



Teaching and Learning Newsletter

LDEUTC

14-12-2020

ENGINEERING

"English is the second language for everyone (myself included on a bad day). 12 kids, 8 different languages means we have to find different ways of communicating. Here's what we were discussing last week. Every single one is like a 4000word essay to me."
[#letyourfingersdothetalking](#) [#furniture](#)
[design](#) [#dt](#)

Derek Jones, Teacher of Design



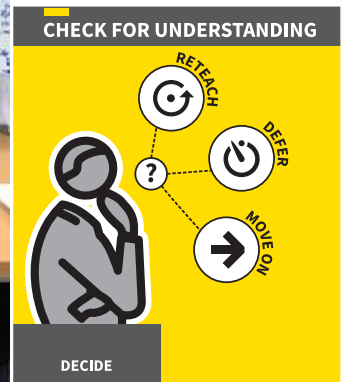


LITERACY Wednesday

The initiative introduced to promote and encourage the use of literacy within form-time, the feedback of learner engagement has been phenomenal.

"All learners are engaged listening to our wonderful staff reading the diverse and stimulating extracts (this week from Barack Obama (yr 9), Alice Walker (yr10) and Khaled Hosseini (yr11)) and then learners discussing the philosophical questions that followed."

**Kate, English
Lead Practitioner**



Q&F | 94

SHOW-ME BOARDS



Plan questions in advance

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

Scan boards from front of the class

Approximate class understanding

SHOW ME: MINI WHITEBOARDS

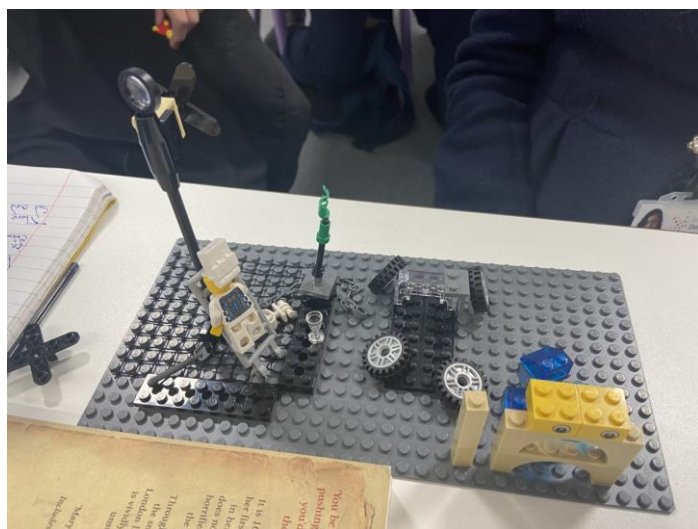
LEGO in ENGLISH

We have seen faculties across the college implement the use of Lego to promote hands on learning and as a tool to embed and consolidate understanding.

