LEARNING & TEACHING TOOL KIT FOR STAFF

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T·R·U·S·T

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Contents

Purpose

This handbook is a working document comprised of resources and strategies intended to support Quality First Teaching. It should be read and used in conjunction with the Quality of Education Handbook and Teaching and Learning Policy.

Metacognition:

With the accelerating pace of social and technological change, the world economic forum estimates 65% of children will end up in careers that do not even exist yet. Ingraining the fundamental importance of becoming a self-regulated learner to be able to embark on these new careers needs to begin in our classrooms. We can do this by supporting our students to develop their metacognitive skills as well as their confidence in tackling new learning and challenges. The Education Endowment Fund has put together a summary of recommendations that we will be working with throughout the year, *see appendix A.*

Guidance from the Education Endowment Fund states:

"Metacognition is specific to the task being undertaken and stronger where learners have a thorough grounding in subject knowledge."

It is very hard to have knowledge about how one can learn in a subject without solid subject knowledge.

"Self-regulated learning and metacognition have often been found to be context-dependent. This means that a pupil who shows strong self-regulated learning and metacognitive competence in one task or subject domain may be weak in another, and metacognitive   strategies may or may not be effective, depending on the specific task, subject, or problem tackled.

"It is about **planning** how to undertake a task, then cognitively undertaking that activity, while **monitoring** the strategy to check progress, then **evaluating** the overall success."

Self-regulated learning can be broken down into three essential components:

Cognition:

The mental processes in knowing, understanding and learning. By cognitive strategies, we mean skills like:

- Memorisation techniques
- Subject-specific strategies (eg. making different marks with a brush or using different methods to solve equations in maths).
- Cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition:

Metacognition is about the ways learners monitor and purposefully direct their learning. Strategies used to monitor or control our cognition, such as checking that a technique or method was accurate, and selecting the best and most appropriate strategy for the task. This may involve trying and changing a method.

For example, having decided that a particular cognitive strategy for memorisation is likely to be successful, a pupil then monitors whether it has been successful and then deliberately changes or not) their memorisation method based on that evidence.

Motivation:

Our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivation strategies include being willing to undertake a tricky revision task now – affecting our current well-being as a way of improving our future well-being in the test tomorrow.

This is affected by understanding how the learning relates to the present and the future learning.

A metacognition checklist

Ask yourself the following questions.

1. Have I included clear learning questions/success criteria?

Students need to understand what their learning questions/success criteria are so that they can plan how to achieve them. The process of planning should involve learners identifying which strategies they already know that could be applied in this new situation. How does the new learning relate to older learning and have they seen it somewhere else.

2. How am I going to encourage my students to monitor their learning?

Ask questions to prompt learners to monitor the strategies that they are using.

Before beginning a task, prompt them to identify where the task might go wrong and how they could prevent this from happening. What equipment might they need? What steps do they need to take?

During the task encourage them to focus on the learning question/success criteria and get them to think about how they can maintain that focus.

What have they done so far? What do they need to do next?
This will encourage learners to think more actively about where they are now, where they are going and how to get there.

3. How can I create opportunities for learners to practise new strategies?

Opportunities to use new strategies with support and independently should be given. It is important to monitor your learners' progress and provide them with feedback on the specific strategies they are using to help shape their learning process.

4. How can I allow time for learner self-reflection?

Questions which prompt reflection include questions which ask the learner to think about how their chosen method/strategy worked and what they would change now.
These can include completing sentences like:
One thing that was helpful/unhelpful….

If I had to do this again I would change… To make this

better I would ……..

5. Does the classroom environment support metacognitive practices?

Create a supportive learning environment by modelling your thinking, students working together, thinking collectively about ways to improve, completing examples on the board and asking students to talk about why they chose that word/phrase/idea and why they placed it where they did.

An example of modelling metacognitive processes:

Embed metacognitive processes and understanding through "walking-talking mocks". Demonstrate to students your metacognitive processes when answering exam style questions. This can be filtered down through all key stages. Ask students to annotate their exam questions with their metacognitive thoughts before answering it. *See appendix B*

Making Questioning Assessable to all

The Blank Language Model (Blank, Rose and Berlin,1978) transforms a complex area of language into 4 more simple levels of questioning. This model helps to support and further develop a student's understanding of abstract language and verbal reasoning. It gives us a tool to be able to develop student's language development in a structured and developmental way. It allows us to support student's understanding at the right level or to challenge students at the appropriate level. This model moves from understanding and answering concrete questions to more abstract questions.

These 4 levels are simplified and summarised as follows. As the levels increase the reliance on the teaching materials are less and the demands on language become more advanced:
Level 1 Naming (language demands rely on teaching materials e.g. objects/pictures)
Level 2 Describing (language relates to teaching materials e.g. objects/pictures)
Level 3 Re-telling (language has less emphasis on the teaching materials)
Level 4 Justifying and Problem Solving (language is more advanced than the teaching materials)

A student is operating at a specific level when they can answer at least 80% of questions at that particular level

Level 1

Information is supplied directly in front of the student or has only just been removed. These questions tend to be factual and involve naming or a request for information. The focus is on the whole object. Responses are short – one word or non-verbal:

- point to the money

- can you find one like this (indicate item) ?

- what did you hear/touch/see?

- what's this …..?

- can you show me….. ?

- Pick up the hydrochloric acid.

Level 2

Information is supplied but isn't directly apparent. Student has to select what to attend to
  – e.g. size, colour, function, differences, who, what, where questions with picture or information.

- find an object by attribution…. Show me something that is a solid.

- Find by function – find something to underline with

- who/what/where questions – with pictures and information given

- Complete a sentence – 'When Lennie grabs the red dress he is……'

- Category – 'what else can you find to cut this piece of wood'

- State things that go together …….   Wine and …..

- Identifying or explaining differences – 'how is a square different from a triangle?'

Level 3

Language doesn't relate directly to what students see/hear, but instead the student must think and reorder the information given. It may require the student to remember information and use it.

- Sequencing of pictures or information – Put these dates in chronological order
- Follow a set of directions – pour the acid in the test tube and then stir
- Plan and give directions - tell me how to…..
- Find another example of something but with extra conditions – 'Tell me another animal that is a predator but flies…'
- Tell a story or retell an event
- Assume the role of another person …..
- State how a character might feel
- Summarise the picture sequence in one sentence
- Predication
- Defining words or concepts
- Similarities   - vinegar and lime juice are alike because …..

Level 4

Requires reasoning beyond what is said, heard or seen. The student has to draw on past experiences, make parallels and examine causes and effects, as well as justify decisions.

- Justify a predication -Why will the water evaporate?
- Justify a decision – 'Why did ….or did not' -
- Identify the cause of an event - Why did Mary and Joseph leave Bethlehem in a hurry?
- Solve a problem – what could?
- Solve a problem from someone else's point of view – What could
- Make an inference from an observation – How can we tell …..?
- Explain why something cannot be done
- Select the means to a goal - How will you get better at addition?
- Explain the logic of compound words – Why is called a?

