



Preparing your school for the “Brave New World”



Simon Goodwin, South Wirral High School



@swhsleadership

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inspire
innovate
impact

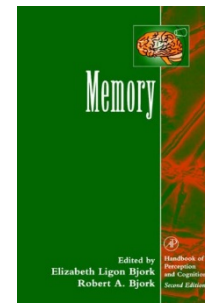
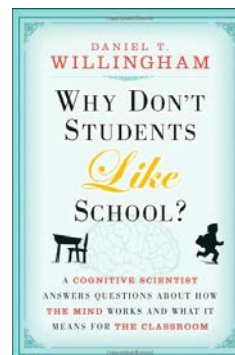
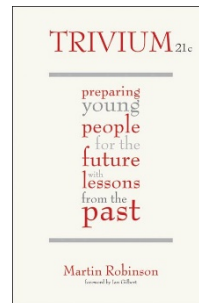






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the **PiXL** club
partners in excellence





A “Brave New World...”



Can you remember a year with as many changes as this?

New GCSEs

New A Levels

“Life after
levels”

Progress 8

100% exam
assessment

Linear

GPS (SPaG)

Extended
writing

2 years of
knowledge to
revise

Let's talk about workload





Our 4 priorities:

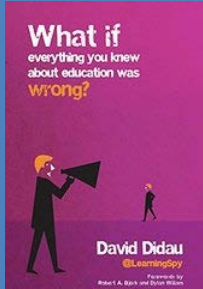


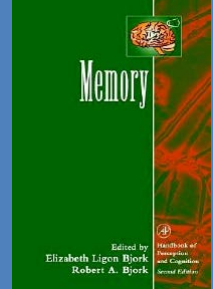


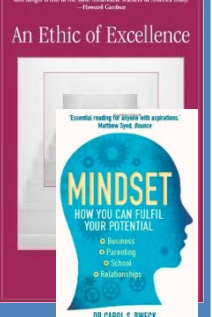

Stretch and
challenge

Preparing for
100% exam
assessment

Extended
writing

Spacing and
interleaving
the knowledge

INSET Workshops 2015-2016

 <p>“What if everything you knew about education was wrong?”</p> <p>P12</p>	 <p>Developing thinking and speaking to improve writing</p> <p>E4</p>	 <p>Cool Tools 2015</p> <p>T25</p>	 <p>Curriculum design and teaching for memory – preparing for the “New World”</p> <p>T37</p>	 <p>How to give effective feedback to develop extended writing</p> <p>E3</p>	 <p>“Making every lesson count”</p> <p>P10</p>	 <p>From A*s and As to 9s,8s,7s : how to increase challenge</p> <p>P8</p>	 <p>Independent learning in the Sixth Form</p> <p>E2</p>
STG	JWD ARJ	PTA EVW	GAD SJR	HSK DHA	GKJ HLC	CML SML	FES EJH

New staff will also have lesson observation and peer coaching training as part of the induction programme

SESSION 1 - 3.30PM



SESSION 2 - 3.45PM



SESSION 3 - 4.00PM



SESSION 4 - 4.15PM



BREAK // 4.30-4.45PM

SESSION 5 - 4.45PM



SESSION 6 - 5.00PM



EVALUATION // 5.15-5.30PM



KS3 is the bedrock



Key Stage 3: the wasted years?

Her Majesty's Chief Inspector commissioned this survey to get an accurate picture of whether Key Stage 3 is providing pupils with sufficient breadth and challenge, and helping them to make the best possible start to their secondary education.



Student Survey: Summary of Findings

57 responses (10% of KS3)

Same questions as those asked by Ofsted in their research.

When I started in Year 7 my teachers built on what I had learnt in primary

- 60% said yes

Work is too easy

- 6% said yes

Are you given feedback on how to improve?

- 63% said yes, most of the time

Homework helps me to make progress

- 33% said yes, all of the time
- 51% said yes, some of the time

Overall I feel that I am learning a lot in school

- 79% said yes





Y7 ONLY

“The work I am doing in year 7 is the same as the work I was doing in Primary school.”

- English – 17% said yes
- Science – 4%
- History -9%
- Geography =9%
- MFL = 22%
- Music = 9%
- Art= 9%
- DT = 5%
- Drama – 12%
- Dance 17%
- PE – 33% (Sports co-ordinators in primaries)
- ICT = 20%
- RE = 34%
- **Maths – 41%**





Y8/9 ONLY

My work in y7 was too easy 15% agree

Overall I felt that I learnt a lot during y7 = 64% strongly agree or agree; 33% neither agree nor disagree.

