



Teaching and Learning Newsletter

LDEUTC
28-09-2020

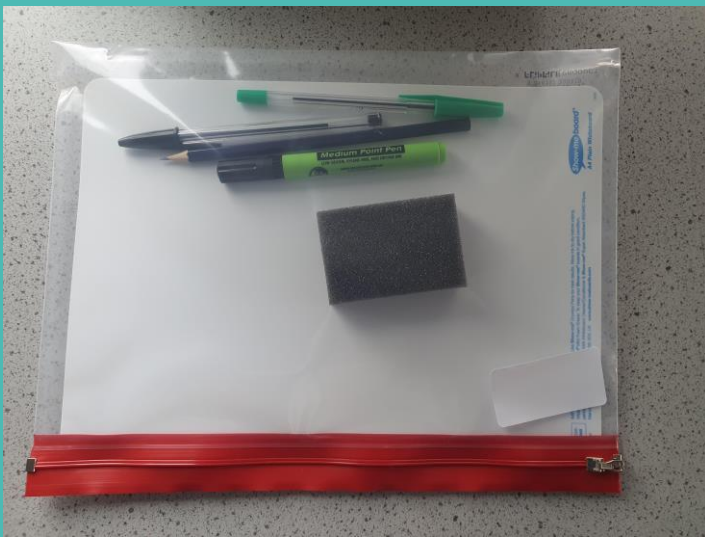
Tools for Learning

Learner pack

All Year 9, 10 & 11 learners now have a learning pack. The form tutors have also shared a presentation with the learners, informing them how the mini whiteboards would be used in different classes.

Many teachers have already trialled the 'show me' technique as a part of AfL.

Art have also given personalised packs to all Year 9, 10, & 11 learners. These packs will equip learners to work independently and in college.



<https://ldeutc.padlet.org/info/digisector>

Some ways you can expect:

- Even as you write in your exercise books, your teacher might ask you to make quick notes on your whiteboard.
- Answer questions on whiteboards
- Summarise what you've learnt at the end of lesson
- Ask questions
- Practice spelling/ key terminology

Today you will be given a **learning pack** by your form tutor.

The pack will include:

- Mini-whiteboard
- Whiteboard eraser
- Whiteboard marker
- Black pen
- Green pen
- Pencil



Learners were given a cookie and a muffin. They had to use the pipette to saturate the cookie which acted like soft rock, and muffin which acted like hard rock. They observed what happened, this was supposed to simulate a sped-up version of Weathering and erosion. It helped them to see it in action, and thanks to Science department they were able to have an experiment each, so it was Covid safe.

Geography KS4

The hands on learning allows learners to break down a concept which is new, into a relatable exemplar.

The objective were shared with the learners – which allowed them to have a bigger picture of what was going to be achieved with the lesson.

APPLY

Title: Erosion

L.O. explain the processes behind coastal erosion

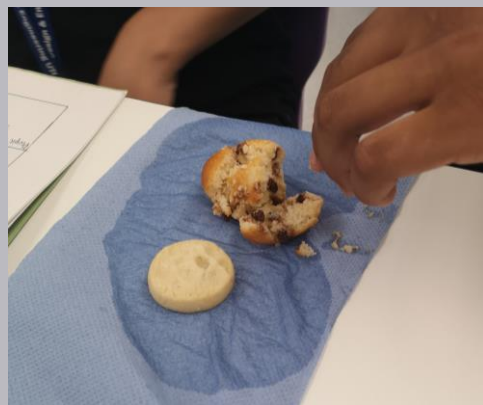
Explain what factors affect the processes operating along a stretch of coastline (6 marks)

To be able to describe the five types of erosion AND transportation, longshore drift and deposition
Grades 4-5

To be able to explain the factors that affect the processes along the stretch of coastline.
Grades 6+

To be able to describe the five types of erosion
Grade 1-3

What is the difference between weathering and erosion?



