

RPCC Teaching & Learning Bulletin

June 2018

REGENTS PARK



Community College

with specialist status in Business & Enterprise and Humanities



Student Voice Magic Moments:

English – ITW - We had a lesson called ‘Put a sock in it!’ and our teacher used a sock necklace to manage her contributions!

Drama – ITW – We were sock leaders in Drama – it was really brilliant!

Science – ITW – We had to balance chemical equations and then we could wear socks on our hands to eat chocolate with a knife and fork! It was amazing!

Maths – ITW – We calculated the volume of our socks using shape measurement – it was fun and challenging!

Spanish – We are exploring the ingredients for Grade 6 & 7 and it’s really challenging.



Teachers’ Magic Moments:

RPCC staff – Innovative Teaching Week – We have all tried weird & wonderful innovative ideas this week using socks & a strategy from Rosenshine’s Principals of Instruction.

LL - That was my maths lesson! So pleased it made on to the Magic Moments!

GD – I have been challenging myself by furthering my knowledge of the context behind Victorian Literature – I have learned all sorts of obscure facts that may come in handy!

EB - today in Yr 7 drama we used a game called ‘crisscross’ to tell everyone about our homework. It was really great!

NR – I have been learning about the real Richard 3rd – it’s been very challenging to remember his family tree and key dates!

FA - My year 9 GCSE students progressed hugely in one double lesson, going through an extensive design process to develop and create some gorgeous prints. They were challenged, teaching each other, and helping each other by giving advice on how to improve their techniques. Amazing!



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Focus: Challenge
2017/18



THE PRINCIPLES OF INSTRUCTION
TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenthal who based these ten principles of instruction and suggested classroom practices on:
 • research on how the brain acquires and uses new information
 • research on the classroom practices of those teachers whose students show the highest gains
 • findings from studies that taught learning strategies to students

<p>01 DAILY REVIEW</p> <p>Each lesson is a prelude to the next lesson. Review the previous lesson's content and skills. Review the previous lesson's content and skills. Review the previous lesson's content and skills.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p> <p>Our learning is made by small, sequential steps. Learning is made by small, sequential steps. Learning is made by small, sequential steps.</p>
<p>03 ASK QUESTIONS</p> <p>The best students spend more than half the class time asking, answering, and solving questions. Questions are the best way to determine the level of learning.</p>	<p>04 PROVIDE MODELS</p> <p>Students need cognitive support to help them learn how to do the task. Models are the best way to provide this support.</p>
<p>05 GUIDE STUDENT PRACTICE</p> <p>Students need challenge time to explore, elaborate and extend their learning. Students need challenge time to explore, elaborate and extend their learning.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p> <p>Use successful teaching strategies to check for understanding. Use successful teaching strategies to check for understanding.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p> <p>A success rate of at least 80% has been found to be optimal. A success rate of at least 80% has been found to be optimal.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p>Students are helped to learn by providing them with scaffolds. Students are helped to learn by providing them with scaffolds.</p>
<p>09 INDEPENDENT PRACTICE</p> <p>Independent practice is essential for learning. Independent practice is essential for learning.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p> <p>The best teachers review their lessons frequently. The best teachers review their lessons frequently.</p>



Innovative Teaching Week 2!

The second ITW took place in May and, as usual, every member of staff embraced the challenge of the week with enthusiasm!

25% of teachers missed the inclusion of a 'prop' last time, so the T&L team responded to this by providing every teacher with... a pair of socks!

It was a fantastically creative week and challenges included:

- Synchronised swimming with socks!
- Socks & pasta!
- Sock puppets!
- Socks in teacher's mouths!

5 Teams!

- ITW Launch - 2nd May 2018
- Planning session - supported by team leaders during T&L Briefing 9th May 2018
- Lead by team leaders - peer drop-ins will take place throughout the week 14th May 2018

Helen O'Leary - Principle 7
Tanya Ruberry - Principle 6
Natalie Reed - Principle 4
Krista Griffiths - Principle 3
Kirsty O'Brien - Principle 9





Innovative Teaching Week Feedback & Summary

PARTICIPATION

ITW 1 2016/17

• 89% of teachers took part



ITW 2 2016/17

• 90% of teachers took part



ITW 1 2017/18

• 100% of teachers took part!