IAG 50% said not enough or not received any IAG

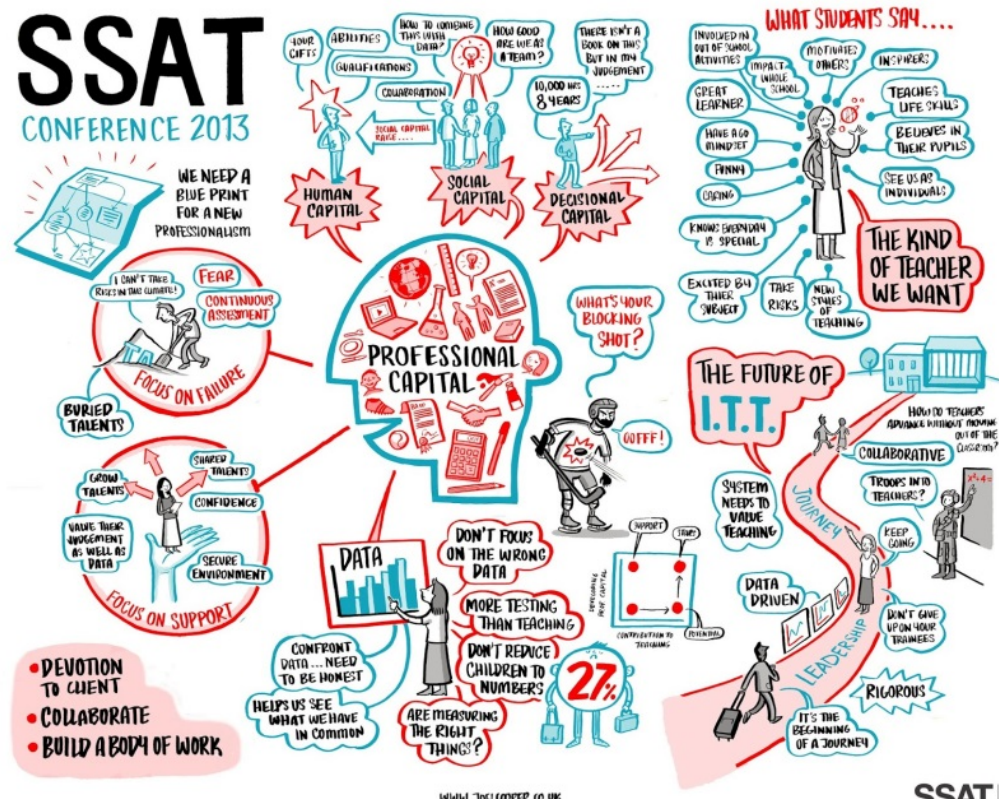
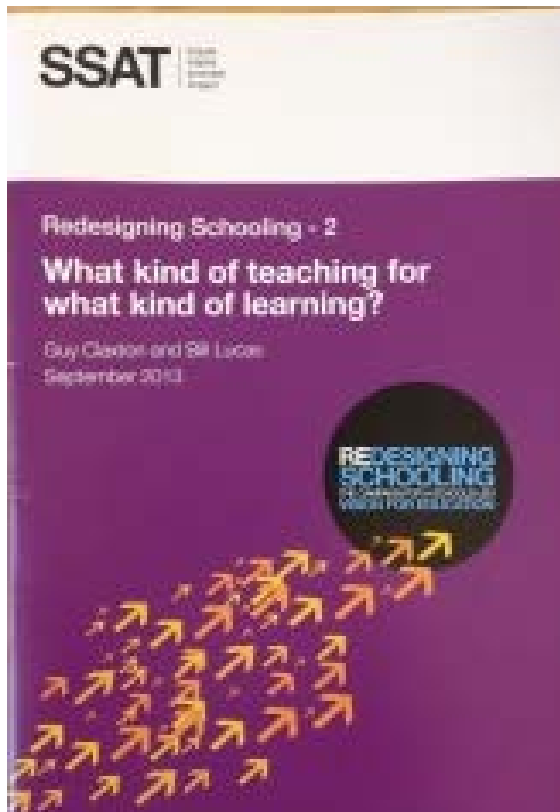
I feel I am making good progress in my work since starting y7 = 85% agree/ strongly agree.