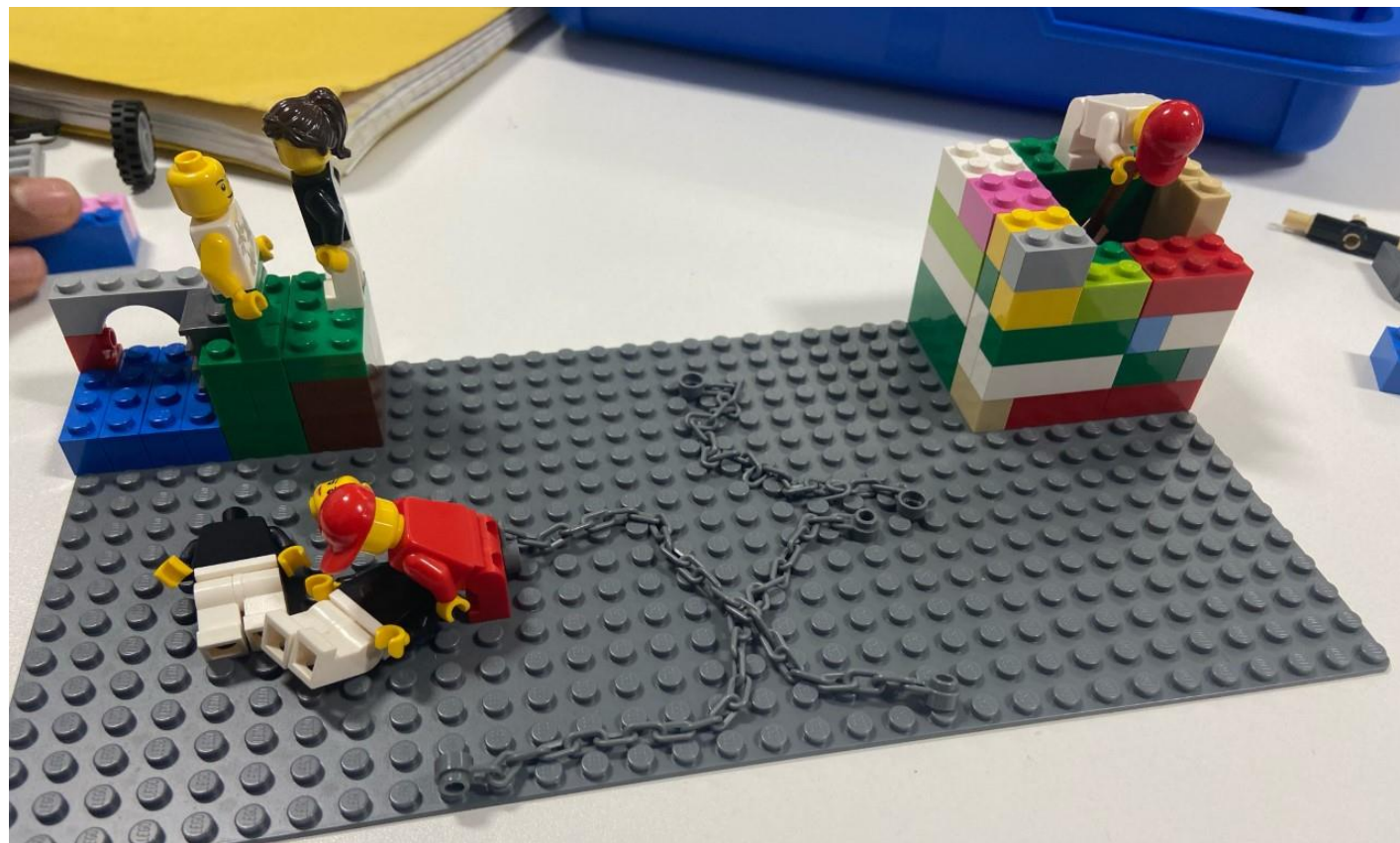
APPLY

"YEAR 9 - reconstructing the imagery in each stanza of William Blake's poem, London and presenting their ideas and interpretations to the class with Q&A - It really helped developing their understanding of abstract ideas presented by Blake and forming their own ideas of the big picture of the poem. Worked well for learners to verbalise their thoughts through Lego."

Nazmin – English, Language and Humanities Curriculum Lead



Can you unpick the interpretation?



LEGO in ENGLISH

The great thing about hands on tools such as Lego, is that you can vary the level of challenge according to the task. Below are learners from our 11x class developing their language skills.



Letters, Journals:

Opinion = Point of view, your thought and feeling on a topic / Subject

Fictions: A story that is not real.

Firstly we start with the foundation by digging the ground, then we started mixing the cement with the sand and started making bricks for it to dry. After it drying we started putting the bricks and blocks together to start building the mansion.

First step, we used the grey lego piece, the we took pie of lego to start building the Mansion.

Secondly we used mixed colours of green, red, yellow, lego.

"The learners did some instructional writing as part of their introduction to non-fiction writing. They constructed a building of their choice using Lego, took a picture and dismantled it. Then, from the picture, they had to write an instruction of how they constructed the building giving as much detail as possible so that someone else will be able to recreate their building following their written instructions. It was challenging but engaging."

**Nazmin, English,
Language and Humanities
Curriculum lead**

SCIENCE KS3 & KS5



“KS3 learners had a master class given to them by a Biomed Trainee. Maryam (Biomed trainee) discussed the importance of aseptic techniques in Science. She had given an insight of her work at nightingale hospital with the current climate with Covid-19. KS4 and KS5 learners were given a talk on medicine. This is to support their employer engagement. All learners had the opportunity to ask questions about medicine. Science had collaborated with English to identify the importance of English in Medicine. Thoe one of our Ex-students was able to describe how important it is to have English/ language skills to articulate yourself in lecture halls and how to improve on your interview skills. Most importantly to communicate with your peers and patients.”

