



# Teaching and Learning Newsletter

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LDEUTC

08-2-2021

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# REMOTE LEARNING PACKS

This term we sent out learning packages to all year groups.

We sent books, pens, paper and any other resources which would support their remote learning.

This would not have been possible without the fantastic support team.

A huge thank you to Josh, Carla, Hitesh, James W. Jonathan, Jolanta, Gill and everyone else who was involved in making this happen!



# REMOTE LEARNING

First 5-7mins of the lessons, should be something which is very simple for the learners to do, it will provide them with a sense of achievement, try introducing a quick quiz/poll through Microsoft forms.

Whiteboard activity using <https://whiteboard.fi/>

## Your role:

Keep a running commentary of who is doing well – say the learners names, this will make them feel acknowledged.

## Keep instructions clear, direct and simple

You will vary your approach to suit the subject, this may include:

- modelling through pre-recorded videos,
- the use of Teams whiteboard,
- Having pre-made completed tasks

Have pause points – to allow learners to process information.

CHECK-IN

We started the term by adapting strategies within our learning cycle to meet the needs of remote learning.

We focused on high quality instruction and questioning to ensure we have high levels of participation within the lessons.



## Vibrant classroom culture has to be built online

**Show me:** 'take two minutes to develop your answer in the chat, I will tell you when to hit send'

Followed by

'Wow great responses' (add to it as appropriate and give others a chance to read)

**Speed questioning** – "For this question – when I say GO - I would like to answer the questions in the chat box as fast as you can".

**Cold call** – use for operational questioning, based off the chat taking place.

Followed by: "in 1minute I will ask you to build on that answer"

Use narrated wait times prior to expecting an answer to allow learners to process their thoughts.

"I pose a question and then ask the learners to use the chatbox to draft and edit their extended paragraph. I give them a set time and only when the time is up are they asked to press enter. All their responses appear at once (meaning I can assess how everyone is getting on, rather than the speedy few or those that rely on replicating someone else's answer). I then ask them all to read one another's and use the thumbs up (like) button when they think a response is effective. We then discuss the most liked responses together. Here's an example:"

Kate Kelly, Lead Practitioner - English



Gleb Migas - LDE Learner 06/01 14:20

11

Mr. Fisher says that the past was full of stories which "ran like gazelles and pounced like tigers". The simile of "like gazelles" conveys the elegance and speed of these stories, how the readers 'ran away' with these books. The simile of "like tigers" tells us how these stories gripped the readers, "pouncing" and taking them by surprise with their quality, causing them to be caught up in the shock and being forced to run along with them.



Atiyah Qureshi - LDE Learner 06/01 14:20

7

Mr Fisher says that they were full of stories which 'ran like gazelles and pounced like tigers.' These similes convey that the stories take the reader on a journey which has lots of unexpected twists and turns. The vivid verb 'pounced' illustrates the idea of a attack, which could have been done by the reader to show how the plot of a book can sometimes catch us off guard. Both of the animals that the author used are doing actions full of adrenaline which could portray the excitement and passion when reading stories. The vivid verb 'ran' could also demonstrate how the fast speed at which a story can change plots which grips the reader to continue reading instead of putting the book down.

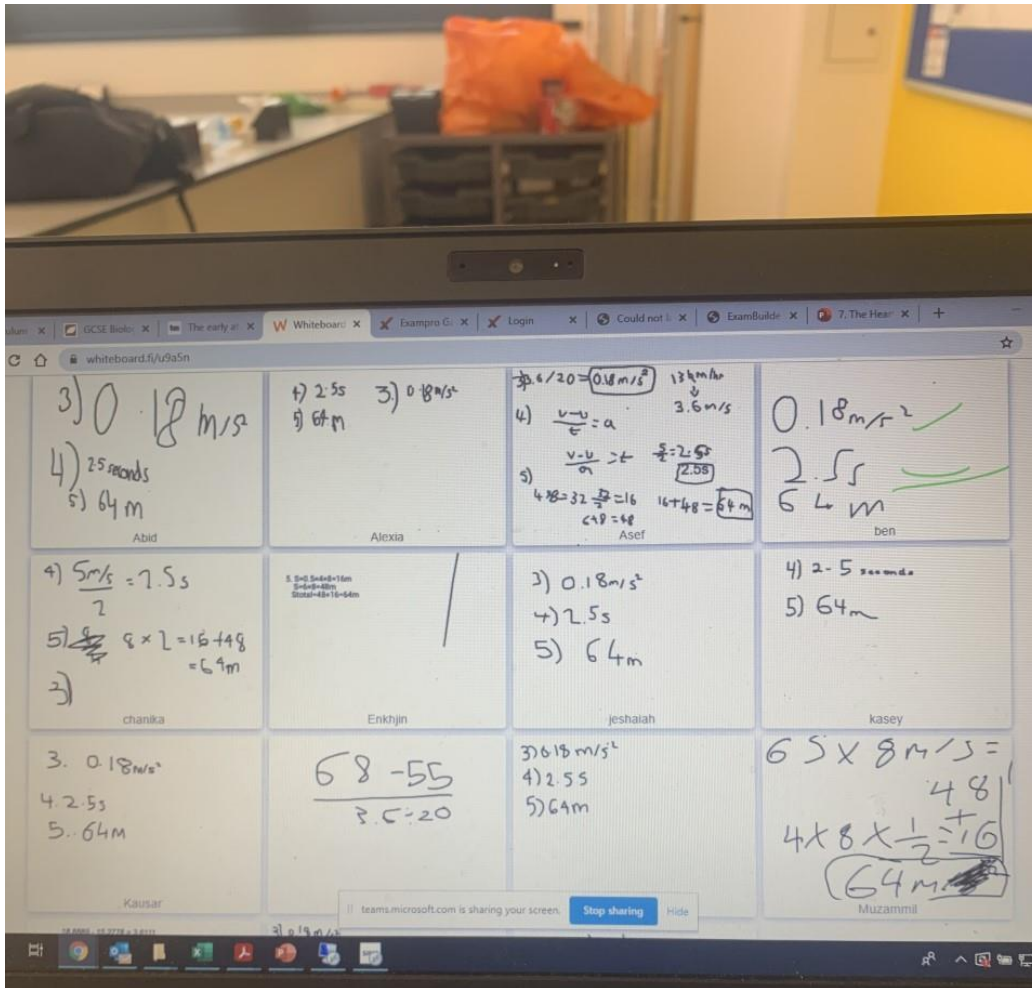


Murtada Adams - LDE Learner 06/01 14:20

10

The writer uses imagery whilst lamenting the profoundly positive impact books and stories have had on his life. He says the stories 'ran like gazelles and pounced like tigers'. The writer's use of similes, which compare stories to majestic animals, suggests that Mr Fisher views the stories as powerful and magnificent. By using verbs such as 'ran', 'pounced' and 'exploded', the writer personifies the books, giving them an energy which reflects the dynamic impact they have had on Mr