Y9 only

I feel prepared to start my KS4 courses =5% disagree

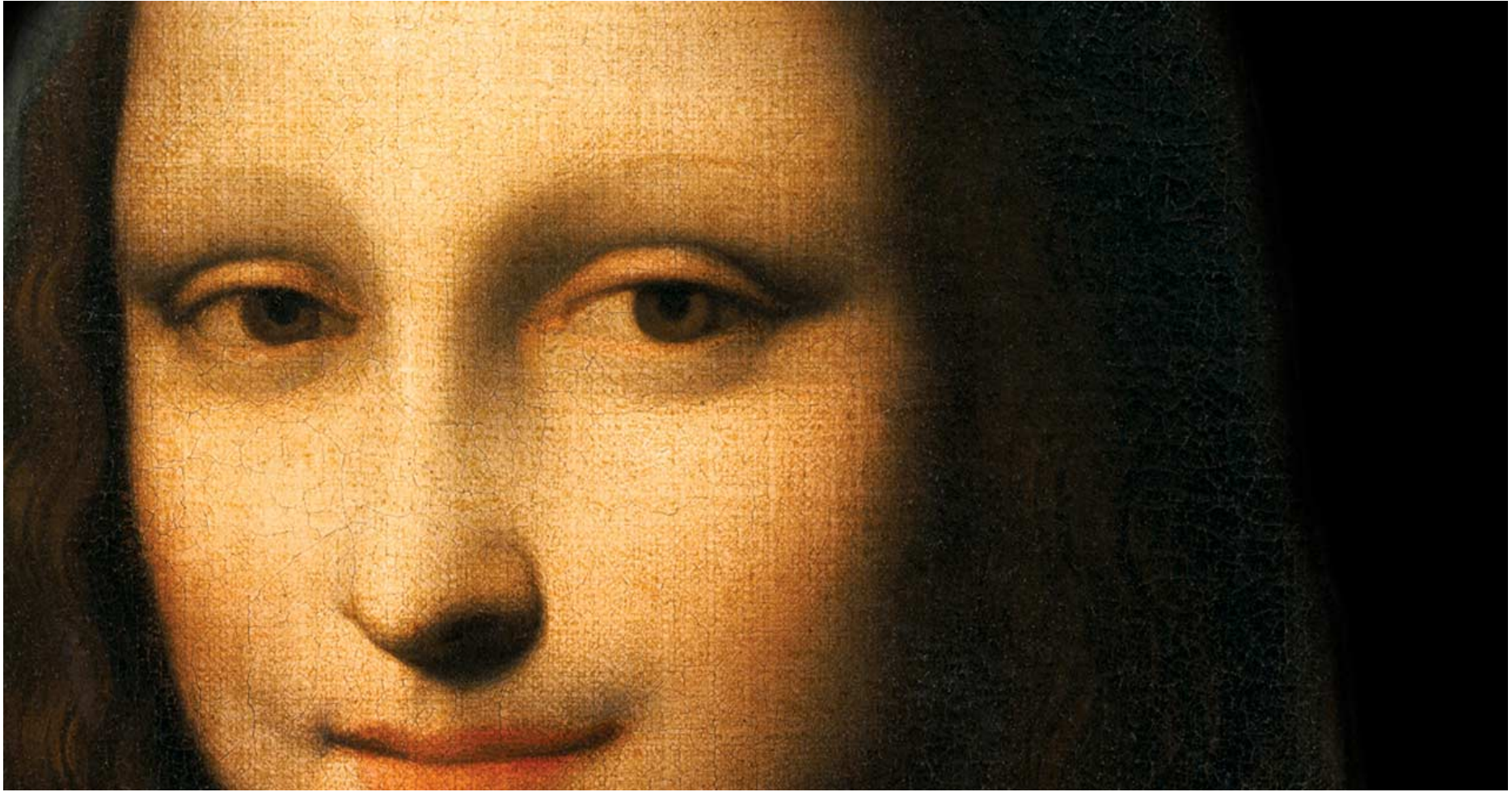


Attitude to Learning: the learning culture



<p> Understand my role in other students' learning</p> <p>I need to learn to act differently in different learning situations and understand how my actions affect others.</p> 	<p>Engage with teachers, students and resources</p> <p>I need to engage actively with teachers, other students and with learning resources.</p> 	<p>Deal with difficulty</p> <p>I need to be prepared to take on challenges, to keep going when things get difficult, and have a plan to deal with difficulty.</p> 	<p>Improve my home Learning</p> <p>I need to develop the habit of continuing my learning outside of lessons</p> 
<p>Take responsibility</p> <p>I need to take responsibility for trying my best, and for being properly prepared for my own learning.</p> 	<p>Practise to improve</p> <p>Every time I do something I need to try to get better at it.</p> 	<p>Act upon feedback</p> <p>I need to think about exactly how to improve and act on the feedback I get.</p> 	<p>Attitude To Learning</p>