To support the understanding of questions:

- Use a visual
- Use objects
- Step by step directions
- Chunk information
- Scaffolding – start with Blank Level 1 and then move on to the harder Level
- Ensure that questions are matched to linguistic skills of the pupil.
- Rephrase and restate what you say
- Limit the length of the sentence
- Give wait time (30 – 40 seconds minimum)

Improving Text Comprehension

- <u>Comprehension Monitoring</u>
  - ❖ Begin by asking what the student knows
  - ❖ Ask them to identify where the problem occurs – I don't understand the second sentence.
  - ❖ Identify what the difficulty is – I don't know what it means when the writer says ….'
  - ❖ Restating the passage in your own words
  - ❖ Looking back through the text – to identify anything that might help clarify meaning
  - ❖ Looking ahead in the text for information that might help to resolve difficulties with meaning

- Summarising the passage in your own words
- Show the information visually – frames, flow charts, clusters, mind maps, webs, visuals – pictures, signs, symbols, highlighters
- Ask students to make up their own questions on a passage
- Give a purpose for reading/listening – ask a question before you begin
- Relate learning to what is already known
- Treasure Hunt – working in groups the students are given a question and they help each other find the answer
- Give an answer – they have to come up with the question
- Model the use of strategies by decoding passages with students – show thinking out loud.
- Build vocabulary

- **Teacher makes it clear when teaching that;**
  - ❖ the main ideas have been identified
  - ❖ prediction is being used
  - ❖ comparison and contrast are important
  - ❖ Conclusions are being made.
- Sequencing - Stages in a process, paragraphs, sentences
- Predicting what will happen next

Scaffolding Information
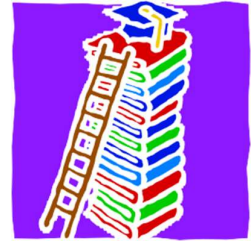
Link to prior knowledge

- Build on what has gone before
- Highlight the information needed to access the topic
- Be specific about where students need to look for information

Ensure that Key Words are understood

- Construct a shared meaning of words in context
- Link new words to words already known
- Help student to use vocabulary appropriately
- List Key Words and meanings on the board

The adult reads the text

- Ensures access to the content of the text
- Gives a model of the way this type of text is read
- Student reads after adult reads

Make the task explicit

- Model what to do and how to do it
- Give a clear idea of the stages involved
- Explain the 'big picture'
- Do an example on the board
- Give step by step instructions

Use Blank level Question

Setting Suitable Learning Challenges

Readability

Texts and worksheets need to be accessible to students.

What does weak reading look like?

Adapted from Readability on the Special Needs Information Press Website.

Readability levels of text – how to find them…

1) Readability is an attempt to match the reading level of written material to the "reading with understanding" level of the reader. To locate the readability level of any document produced or scanned into MS Word, go to: file, click on options, click on proofing, go to "When correcting spelling and grammar in Word," and put a tick in the box that says "show readability statistics". You only need to do this once. Now whenever you check spelling and grammar after this it will now display the readability statistics (you must choose to correct or "ignore all" spelling and grammar errors before your readability information will appear).

What do the statistics mean?
Schools only need to focus on the bottom two numbers:

Flesch Kinkaid Grade Level. Add 5 to the F-K grade and you have an approximate UK readability level. e.g. 4.6 = readability level of 9.6

Reading Ease levels. A score between 1-100, with 100 being the easiest to read.
Schools should aim for a score of 60 or above.

Remember that this is a simplistic method but provides a starting place when evaluating text.

2) When examining the readability of text books, sometimes it may be easier to use a formula such as the Simplified Measure Of Gobbledygook (SMOG).

Calculating the SMOG level of a text:

1. Select a page of a book
2. Count 10 sentences
3. Count the number of words which have three or more syllables
4. Multiply this by 3
5. Find the square root of the number you circled
7. Add 8 = Approximate readability level
8. Information on a range of readability devices can be obtained from: http://www.timetabler.com/download-readability.html

The boy who cried wolf: approximate readability level - **7 years**

There are 100 words in the text below. If you ask a student to read it and they make more than 5 errors then the text is too difficult for them, and they may have difficulty answering questions on the text.

The boy who cried wolf

There was a boy who did not like to get out of his bed and go to school. His Mum and Dad made him go. The boy said that a mad wolf was going to kill the sheep. All the people ran up the hill to kill the wolf. When they got there they saw it was a trick and were very cross. The next day the boy did see a wolf but no one came to help when he told them. The sheep ran away over the hill and the boy had to run all day to find them.

| Barrier to learning	Removing barriers
Task Analysis	Mention things in the order they are done Have a student say what they are going to do first Define question words Note relevant information on board/post it note Use a task schedule Bullet points on a post it note
Organisation	Step by step instructions Models and examples Clear beginnings and endings Time reminders Writing frame
Word Finding Difficulties	Wait time Clear precise instructions with visual support – picture, a gesture Topic and key word lists
Concentration	Use students name to cue them in Use a question to refocus Give listening breaks Limit the talking time
Memory	Review and recap – so far we have ….. Mini plenary Ensure that enough information is given for homework Use shorter sentences/instructions – on average we remember between 5 – 7 words accurately Key words/topic lists and definitions
Visual Impairment	Buff coloured paper for hand-outs Correct size font – 16/ 28 Buff colour background on the PowerPoint Blue font Seat at front Use https://www.rnibbookshare.org/cms/
Hearing Impairment	Seat where student can see your face Be aware of white noise Seat away from doors and windows
Reading (Decoding and understanding)	Read as a class Paired reading Seat with more able reader Provide alternative text at suitable reading level Define words – paraphrase information

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MAKING THE CURRICULUM MORE ACCESSIBLE:

❖ MINIMISE AND PRIORITISE TO MAXIMISE LEARNING.

❖ KEEP IT SHORT. KEEP IT SIMPLE. MAKE IT CLEAR. USE GESTURE.

❖ REVIEW AND RECAP FREQUENTLY.

