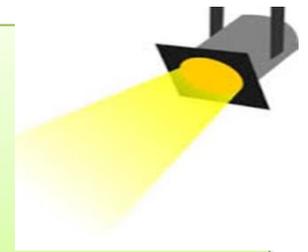


# GHS Teachmeet 2018

## Rebecca Wilson

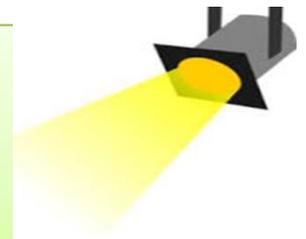


I wanted to find out whether the consistent and daily use of revision register tasks would improve the retention of key skills for KS4 pupils. I prepared retrieval practice starters every day for a year for each of my KS4 classes, and measured their retention through termly 'quizzes' of the topics being practised. The results, compared against a control group, showed much improved confidence and retention, and pupil voice surveys revealed that the students found the starters to be a useful revision tool. I am planning to develop this in our KS3 schemes of work by producing revision homeworks involving spaced retrieval of topics studied, which the whole department will hopefully use next year.



# GHS Teachmeet 2018

## R Howgego

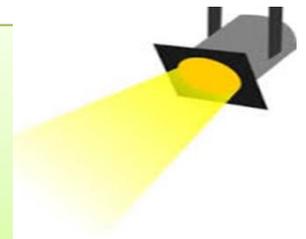


- Can I speed up marking but keep it effective?
- Pupil questionnaires to gather data before and after changes to marking.
- Marking is more effective, and quicker, using codes.
- Codes were developed over time to suit science work (mainly physics and chemistry).
- The pupils like the codes and it gives them more information about levels.
- It hasn't been shared with the faculty.
- I will develop codes for use with a wider range of classes.



# GHS Teachmeet 2018

## Catherine Thomas

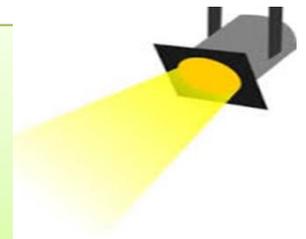


- What questions did you want to answer? *Quote retention and memory related to 100% English Literature examination.*
- How did you collect your data? *Analysed data at key assessment points/PIPS as well as using pupil voice to assess levels of confidence.*
- What did your analysis show? *Analysis showed pupils did feel more confident with retaining quotes and could remember more. At first, there wasn't a direct link with assessment data, but results of the end of year exam demonstrated improved confidence.*
- Which strategies did you use / develop? *Quote chanting, interleaving/starter for 5, more visual learning approaches.*
- Pupil response? *Pupils enjoyed it and saw the benefit of what they were doing.*
- How has your research been shared with our faculty / department? *Resources/power points have been shared but could be more strategic for September.*
- Any future developments planned? *Introducing a more structured approach to quote retention from year 9 onwards through register tasks.*



# GHS Teachmeet 2018

## Simon Bentzen

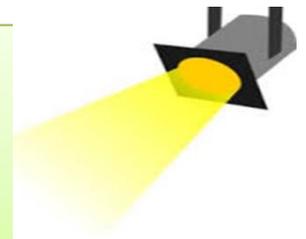


- Would memory techniques aid learning?
- Techniques were used during lessons including an observation.
- Analysis showed that techniques were relevant to some students.
- Strategies included 10 fact sharing and revision tests.
- Higher ability students have responded well with good scores from the short memory tests and evidence of good short term memory of 10 facts.
- Lower ability students did not respond well to the knowledge tests but did reasonably well to the 10 short facts.
- Evidence of what has been happening has been passed on during department meetings.



# GHS Teachmeet 2018

## Liam Dunne

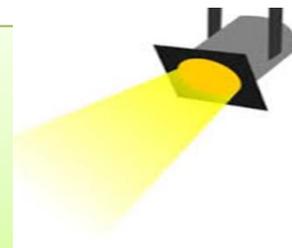


- What questions did you want to answer?
- Was producing an audio version of Flashcards in which pupils create audio recording of themselves explaining important concepts.
- How did you collect your data?
- Go them to have a go, looked at the results and spoke to pupils
- What did your analysis show?
- Many pupils struggled with creating a script and with the technicalities of making an audio recording
- Which strategies did you use / develop?
- Script writing is part of the course as is creating audio recordings – so both were revision activities anyway.
- Pupil response?
- They didn't like the sound of their own voice, found it took a lot of time to produce and whilst it did help understanding it was not as effective as writing out their own flashcards
- How has your research been shared with our faculty / department?
- No
- Any future developments planned?
- No



# GHS Teachmeet 2018

## Phil Palmer

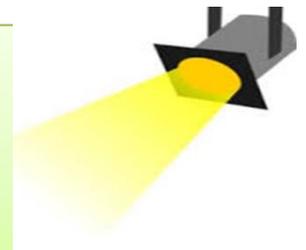


1. What questions did you want to answer? How can memory techniques improve end of unit/year test scores.
2. How did you collect your data? End of year test scores.
3. What did your analysis show? Pupils that accessed the online revision tools achieved better in the end of year test.
4. Which strategies did you use / develop? Online revision tools and closed question tests
5. Pupil response? Enjoyed the multi-player option with the revision materials.
6. How has your research been shared with our faculty / department? All members of the department using the resources.
7. Any future developments planned? End of unit tests in a similar format.