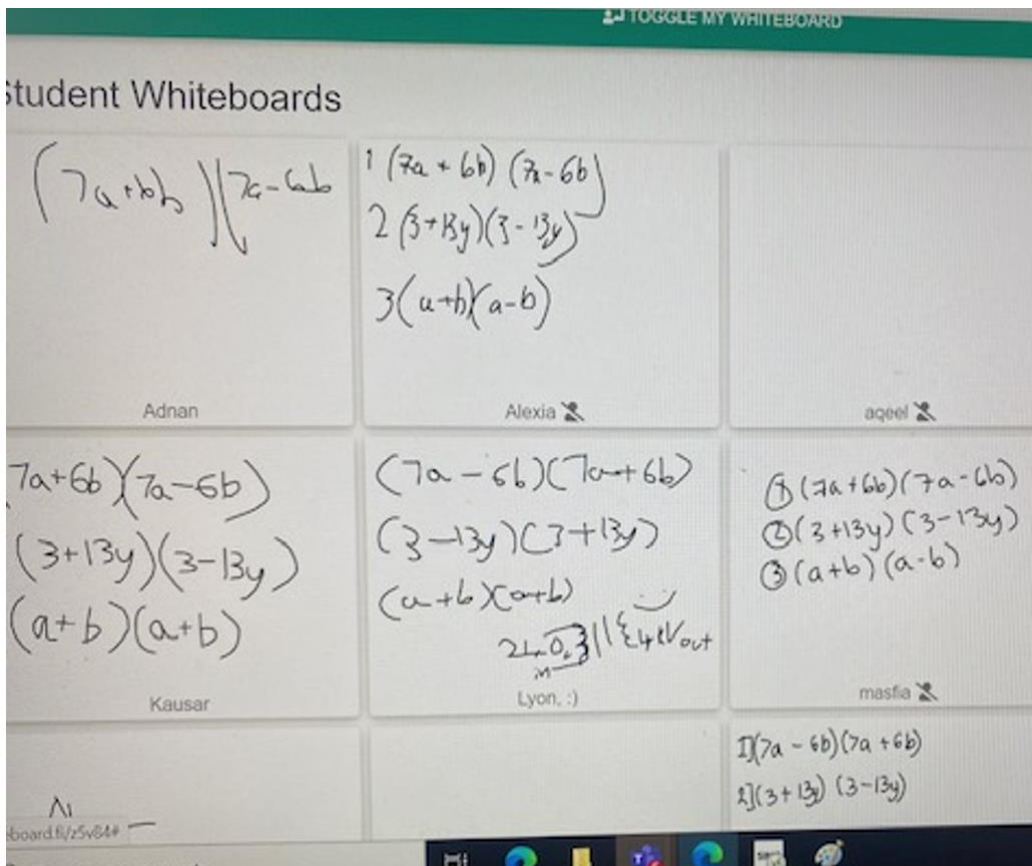


## Mini Whiteboards

As demonstrated by Adam Masheter – Science and Halima Begum – Maths.

The use of digital whiteboard to check for whole class understanding and increase means of participation.

## CHECK FOR UNDERSTANDING

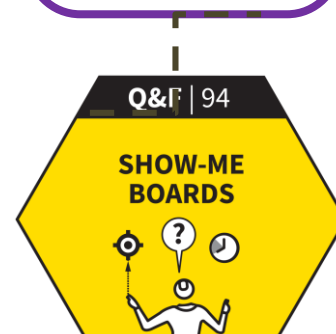


Plan questions in advance

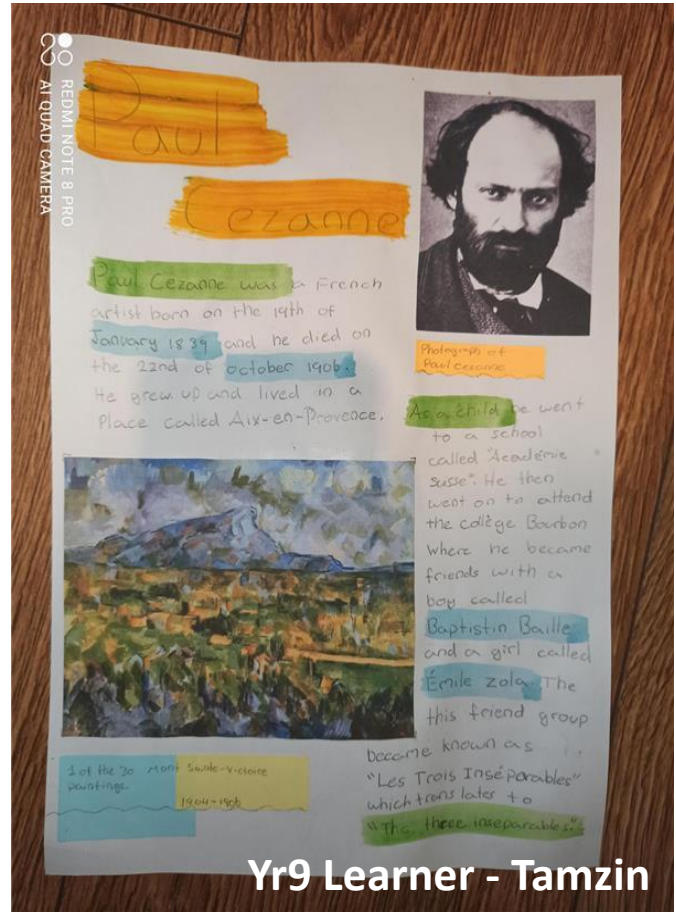
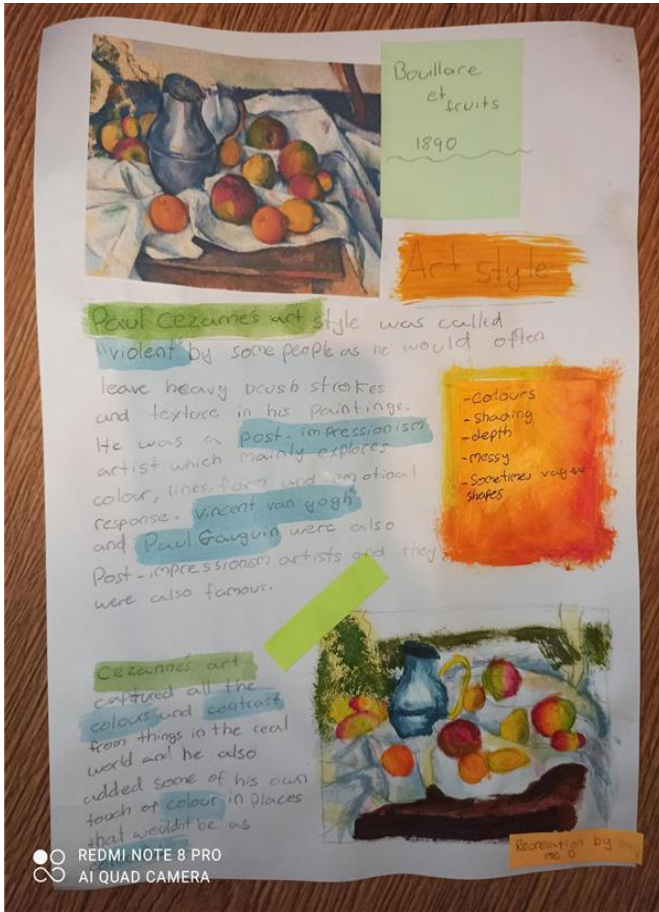
Standardise show me format i.e. '3-2-1-show me'

Scan boards from your screen

Approximate class understanding







Yr9 Learner - Tamzin



Yr9 Learner - Emma

# FEEDBACK

The Digital faculty have incorporated our feedback structure – these allow learners to specifically identify areas of development.

By consolidating their response through their very own green e-sticker.

DATE	02 Dec 2020
<b>Strength</b> Identifying what went well.	Currently have a CV that has been created for UCAS/unit applications and work.
<b>Improvement</b> Identify areas learner can improve	The CV is currently tailored for university/work and has existing work and experience examples. Update this to tailor towards unit 23 and creative roles. Think about how existing roles demonstrate transferrable skills to any role.
<b>Target</b> Pose a high level question to challenge thinking	Update CV and consider how design can be adapted for the website
<b>Literacy Target</b> Use the extended writing criteria	Ensure to keep information short and engaging to allow quick read of CV. May consider using bullet pointed information.

Put a copy of work here:

[https://ideutc-my.sharepoint.com/:p/r/personal/anastasija\\_panova\\_ideutc\\_co\\_uk/\\_layouts/15/Doc.aspx?sourcedoc=%7B1139793F-AD29-4FEB-8926-4F4138796589%7D&file=Unit%2023-%20Digital%20Media%20Portfolio.pptx&wdO\\_rigin=OFFICECOM-WEB.MAIN.REC&ct=1611565457481&action=edit&mobileredirect=true](https://ideutc-my.sharepoint.com/:p/r/personal/anastasija_panova_ideutc_co_uk/_layouts/15/Doc.aspx?sourcedoc=%7B1139793F-AD29-4FEB-8926-4F4138796589%7D&file=Unit%2023-%20Digital%20Media%20Portfolio.pptx&wdO_rigin=OFFICECOM-WEB.MAIN.REC&ct=1611565457481&action=edit&mobileredirect=true)

Updated work here



updated  
CV for unit

## Your Comments

Put your comments here. E.g. How did you improve it/what your next steps on this. To improve I will need to talk about what software's I'm good at and try to rearrange it all on less pages.



4.

## Activity 6: Principles and Purposes of Marketing - Anticipating Demand

**Amazon echo:** We should analyse the past marketing campaigns of our competitors to see what we can improve in our marketing campaign to make it stand out from all our competitors. Then we should create a marketing campaign which involves ads which show all the feature that it comes with and make our brand stand out more as this will make customers more excited for the product.

