

Section 10: Other teaching techniques

Learning Strategies

"Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorising pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves". (Chickering and Gamson, 1987)

Pupil-led tasks are prominent and "hands on" activities are encouraged to ensure full student engagement. Ideally, an 80/20 percentage balance between pupil activity and teacher talk is aimed for, in favour of student-led learning. This balance is, however, acknowledged as aspirational and not all lessons will lend themselves to this percentage breakdown. Tasks are challenging and relevant to learning objectives. Many activities are open in nature (eg "rich" tasks). Students are actively engaged in activities that make them think about and comment upon information presented, rather than simply listening to the teacher talking. Students will analyse, synthesise and evaluate information through working regularly with other students.

Co-operative learning is a form of active learning where students work together to perform specific tasks in pairs or small groups (eg "think / pair /share" and reciprocal teaching activities) and this style of learning is prominent in our classrooms.

Paired work is used regularly at Christleton and this presents significant learning opportunities through the use of dialogue. Students are encouraged to actively listen to the viewpoints of others and to offer their own opinions. They are expected to challenge each other constructively and to share, evaluate and develop individual and collective ideas.

Group work is encouraged across all levels of ability, supported by teacher intervention as appropriate to maintain momentum. Students are able to explore and develop their understanding of key issues and are able to develop their social and team-working skills. Students are provided with opportunities to practise and learn from each other and to extend their decision-making and problem solving skills. They are able to develop a sense of empathy and to understand the views of others. Group work is fully inclusive and groupings are flexible to suit specific tasks.

The level of teacher talk is at a minimum. Whole-class teacher explanations are concise and used to present key concepts and ideas and to demonstrate skills and processes. Effective explanation skills are used to engage and support students in active learning and higher order thinking. Teacher talk is used to establish interactive dialogue in which the teacher and students articulate ideas to develop knowledge and understanding, creating an appropriate level of challenge to enable students to make good progress.

Differentiation

Staff use differentiated activities to ensure that all students make progress in their learning.

Individuality is recognised and the challenge of managing diversity is embraced.

Differentiation addresses the individual needs of students through an appropriate range of resources and strategies. Teaching assistants and other adults are actively involved in planning and differentiating lesson activities.

Lesson activities are varied to take account of different preferred learning styles. Learning opportunities are presented to develop knowledge and understanding in visual, read-write, auditory and kinaesthetic learning styles (VARK). A range of resources are used to support and motivate all types of learner, including reading, writing and drawing tasks, ICT, music and role plays.

Intervention begins in the classroom as the first "wave" of intervention and is used precisely to address under-achievement. Strategies used focus on support within the classroom and a guided learning approach is encouraged, whereby small groups of students are targeted within a larger class. Where available, teaching assistants are used to facilitate this guided learning process. Teachers plan carefully to ensure that lessons fit into existing schemes of work and enable the whole class to progress, not just the targeted group.

Teaching assistants are viewed as an integral part of the lesson and their role is focussed on developing learning. Teachers and teaching assistants work in partnership to ensure that learning objectives are achieved by all groups of students. Ideally, teaching assistants are involved by teachers in the planning and preparation of work.

The Learning Environment

We aim to offer an inspirational and stimulating learning environment for all our students. Our classrooms are fully inclusive, recognising the abilities and aptitudes of each individual student. Students feel empowered to make positive contributions to each lesson and genuinely believe that their contributions are valued. Students are not afraid to take risks in their learning and are encouraged to do so. Students enjoy their lessons and have fun in the process of learning.

Classroom displays are up-to-date, relevant and accessible, designed to capture attention and generate interest. Students are encouraged to produce their own work for display purposes.

Teachers, where practical, meet and greet students at the start of each lesson.

Classroom management procedures are firmly established and students are fully aware of classroom guidelines and routines; consequences and rewards are used consistently and appropriately reflecting the School Behaviour Policy.



Achievement

Celebration is a powerful motivator for students.