Practising to improve: an ethic of excellence





A generic “layered writing” grid

Ensure your hand-writing is clear.	Use paragraphs. E.g The TIPTOP rule You move onto a new paragraph when you change time , place , topic or person .	Use 3 connectives. E.g Join ideas - Additionally/Moreover /Furthermore Change ideas- Conversely/Alternatively/ However	Use a wide range of vocabulary. E.g Have you used “wow” words within your writing? Have you used key words related to the topic?	
Use accurate spelling especially of key subject vocabulary.	Use the correct punctuation. E.g Capital Letters Full stops . Comma , Question mark ? Exclamation mark ! Semi-colon ;	Include detail. E.g Describe – Give a detailed account in words – FACTS FACTS – Names, dates, places etc	Give opinions and explain them fully. E.g Explain –Give reasons why Analyse – Strengths & Weaknesses	
Use subject terminology	Make your point clearly. E.g Do your ideas flow clearly from each sentence within your paragraphs?	Vary your sentence structure. E.g Use a combination of simple and complex sentences.	Write with your audience in mind. E.g Vary the opening of sentences. Include openers ending in ..ly or ...ing	

An example...

1. Identify and circle what went well with your first draft.
2. Improve your second draft by focussing on layers that have not been circled.

LEON HENNESEY

**LAYERED WRITING
CHECK-LIST FOR HIGH QUALITY WRITING.**

ADDITIONAL LAYERS

Ensure your hand-writing is clear.	Use paragraphs. E.g. A paragraph is a group of sentences that fleshes out a single idea. In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow.	Use 3 connectives. E.g. Join ideas - Additionally / Moreover / Furthermore Change Ideas - Conversely / Alternatively / However	Use a wide range of vocabulary. E.g. Have you used new words within your writing? Have you used key words related to the topic?	
Use accurate spelling.	Use the correct punctuation. Full stops . Comma , Question mark ? Exclamation mark ! Semi colon ;	Include detail. E.g. Describe - Give a detailed account in words.	Give opinions and explain them fully. Explain - Give reasons why. Analyse - Examine in detail in order to explain and interpret.	
Use subject terminology.	Make your point clearly.	Vary your sentence structure. E.g. Use a combination of simple and complex sentences.	Write with your audience in mind.	



A subject specific “layered writing” grid

Use this sheet to re-draft your writing.

Circle at least 3 ways that you could improve your answer to **question 1d – how useful is this source?**

Content	Have you explained the content of the source? <i>“It was true that....”</i>	Have you explained what is missing from the source? <i>“However, the source does not mention...”</i>	Have you given specific examples ? <i>Names, dates, places</i>	Have you explained the context of the source - <i>what was going on at the time?</i>
Reliability	Who made the source and when was it made? <i>“This might make the source unreliable because....”</i>	Why was this source made? <i>“This might make the source unreliable because....”</i>	What was the audience for the source? Might this have influenced the author?	In your judgment consider this – just because a source is unreliable doesn’t mean it is useless
<u>V</u>ocabulary, <u>C</u>onnectives, <u>O</u>peners, <u>P</u>unctuation	Useful vocabulary <ul style="list-style-type: none">• <i>persuade</i>• <i>exaggerated</i>• <i>selective</i>• <i>biased</i>• <i>propaganda</i>	Have you used these connectives ? However, Furthermore, In addition,	Openers <ul style="list-style-type: none">• <i>“The strengths of this source are...”</i>• <i>“The weakness of this source are”</i>• <i>“Overall...”</i>	Punctuation <ul style="list-style-type: none">• <i>Capitals</i>• <i>Full stops</i>• <i>Colon / semi-colon</i>• <i>Paraphrase instead of speech marks</i>
Structure	Have you written at least two paragraphs – strengths and weaknesses?	Have you written a judgment at the end? <i>“In my opinion....”</i>	Have you explained CONTENT and RELIABILITY ?	