**Lawnmower:** we should look at the biggest competitors and analyse their previous marketing campaigns so that we can make our one better and stand out more. Also analyse the demand for our competitor's product as this will allow was to make an estimate of what type of demand, we are going to receive for our product. We should then make adverts which show how the product works and how it is meant to be used so that the customers are informed on what they will be able to gain with our product.

**Football boots:** we should automatically create a big marketing campaign as the football market is huge which means we will have a lot of competitors. However, to show the customers why they should buy our boots we could contact some football athletes so that they can test the football boots and be part of the advert as automatically their fan base will want to buy our football boots as one of their favourite players used them and promoted them.

MS
Mohamed Shafi

**Strength:** You have recognised the different ways the business can anticipate demand for their products.

**Improvement:** Revisit the football boots and explain how you can anticipate demand using a marketing campaign.

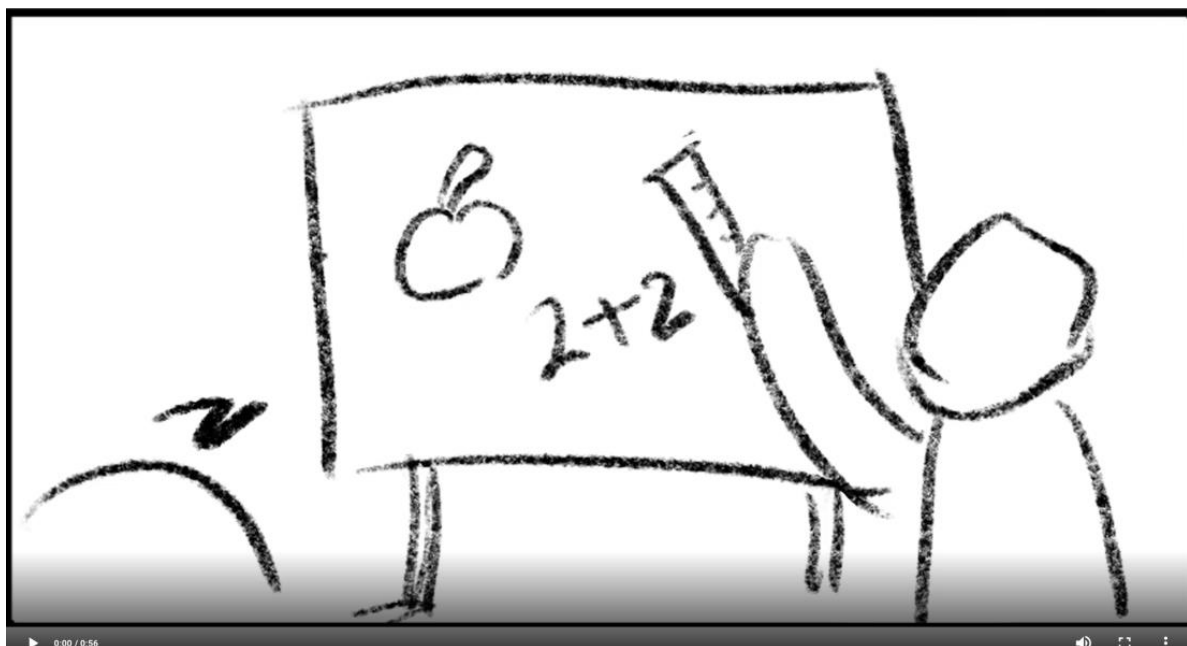
**Target:** Research how a niche product can anticipate demand.

**Literacy :** Use a full range of appropriate sentence forms for effect.

Mohamed Shafi  
providing  
feedback – using  
the feedback  
structure.



Learners submit their work through Teams assignment and the teacher provides comments through the feedback box.



Elcock, Anais

Student work  
Handed in 23 January 2021 at 00:04 [View history](#)

[Animatic.mp4](#) [Turnitin report unavailable](#)

[Activinspire Ad.mp4](#) [Turnitin report unavailable](#)

[Report - Unit 10 Animatio](#)

9% similarity [View Turnitin report](#)

Feedback

Looking fab so far! well done. Do attach the animatic sperately too so i can see. Otherwise very good and in depth.

No points

[Return](#)

Help Tell me what you want to do [Editing](#)

[Normal](#) [No Spacing](#) [Heading 1](#)

[Find](#) [Reuse Files](#) [Dictate](#) [Editor](#)

[Comments](#)

[Heldmann, Jacquel](#)

Student work  
Returned 22 January 2021 at 09:04  
[View history](#)

[Ad Script.docx](#) [Turnitin report pending...](#)

[Storyboard.pdf](#) [Turnitin report pending...](#)

[The Nature Of Digital Anin](#) [Turnitin report pending...](#)

Feedback

Not much here for me to go by. Task 1 has not developed since last seen. Storyboard is fine so far however do think about all elements that should be included, see examples of storyboard to find out what this includes eg. camera angles, lighting etc, sequence of

No points ☒

[Return](#)

**New Promethean Software Update Ad Script**

(Intro of Promethean logo.)  
(Image of Promethean board)  
Narrator: Introducing...  
(Promethean board expands/gets closer)  
Narrator: ...A new Activinspire update...  
(Board fades and task bar appears)  
Narrator: (As narrator speaks the pen size scroll bar goes up and down) That allows for more dynamic pen sizes...  
(Pen size scroll bar disappears and the colour palette appears)  
Narrator: (As narrator speaks colour palette changes colour from red to light blue) A larger variety of colour options...  
(Colour palette disappears)  
Narrator: (As Narrator speaks image of cloud is drawn) AND...  
Narrator: More cloud storage space! (Cloud blinks)  
(Cloud fades)  
(Camera zooms out of board and side bar disappears)  
Narrator: (As narrator speaks logo for Promethean World appears) Find out more at [prometheanworld.com](#).  
(Scene fades)  
(Outro of Promethean logo)

DATE	08 Jan 2021
STRENGTH	Initial submission has a few ideas and includes model for simulation and research. Model looking great.
IMPROVEMENT	Need to provide more depth and does not cover full Scope of the project
TARGET	Look through the checklist of evidence and how to meet the criteria. Revisit assessment criteria and learning outcomes. Formulate addition supporting evidence and develop the proposal further.
LITERACY	Need more details in work, referencing and research to support ideas. Check similarity report.

Simonas Kulakauskas

# Unit 10

## Create a Digital Animation

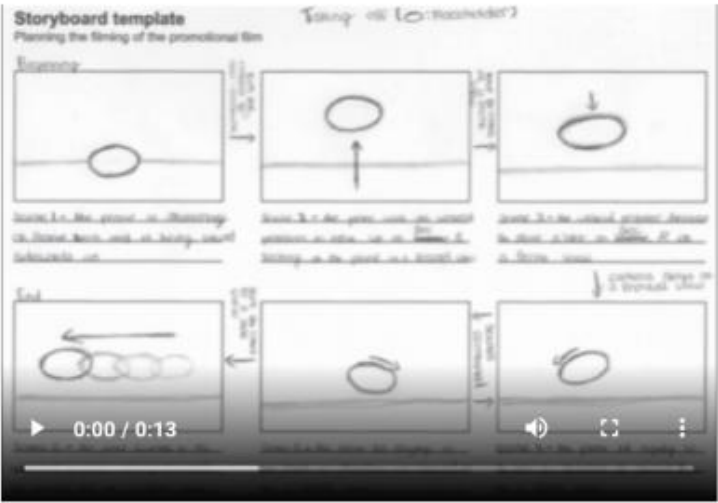
P1: Explain the different techniques for animation

Line drawing animation is a simple form of animation that consists of drawing animations frame by frame. By slightly changing each frame, when played back, it will give the appearance of movement and therefore animation. The frame rate can be increased (simply by drawing more images and having smaller movements between frames) in order to give the animation a more fluid look. It can also be lowered to give it a more primitive / stylised look. The rate of playback effects how fast the animation is.



(Reference = <https://i.ytimg.com/vi/NZG8YenEaDs/maxresdefault.jpg>)

Cel/hand-drawn animation is a technique where transparent sheets of paper are



Student work  
Returned 13 January 2021 at 15:37 View history

<https://ideut-my.sharepoi> ...

Unit-10\_SimonasKulakausk ...

