

WITHERNSEA PRIMARY SCHOOL
LEARNING AND TEACHING
POLICY



Reviewed Spring 2021
To be reviewed Autumn 2023

Learning



Learning is at the heart of what our school is about and this policy provides a guide as to what learning at our school looks like. This will support us ensure a consistent approach to learning throughout our school.

Our school vision

School Vision Statement (WPS)

W elcoming

- Inclusive
- Friendly
- Tolerant
- Safe and supportive environment



P ositive

- Positive
- Self belief and mindset
- Resilient
- Restorative



S uccessful

- Lifelong learning skills
- Life skills
- Academic readiness
- Promoting aspiration and ambition

Curriculum Aims

Our Curriculum aims to enable all pupils to become

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society

Successful learners who

- Have the essential learning skills of literacy, numeracy and information and communication technology.
- Are creative, resourceful and able to identify and solve problems
- Have enquiring minds and think for themselves to process information, reason, question and evaluate.
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

Confident individuals who

- Have a sense of self worth and personal identity
- Relate well to others and form good relationships
- Are self aware and deal with their emotions
- Have secure values and beliefs and have principles to distinguish right from wrong
- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks and stay safe
- Recognise their talents and have ambitions
- Are willing to try new things and make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world and human achievements

Responsible citizens who

- Are well prepared for life and work
- Are enterprising
- Are able to work cooperatively with others
- Respect others and act with integrity

- Understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Sustain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Can change things for the better

Our pupils are entitled to a curriculum which is broad, balanced and relevant. The curriculum will be informed by assessment and appropriately differentiated in order to ensure continuity and progression throughout the learning process. We will ensure there is equality of access to and experience of the whole curriculum. Our curriculum is planned to ensure entitlement for all pupils and we aim for and demand the highest levels of pupil achievement. We encourage and expect all our parents, carers and the community to work in active partnership with the school.

These curriculum aims will inform all school policies and planning and will be reflected in classroom practice.

Successful Learners

Successful learners have a positive attitude to learning. They have positive 'can do' attitudes. They enjoy their learning, make progress and achieve their potential. Pupils need to be fully involved in their own learning

5 Rs of learning

Responsibility
 Reflectiveness
 Resourcefulness
 Resilience
 Reasoning

We need to model and develop these attributes through our lessons

The Promotion of Learning

We need to encourage new neural connections through challenges that create high levels of stimulation

We need to consolidate existing connections

We need to straighten out misunderstanding, refine concepts and develop skills

Everyone has natural dispositions for learning – a desire to work cooperatively, an inclination and ability to learning and a will and skill to make patterns.

Everyone needs to work things out for themselves. They need to feel emotionally secure and psychologically safe.

Experiences that are multisensory, dramatic, unusual or emotionally strong are remembered for longer and in more detail than ordinary routine experiences. We remember 90% of what we simultaneously say and do.

Learners are more motivated, engaged and open when they have control over their own learning.

Effective Teachers

Successful learning is fostered by effective teaching

- Focusing the teaching by having clear learning objectives and ensuring that pupils know how they will be successful.
- Providing challenge and ensuring progression by setting high expectations for all students and providing steps towards outcomes so that pupils are supported in making progress.
- Making explicit concepts and conventions for example through effective questioning, teaching explanations and modelling
- Structured learning –clear lesson structure and the use of lesson starters and plenaries.
- Making learning active by engaging students in learning activities, through which they make meaning, construct knowledge, develop understanding and learn skills.
- Making learning engaging, motivating and inclusive through the use of a variety of stimulating activities and materials.
- Developing well paced lessons with high levels of interaction through the use of collaborative tasks and classroom dialogue
- Supporting pupils' application and independent learning through the use of prompts, frames, scaffolds and targeted intervention
- Creating a stimulating, orderly and attractive learning environment through effective classroom organisation, the use of displays to support learning and the effective use of resources to support learning, in particular the use of ICT.
- Building reflection by teaching pupils to think about what and how they learn and to set targets for future learning.
- Providing opportunities for learning beyond the classroom to consolidate and extend learning.