# GHS Teachmeet 2018

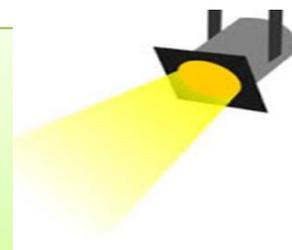
## Sarah Smith



- How to keep the extensive new GCSE knowledge fresh in pupils memory with a 3 year course.
- Questionnaires with my leaving Yr 11 groups.
- That some found the interleaving strategies helpful but others felt more was needed.
- Interleaving quizzes at the start of each lesson (register task) pupils told the Year 9 topic the lesson before so they could prepare.
- The MAGT pupils and those who were hardworking found it very useful, some made revision materials as each topic came up to help with preparation for their exams. However, those less hardworking did not do the preparation at home and therefore could not complete the quiz at the start of the following lesson and so the register task became much more time consuming.
- Faculty meeting.
- Develop the use of PIXL app and set these as homework so I can analyse the results easier and introduce the making of revision cards for Year 9 topics as Year 11 homework.

# GHS Teachmeet 2018

## Jen Avery

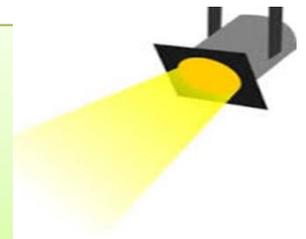


- Interleaving: the effect on memory retention of lower and middle ability Key Stage 4 (English)
- Qualitative (interview groups) and Quantitative (Confidence Scales and Exam Data)
- Those with the interleaving strategy outperformed those without - their confidence in their knowledge was also very high.
- Pupil response has been very positive – all were involved and invested in the project.
- From the interleaved starter development, a booklet has been created for future departmental use.



# GHS Teachmeet 2018

## Petra Palmer

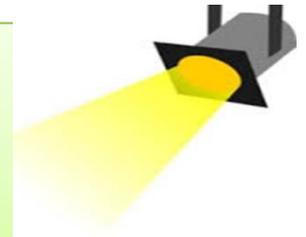


- Creation of a Revision planner using a priority scale in the weeks leading up to mock exams
- Exploration of revision techniques with Year 10 form during PDT time such as
  - Revision cards and different ways to use them
  - Mind mapping
  - Reading and highlighting
  - Mnemonics and flow charts
- Work-life balance techniques like EFT tapping



# GHS Teachmeet 2018

## Wendy Thorpe



- Memory techniques - How to ensure regular 'bite-size' revision across all topics.
- Use of '5-a-day' register tasks every lesson, pupils collate in a folder, monitor confidence and success.
- Confidence and success significantly improved through year 11.
- Strategy - selection of subsequent tasks targeting weak topics.
- Pupil response very positive.
- Shared through discussion within faculty.
- Future developments - Not for me personally! But faculty already make use of 5-a-day and will continue to do so.

Wendy

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

2nd January

5-a-day

Solve the simultaneous equations

$$y = x^2 - 1$$

$$x = 5 - y$$

Work out

$$\sqrt{200} + \sqrt{50}$$

Sketch  $y = \sin x$  for  $0 < x < 360$ .

Solve  $x^2 - 2x - 15 > 0$

Find the nth term of  
10, 12, 16, 22, 30, ...

Higher Plus

Corbettmaths

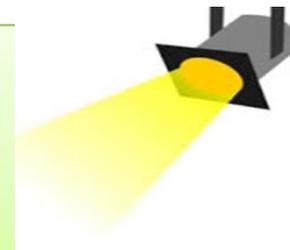
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# GHS Teachmeet 2018

## Lilly O'Driscoll



- **What questions did you want to answer?**

What would the impact be by focusing primarily on positive behaviour?

- **How did you collect your data?**

By comparing achievement and behaviour points before and after the strategies were implemented. I focused on a year 9 and a year ten class.

- **What did your analysis show?**

It showed a high increase in the number of achievement points given and a reduction in behaviour points issued.

- **Which strategies did you use / develop?**

- Before the new behaviour policy was brought in, I started with a system of recording points on the board. There would be 2 columns on the board to record names for positive and negative praise. By doing this I was focusing on positive behaviours, e.g. if a student answered a question or was helpful their initials would be placed on the positive column.

- Half way through this research, I started to focus on noise level management after feedback from an observation and through the discussions I took part in during the inset time for 'Teaching and Learning'. I bought an app called 'Too noisy pro for £3.99. It monitors classroom noise levels and displays a noise dial to the students, so they can see if they are achieving the required level of noise.