9% similarity View Turnitin report

Unit-10\_SimonasKulakausk ...

8% similarity View Turnitin report

Feedback

keep an eye on the similarity, combined its too high

strong research and good referencing

planning is looking good so far and documented well

No points ✓

Return

Unit 10 Digital animation fi ...

18% similarity View Turnitin report

Landing story board anima ...

Turnitin report unavailable ⓘ

Taking off story board anim ...

Turnitin report unavailable ⓘ

Unit 10 Digital animation - ...

20% similarity View Turnitin report

Feedback

presentation of work is good. 23% similarity just check that please.

animatic needs work too short

good referencing

talk through the techniques of the animation, animation discussion is brief and needs more expansion to meet

No points

Return

Learners are asked to submit work, and feedback is given through the assignment box.

The detailed feedback allows learners to make good progress.



## Task: Formative task Chapter 7

		Q1: [AQA IGCSE FM June 2016-P1 Q14b Edited] $(x-3)$ is a factor of $x^3-8x^2+x+42$ . Factorise fully...	Q2: [AQA IGCSE FM Practice paper set 3 P1 Q12a Edited] $(x+3)$ is a factor of $x^3+6x^2+ax-12$ . Find the value of $a$ .
Total		Factorise more difficult non-quadratic expressions, e.g. cubics. Use the Factor Theorem and Remainder Theorem (FM only)	Use the Factor Theorem and Remainder Theorem (FM only)
Alimerina, Merieme	2	[Cannot display]	[Cannot display]
Cook, Hollie	2	[Cannot display]	[Cannot display]
Djendel, Abdur-Ra'uf	2	[Cannot display]	[Cannot display]
Glavas, Luka	0	[Cannot display]	[Cannot display]
Goodman, Omari	2	[Cannot display]	[Cannot display]
Hidalgo Estrada, Jose David	2	[Cannot display]	[Cannot display]
Khan, Abdulrazzak	2	[Cannot display]	[Cannot display]
Libiu, Andrei	2	[Cannot display]	[Cannot display]
Morford, Ollie	0	[Cannot display]	[Cannot display]
Patel, Maitra	2	[Cannot display]	[Cannot display]
Qureshi, Zain	2	[Cannot display]	[Cannot display]
Rahman, Rashidur	2	[Cannot display]	[Cannot display]
Rashid, Shayaan	2	[Cannot display]	[Cannot display]
Robu, Edward	2	[Cannot display]	[Cannot display]
Sadulla, Ahmed Raza	2	[Cannot display]	[Cannot display]
Telles, Jemma	2	[Cannot display]	[Cannot display]

## Example 1: Using Dr.Frost as a tool for formative assessment - Andrea

- 1) Set task on Dr.Frost
- 2) Choose worst attempted questions and review with students
- 3) Students complete their formative assessment sticker content in green in their books
- 4) Teacher directs students on which target to write dependent on the questions they got wrong.

**Formative task feedback**

**Question 1**  
[AQA IGCSE FM June 2016-P1 Q14b Edited]  
 $(x-3)$  is a factor of  $x^3 - 8x^2 + x + 42$ .  
Factorise fully  $x^3 - 8x^2 + x + 42$

87% (13/15) of students got this correct.

**Question 2**  
[AQA IGCSE FM Practice paper set 3 P1 Q12a Edited]  
 $(x+3)$  is a factor of  $x^3 + 6x^2 + ax - 12$   
Find the value of  $a$ .

$(-3)^3 + 6(-3)^2 + a(-3) - 12 = 0$   
 $-27 + 54 - 3a - 12 = 0$   
 $-3a + 15 = 0$   
 $a = 5$

**Targets:**  
Target 1: Use algebraic long division to fully factorise a cubic  
Target 2: Use factor theorem to find a missing variable in a polynomial  
Target 3: Use factor theorem and simultaneous equations to find more than one missing variable in a polynomial  
Explain the factor theorem

**Handwritten notes:**  
 $(x-3)(x+2)(x-7)$   
 $(x+3)(x^2-5x-14)$   
 $(x+3)(x-7)(x+2)$

Formative task feedback  
Date: 27-01-21

Target: Use factor theorem and simultaneous equations to find more than one missing variable in a polynomial.

Strength: Use factor theorem to find a missing variable in a polynomial.

Literacy Target: Explain the factor theorem.

• If  $(x-p)$  is a factor of  $F(x)$  then  $F(p) = 0$

Formative Task Feedback:  
Date: 27/01/2021

Strength: use algebraic long division to fully factorise a cubic.

Target: Use factor theorem & simultaneous equations to find more than one missing variable in a polynomial.

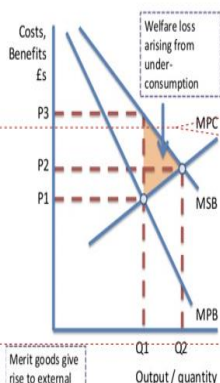
Literacy Target: Explain factor theorem

↑  
If  $(x+p)$  is a factor, when substituting  $p$  into the function  $f(-p) = 0$ .

Use a diagram to show how the under consumption of education in the free market leads to the loss of a potential welfare gain to society (12marks)

Education is a merit good, which provides positive externalities to society. Education allows individuals to earn qualifications and become skilled and hence become have a higher chance of being employed in a stable job. This will increase government tax revenue, through more people working and less benefits being paid. Education provides external benefits including rising incomes and productivity for current and future generations and an increase in occupational mobility to help to reduce unemployment. Firms in a free market are producing at Q1 as seen on the diagram, however at this output education is not being provided for everyone in society. The efficient level of output is at Q2. This difference between Q2 and Q1 is the loss of potential welfare gain to society.

This under consumption of education instigates many negative impacts, for example increase in crime rates, lower government tax revenue, increase in homelessness etc. Under consumption is due information failure. Parents underestimate the benefits gained from earning and education, hence they do not push their children to further education and allow them to take days off school, causing a welfare loss. This under consumption of education is an example of market failure. Market failure is defined as resource misallocation. To fix this market failure firms can subsidise private schools or increase amount of state schools. Subsidies act as an incentive to firms to increase production.



Parisa Hakimi

Good start, well done

Parisa Hakimi

In the long run?

Parisa Hakimi

Why not?

Parisa Hakimi

Why is Q2 the efficient level?

Why is the MSB curve higher than the MPB?

Parisa Hakimi

Excellent point

Parisa Hakimi

Encourage?

Parisa Hakimi

Welfare loss to them or society?

Parisa Hakimi

Do firms give subsidies? Or governments?

DATE:	Name: Dianne
S [Strength] • Identifying what went well.	Excellent explanation of the characteristics of monopolies.
I [Improvement] • Identify areas learner can improve	Application of supernormal analysis
T [Target] • Pose a high level question to challenge thinking	If a new firm enters a market, will they be able to match the supernormal profits? Why do monopolies have so many barriers?
Literacy Target • Use the extended writing criteria	Build a chain of analysis when answering short answer questions.

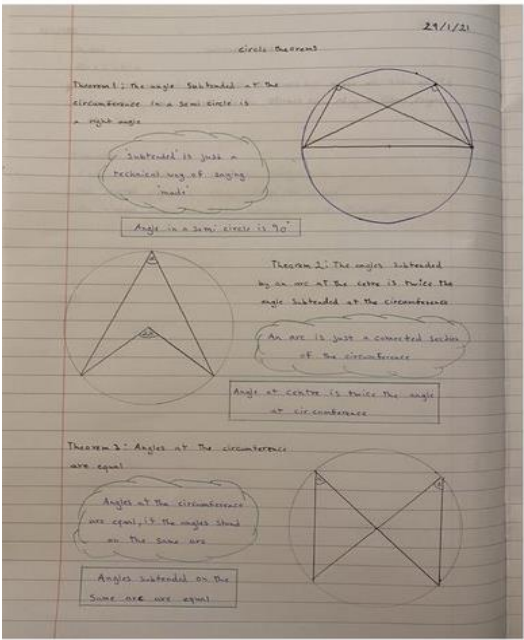
Example 2: Parisa gives feedback to Economics essays on word using the review tab and adding comments

### Example 3: Gazala gives feedback using Satchel:One and Teams

**EXAMPLE 4:**  
**Using Teams assignment to set task and give feedback by Karl**

Year 11s had to summarize what they had learned about circle theorems and make it as clear, comprehensive and effective as possible so that it was something they could use as a revision resource in the future.