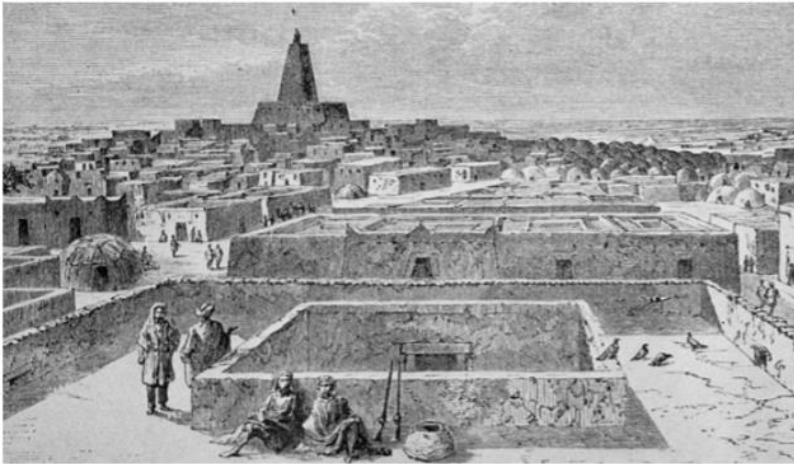
HISTORY – Year 9

The lesson concept was based on creating an interpretation of Benin in the 1400s. In History, they need to understand how interpretations are created by historians with the use of sources.

Process:

The first lesson we spent looking at some sources and relics. We used BBC videos that showed sources. Their homework was to research further and create a written interpretation of what they believed Benin was like in the 1400s. They then use this to create a Lego piece on what they believed Benin looked like in the 1400s.

Title: Kingdom of Benin
L.O. Create interpretations of the past



• Your task is to create a representation of Benin. You must include:

- Roads, plaques, kings court

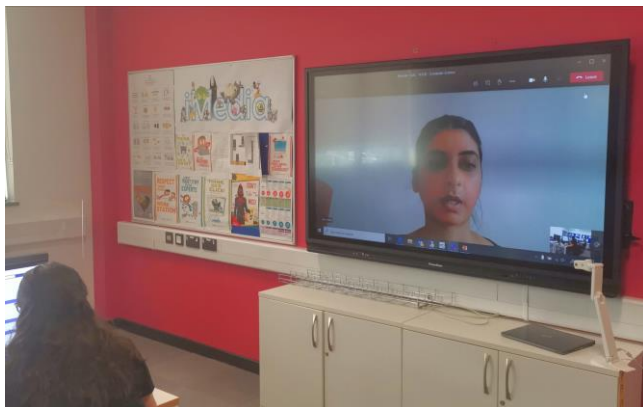
Rules around using Lego:

1. Wipe down
2. Individual work, but share kits, DO NOT share pieces.
3. Do not drop or mishandle
4. When you are done, I will take a photo.
5. Dismantle fully, wipe down
6. DO NOT mix kits, they are all organised.

As a homework I asked them to reflect how they feel Lego helped them to learn. Next lesson, I will print off for them to stick in exercise books. They then peer mark their Lego pieces (formative assessment) with criteria e.g. what aspects did they include? Which source/s did they use to inform their interpretation? (this is a GCSE question). Some of them focused on the Kings palace, some of them focused on the gardens and some on the Bronze plaques. The activity also highlights that several interpretations can be created from one source.



Remote teaching



Using Teams to broadcast where any one learner is absent is a key part of our plan to ensure we continue high quality teaching for all our learners.

Our teachers – when having to teach from home are delivering high quality engaging lessons where learners are responding through the chat.

Within Teams feedback was given through the chat, a good strategy would be to schedule in a Q&A session. Using Microsoft forms is a great tool to apply for assessment for learning.

Praising learners is vital to keep the motivation going – award the positive points for contribution and effort!

Nathan Busiah - LDE Learner Yesterday 09:11
On buses.

