





Keep experimenting with a range of the structures in your lessons.

Some are easier to use than others and timings should be carefully planned; taking risks and trying something new is a challenge, but also exciting and the students benefit from their classroom experiences not being as predictable.

**GIVE IT A GO!**

### Active Listen - then Record

- 1) The teacher shares a chunk of information, either verbally or using multi-media. Learners give their **full** attention.
- 2) The teacher stops and says "record it".
- 3) Students work in isolation to record the key points.
- 4) Partners compare notes and add any missing points - giving lots of praise.
- 5) One pair is selected to feedback.
- 6) Teacher adds any missing points.
- 7) Everyone praises the pair's recap.



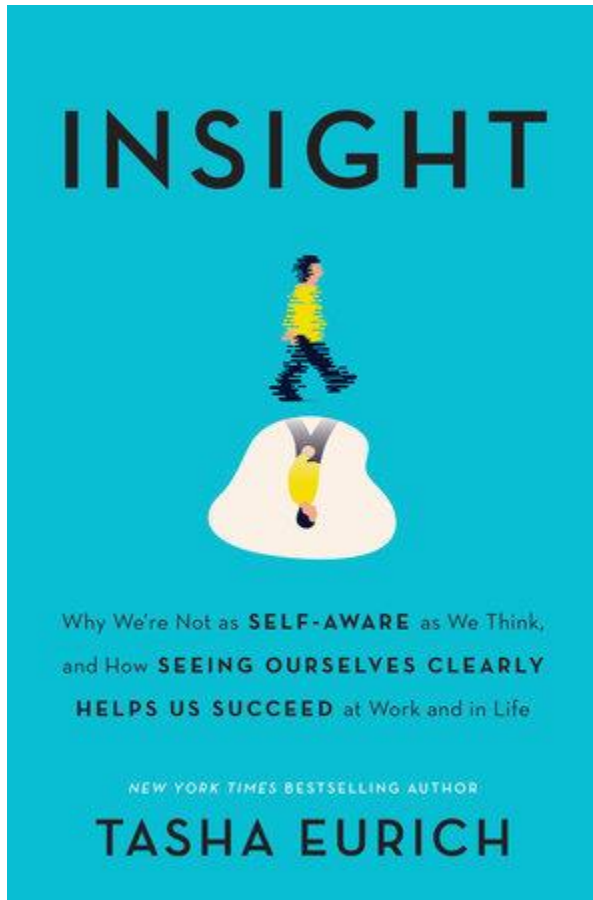
We know you're including a range of learning structures into your teaching, but if you've not used 'Active Listen' before or you haven't used it for a while, here are a few of our thoughts for you to consider...

1. When sharing information carefully consider the amount of time that you are talking/using multimedia. Will the learners be able to remember the key points that you aim for them to learn? You can always 'chunk' the information and work with steps 1 to 3 for a while before moving onto step 4.
2. When asking the learners to "record it" expect them to produce their 'best work' – neat, pen for written work, pencil for drawings and good SPaG.
3. Use Teacher Toolkit to randomly select one pair to feedback.

### TOP TECH TIP

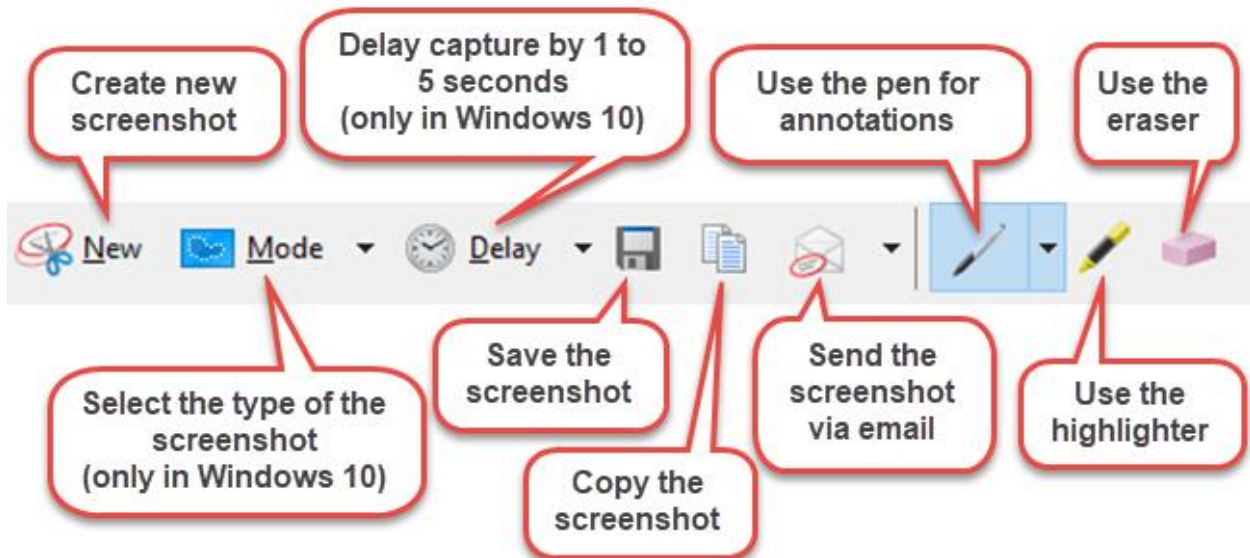
Use 'Snipping Tool' to easily copy and paste images / text into your lesson presentations and resources.