ITW 2 2017/18

• 100% of teachers took part!



YEAR GROUP RANGE

Lesson range across the school

ITW 1

Total innovative lessons/learning episodes in the week = 40

Of which:

- Year 7 = 11
- Year 8 = 12
- Year 9 = 10
- Year 10 = 2
- Year 11 = 5

ITW 2

Total innovative lessons/learning episodes in the week = 43

Of which:

- Year 7 lessons = 7
- Year 8 lessons = 12
- Year 9 lessons = 8
- Year 10 lessons = 4
- Year 11 lessons = 10

ITW November 2017

Total innovative lessons/learning episodes in the week = 48

Of which:

- Year 7 = 10
- Year 8 = 7
- Year 9 = 7
- Year 10 = 12
- Year 11 = 11



ITW 2 – SOCKS!

Total innovative learning episodes in the week = 47

Of which:

- Year 7 = 16
- Year 8 = 3
- Year 9 = 13
- Year 10 = 14
- Year 11 = 1





With you in mind...



The Student Voice Team

This is what you say...

- ▶ My teachers use praise and rewards, which motivates me to keep trying hard
- ▶ My teacher pushes me to be my best
- ▶ Our teachers encourage us to be resilient to help us be better learners
- ▶ Our teachers find more interesting and fun ways to teach things that don't sound fun!



Would you like to show your appreciation?



International Teacher Appreciation Week 2018!

The T&L team launched the start of International Teacher Appreciation Week by visiting assemblies to raise awareness for the (cheesy, but brilliant) event!

There is no way we could have predicted the number of postcards that would be sent by the RPCC students - nearly 300 thank yous in the end!

The feedback was so wonderful and a few tears were shed! RPCC shared their respect for each other throughout the week and postcards were sent to teachers and support staff with genuine and often hilarious messages!



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Focus: Challenge
2017/18

Year 7 – Numeracy in English

1. List all that you see.
2. How does this image make you feel - why?
3. Where do you think this bridge is?
4. How old do you think this bridge is?



- Tangent
- Arc
- Triangulation
- Radius

The arrangement of timbers is a series of tangents that describe the arc of the bridge, with radial members to tie the tangents together and triangulate the structure, making it rigid and self-supporting. This type of structure, technically tangent and radial bracing, is an efficient structural use of timber, and was also used for the timber supporting arches (centring) used for building stone bridges.

Analysis of the design shows that the tangent members are almost entirely under compression, while the radial timbers are almost entirely subject to tension with very little bending stress, or to put it another way, the tangent and radial elements elegantly express the forces involved in arched construction

Year 7 Numeracy in English

NR - Year 7 were surprised by the task of calculating the arc of a famous bridge in Cambridge when they arrived at their English lesson! They rose admirably to the challenge and pushed themselves to go on to calculate the radius and the tangents too!

T&L Team Focus for Challenge - Questioning

KRG has made a start by investigating the frequency of her questions in a 40 minute teaching period:

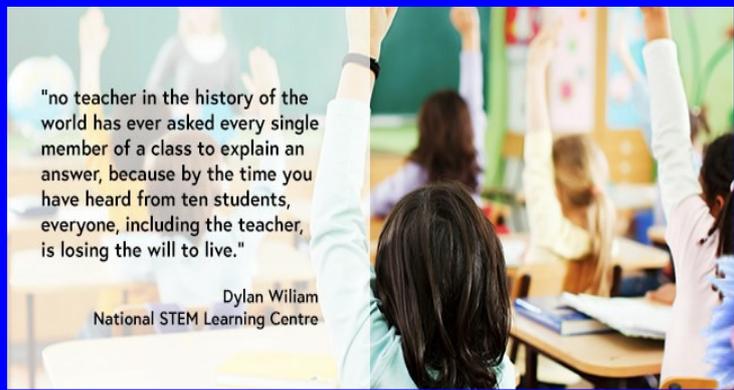
2 students in her class made a tally of her questions in this time period - how many do you think she asked? **56!** Now we want to explore the most effective questions for challenge - if anyone would like to join this study, let us know?