As well as the whole school reward system, departments are encouraged to have their own reward system, which may include:

- Behaviour points
- Postcards/letters home;
- Displaying students' work
- Sending students to the Subject leader or member of LG for praise
- Private and public praise
- Telephone, Schoolcoms or e-mail home
- Note in planner
- Rewards such as certificates, sweets etc

Underachievement must be challenged

The aim of the teacher is to initiate change

Identification and Challenge

- Teachers will familiarize themselves with relevant data as it becomes available (for example, SEN register, target grades, SISRA) and use this to inform expectations and monitor progress.
- Relevant data must be shared with students and used to create positive dialogue
- Teachers must address barriers to learning which may prevent students from achieving, such as disruptive behaviour or lack of confidence.
- Permanent change comes about gradually with the appropriate mix of challenge and praise
- Teachers must be aware of other factors, such as SEN and G&T needs as well as any social and emotional influences that may affect learning.
- Regular subject/pastoral area discussions should focus on promoting and noting achievement and results in actions that challenge underachievement.

- Teachers are expected to talk to students about their learning in order to establish reasons for any underachievement. Targets should be negotiated and reviewed regularly.
- Teachers should use appropriate sanctions, according to departmental and school policy when work or behaviour fails to meet acceptable standards.
- Teachers should be prepared to forgive and start afresh.

Try these....

Scribble Talk

TYPE

- o Paired

Describe your bestEVER!
- What were the features that made it great?

- o Sit back to back
- o Person A has the 'perfect' example
- o Person B has paper and pen
- o Person A describes 'perfect'
- o Person B draws the 'perfect'

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Carousel

TYPE

- o Whole/ part class

- o Arrange the class in two circles: one inner, one outer
- o Inner circle has the questions and answers
- o Outer circle moves around 'speed dating' and answering the questions

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Bingo

TYPE

- o Whole Class

[://www.youtube.com/watch?v=Z_qh3urEOK8](http://www.youtube.com/watch?v=Z_qh3urEOK8)

- o Give different bingo cards with the answers to the test
- o Give the test, students to cross off the correct answers as they occur

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Expert Analysis

TYPE

- o Whole Class

- o Whole class has the text
- o Teacher describes the text/ experiment/ procedure and makes deliberate mistakes
- o Class write down correct/ incorrect procedure

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Mini Task Overload

- Whole class
- Can work independently/ pairs/ small groups
- Set a series of small tasks around the perimeter of the classroom
- Put a task completed matrix on the whiteboard for

Name	Recycle & Assemble	Format Translator	Go For 5		
Frank	✓			✓	
Sheila		✓	✓		

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Re-Cycle and Assemble

TYPE

- Independent
- Paired
- Group
- Materials are cut up prior to the lesson
- Re assembled into the correct format
- Correctly sequence into time frame

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Format Translator

independently/
pairs/ small
groups

- Give information in text format
- Students convert the information into another format
- Options:
 - Mind map
 - Ranked bullets
 - Graph
 - Chart
 - Key word plan
 - Story board
 - Flow diagram

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Go for 5! "Talk in 3s – think in 5s"

- 5 possible solutions to a problem – select the best
- 5 reasons why something might have happened – before deciding on most probable
- 5 reasons FOR something + 5 reasons AGAINST – before making a decision
- Find 5 good things/5 bad things

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Go for 5!

- Find 5 steps for doing things
- 5 points to a plan
- 5 steps for post analysis
- 5 things to write about – then use descriptive reflective skills – add a paragraph to each “word”
- Learn terminology in groups of 3 or 5

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Graffiti

Objective:

- allows students the opportunity to brainstorm
- allows students to move about the classroom

1. Several large pieces of paper with a topic written in the centre are distributed around the room.
2. Each student is given a marker.
3. Students are divided into fairly large groups (4 or 5?).
4. Each group sits around a large sheet of paper. They are given 30 seconds to look at the topic and think about their answer, and then 60-90 seconds to brainstorm and simultaneously record their ideas onto the paper.
5. They then move to another sheet and begin the same process.
6. The papers will look like graffiti, and students should have a wealth of ideas on each topic by the end of the activity.