- To focus on positive behaviour, I started to create whole class quizzes using the website and app on my ipad Plickers! It is an activity I found useful with my year 9 and ten GCSE class. Below are instructions of how I would explain it

- **Pupil response?**

Pupils responded really well to the new strategies I introduced. *Overall, I have found this research useful in developing my behaviour management skills. My focus has moved from negative behaviour to recording achievement. It has allowed me to build better relationships with pupils and enabled me to deliver the content better, as low level disruption has decreased. The year ten class especially responded to the whole class quizzes.*

- **How has your research been shared with our faculty / department?**

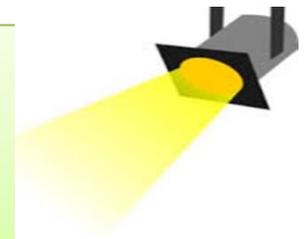
My head of department gave me the idea of plickers and I have shown others how to use it in my department. I have also demonstrated how to use it at a voluntary CPD meeting after school.

- **Any future developments planned?**

I will carry on focusing on the positives, when it comes to behaviour strategies. I still use all of the above strategies and add new ones in (especially competitions to get many students engaged in learning.

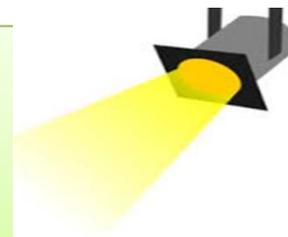
# GHS Teachmeet 2018

## Gavin Jackson



- I was hoping to use codes to improve the quality of my assessment.
- This was delivered with a trial group of year 10 photography students.
- I produced a series of codes divided into four assessment strands. These were loosely linked to the AQA assessment objectives.
- The codes were then used in place of comments on their assessment sheets.
- Pupil response was limited and revealed the difficulties in applying generalised codes to a creative subject where assessment and commentary on students work is often very nuanced (e.g. the code could explain that tone and shade needed to be improved but could not explain on what part of the work or how.)
- I found that in addition to writing the codes further explanation or commentary was required thus defeating the purpose of this strategy.
- Faculty meetings were used to discuss this with the rest of the Faculty.
- Further development is needed to see if this marking method can be adapted to a more 'conversational' approach.

# GHS Teachmeet 2018



Making	Ideas	Knowledge	Evaluation
<b>Drawing skills</b>	DS	Analysis An	Tone & shade TS Presentation Pr
<b>Painting skills</b>	PS	Key facts KF	Tone & shade (Colour) TSc Quality Q
<b>Colour pencil</b>	CP	Artist influence AI	Tone & shade (paint) TSp Attention to Detail Dt
<b>Pen &amp; ink</b>	PI	Design Ds	Tone & Shade (pen & ink) TSpi Composition C
<b>Tone &amp; shade</b>	TS	Typography T	Colour mixing CM Layout L
<b>Tone &amp; shade (Colour)</b>	TSc	Composition C	Colour blending (paint) CBp Opinions O
<b>Tone &amp; shade (paint)</b>	TSp	Layout L	Colour blending (pencil) CBpn
<b>Tone &amp; Shade (pen &amp; ink)</b>	TSpi	Creativity C	Proportion P
<b>Colour mixing</b>	CM	Opinions O	Scale Sc
<b>Colour blending (paint)</b>	CBp	Decoration Dc	Perspective Pp
<b>Colour blending (pencil)</b>	CBpn	3D shapes 3D	Composition C
<b>Accuracy</b>	A		Construction Skills CS
<b>Observation skills</b>	OS		
<b>Definition</b>	D		
<b>Proportion</b>	P		
<b>Scale</b>	Sc		
<b>Perspective</b>	Pp		
<b>Composition</b>	C		
<b>Layout</b>	L		

Fine Art

Making	Ideas	Knowledge	Evaluation
<b>Viewpoint</b>	Vp	Analysis An	Camera settings CS Presentation Pr
<b>Composition (leading lines)</b>	C	Key facts KF	Composition (leading lines) C LL
<b>(fill the frame)</b>	FF		(fill the frame) FF
<b>(rule of thirds)</b>	3 <sup>RD</sup>		(rule of thirds) 3 <sup>RD</sup>
<b>(rule of odds)</b>	RO		(rule of odds) RO
<b>(active space)</b>	AS		(active space) AS
<b>Formal Elements (colour)</b>	FE	Photographer influence PI	Formal Elements (colour) FE CI
<b>(texture)</b>	T		(texture) T
<b>(pattern)</b>	P		(pattern) P
<b>(tone)</b>	T		(tone) T
<b>Lighting</b>	L	Design Ds	Lighting L Editing E
<b>Focal length</b>	FL	Typography Tp	Focal length FL Analysis An
<b>Depth of Field</b>	DoF	Composition C	Depth of Field DoF
<b>Creative Editing</b>	CE	Layout Lt	Viewpoint Vp
<b>Selective colour</b>	SC	Creativity Cr	
<b>Black &amp; White</b>	B&W	Opinions O	
<b>Location</b>	Lc	Subject matter SM	
<b>Subject Matter</b>	SM	Locations Lc	
<b>Observation skills</b>	OS	Editing E	

Photography

# Memory techniques to aid translation skills in MFL

With the re-introduction of Translation into the MFL exams, the ability to remember vocabulary and translation techniques is crucial. Many strategies are being used and shared through internal and external MFL meetings and MFL social media groups.

