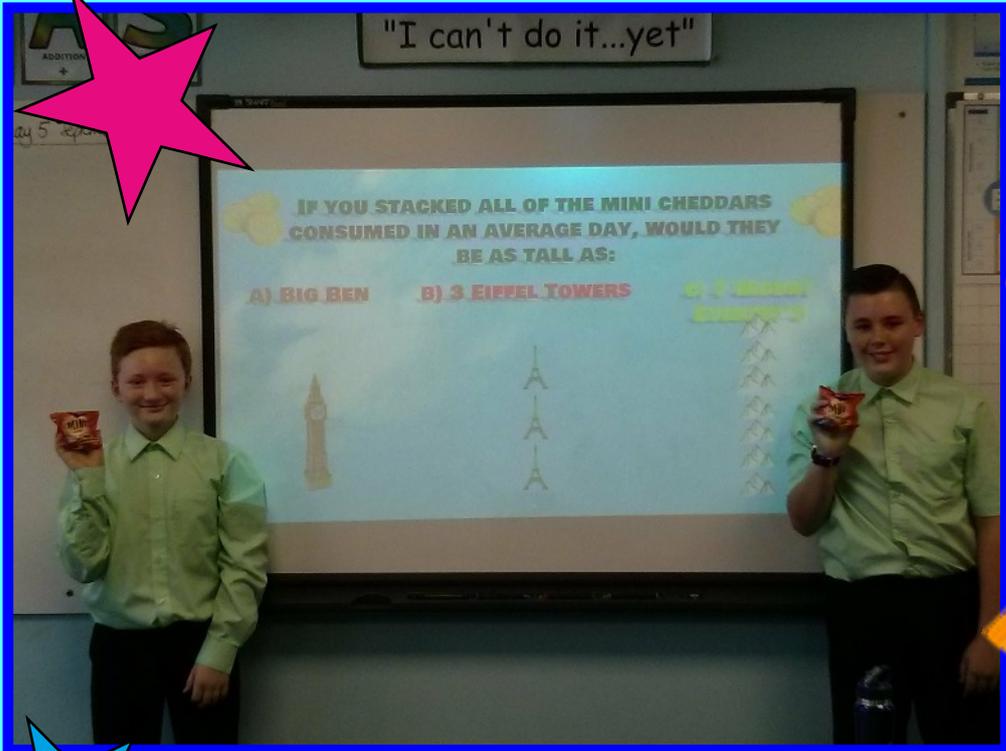
Vous voulez gagner du fromage?!





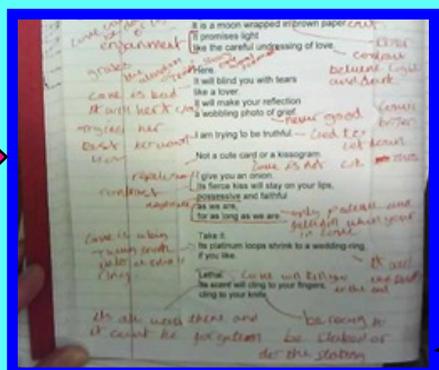
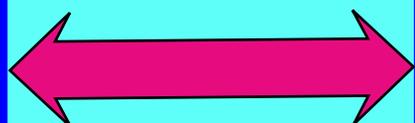
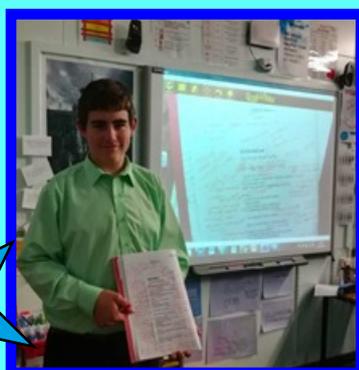
Focus: Challenge + Sophisticated Differentiation strategies 2018/19

### Innovative Challenge (in Maths)!



### Challenge (in English)!

During today's English lesson he became the co-teacher. As I led the discussions he used the visualizer and annotated his copy of the poem, as the other students copied the annotations. You can see the amazing result of this!





### Jeu de mémoire



Translate "il y avait des punaises"	How many French frequency words do you remember?	What are the usual endings for the simple future tense?	How many different jobs can you remember?
Give the verb "neiger" in present and past tense	Translate: Je voudrais une chambre à famille du 7 septembre au 15 septembre.	Translate "La douche ne fonctionnait pas"	What is "se plaindre"?
Translate: I would like a single room for two nights	Can you translate: Quand il fait froid, je fais du chute libre	Translate: "I shall have a picnic"	Translate: We shall play tennis
How would you say "it will be hot in May"	Translate: "Ma soeur aura 15 ans en novembre"	Translate "il y avait du brouillard"	Translate "il n'y avait pas de cintres dans la chambre"
La leçon dernière	La semaine dernière	Il y a deux semaines	Il y a beaucoup de temps

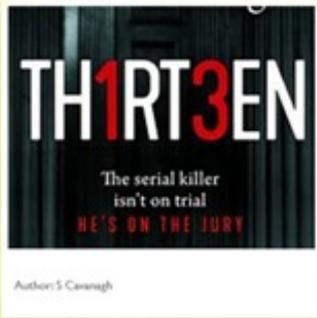
Collaboration - it's a wonderful strength of ours! Look at RS's version of Retrieval Practice...