Samples of learners’ work including feedback:



< DA Djendel, Anis >

Student Work  
Turned in January 29, 2021 at 10:48 AM  
Late ⌚  
View History

📄 Circle theorem .pages ...

Feedback

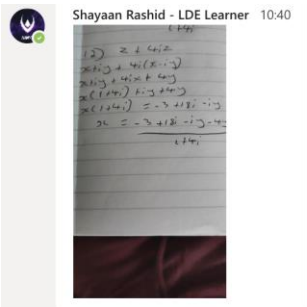
Very nicely illustrated Anis and very easy on the eye. You could improve it by being more concise with your descriptions and by completing the exercise for all of the circle theorems.

No points

Return

**EXAMPLE 5:**

Andrea uses individual chat feature on Teams to give feedback to students who are stuck with their work



16:23  
once you subs for z and z\* and expand brackets you need to collect like terms - real parts together and imaginary parts together

$$x + iy + 4xi - 4yi^2 = -3 + 18i$$
$$(x + 4y) + (4x + y)i = -3 + 18i$$

Then you can equate the real parts together with -3 and the imaginary parts with 18 and get two simultaneous eqns to solve

does that make senses

sense?

Shayaan Rashid - LDE Learner 16:34 👍 1  
yeah it does

16:34 👍 1



"Learners first submit on Satchel, I give them feedback (verbal and written) then I give them markscheme and they have to draw further improvements from there. You can see some have actually green penned their improvements or developed detail to their answers as part of FA. I didn't ask them to! But I think it is because as I leave the ppt open (as it's shared), I can see live them scrolling to other work, seeing my comments and then going back to theirs to improve – so it has much wider benefits to their progress and effort this way!" - Shafina

**Malaayah pt2** Formative assessment

Discusses one or more biological explanations of anxiety

DATE:	Name: Malaayah Hussain
S (Strength)	Paragraphs have some aspects of development and extended structure
I (Improvement)	Develop paragraph 2 to explore the nature nurture debate further and include A03
T (Target)	Make sure paragraphs aren't written and to extend from all the way through
Literacy Target	None

**Feedback:**

Paragraph 1 - the biological explanation does help to explain the biological side of how someone could develop AN, but fails to consider the environmental factors. The environment in which a child is brought up can have a huge impact on the development of anxiety. The environment in which a child is brought up can have a huge impact on the development of anxiety. The environment in which a child is brought up can have a huge impact on the development of anxiety.

**Well done for identifying SDAQ!**  
**And good use of markscheme and improvement – excellent effort.**  
**Just leave the slide simple rather than with effects!**

**Matthew**

Discusses one or more biological explanations of anxiety

DATE: Jan 22	Name: Matthew
S (Strength)	Structure of answer was done well
I (Improvement)	Develop well thought out counter arguments
T (Target)	Make a more balanced argument to allow for further expansion
Literacy Target	None

**Feedback:**

Paragraph 1 - the biological explanation does help to explain the biological side of how someone could develop AN, but fails to consider the environmental factors. The environment in which a child is brought up can have a huge impact on the development of anxiety. The environment in which a child is brought up can have a huge impact on the development of anxiety. The environment in which a child is brought up can have a huge impact on the development of anxiety.

**Khadija**

Discusses one or more biological explanations of anxiety

DATE:	Name: Khadja
S (Strength)	Written clearly and succinctly.
I (Improvement)	Include research evidence.
T (Target)	Use researcher names.
Literacy Target	Broaden discussion to make the essay flow better.

**Feedback:**

Paragraph 1 - one limitation of this explanation is that, despite many studies being conducted the actual heritability rate for AN is unclear. Although research has suggested a link between genetics and AN there are many inconsistencies in the estimates for heritability. For example on average a large range of 28% to 74% was concluded. Furthermore, researcher Wade conducted a study interviewing 2,000 female MZ and DZ twins, using the DSM criteria and concluded a heritability rate of 58%. Many of these studies also violate the equal environments assumption by assuming MZ and DZ twins are raised in the same house, although research suggests MZ twins are treated more similarly than DZ twins.

**Much better – continue to do this and you will do well!**

**Haider**

Discusses one or more biological explanations of anxiety

DATE: Jan 22	Name: Haider
S (Strength)	Clear and concise, use of keywords
I (Improvement)	Identify areas learner can improve
T (Target)	Expand on explanation by offering both sides to the focus
Literacy Target	None

**Feedback:**

Paragraph 1 - the biological explanation does help to explain the biological side of how someone could develop AN, but fails to consider the environmental factors. The environment in which a child is brought up can have a huge impact on the development of anxiety. The environment in which a child is brought up can have a huge impact on the development of anxiety. The environment in which a child is brought up can have a huge impact on the development of anxiety.

submission\_attachment/file/103414269/nina\_brodowska\_yr13b-py1\_2021-01-22\_b3da.jpg?Expires

**Essay plan (1b marks)** 21/1/20

Discusses one or more biological explanations of anxiety

**A01 (Paragraph 1)**

**Anorexia nervosa** - ED in which individuals engage in self-starvation due to a fear of becoming obese, despite the fact they are very underweight

**Genetic explanation** - suggests that the occurrence of AN is determined by genetic inherited from parents. Concomitant genes → specific genes that might be responsible for AN. (EPH32)

**A02 (Paragraph 2)**

**Search for genetic explanation** - High concordance rate found in twin studies. Researcher found concordance rates in MZ twins (100% genetic related) were 56%, compared to 5% for DZ twins. Wade et al (2000) found high heritability rate estimate of 68% by studying MZ & DZ twins with AN. Furthermore, family studies show that despite reports of individuals with AN are 10x more likely to develop AN than relatives of unaffected. (Lieber, 2000)

**A03 (Paragraph 3)**

**Problems with genetic explanation** - Despite many studies on heritability of AN, the actual estimate is unknown, because the results are inconsistent → low replicability (Falconer et al, 1999)

**Neurotransmitter explanation** - MZ twins raised more similarly than DZ → is the similar environment may have more influence on occurrence of AN. (Falconer et al, 1999)

**Neural explanation** - Neurotransmitters (Serotonin) found to have a relationship with AN. Reduction in levels of serotonin increases the serotonin pathway, underactive. Brain scans show less serotonin receptors.

**A04 (Paragraph 4)**

**Problems with serotonin explanation** - Although serotonin is part of the monoaminergic neurotransmitter system which controls feeding, it is unclear if changes in serotonin levels caused AN symptoms or vice versa. Serotonin is not the only NT which is responsible for AN. (Casper, 2000)

**A05 (Paragraph 5)**

**Alternative (Biochemical)** - Attempts to explain a complex illness by reducing it to just one part (neurotransmitter levels). Ignores other contributing factors = stressors, life events, upbringing, environment. Alternative = psychological explanations that offer many explanations and have strong research support.

**DATE: Jan 22** **Name: Nina**

S (Strength)	Structure is excellent and detailed. Extended answers for most.
I (Improvement)	Develop 2 <sup>nd</sup> paragraph by counter arguing – could this be due to heritability?
T (Target)	Expand on explanation by offering both sides to the focus
Literacy Target	None.

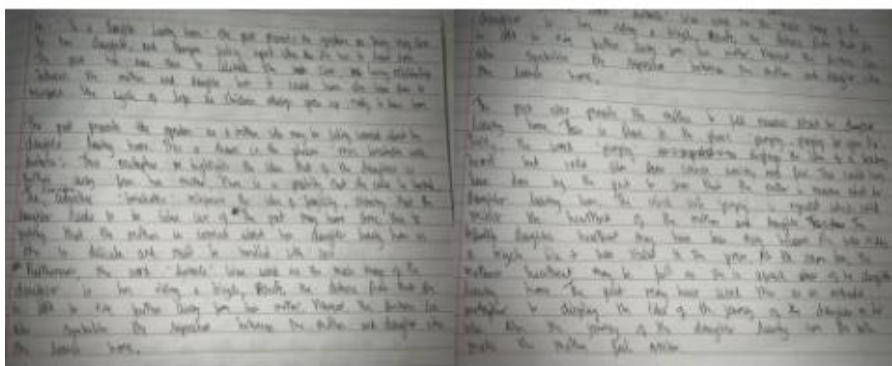
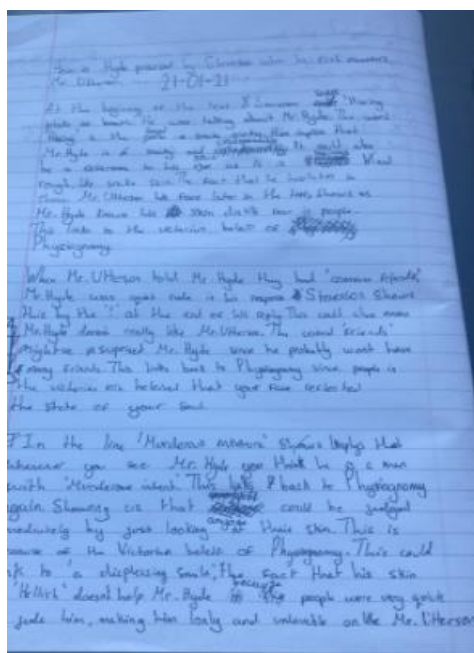
Great work as always Nina

Improvements – can you further counter argue the 2nd paragraph?