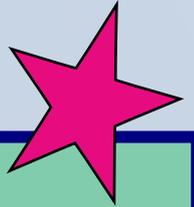
For your reference:

<https://about.futurelearn.com/blog/importance-right-questions-teaching>

"no teacher in the history of the world has ever asked every single member of a class to explain an answer, because by the time you have heard from ten students, everyone, including the teacher, is losing the will to live."

Dylan William
National STEM Learning Centre





KRG - Marking Project

KRG is leading a project that responds to the Student Voice feedback about about our marking in KS3 as well as investigating the time spent by RPCC teachers on their marking and feedback.

The working party have met twice now to discuss the new-style marking strategies they have trailed in class. . . the results are very interesting!

KRG will be presenting her findings in our T&L Briefing on 11th July 2018.

For your reference:

[Working Together on Workload - YouTube](#)



Respond to your feedback...

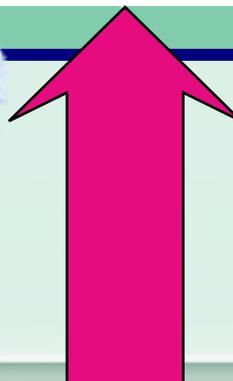


✓✓ Double tick: Great work!
Can you identify what is great about it?

○ Circle: A mistake.
Can you correct it?

□ Coloured box: Using the board, copy the matching colour and respond!

SPaG SPaG: A SPaG mistake.
Can you correct it?
Use the board if you need a hint!



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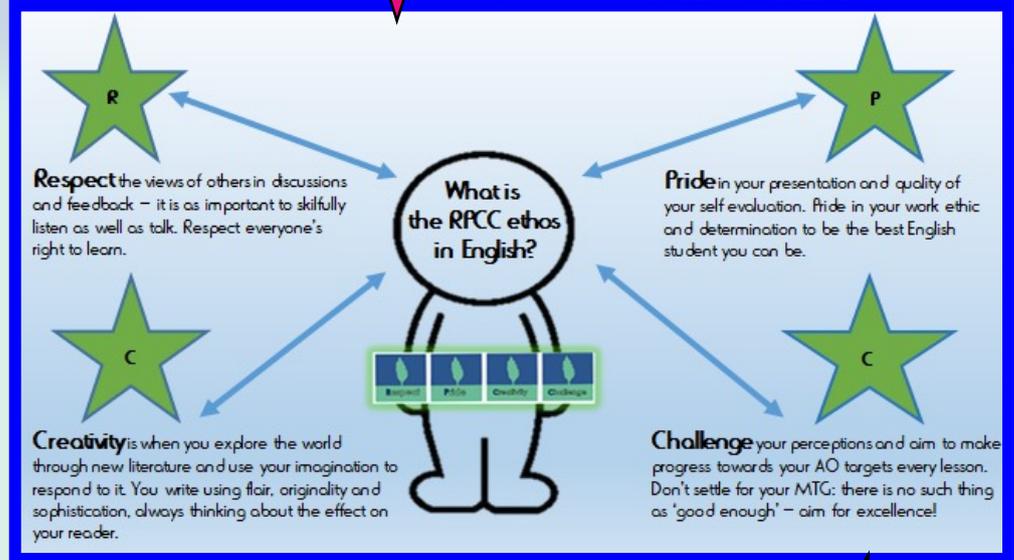
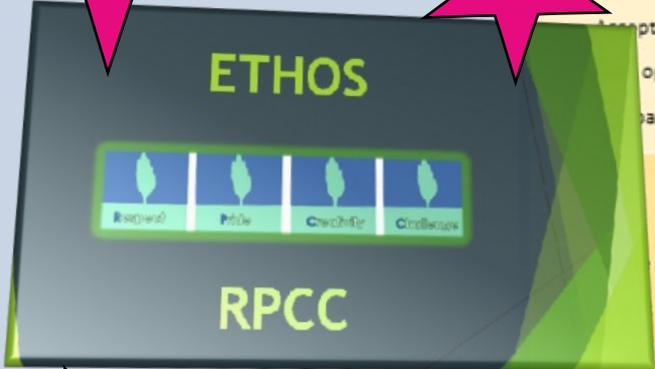
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Focus: Challenge
2017/18