- **One pencil. One dice.** 
- Player A starts translating the sentences recapping learnt vocabulary using the pencil. Player B rolls the dice until they get a 3 and shout 'TROIs'. This player then wins the pencil and the dice is passed to the next player. Winner is the first to fill the grid.
- **Flashing vocabulary to aid vocabulary recall and test prior learning**
- Familiar words flashing up on the board – accurately copy down words and translate
- **Running dictation – remembering text in the foreign language and repeating it correctly.**
- Text recalling vocabulary.
- Group work on sugar paper.
- Peer assessment – swap papers and circle any mistakes on each other's work.
- Swap back and correct with text on board.

## 20 ideas for teaching translation

---

1

**Verbal dominoes.** Each student is given a domino card and the group listen to the first person's word or phrase, checking whether they have the translation on their own card. The person who does reads the translation, before reading the next word on their card, and so on around the class.

---

2

**Quiz, quiz, trade.** Create cards with a phrase on one side and its translation on the other. Students quiz each other in turn by holding up the card and checking the answer to give feedback. They then trade cards and find a new partner to quiz.

---

3

**Match the English.** Ask students to find words and sentences in a target language text to match a list of words and sentences in English. This could be done as a team game or against the clock. Use authentic texts to increase motivation.

---

4

**Collaborative translation.** Working in a small group of up to four, students translate different parts of the same text and pass it on. Each member of the group then proofreads each translated section with a specific focus (e.g. verbs and tenses, adjectival agreement etc.), before passing it on.

---

5

**Make a pelmanism game.** Provide each student with a text and a translation of it. Students design a pelmanism game with phrases illustrating the specific differences they noted between the original and the translated text, e.g. word order, use of articles, adjectival agreement, idiomatic expressions etc.

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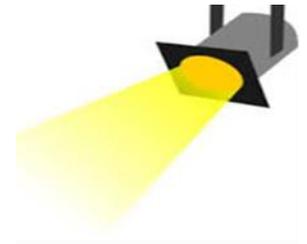
6

**Translate and summarise.** Students translate a short text into English and summarise it in a couple of sentences in the target language. A writing frame could be provided to support weaker students.



## Strategies for translation into English

- Read the whole text through and get a sense of the overall meaning or gist.
- Work then at sentence or phrase level. For each, try to produce an English equivalent that sounds right.
- You cannot often translate word for word. Mostly, you need to paraphrase: i.e. find a phrase that has the same meaning, but uses different words.
- Try to work out the meaning of any unfamiliar words in the sentence. Consider words surrounding the unfamiliar word and try out words that would fit, using an English sentence with gaps. E.g. *Elles lisent un livre* = They \*?\* a book.
- Think about the context and use common sense. What makes sense in the context of the rest of the text?
- Once you have the meaning of the sentence in your head, play with the order of the words until you have English that sounds natural when you read it.
- The golden rule: read aloud what you have written. If it doesn't sound right to you, it probably isn't.



### TEACH/MEET Coded marking

Homework

1.)  $\frac{3}{4} + \frac{1}{8} = \frac{24+4}{32} = \frac{28}{32} \rightarrow \frac{14}{16} \rightarrow \frac{7}{8}$  ✓ *Grade: Bronze +  
ATL: 4/4*

2.)  $\frac{2}{3} + \frac{1}{6} = \frac{12+2}{18} = \frac{14}{18} = \frac{7}{9}$  ✓ *www: GUS, CD, S.*

3.)  $\frac{3}{4} - \frac{5}{8} = \frac{24-20}{32} = \frac{4}{32} = \frac{1}{8}$  ✓ *ebi: More care required  
when simplifying*

4.)  $\frac{4}{9} + \frac{1}{3} = \frac{12+9}{27} = \frac{21}{27} = \frac{7}{9}$  ✓

5.)  $\frac{3}{4} \cdot \frac{1}{2} = \frac{6-4}{8} = \frac{2}{8} = \frac{1}{4}$  ✓

6.)  $\frac{1}{4} + \frac{5}{12} = \frac{12+20}{48} = \frac{32}{48} = \frac{16}{24} = \frac{8}{12} = \frac{4}{6} = \frac{2}{3}$  ✓

7.)  $\frac{8}{9} - \frac{2}{3} = \frac{24-18}{27} = \frac{6}{27} = \frac{2}{9}$  ✓

8.)  $\frac{7}{8} - \frac{1}{2} = \frac{14-8}{16} = \frac{6}{16} = \frac{3}{8}$  ✓

9.)  $\frac{3}{4} - \frac{1}{2} = \frac{6-4}{8} = \frac{2}{8} = \frac{1}{4}$  ✓

10.)  $\frac{2}{5} + \frac{1}{3} = \frac{6+5}{15} = \frac{11}{15}$  ✓

11.)  $\frac{4}{5} - \frac{1}{2} = \frac{8-5}{10} = \frac{3}{10}$  ✓

12.)  $\frac{1}{5} + \frac{2}{3} = \frac{3+10}{15} = \frac{13}{15}$  ✓

13.)  $\frac{7}{9} - \frac{1}{2} = \frac{14-9}{18} = \frac{5}{18}$  ✓

14.)  $\frac{3}{5} + \frac{1}{3} = \frac{12+5}{15} = \frac{17}{15}$  ✓

15.)  $\frac{5}{8} - \frac{3}{5} = \frac{25-24}{40} = \frac{1}{40}$  ✓

Monday 2<sup>nd</sup> July 2018

8<sup>th</sup> - Diary Day  
Mon AA→SC  
Wed KD→PM  
Thur LM→LT  
Fri EW→LV

FUS : Full understanding shown

Gus : Good understanding shown

CD : Common denominator

S : Simplifying

CMT : Correct method throughout.