As such, the genetic explanation for AN may not be suitable because of the effects of external environmental factors in twin studies. If the high concordance rates found in MZ twins are being caused by the twins' upbringing, an explanation which considers the effects of the environment may be more suitable. For example the Family Systems Theory, which accounts for the influence of parents and family dynamics in the development of AN in conclusion, the genetic explanation does not fully explain the development of AN and other factors must be considered.

Please use this to go through the PLAN You did for Formative Assessment – I have given you feedback and you now need to enter YOUR Improvements. You may want to refer to the mark scheme below to help you in deciding on YOUR improvements.

# ENGLISH



Some learners are submitting work through Class notebook, and others are hand writing an submitting into assignments. Any improvements made post feedback, are completed in green.

DATE:

Name: Atiyah 17 Grade 7 (TG 6)

S [Strength]

•Identifying what went well.

A thoughtful, detailed and insightful response. You approach the unseen just as we rehearsed – well done.

I [Improvement]

•Identify areas learner can improve

Explore the extended metaphor in more detail

T [Target]

•Pose a high level question to challenge thinking

Can you consider if "pumping" could also apply to the daughter's feelings at her new found freedom?

Literacy Target

•Use the extended writing criteria

Keep experimenting with a sophisticated and nuanced vocabulary.

Improved paragraph:

The poet also presents the mother anxiety about her daughter leaving home. This is shown in the phrase 'pumping, pumping for your life'. Firstly, the word 'pumping' displays the idea of a heart beat but the fast pace of it could represent anxiety and fear. This could have been done by the poet to show that the mother is apprehensive about being away from her daughter. Moreover, the vivid verb 'pumping' is repeated which could mirror the heartbeat of both the mother and daughter. Perhaps, you could say that there is an ambiguity about this phrase as it could be about both, the mother and daughter. The daughter may have had a fast heartbeat to represent her feelings of excitement and adrenaline about leaving home. Meanwhile, the mother's rapid heartbeat is because she is tense about the same thought. Furthermore, the fast pace of the beating heart could represent the daughter's feelings as when riding a bicycle, your heartbeat could increase rapidly. The poet may have used this extended metaphor of a bicycle to display the idea of life being like a journey- the daughter leaving home means that another chapter of that journey has begun. As well as there being an deliberate ambiguity about who the phrase refers to, there is also a vagueness about the emotions. This is because the image of riding a bicycle and 'riding with long strides' could display the idea that the daughter is becoming more confident and independent, thus making the mother proud, but also distressed as she is not needed as much anymore. The poet may have wanted to celebrate the new beginnings of the daughter leaving home but also convey the mixed emotions that one feels when their children are growing up and to teach parents that such conflicting feelings are universal.

Activity

Chat

Calendar

Assignments

Teams

...

Apps

Help

26.01.21 classwork.pptx

PowerPoint 26.01.21 classwork - Saved

File Home Insert Draw Design Open in Desktop App

File Home Insert Draw Design Open in Desktop App

26.01.21

What women were seen for.

Staying at home and cleaning. Doing everything the man asked for

WORDS USED TO DESCRIBE CURLEY'S WIFE

Bitch, Tart, Jailbait

Curley's wife is dressed like she should be a movie or theatre star due to her red dress and lipstick and her austridge feathers.

How does Steinbeck present Curley's wife?

Vulnerable The lady is vulnerable as she walks in on the boys wearing a red and frilly dress and luring red lipstick. This tells me she is vulnerable because it doesn't take much for her to give people the eye. I guess this because Steinbeck tells us about her appearance in the chapter.

She is also dangerous. I would describe her as a

DATE:

Formative Feedback n Curley's wife essay

S [Strength]-Identifying what went well.

You have identified relevant quotes to support each point and attempted to explain how the quotes support your point.

I [Improvement]-Identify areas learner can improve

You need to zoom into keywords for deeper analysis and identify symbolic and metaphorical meanings. Also, link explanations to the 1930s context and themes

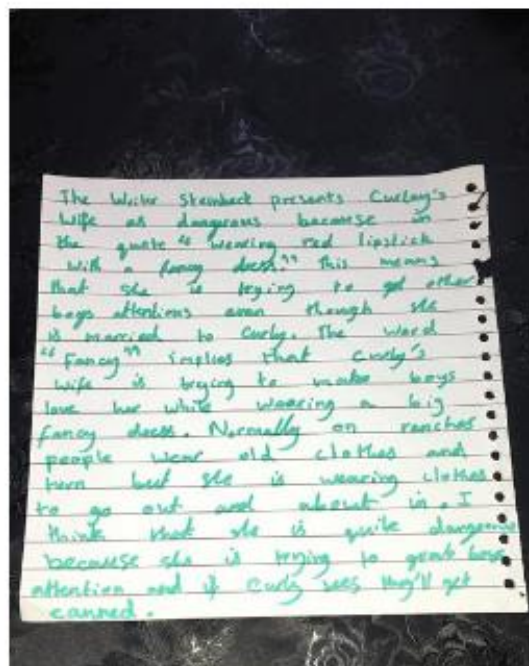
T [Target]-Pose a high level question to challenge thinking

Re- do the quote about with he adjective 'red' . What can the Steinebeck's use of adjective red imply about her character and what contextual information can you bring int your explanation ? What was Steinbeck suggesting ?

# ENGLISH

Fayzaan Sultani - LDE Learner Wednesday 13:26

Miss my essay





"Been winding down some of my lessons with a few quick rounds of Hangman these last few days on the Whiteboard – not without it's issues !!!

The word I was looking for was COUNTERSINK"

Derek Jones - Teacher of Design

# DESIGN & ENGINEERING

Yr12EAL/Eg Thursday P7 Live Broadcast

01:11:23

Stop presenting

Meeting chat

14/01 14:08 Meeting ended: 14s

14/01 14:09 Meeting ended: 12s

14/01 14:14 Meeting ended: 21s

14/01 14:15 Meeting ended: 33s

14/01 14:17 Meeting ended: 1m 9s

14/01 14:36 Meeting ended: 21s

Today

14:02 Meeting started

Last read

RR Rayyan Rahman - LDE Learner 14:28

14:45 derek.jones@ldeutc.co.uk

What is the name of the tool that is used to put a 45° bevel on the inside edge of a hole

Type a new message

YAGDB

C \_ U N \_ \_ \_ R S \_ \_ \_ \_

Yr10 Learner - Alexia

## GRAPHICS

### 3D Net Packaging

Rob Fulton sent out laser cut packages of nets to all learners so that they could continue working on their packaging during remote learning, some fantastic work has been coming through!



Yr10 Learner - Alexia

## Yr 10 Mechatronics. Using symbols and text to give feedback to learners.

10A-Me1 Notebook  
Alexia Petrisor - LDE Learner

Class Notes Handouts Homework Quizzes +

However, if the potentiometer increases its percentage to 53.33% the LED turns on as the positive input (4.65V) is larger than the negative input (4.55V) and the comparator amplifies the voltage to 9V.

Wire  
Voltage = 4.65V (volts)  
Current = 4.65µA (amps)

Wire  
Voltage = 4.55V (volts)  
Current = 4.55µA (amps)

Excellent work. Keep it up

-A CNC machine has advance programs that allows it to manufacture products that can't be manufactured manually.

-A prototype isn't required.

-it takes only one person to supervise many CNC machines simultaneously.