Threshold concepts



Eg:

Maths : the concept of ratio

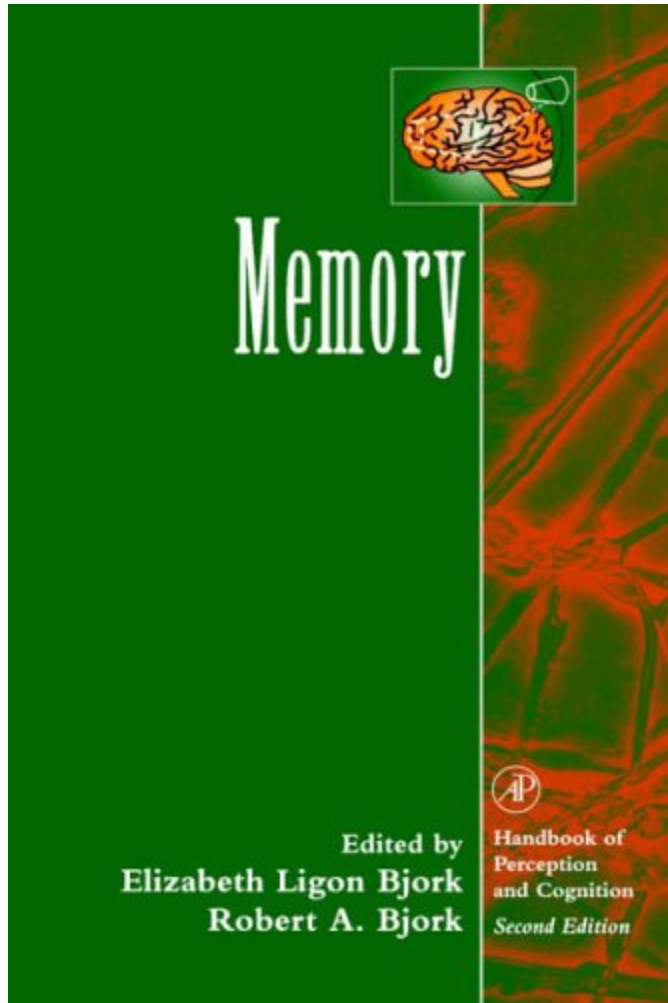
History : there are different interpretations of what has happened in the past

RE: Understanding that human experience throws up questions of meaning and purpose

English: An awareness of the ways in which language can affect readers

Threshold concepts = concepts that, once grasped, transform one's understanding of a topic. Once "over the threshold" there is no going back.





“The curriculum is not
designed with
memory in mind”

(Robert A. Bjork)



Didau's Definition of learning

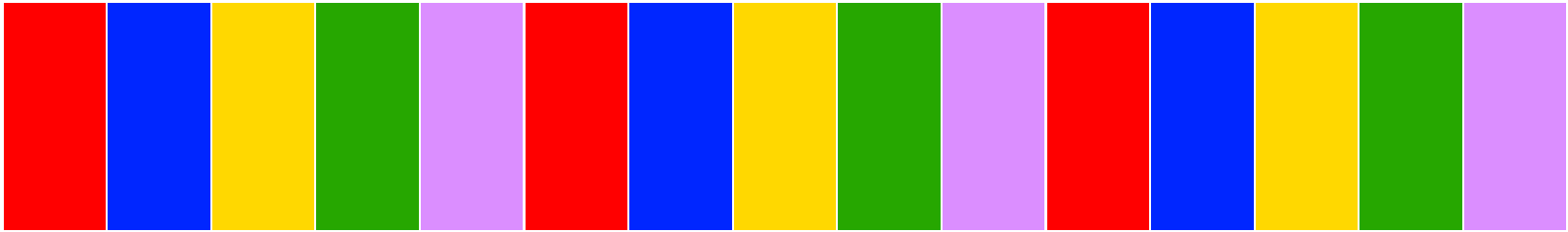
“The ability to retain skills and knowledge over the long term and to be able to transfer them to new contexts.”

How does Bjork suggest we can help?

1. Spacing: information that is presented repeatedly over spaced intervals is learned much better than information that is repeated without intervals.



Blocking:



Spacing :





How does Bjork suggest we can help?

2. Interleaving: although people think that they learn better when content is blocked, people actually learn content better when it is **interleaved** with other content.