Simonas Kulakauskas - LDE Learner Yesterday 09:11
Youtube

Nathan Busiah - LDE Learner Yesterday 09:11
TV channels

UI Umar Ikram - LDE Learner Yesterday 09:11
maybe whilst using an app a ad pops up

TR Tyrese Rawlins - LDE Learner Yesterday 09:11
During breaks

MT Matas Tamasauskas - LDE Learner Yesterday 09:12
spotify

Troy Little - LDE Learner Yesterday 09:12
most free to play mobile games

UI Umar Ikram - LDE Learner Yesterday 09:13
ad through songs

MT Matas Tamasauskas - LDE Learner Yesterday 09:13
ads every couple of skips. if you pay you can skip all you want

UI Umar Ikram - LDE Learner Yesterday 09:13
phone lapotp

Nathan Busiah - LDE Learner Yesterday 09:13
PC

AS Alan Soong Yesterday 09:02
https://www.youtube.com/watch?v=mlCGw-0R8g&feature=emb_logo

TR Tyrese Rawlins - LDE Learner Yesterday 09:04
vr

interactive media

Luis Marcos - LDE Learner Yesterday 09:05
virtual reality and it could be used for construction simulations maybe

Zhenya Ivanova - LDE Learner Yesterday 09:05
video games

Luis Marcos - LDE Learner Yesterday 09:05
entertainment

Charlie Major - LDE Learner Yesterday 09:05
job induction

Luis Marcos - LDE Learner Yesterday 09:06
advertisement

Nathan Busiah - LDE Learner Yesterday 09:06
Like the hand is the controller, such as when they place a box.

UI Umar Ikram - LDE Learner Yesterday 09:11
At events

TR Tyrese Rawlins - LDE Learner Yesterday 09:14
the user interface might change

Charlie Major - LDE Learner Yesterday 09:14
Items in games that are only acquirable if you watch and ad

Luis Marcos - LDE Learner Yesterday 09:14
the ui looks similar but changes slightly to fit the functions of whatever device you're using it on

Charlie Major - LDE Learner Yesterday 09:15
touchscreen

Nathan Busiah - LDE Learner Yesterday 09:16
Spotify on the Mobile mainly play the preview of the music whereas the PC version actually play the music.

As I can see it.

JN Jason Nguyen - LDE Learner Yesterday 09:16
portability: ^)

Charlie Major - LDE Learner Yesterday 09:16
mobile data

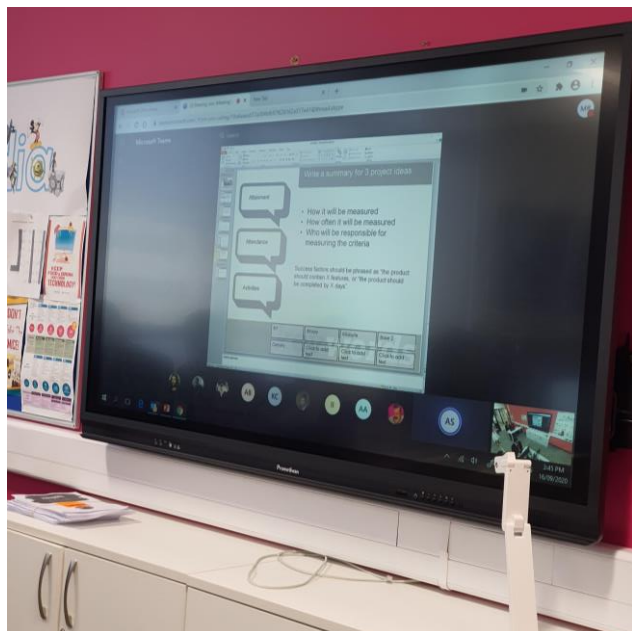
Luis Marcos - LDE Learner Yesterday 09:16
on phone some features are hidden