### Disadvantages:

-very expensive

-leads to redundancy

## Feedback to year 11 Engineering R112












☐ Mupasha, expand your disadvantages by explaining the points stated. Once completed, tick the box to show you have responded to the feedback

FORMATIVE ASSESSMENT on NEA development	
Emon	
	22/01/21
S [Strength] • Identifying what went well.	<ul style="list-style-type: none"> <li>Excellent design focus</li> <li>Detailed research work</li> <li>Excellent sketches and modelling of the ideas.</li> </ul>
I [Improvement] • Identify areas learner can improve	<ul style="list-style-type: none"> <li>Evaluate anthropometrics and existing product pages</li> <li>Complete client research and evaluate it</li> </ul>
T [Target] • Pose a high level question to challenge thinking	<ul style="list-style-type: none"> <li>Start working on measurement and scale drawing/orthographic</li> <li>Start working on the social, moral and economic effect of making and using your product</li> <li>Use the scale of production lesson to update the section under section D</li> </ul>
Literacy Target • Use the extended writing criteria	<ul style="list-style-type: none"> <li>Read through your work thoroughly, if possible use spell and grammar check on the computer</li> <li>Avoid lengthy sentences without the necessary punctuations</li> </ul>
ATL	<ul style="list-style-type: none"> <li>Work through complex problems and explain results.</li> <li>Self-assess your work as per teacher instruction.</li> </ul>

Student Response:
Specific parts to cover:
<ul style="list-style-type: none"> <li>existing product research – evaluation box</li> <li>Presentation on first page fill up white space</li> <li>production types page, talk about one-off to batch linking to my product, maybe for specific clients like schools</li> <li>Evaluation for anthropometrics and ergonomics</li> <li>Evaluation for design brief and specification</li> <li>Switch boxes in design section</li> <li>start thinking about sizes of product for section D</li> <li>Isometric, perspective drawings</li> </ul>
Response:
<p>I started making the changes on the 8/01/2021, which is the date I received the feedback during lesson. The Feedback card was sent to me on the 24/01/2021. I have finished the first 3 points on the 8/01/2021.</p> <p>The evaluation and other minor amendments were carried out on the 25/01/2021. (Evaluations, presentation, grammar, missing info?)</p> <p>The rest of the improvements were made on the 27/01/2021, this includes the drawings and the social, moral and economic factors.</p> <p>The 2D design work is not completed but in progress.</p>

Yr 13Pd  
feedback  
on their  
NEA.

# BUILT ENVIRONMENT KS5

-  Rudolf Ansa - LDE Learner Wednesday 09:21  5  
due to loads of people on site, too much load had been applied to the stairwell, hence the man falling through. there is a good medical response team on site. no signage to say areas which may be affected by load. not a lot of information given to the new worker which resulted in life-changing injuries. foreman was distracted due to noise, so he may not have had sound proof headphones on (PPE).
-  Emaan Hasan - LDE Learner Wednesday 09:21  2  
the foreman was distracted and thus fell from a height as he was not paying attention to his surroundings. he had a lot of potential and was diligent but didn't have enough experience.
-  Amariah Lawal - LDE Learner Wednesday 09:21  6  
working at height you should wear correct PPE for example safety harness in case you fall just like the guy who fell on the concrete floor. Everyone should start on time just focus on being punctual so everything goes to plan. If the foreman has been an experienced joiner for 10 years he should have been aware of his surroundings and checked often to see how the joiner was doing as he's only been doing it for 2 years this could have prevented the accident or even got him to hospital quicker.
-  Nimroh Carpio - LDE Learner Wednesday 09:21  2  
Safe systems of work were not effective, there was a lack of PPE, no harness was used, accidents can also happen to experienced workers, work at height regulations were not adhered to, contractor belittled the danger of working at height
-  David Nguyen - LDE Learner Wednesday 09:21  1  
During a busy construction site, a young but experienced worker fell 5.2m. Injuries described as life changing, first aid was performed on site and he was taken to hospital.
-  Firas Patel - LDE Learner Wednesday 09:21  
The worker was not working in a safe construction site and so because of the unprotected stairwell he fell through. The site operative said it was because of the busy days of Christmas they have many people on site. When the worker had fallen he had life changing injuries which made this incident very inconvenient.

## Techniques embedded within remote learning sessions:

- *"Using a technique Kate has used, I pose a question – waiting for learners to type, and then asking the learners to press enter, all together, which means a flurry of responses arrive. We then pause, everyone reads the responses from each other, gives a thumbs up to the best answer, and the winner gets SIMs points.*
- *Recording the 'present' element of the session – a great strategy for all learners to revisit knowledge. This is good for technical information/process lessons.*
- *Giving learners access to all resources prior to the lesson through MS files.*
- *Rapid fire questioning using the 'hands up' function – great to check whole class participation.*
- *Keeping my instructions, short and explicit, with clarity on what I want learners to do and how."*

**Furnaz Ahmed - Built Environment**



## LEARNER OPPORTUNITY

Inspired by the inauguration speech, Kate Kelly has created an opportunity for learners to become LDEs very own poet!



**This is a brilliant opportunity to have your voice heard.**

A fantastic chance to be a published poet (on LDE website and social media), with an audience of over 1000 people.

A wonderful and unique opportunity to document, via poetry, what is important within our college and outside it.

## LDE UTC's Poet Laureate Competition



You need to craft a poem on one of the topics below. There is no need for your poem to rhyme. It should be at least 10 lines long. Please submit your entry to your [kate.kelly@ldeutc.co.uk](mailto:kate.kelly@ldeutc.co.uk) by February 12<sup>th</sup>

Dreams for after lockdown

The Pandemic

Lockdown Life

Learning online

What LDE means to me

Appreciate the word choices of our unseen poets!

**Our LDE UTC Poet Laureate will:**

- ✓ Win the prestigious title
- ✓ Be rewarded with a £20 Amazon voucher
- ✓ Be given 20 reward points
- ✓ Be published via our website and social media accounts
- ✓ Be invited to write one poem each term (3 more for this academic year)

# STRATEGIES TO TRIAL

*"I have been trailing this website and wanted to share it with you and others as I have found it really effective for assessing learners' understanding during lessons. It's easy to set up and for learners to access. Here's an example from my last lesson - I was able to give immediate feedback, assess all learners and quickly offer support where needed."*

The site is called <https://spiral.ac/>

**Kate Kelly – English Lead Practitioner**

**Priestley's intentions** Students: 22 Class code: JSQPA Finish Quick

<b>Abdullah</b> to teach the audience of personal and social responsibility and how our actions affect others as well (chain of events) Correct Improve	<b>Alex</b> Priestley wanted to teach his audience about social responsibility and that every action has consequences. Correct Improve	<b>Anchal</b> Priestley aims to expose the Birling family's ego-centric and hypocritical actions and words that deny responsibility despite being the root cause of the issues. Correct Improve	<b>Atiyah</b> Priestley wanted to teach the audience about the importance of social responsibility and remind them that every action they take has consequences. As they are from the upper middle class, they have a responsibility to help the less fortunate. Correct Improve
<b>Emma</b> Priestley is promoting the socialistic mindset of responsibility from the younger generation in hopes to disregard the capitalistic and selfish thoughts. Correct Improve	<b>Ethienne</b> No answer	<b>Furqan</b> responsibility is a key theme of the play Priestley wanted to criticise the lack of responsibility from the upper class wanting his audience to be responsible for their own behaviour and the welfare of others. Correct Improve	<b>Gleb</b> Priestley wanted to use An Inspector Calls to criticise the lack of responsibility that the upper classes took for the rest of society, hoarding wealth and disregarding the lower classes. Correct Improve
<b>Joseph</b> Priestley wanted to criticise the capitalists for not taking responsibility within society and to take action for their mismanagement of the lower and working class Correct Improve	<b>Joni :)</b> Expose the hypocritical behaviour of the upper classes, and expose how they dehumanise lower classes and act as if they are animals not humans. Also to teach us that we need to be responsible for each other, otherwise we will end up in "blood and fire and anguish" Correct Improve	<b>Joshua</b> Priestley uses the character of Mr Birling to criticise the ignorance and denial of social responsibilities the upper-middle classes are to the the inhumane Correct Improve	<b>Muneeb</b> With the portrayal of An Inspector Calls, Priestley might have wanted to drill into his audience the Correct Improve