Defining Learning

This is essential to share a common understanding of what learning looks like to ensure that learning is successful

- Learning is personal and we each make personal sense of information and experiences
- We make sense by making connections between what we already know and new information.
- Learning is an active process done by people not to people.
- Learning is essentially a reflective process

We plan learning by thinking of learning in four phases

1. Set the scene- provide the 'Big picture' and set the scene
2. Input teaching – new information building on existing knowledge
3. Learning- making sense of the information
4. Review- reflect review to consolidate this into memory

Overviews

Children need to understand the Big Picture. This covers a multitude of aspects.

- a. the big picture of the lesson
- b. the big picture of a sequence of lessons
- c. the big picture of the term, year etc
- d. children need to reflect 'life' big pictures and explore motivational life maps.

Learning Routines and Expectations

To underpin effective teaching and to ensure consistency across the school we establish the following routines with all pupils

- At the start of a lesson we will greet pupils and ensure they enter the class in an orderly way.
- We try to ensure there is an appropriate temperature for the learning environment
- We promote appropriate hydration and all pupils have access to their water bottles.
- We have ensured pupils have access to a personal space for belongings that is clearly named and allocated to them
- We are a restorative practice school and the children have the opportunity to share in a daily circle at some point in the day to contribute to the shared community ethos of our school. The development of emotional intelligence – with self awareness, managing emotions, self control, empathy and handling relationships enhance our lives and our ability to learn.
- In every lesson we would share learning objectives in a clear and meaningful way.
- Ensure that students understand the learning outcomes for the lesson and know how they can be successful.
- Create opportunities for students to reflect on what they have learned and how they have learned it.
- Apply a consistent behaviour code (including special arrangements for pupils on graduated response plans)
- Reward learning appropriately.
- Consider the use of music within the classroom – different music for different tasks.

Specific learning techniques

Mind mapping

We use mapping as a key visual tool for learning skills because

- It creates interest
- Sustains concentration
- Organises information
- Shapes memory

We need to be clear about the purpose of mapping and the context in which we use it.

Memory – mapping sports long term memory through its qualities and structure. It is organised into sections- with chunks of learning and associations between sections are visible. It is visual and capacity for visual recall is vast and the information is accessible. Maps also create meaning

Learning – It is useful for note taking, learners are more resourceful, key words and concepts are identified, it is faster and more fun than taking notes

Skills- Learners need to be interested, able to concentrate, organise information and memorise their work

Understanding – The big picture is clear, the information is organised and connections are clear

Tools for Teaching and Learning

We have studied the Teacher's toolkit- Paul McGinnis and have a large repertoire of teaching techniques to enhance teaching and learning. These are included in Appendix One.

School Provision and Special Educational Needs

Wave One

This is high quality inclusive teaching. It is tailored to pupil needs and based on their prior learning. This is the whole class and all the pupils' entitlement.

Wave Two

This is interventions that are planned for some pupils to ensure they are able to succeed and build on their prior learning. They may need additional support within their class room. These are pupils who with additional support will be expected to catch up with their peers as a result of intervention.

Wave Three

This includes pupils that are identified at different stages on the special educational needs register.

Special needs support stage - The class teacher may provide additional learning resources, increased differentiation and teacher focussed time.

They may have interventions which are more personalised and pupils will have external support through the involvement of the SENCO, possibly our Special Needs Consultant, and additional learning support from other adults, (TAs).

EHCP - These are individuals with Education, Health and Care Plans. Their EHCP will outline their particular needs, targets and appropriate support that will be required. Their learning will be personalised and there will be provision for one to one support depending on identified need.

There are many dimensions to special educational needs and if staff need further advice and support they should discuss this with the SENCO.

Below is a summary of useful strategies to use with two types of special educational needs – further strategies for others can be obtained from the SENCO.

Dyslexia

- Specific programmes e.g. Toe by Toe
- Mapping and other visual tools
- Font size 12 or above
- Font styles –Sassoon Fine , Comic Scans, Tahoma, Ariel
- Miscue reading analysis
- Analysis of pupils written work
- Tightly focussed learning goals
- Short stepped goals
- VAK approach to learning
- Coloured highlighters and coloured overlays, coloured backgrounds
- Visual timetables and visual supports
- The big picture- review prior knowledge and make links
- Explicit learning journeys –outcomes, activities, skills, learning choices, barriers identified and strategies given to overcome these.
- Scaffolding
- Repetition and rehearsal
- Material presented in small logical chunks (bullet points, boxes etc.)
- Revisit learning in different contexts
- Review, practise and apply learning
- Record information in different ways –other than written sentences (mind mapping)

- ICT to support- verbal recognition software, use of laptops, use of software including units of sounds, Nessie.