Rayeeda, Science Teacher

1. Briefly outline one level of perspective-taking. Use examples in your answer. (3 marks)

2. Describe a level of perspective-taking.

4. Why is correlation an issue in research? Use the Ao3 to develop this

5. PEEL a strength or weakness of Selman's work

6. Counter argue or ETE your previous paragraph.

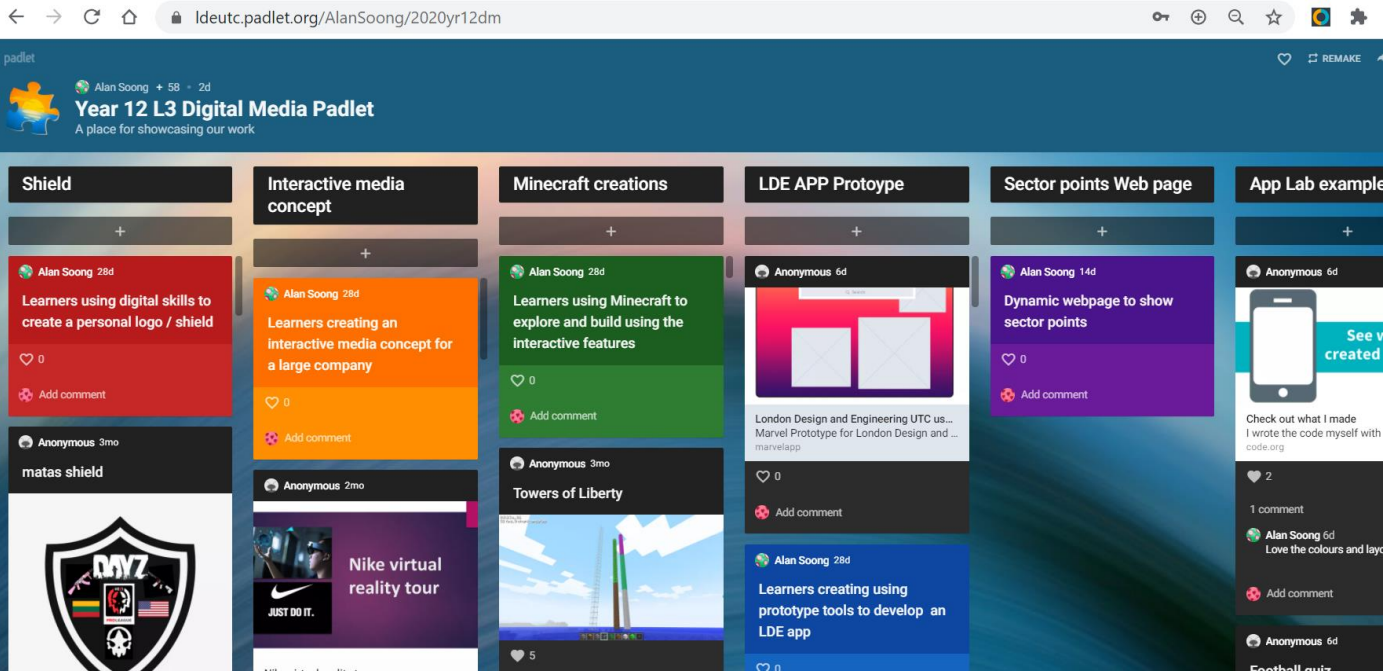
"This structure is used to:

1. Ensure they are able to grasp what the question is asking
2. Enable recall of specific elements of the topics
3. Apply research evidence effectively to focused questions
4. Stretch and scaffold their own progress for them to self assess where they are.
5. This is to check theory Cornell Notes - how much they really understand and have retained - they do this with books closed."