❖ PRE-TEACH VOCABULARY

❖ DISPLAY KEY WORDS – USE CUE CARDS

❖ DO NOT OVERLOAD!
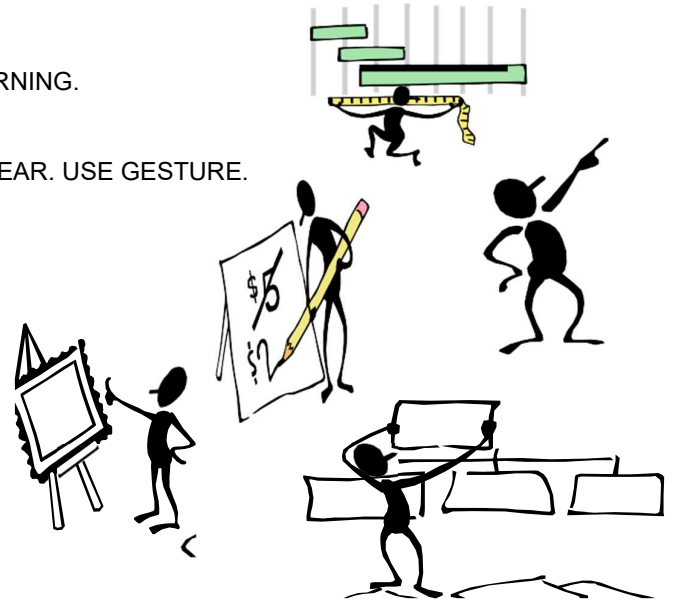
Areas of difficulty

❖ COMBINING SKILLS WITH CONTENT

❖ THE AMOUNT OF CONTENT

❖ UNDERSTANDING ABSTRACT CONCEPTS

❖ SPEAKING AND LISTENING TASKS

❖ LITERACY

❖ NUMERACY
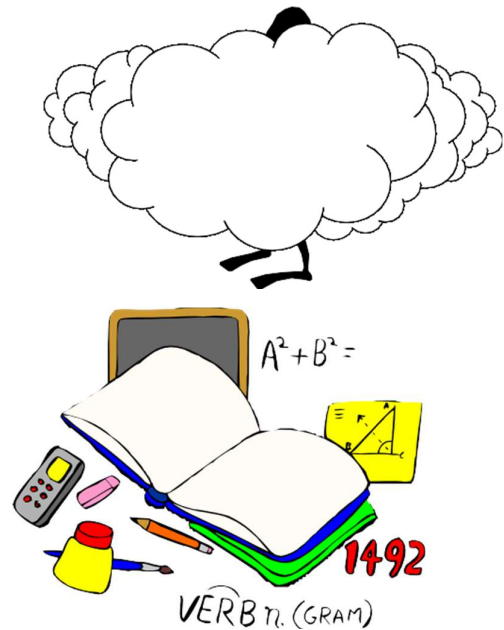
Skills and content:

Before setting a task or teaching a skill ask:

- What is the main purpose of the task?

- What do I want the pupils to learn?

- How can I maximize the potential for learning? Next:

- Focus on one task/skill at a time.

- First teach the skill.

- Then apply it to content

Remember:

Limit the number of tasks required Make the implicit --

explicit

Content: How much? How quickly?

Identify:

- The core – what is essential

- What you would like the student to achieve? What is desirable?

- How can it be developed? Extension.

Understanding Abstract Concepts

Pupils with speech, language and communication needs interpret language literally. They do not make the

connections we do.

They do not decode implicit cues – e.g. body language.

Key questions:
🗝 What am I testing?

🗝 How can I find out what I want to know?

🗝 Am I testing reading or understanding?

🗝 What support do I need to offer?

Key questions to ask:

How inclusive is your teaching?

- Do I have sufficient knowledge of students' learning styles?
- Which aspects of the subject are being learned well?
- Which aspects of the subject are not being understood and why?
- What does good teaching and learning look like in this subject?
- How do I teach students how to learn?
- How do I know students have learnt what I have taught them?
- How will I assess whether my chosen teaching strategies have been the most successful to use?
- What other strategies would have worked?

How accessible is your classroom?

- Can all pupils see the board, TV monitor, teacher modelling or student role play activities?
- Can bright light be dimmed or cut out by window blinds?
- Can students, especially those with mobility issues move around the classroom safely?
- Are resources clearly sign posted?
- Is the classroom atmosphere calm?
- Is classroom furniture and equipment the right height for disabled students?
- Is there a quiet, distraction-free area for students who need it?

- Are visuals used?

- Is written information produced in a range of multi-media formats?
- Is extra time given to those who need it, to complete tasks set?
- Are you fully aware of how a student's disability may impact on learning and behaviour?
- Are misunderstandings, misconceptions and mistakes dealt with sensitively and positively?

Meeting Students' Needs

Reducing Dependency:

- Differentiate the success criteria where appropriate.
- Brief support staff on what students are to learn, as well as the task they have to complete.
- Modify/adjust aspects of the lesson to promote independence rather than using support from the teaching assistant e.g seating plan.
- Find opportunities for students to work with you or peers.
- Ask support staff to model a task, answer students' questions, and then move away to allow them to work independently.
- Model ways of encouraging students to be more independent
- Encourage resilience.
- Remove barriers to learning.

The pro forma below should be used when students are below target so that it is clear what strategies are being used and the impact that they are having.

<u>Strategies used to support</u>

Student Name:	Teacher:
Class:	Date:
SEND Need:	

List of Strategies used
•
•
•
Impact

Task Plans

What are they?

A task plan is one way to help students who have difficulty following instructions or knowing what to do next. It is useful to use with students who have ASD, SpLD, Dyslexia or Dyspraxia. If you laminate a few you can use them more than once.

How can I use them?

In science and DT they are useful with pictures for practical work. In other subjects you can use them to plan tasks. They can be used for written work, for planning project work. They help students to identify the stages in any task.

They can be used to help students with ASD who are not engaging in work. Fill in the first 3 boxes and then tick what the student has done before adding further instructions in the other boxes. This means that the TASK PLAN becomes a tool of communication and the instructions are given both verbally and in written form.

Task Plan

TASK
What do I need?
What do I need to do?
What do I need to do Next?
And then

To support students being independent use photos or blue peter style 'Here's one I made earlier' to model your expectations, demonstrate and model.
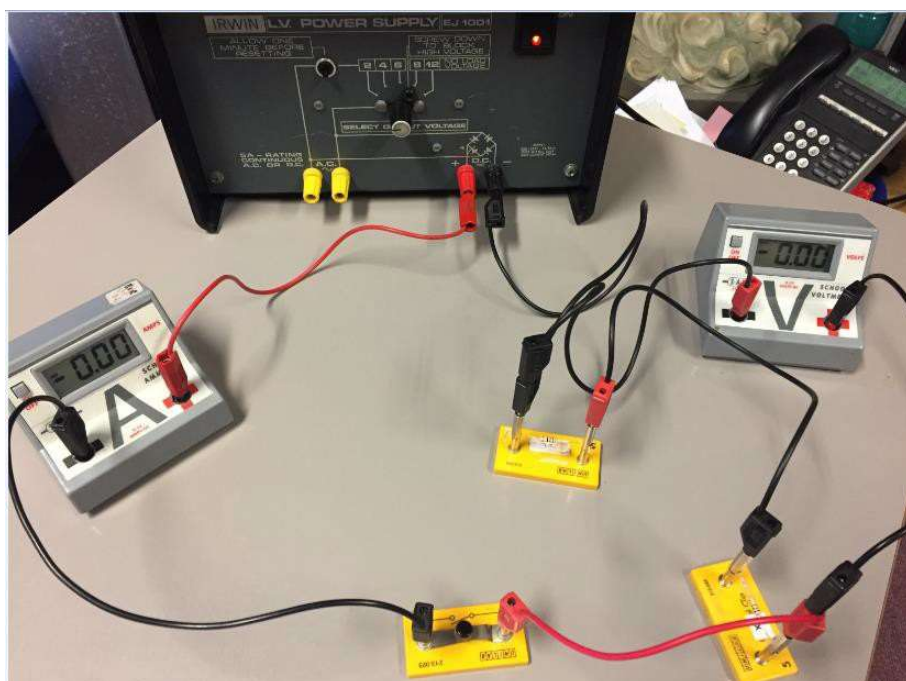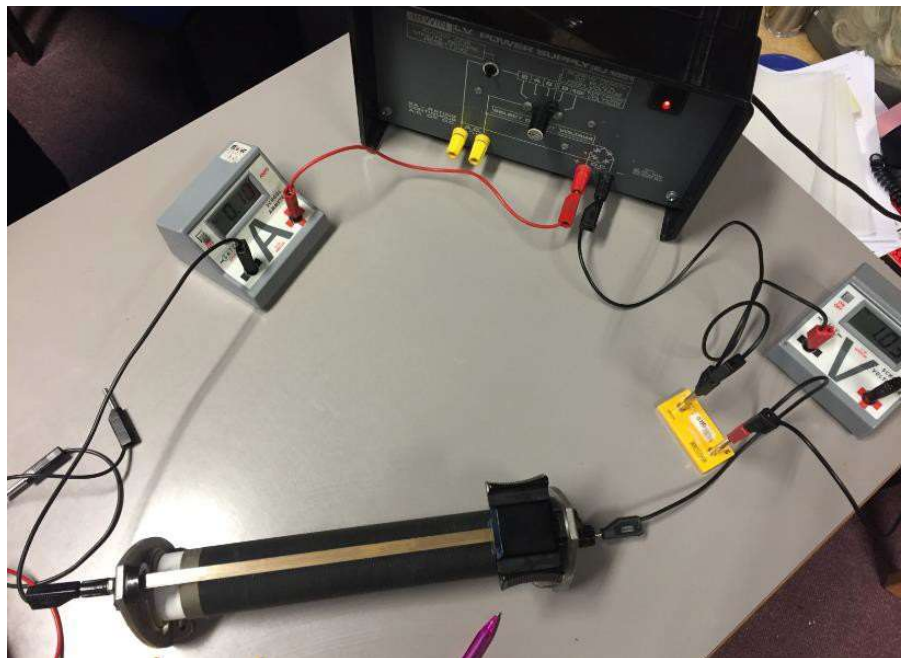
Supporting pupils who are at a pre-reading and pre-writing stage of development

