

7 Practical Ideas for Every Classroom

by Ross M. McGill

TE@CHER TOOLKIT

Classroom Ideas, Teacher Training, School Resources

Ross McGill

- Deputy Headteacher
- Blogger
- Author / Speaker
- Teacher Trainer



Share your thoughts ...

@TeacherToolkit



#TLCNF17

Objectives:

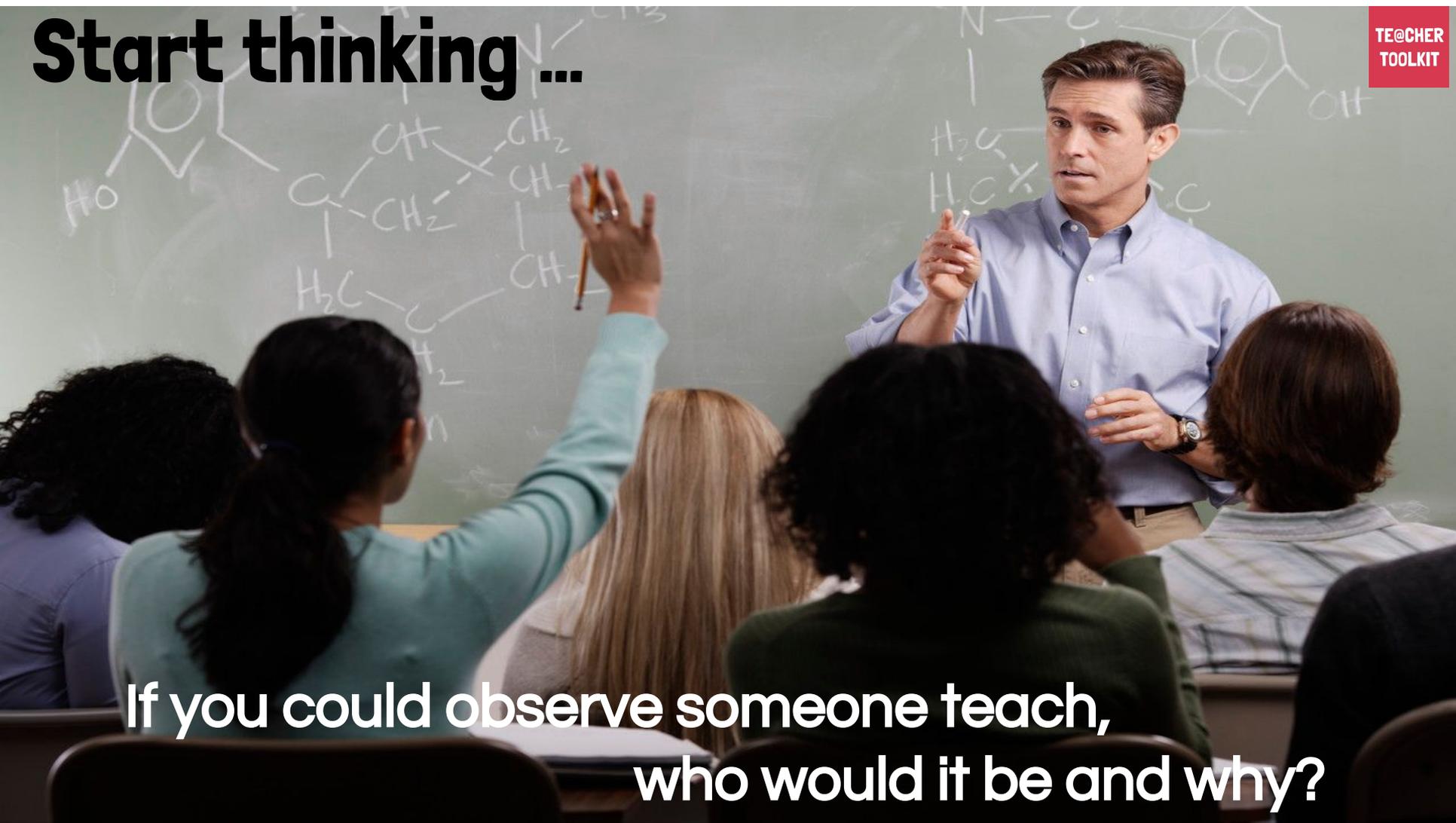


- 1. To support your work in the classroom.**
- 2. To challenge and suggest ideas.**
- 3. To inspire ...**

Poll ...



Start thinking ...



If you could observe someone teach,
who would it be and why?

Doesn't matter who ...



NQT



RQT



Middle Leader



SLT



Experienced
or 5 years from
retirement!

... we all should tweak our approaches.

No. 7

Snowball

Forget this! → 10+ Keywords



Do this! → Be Explicit / Flying Start



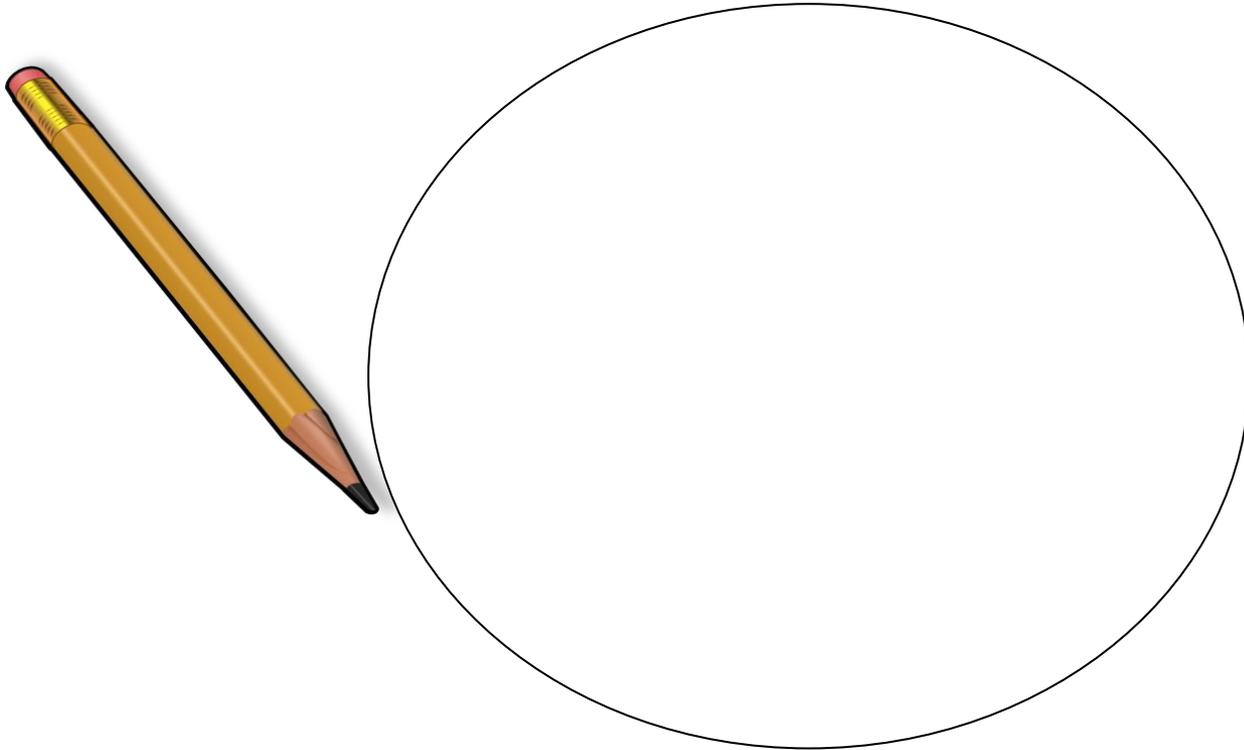
Starter / Plenary



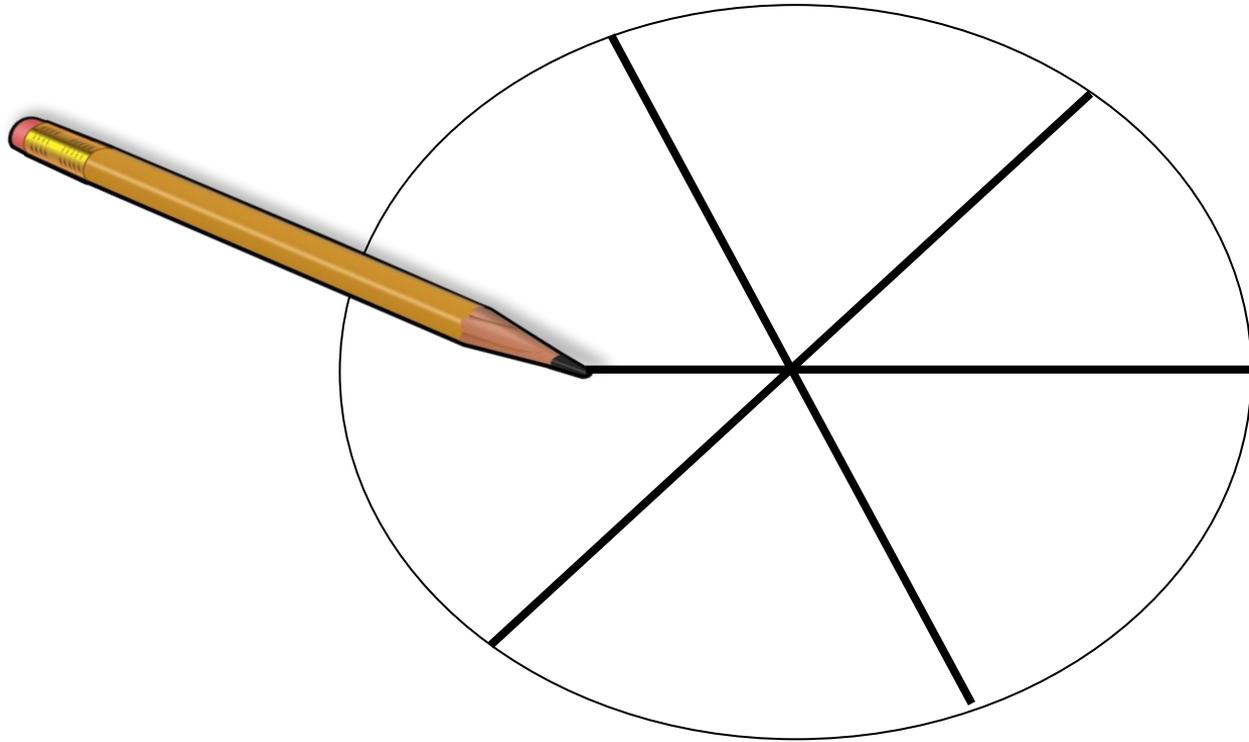
Grab ...

1. A pen
2. Scrap A4 paper
3. The rules ...

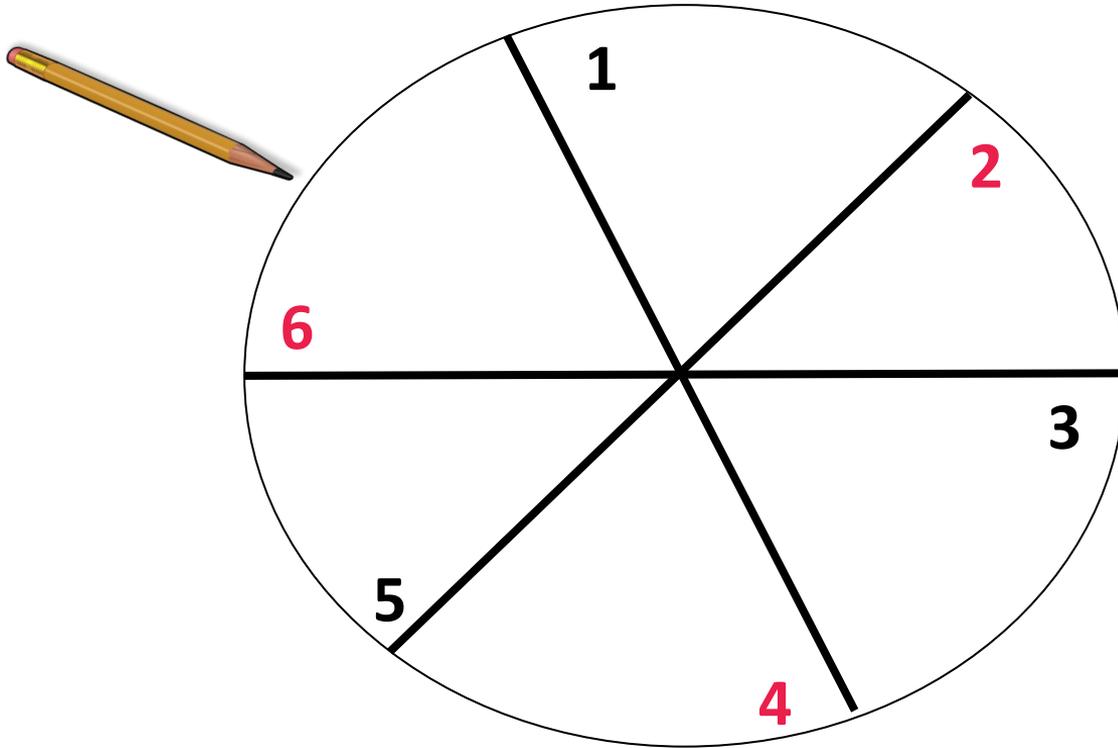




Draw a circle; add name



Divide into 6 pizza slices



Number the pizza slices

Spell these words!



Now
swap
papers!



Spell these words!

Spell check!





Now
swap
papers!

Spell these words! **Spell check!**



Shoot!



What's the point ?



- 1. Improves literacy**
- 2. Develops subject knowledge**
- 3. Reliable starter / plenary**
- 4. Engage ... but with purpose**
- 5. Active learning!**



IPEVO

TEACHER
TOOLKIT



Challenge?



Faster 2 ...

