

CLASSROOM DISPLAYS: EFFECTIVE PRACTICE

Thinking about the impact you could be making now for next year!

This term is a busy one. Year 11 are soon to finish and a lot of good work is being collated; work that could possibly benefit our current lower year groups.

'*What good work looks like*' displays are a great way of demonstrating that we are consistently promoting and actively ensuring that we:

- ✓ **Set high expectations which inspire, motivate and challenge pupils.**
- ✓ **Promote good progress and outcomes by pupils.**

Especially if we annotate the displays with our feedback and commentaries based on mark schemes!

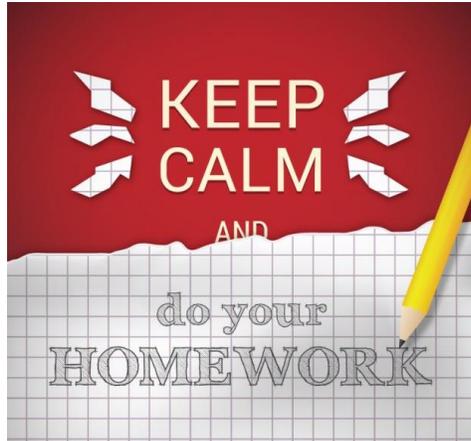
Displays of work should showcase the personal best produced by pupils of differing abilities. Displays should illustrate the richness of the curriculum.

Displays should reflect the teaching and learning pedagogies practiced within the school.

Here are some tips on developing a good classroom display:

- Establish a good background in a relatively muted colour.
- Choose a long-lasting material for the background (paper, card, material, wallpaper, hessian), but bear in mind that displays need to be changed from time to time.
- Distinguish between major displays that might be up for half a term, and examples of work which might stay up for a fortnight.
- It is vital to mount children's work, as it looks better and shows that it is valued.
- Table displays are as important as wall displays: math's, 'tinkering' and book tables allow children to engage with what is on display.
- If your display items vary in size, work inwards from the border of your display area.
- Less is often more.

HOMEWORK!



Last term Mr. Spendlow reminded us of the importance of setting homework in order to support the progress and attainment of all of our learners; so we thought we'd spend a little time focusing on good practice with homework...

Homework is seemingly most effective when it involves practice or rehearsal of subject matter already taught. Students should not typically be exposed to new material for their home learning, unless they are judged more expert learners. Complex, open ended homework is often completed least effectively; whereas, short, frequent homework, closely monitored by teachers is more likely to have more impact. This

could include summarising notes; using graphic organisers to recast classroom materials; guided research; exam question practice; guided revision etc.

Home learning is proven to be more effective with older students than their younger counterparts. This is typically because they are more able to self-regulate their learning and they have more background knowledge to draw upon. For similar reasons, high ability students typically benefit more from home learning than low ability students.

Teacher scaffolding is essential to guide effective home learning. Parental involvement is desirable, but it should not be essential, otherwise the nature of the task is likely too complex for successful completion.

Cathy Vatterott (2010) identified five fundamental characteristics of good homework:

Purpose, efficiency, ownership, competence, and aesthetic appeal.

1. Purpose: all homework assignments are meaningful & students must also understand the purpose of the assignment and why it is important in the context of their academic experience (Xu, 2011).
2. Efficiency: homework should not take an inordinate amount of time and should require some hard thinking.
3. Ownership: students who feel connected to the content and assignment learn more and are more motivated. Providing students with choice in their assignments is one way to create ownership.
4. Competence: students should feel competent in completing homework. In order to achieve this, it's beneficial to abandon the one-size-fits-all model. Homework that students can't do without help is not good homework.
5. Inspiring: A well-considered & clearly designed resource and task impacts positively upon student motivation.

Be a great coach...

...tip, tip, teach, re-ask

Never tell the answer!