Edward Robu - LDE Learner Yesterday 09:17
Simulations

AF Asim Farooq - LDE Learner Yesterday 09:17
online courses

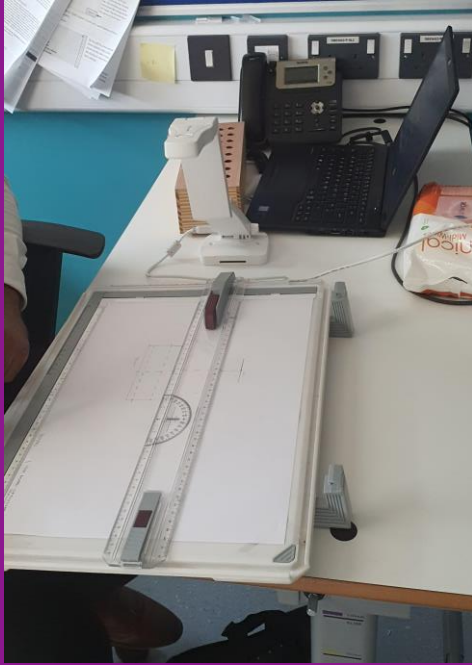
Tips for successful remote teaching via Teams:

- Provide learners with clear timings so they know how long to spend on each activity.
- Consider how you might stretch learners even further – provide wider links to reading material or projects that can allow learners to expand their knowledge.
- Ensure planning is tactile so learners do not feel overwhelmed. Vary tasks, a mixture of research and recall.



Engineering Level 2

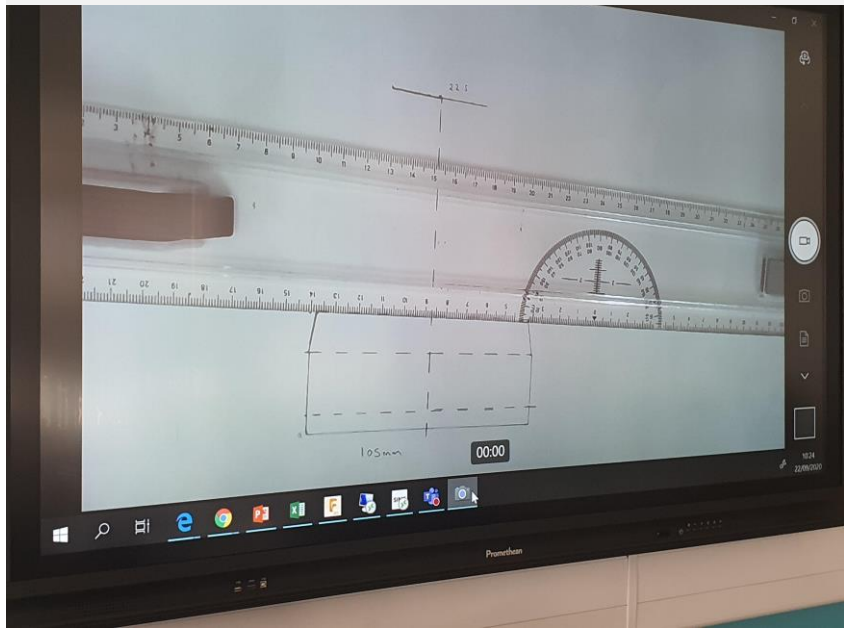
Now, more than ever the use of a visualiser can truly help us enhance the quality of our teaching. Heman was teaching technical drawings using the visualiser and connecting with learners in the classroom and through Teams.



Benefits of visualiser

- Supports peer and self-assessment.
- Frees up teachers' time, improving productivity.
- Improves comprehension and reduces marking.
- Promotes inclusion in the **classroom**

The process of using a visualiser strips away the unnecessary bells and whistles of PowerPoint effects that may actually hinder learning. Instead, using a visualiser helps a teacher to emphasise the information that you want the students to focus on. Quite literally, you are removing the redundant information from the learners' focus and replacing it with what's important.



PROVIDE BETTER QUALITY FEEDBACK

A visualiser allows teachers to show all learners what the gold standard of works looks like, meaning they can give quick group feedback. This also helps teachers to maintain high expectations, but crucially to keep these expectations realistic as the students understand they are achievable.

Developing metacognitive learners is now seen as the bedrock for deeper learning.