D4

a)  $\frac{2}{3} \div 2 = \frac{2}{6} \checkmark = \frac{1}{3}$

b)  $\frac{2}{3} \div 4 = \frac{2}{12} \checkmark = \frac{1}{6}$

c)  $\frac{3}{4} \div 3 = \frac{3}{12} \checkmark = \frac{1}{4}$

d)  $\frac{3}{4} \div 4 = \frac{3}{16} \checkmark$

---

D5

a)  $\frac{1}{2}$  of  $\frac{2}{5} = \frac{2}{10} \checkmark = \frac{1}{5} \checkmark$

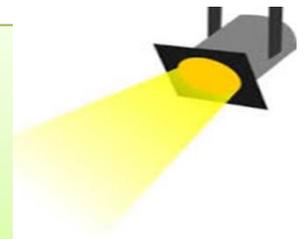
b)  $\frac{1}{2}$  of  $\frac{3}{5} = \frac{3}{10} \checkmark$  *Grade: Bronze +  
ATL: 4/4  
www: CAT  
NP*

c)  $\frac{1}{2}$  of  $\frac{5}{8} = \frac{5}{16} \checkmark$  *ebi: Always look to  
simplify fractions  
where possible.*

d)  $\frac{1}{4}$  of  $\frac{2}{3} = \frac{2}{12} \checkmark = \frac{1}{6} \checkmark$

# GHS Teachmeet 2018

## Vicky Bold



- What questions did you want to answer?
- How did you collect your data?
- What did your analysis show?
- Which strategies did you use / develop?
- Pupil response?
- How has your research been shared with our faculty / department?
- Any future developments planned?



# What questions did we want to answer?

- How we can effectively use TAs despite limited time to liaise prior to lessons?
- What are the strategies teachers can reasonably implement within lessons to maximise the use of TAs?
- What can TAs do to maximise their own impact?

# How did we collect data?

- VB went to course in – ‘maximising impact of TAs’.
- Reading research papers from NASEN etc. Collating data/evidence from teachers present.
- Trialling strategies within the classroom (VB) and on a 1:1 basis (SP).
- **What did our analysis show?**
- TAs could be used more effectively with minimal effort - small tips and tricks could be implemented within the classroom to maximise impact of TAs.
- TAs can focus on task completion as opposed to skill development, teachers don't allocate enough time to communicate lesson objectives/outcomes prior to the lesson which has a huge impact of their effectiveness and TAs are used as behaviour management tools or on an instructional basis which is detrimental to progress.
- See attached ‘strategies poster’ for how we ‘overcome’ these issues.

# What did our analysis show?

- TAs could be used more effectively with minimal effort - small tips and tricks could be implemented within the classroom to maximise impact of TAs.
- TAs can focus on task completion as opposed to skill development, teachers don't allocate enough time to communicate lesson objectives/outcomes prior to the lesson which has a huge impact of their effectiveness and TAs are used as behaviour management tools or on an instructional basis which is detrimental to progress.
- See attached 'strategies poster' for how we 'overcome' these issues.

# Pupil response

- Most pupils agreed that strategies were in place most of the time but would like to see more consistency.
- They liked working with the teacher on a 1:1 basis.
- They did not like being taken out for interventions if it meant spending time away from peers.
- **How has research been shared?**
- Video made by IR and VB demonstrating the findings of the research. Interviews with pupils (pupil response/feedback) to be added to video.
- A4 poster designed for TAs and teachers which includes key issues with appropriate strategies.
- **Future Developments**
- Possibly developing SOWs to include TA instructions/key questions for each lesson.

## Making best use of TAs in the classroom

### Key finding:

TAs spend most of their time in an informal instructional role supporting students with the most need. This results in the weakest pupils receiving the least help from the class teacher. Taking pupils out of the lesson to work 1:1 with TA extends the period of time away from peers and has been found to be detrimental to learning.

### Strategies:

- Give TAs more of a presence in the classroom. They can support in the delivery of instructions, scribe class answers on a whiteboard or demonstrate equipment, for example. Flip-learning was also found to be effective where the TA delivers lesson content and the teacher supports.

- Avoid 'the velcro effect' whereby TAs are seated next to a specified child for the duration of the lesson. Instead, TAs should circulate, allowing the teacher to work 1:1 with designated LA or SEN pupils. It is therefore crucial that TAs are aware of lesson objectives and outcomes.

- Where possible, avoid taking pupils out of the classroom setting to work 1:1 with a TA. If this is essential, ensure that pupils are aware of what they have missed in lessons.

### Key finding:

TAs often prioritise task completion rather than skill development and understanding.

### Strategies:

- TAs use the framework for effective questioning, based upon Bloom's Taxonomy\* to support them in providing the least amount of help first to support pupils' ownership of tasks, gain confidence in using open-ended questions and develop pupils' confidence in taking risks with their learning.