Shafina, Lego Lead, Psychology Teacher

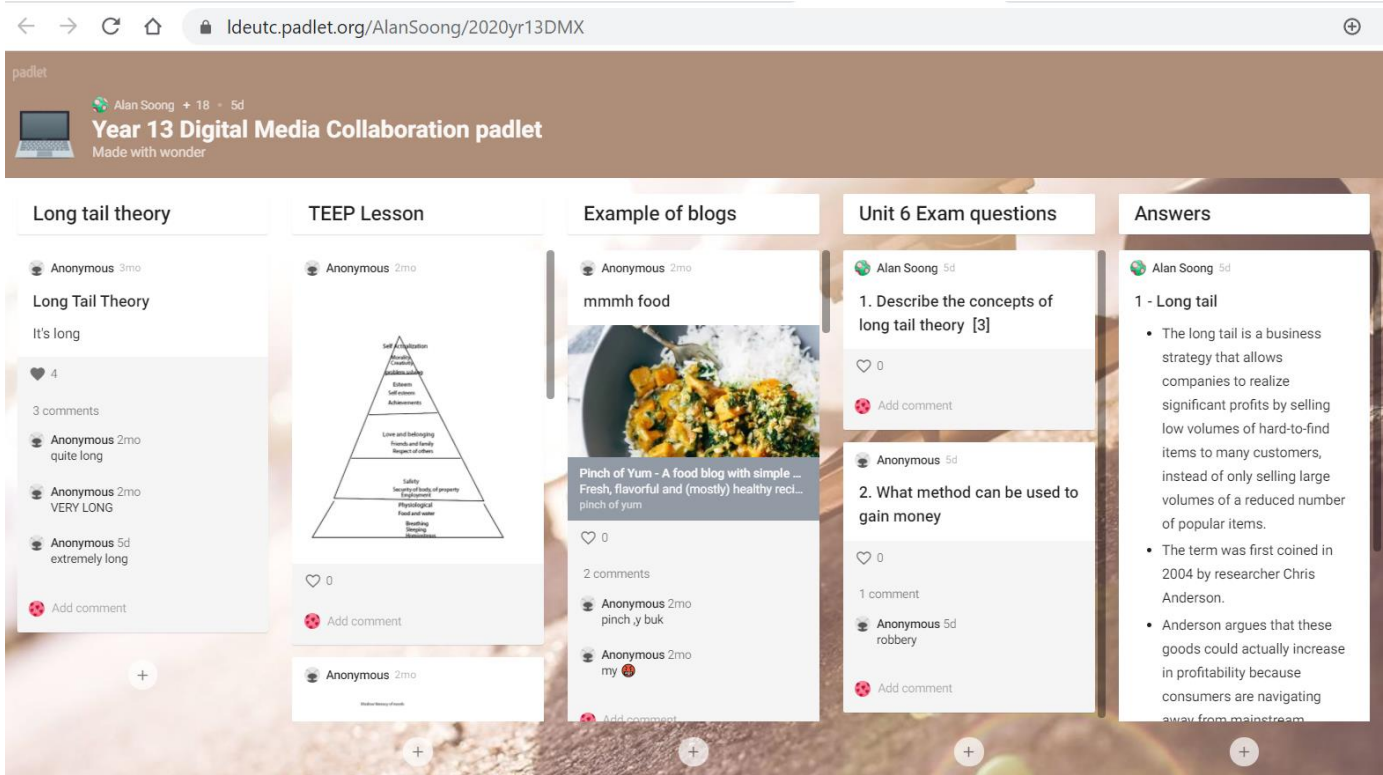
<p>MAOA - MONO AMIN OXIDASE A gene</p> <p>Longitudinal studies made on twins to track behaviour throughout life</p> <p>Genetic explanations for Aggression: Ao1 checks for aggression BUT with other factors like age.</p>		
<p>1. How do Twin studies illustrate the importance of genes in aggression?</p> <p>RLA: Kray twins</p> <p>MZ twins share 100% of DNA meaning if they share the same environment, they are highly likely to behave the same. DZ twins share 50% of their DNA meaning there's a half chance they'll share their behaviours. (Coccaro, 2008)</p>	<p>2. Why are adoption studies important for the biological approach in aggression? (Miles and Carey)</p> <p>Adopted males with parents who were convicted are more likely to become criminals later. Miles & Carey meta-analysis of 24 twin & adoption studies show strong evidence of genetic explanations of aggression.</p>	<p>3. What is the role of the 'Warrior gene' and why is it involved in aggressive behaviour?</p> <p>Warrior gene is associated with countries with violent history (2/3 people have it) (won violent nationalities have 1/3 people with it) meaning they have a low threshold to resisting provocation, and display violent acts of aggression when provoked (McDermott).</p>
<p>4. What relevance does the 'Dutch family' study have in our understanding of aggression?</p> <p>The Dutch family had males with a violent history and when they were released and they found they had extremely low levels of MAOA.</p>	<p>5. What does Caspi et al.'s study on the MAOA variants 'L' and 'H' suggest about the impact this has on behaviour?</p> <p>Caspi found that MAOA-L people that were not maltreated and people with MAOA-H who were maltreated do not display any violent acts of aggression.</p>	<p>6. *New research from: (Godar; 2014) took out MAOA from selective breeding mice, and they were highly aggressive and had high serotonin levels after aggression but when given fluoxetine, their serotonin levels increased and behaviour was normal. However, it is not clear if animals cannot be compared to human behaviour as we only share 1% of the genome despite having the ability to share 99% of our genes.</p>