What is pre-reading?

Pre-reading is the step before actual reading. Observing an illustration (interpreting emotions, characters, identifying time and spatial concepts) contributes to the efficient development of children's attention span and their ability to discriminate. Associating illustrations to words helps children discover that everything they see can be written and read.

Activities designed to develop children's awareness of words, syllables and phonemes can significantly increase their later success in learning to read and write. The impact of phonemic awareness training on reading acquisition is especially strong when phonemes are taught together with the letters by which they are represented.

Being read to by an adult is the single most important activity for children to build the knowledge and skills they will require for reading.

What is pre-writing?

Pre-writing precedes actual writing. Pre-writing exercises help children develop their fine motor skills. Fine motor skills can be divided into four main components: hand-eye coordination (the eye directs the hand), finger dissociation (moving fingers individually), the ability to stop and start when required, and finger strength or muscle tone.

A child who is playing with playdough is working on his fine motor skills, he is strengthening his fingers and building muscle tone (pulling, flattening, pushing). This activity is therefore essential for learning to write. If the child has no muscle tone, how can he/she hold a pencil adequately? The ability to stop will make it possible for children to form letters while hand-eye coordination will enable them to write between two lines.

Activities should be presented in an attractive way: on a tray, attractive crayons or pencils, in a special folder just like at school, etc. Material must be available at all times so that children can practice "writing" whenever they want. Pre-writing and pre-reading activities should be present on a daily basis.

Keep in mind:

- Never force a child to do an exercise.
- Make exercises fun. Be a model for children and they will gladly follow in your footsteps.
- Emphasize the process and not the end result.
- Integrate exercises in your daily planning.
- Nothing is more important than having fun!

Resources:

- Oxford Owls – free to register online. Ebooks with a variety of activities and a text speak function
- Phonics Play – lots of interactive games and downloadable phonics resources
- Twinkl – wide range of resources and editable resources so they can be personalised
- "Write from the Start" – writing programme recommended by Occupational Therapists
- Orchard games – fun ways to practice and embed skills

Colourful Semantics

Strategies for developing grammar by linking sentence structure (syntax) and its meaning (semantics)

- Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour coding them.
- The approach has 4 key colour coded stages to 'show' the structure of a sentence.
- There are further stages for adverbs, adjectives, conjunctions and negatives.

- 1. WHO – Orange   2. WHAT DOING - Yellow   3. WHAT - Green   4. WHERE - Blue

Who?	What doing?	What?	Where?
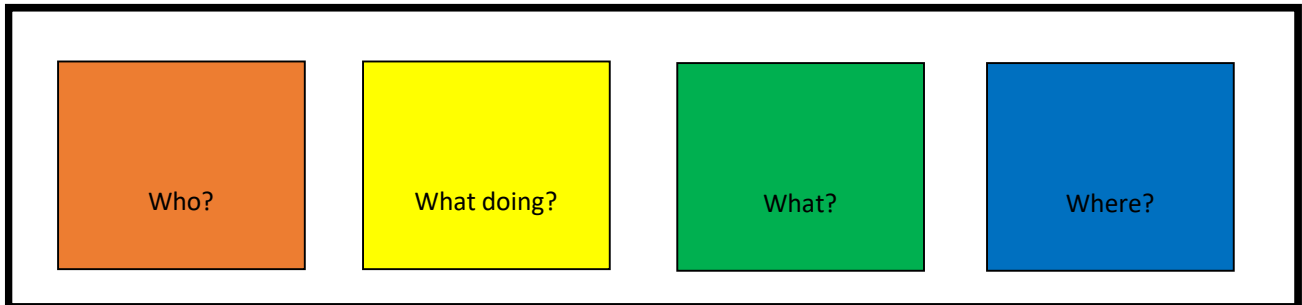
- This approach can also be used to support pupils with poor working memory by breaking down tasks into component parts.

Title

What we are doing in this lesson:

Work I have to complete:

Summary of the lesson/task:
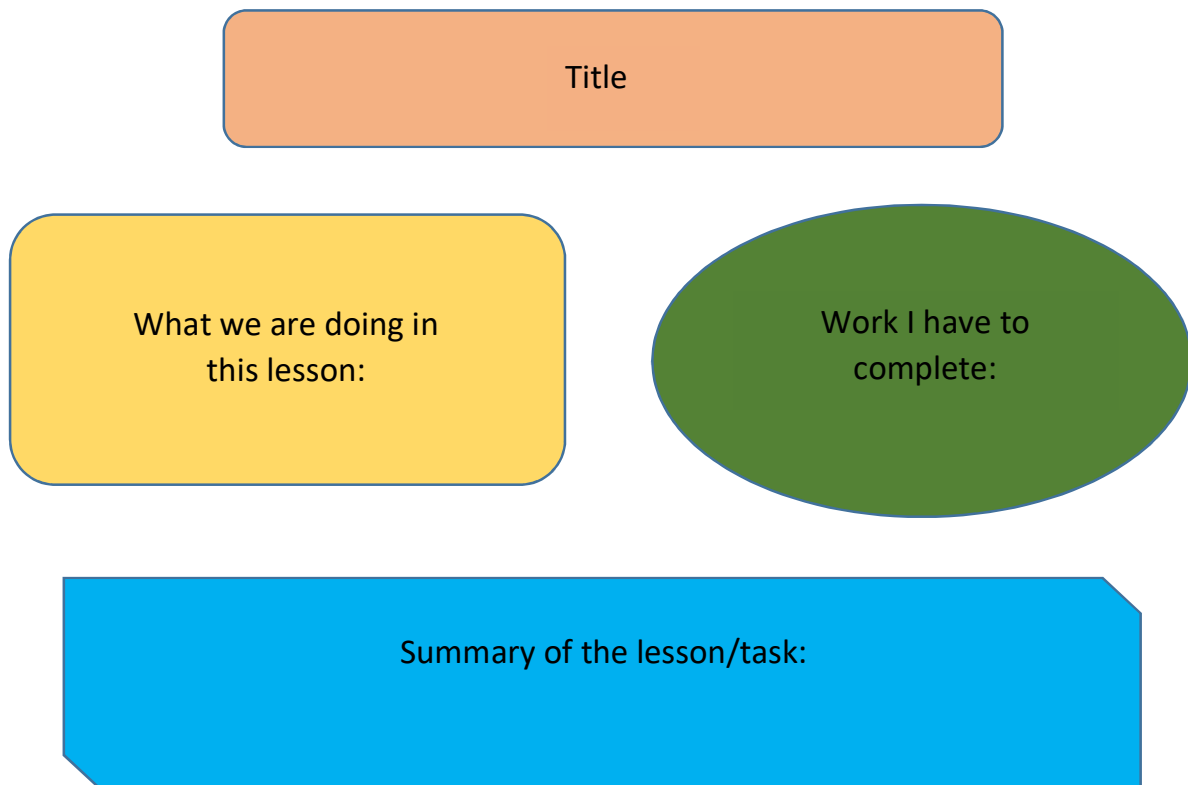
Strategies for Teaching Vocabulary