RPCC Character	Lesson Philosophy
<p>INDEPENDENT</p> <p>Take responsibility for your own destiny Give what's needed to enhance the team Do what needs doing when nobody else sees</p>	<p>Every lesson is an opportunity, make it your lesson</p>
<p>RESILIENT</p> <p>Accept mistakes and respond positively Embrace opportunities to fail – CHALLENGE Share well, always trust your ability</p>	<p>Get on top, stay on top</p>
<p>INTEGRITY</p> <p>Live by what you say Be honest, even when it's tough Confront issues to the face, not behind the back</p>	<p>Always the best for the team</p>
<p>DRIVEN</p> <p>Set high standards, strive to achieve Better never stops Expect nothing, give everything</p>	<p>To the very end</p>
<p>SUPPORTIVE</p> <p>Learn from Demand more of Play for 'each other'</p>	<p>How are my class mates?</p>



RPCC ETHOS

MB introduced a model to exemplify the RPCC Ethos in PE and the T&L team would now like to develop this to include all curriculum areas. We'll be looking at how we instil the RPCC Ethos in our students by analysing the components of our subjects and defining the priorities in each department.





This edition's T & L Curriculum focus is GCSE Photography!



Summary of the course:

The course is 60% coursework and 40% exam work. Within the coursework there are four topics currently- 'out of focus', 'all about me', 'distortion' and 'seven deadly sins'.

All work has to be individual and unique to each student. All students look forward to 7DS but then when they get there they HATE it as it is so hard to concentrate on one section.

They need to collect over 100 photos and edit them and then they have to study 4 different artists within each topic and replicate the work as well as edit their own unique ideas alongside. They need to draw, make paper manipulations and final pieces.

Students need to learn very quickly how to use Photoshop and alongside the coursework they have to enter up to 4 competitions throughout the course!

Their exam is a pre set release which is released in January and they are given up to 8 topics to choose from. They are then given a certain amount of time to complete preparatory work and then 10 hours to create a final piece based on their work.

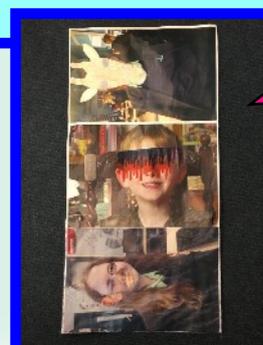
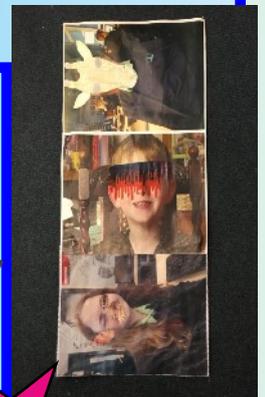
As they are marked on how individual their work is I can't stand at the front and show everyone how to do Photoshop skills as their work would look the same, so they have 1:1 sessions, so I could be teaching 10 skills in one lesson.

Students come to photography thinking it's going to be easy but then realise pretty quickly it is not easy. - It is really **CHALLENGING!**



Student Voice – We are editing and learning how to apply distortion – it is brilliant and very challenging!

Student Voice - We've been editing our photos and learning to use 'Photoshop' independently which has been very challenging.



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Focus: Challenge
2017/18

Putting challenge at the heart of your lesson



Who is up for a challenge?

Make sure **you** and **your students** are clear as to **what challenge is....**and what it's not!

- Challenge is **NOT** there just for the more able
- It's **not** an add-on
- It's **not** stuck on at the end of your lesson
- It's **not** doing more of the same
- It's **not** just to keep students who have finished busy

Know what excellence looks like

- To challenge pupils to produce the very best possible, have an idea of what this looks like
- What concepts do you expect them to know?
- What skills will they show?
- Perhaps look at the year above or a higher key stage
- Photos/examples to make it tangible/clear to students – although you don't want students to have their **own** ideas!

Challenge is for **everyone**

- Avoid hands up approach as **only one** can answer at a time
- Use think, pair, share to allow collaboration – shared ideas, the start of problem solving
- Promote **"struggle time"** – don't be so quick to dive in and help
- Use **probing questions** more
- Role reversal: allow for **reciprocal teaching**. "Explain that back to me"/explain to peer who has been absent or not understood
- Student led learning

Watch this space!