- Inside lanyards, TAs could have a copy of the framework to reference during a lesson.



### Key finding:

TAs are not adequately prepared for their role in classrooms. Teachers have limited time to liaise with TAs prior to a lesson.

### Strategies:

- As new schemes are being developed and downloaded to the VLE, teachers could incorporate prompts/instructions for TAs in the notes section of PowerPoint; effective questions for the TA to use, which are linked to skill development and learning outcomes. TAs can access the content, prior to the lesson, by logging into the VLE during their PPA time. It is therefore essential that teachers share their plans with TAs, even if this means on a half-termly basis.

- As a minimum, teachers should communicate to TAs the concepts, facts, information being taught; skills to be learnt, applied, practiced or extended; intended learning outcomes and required feedback.



<u>Complexity</u>	Is...	Did...	Can...	Would...	Will...	Might...
Who	➔					
What						
Where						
When						
Why						
How						

## Coded Marking - HC

We have been using a system at KS4 called 'KISS JO' to help pupils answer exam questions.

There are displays up in our classrooms explaining it and pupils have copies of the codes in their books.

Exam questions are marked in code and pupils can see what they have missed. We have also produced coded writing frames for exam Q's.

It is working well so far and we aim to develop it further and produce more resources next year.



Making a wall display means pupils see the codes every lesson even if we are not using them that day.

K – Knowledge

I – Impact

S – Specialist Language

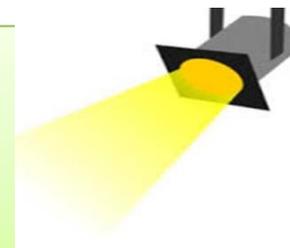
S – Sources of wisdom

J – Judgement

O - Opinion

# GHS Teachmeet 2018

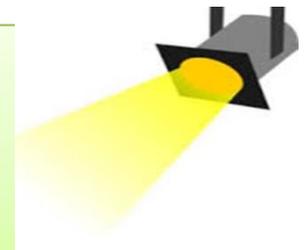
## Fergal Capmbell



- Could we utilise Mathswatch to it's full potential and increase it's usage by students, especially Year 11?
- Year 11 are supposed to use the website to revise specific topics identified from Diagnostic RAG sheets issued after Past Paper assessments. I was able to see how long since a student had accessed the website and how many times they had used it.
- Initial analysis showed that the majority of students were not using the website or not as instructed by their teachers.
- I set personalised tasks for every student in my Year 11 class based on the Diagnostic RAG sheets. They were given a specific period of time to complete the tasks, usually for before the next assessment.
- Pupils enjoyed the new interactive element of the website. They were able to track their own progress. Usage increased once they were aware I was tracking their performance on each task.
- I used the department meetings to share the skills required set up classes and tasks.
- I invited the DOL to a revision lesson to watch the Year 11's using the website.
- Use the website with all GCSE groups and introduce it to lower school groups, so they are used to it as they progress in mathematics. Ensure that all staff are competent in using Mathswatch with their classes.

# GHS Teachmeet 2018

## Lilly O'Driscoll



- What questions did you want to answer?

What would the impact be by focusing primarily on positive behaviour?

- How did you collect your data?

By comparing achievement and behaviour points before and after the strategies were implemented. I focused on a year 9 and a year ten class.

- What did your analysis show?

It showed a high increase in the number of achievement points given and a reduction in behaviour points issued.

- Which strategies did you use / develop?

- Before the new behaviour policy was brought in, I started with a system of recording points on the board. There would be 2 columns on the board to record names for positive and negative praise. By doing this I was focusing on positive behaviours, e.g. if a student answered a question or was helpful their initials would be placed on the positive column.

- Half way through this research, I started to focus on noise level management after feedback from an observation and through the discussions I took part in during the inset time for 'Teaching and Learning'. I bought an app called 'Too noisy pro for £3.99. It monitors classroom noise levels and displays a noise dial to the students, so they can see if they are achieving the required level of noise.

- To focus on positive behaviour, I started to create whole class quizzes using the website and app on my ipad Plickers! It is an activity I found useful with my year 9 and ten GCSE class. Below are instructions of how I would explain it

- Pupil response?

Pupils responded really well to the new strategies I introduced. *Overall, I have found this research useful in developing my behaviour management skills. My focus has moved from negative behaviour to recording achievement. It has allowed me to build better relationships with pupils and enabled me to deliver the content better, as low level disruption has decreased. The year ten class especially responded to the whole class quizzes.*

- How has your research been shared with our faculty / department?

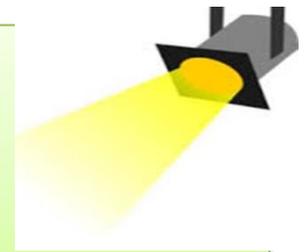
My head of department gave me the idea of plickers and I have shown others how to use it in my department. I have also demonstrated how to use it at a voluntary CPD meeting after school.

- Any future developments planned?

I will carry on focusing on the positives, when it comes to behaviour strategies. I still use all of the above strategies and add new ones in (especially competitions to get many students engaged in learning.