An example of spacing & interleaving

Year 11 History : The American West (Native Americans and European Settlers)

	Revisiting...	New knowledge	Exam skill
Week 1		Sioux: Housing, warfare	Q1a,b
Week 2	Week 1 by practising q1a,b	Sioux: Hunting, Family Life	Q1c
Week 3	Week 2 by practising q1c	Sioux: Tribal organisation and religious beliefs	Q1d
Week 4	Week 1,2,3 by practising q1d and 1e	Essay on how the Sioux adapted to life on the Plains	Q1e
Week 5	<i>Test on year 10 work</i>	Settlers: Trappers	Q2a
Week 6	Week 2 by practising q2a <i>Test intervention 1 of 2</i>	Settlers: Miners	Q2b
Week 7	Week 3 by practising q2b <i>Test intervention 2 of 2</i>	Settlers: Mormons	Q2c

Revisiting =



mind-mapping topics or writing/planning exam answers for 10 minutes at the start of some lessons



Learning to do exams

- In class or in the exam hall
- Teachers teach students how to do the exam
- Timings
- Placemats - prompts for how to approach each question
- Then : prompt feedback and intervention before the Pre-Public Examination.
- The pre-public-examination - mark it question by question

English Exam "Placemat"

Foundation GCSE English/English Language Unit 1 Exam Advice

1 exam = 2hrs 15 mins

Section A Reading

- Read Source 1 – answer Q1a+1b (7minsx2)
- Read Source 2 – answer Q2 (15 mins)
- Read Source 3 – answer Q3 (22 mins)
- *Compare two sources* - answer Q4 (22mins)

Section B Writing

- Q6 – answer first (24 marks/36 mins)
- Q5 – Plan (16 marks/24 mins)

Section A Question 1a

4 marks, 7 mins

'List four things...'

- Read the question carefully;
- Read Source 1 – underline/highlight anything to help answer the question;
- You need to **write a clear sentence/point** per bullet point;
- You can use the words directly from the text;
- **Don't try to explain; just list.**

E.g.

- Matthew's bionic hand is transparent.

Question 1b

4 marks, 7 mins

'What do you learn about...?'

- You need **two quotations** and **two inferences**; so, **2 PEE paragraphs**;
- Read the question carefully.
- Read Source 1 – underline/highlight relevant details;
- When explaining details, use words like **'suggests', 'implies', 'infers'**; you need to show that you understand more than just the obvious surface meaning.

Question 2

8 marks, 15 mins

'What do you understand about...?'

- **Similar to Question 1b, but write 3-4 PEE paragraphs**;
- To show your understanding, you need to **explain quotations in detail**;
- **DON'T analyse language** – stay focused on the question;

Use phrases such as:

- This suggests...
- This implies...
- This makes me think...
- From this we learn...

Question 3

12 marks, 22 mins

'How does the writer use language features...?'

- Read Source 3 and **identify** interesting **words** and **language techniques** (DAFORREST, APIGSMESS...);
- Write **4-5 PEEL paragraphs**;
- **Explain the effect on the reader.** E.g: This will make the reader feel...
- Comment on the **effects of individual words** – don't worry if you can't think of the technique. E.g: The writer uses the word 'dazzling', which makes it sound exciting and glamorous.

Question 4

12 marks, 22mins

'Compare how presentational features are used in TWO texts.'

- Make sure you know which sources you need to write about;
- **Focus purely on the look** of the text – DO NOT explain words;
- **Plan** a comparison;
- Write about: **colour, pictures, backgrounds, font styles**, etc.
- Write about colour in one source, then compare with how colour was used in the other source.
- **Use comparing words** such as: *similarly; in contrast; on the other hand; likewise; however...*



History Exam “Placemat”

Section A (55 minutes)

1a (4 marks)

“This source suggests”
1 PEE paragraph

1b (6 marks)

Use connectives
“Source A suggests.... whereas source B suggests”
HOW not WHY!

1c (8 marks)

Use 3 factors to explain the changes in 1b

1d (8 marks+ 4 SPAG)

3 factors + Judgement paragraph

Factors

- War
- Government
- Attitudes & beliefs
- Communication
 - Chance
- Science and technology
- Individuals

Connectives

But
Whereas
However
On the other hand...

Section B (25 minutes)

2a (4 marks)

1 paragraph of description

2b (8 marks)

DEA
DEA
Judgment

OR

3a (4 marks)

1 paragraph of description

3b (8 marks)

DEA
DEA
Judgment

DEA

Describe the facts

Explain “This was important because...”

Analyse the problems

Section C (25 minutes)

4a (4 marks)

1 paragraph of description

4b (8 marks)

DEA
DEA
Judgment

OR

5a (4 marks)

1 paragraph of description

5b (8 marks)

DEA
DEA
Judgment

Judgments

“The most important reason was...”