FA and her team of student artists are working on a new CHALLENGE logo for RPCC!

T&L Focus = CHALLENGE

HOL delivered an insightful presentation on the ways in which we can all continue to embed **CHALLENGE** in to our lessons (find her slides in the T&L folder).

Our next step is to focus on reducing the scaffolding & teacher support in lessons to allow students to develop resilience and to nurture a challenging learning environment. In our school.





JUSTIFY & EVALUATE YOUR OPINIONS

ENGLISH SKILLS IN SCIENCE!

English & Science Collaboration

Year 7 Scientists have been working on their debating skills! NR visited a lesson to teach them the key skills used in English to formulate a powerful and persuasive debate - they were very surprised to see an English teacher in their Science Lab! CP (ITT) commented that their use of persuasive language had improved!

CONNECTIVES FOR COMPARISON

<p>THE SUN MAKES ME FEEL...</p>	<p>CONNECTIVE</p> <p>HOWEVER, ON THE OTHER HAND, SIMILARLY, ALTERNATIVELY, CONVERSELY, AS OPPOSED TO, WHEREAS, EQUALLY...</p>	<p>THE RAIN MAKES ME FEEL...</p>
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JUSTIFY AND PERSUADE

33% OF BRITS SAY THEY LOVE IT
33% SAY THEY HATE IT
27% SAY THEY NEITHER LOVE NOR HATE IT

WHAT DO YOU THINK..?

<p>Language of Justification</p> <p>I believe this because...</p> <p>My primary reason for thinking so is...</p> <p>Perhaps the most convincing reason for this is...</p>	<p>THE SUBJECT</p>	<p>Language of Justification</p> <p>I believe this because...</p> <p>My primary reason for thinking so is...</p> <p>Perhaps the most convincing reason for this is...</p>
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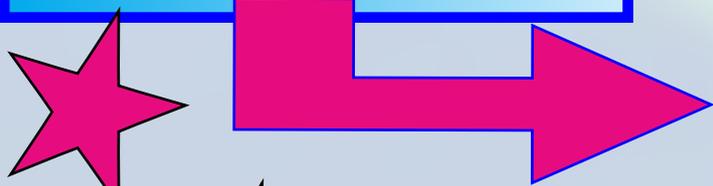


HOW GOOD ARE YOUR POWERS OF PERSUASION..?

- THEY WILL ROT YOUR TEETH!
- THEY ARE NOT TASTY!
- THEY WILL MAKE YOU SICK!
- THEY ARE FULL OF NASTY COLOURINGS & PRESERVATIVES!
- THEY ARE ODDLY CHEWY!
- THEY HAVE FACES!

Language of Persuasion

Based on the evidence presented so far, I believe that... Although some people claim that..., opponents argue that... It is vital to consider... The advantages of ___ outweigh the disadvantages of ___ insofar as... The statistics are misleading because they do/not show... These [facts/reasons/data] strongly suggest that... Yet some argue strongly that...



CAN YOU... EVALUATE THE EFFECTIVENESS OF THIS REPORT?

SBC NEWS, Health, 11 October 2017

IN 2016, 19.2M YOUNG PEOPLE WERE **UNDERWEIGHT** - STILL SIGNIFICANTLY MORE THAN THE NUMBER OF YOUNG PEOPLE WHO WERE **OBES**, BUT THAT LOOKS SET TO CHANGE.

EAST ASIA, LATIN AMERICA AND THE CARIBBEAN HAVE SEEN A SHIFT FROM UNDERWEIGHT TO OBESITY WITHIN THE SPACE OF A FEW DECADES.

GLOBALLY, IN 2016 AN ADDITIONAL 21.3M YOUNG PEOPLE WERE OVERWEIGHT ALTHOUGH STILL BELOW THE THRESHOLD FOR OBESITY.

OBESITY RESEARCHER **DR HARRY RUTTER**, FROM THE LONDON SCHOOL OF HYGIENE AND TROPICAL MEDICINE, SAID: 'THIS IS A **HUGE PROBLEM** THAT WILL GET **WORSE**.'