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Place Mat

Objective:

- A hands-on approach to having students discover commonalities

1. Students are divided into groups of four and given a fairly large piece of paper.
2. Students sit at the four corners of the piece of paper. Each student has a different topic. They write the characteristics of their own topic on the four corners of the placemat.
3. When students have finished their individual work, they each explain their corner of the placemat.
4. When all students have presented their information, the commonalities between the four topics are written in the centre of the placemat.

Note: This activity can work well for such topics as “different world countries” in geography or “characters in a novel”. It also works well as a ice breaker, if the students write characteristics which describe themselves in the corners, and things they have in common in the centre.

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Gallery Tour

Objective:

- Encourage students to be able to explain their thoughts, ideas, and answers to others

1. Divide students into small groups.
2. Assign each group a question (each could do different or the same questions).
3. Have students discuss the question and answer it on chart paper.
4. One student out of the group stands by the chart paper completed by his or her group which is hung on the wall. This student explains the answer to a small group of students who visit each piece of chart paper. About 2/3 of the class are touring while 1/3 is explaining.
5. The explainers rotate until everyone has had the chance to explain and to see all of the chart papers.

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1 - 3 - 6 Procedure

Objectives:

- o Allows students to form his or her own individual opinion on a topic or an issue before discussing it with a group
- o Allows students to share their ideas and opinions with a group
- o Activity:
 1. Give students a topic, reading, or piece of information.
 2. Have each student respond individually.
 3. Move the students into groups of three where they must share their ideas with the group. Students should group and cluster their ideas together.
 4. Join two groups of three together to make groups of six. Again, share and clarify.
 5. Students could write a list of the group of six's ideas. They could prioritize this list (if wanted).

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What is the Goal of Innovative Teaching?

"Certain conditions must exist in order for effective teaching to take place.

... giving teachers the freedom to be risk takers, encouraging them to try new ideas, allowing them not to be bound by covering particular content, encouraging experimentation with various teaching styles, providing them with time to reflect on their teaching, and acknowledging that they need to work toward constructing a model of teaching that works for each of them in their specific setting and with various groups of students."

Deborah R. Dillon
American Education Research Journal
Summer 1989 Volume 26, Number 2

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Home learning

Under the DCSF guidelines* home learning is defined as 'any work or activities which pupils are asked to do outside of lesson time, either on their own or with parents or carers'

Aim

The aim of this guidance will be to state our approach to homework and explain its place in the curriculum and outline our expectations of students, teachers and families.

The Purpose of Home learning

- Encourages regular study habits, perseverance and self-discipline for life-long learning
- Can offer opportunities for work, including research independent of the teacher
- Can open up the curriculum, exploiting materials and resources not always available in the classroom
- Is an important strategy for encouraging motivation, creativity and initiative
- Gives opportunities for practising and consolidating skills learned in class
- Provides an important bridge between home and school and a means of involving parents and others

Students need to

- be totally clear on the need for and benefits of home learning
- be able to apply this understanding
- be able to or enabled to organise their work
- know how, when and where to best to do their home learning, they should be supported to be able to make relevant choices for their own circumstances
- be supported to be able to assess the quality of the work they have done
- know how and when to involve others and what support is available

Appropriate tasks for home learning

Good home learning will involve a variety of activities or tasks and have clear learning objectives that are shared with the students. Finishing work from class should generally be avoided and tasks should either be discrete or be leading to or informing another task or outcome. Tasks could include :

- Extended writing, factual or imaginative or preparation of drafts of such work
- Illustrations, charts, map work, design and artwork
- Simple experiments
- Reading, (intensive or extended) books, magazines, journals, newspapers, articles, etc
- Developing and extended project or examination coursework, involving different levels of skill
- Research work, fact finding, gathering information, gathering or analysing sources, evaluating evidence, forming judgements
- Library visits
- Learning by rote/heart
- Report writing
- Interviews
- Designing
- Making a model
- Structured tasks within projects
- Revising a unit of work for assessment
- Collecting materials , perhaps from a library or items not immediately available in school, for a verbal report or art/design work
- Listening to/watching a particular relevant broadcast or film
- Practising a particular skill
- Work on the internet
- Writing a draft from class into best

Whilst all students work at different rates we believe it is important to give guidelines of time to help students and families.