Feedback is a crucial part of teaching and Alan shares with us the strategies he has used to support learners through remote / blended learning and giving feedback through a digital platform. As you can see the engagement with learners has been great!



"I have introduced a collaboration padlets in my lessons. These are for learners to post up their work but also to for peer group feedback. I find it useful for learners to see the level and quality or work but also me empower them to be proud of their work. It also gives an opportunity for feedback which they can use to improve their work."

Alan Soong, Teacher of Digital Media and Computer Science



Padlet shown below, has been used for exam style questions where learners would create questions for SQL queries with attached answers.

A work in progress but giving learners feedback on their answers and being able to see all answers coming together really allows the teacher to map out any misconceptions and begin to clear these within the lesson.

COMPUTER SCIENCE

APPLY

padlet

Alan Soong + 7 · 13d

2020-2021 Year 13 Computer science collaborative share work

Made with panache

SQL Questions

Alan Soong 15d

Add your sql questions below

Use an incrementing number for the question eg first question will be 1.

Add comment

Add a screen shot for your answers here with the Question number as the title

Anonymous 15d

Q1

Add comment

Alan Soong 15d

Q1 Show the customers that live in London

Add comment

Anonymous 15d

Q2 How many products were sold to customers in the UK

"The padlet has been used to showcase a prototype of the LDE app. It also lets the users create interactive app of their choice to explore the concepts learnt in Unit 4 Interactive media products."

Alan Soong, Teacher of Digital Media and Computer Science

Anonymous 4d

See what I created with code

Check out what I made I wrote the code myself with Code.org code.org

1

2 comments

Anonymous 4d

Pro: I like how the light bulb turn yellow when click on the "on" button. Con: At least figure out how to stop the sound when clicking on the "off" button, since continuously clicking on the "on?" button will make it louder and get rather annoying.