To go **EVEN FASTER**, follow the link
in the video description.

Even Faster 3 ...

To go **EVEN FASTER**, follow the link
in the video description.

Spreader ...

[FREE APP](#)[SPREEDER CX](#) ▾[TRAINING](#)[BOOKMARKLET](#)[TEAM](#)[PRESS](#)[BLOG](#)

For the uber-powerful speed e-reading apps, see [Spreader CX](#)

To get speed reading training lessons and courses from our world-leading speed reading experts, see [7 Speed Reading](#)

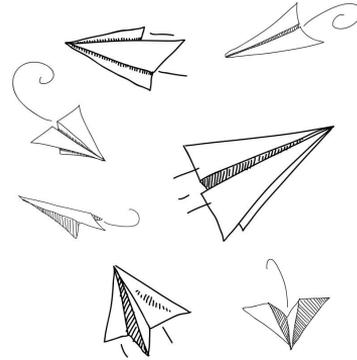
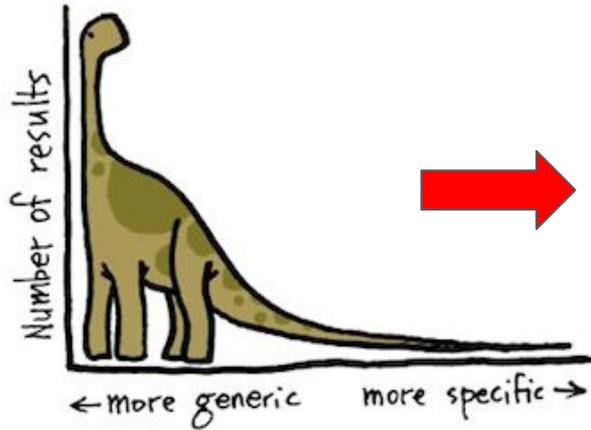
Paste the text you'd like to speed read here:

Welcome to spreader! To begin, you can paste the contents of what you'd like to read here, or just click the spread! button to try it out on this.

Click the settings link to change things like wpm (how fast words are flashed), chunk size (number of words flashed at a given time), background color, and much more.

SPREAD!

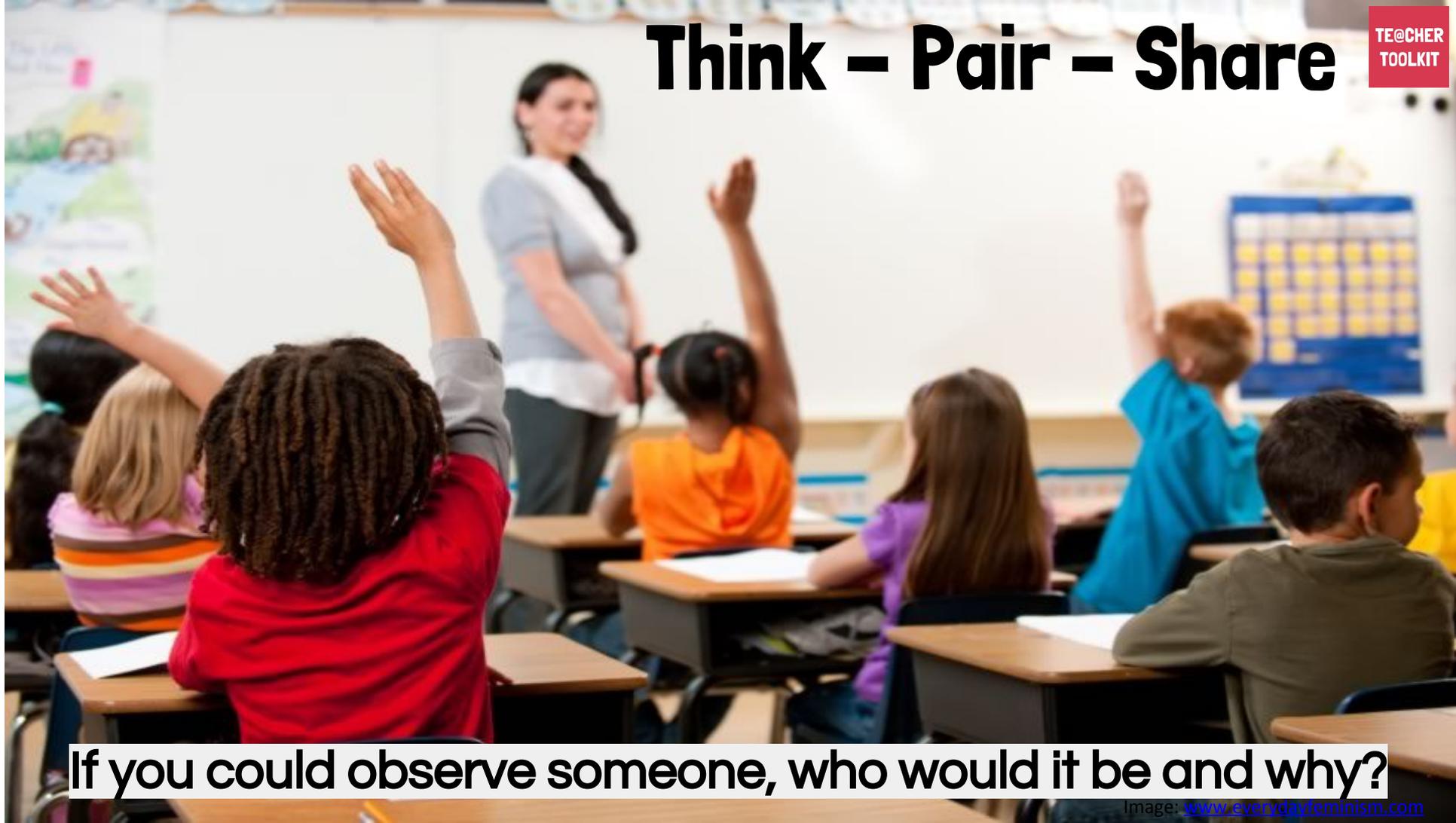
Do this! → Be Explicit / Flying Start



Example: <https://vine.co/v/559u2B1JZIL>

Think – Pair – Share

TEACHER
TOOLKIT



If you could observe someone, who would it be and why?

Image: www.everydayfeminism.com

No. 6

Be Different ...

“It is an *impossible* task for teachers *to differentiate* for all students in *every lesson.*”



10 strategies to embed so teachers:

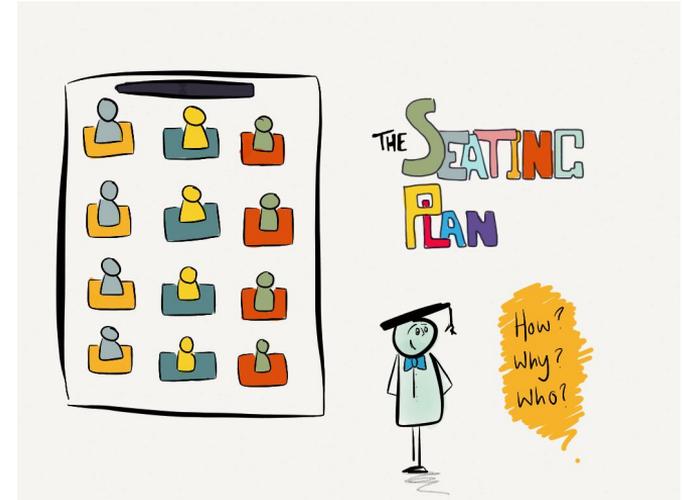
- A. can alleviate teacher workload and,
- B. embed differentiation over time.

1. Seating Plans

Specific locations works best for all!

Don't be fooled by the child that says:

'I work best next to my friends.' They don't!



2. Mark with **love** ...

...this is the **most sophisticated form** of differentiation that you can offer students.



3. Using data

Student **data informs lesson planning** and via formative feedback to your students = strong differentiation strategy.

HML	AP1 Total %	AP1 Grade	TOTAL (100)	AP2 Scaled 60%	AP2 Exam Total (54)	AP2 Exam 40%	AP2 Total 100 %	Soft AP2 grade	Real AP2 grade	AP3 (80 marks)	AP3 40%
H / PP	65	C	41	24.6	28	20	44.6	E2	E	33	16
H	69	C	68	41	34	25	66	C3	C	42	21
H	69	C	69	42	35	27	69	C2	C	46	23
M / S&L	69	C	54	31	32	24	55	D1	D	30	15
M	55	D	31	18	24	18	36	E3	F	28	14
M / PP	51	E	50	30	36	27	57	D1	D	43	21
H / PP	79	B	81	49	41	30	79	A3	A	51	25
H / PP	56	D	24	15	26	20	35	E3	F	32	16
M	54	D	36	22	24	18	40	E3	F	37	18
H / PP	56	D	26	16	26	20	36	E3	F	29	14
M / PP	66	D	59	35	32	24	59	D2	D	34	17
L / PP / S&L	54	D	21	13	19	20	33	F2	G	23	11
M	54	E	39	23	34	25	48	E2	E	36	18

4. Verbal feedback

A **'well done'** is enough to feed an ego, but it's a **waste of time** and will not help students make any progress whatsoever.

Extend the praise **comments** with pinpointed formative assessment.



5. Classroom displays

Build a bank of **resources** by placing student's completed work immediately **on display** in your classroom.

Be mindful that too much clutter goes against **research**.



6. Scaffolding writing frames.

Provide students with a writing frame.

Worth **investment on the teacher's part** = long-term impact.

My character is _____ Name: _____

 What was the character's problem? Did they manage to solve their problem? If so, how?	What do you know about the character? 
 Draw your character here.	
 What are the character's traits?	How did the character change over time? 

7. Choice of task

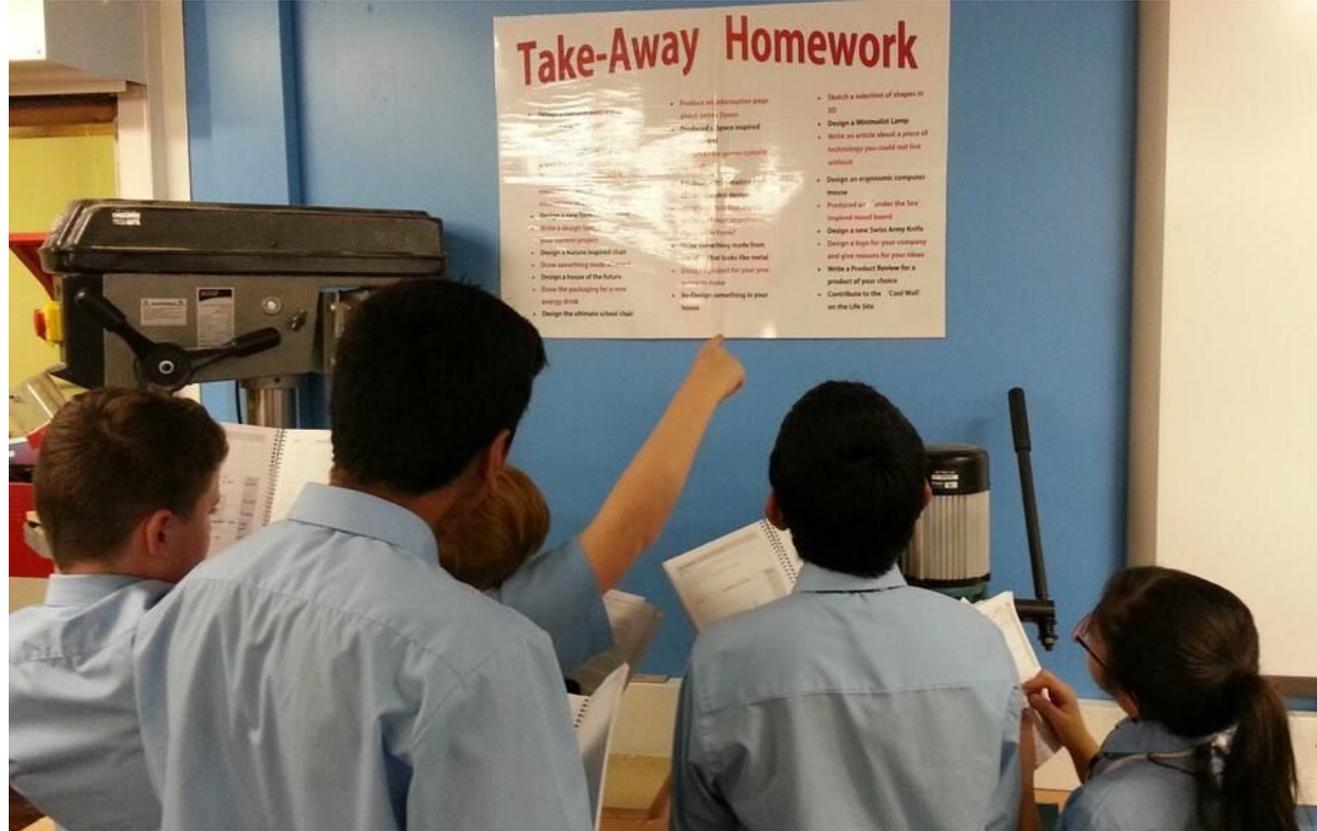
Offer **at least two** different resources, choices and tasks.

Vary in **difficulty**; Encourage students to select.

TakeAway Homework is the perfect example.

#TakeAwayHmk Success!

1. Self-selecting
2. Choice
3. Medium term
4. Motivational
5. Meaningful



#TakeAwayHmk Success!

Cotton Candy Cakes



Plain sponge...

Create a poster explaining the difference between Woven, Knitted and Bonded fabrics.

Create a leaflet showing all the different pieces of equipment used in the textiles room.

Design your own logo for a clothing company - render and describe your design.

Design a logo for Oasis Academy Immingham - it must fit on your blazer pocket - render and describe your design.

Victoria Sandwich...

Draw an item of clothing you own complete with the care label - describe the type of material and the composition of the fabric.