# GHS Teachmeet 2018

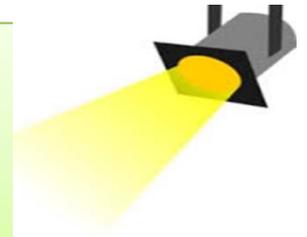
## Ria Stillwell



- What questions did you want to answer?
- How could I help students to recall and retain information more effectively.
- Which strategies did you use / develop?
- Prepared register tasks that could be used at any point after the topic was taught; purchased SMART cards (revision cards and exam questions); mini quizzes created used at any point
- Pupil response?
- Year 9s asked where they could get the SMART cards and said they were going to ask for a set for Christmas!! Pupils enjoyed the testing of memory and have become used to it.
- How has your research been shared with our faculty / department?
- Others have also tried this method ; revision session run every week at lunchtime for Year 11 using register tasks; development of resources has been by whole department.
- Any future developments planned?
- Included in end of unit tests questions on other topics; continue to build resources to include in reviewing topics. Develop into every lesson.



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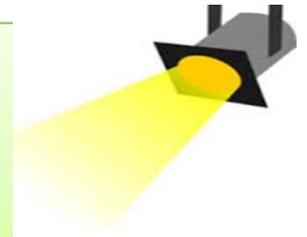


- What questions did you want to answer?

**How can I mark my students' books and give them appropriate, useful comments without repeatedly writing the same things??**



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- How did you collect your data?

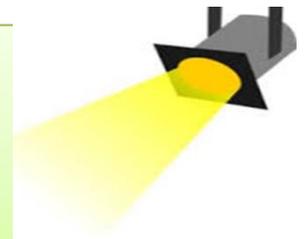
**Informal discussion with my Year 10 set 2 class**

- **What would they like to see?**
- **What would be useful for them?**
- **What did THEY think were the most common mistakes in maths?**



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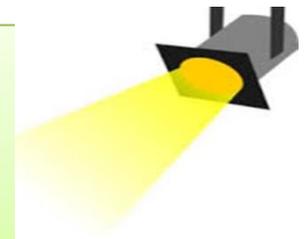
## Jez Scott



- What did your analysis show?

**Key areas emerged for marking focus**  
**Students wanted short, clear comments and feedback**





- Which strategies did you use / develop?

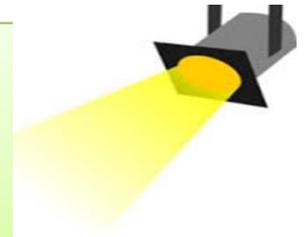
## Coded marking sheet

Trialled with 2 Year 10 classes – set 2 (Higher) and set 4 (Foundation) and Year 8 set 2

CODE	MEANING
N	numerical / arithmetic e.g. calculation incorrect
M	method e.g. wrong formula used
A	algebraic e.g. incorrect substitution / rearrangement
R	rounding / accuracy
U	units e.g. not given or incorrect ones used
W	none / insufficient working out shown
I	incomplete / not attempted

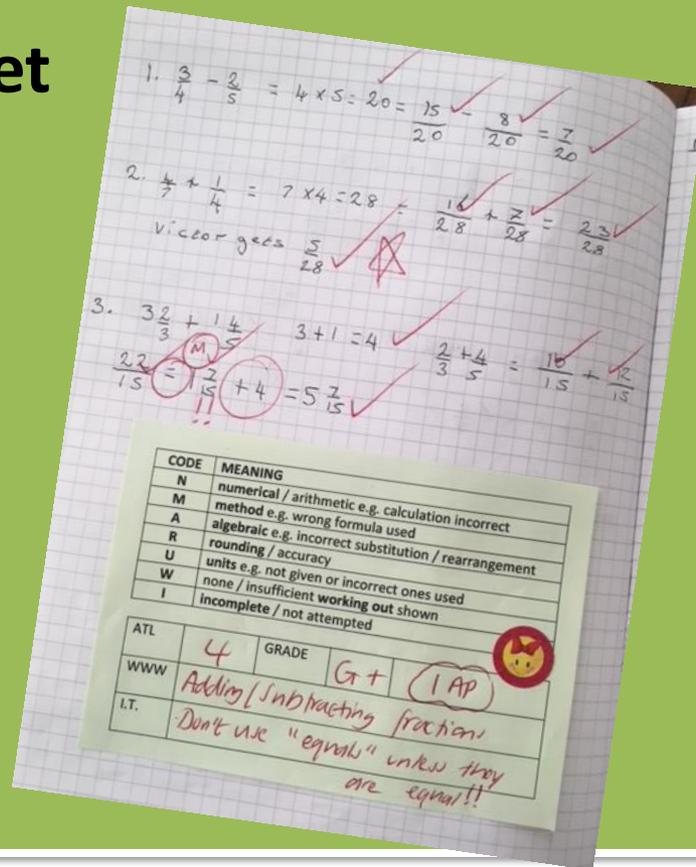
ATL		GRADE		
WWW				
I.T.				





- Which strategies did you use / develop?