'EVEN **SKINNY PEOPLE** ARE HEAVIER THAN THEY WOULD HAVE BEEN TEN YEARS AGO.

'WE HAVE NOT BECOME MORE **WEAK-WILLED, LAZY OR GREEDY**. THE REALITY IS THE WORLD AROUND US IS CHANGING.'

- EFFECTIVELY,
- SUCCESSFULLY,
- ADMIRABLY,
- POWERFULLY,
- CONVINCINGLY,
- UNSUCCESSFULLY,
- INEFFECTIVELY...ETC.



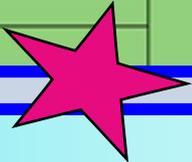


Teaching & Learning – Bright Spots

Awarded by the T&L Team for examples of innovative, creative and challenging teaching strategies.

Curriculum Area:   

Teacher:	Bright Spot awarded for:
Summer Term 2	




T&L Bright Spots

The popularity of the T&L Bright Spot has been maintained throughout this academic year, with most staff going out of their way to nominate other teachers as well as support staff in the school.

The T&L team would like to continue with this initiative but will make the following changes in the next half term:

- Curriculum Leaders will be given 10 Bright Spots every half term to distribute to their team - they can then also keep their own records for monitoring
- Every half term the spots will change colour - meaning that old spots can be taken down and monitored
- T&L team will encourage CLs to award Bright Spots linked to our Ethos: Respect - Pride - Creativity - Challenge
- T&L team can also award Bright Spots by nomination so that all staff are included.



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T&L Briefings

A BIG thank you to everyone who contributed to the T&L Briefing this half term - we have enjoyed some amazing training, research and feedback from the T&L Student Voice team. In a new addition, the pastoral team have also presented strategies and guidance on a number of pastoral subjects.

HOL - Challenge: Strategies to facilitate challenge in our lessons including removing scaffolding and fostering resilience.

AC - Tricky parental phone-calls/meetings – a 'HOW TO'?

NR, KOB & KRG - Challenge: Innovative Teaching Week launch and preparation.

DG - Strategies for improving attendance.

EW & CP - Year 11 revision strategies and planning for memory and recall.

VU - Challenge: Student self-assessment resources to highlight targeted personal challenges.



T&L Briefings for Summer Term 2

EB - Challenge - Dealing with challenging behaviour.

KRG - Challenge: T&L Student Voice and Marking Focus Group.

NR & KOB - Challenge: Ethos – a curriculum focus.

NR, KOB & KRG - Challenge: Differentiation survey + T&L audit & review.



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MFL - where the teachers challenge themselves too!

RS - I've planned a lesson on an issue in France linked with secularism.. It's been challenging because I didn't know much about it, and had to really think carefully of what I wanted students to achieve so that they could transfer the skills of giving opinions about it to another 'issue' (inequality / poverty/justice / environmental problems).

Faites des paires, gagnez des points!

la foi	les croyances	une croix	★ =5 pts	Judaism	headscarf	to teach
le foulard	la loi	les musulmans	♥ =4 pts	a cross	the law	faith
le judaïsme	la tolérance	la laïcité	☾ =3 pts	a veil	beliefs	Catholicism
enseigner	le catholicisme	un voile	↻ =1 pts	separation of Church and State	Muslims	
			⚡ =-2 pts			

1 La France est une République indivisible, laïque, démocratique et sociale. Elle assure l'égalité devant la loi, sur l'ensemble de son territoire, de tous les citoyens. Elle respecte toutes les croyances.

2 La République laïque organise la séparation des religions et de l'État. L'État est neutre à l'égard des convictions religieuses ou spirituelles. Il n'y a pas de religion d'État.

3 La laïcité garantit la liberté de conscience à tous. Chacun est libre de croire ou de ne pas croire. Elle permet la libre expression de ses convictions, dans le respect de celles d'autrui et dans les limites de l'ordre public.

4 La laïcité permet l'exercice de la citoyenneté, en conciliant la liberté de chacun avec l'égalité et la fraternité de tous dans le souci de l'intérêt général.