Anonymous 4d

ok

Add comment

THINGS I SHOULD DO

THINGS I DO WHEN I AM PROCRASTINATING

THINGS I WOULD LIKE TO DO

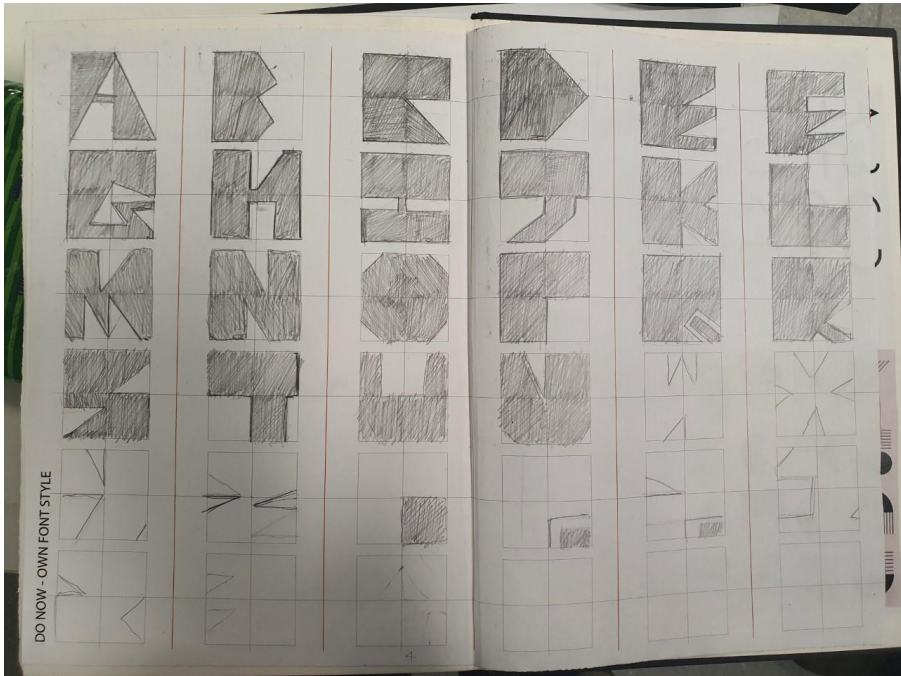
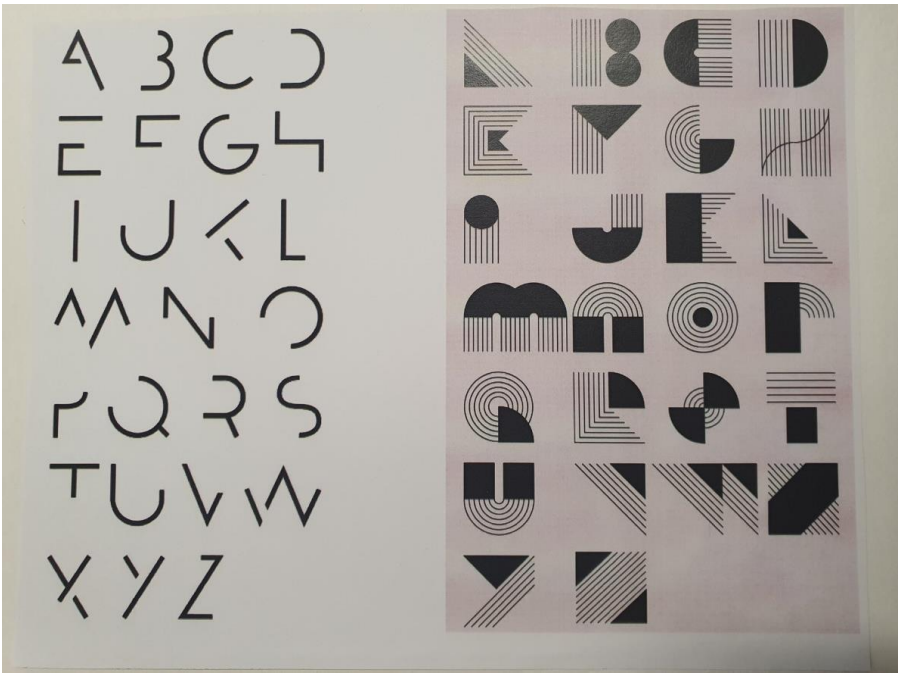
Running out of ideas on how you should procrastinate further? Craving a new temporary hobby to pick up instead of just doing your work? Just press continue and we will see what we can do for you....

Continue

Built on Code Studio ▲

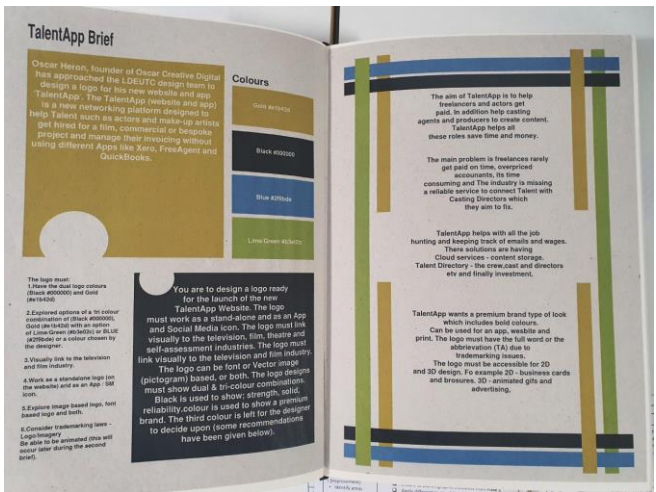


APPLY



Our Do Now activities are designed to allow learners to start work as soon as they sit down. Our expectation is that there is no lost learning time and all learners are utilising every second of that 50min lesson. This activity created by our Graphics teacher, allows learners to spend the first 5mins developing a letter in a graphical style. The task is spread out across the term which allows the learners to get into routine. Having a routine means learners are aware of what is expected and that prevents low-level behaviour.

The feedback shown below illustrates the specific and clear instructions on how a learner can improve through the check-list.