Find links!



My English Language Progress (Higher)

Total UMS

A* = 270
 A = 240
 B = 210
 C = 180
 D = 150

You have an estimated

171

UMS marks in total

Unit One (60%)

Raw marks	A*=57,A=51,B=47,C=42,D=37,E=34	You (raw)	Max (raw)	Max UMS		
Q1 Retrieve understand interpret		1	8	18		
Q2 Presentational Devices and Headlines		6	8	18		
Q3 Explain thoughts and feelings		3	8	18		
Q4 Language Comparison		0	16	36		
Q5 Content and organisation - Short Writing		7	10	27		
Q5 Accuracy - Short Writing Task		4	6	9		
Q6 Content and organisation - Long Writing		12	16	36		
Q6 Accuracy - Long Writing Task		5	8	18		
Unit Total		38	80	180	Grade	D

Unit Three (40%)

Raw marks-	A*=72,A=65,B=56,C=47,D=37,E=28,F=19,G=10	You (raw)	Max (raw)	Max UMS		
Create 1		6	10	15		
Create 2		6	10	15		
Final Accuracy		6	10	15		
Spoken Language Study		14	20	30		
Prose		22	30	45		
Unit Total		54	80	120	Grade	C

Overall total 92 160 300

NB: These should be considered provisional marks until they are moderated by the exam board

You are currently on course to gain a D grade

Your target grade is B

Additional notes and information

Ask an ICT technician....

Can you make me a “look up table” in Excel that could produce an individual report for every student via a “drop-down menu”.



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Diagnosis-Therapy-Testing

- A more precise approach to intervention
- **Diagnosis** - what knowledge or skills is missing?
- **Therapy** - didactic teaching of small groups
- **Testing** – in exam conditions, if students can demonstrate their learning, they exit from intervention



This is as simple as year 11 intervention can be:



Out of 100 for simplicity

Divided into sections 1 per teacher

So 3 teachers = 3 sections

It's a team effort

Low mark on section 1 = intervention with teacher 1

Low mark on section 2 = intervention with teacher 2

Re-teaching

Re-sit of the relevant section

If marks rise sufficiently > exit

If not > repeat



Stretch and challenge- Writing an A* answer





**When we talk about
REVISION
we actually mean one or
more of the following....**

- Understanding**
- Condensing**
- Memorising**
- Recalling and practising**

Medicine Through Time Scorecard *(Rate your understanding using the 3 colour code)*

Name: _____

	Prehistoric	Egyptian	Greek	Roman	Middle Ages in the East Islamic	Middle Ages in the West "Dark ages" and "Medieval"	Renaissance	18 th Century	19 th Century	20 th Century
Disease and infection	Insecure	Don't know anything	Don't know anything	Insecure	Insecure	Secure	Secure	Secure	Secure	Insecure
Surgery	Secure	Secure	Secure	Insecure	Secure	Secure	Secure	Don't know anything	Don't know anything	Don't know anything
Public Health	Secure	Secure	Secure	Secure	Insecure	Insecure	Insecure	Insecure	Insecure	Don't know anything