5 La République assure dans les établissements scolaires le respect de chacun de ces principes.

LA RÉPUBLIQUE EST LAÏQUE

CHARTRE DE LA LAÏCITÉ À L'ÉCOLE

La Nation confie à l'École la mission de faire partager aux élèves les valeurs de la République.

RS - Comfort zone departed!

STEPHEN SPENDER TRUST

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The Stephen Spender Prize 2018 for poetry in translation in association with the Guardian

Entry is by email or post. Each entry must comprise:

- your translation
- the original poem
- your commentary (see below for guidelines)

Stephen Spender

The Stephen Spender Prize

Events

Translators in Schools

Translation Notices

VL - challenged students to participate in this amazing poetry translation competition!





MFL - where the teachers challenge themselves too!

RS - I tried an ESCAPE ROOM activity with Year 7 + 8 today. It was amazing!



TITULO México: "Cinco de mayo"	FECHA Viernes el 4 de mayo
 Señor OBJETIVO Can I find out about "cinco de mayo"?	
 Señora EXITO All students will be able to explain something they have learned about the Cinco de Mayo celebration Most students will have decoded all the messages for all clues. Some students will have unlocked the locker with the 4 digit passcode.	
 PRIMERA ACTIVIDAD: Put the facts in the correct order	

TOP SECRET

You are among a select group chosen to carry out a secret mission. Your mission, should you choose to accept it, is a top secret school investigation.

The Case:
Tonya Cordona was born in Mexico. She spent the first 12 years of her life in the town of Puebla. One day her father came home and told Tonya that the family was moving to Florida. Her father received a great job offer that he just could not pass up. Tonya was devastated to hear the news. She would have to say goodbye to her friends at school. Her teacher encouraged her to be positive and she would make new friends in no time. In Florida, Tonya and her family settled in to a new house with a pool. The pool made Tonya feel a little better about the move. She met a few friends in the neighborhood but none of them were in her classes.

Mrs. Goodin, Tonya's geography teacher, had assigned the students a country to do a report on. She assigned Tonya the country of Mexico because she knew that would help Tonya feel comfortable in front of the class. Tonya was thrilled. She was very proud of her Mexican heritage and could not wait to show the class traditional costumes and food. The day of her presentation, her parents dropped her off at school. She had a bright ruffled dress that she planned to change into before class started. She also had plates of tamales to share with the class. She locked everything in her locker at school. She could not wait until it was time for geography class.

Right before class, Tonya went to her locker to get out her presentation costume, props and food. Since she was new, she had trouble opening her four digit lock. She asked a student in the hall for help but they could not get it to open. Tonya was so upset. She did not want to let her class down. She wanted to make a good impression on them and show off her knowledge of Mexican culture.



Guidance for students

- 1) It does not matter what order you decode the Cinco de Mayo clues.
- 2) Visit each decoder and decipher the facts about Cinco de Mayo.
- 3) You must not give in the 4 digit code unless all clues have been decoded
- 4) You must not give in the 4 digit code unless you have completed "Four things I learned".
- 5) Summarise "Four things I learned" in your own words

A good question I have asked today was

Using a new phrase I have learned today, I can now say...

I have shown that I am a "MFL Expert" by....

The next steps in this lesson/next lesson for me are.....

1 2 3 4

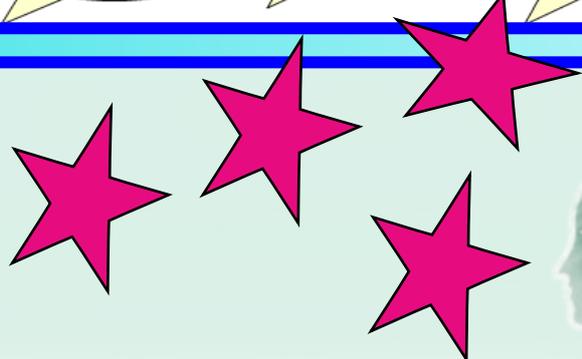
5 6 7 8

The thing I am most proud of today is

Today's lesson has helped me work towards my target level because....

To improve my learning in this topic, I have

The skills I am developing today are....