This is not a definitive list and there is further information and details from the IDP website.

Autism

Issues re social interaction (knowing the rules)

- Written instructions
- Illustrations
- Cartoons
- Social stories
- Raising peer awareness (group or whole class work)

Issues re communication and language

- Repetitive questioning
- Visual timetables- photos, picture, symbols, words, objects
- Alternative communication systems to speech- signing, PECs, traffic lights, coloured cards

Issues re flexibility of thought and behaviour

- Predictability and continuity.
- Pre planning for change
- Visual timetables, visual aids
- Choices in timetables
- Using special interests as a good motivator for desirable activities
- Involving parents

Issues re sensory perception and responses (under or over sensitivity to light, sound, smell, touch or taste)

- Lessen sensory challenges
- Visual aids
- Adaptations to meal times

Whole school Strategies – getting to know the pupil and building up their profile

- School passport- identifies needs, strengths, qualities, likes, dislikes
- Contents includes strategies on how to interact with the pupil, how to look after them- key principles to work too.
- Week in the life(1 to 10) ratings
- Camera strategy
- Questionnaires
- Pupils write a report how they feel in school and how they feel about the tasks set.

This is not a definitive list and there is further information and details from the SENCO and Special Needs Consultant.

An Enquiry based approach to learning (staff meeting Jan 2016)

Use of growth mindset- okay to make mistakes, learn and develop our work- working to a polished best final product. Need to create time to do this.

Model of excellence- build up examples (photocopies of children's work) Create a library of excellence

When starting a new project look at work by past students, work from other schools, work in the professional world.

Admire, critique, discuss it (display it so that can be referred to as continue to develop)

Remodelling and redrafting – peer critique key to this. Create positive peer pressure – this will turn around pupil attitudes

Aim is to build a culture of quality. Consider school not in terms of a delivered curriculum but as an experience for pupils – how do they behave to fit in? Where they feel safe? What are the opportunities to contribute, create, be recognised for their talents, what motivates them to care?

Exciting high quality learning environments

Value of community – the culture of the school rests in the community.

Children to take Responsibility

- Pupils present their work in class, in assemblies, in the town.
- Pupils able to give school tours
- Older paired with younger as a guide, mentor, helper
- Jobs/roles around school
- Daily circles- go over the plan of the day, share their home life – set the positive emotional tone for the day
- Community involvement – citizens are mentor and tutors for the children
- Town invited in to see the work
- Projects around the town completed by the students

Development of self esteem from accomplishments not compliments

Powerful projects- to have assignments that inspire and challenge children – structure assignments within projects – thematic curriculum – projects can last weeks at a time

Within the projects are traditional skill lessons and traditional information lesson but then the skills/info put to use in the project

Critique

Teachers give critique to pupils- verbal and written , students in pairs critique work. – single audience and limited impact

Formal critique enables pupil to have a sense of feedback and improvement – broader goal-share knowledge and skills with the group – what constitutes good writing, good historical enquiry etc.

Guided sessions were critique and individual or no of pieces of work together – thoughtfully analyse student created models

3 rules

1. Be kind – no hurtful comments, sarcasm etc
2. Be specific – no its good, I like it
3. Be helpful – the goal is to help the class and the individual not for the critic to be heard

Further guidelines

1. begin with the author/designer of the work explaining the ideas and goals and also what aspects of the work they are seeking help with
2. critique the work not the person
3. start with positive comments and move on to constructive criticism
4. Use I statements eg I am confused by this notthis is confusing

Use a question format where possible I am curious why you choose to begin with.... Or Have you considered including...