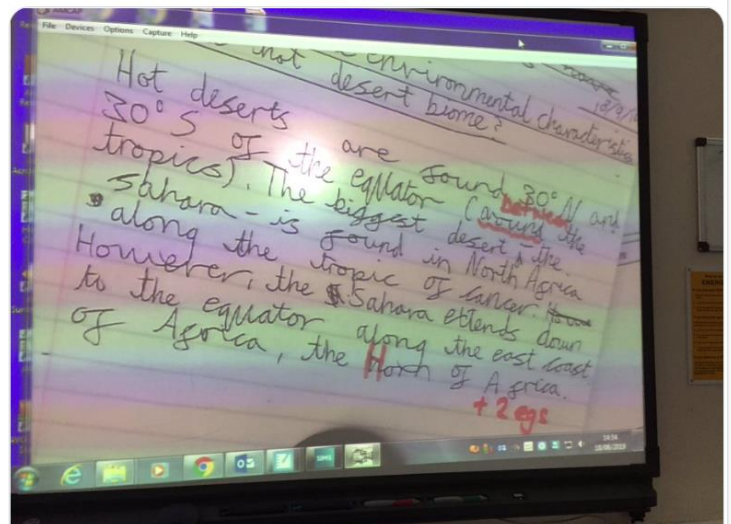
Visualisers help to improve learners' metacognitive ability as they allow teachers to model their thought process clearly and in real time when answering questions and solving problems. This helps learners gain knowledge of the topic but also knowledge of the strategy implemented too. This enhances the likelihood that they can transfer this to different but similar problem.




Sarah Larsen
@sarahlarsen74



Replacing written marking with immediate verbal feedback means I haven't taken a set of books home in 18 months. Here, a piece of work is placed under visualiser, live marked and improvements suggested by the class. They improve theirs having been made to think - the vital step.



 **Sarwar Ahmed** @LDEVRLab_Sarwar · Sep 25
🔥👉 Check this out! Our learner Silviu who's rapping to this beat - made whilst learning about [#creativewriting](#) for [#digitalmedia](#) @LDEUTC [#superstudents](#) [#friday](#) @InfinityXDisst1 InfinityX - Competition [Official Lyrics Video] youtu.be/DhKEdFXWsu4 via @YouTube



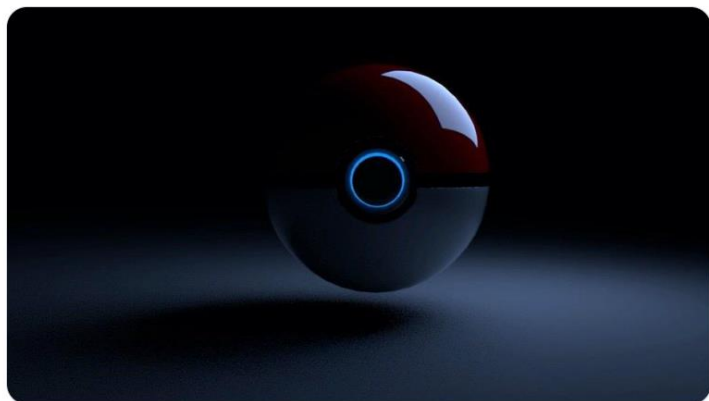
InfinityX - Competition [Official Lyrics Video]
https://store.playstation.com/#!/tid=CUSA00572_00
🔗 youtube.com

https://www.youtube.com/watch?v=DhKEdFXWsu4&feature=emb_title

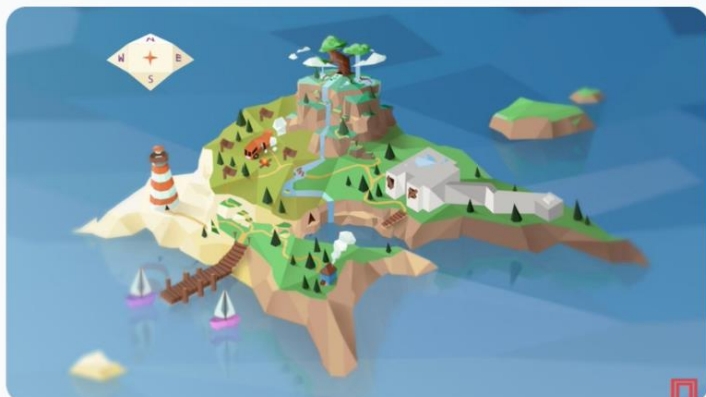
Check out the link to see our amazing learner developing their writing skills with digital media.