Research how polar fleece is made. Produce a poster showing the whole process

Design a t-shirt design which would appeal to people your age. Render and label your design explaining all the features.

Produce a mood board based on one of the following themes - [under the sea, safari, nature, fairy tale] You must include drawn images as well as printed



Gateaux...

Create a booklet explaining how you could Reduce, Reuse and Recycle textile items. Give examples of how you could recycle an old pair of jeans.

Create a leaflet explaining how to make a soft toy. List the materials, equipment and instructions. Use drawings and step by step written instructions

Create a presentation about one of the following designers - [Vivienne Westwood, Paul Smith, Laura Ashley, Julienne Macdonald] this must include background information, pictures, inspiration.



PayPal

Payment accepted by Email, USB, paper

For help or advice contact:
Faith.Rogers@oasisimmingham.org

 @OAI technology
#hmkhelp

Takeaway Homework

You must use your notes and do some extra reading/research on the Ontological Argument. Then, choose your homework task from the menu below to do over the Christmas holidays. The chilli rating suggests the difficulty or challenge the homework may offer -

MILD, MEDIUM, OR FLAMING HOT!

1. Create a poster explaining the ontological argument
Remember to include key philosophers and criticisms
2. Create 20 challenging quiz questions about the ontological argument
Write both the questions and answers
3. Draw a comic strip to explain the philosophical argument and the key criticisms.
Use pictures and key words!
4. Write a poem, song or rap explaining the argument
Use key terms and make it memorable - could you perform it?!
5. Design an attention grabbing webpage that summarises the topic we are studying.
Be creative! Use any computer program you like! You must include factual info and links to other useful websites that may help with revision.
6. Create a movie explaining a concept/process/feature/anything you have learned from this topic
Use Windows Moviemaker (or a program of your choice) to create a short film explaining the ontological argument.
7. Imagine you are going to teach a revision lesson, plan a lesson that includes learning objectives and revision activities. Complete a 'Student Lesson Plan' sheet to help you
Collect a lesson plan from the teacher - could you teach it?!



#TakeAwayHmk has evolved into the 3-Chilli Challenge!

Chilli Challenge

ABC

TWENTY SEVEN, 7 STARTERS	TWENTY SEVEN, 7 MAINS	TWENTY SEVEN, 7 DESSERTS
<p>1) Tweets Draw up your learning from each lesson in 4 sentences. Don't forget your hashtags #whatsting!</p> <p>2) Key Word Flash Cards Produce some flash cards with key words from your lessons. Include definitions of the words and examples.</p> <p>3) The Answer is...? Think of an interesting question, based on your current learning, to which the answer is 'Q'.</p> <p>4) Quick Questions Write 4 questions, and their corresponding answers, based on your current topic.</p> <p>5) Wordsearch Design a wordsearch using key words from your lessons.</p> <p>6) Crossnumber Create a 'crossnumber'. Merge some of the questions relate to your current learning.</p> <p>7) Venn Diagram Write 4 words together, and categorise them into 2 different words. Write down how you created the words.</p>	<p>8) Hexaflexagons (Purdue Peters) - Make one of these and write questions/answers on each 'face'.</p> <p>9) '4 Pics 1 Word' Choose 4 pics that relate to a key word for a lesson topic you have studied. Don't forget to provide letters to choose from!</p> <p>10) 10 Question worksheet Write 10 questions based on your report learning. Don't forget the answer key too!</p> <p>11) Revision Poster Draw up your learning of a topic in an A4 poster - use symbols, pics, diagrams etc.</p> <p>12) 'Catchphrase' Write 'catchphrases' to go over an image. The questions are answered to relate the image content/topic. Try using hand-drawn pictures.</p> <p>13) Newspaper/Magazine Article Write an article to look up one of your lesson's learning.</p> <p>14) Lets Get Quizzly! Design a quiz, complete with different results for 4 report topics. Include answer key.</p> <p>15) Album Choose 6 symbols with a list of words relate to your report learning. E.g. Saugabababa - "Musical Musical" - create</p>	<p>16) Concept Wall Card (see Making in class) Create your own card, including a key word from one of your lessons.</p> <p>17) 100 Word Challenge Draw up your learning in 100 words (exactly!).</p> <p>18) Logo Design a logo to represent your learning (in your next lesson/lesson 16).</p> <p>19) 2 facts and a lie Write 2 facts from one of your lessons and a lie. Can your learning partner distinguish which of these is the lie?</p> <p>20) Poem Write a poem to sum up your learning. This could be an acrostic poem!</p> <p>21) Numeracy Choose the numbers 10. Write down the topic which you think should be applied in your other subjects. Answer the questions should be provided.</p> <p>22) Learning Journal/Blog Write a response to your report learning. Reflect on your 'what' what you've learned and how better if you could, what do you want to do to improve (MFT)?</p>



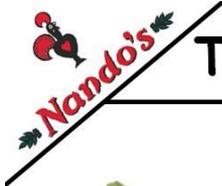
Homework Tasks

FIERY	
HEAT	
WARM	
MILD	

Choose a homework task from the above list. The spice-ometer indicates the challenge of the tasks. Try at least one FIERY task during the term!

#TakeAwayHmk Pitfalls!

1. Copyright!
2. Student direction ...
3. Assessment?
4. Access at home?
5. Workload!



Take Away Homework!



Choose your homework from the menu below:
The Peri-ometer suggests the difficulty or challenge the homework may offer. Every term you should attempt **at least one 'EXTRA HOT'** task!

<p>Write a poem or song which summarises the topic we have studied recently. <i>Make it informative but catchy and remember to include key terms...</i></p>	<p>Write a formal letter to an institution explaining the topic we have studied recently. <i>Use a letter layout, remember key terms and use persuasive language to explain key issues...</i></p>	<p>Write a newspaper article relevant to the topic we are studying. <i>Include specific, accurate facts with good English. You should include quotes and images...</i></p>
<p>Create a leaflet which summarises the topic we have studied recently. <i>Use key terms, make it informative and eye catching...</i></p>	<p>Create a factsheet summarising the topic, but also add additional research and facts. <i>Use correct terminology and use the internet to include extra facts (no copy & paste)</i></p>	<p>Create a comic strip to explain a new process we have learned or to summarise a topic. <i>Use pictures and key words to explain the process in a clear way...</i></p>
<p>Create a poster summarising today's lesson/topic we have been studying recently. <i>Use key terms, make it informative and eye catching...</i></p>	<p>Create a flow diagram/chart to explain a new process we have learnt. <i>Use pictures and key words to explain the process clearly...</i></p>	<p>Create 10-15 challenging quiz questions about what we have covered so far in this topic. <i>Write the questions with correct answers separate to test a peer...</i></p>
<p>Create a mind map summarising today's lesson/topic we have been studying recently. <i>Use key terms, make it informative and eye catching...</i></p>	<p>Identify key terms we've used in this topic and write a dictionary. <i>Find the definitions of key words and write a glossary to help you to learn spellings...</i></p>	<p>Write 3 Tweets that could summarise the lesson/topic. <i>No more than 140 characters; use #s for key words and they must be informative...</i></p>



Headache for parents!



8. Forming and framing questions

Probably my favourite strategy for **impact** / transformation.

- Questioning Matrix
- Pose, Pause, Pounce, Bounce

QUESTION MATRIX

IS? DOES? PRESENT	HAS? DID? WAS? PAST	CAN? POSSIBILITY	SHOULD ? OPINION	WOULD ? PROBABILITY	WOULD ? PROBABILITY	WILL? MIGHT? PREDICTION	WILL? MIGHT? IMAGINATION
---------------------------------	---------------------------------------	----------------------------	--------------------------------	-----------------------------------	-----------------------------------	---------------------------------------	--

Ask better questions...

WHAT?
EVENT

WHERE?
PLACE

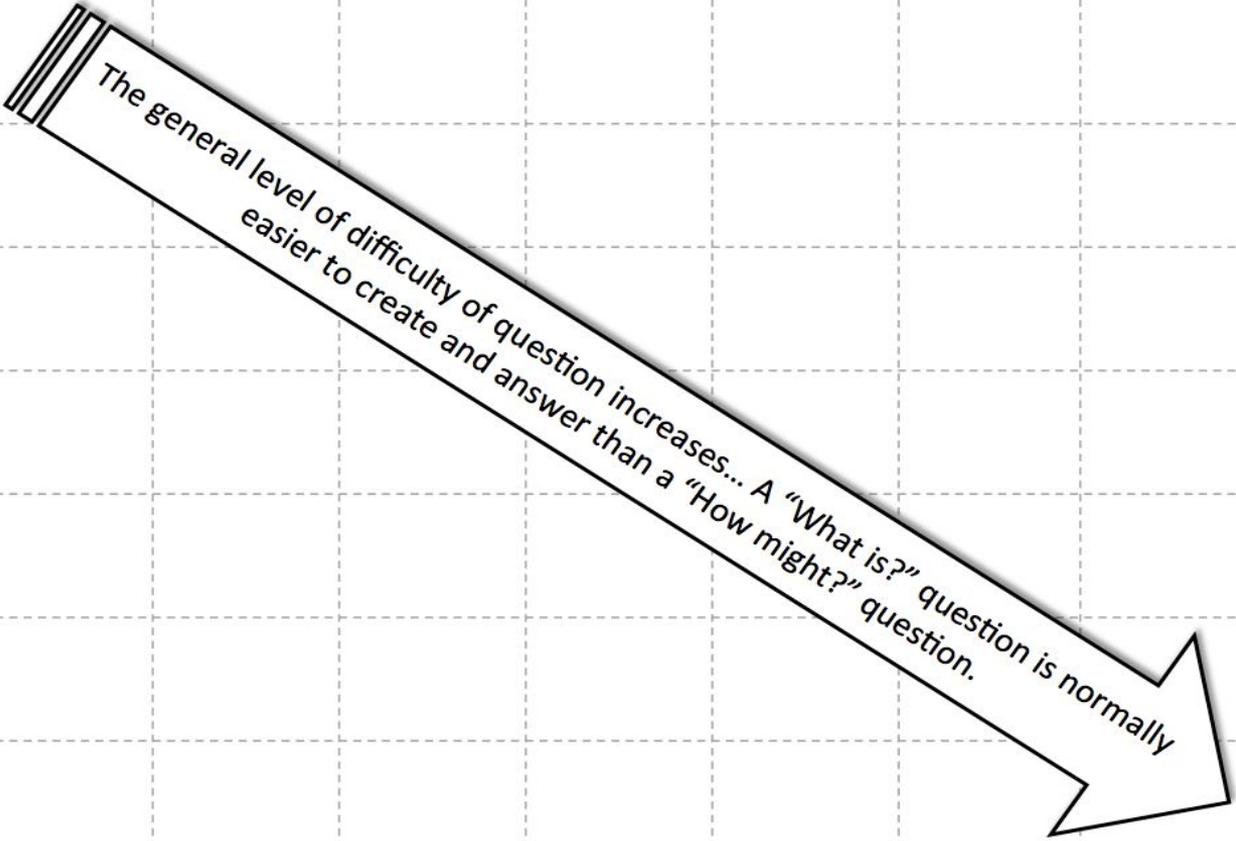
WHEN?
TIME

WHICH?
CHOICE

WHO?
PERSON

WHY?
REASON

HOW?
MEANING



1. Pose



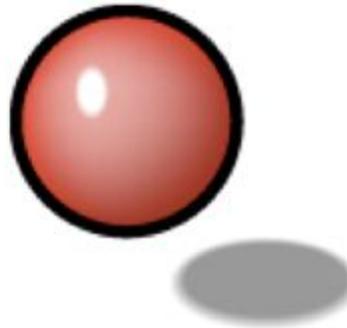
2. Pause



3. Pounce



4. Bounce



9. Students take the lead

Nominate **students to lead a starter** or plenary activity.

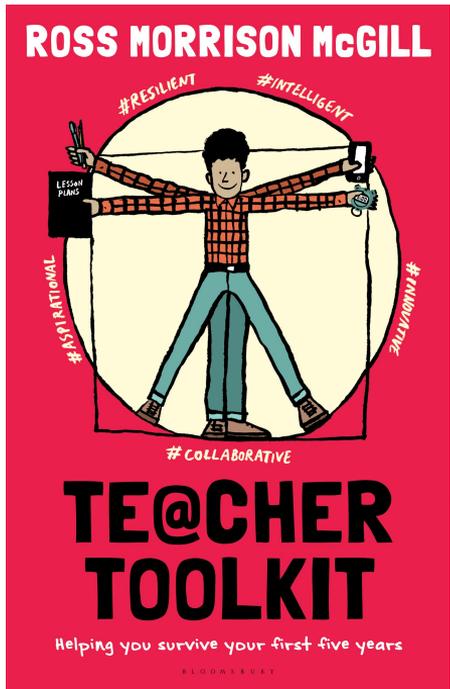
It's a **high-risk** strategy for some teachers...



10. Students teaching their peers

Finally, challenge **students to teach others** what they have learnt and assess this by observing the outcome.

This will need **planning** ...



DIFFERENTIATION

You are not expected to differentiate for every child in every lesson. Let me repeat that:

You are not expected to differentiate for every child in every lesson.

It is an impossible task to offer a range of resources for every child every single lesson, but there are strategies that you can embed so that your practice will naturally emerge as embedded differentiation over time. This can only be a good thing for your students and for your marking, planning and teaching.