Gallery critique- work of every child displayed or photocopied – look at work silently and then give comments, students select examples that have impressed them and why. Advantages of this model - positive pressure for every child to complete a draft and sets a tone for a whole class standard of quality

In depth critique- look at work of a single student or group and go through it thoroughly

Distinguish between critique for specific content qualities and mechanics or it can end up focussing on the copyediting

Whole class critique- each student has a copy of the work and focus on the language and structure

may only look at a couple of sentences or just one paragraph

Gallery critique – look for good ideas and strategies we can learn or borrow from

Guest critique- invite a professional in instead of a guest speaker – they had a look at the gallery and then chose 1 or 2 pieces of work to critique

The teacher cannot edit every line of writing - need to build a class editors, writers scientists, mathematicians who can continually critique each others work – pupils working ask – How does this look, how does this sound, what do you think of this idea.....

Make work public – at present it is about pleasing the teacher – friends, family or the wider world has no interest or knowledge of work at present – changing it – lots of people care how good the work is....

Work for the public eye- greater reason to work well.

Not every project or assignment can have life importance but it will be displayed, appreciated and judged by the whole class, families or the community

This gives them a reason to care about their work – the work becomes important

When they have tried – can take pride in their work- develops their self esteem

Pupils take on responsibility for their learning and how they approach their learning – Celebrations of learning include presentations in the Spring Term for their families – pupils display and talk about their work and their learning and where to next with their learning. They complete end of year school reports to reflect on the year and to look forward to the next year.

Assessment for Learning

Key Characteristics of Learning

Objective led learning
Effective Questioning and dialogue
Use of targets
Oral feedback
Written feedback
Peer assessment

Planning and Assessment

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

Objective Lead Learning

Learning objectives, learning outcomes, success criteria and the bigger picture are integral features of all planning
They are routinely shared, discussed and understood by children in all lessons
Learning outcomes secure progression; they are linked to subject standards and promote the use of technical language
The review of learning in relation to objectives is a routine part of the lesson and the outcomes inform future planning
Children are involved in establishing success criteria and also in peer and self assessment
They can identify their achievements and know how specific pieces of learning fit into the bigger picture

Effective Questioning

Whole class and group dialogue is an integral feature of the lesson. Teaching sessions include advance planning for strategies to trigger and sustain dialogue.
Dialogue accelerates learning and develops children's independence.
Children are making useful contributions, demonstrating higher order thinking skills and are informed by the ideas of others.
The children are comfortable with paired, small group and whole class dialogue. They are becoming confident to take the lead in initiating and building on dialogue.
They are becoming confident to take risks, challenge others ideas and be challenged.
The children reflect on the dialogue process and how to get the most from it.

Progression in learning and curricular targets

The teacher has a thorough understanding of progression in the skills and concepts being taught.

Progression towards these is at the forefront of short term and medium term planning.

The teacher works with the children to identify success criteria that enable them independently to make progress towards their targets.

The children can explain their targets and can evaluate the progress they are making towards them.

The children are aware of their next steps in learning.

Oral Feedback

It often is key to building self esteem and is a most crucial part of the learning process. Oral feedback is part of planning. It forms part of a dialogue that relates directly to learning objectives and outcomes

The children know that oral feedback is focussed on their learning and is as important as written feedback

They listen carefully to the teacher and also to each other

They are clear where in their work they have improved in response to the feedback.

Written Feedback

Written feedback needs to be - focussed, specific, positive and provides clear guidance as to how learning can progress.

It is based on learning objectives and outcomes. It informs pupil target setting and identifies next steps for learning. Students need to take an active role in assessment and need to respond to written feedback and need response and reflection time.

There is not time to mark all pieces of children's work in detail but to identify pieces of work that would benefit from quality marking to take learning forward.

- Relates to the lesson objective and success criteria
- Gives specific praise on what has been achieved
- Gives specific advice on how to move forward or further challenges to promote further learning.

Pupil Reflection

It is useful for pupils to reflect on what and how they have been learning and to give feedback to the teacher from time to time. Selected pupils are able to do this for school self evaluation on a termly basis but teachers may also wish to do this informally from time to time for development. Teachers need to encourage pupils to be involved in self and peer assessment.

Questions to support this

- What did you learn?
- How do you know you were successful?
- What strategies help you learn most effectively?