Digital

 **Sarwar Ahmed** @LDEVRLab_Sarwar · Sep 24
How good does this look? 🌟 So much more brilliant work at [#LDEUTC](#) This one is by Luka from Y12 [#digitalmedia](#) [#3d](#) [#modeling](#) [#lighting](#) [#render](#) using [#autodeskmaya](#) [#arnoldrenderer](#)



 **LDE Digital Media (James)** @LDE_iguru · Sep 24
A genuine mind blown moment, I was marking submissions on [@MicrosoftTeams](#) lastnight for a [#gamdev](#) task, I'd set learners to create a top down plan of their upcoming [@UnrealEngine](#) environment & when I opened this file up by Y12 Anais.. 🤯 Fantastic work designed completely in [#2D](#)



 **Sarwar Ahmed** @LDEVRLab_Sarwar · Sep 24
Learners having a go at doing their own 'honest logos' of memorable brands as part of being introduced to graphic design and advertising. @LDEUTC



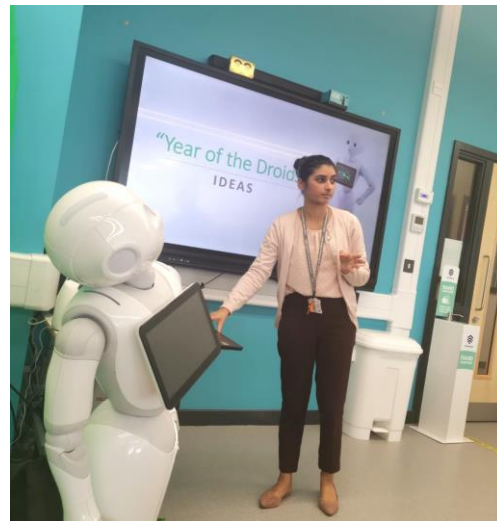
極度乾燥(しなさい)
SuperBigJackets.®



Cringe Tok



Faculty time for Digital team was used to plan upcoming lessons using our tech. The team responded to a task set by the curriculum lead and conveyed their interpretation.



Teacher Development

We have delivered our fortnightly focus and our CPL remotely and the feedback has been positive.

We are continuing to maintain and enhance the knowledge and skills that will allow us all to deliver high quality lessons.

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



New staff induction included Lego training by our Lego leads. Learners' spent time with their teachers, demonstrating the skills on how the various lego kits can be used across curriculum.

Technique to try this week:

Say it again better (do it again better)

The purpose of this technique is to set a standard for the depth of verbal response you expect from learners and to support them to produce high quality responses.

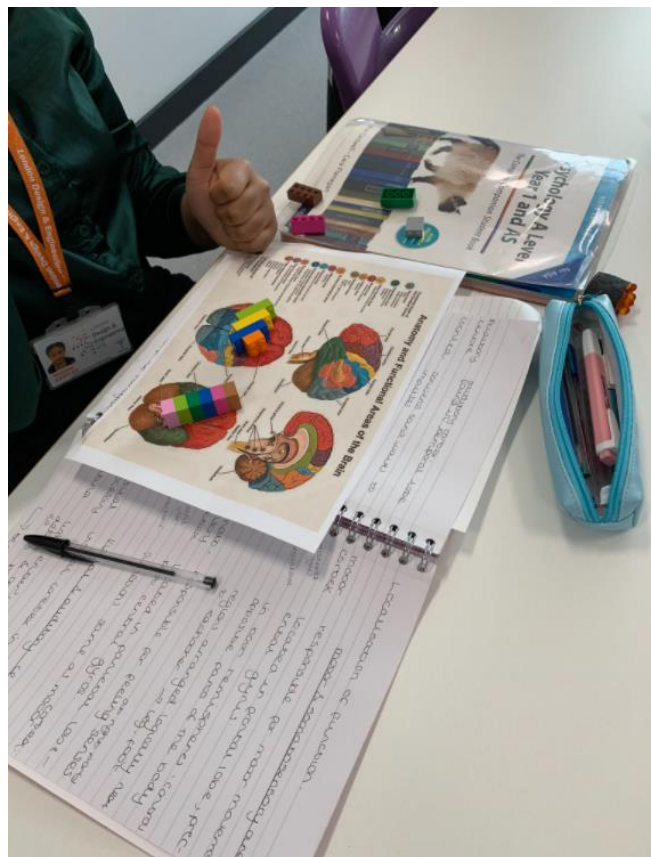
If we allow short shallow responses without further development it will set low expectations and learners will assume half answers are the norm.