**Coded marking sheet**  
**8 set 2 student**



1.  $\frac{3}{4} - \frac{2}{5} = 4 \times 5 = 20 = \frac{15}{20} - \frac{8}{20} = \frac{7}{20}$

2.  $\frac{1}{4} + \frac{1}{4} = 7 \times 4 = 28 = \frac{16}{28} + \frac{12}{28} = \frac{28}{28}$   
Vice versa  $\frac{5}{28}$

3.  $\frac{3\frac{2}{3} + 1\frac{4}{5}}{15} = \frac{22}{15} + 4 = 5\frac{7}{15}$       $3 + 1 = 4$       $\frac{2 + 4}{3 \ 5} = \frac{16}{15} + \frac{12}{15}$

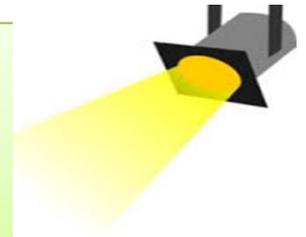
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ATL: 4     GRADE: G+ (1 AP)

WWW: Adding / Subtracting fractions

I.T.: Don't use "equal" unless they are equal!!



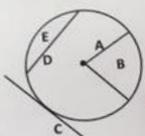


- Which strategies did you use / develop?

## Coded marking sheet 10 set 4 student

Homework

1. Label the parts marked on the circle below:



A: Radius ✓  
B: Sector ✓  
C: Tangent ✓  
D: Chord ✓  
E: ?

Look back at your notes!!

2. a) Find the circumference of this circle.

$2 \times \pi \times r$   
 $2 \times \pi \times 3.5$   
22.0 cm

b) Find the area of the circle

$A = \pi r^2$   
 $A = \pi \times 3.5^2$   
 $A = 38.5$   
38.5 cm<sup>2</sup>

3. The circumference of a circle is 80cm.

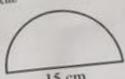
a) What is the diameter of the circle?

? W  
25.5 cm

b) What is the radius of the circle?

? W  
12.7 cm

4. The diagram shows a semicircle with diameter 15cm. Find the area of the semicircle and give your answer to 1 decimal place.



diameter = 15  
radius = 7.5 ✓  
 $A = \pi r^2$   
 $A = \pi \times 7.5^2$   
 $A = 176.625$   
176.6 cm<sup>2</sup>

5. The diagram shows two circles. One has a radius of 2cm, and the other has a radius of 5 cm. Find the area that is shaded on the diagram.



$\pi \times 5^2 = 78.5$   
 $\pi \times 2^2 = 12.6$   
78.5 - 12.6 ✓  
65.9 ✓  
65.97 or 66.0

Don't round until last calculation!  
65.97

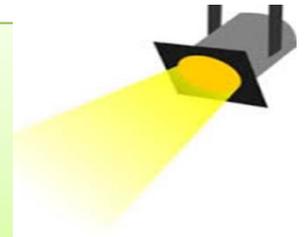
CODE	MEANING
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ATL	3	GRADE	3
WWW	Problems involving area of a circle		
I.T.	rounding! Full working out for ALL questions.		



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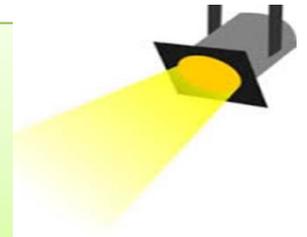
- Pupil response?

**Informal class feedback has been positive**

**Need to formalise feedback i.e. questionnaire?**



# GHS Teachmeet 2018



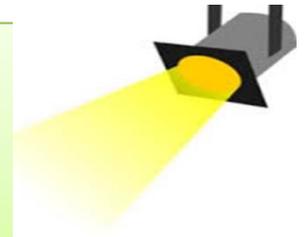
- How has your research been shared with our faculty / department?

**Pro-forma has been shared informally with some members of department.**

**Other members of department have also attended same CPD group.**



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- Any future developments planned?

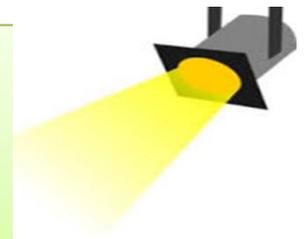
**Development of pro-forma used**

**Acting on formal feedback from students**



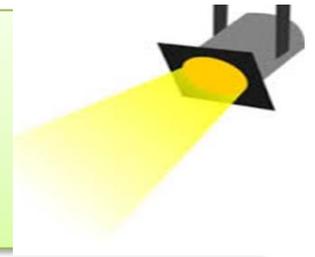
# GHS Teachmeet 2018

## Natalie Collins



- Summary Dance technology to support engagement and diverse homework routes. such as flipped learning.
- Evaluation.
- Very helpful for planning.
- Teething problems with school systems at the start.
- Helped with differentiation and provided more varied hmk tasks
- Would be better if used as flipped learning rather than using as a teaching tool





## Improving Test Performance:

By encouraging Year 9 pupils to create their own revision materials after each topic

- Highlight key revision points
- Model exemplar answers and techniques
- All notes for a topic on one sheet
- Provide a resource for Year 11
- Develop confidence and familiarity with Mathswatch

I began by showing them a mind-map of formulae, techniques and examples in a 15 minute session using coloured paper.

Now they create their own as the first step to topic revision!

I have extended the 'note-creating' to all year groups in the hope that they will use it in other subjects.