- How did this lesson help you learn? Anything more to help you learn?
- Pupil's awareness of their targets and next steps for learning.
- Ensure you invite pupils to respond to marking comments
- Check awareness of the Big Picture and are pupils aware what they need to learn next.

Maths

We are teaching the national curriculum – pupils need to develop their numeracy and mathematical reasoning in all subjects to understand and appreciate the importance of maths. We will teach them to apply their maths to a variety of problems including breaking down more complex problems into smaller steps. The expectation is that pupils move through the programmes of study at broadly the same pace. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before acceleration through any new content Those are not sufficiently fluent should consolidate their understanding, including through additional practice, before moving on.

Review and Updates

Appendix One

Tools for Teaching and Learning

1. Ambassadors (experts teach each group)
2. Assembly- (sequencing parts to make a whole)
3. Back to back (drawing)
4. Beat the teacher (spot the mistakes)
5. Bingo (reinforce concepts/vocab)
6. Bodily functions (whole body's model)
7. Centre of universe – step towards the centre
8. Circus (diff activities to complete)
9. Conversion (turning info from one form to another)
10. Delegation (envoys return to home base)
11. Dickey business (dice/cards respond)
12. Discussion Carousel
13. Distillation
14. Dominoes
15. Deadlines
16. Forum Theatre
17. Guess Who
18. Hide 'n' seek
19. Hierarchies
20. Hot seating
21. Information hunt
22. Mantle of the Expert
23. Masterminds
24. Memory Board
25. Multisensory memories
26. One to one

27. Pairs to Fours
28. Pass the buck
29. Question generator
30. Question Time
31. Quick on the draw
32. Ranking
33. Silent sentences
34. Spotlight
35. Stepping stones
36. Still image
37. Thumbometer
38. Verbal football
39. Verbal tennis
40. Wheel of fortune

Appendix Two

Visual tools for learning – see attached

Appendix Three

Speaking and Listening –Techniques

1. Brain storming/brain showers – quick collection of ideas
2. YES/NO questions – practise asking questions, improve listening skills.
3. Role Play- children different characters, clarity of speech and intonation, talk for different purposes and audiences
4. Hot Seat
5. Information gap- pair work - pupils given half the information and work together to solve the task
6. 5 minute scan and check – work in pairs, scan a sheet of information, one minute to tell partner what they have found out and then partner reports to the rest of the class
7. mini presentation – groups collect and present information- discuss and decide on different jobs
8. Jigsaws- Home groups of children work together. Each child has a question in a topic, expert groups are formed- with same question, then return to home group and share their information
9. Enjoying – individual move to a new group to summarise and explain ideas
10. Snowballing- pairs, fours, eights
11. Rainbow groups- groups discuss a topic. Students regroup by number- new groups are made up of representatives of every original group. Individuals take turns to report back to each other.
12. Listening triangles – 3 roles- speaker, questioner and note taker
13. Talk partners
14. Visualisation

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Appendix Four

Dylan Williams – assessment for learning techniques

1. ABCD – used no right wrong answers but different views- allows for multiple correct answers and for expressing views (e.g. who most to blame for Heysel Stadium disaster- ABCD etc)
2. A or nothing – the work is acceptable standard or returned to improve
3. Ask the audience, phone a friend, 50-50!
4. best accent competition- read out passage in French – choose the best
5. best composite test paper – group answers the questions to create best answer possible
6. best examples discussion – practice something pick and reason why one is the best.
7. choose- swop- choose
8. coloured cups- practical traffic lights on the desk
9. daily sign in – practises writing their name
10. error classification – classify types of errors made e.g. punctuation, spelling etc.
11. exit pass- oral or written and a question to leave room at end of lesson
12. exit pass place mats- use written answers as a seating plan for groups the next day to build on existing knowledge
13. extended waiting time for higher order questions
14. find the errors and fix them (e.g. 2 calculations wrong but do not indicate which ones)
15. generate test questions
16. group based end of topic questions – use post it notes to generate and display questions
17. hinge point questions – use these a mini plenary or as a quick check on understanding to move learning on
18. homework help board- post it notes – write questions for peer or teacher help
19. hot seat questioning
20. if you did know what would you say (when they say I don't know)
21. If you don't know I will come back to you
22. If you learned it help someone who hasn't
23. If you we checklists – each student at end of lesson records their own contribution, another's contribution and that of the group
24. learning logs- children record what they have learned –possibly respond to a question- what I like most about this lesson was.....
25. learning portfolio – examples of work that track progress over a period of time
26. match the comments to the work- match comments to work in groups
27. mini whiteboards
28. no hands up except to ask a question
29. plus minus equals grading – comparative to last piece of work
30. lolly sticks
31. pose, pause, pounce, bounce. (ask student what do think of that answer in bounce section)
32. pre flight checklist
33. question shells- think about question structures- e.g. – use why more – e.g. not what is a prime number but why is 17 a prime number and 15 not