Top 10 differentiation strategies

- Seating plan** As daft and simple as it sounds, a seating plan works wonders. Put every child in a specific location in the room that works best for their learning and for you. Don't be fooled by the child who says, 'I work best next to my friends.' They don't!
- Marking books with love and attention** This is the most sophisticated form of differentiation that you can offer your children.
- Using data** Keeping a close and careful eye on student data and communicating the information via formative feedback to your students is the best differentiation strategy – after marking – that you can use.
- Verbal feedback** Your feedback must be meaningful, sophisticated and tailored to the individual child. A 'well done' or a 'that's very good'; is enough to feed their ego, but it's an utter waste of breath on your part and will not help students make any progress whatsoever. Extend the praise comments with pinpointed formative assessment.
- Classroom displays** Build up a bank of resources by placing students' completed work immediately on display in your classroom.
- Scaffolding** Provide students with a scaffolding writing frame.
- Choice of task** Offer at least two choices for everything that you do, with varying difficulty.
- Forming and framing questioning** Forming and framing questions is probably my favourite strategy of all! How you ask a question can make all the difference in the classroom. Take a look on my blog for a resource called 'Pose, Pause, Pounce, Bounce'. It will transform your teaching and how you ask students questions.
- Students taking the lead** Nominate students to lead a starter or plenary activity.
- Students teaching their peers** Challenge students to teach others what they have learnt and assess this by observing the outcome.

Don't forget ...



If you could observe someone, who would it be and why?

No. 5

Impact Learning

**“ ..*meaningfully and well-managed,*
peer and self-assessment can can have a
huge impact on *progress.*”**

It can also cut down
a teacher's **marking pile!**



7 Tips for Peer and Self Assessment (Impact Learning)



1. Clear assessment criteria.

- A. Language must be kept **factual**
- B. Tick boxes and **checklists** work particularly well.



2. Develop assessment **with** students.

- A. Get students involved.
- B. Take ownership.
- C. A deeper understanding of **how to** make progress.
- D. Written in **“student speak”** = less confusion!

3. Use **anonymous** work examples.

- A. **Alleviate stress** by using examples of work from a previous class.
- B. Students **rank examples** and create a success criteria.



4. **Vary** the work students assess.

- A. Seating plan = mark their neighbours' work / **similar quality**.
- B. Different abilities = demotivating / **no challenge**.
- C. Lay out the **work randomly** = see something different each time.

5. Model responses.



- A. “It’s really nice” = is **no use** to anyone!
- B. Provide students with **frameworks** = impact on quality.
- C. E.g. “**In order to improve you need to.... so that... ”**

6. Allow **time** to respond.

- A. **Don't use** peer/self assessment at the **end of your lesson**.
- B. To have impact = students must digest / **time to respond**.
- C. **Restructure** lessons so assessment takes place at the **midpoint**.

7. Feedback on **their** feedback.

- A. Once completed, don't just move on straight away.
- B. **Spend time discussing feedback** given.
- C. Get students to read out = class critique it and suggest improvements.

Feedback ... who?

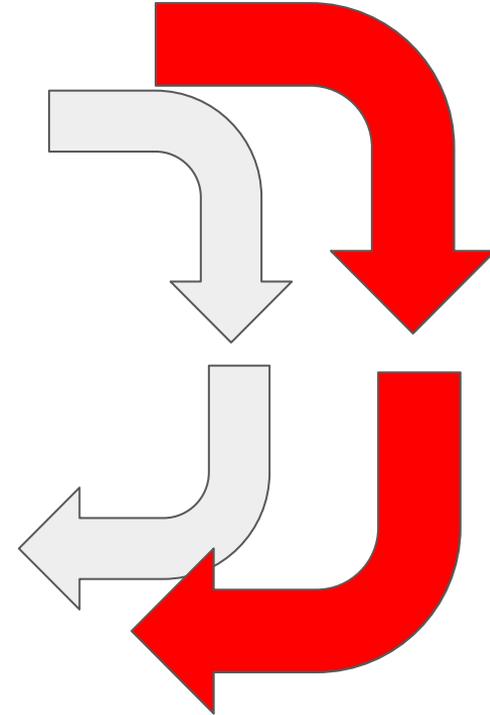
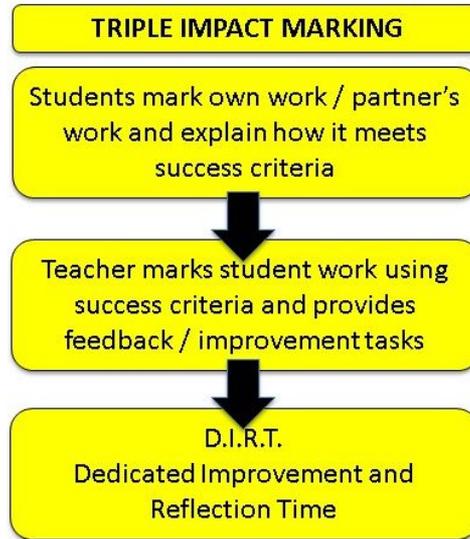
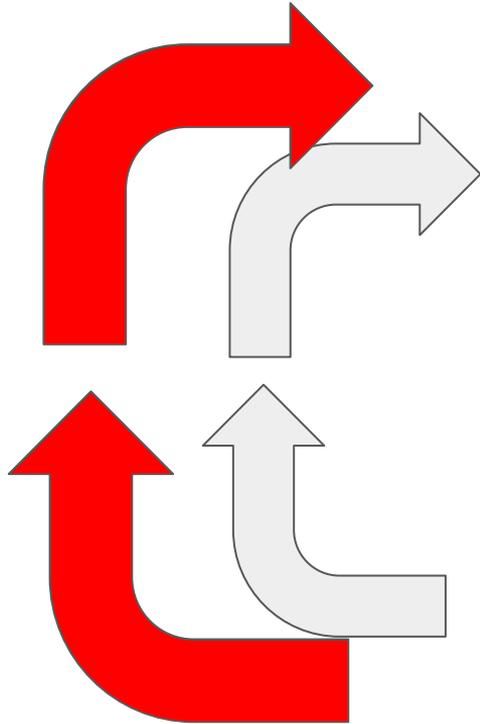


If you could observe someone, who would it be and why?

No. 4

Feedback²

Forget this! → Triple Marking Feedback

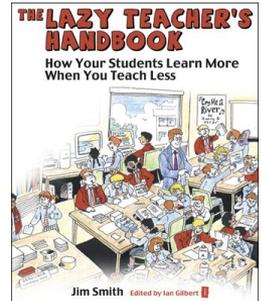


Triple Marking clarification ...

Jim Smith:

*“... the phrase has been **lost in translation** by colleagues across the land ... some comment on it being a never ending cycle of feedback. Not lazy. Not effective. And a total waste of time!”*

It is designed to reduce marking and make more of key assessments (1-2 times a term per subject - not a daily routine!)



Triple Marking clarification ...

Step 1: Students check work and eliminate mistakes to meet marking guidelines of school = less time marking nonsense; *teacher's time is just focused on the important stuff!*

Step 2: Teacher marks work.

(as per best / current available educational research!)

Step 3: Students act on the quick wins be that corrections, challenging tasks or wallow in their greatness!

Student then 'signs off the work' to say thank you / understood etc.

Forget this! → Triple Marking Feedback



Pupils' work

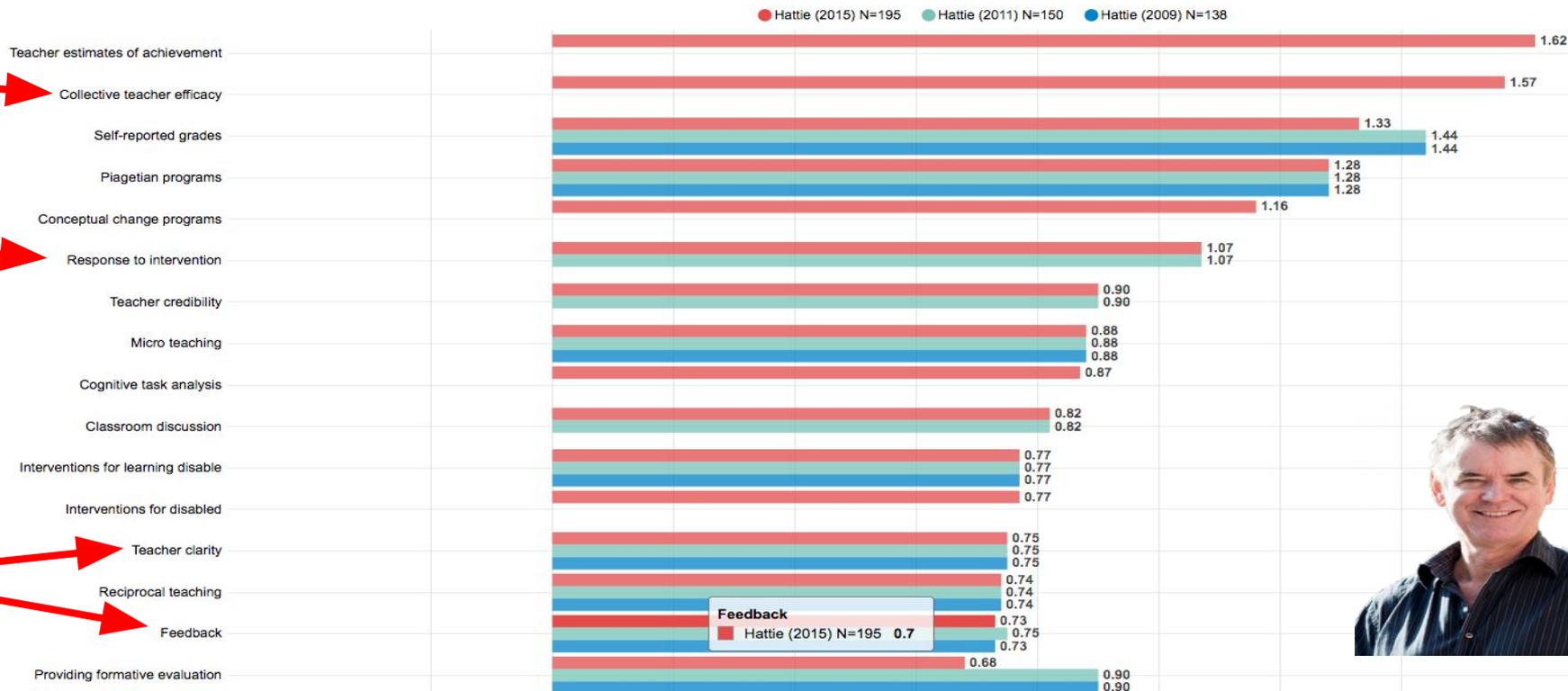
- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books will often depend on the age and ability of the pupils.
- Ofsted **does not** expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books and folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.

Do this! → Covert Feedback



Hattie's 138 Effect Sizes related to student achievement.

0.4+ represents ½ (value added) grade in progress.



NOT YET

BY CAROL DWECK



“Praising the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement. This process praise creates kids who are hardy and resilient.

If you get a failing grade, you think, I’m nothing, I’m nowhere. But if you get the grade “Not Yet” you understand that you’re on a learning curve.

It gives you a path into the future ...”

No. 3

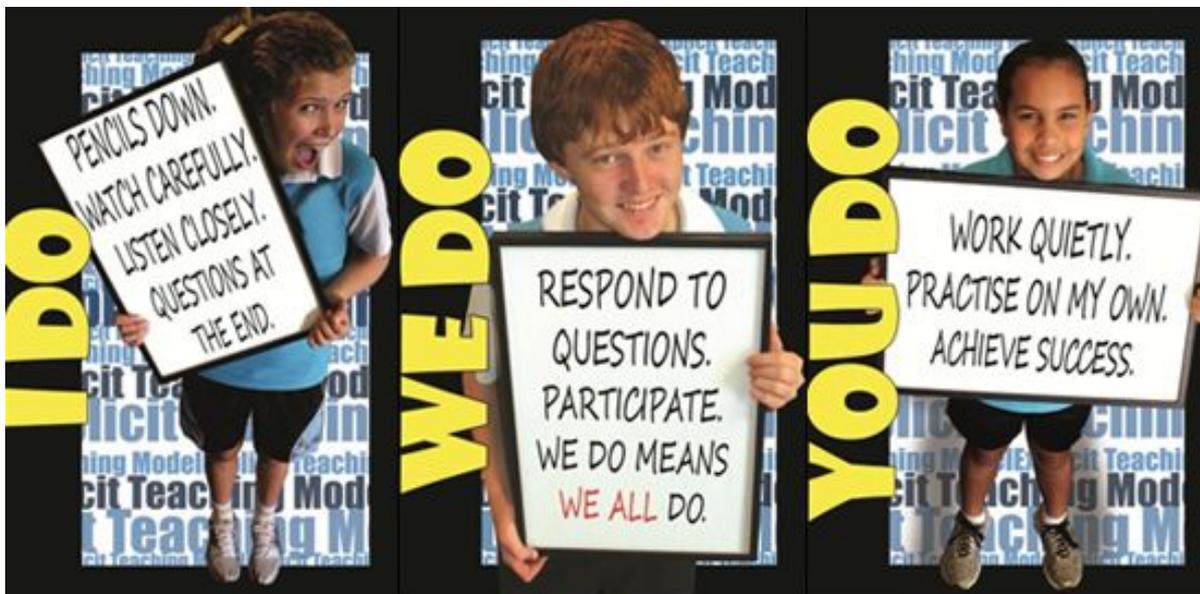
Modelling

Forget this! → Work Hard



Do this! → Work Smarter.

Be a lazy teacher!