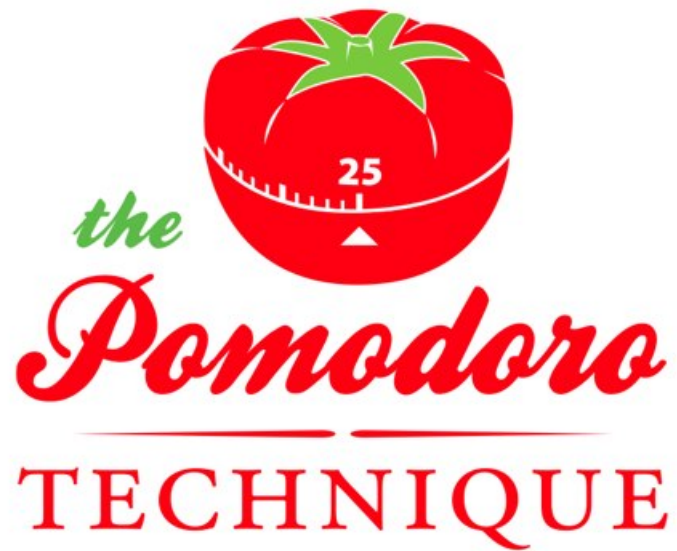
Secure



Insecure

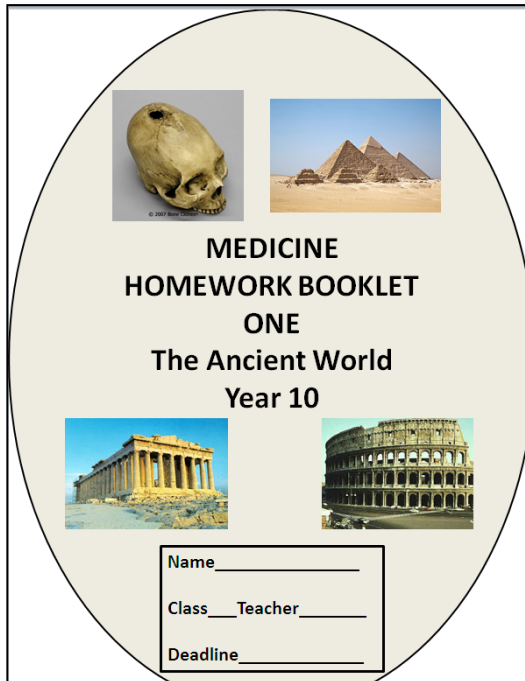


Don't know anything



<http://tomato-timer.com/>

Homework



Half termly for all students

DISEASE AND INFECTION		Use word boxes to fill in the blanks		
PREHISTORIC – up to c. 3000 BC in Egypt				
Common sense cure for cuts = _____	Prehistoric and Egyptian Blocked channels. Scarab beetle. Witch doctor/shaman. Fat to protect wound. Spices/herbs. Lucky charm. Imhotep. Trephining/trepanning. (used twice) Natural. Bleeding/purging/ vomiting. Spirits/spells/chants. Plants/roots/berries.			
Hole in skull to let evil spirits out = _____				
Bit of skull cut out used as a = _____				
Spells made to frighten evil spirits done by = _____				
Made medicine from = _____				
EGYPTIAN - c. 3000 BC to c. 400 BC				
Had spirit cures like = _____	Greek and Roman Opposites. Ancient world. Four Humours. Asclepiion. Peppers. Votive stone. Hippocratic oath. Health farm. 1500 years. Claudius Galen. Balance. Cucumbers. Asclepios. Bleeding cups/leeches. Hippocrates. Season. Good diet/exercise/be clean/rest. Panacea/Hygela. Asclepiion/trephining. Observation. Yellow/black bile.			
Had lucky charms like = _____				
Wrote books of remedies based on = _____				
Through trade collected lots of cures using = _____				
Had cures based on the opposite of supernatural ideas = _____				
Irrigation system led to non-spirit Theory of = _____				
This led to new non-spirit cures like = _____				
Famous doctor to the Pharaohs called = _____				
GREEK – c. 1000 BC to c. 400 BC				
Had spirit cures like praying to a God of Healing called = _____			ROMAN - c. 400 BC to c. 500 AD Used supernatural cures like = _____ Keen on healthy lifestyle like = _____ Greek natural theory of illness developed by = _____ He said a cold to be treated with food/medicine using = _____ Fevers to be treated with food/medicine using = _____ These ideas were based on the Theory of = _____ To get liquids in balance he often used = _____ He believed God made us so his 300 books popular for = _____	
This took place in a temple called an = _____				
The God helped by his 2 daughters called = _____				
Exercise, good food, relaxation helped, so like a = _____				
Patients often thanked the God by writing on a = _____				
Natural cures developed by a philosopher called = _____				
He wrote the Theory of the = _____				
This theory involved 4 liquids = _____				
To be healthy these liquids had to be in = _____				
The quantity of each liquid varied according to the = _____				

Knowledge organisers

SECTION A Disease and Infection

Answer all the questions – extra space for answers on pages 10-11.

1(a) What does Source A suggest about knowledge of the causes of disease in Egyptian times? Explain your answer using Source A and your own knowledge. (4 marks)

1(b) What different knowledge of the causes of disease in Greek times is suggested by Source B? Explain your answer using Sources A and B and your own knowledge. (6 marks)

Exam questions with mark schemes



THE BRITONS PROTECTION

THE
BRITONS
PROTECTION

EST
1811

50 Great Bridgewater Street

50 Great Bridgewater Street

← 50 BRIDGEWATER STREET →





TWEETS 94 FOLLOWING 51 FOLLOWERS 33

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A Leading Edge School....Ofsted Good 2013

southwiral.wirral.sch.uk





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