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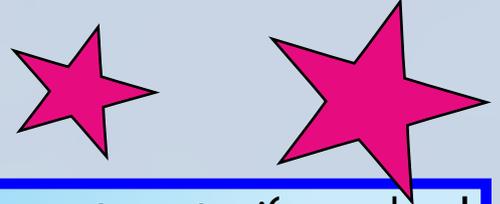


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JF creates an amazing interactive learning environment - enter if you dare!



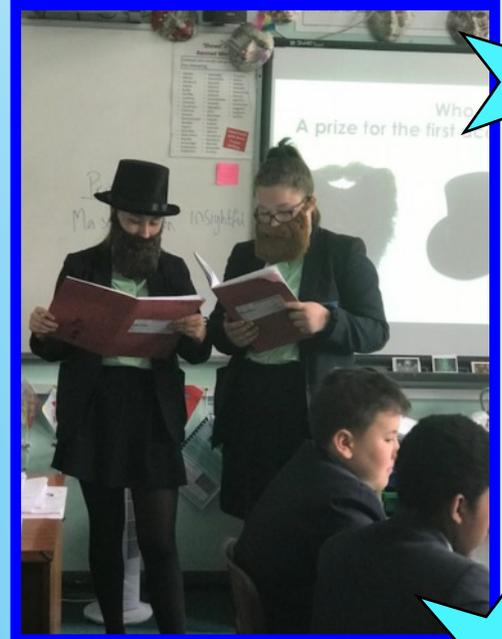
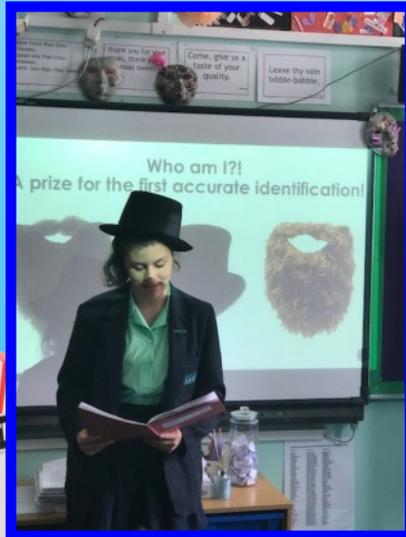
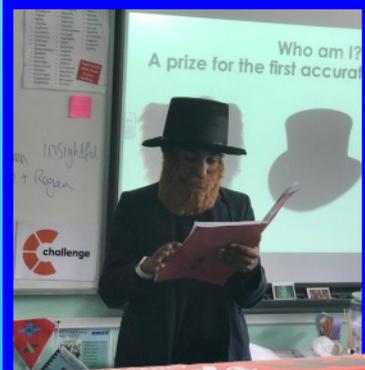
CS - We are so proud our students and the standard of their work.





What are you saying. . ?

Emergency Beards Required in Year 9 for Literary Context Lessons!



Have you visited the T&L HUB this term? We have new things for you. . !



EW (ITT) Year 10 - Respectful discussion on Genetic Engineering inspired by Pom Poms!



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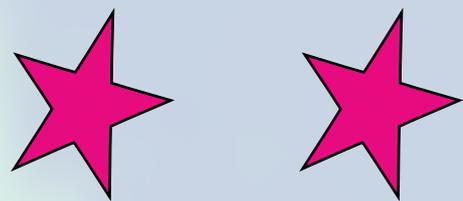


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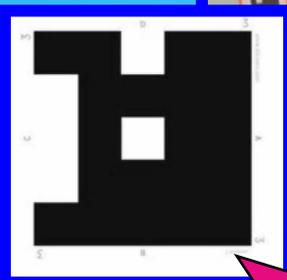
with specialist status in Business & Enterprise and Humanities



Focus: Challenge
2017/18



Have you tried Plickers? GD has!



I like the way it highlights what I've done well and what I need to focus on!



'The D.I.R.T tasks challenge me by making me address the weaknesses in my work.'

How many S.P.A.G marks are available on GCSE papers in your subject?

There are marks for S.P.A.G on the majority of the English GCSE papers!

- R.E = 10 marks
- Geography = 10 marks
- History = 8

How can we make effective use of S.P.A.G instinctive in our students' work?

VU - SPAG SPOT CHECK!

As introduced and presented by VU in the last T&L Briefing. Slides are shared in the T&L folder - with thanks.