The Trust will look to adopt the five phase approach to explicit vocabulary instruction:

Read it
Define it
Use it
Link it
Deconstruct it

Teachers will employ this strategy in all lessons to ensure no pupil is prohibited from accessing learning because of an understanding of language. Teachers will use games, activities and discussion to deepen pupils' understanding of Tier 1/2/3 vocabulary, ensuring that the focus of this is on equipping pupils with language for life.

Below are some ideas to help those words stick!

- Rehearse new words out loud
- Display key words and topic words
- Use visual support when introducing new words
- Relate new words to old words
- Use new vocabulary in oral sentences first and then in written ones
- Pre-teach new vocabulary/subject terminology before it is needed in class – set a research homework
- Give alternatives – Is it hot or cold?
- Draw a vocabulary tree/ brainstorm how words connect
- Place vocabulary in a context – relate to real life so the words have a meaning and use
- Develop word banks
- Describe words by meaning and by their attributes and association e.g. – an apple is a fruit. It is red and round. You can eat it. You can put it in a fruit bowl. Always ensure that s/he has the main category – i.e. fruit/vegetable/animal
- Never assume that you are speaking the same language as the students. Always check their understanding by asking them to explain the meaning.

Students can use this grid as a resource to support with spelling. Students attempt to spell the word they are unsure of by segmenting into individual sounds, eg b/ea/ch. They identify the sound they are finding tricky /ea/ and staff support students with finding the different ways of spelling this sound on the chart, encouraging students to choose which spelling they think looks right. As students become more familiar with the chart, they are able to locate the sounds and become more confident at making spelling choices, developing their awareness of the different ways of spelling the same sound and their use. Students could have this as a pull-out flap in their folders / exercise books to support their independence.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Use a Word Grid

	Word	Word	Word	Word
MEANING				
Can you think of two things about what the word means?				
What type of word is it? (Noun, verb, adjective.)				
Do you know another easier word that means the same?				
Does the word have a different meaning?				
STRUCTURE				
How many syllables?				
What is the initial sound?				
What does it rhyme with?				
USING THE WORD				
Write the word down				
Use the word in a sentence				

If they can do all of these – they know the word. It's also a great way to check what word meanings they know before starting a topic.

Word Wise quickie

Target Word:

Think of a meaning:

Sound starts with

Use in a sentence

Here are 2 examples: Target

Word: decision

Think of a meaning:

Make your mind up

Conclusion Judgement

Sound starts with /d/

Use in a sentence

I made a decision about whose party to go to.

I made a decision about which dog to get.

Target Word: Trigger

Think of a meaning:

You pull a trigger to fire a gun.

A reason or cause for something happening – WWI
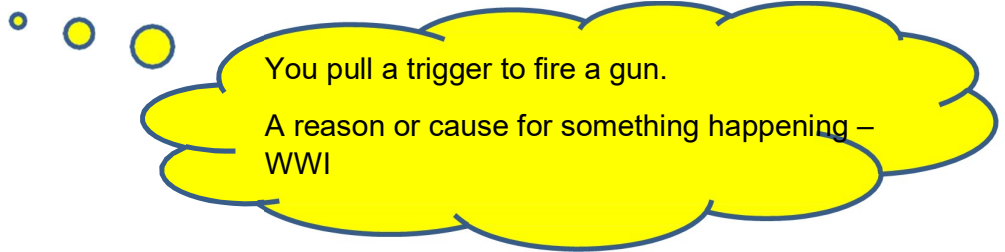
Sound starts with /tr/

Use in a sentence

The trigger for WWI was when the Black Hand shot the Duke and his wife.