BOOK TO CONSIDER...



"AS TEACHERS WE ARE VERY REFLECTIVE BUT ARE WE SELF-AWARE? I DECIDED TO READ THIS BOOK DURING THE LAST HALF-TERM TO CHALLENGE MY OWN THINKING AND TO SEE HOW IT MIGHT INFLUENCE ME"

MR. S BRIGHT



I first heard of Dr Tasha Eurich when I watched her TED Talk video which you can access at:

<https://www.tedxmilehigh.com/speaker/tasha-eurich/>

I would recommend watching the video and reading her book which I found to be very interesting. Dr. Eurich provides persuasive, counterintuitive arguments to explain why sometimes the common sense advice about self-awareness isn't actually what will help us understand better who we are and how others see us. The quizzes and exercises were useful in putting her advice into action. I feel like I've learned a lot!

## LITERACY FOCUS

We are continuing our focus with students and the use of capital letters, full stops and the use of full sentences, both verbally and in written work. It is useful to model how to answer questions using the question as a stem and to provide other sentence stems to support. Remember to use the icons to support your resources, as reminders to yourselves and the students.



## NUMERACY FOCUS

### 1 Rounding Numbers

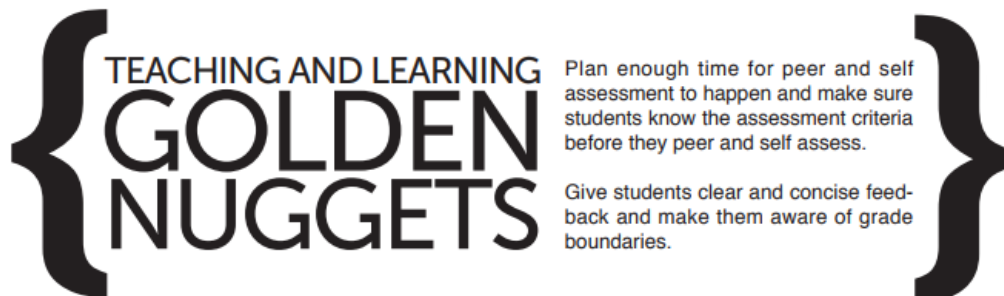
**Question:** What is 14 489 to the nearest 1000?

Misconception	Correct
<p>To obtain the answer, round to the nearest 10, 100 and then 1000; thus:</p> <p>14 489 to the nearest 10 is 14 490, 14 490 to the nearest 100 is 14 500, 14 500 to the nearest 1000 is 15 000.</p> <p>Hence: the misconception leads to the incorrect answer, 15 000.</p>	<p>The answer must be either 14 000 or 15 000, and since</p> $14\,489 - 14\,000 = 489,$ <p>whilst</p> $15\,000 - 14\,489 = 511,$ <p>clearly 14 489 is nearer to 14 000 than to 15 000.</p> <p>Hence: the correct answer is 14 000.</p>

---

## GET IN TOUCH

If you have any ideas/strategies/websites you would like to suggest please email:  
[clarks@johnwhitgift.org.uk](mailto:clarks@johnwhitgift.org.uk) or [brights@johnwhitgift.org.uk](mailto:brights@johnwhitgift.org.uk)

The graphic consists of a large, stylized black curly brace on the left and right sides. Inside the brace, the text "TEACHING AND LEARNING" is written in a smaller font above "GOLDEN NUGGETS" which is in a larger, bold font. To the right of the brace, there are two lines of text: "Plan enough time for peer and self assessment to happen and make sure students know the assessment criteria before they peer and self assess." and "Give students clear and concise feedback and make them aware of grade boundaries."

TEACHING AND LEARNING  
**GOLDEN  
NUGGETS**

Plan enough time for peer and self assessment to happen and make sure students know the assessment criteria before they peer and self assess.

Give students clear and concise feedback and make them aware of grade boundaries.