Year 7 - 8: 3 x 30 minutes per day

Year 9 -11: 3 x 45 minutes per day

Extended home learning can be set covering more than one homework session. Some subjects will be expected to set one piece a week, others 2 and some fortnightly.

Giving effective home learning

It is vital that home learning is given at a point of the lesson when it is possible to give instructions, allow time for explanations and questions, as well as students record it in their planners.

Homework tasks should be clear in terms of

- what is expected of each student
- when it is to be completed by
- where it is to be done (which book etc)

Teachers should plan home learning as an integral part of the learning and how it fits into their assessment for learning.

Careful consideration needs to be given to the needs of EAL and SEN students in setting home learning. Staff should also be sensitive to the responsibilities some students may have outside of school and be flexible where reasonable requests are made by families.

Assessment and monitoring of home learning

Appropriate feedback on home learning tasks can take a variety of forms, such as oral feedback, self-evaluation, acknowledgement and diagnostic marking.

- Assessment criteria for key assessments are published in student-friendly formats
- GCSE grades are awarded and recorded for key assessment pieces and for substantial pieces of work where appropriate
- Students' work must be marked at least fortnightly in core subjects and every three weeks in all other subjects. An Attitude to Learning grade should be allocated.
- Learning targets (or progress targets) are regularly set- at least once every three weeks in core subjects and at least every six weeks in non-core subjects.

How learning is annotated

- Teachers should indicate to students what a task is going to be marked for- relating to Learning Objectives of project or lesson and assessment criteria of task.
- Marking is not about correcting. Teachers highlight errors: students correct them.
- Correction (DIRT) time needs to be built in to class and homework routines.
- Teachers should not feel that they have to mark every spelling and punctuation error.

Here is, however, a set of baseline literacy expectations that all staff need to mark for. These are

- Full stops and capital letters
- The 100 basic spellings (because, does etc.)
- Paragraphs

Teachers should also mark subject-specific spelling errors (key words or target vocabulary)

The following symbols are to be used:

//	to show where a new paragraph should be
defin <u>a</u> te	to show exactly where a spelling error occurs
you ^o ll	to show a punctuation error
we went /\ shops	to show a word is missing
	to show the sense is unclear

Flipped Learning

While often defined simplistically as “school work at home and home work at school,” Flipped Learning is an approach that allows teachers to implement a methodology, or various methodologies, in their classrooms.

To counter some of the misconceptions about this term, the governing board and key leaders of the Flipped Learning Network (FLN), all experienced Flipped Educators, have composed a formal definition of “Flipped Learning.” Explicitly defining the term may dispel some of the myths repeatedly promulgated by teachers, the media, and researchers.

These Flipped Learning leaders also distinguish between a Flipped Classroom and Flipped Learning. These terms are not interchangeable. Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice.

Definition of Flipped Learning

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

flipped
learning
network

The Four Pillars of F-L-I-P™

F Flexible Environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

- | | |
|------------|---|
| F.1 | <input type="checkbox"/> I establish spaces and time frames that permit students to interact and reflect on their learning as needed. |
| F.2 | <input type="checkbox"/> I continually observe and monitor students to make adjustments as appropriate. |
| F.3 | <input type="checkbox"/> I provide students with different ways to learn content and demonstrate mastery. |

L Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

- | | |
|------------|---|
| L.1 | <input type="checkbox"/> I give students opportunities to engage in meaningful activities without the teacher being central. |
| L.2 | <input type="checkbox"/> I scaffold these activities and make them accessible to all students through differentiation and feedback. |

I Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

- | | |
|------------|--|
| I.1 | <input type="checkbox"/> I prioritize concepts used in direct instruction for learners to access on their own. |
| I.2 | <input type="checkbox"/> I create and/or curate relevant content (typically videos) for my students. |
| I.3 | <input type="checkbox"/> I differentiate to make content accessible and relevant to all students. |

P Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

- | | |
|------------|--|
| P.1 | <input type="checkbox"/> I make myself available to all students for individual, small group, and class feedback in real time as needed. |
| P.2 | <input type="checkbox"/> I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction. |
| P.3 | <input type="checkbox"/> I collaborate and reflect with other educators and take responsibility for transforming my practice. |