Learning New Words

Description

Group / Category

Function

Number of syllables:_____

Rhymes with_____

First letter_____

Location

Topic / Lesson
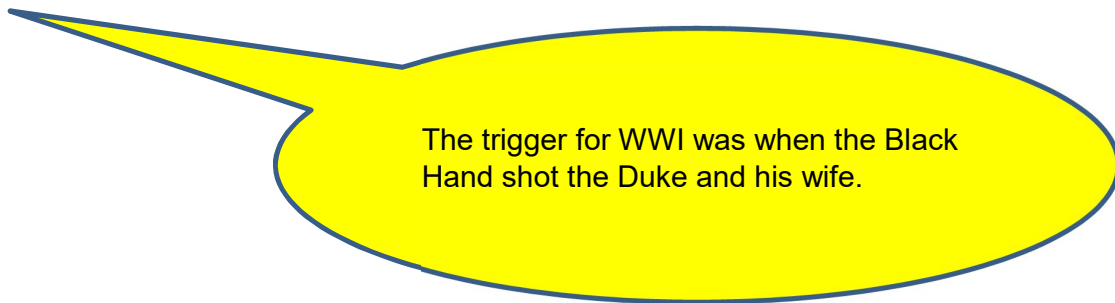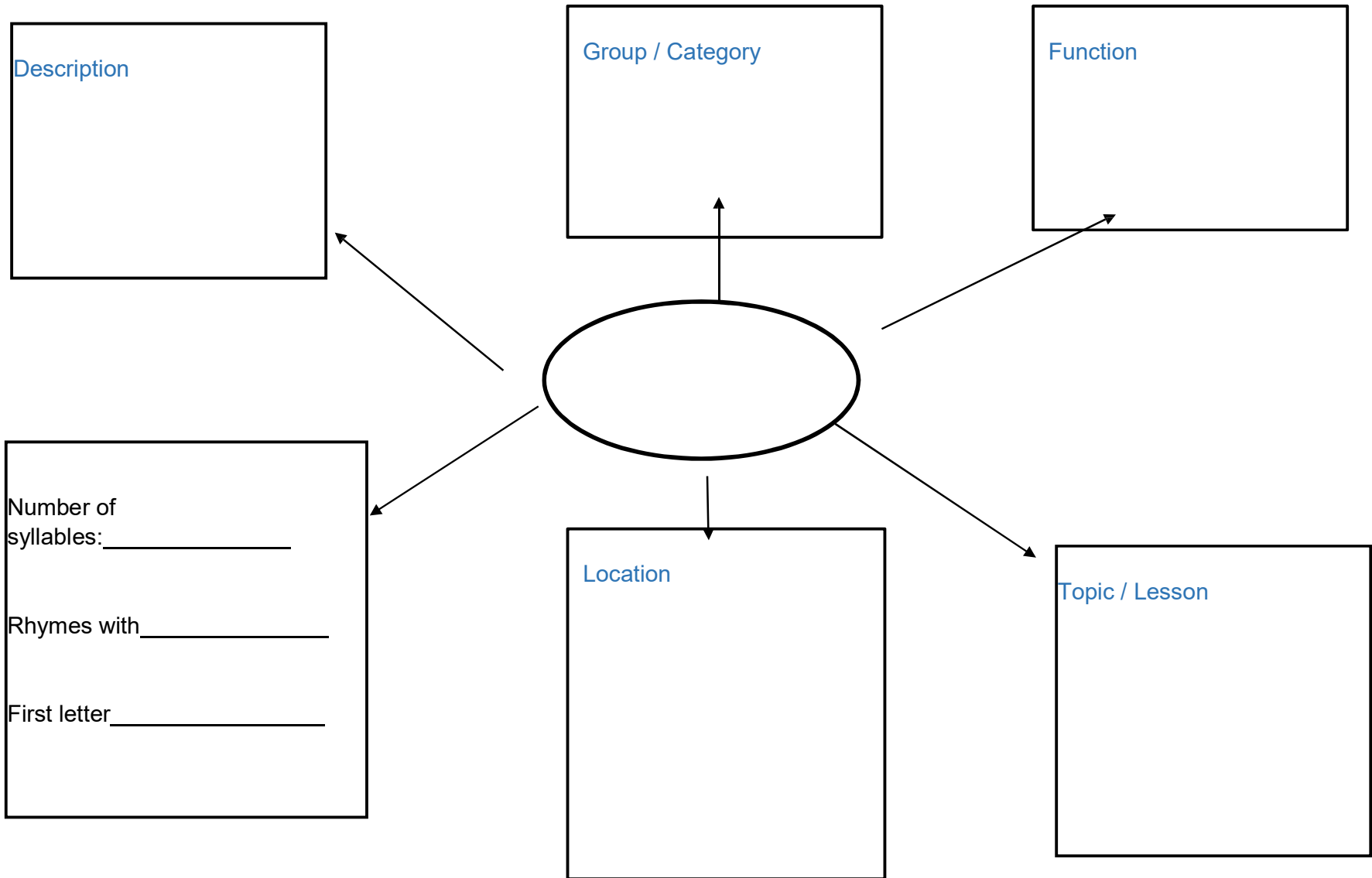
Word Maps.

One way to learn new words is to make a word map. You create 7 links to the word you want to learn so that it sticks in your memory. A pictoword looks like the word meaning so ocean would in blue and you might make it wavy!

Word meanings – 7 links

Ocean

Say and clap

It means …… words like this….

Rhymes with

use in a sentence

WORD

Image/pictoword

Opposite?

Where/what?
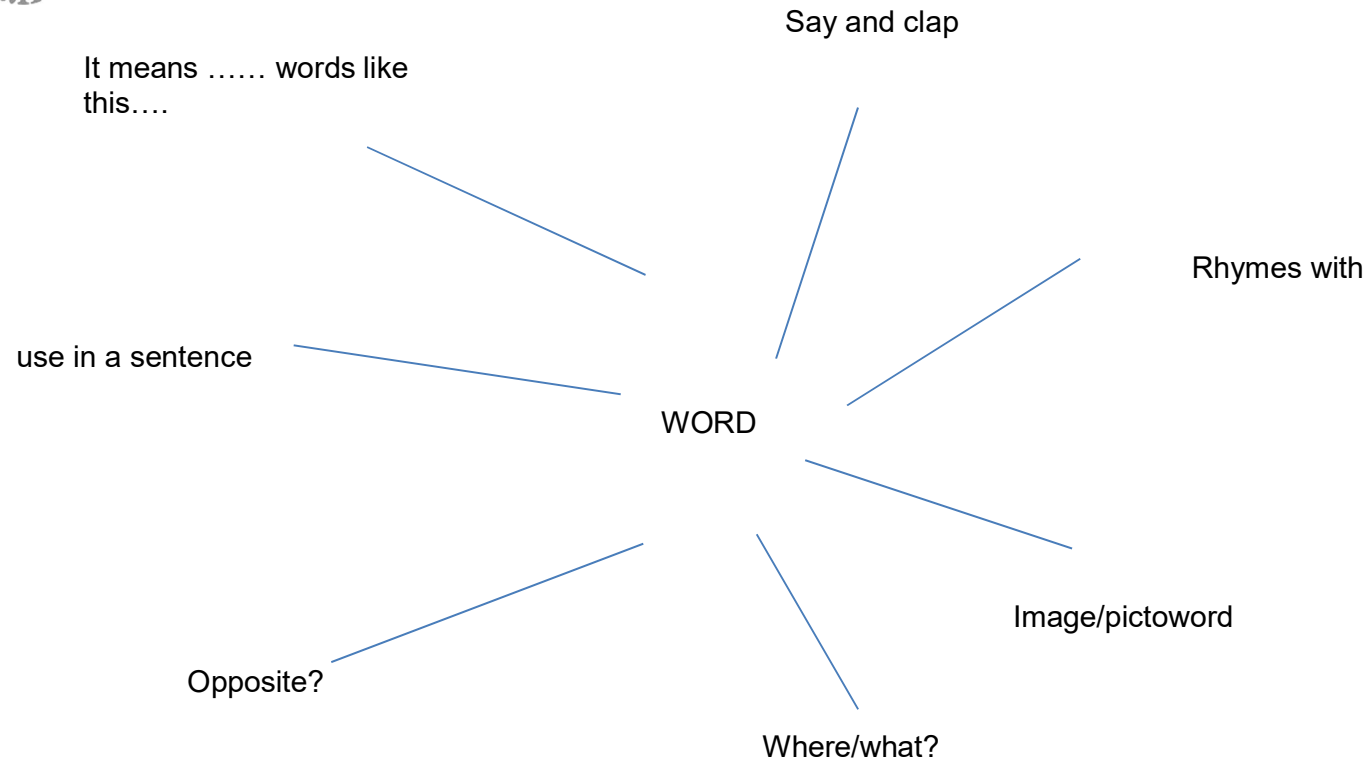
Keywords

- **Halted:** Stopped.

- **Decline:** Going down.

- **Remedy:** Cure

- **Inflation:** When prices of food get higher.

Key word glossary:

Orbit – The path taken by one body in space around another.

Satellite - An object that orbits a larger object in space. Can be natural or superficial.

Reflect - Bounce off

Comet – Dust particles frozen in ice that orbit the sun.

Meteor – A piece of rock or dust that makes a streak of light in the night sky.

Meteorite – A stony or metallic object that has fallen to Earth from outer space.

- We need to eat healthy food to stay alive
- Food and liquid gives our bodies energy
- Some foods are healthy and some are less healthy
- It is important to eat the right foods

Using visuals to support students make associations with subject specific terminology of the word or as an explanation of the meaning of the word.