With say it again better (do it again better) – you are accepting the initial response but developing this each time.



TECHNIQUE

1. Ask a question
2. Acknowledge the response
3. Give supportive formative feedback
4. Invite learners to 'say it again better' (do it again, better)
5. Respond to the improved response.



The Brain Map task sheet to accompany the learning. By cutting out the riddle speech bubbles – the learners have to work out what region they relate to and stick them there on the brain. Then there is a guided task sheet for the learners to follow. This and the next 3 topics in the unit are really heavy and very challenging, so the learners spend much longer on these lessons, finding lots of different ways to recap and recall.

PSYCHOLOGY

A Level

BRAIN MAP task sheet

Task 1: Identify the regions of the brain:

You have been given clues of regions/functions of the brain to work out where on the brain map they may sit? Place them where you think – I will check if they are right for you to stick them on.

Extension - Can you work out what the pink bubble might be for?

Task 2: Describe the role of these functions (once I have checked)

Extension - for the extension task above, if this area was damaged, what problems might you see? – changed to “choose a region that interests you and think about what consequences the person may face if that area is damaged”

Task 3: Answer the following questions :

1. What is meant by localisation of function? (2m)
2. Outline the nature of the motor centre in the brain (3m)
3. Outline the role of the somatosensory cortex in the brain (3m)
4. Outline the role of the visual centre in the brain (3m)
5. Outline the role of the auditory centre in the brain (3m)

Retrieval Practice

Try these low stakes assessment strategies using retrieval practice.

Strategy 1: Retrieval practice grids

What is the name of the memory type that holds frequently used data and instructions?	What is a brute force attack?	How many bits of storage is used in each character in an ASCII character set?	Convert the hexadecimal number D6 to binary.
Name 2 different utility software types.	Convert the binary number 01110101 to denary.	Which component of the CPU is in charge of handling calculations and logic?	List 3 different network protocols.
What is an overflow error?	What is the difference between a hub and a switch?	What is the name of psychologically tricking someone to give up personal information?	Is ROM volatile or non-volatile?

- 1 Point (Last week)
- 2 Points (Last term)
- 3 Points (A year ago)

The grid is filled with questions on topics covered previously.

Learners get different amounts of points for answering different questions with more points being awarded for answering questions on topics that were taught a longer time ago.

It is important to note that this does not make the retrieval practice a competition because as previously discussed, this would increase the ‘stakes’. It is instead used to ensure that all learners answer enough questions/ access a good level of challenge. For example, you can tell pupils that they all have to get a minimum of 10 points and they can choose the make up of this. This keeps stakes low.

Strategy 2: Thinking and linking grids.

	1	2	3	4	5	6
1	Scrooge	Light	Tiny Tim	Marley's chains	Memory	Forgiveness
2	Family	The Ghost of Christmas Yet to Come	Scrooge as a school boy	Martha Cratchit	Fan	Peter Cratchit
3	Gratitude	Christmas	Reform	Poverty	Cold	The Ghost of Christmas Past
4	Marley's ghost	The charity collectors	Bob Cratchit	Ignorance and Want	Mrs Cratchit	Generosity
5	Hope	The Ghost of Christmas Present	Compassion	The workhouse	Redemption	Fezziwig
6	Repentance	Isolation	Belle	Responsibility	Fred	Guilt

Learners roll two dice to identify words/terms.

They then do this again to identify a second word and have to then write down how the two words/terms link together.