- 1) Think of a tip to help them
- 2) Try another tip to guide them
- 3) Teach them how to do it
- 4) Ask them to do it, explaining how
- 5) Give lots of praise.



Here's how being a good coach can help you:

- 1) You have to really understand something to guide the learning of another.
- 2) Your thoughts become clearer as you verbalise the learning.
- 3) The class learns faster, so the lessons can move at a faster pace for everyone.

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

1. Split a class into groups, each group working on different but linkable topics and tasks.
2. Use 'move and synergise' to change up the teams when you're happy that the team have learnt / prepared enough.
3. The learners that move take their topic and tasks with them to get their new team to begin them.
4. Once you've completed some AfL to ensure that the material has been covered with enough depth, direct the whole class to complete an 'outfox the class' activity.

THIS TERMS TECH TIP...



Windows 10 keyboard shortcuts



	_____	Open or close the Start menu
	+ A	Open Action center
	+ B	Set focus in the notification area
	+ C	Open Cortana in listening mode
	+ D	Display and hide the desktop
	+ E	Open File Explorer (formerly Windows Explorer)
	+ F	Open the Feedback Hub
	+ G	Open Game bar when a game is open
	+ I	Open Settings
	+ K	Open the Connect quick action
	+ L	Lock your PC or switch accounts
	+ M	Minimize all windows
	+ O	Lock device orientation
	+ P	Choose presentation display mode
	+ R	Open the Run dialog box
	+ S	Open the Search
	+ T	Cycle through apps on the taskbar
	+ U	Open Ease of Access Center
	+ W	Open the Windows Ink Workspace
	+ X	Open the Quick Link menu
	+ Z	Show commands available in an app

	+ start typing	Search your Windows 10 PC
	+ Tab	Open Task view
	+ Left/Right Arrow	Snaps an app to the left or right
	+ Up/Down Arrow	Maximize or minimize an app window
	+ Home	Minimize all but the active desktop window
	+ comma	Temporarily peek at the desktop
	+ period	Cycle through open apps
	+ Enter	Open Narrator
	+ Pause	Display System Properties dialog box
	+ F1	Open Windows Help and Support
	+ PrtScr	Capture to screenshot folder
	+ plus/minus	Zoom in or out using the Magnifier
	+ Escape	Exit Magnifier
Alt + Tab _____ Switch between open apps		
Ctrl + Alt + Tab _____ View open apps		
Ctrl + C, X, V _____ Copy, cut, paste a selected item		
Ctrl + D _____ Delete the selected item to Recycle Bin		
Ctrl + Z or Y _____ Undo or Redo an action		
Escape key _____ Stop or exit the current task		
Ctrl + Escape _____ Open the Start menu		
Ctrl + Shift + Escape _____ Open the Task Manager		

LITERACY @ JWA

As punctuation is one of our key literacy focuses, please try the challenge below. Complete and send to S.Clark and correct entries will receive a prize!

1. Are you playing football tonight
2. Our dog which is really stupid chases its tail
3. At school I study English Maths IT and PE
4. The teacher screamed STOP
5. Dont eat that shouted Tom
6. To survive in camp we need the following a roof clean water a fire and a comfy bed

NUMERACY @ JWA

Common misconception with students is that when multiplying numbers by powers of 10 we 'move the decimal' or 'add a zero'.

In actual fact the numbers move up the columns for every power of 10 we multiply by, or down the columns for every power of 10 we divide by, filling in any gaps with a zero.

The decimal never moves, it's always between the units and the tenths column.

COMING IN THE NEXT AND FINAL ISSUE OF THIS ACADEMIC YEAR...

Student Voice – A review of our learner's experiences and thoughts over this last year.

New Teachers' Special – We'll take a look at our NQT's / RQT's and see how they have been getting on over the last year.

GET IN TOUCH

If you have any ideas/strategies/websites you would like to suggest please email:

clarks@johnwhitgift.org.uk or brights@johnwhitgift.org.uk