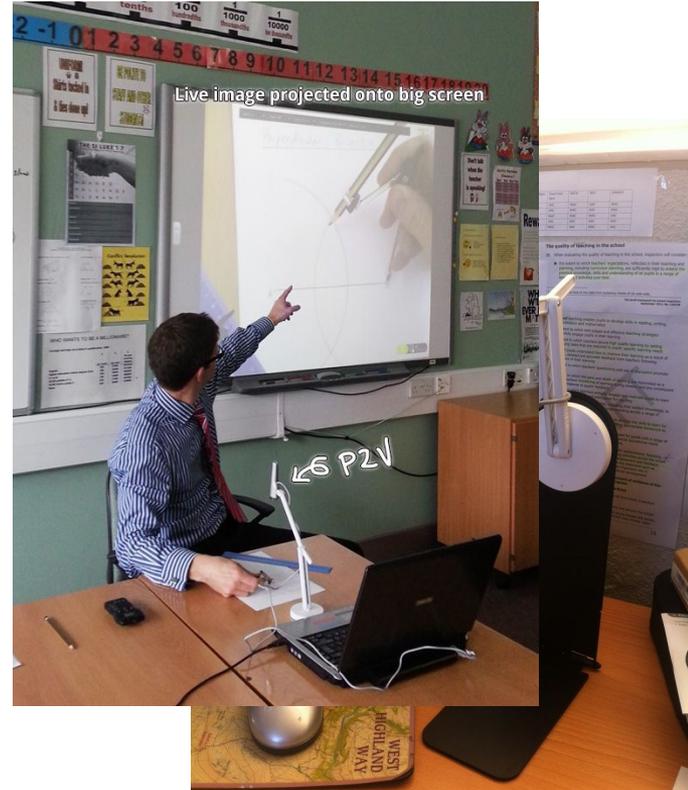


I Do, We Do, You Do.



Model the work.

1. **Don't** answer ANY questions.
2. **Don't** offer help.
3. **Don't** repeat instructions.
4. **Don't** accept "I can't do it."
5. **Do** model work in silence.



Grab ...



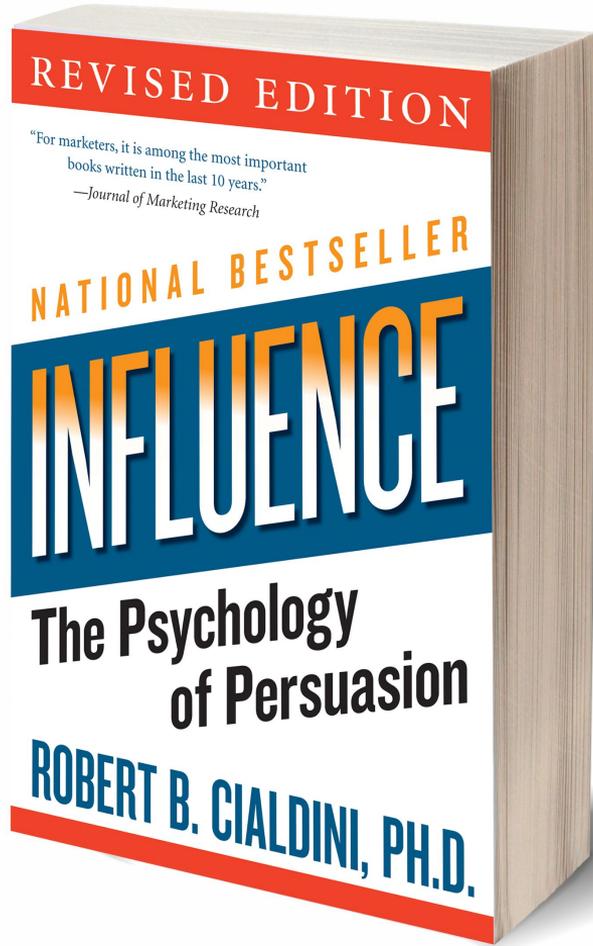
1. A pen
2. Scrap A4 paper
3. You know the rules ...

Shoot!



No. 2

Stickability



Cognitive Thinking

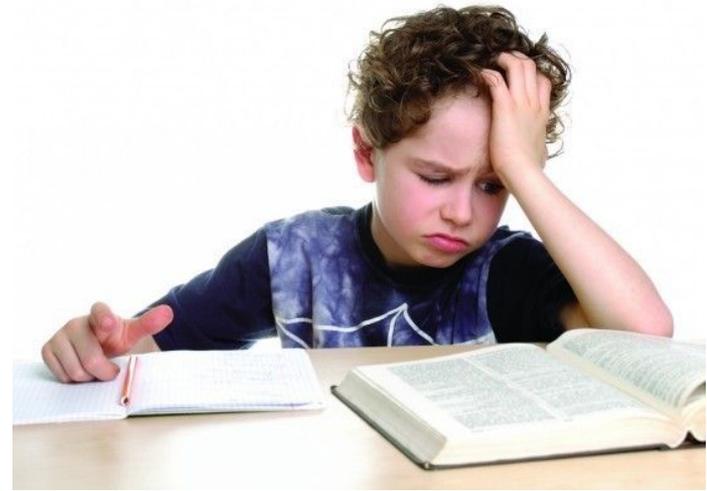
Pocketstrain Brainstrain



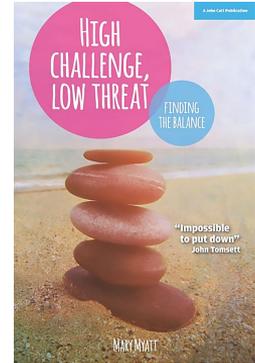
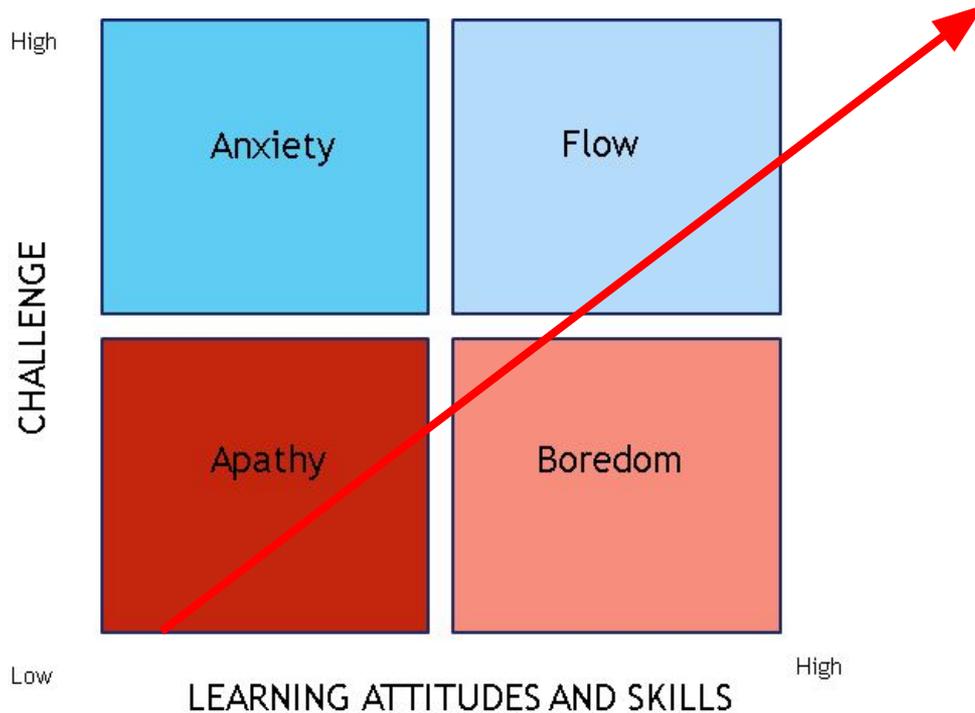
7 Awkward Questions ...

- 1. When last did an observation improve your teaching?**
- 2. What CPD have you engaged with during the last year?**
- 3. How much was the school / line manager's idea?**
- 4. What part of the CPD was your design? If any?**
- 5. Did the observation / CPD have an impact on you?**
- 6. Your students?**
- 7. If so, how do you know?**
- 8. If not, what was the point?**

Forget this! → Low threat



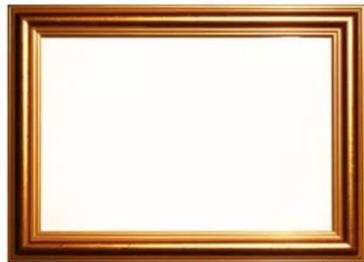
Do this! → High challenge



The 5 minute Lesson Plan

....print and scribble your way to Outstanding!

The BIG picture?

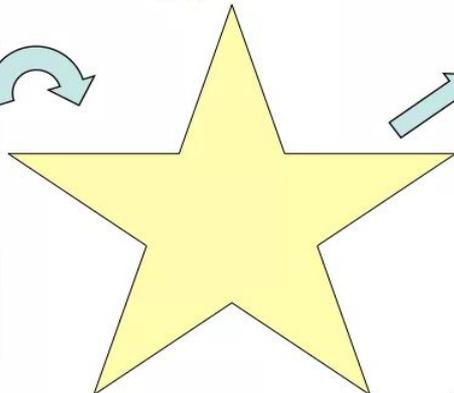
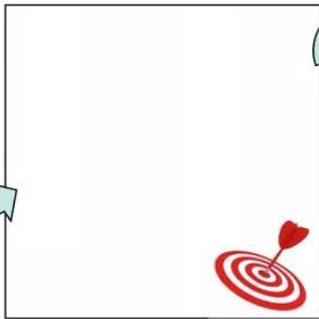


Stickability!

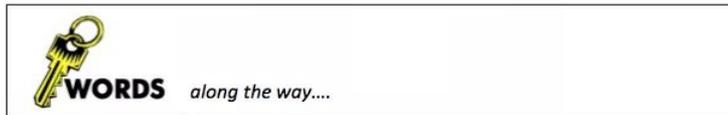
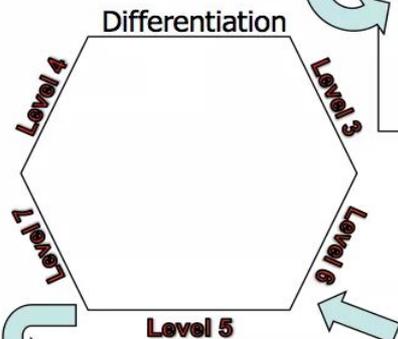
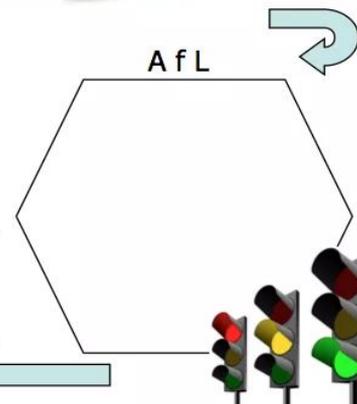


Objectives

Engagement?



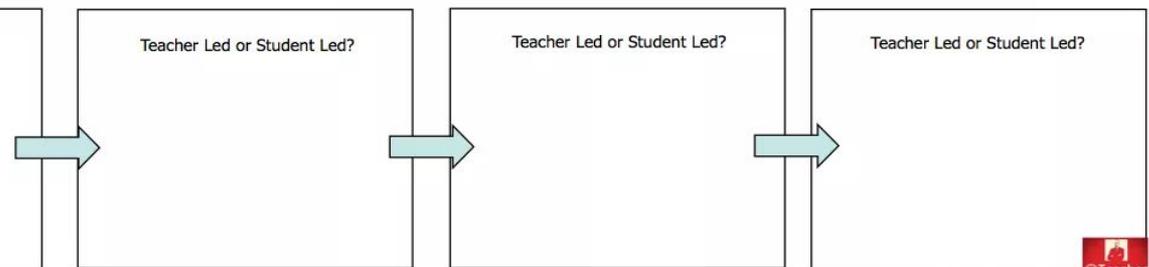
A f L



Teacher Led or Student Led?



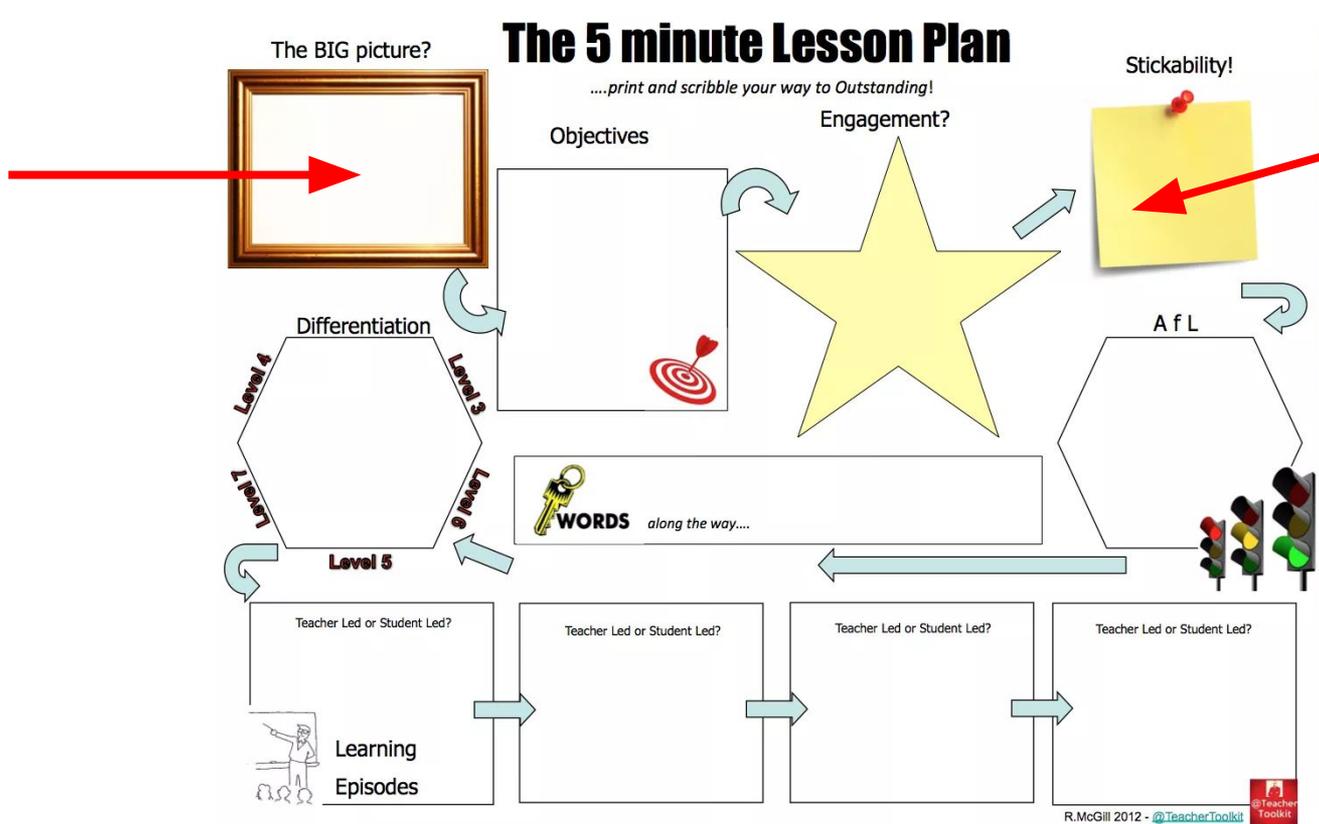
Learning
Episodes



Have a go?