The Parable of the Sower

- Look at the pictures ✓
- Read the Parable of the Sower ✓
- Fill in the worksheet ✓
- When you have finished filling in the worksheet, ask Miss Gardener or Miss Silva to check your work

Again Jesus began to teach by the lake. The crowd that gathered around him was so large that he got into a boat and sat in it out on the lake, while all the people were along the shore at the water's edge.

He taught them many things by parables, and in his teaching said: ³ "Listen! A farmer went out to sow his seed.⁴ As he was scattering the seed, some fell along the path, and the birds came and ate it up. ⁵ Some fell on rocky places, where it did not have much soil. It sprang up quickly, because the soil was shallow. ⁶ But when the sun came up, the plants were scorched, and they withered because they had no root. ⁷ Other seed fell among thorns, which grew up and choked the plants, so that they did not bear grain. ⁸ Still other seed fell on good soil. It came up, grew and produced a crop, some multiplying thirty, some sixty, some a hundred times."

⁹ Then Jesus said, "Whoever has ears to hear, let them hear."

Who is in this story?
Jesus ✓

Who does he preach to?
✱ The preaches to the crowd

Where does this story take place? crowd
IN The gallelf
Read again! where does it take place? ✱ by the lake

What happened to the seeds on the Path?
Some feel fell along the path and the birds came and ate it up.

Draw a picture of the seed on the path

What happened to the seeds that landed on the rocky ground?
Some fell on rocky places where it did not have much soil. It sprang up quickly because the soil it was shallow. But when the sun came up the plants were scorched and they withered because they had no root.

Draw a picture of the Sower spreading the seeds.
easily drawing of the sower

The parable of the Sower

What happened to the seeds on good soil?
Still other seed fell on good soil it came up and grew and produced a crop some multiplying thirty some sixty some a hundred ✓

What happened to the seeds that landed in the thorns?
Other seeds fell among thorns which grew up and choked the plants so that they did not bear grain.

Draw a picture of the seed on good soil

Name the 4 places that the seed fell. Write your answer beside the correct picture.
The birds have eating the seeds where did the seeds fall? ✱ on the rocky ground

The plants soil grows which soil? ✱ seeds? soil what fell on the rocky soil?

Some rocks fell on the seeds rocky soil.

The plants were scorched and they withered because they had no root

Highlighting areas of text and colour coding it with the specific questions.
This allows students to focus on formulating their response rather than finding the area of text.

Silent debate:
Students can be provided with key words to include during their silent debate or prompt questions to help students focus their debate. The silent debate also supports students having think time.
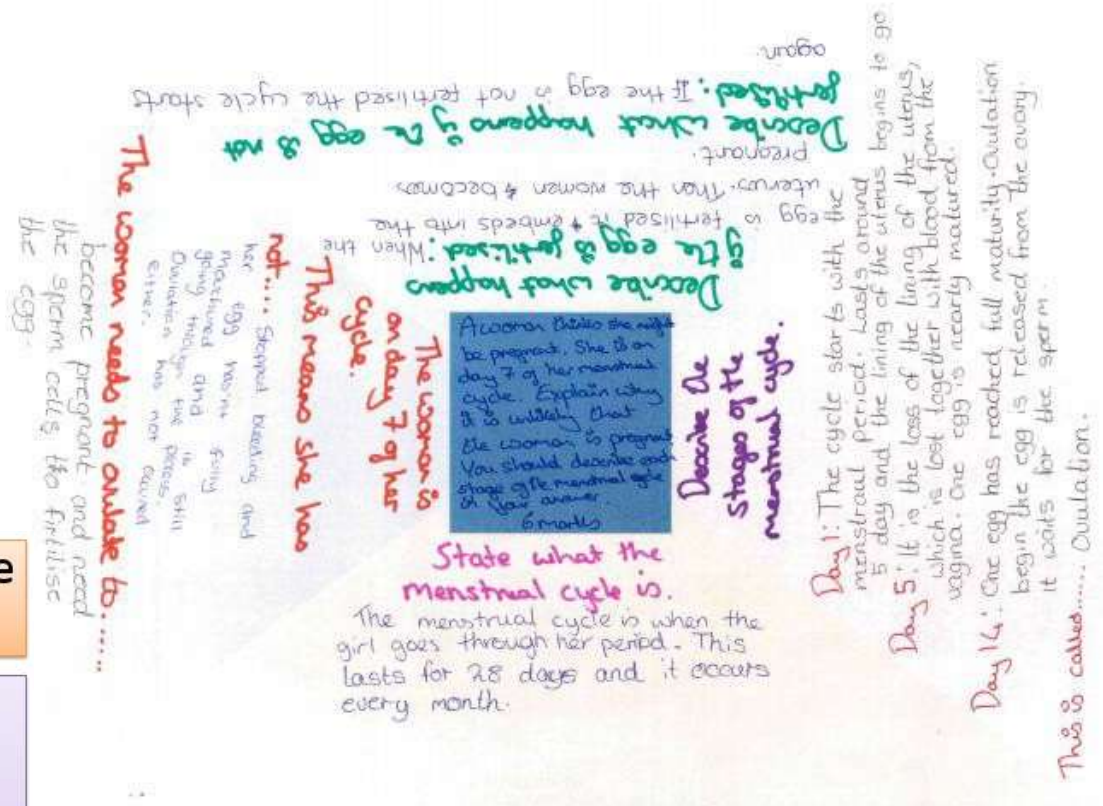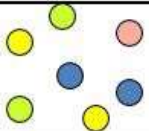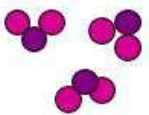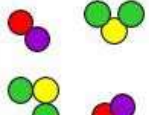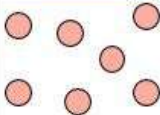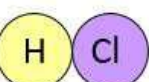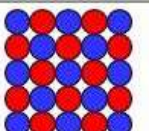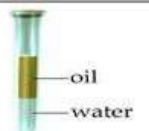
Silent debate - Should alcohol be made illegal?

- On your A3 paper on the desk write your viewpoints and scientific arguments on whether you think alcohol should be made illegal.
- Consider the health and social implications on society. Also, consider the issues associated with drinking and pregnancy.

Extended answer:
Provide a variety of scaffold questions that remove the student's barriers and enable all to answer the same question. The rotating square template can be added/edited to personalise the learning for your students.

Na	HELIUM	salt	Carbon dioxide		Air
	Contains only 1 type of atom		2 or more elements chemically combined	Components not combined together	
Has a symbol	Mg 24 MAGNESIUM 12	CuSO$_4$	Has a formulae		Iron and sulphur in test tube
O$_2$		H Cl	Magnesium chloride		Can be easily separated
Cannot be broken down	iron		water	Sea water	oil water

Questions asked to the students can be rephrased to ensure all students can access the answer. Allow enough think time, if not completing this as a 'splat'.

B10.1 Principles of Homeostasis

What does conservation of mass mean?

- **Homeostasis** (from Greek:, *hómoios*, "similar", and *stásis*, "standing still")

- Prefix:
- Con – **fully**

- Root:
- serve – **keep/save**

- Suffix:
- ation - **resulting state**

- So what do you think conservation of mass means?