Employer led brief

Formative Feedback

S [Strength] <ul style="list-style-type: none">Identifying what went well.	<input type="checkbox"/> Applied Gaussian Blur technique to circles (inner and outer) <input type="checkbox"/> Applied Transform & Distort Font technique <input type="checkbox"/> Apply Transparency tool/technique <input type="checkbox"/> Compose work in the style of Fuse 3 <input type="checkbox"/> Record techniques showing how you created the fuse work, with annotations.
I [Improvement] <ul style="list-style-type: none">Identify areas learner can improve	<input type="checkbox"/> Ensure to add all graphic elements from Fuse 3 <input type="checkbox"/> Apply different levels of the Gaussian Blur technique
T [Target] <ul style="list-style-type: none">Pose a high level question to challenge thinking	<input type="checkbox"/> Practice using and applying the Gaussian Blur Tool <input type="checkbox"/> Practise applying transparency tool/technique <input type="checkbox"/> Practice breaking apart font
Literacy Target <ul style="list-style-type: none">Use the extended writing criteria	<input type="checkbox"/> Ensure all written information is grammatically correct. <input type="checkbox"/> Use Artist Text tool when writing single text

replications altering colours




Kyler MARIMOOTOO



Islamic Art

Islamic art isn't a single style, rather, it's many different styles of art from many different eras and centuries, from many different cultures and countries, but they all have one thing in common, they are very crisp, symmetrical, and colourful. A lot of Islamic art is a combination of geometric shapes and lines, with intricate patterns inside the shapes.

I think I can make many things using this design movement as they have the potential to appeal to not only Muslims but people of all cultures as they do not need to be centred

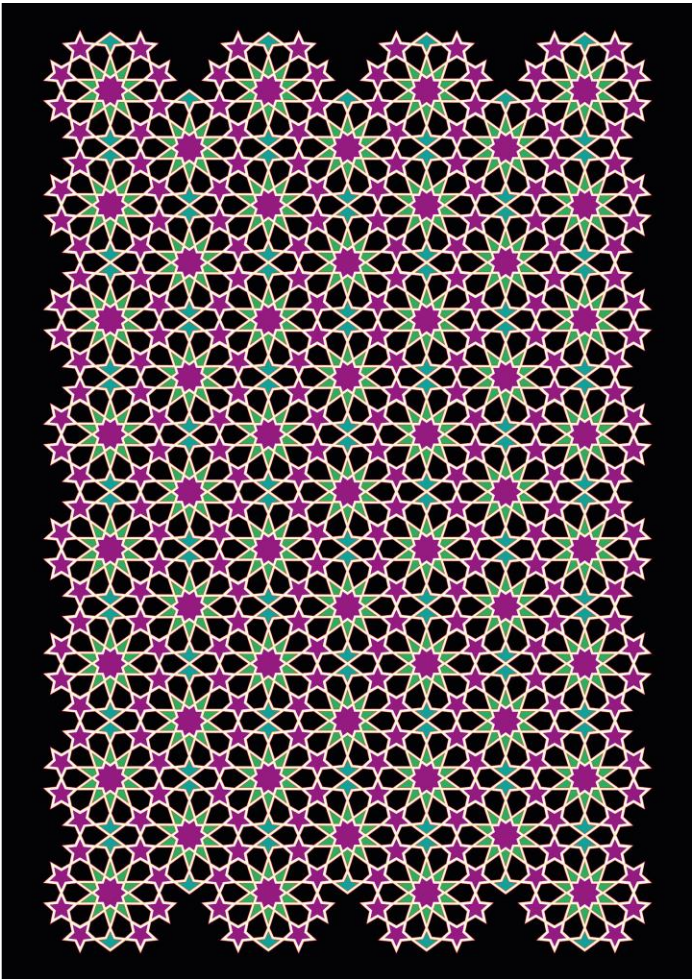


around any Islamic ideas, rather, the design philosophy can be used by itself. I can use this to make frames, clothing, packaging, coverings (books, tables, laptop sleeves, phone cases etc), wallpaper and floor finishing.

I intend to make my design based around Islamic art on covering products like tablecloths, sofa covers, laptop sleeves etc. as they are more than likely to become popular and it will be easy to design and put them onto the product as I have experience designing and making customised clothing. I know how to get a design onto a product, so I believe this would be the correct option for me.

I believe that I should be able to make my product and succeed in the project.