Do this! → High challenge

What?



Why?



No. 1

Yellow Box

Focused Marking



5 key **stakeholders**



Parents



Child



**Senior
Leadership**



Inspectors

Teachers



Why **bother** marking?

Summative

Diagnostic

- Evaluative
- Formative



Plan → **Teach** → **Mark**



Mark → **Plan** → **Teach**

**Should teachers
mark *every* piece
of work?**

NO!



**How often should
we expect to see feedback?**

**When
needed!**

Time spent marking **must** help:

1. Identify common errors
2. Students to correct / improve
3. Re-teach parts of the lesson
4. Inform future teaching.

Don't forget!

4(d) **reflect** systematically on the **effectiveness** of lessons and approaches to teaching. **Including marking!**



Sources of

Progress Over Time



The teaching



Student books; marking

6	B1	C2	E3	3	1
5	D1	E1	E3	3	3
5	C1	C2	C2	2	1
6	C1	C2	C1	2	1
6	C2	C1	B3	2	1
4	D1	D3	E3	3	3
5	C2	C3	C3	2	2
6	A3	A3	B1	2	2
	D1	D1	D3	3	3
	C3	C3	D3	3	3
5	C3	D2	D3	2	3
5	B3	C1	C3	2	2
6	A3	B1	B3	2	2
6	A3	B1	C1	2	2

Teacher (owned) data



Student conversations

What is a good teacher?
How do we know?
How do we evidence this?



CLOSED

Teachers' standards

Teacher appraisal and capability

Teacher Standards Appraisal

vs.

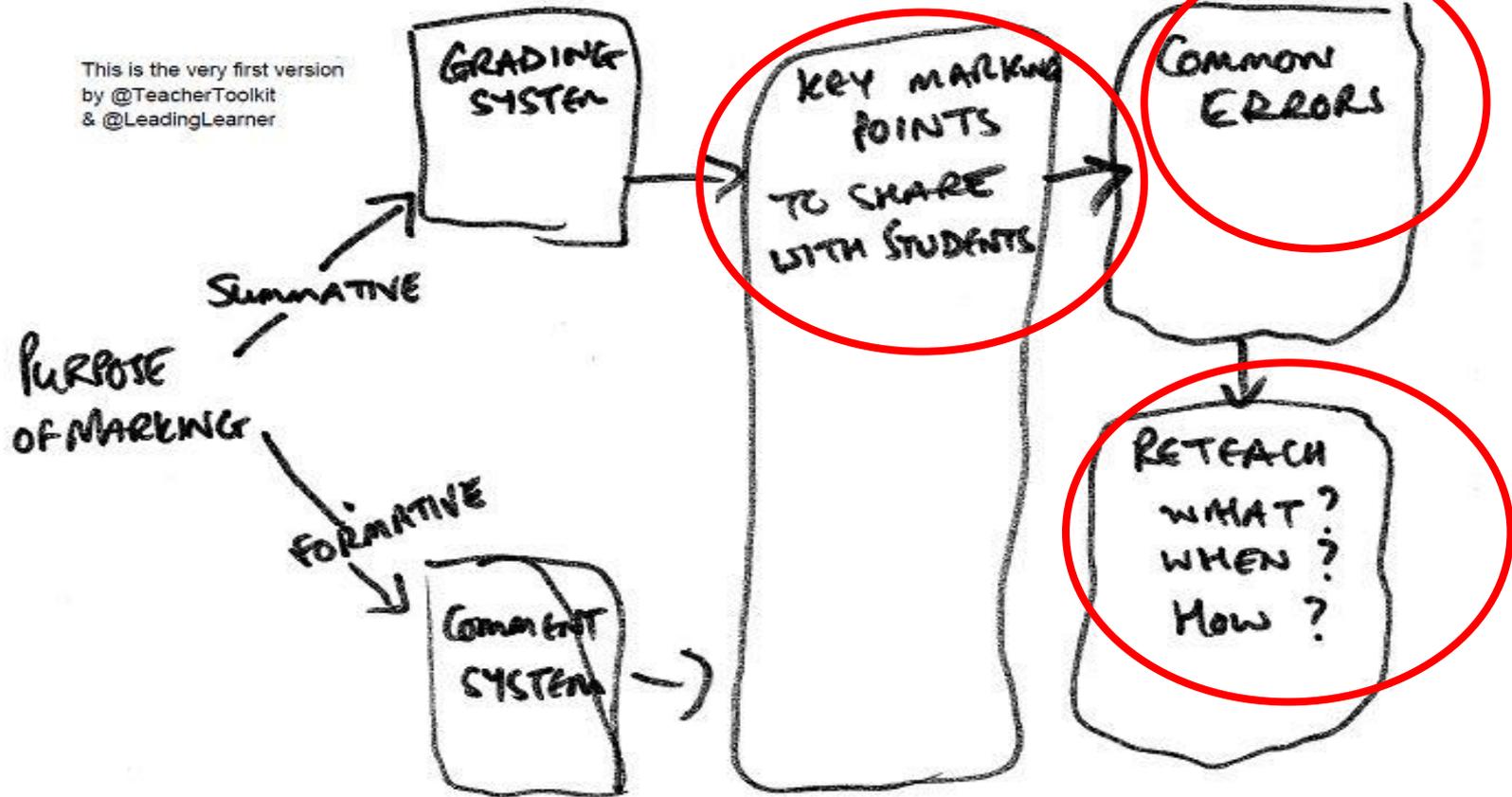
OPEN

Typicality and support

How much **impact** is:

1. ... marking having on **learning**?
2. ... marking having on the **effectiveness** of practise?
3. ... marking having on the review and **evaluation** of your current schemes of learning/projects?

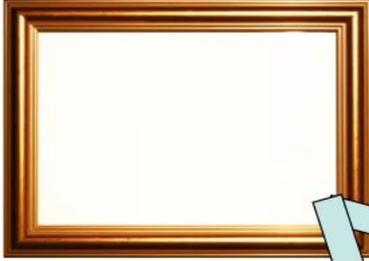
This is the very first version
by @TeacherToolkit
& @LeadingLearner



The 5 Minute Marking Plan

....print and scribble your way to focus on student assessment!

The big picture?
(The purpose of marking for this piece of work / project?)



Summative marking:
to measure (progress) student learning

Grading system:



Formative marking:
to improve student learning

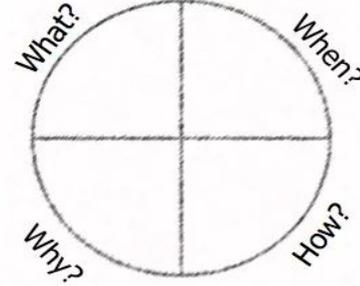
Comment system:



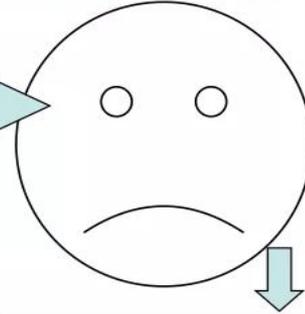
Key marking points to share with students?



Re-teach?



Common Errors?!



What should be changed in activity / SoW?



- yes
- no
- maybe

What should/should not be marked?

Peer/Self assessment opportunities?

Student response to feedback required?



DfE: Workload Marking Review

- ✓ **Meaningful**
- ✓ **Manageable**
- ✓ **Motivating.**

Forget this! → Feedback Stamps!

- Meaningful?
- Manageable?
- Motivating?

- Adds value?



Look again!

Pupils' work

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

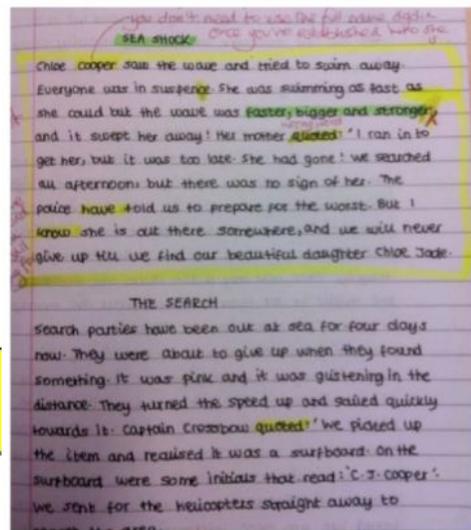
Do this! → Yellow Box

The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation



Yellow Box

washed up! *no repetition reference*
you don't need to use the full name again once you've established who she is
SEA SHOCK

Chloe Cooper saw the wave and tried to swim away. Everyone was in suspense. She was swimming as fast as she could but the wave was faster, bigger and stronger, and it swept her away! Her mother ^{using direct} quoted: "I ran in to get her, but it was too late. She had gone! We searched all afternoon, but there was no sign of her. The police have told us to prepare for the worst. But I know she is out there somewhere, and we will never give up till we find our beautiful daughter Chloe Jade."

THE SEARCH

Search parties have been out at sea for four days now. They were about to give up when they found something. It was pink and it was glistening in the distance. They turned the speed up and sailed quickly towards it. Captain Crossbow ^{using direct} quoted: "We picked up the item and realised it was a surfboard. On the surfboard were some initials that read: 'C.J. Cooper'. We sent for the helicopters straight away to search the area."

surfing disaster go to: www.itvnews.com or follow her story on twitter @Chloe'saufdisaster to keep updated.

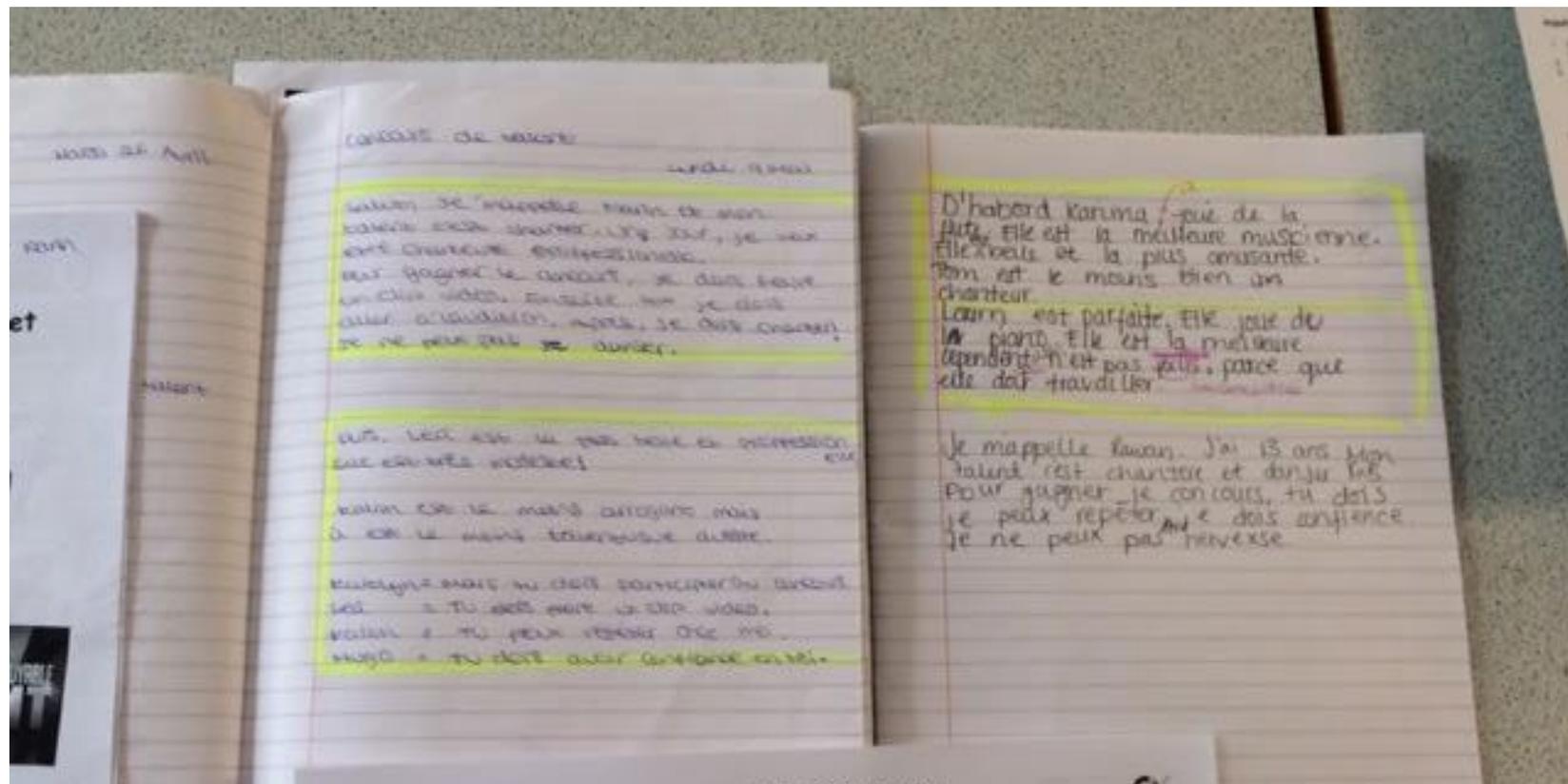
Y8
target
GA

GA!