I was quite excited about using some retrieval practice activities for the first time today.

See slide...

Red is last lesson, next one is last week, next one is 2 weeks ago, the last one is a long time ago.

Trialled with Y9 and 11 and completed as a game...



"The mathematical truth. It's all about the number three. Every word carefully weighted, tested & rehearsed..."

How does the rule of three help us to understand this narrative? Listen!

### As Easy as One, Two, Three (sorry!)

1. **Students engage** in a particular learning topic for the first time (non passive)
2. **Collaborative learning** – using the new knowledge acquired in step 1
3. **Critical thinking & evaluation** of what has been learned in step 1 + 2 – in the form of Peer Teaching?

### So many brilliant examples..!

- "There are three kinds of lies: lies, damned lies, and statistics" – Benjamin Disraeli
- "This is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning" – Sir Winston Churchill
- "There are three principal ways to lose money: wine, women, and engineers. While the first two are more pleasant, the third is by far the more certain." Baron Rothschild
- "Veni, vidi, vici" (I came, I saw, I conquered) – Julius Caesar.
- "Unwept, unhonored, unsung" – Sir Walter Scott

Collaboration delivering training in T&L Briefings every Wednesday.



# RPCC Teaching & Learning Bulletin

## December 2018



**Focus: Challenge + Sophisticated Differentiation strategies 2018/19**



**REGENTS PARK Community College**  
**Developing Pedagogy Meeting**  
 Monday 8<sup>th</sup> October 3-4pm  
 Focus: CHALLENGE

Refreshments available in the staffroom from 2.40pm

**Teaching and Learning Carousels**

Carousel 1  
 "Learning happens when people have to think hard"  
 Pete Winson – A range of starting points for interactive tasks  
 Room 21

Carousel 2  
 "Always challenge students beyond their learning zone"  
 Rachel Sturdy – Collaborative Pac-Man!  
 Room 27

Carousel 3  
 "If there's no struggle, there's no progress"  
 Kirsty O'Brien – knowledge-based curriculum & Mind Movies  
 Room 28

### Human Pac-man

Your teacher will tell you to find a space.

Once you have chosen your space, you must remain stationary (unless you have answered a question correctly).

There will be a number of steps allowed per question. You can make your steps as small or as big as you like. You can move that number of steps.

If you can reach someone to tap them on the shoulder, then they are out.

Vad heter du? (For heter do) What's your name?	Jag heter (Jor heter) I'm called	Jag är (Jor air) I am	Jag bor i (Jor bor-ee) I live in	Jag kommer från (Jor komm-air fron) I come from
Jag är (Jor air) I am	lärare (Lah-ra-ra) a teacher	glad (glar-d) happy	gammal old	ung (oong) young
lång (long) tall	kort short	trött (tr-uh-tt) tired		
Jag kommer från (Jor komm-air fron) I come from	England (Eng-LAnd) England	Skottland (Skott-LAnd) Scotland	Wales (Vales) Wales	Frankrike (Frank-reek-eh) France
Spanien (Span-yun) Spain	Europa (Air-rape-a) Europe			

Swedish sample Knowledge Organiser

1 2 3

noll zero	ett one
två (tv-Oh) two	tre (tree-ah) three
fyra (fear-ah) four	fem five
sex six	sju (h-ugh) seven
åtta (otta) eight	nio nine
tio ten	elva eleven
tolv twelve	

Klockan är fem prick  
 It's 5 o'clock on the dot

**Developing Pedagogy - T&L Carousel**

PW delivered a session on Differentiation that taught teachers to evaluate their own IT skills - it was fantastic . . . and enlightening!

RS wowed us with a Human Pac-man strategy that had us all moving around the room making Pac-man noises?! We were delighted to see Science utilising this innovative strategy in the lessons the following week and the students loved it!



# RPCC Teaching & Learning Bulletin

## December 2018



**Focus: Challenge + Sophisticated Differentiation strategies 2018/19**




**YEAR 7 PEER ASSESSMENT EXAM**  
October 2018

REGENTS PARK COMMUNITY COLLEGE  
PEER ASSESSOR QUALIFICATION

Passing this exam will qualify you to become an expert RPCC Peer Assessor!