34. ranking exemplars e.g. 5 pieces of work put them in order best to worst and justify
35. red green discs
36. reporter at random- someone from each group chosen to feedback at the end
37. statements rather than questions- discussions around statements rather than answering questions
38. student reporter- they sum up what has been learned at end of lesson and answer questions from other students about learning in that lesson
39. think pair share
40. three best samples discussion
41. traffic lights
42. two stars and a wish
43. WALF, WILF and TIB
44. what did we learn today – end of lesson review
45. what not to write- share pitfalls to avoid

Appendix Five

Outstanding Learning

Gavin Kewley

1. autograph hunters- class list tick off who you have worked with over the term
2. don't answer a question but a question back
3. bingo- using keywords
4. 321- 3 knew, 2 new, 1 question.
5. football pitch – question and answer
6. pen of fate
7. jenga (questions)
8. connect 4
9. stuck wall or wonder wall
10. images as metaphors for learning
11. practice by doing and then teaching others
12. learning logs- personal learning history record achievements, successes and mistakes
13. give students choices over tasks
14. create cognitive conflict- conflict between two ideas creates tension – debate etc.
15. create dilemmas
16. techniques for constructing meaning - categories, hierarchies, quantity, classification
17. CRAVE questions- clarity, reasons, assumptions, viewpoint, effect and then reflect on the relative merits of the questions asked.
18. Allow 3 seconds before asking for an answer.
19. secret student class reward for that student's work and behaviour over the day
20. ask pupils to grade and comment on their own work before you mark it- focus on the inaccurate ones.
21. start with the end in mind – class routines, environment etc.
22. celebrate mistakes
23. learning logs
24. success criteria- students write it down in their own words
25. use scaling – (at regular intervals not just at the end)
26. aim for detail and precision in language
27. get students to write down 3 ways to improve their work
28. use descriptive praise – describing accurately to a student what you have seen them doing and explaining how they will benefit from the action they took
29. feedback sandwich- positive, constructive criticism, positive.
30. students write reports on your teaching and your lessons
31. Mysteries- games that they need clues to solve
32. Venn diagrams /double bubbles- compare and contrast
33. mind mapping
34. odd one out
35. living graphs
36. PMI- plus, minus interesting (consider different sides of an idea)
37. diamond 9 ranking
38. quick on the draw- research activities with incentives for team work and speed
39. market place

40. backward design process – identify result and work backwards
41. explain something in your own words
42. give new examples
43. create a game
44. (e.g. top trumps)
45. create metaphors and similes
46. create story boards
47. role play
48. before and after quizzes
49. use graphic organisers (cross references to visual tools for learning)

Appendix 6

Jim Smith – Lazy Teacher’s handbook

1. Whole class instruction alternatives
2. Recording message, become unpredictable, explain importance, delegate to students
3. Whole class discussions
4. Sweeping, circle time feedback, envying, think pair square share, thinking line up, bend view point, group it
5. Group work – facilitator, timekeeper, resource manager, quality checker, team rep
6. Outcomes – random question, stop the clock, hot seat, sentence summary, skills dictionary, envoys, X factor, learning journey, draw it, in hindsight
7. Lesson activities – 3B4ME, brain book buddy boss, help desk, FAQ’s, stuck-o-meter
8. Various ideas effectively using technology
9. Promotion of self-esteem – hero for the day, sell yourself, my favourite thing is....., coat of arms, wanted
10. Ideas around differentiation