- 90 seconds to discuss with your partner

1:30

	Exothermic	Endothermic
Diagram		
Definition	A reaction that **releases energy to the surroundings**, causing the reaction mixture and its surroundings to become **hotter**	A reaction in which **energy is absorbed from the surroundings**, causing the reaction mixture and its surroundings to become **cooler**.
Examples	Burning/combustion, neutralisation and displacement	Evaporation or melting

Breaking down words to help reinforce meaning and context. Colour coding information with links to real life i.e. red = hot.

33

Spider Map

Directions: [instructions illegible]

Respiration

Aerobic Respiration
- exothermic reaction
- The energy transferred supplies all the energy needed for living processes
- Mitochondria — contain the enzymes for aerobic respiration
- glucose + oxygen → carbon dioxide + water

Anaerobic Respiration
- glucose → lactic acid
- In other organisms: glucose + ethanol → carbon dioxide
- Takes place without oxygen
- After exercise, oxygen is still needed to break down the lactic acid / lactic acid + oxygen → carbon dioxide + water
- oxygen debt repayment

[lower left branch — illegible notes]
- glucose + oxygen → lactic acid
- increased demand for respiration
- increased heart rate
- oxygen stored in the muscles are converted to glucose for cellular respiration
- The flow of oxygenated blood to the muscles increases
- Body responds to exercise [vertical text]

[lower right branch]
- liver breaks down old, worn out blood cells, stores the iron until it is needed to synthesise more blood cells
- Metabolism includes the conversion of glucose, starch and cellulose. Metabolism also involves the formation of lipid molecules, and the use of glucose and amino acids which are used to synthesise proteins, and break down excess proteins to form urea.

Help students make connections with their learning. You can provide stems to support students.

Strategy sheet: Dyslexia

Please use the highlighted strategies with……………………………………..(pupil) in ………………………..(group).

Have pupils work in pairs – dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas.
Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour.
Have any text that the pupil will struggle with read to them by a "study buddy", TA or appropriate assistive technology.
Avoid asking pupil to copy from board – have them work with a study buddy or quickly jot things down for them or use a photocopied transcript.
Be aware that the pupil may find it hard to hold questions, information or instructions in their head for long enough to act on them, and: • Repeat instructions/questions; • 'chunk' them rather than saying in one long string; • Jot them down on a sticky note, or encourage the pupil to do so; • Allow time for processing (for example, paired discussion with a partner before putting hands up). •
Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need or may forget what they are supposed to be doing in the course of a lesson. Avoid criticism when this happens; instead, talk with them about strategies they can use to help them remember things.
Use ICT supports – laptop, predictive word processing, grids of useful words, sound files attached to information/instructions, sound files of key texts/revision notes for MP3 players, portable electronic phonetic dictionaries, speech-supported texts, spellcheckers, mind mapping software, reading pens, digital audio recorders.
Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in future – for example, the similarity of the spelling to other known words or "the tricky bit" that has to be learned.
Enable pupils to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories.

Scaffold writing:
- Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.
- Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.
- Provide clue cards.
- Use cloze procedure (where the pupil fills in missing words in text).
- Print off an IWB page used in whole-class session and have pupils add to it/annotate.

Do not expect pupils to easily remember sequences such as days of the week, months of the year, the alphabet, times tables, number facts. Provide aids (for example, a pocket alphabet or calendar, table squares, calculator).

Avoid embarrassing pupils by asking them to read aloud in front of others, unless they volunteer.

Overcome problems in learning by rote by helping pupils recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall.

Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning.

Teach pupil strategies to improve organisation, such as diaries, workplans, checklists or equipment they have to bring to school each day, use of organiser functions on mobile phone/laptop.

Provide the pupil with a study pack – spellchecker, highlighter pens, glue sticks, post-it notes, a line tracker for following text, audio recorder, reading pen, index cards for subject vocabulary or spelling mnemonics, dictionary, sheet of high-frequency words, alphabet strip, memory jogger card for b/d confusion, sticky labels to use to correct or conceal, a tables square, a calendar, a calculator.

Write down homework for pupils, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a mobile phone or tablet.

	Multi-sensory approach to vocabulary development for children with a dyslexic profile							

Date	Word of the day LOOK	Read the word	Finger trace and say	Over-write and say	Sky-write and say	Look Cover Write Check	No LOOKING	How many in 1 minute?

Part A: 3 marks

3 short simple sentences.

One reason is...

Another reason is...

A third reason is...

Part B: 4 marks

2 Separate points

Reason Development

Reason Development

Part A: 3 marks

3 short simple sentences.

One reason is...

Another reason is...

A third reason is...

Part B: 4 marks

2 Separate points

Reason Development

Reason Development

Part C: 5 marks.

This is similar to part B, but this time you need a quote.

Reason Development, Reason Development, Source. (Quote)

Part D: 12 marks

Some people agree with this statement because..................

- Other people disagree with this statement because...................

- Overall, I think that..........................

Make sure you have linked back to the question.

Argue FOR and AGAINST

PEE for each paragraph.

Part C: 5 marks.

This is similar to part B, but this time you need a quote.

Reason Development, Reason Development, Source. (Quote)

Part D: 12 marks

- Some people agree with this statement because..................

- Other people disagree with this statement because...................

- Overall, I think that..........................

Make sure you have linked back to the question.

Argue FOR and AGAINST

PEE for each paragraph.

Exam skill mat. This mat provides students with key reminders on how to answer different exam style questions. Students could use this when practicing exam questions or use as recall; can students remember how to structure their answers to different parts of the exam?

**METACOGNITION AND
SELF-REGULATED LEARNING**

Summary of recommendations

Education
Endowment
Foundation

Appendix B

This sounds like an 18 marker but, it's only 6.

7

6 **(a)** Comment on the extent to which the Chinese government should aim to reduce the negative externalities of pollution.

WHAT IS THIS ASKING ME FOR?

IT IS A TWO-PARTER.

Better check the other part because two-parters are always connected... acaLL – I must not mention HOW to fix Market Failure cos that is (6 b)

'To what extent' – always needs comment points.

I need DEEP THEORY on NEs.

If I do DEEP THEORY on NEs, then comment on the EXTENT [6]

using some of the usual COMMENT points I should get at least 4 out of 6 points.

THINK. Don't leave blanks.

Plan for extended questions

T

SECTION A

Answer ALL questions

Write your answers in the spaces provided or, where appropriate, choose an answer and put a cross in the box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Yes: *Roundabout* (have I heard of them? when? style?)

Track 1: music begins at 0'42"

(a) Which word below best describes the style of this music? Put a cross in the correct box.

(1)

☐ A AOR — extended forms "serious music"

☐ B Jazz Pre 1950s

☐ C New Wave Synth pop/post punk early 1980s

☐ D Progressive Rock — Eotr related Prog Rock 70s – a better answer than AOR (album oriented – rock)

(b) What technique is used to produce the bell-like tone of the first acoustic guitar chord?

(1)

do I need to hear this?

list guitar techniques:
- picking
- strumming
- harmonics
- hammer on/off
- dive bomb.
- shredding

(c) In this recording, which was made in 1972 the opening piano chord was reversed. Explain how this was achieved.

(2)

how were recordings made in 1970s

In studio – ✓.
On computer X.
Onto tape ✓.

How can tape be manipulated?

(d) What is the approximate tempo of the first verse of this track (1'41") expressed as beats per minute?

(1)

Spend a minute doing this. It's worth it + I've got time.

2