**Congratulations to you all!**

Certificates & GREEN PEER ASSESSMENT PENS will be given out in tutor time tomorrow!



Well Done Year 7!

**Year 7 Peer Assessment Exam:**

- You must use GREEN PEN to Peer Assess
- Carefully, slowly and thoroughly read the student's work
- Use the Literacy Non-Negotiables table to annotate the work
- Use clear symbols indicating every error you spot

**★** Leave a positive comment that is specific and supportive:  
E.G. *Well done, you have successfully...*

**⚠** Leave a kind and constructive comment with a specific target for improvement:  
E.G. *Try and use a wider variety of punctuation to...*

**Year 7 Peer Assessment Training and Exam**

What went well?

- ✓ Constructive feedback
- ✓ Supportive and kind words
- ✓ Challenging targets for improvement
- ✓ Respectful suggestions




Regents Park College @Reg... · 01/10/2018 ✓  
Year 7 completed Peer Assessment training and exam this morning. Certificates and green peer assessment pens will be awarded to all those who pass!

**T&L: Peer Assessment Exam 2018**

The T&L Team lead the second successful RPCC Year 7 PA Exam in October this year. The students were fantastic and a fabulous 9 students scored maximum marks in the exam!

Every student passed the exam and they have been awarded with their green PA Pen and a certificate to celebrate their achievement!



# RPCC Teaching & Learning Bulletin

## December 2018



Focus: Challenge + Sophisticated Differentiation strategies 2018/19



### Calling all aspiring ELEPHANT TEACHERS!

This is the link to the article I shared with you this morning (thanks again to DM)  
<http://www.sec-ed.co.uk/best-practice/outstanding-teaching-31-things-that-effective-teachers-do>  
Outstanding teaching: 31 things that effective teachers do  
[www.sec-ed.co.uk](http://www.sec-ed.co.uk)

There are no golden rules about what makes a teacher effective. However, John Dabell offers us 31 traits that he has seen when watching outstanding teachers in action

### What is a knowledge-rich curriculum in principle?

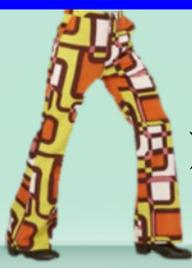
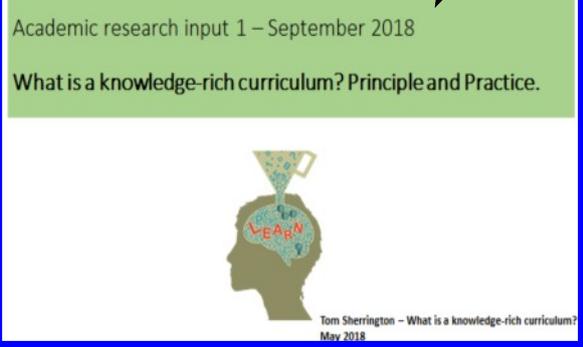
- 1. Knowledge provides a driving, underpinning philosophy:**  
The *grammar* of each subject is given high status; the specifics of what we want students to learn matter and the traditions of subject disciplines are respected.
- 2. The knowledge content is specified in detail:**  
Units of work detail the knowledge to be learned – something that can be written down.  
We do not merely want to 'do the Romans' we want them to amass a specific body of declarative knowledge that is planned.  
Units of work are not defined by headings but by details.

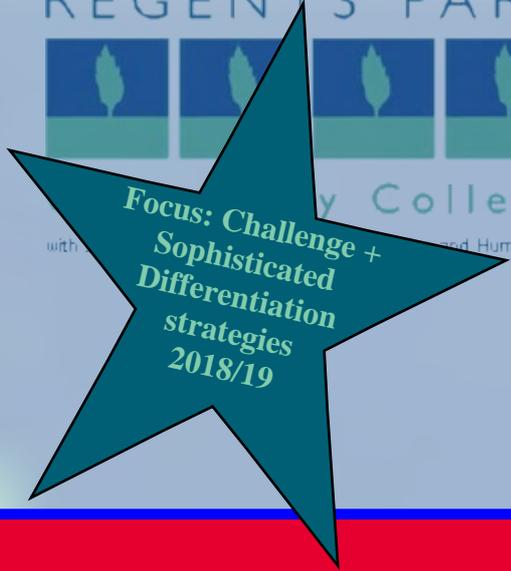
T&L Briefings:  
Academic Research input  
2018

### Is this new?

- Yes... in that, we should seek to combine cognitive science with the idea of subject grammar.
- It's way beyond the idea of rote learning and regurgitating facts for no purpose.
- It's about ensuring students always have a secure knowledge platform allowing them to reach the next level.

What does this look like in the classroom..?





Thank you!

To all the members of staff who contributed to this publication and to those of you who allowed me to feature you anyway!

Wishing you a wonderful, restful Christmas!