**This is a snap of what you can record at the end**

## 3. responsibility

Answer(s): 19 Question type: open

<b>Abdullah</b> to teach the audience of personal and social responsibility and how our actions affect others as well (chain of events) History	<b>Alex</b> Priestley wanted to teach his audience about social responsibility and that every action has consequences. History	<b>Anchal</b> Priestley aims to expose the Birling family's ego-centric and hypocritical actions and words that deny responsibility despite being the root cause of the issues. History	<b>Atiyah</b> Priestley wanted to teach the audience about the importance of social responsibility and remind them that every action they take has consequences. As they are from the upper middle class, they have a responsibility to help the less fortunate. History
<b>Emma</b> Priestley is promoting the socialistic mindset of responsibility from the younger generation in hopes to disregard the capitalistic and selfish thoughts. History	<b>Furqan</b> responsibility is a key theme of the play Priestley wanted to criticise the lack of responsibility from the upper class wanting his audience to be responsible for their own behaviour and the welfare of others. History	<b>Gleb</b> Priestley wanted to use An Inspector Calls to criticise the lack of responsibility that the upper classes took for the rest of society, hoarding wealth and disregarding the lower classes. History	<b>Joni :)</b> Expose the hypocritical behaviour of the upper classes, and expose how they dehumanise lower classes and act as if they are animals not humans. Also to teach us that we need to be responsible for each other, otherwise we will end up in "blood and fire and anguish" History
<b>Joseph</b> Priestley wanted to criticise the capitalists for not taking responsibility within society and to take action for their mismanagement of the lower and working class History	<b>Joshua</b> Priestley uses the character of Mr Birling to criticise the ignorance and denial of social responsibilities the upper-middle classes are to the the inhumane working conditions they force upon the working poor to endure within a capitalist society. History	<b>Muneeb</b> With the portrayal of An Inspector Calls, Priestley might have wanted to drill into his audience the importance of responsibility, warning his viewers with the story of Eva Smith, as well as through teaching Mr Birling, "Public men, Mr Birling, have responsibilities as well as privileges" History	<b>Murtada</b> Priestley uses different characters to represent the different views of social responsibility. He criticises the upper class for their total ignorance of the lower class and depicts them of being a 'burden' on the lower classes who bare the brunt of most of the responsibility in society History
<b>Rort</b> Priestley intended to teach his audiences about the importance of the responsibilities that come with their privileges History	<b>Safiya</b> priestley advocates the idea of social responsibility and encourage a regime of socialism, communicated by the birlings part in eva smith's suicide and the fact that both sheila and her brother change their mindset to that of a more open minded one, symbolising the faith he had in the younger generation History	<b>Salwan</b> He wanted to teach society that it must stand united ranging from all classes to promote societal peace and to avoid repercussions such as war which could only be done by accepting responsibility. History	<b>Sonny</b> Priestley may have wrote this play to expose the fact that everybody has some sort of social responsibility, this is shown when the inspector tells mr birling "public men, mr Birling, have public responsibilities". History
<b>Steven :d</b> Priestly explores the theme of social responsibility through the actions of the characters, he suggests that everyone History	<b>Ugne</b> priestley wanted to teach the audience about the importance of social responsibility and how every action History	<b>Yusuf</b> Priestley uses the character of mr birling to expose how the upper classes don't take responsibility for their actions and History	

# SUMMATIVE ASSESSMENT CPD

05.1.2021

## KEY take away:

- Standardise the format
- Open response tasks
- MS forms to implement quizzes in assignments

### Why we must standardise the format

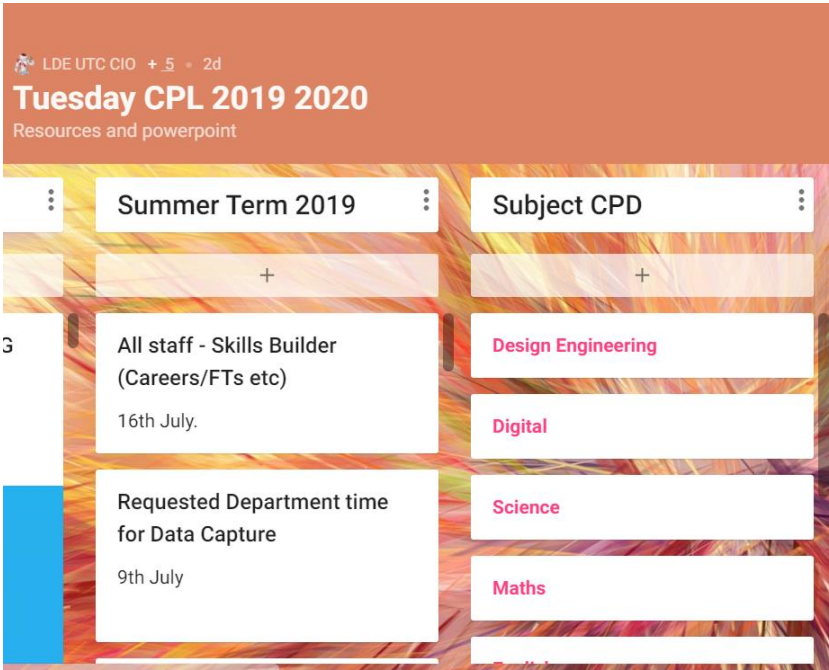
There are three reasons why this is particularly important now:

- 1.Following a period of remote learning, it is important that we identify gaps in learners’ learning. This is a strategy for speeding up that process.
- 2.The limitations of teaching from the front mean that we need to be able to review learners’ work more quickly – often at a glance.
- 3.The gaps widened by lockdown will have disproportionately affected those learners with existing gaps. This is a strategy that helps to level the playing field by ensuring that all learners have high quality notes for revision.

# SUBJECT SPECIFIC CPD 18.01.2021

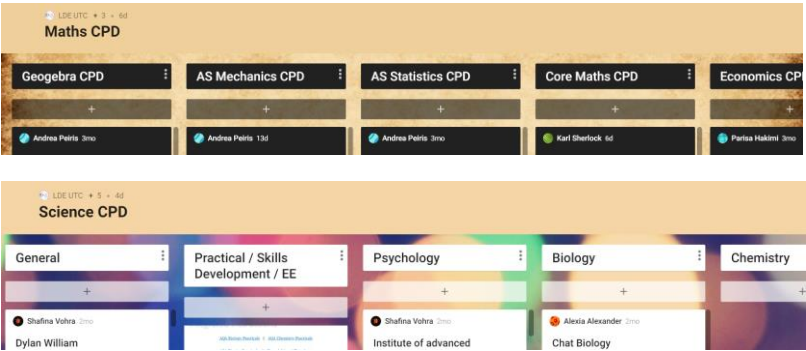
This term all teaching staff received a bespoke CPD session which would develop their TL pedagogy related directly to the subject they teach. The session was a brilliant opportunity to staff upskill on knowledge and support each other.

<https://ldeutc.padlet.org/VictoriaWebb/CPL>  
<https://ldeutc.padlet.org/VictoriaWebb/WallWalks>



All subject specific CPD resources are kept in their very own CPD padlet.

### EXAMPLE:







## Retrieval Practice Challenge Grid

5:00

a. What is the term for the wearing away of the cliffs by wave action?	b. Which type of volcano has gently sloping sides and less viscous lava?	c. What is urban growth?	d. What is the term for the ground behaving like a liquid during an earthquake?
e. What is the term for a decline in the proportion of industrial in a country?	f. Is coal a renewable or non-renewable energy resource?	g. What is the flat area of rock at the base of a cliff that extends seawards called?	h. What is the term for the movement of material along a coastline due to an angled prevailing wind?
i. What is urbanisation?	j. Which developing country did you study as a case study of an earthquake?	k. Which sector of work do fishermen, farmers and miners belong to?	l. Is urbanisation accelerating?
Last Lesson (1 point)	Economic Activity & Energy Topic (2 points)	Coastal Environments Topic (3 points)	Hazardous Environments Topic (4 points)

Try this retrieval grid and ask a range of cumulative questions from the topic / unit which will help learners to recall knowledge. There is even a little timer at the top to ensure they keep to the time!

<https://ldeutc.padlet.org/VictoriaWebb/OnTatooine>

## T&L TOOLBOX PADLET

Remember – we have a retrieval column with over 50+ retrieval strategies to trial within your lessons.