John

Lovely detailed write Chloe: well done! This is impressively accurate as well as being convincing, exaggerated + dramatic.
① If you're going to write an article which reports ~~the~~ ^{the} discovery of Chloe alive you must make this clear throughout.
② Correct, the highlighted ~~text~~ ^{text} in the box below.

Yellow Box



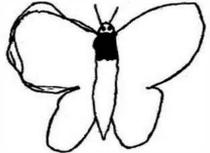
D.I.R.T

by @TeacherToolkit

Directed Improved Reflection Time

Marking; feedback and redrafting.

Austin Butterfly



First draft



Final draft



If you could observe someone, who would it be and why?



Recorded video



Context Participants Tools Files Flag

Obs ID: 62289

Date: Monday 22 April 2013

Time: 12:05 PM - 01:15 PM

Duration: 1 hour, 10 minutes and 56 seconds

Location: Greig City Academy --

Hardware: IRIS 10526 Mariam V4.4

Title: Design Technology - Year 9

Purpose:

Description:

Focus is on Differentiation techniques

Comments Forms Instruments

Comment

Film
YOURSELF

Click here to enable audio and video notes

You will need to "Allow access" to your microphone and camera

- Allow
- Remember

Add public comment

Ross McGill

Comment X

Sound is turned on at 6.15mins Students arriving in 7 minutes....setting up resources

Timeline: 6:13 - 6:48

Ross McGill

Comment X

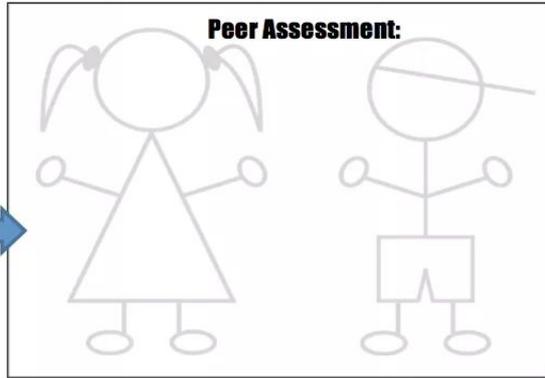
NQT arrives at the door.... Instructions given. KJ is here to observe 'differentiation'.

Timeline: 11:14 - 11:40

Randoms

The 5 Minute Assessment for Learning Plan - #5MinAfLPlan

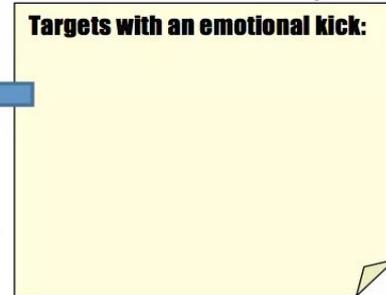
Juicy Questions:



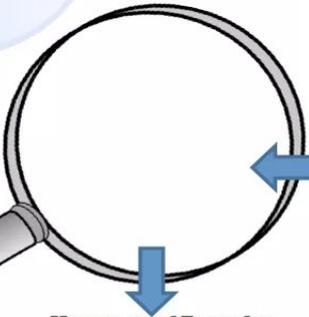
Hinge Questions:



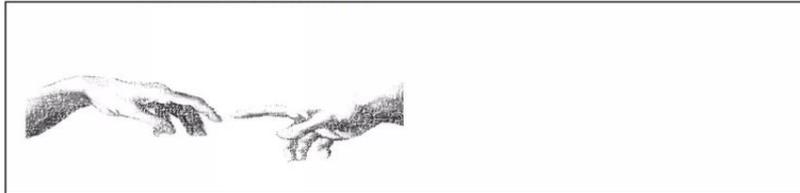
Targets with an emotional kick:



Self-Reflection:

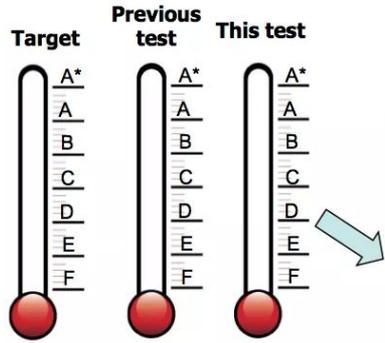


Moments of Transfer:





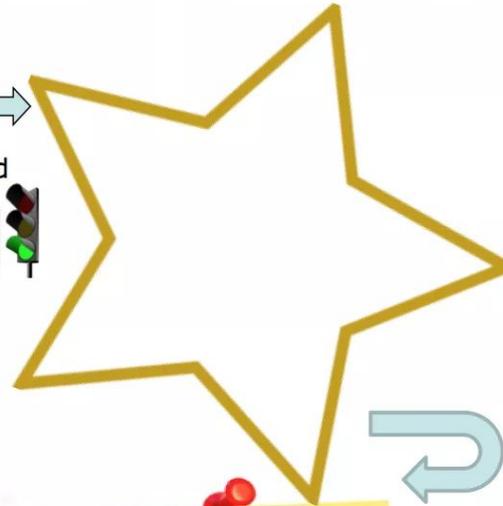
The 5 minute Test Result Analysis



Strong topics

-
-
-
-

What I improved on



Revision resources used

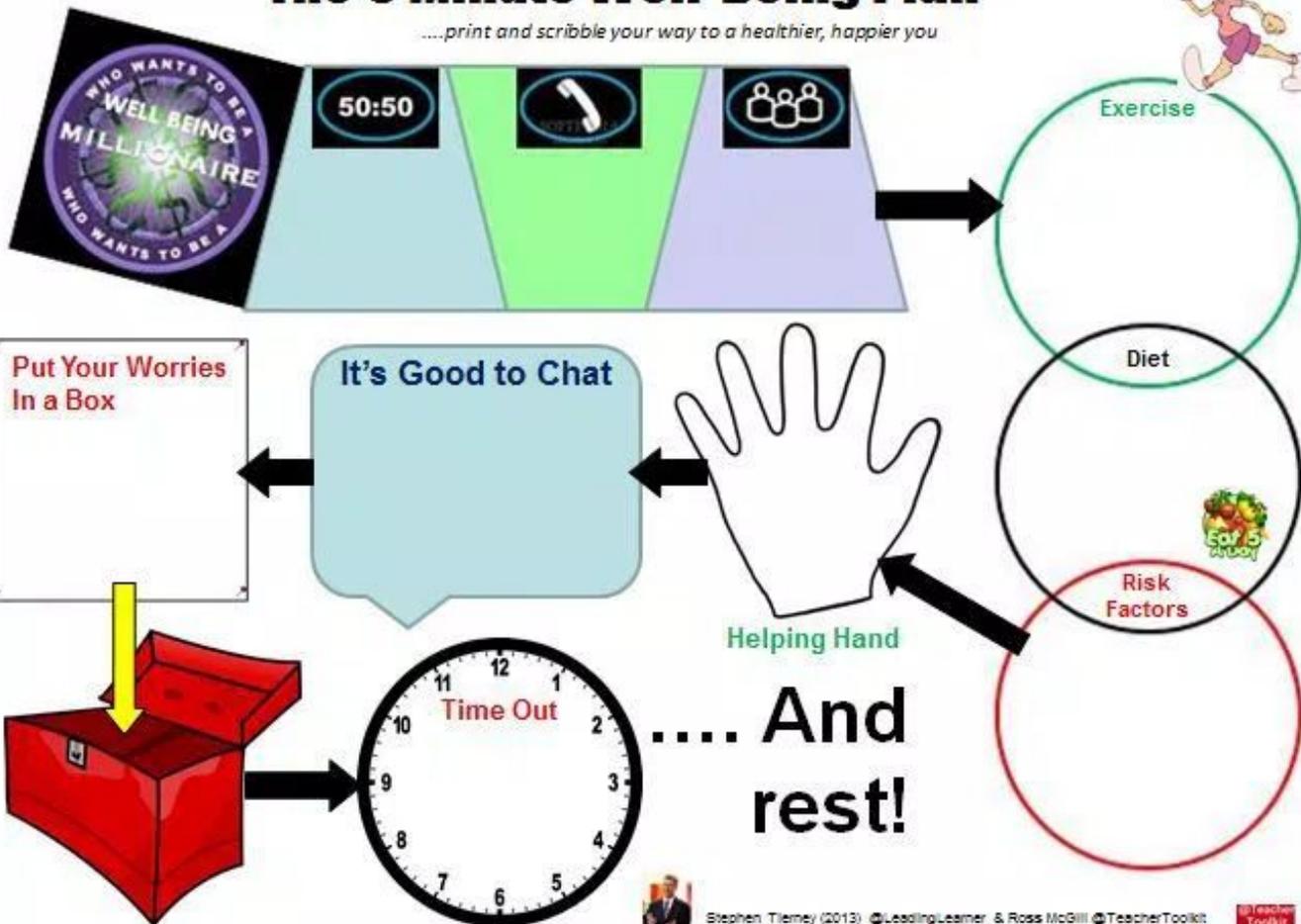
Next steps

Repeated errors I've made

New errors I've made

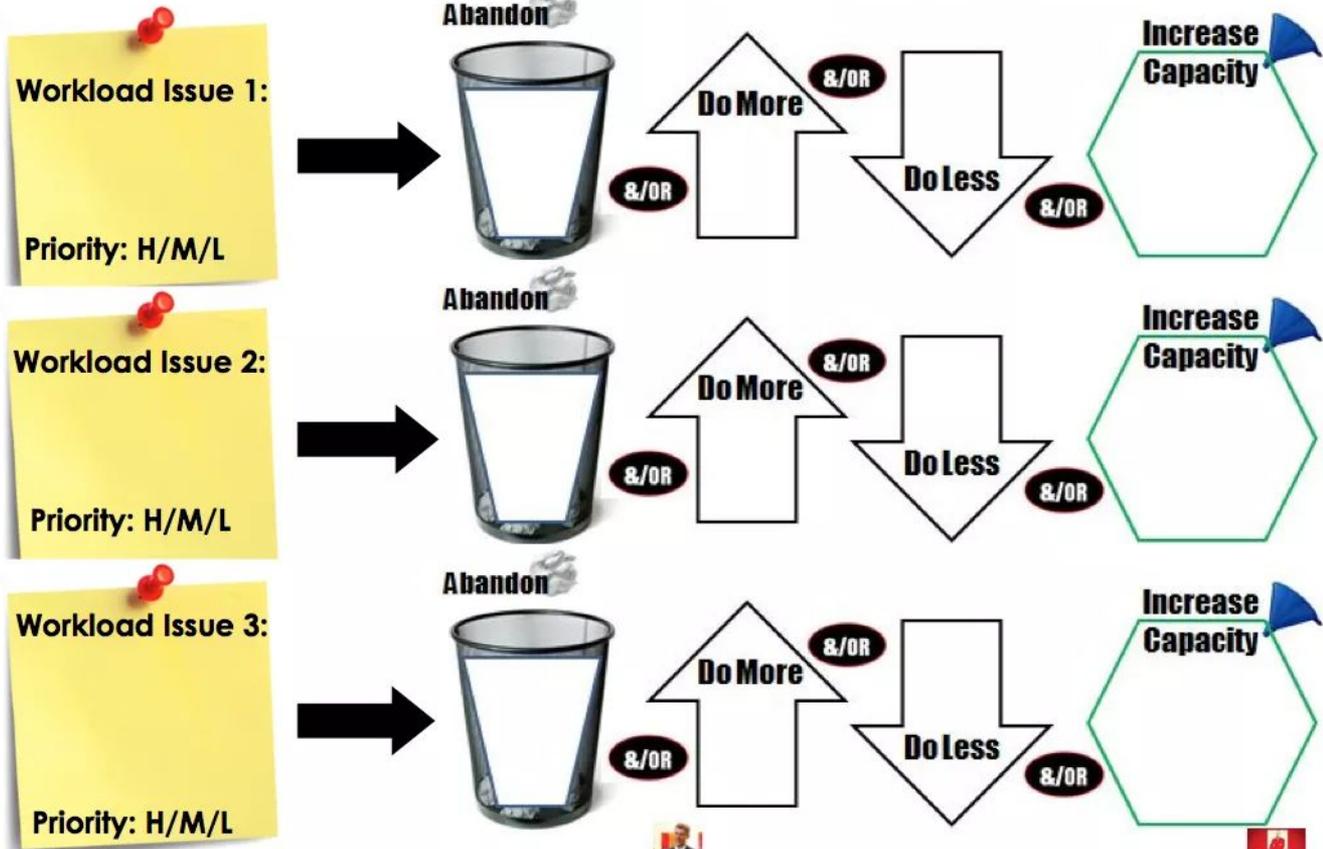
The 5 Minute Well-Being Plan

....print and scribble your way to a healthier, happier you

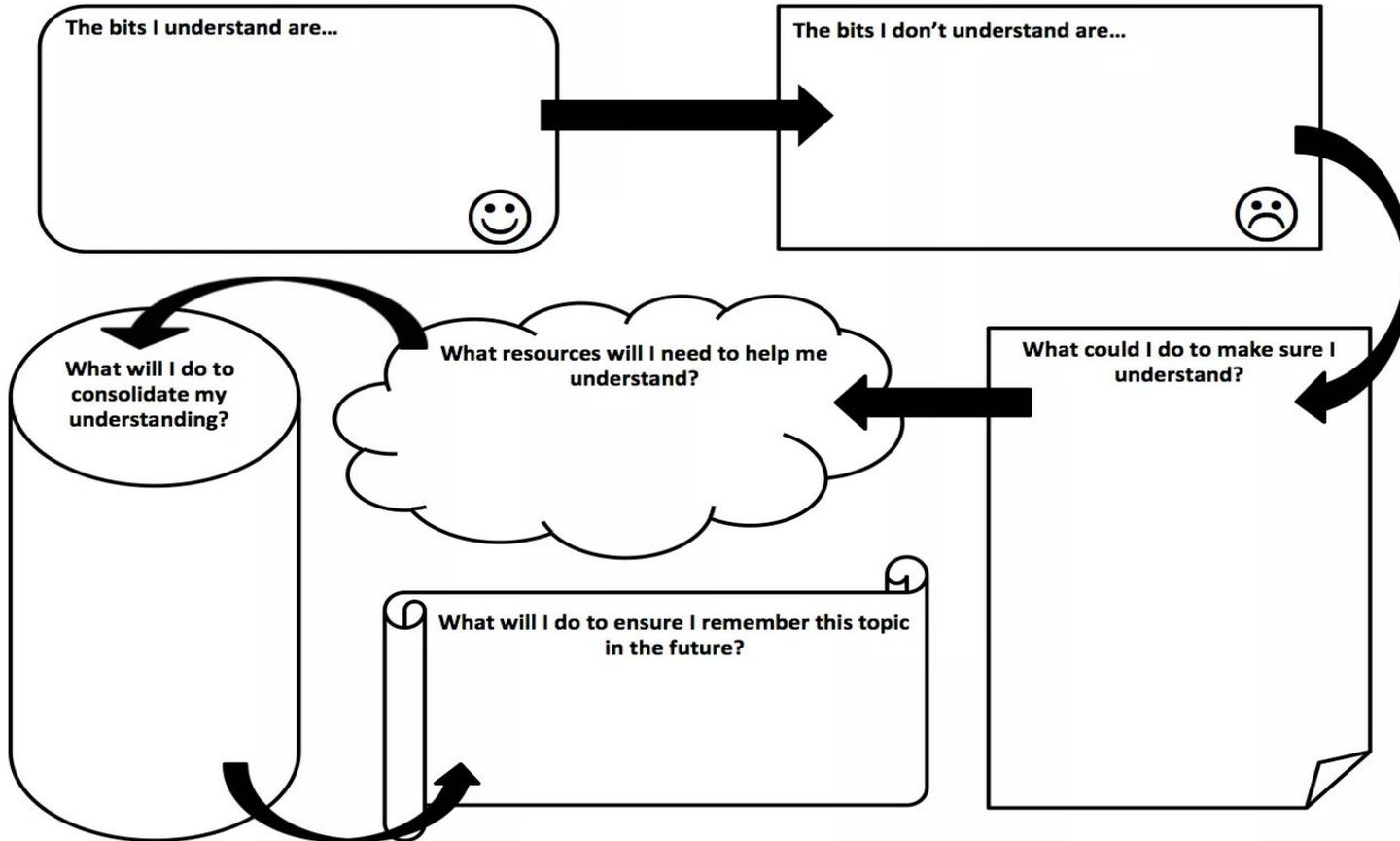


The 5 Minute Workload Plan

...print and scribble your way to greater impact.



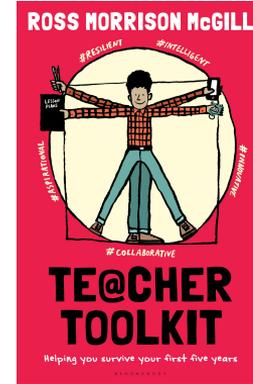
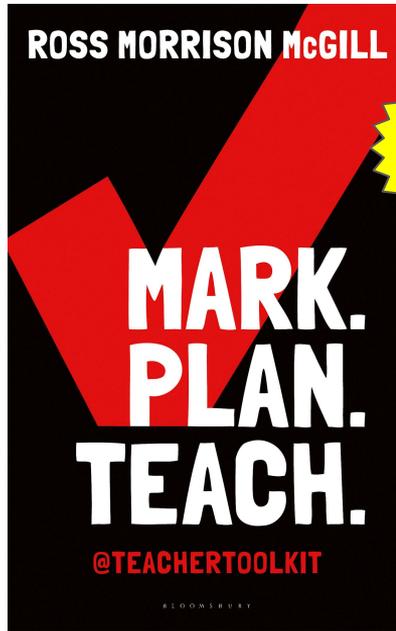
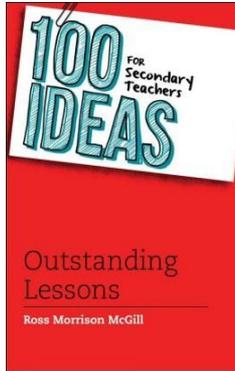
The 5 minute "I'm stuck!" Plan



Takeaway

- 1. Literacy**
- 2. Differentiation**
- 3. Impact Learning**
- 4. Feedback²**
- 5. Modelling**
- 6. Stickability**
- 7. Yellow Box marking.**

That's all Folks!



TE@CHER TOOLKIT

Classroom Ideas, Teacher Training, School Resources

TE@CHER TOOLKIT

Classroom Ideas, Teacher Training, School Resources



“We asked 55 middle leaders for 2 adjectives to describe @TeacherToolkit CPD. They said it was: engaging, thought-provoking, inspirational, energising, dynamic, challenging and empowering.”

Deputy Headteacher, Swanlea School.

Keynotes / Workshops / Teacher Training / Coaching

www.TeacherToolkit.co.uk/Training

Disclaimer

This presentation was created by Ross Morrison McGill as a formal presentation to be given publicly. It is not to be published elsewhere.

Thank you for reading this resource!
You can find others [here](#).

This presentation by [Ross Morrison McGill](#) is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License](#), based on all work published at www.TeacherToolkit.co.uk and @TeacherToolkit Limited.

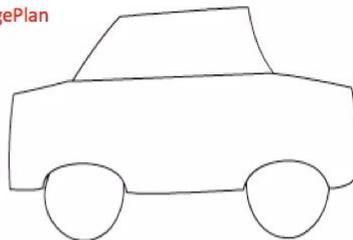
Back up

The 5 Minute **Change** Plan

...print and scribble your way to changeable pedagogy! #5MinChangePlan



1. Why?
2. Why?
3. Why?
4. Why?
5. Why?



Short Term Wins

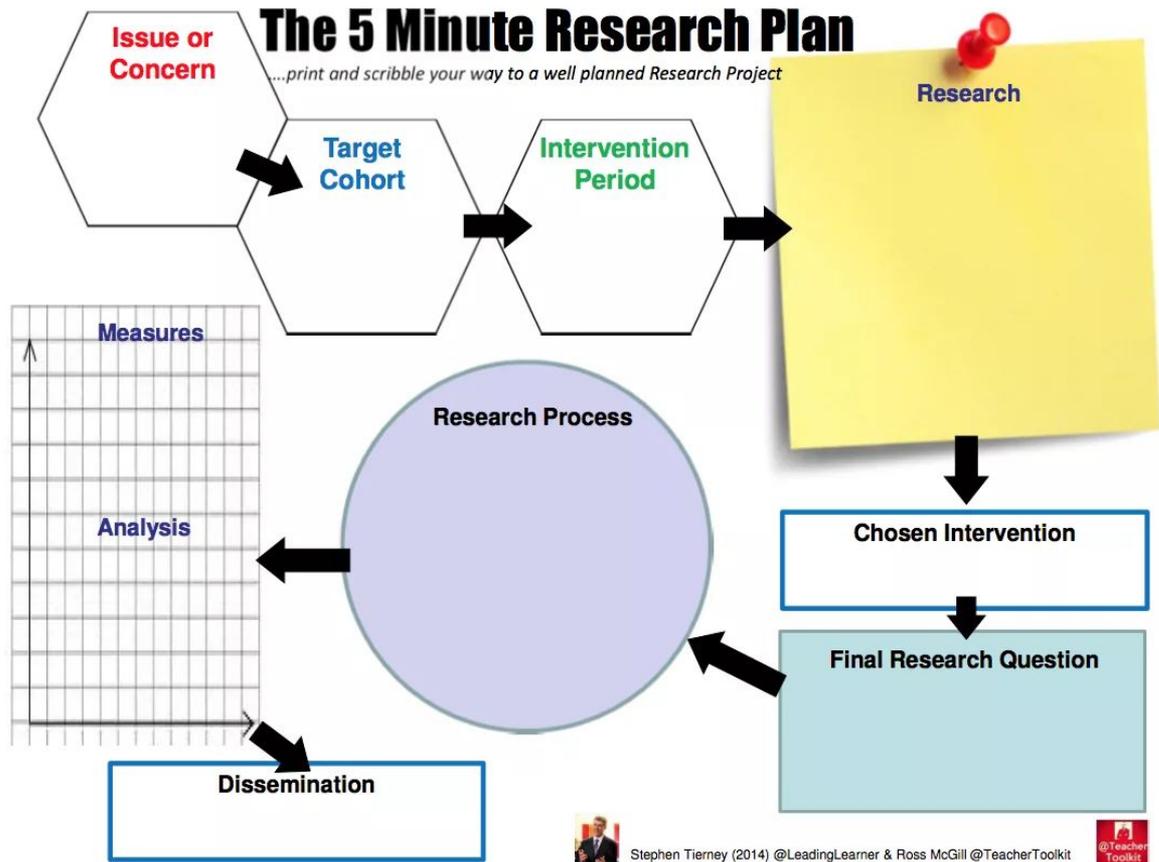


Vision + Skills + Incentive + Resources + Action Plan = Change
Vision + Skills + Incentive + Resources + Action Plan = Confusion
Vision + Skills + Incentive + Resources + Action Plan = Anxiety
Vision + Skills + Incentive + Resources + Action Plan = Resistance
Vision + Skills + Incentive + Resources + Action Plan = Frustration
Vision + Skills + Incentive + Resources + Action Plan = Treadmill

Change Grid

The 5 Minute Research Plan

...print and scribble your way to a well planned Research Project



Stephen Tierney (2014) @LeadingLearner & Ross McGill @TeacherToolkit



The 5 minute Coursework Review

....print and scribble your way to Outstanding!

Where am I at?

AO1:

AO2:

AO3:

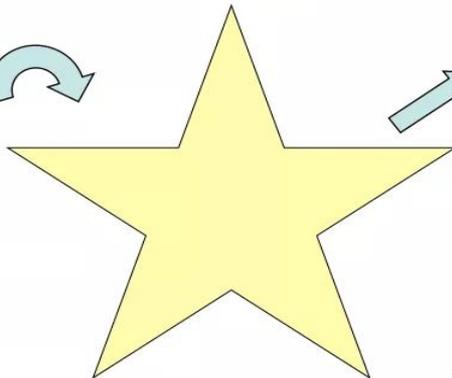
AO4:

Overall Grade:

My **honest** review of the work



Target Grade?



Main strengths



Main weaknesses



Title of the project:

How & when will I complete this work / my plan

Lessons

Time

How

When

Let's get moving!

What I need to do

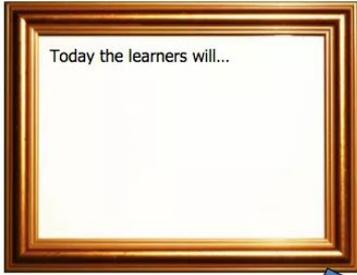
AO1: Research

AO2: Refining Ideas

AO3: Observations

AO4: Final Piece

The BIG picture



The 5 Minute Literacy & Numeracy Plan

Objectives

By the end of the session the learners will have...

Learner Levels

Stretch

Challenge

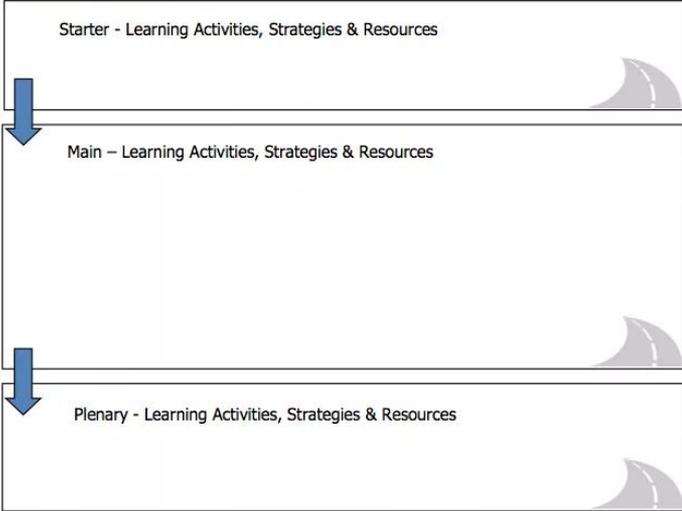
Support

Written
Verbal

Feedback



Learning Journey



Literacy

- Purpose of text
- Persuasive
- Spelling, Punctuation & Grammar
- Reading for detail
- Descriptive
- Informative
- Instructions
- Responses to Q&A (S&L)
- Skim Reading
- Discussion (S&L)

Numeracy

- Pie Charts
- Data handling
- Tally Charts
- Percentages
- Fractions
- Average
- Tables
- Ratios
- Range
- Calculate
- Time
- Estimate
- $+$ $-$ \times \div

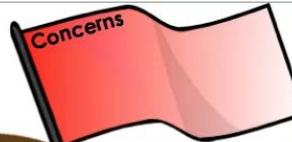
Simply highlight the Literacy and Numeracy skills which naturally occur in your session and use the language in your resources and instructions.

Faculty/Department:

The 5 Minute Strategy Plan

for busy middle leaders!

Term:



Scheduled meetings:



Development Plan:

ACTIONS AND SUCCESS CRITERIA:

Achievement:

Teaching:

Leadership:

Behaviour and Safety:

The 5 Minute Meeting Plan

...for less rambling and more action!

Meeting date:

Room:

Matters arising from last meeting:

Invitees:

OBJECTIVES

Discussion/Activity

Resources

TEACHING + LEARNING

SUCCESS CRITERIA:



Biscuits! Who?

Be proud. Take control. Change lives!

TEACHER
TOOLKIT