Zafar RAKHDA



09.11.2020

R: Tyrese Rawlins

TVDOGRAPHIC

Stretch and Challenge CPD

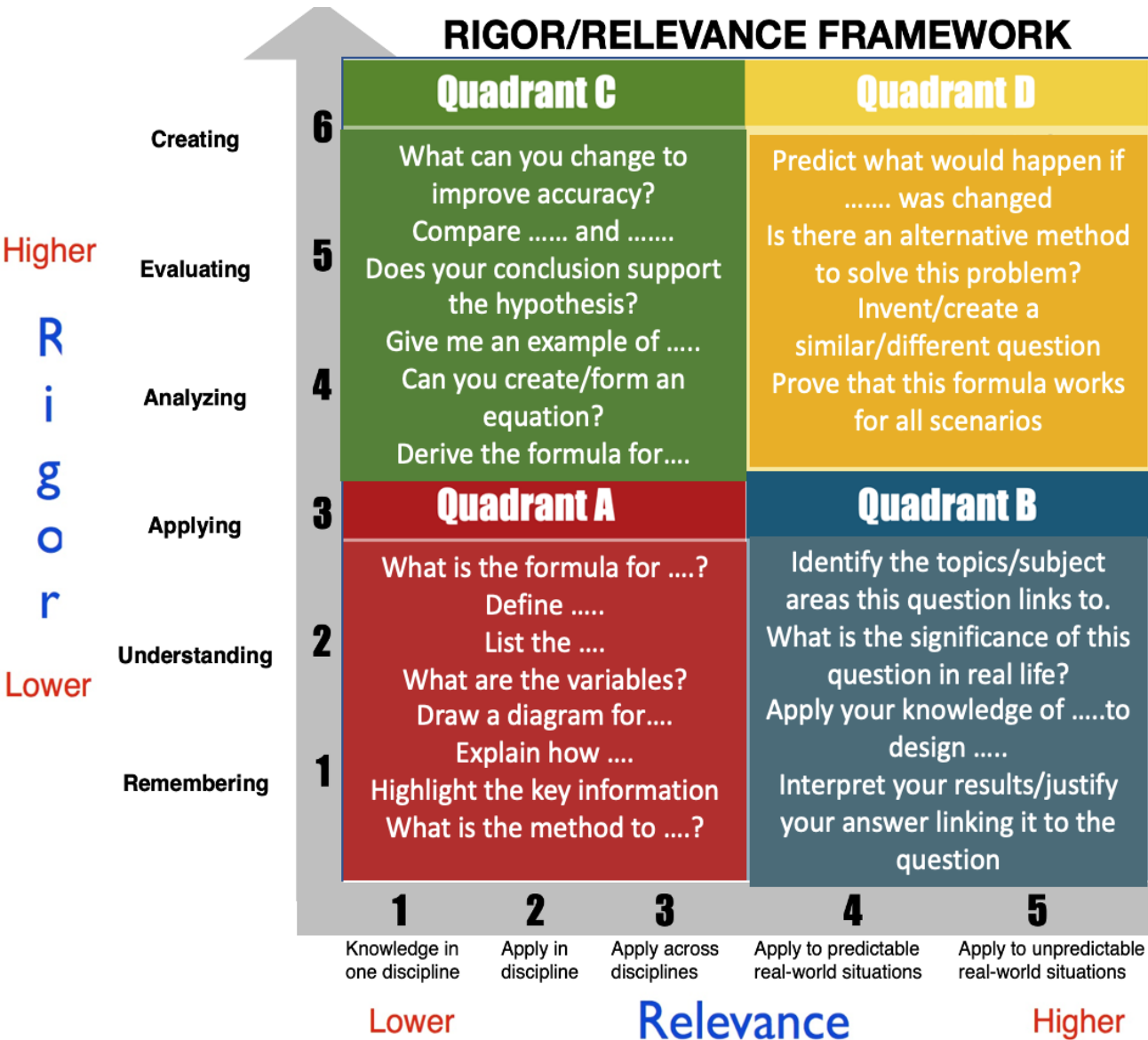
KEY take away:

- Increase rigour and relevance into your questions
- Identify and account for prior knowledge and attainment
- Plan for ALL groups of learners

CPD

We have a carefully curated curriculum plan that is mapped out to suit the needs of our learners and to develop staff. We have informed our practice using Rosenshines and TLAC strategies. It's been fantastic to see staff take on board the strategies shown and implement these within their lessons.

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



Our internal T&L CPD focused on Stretch and Challenge **within the curriculum**. Tips for staff to try are:

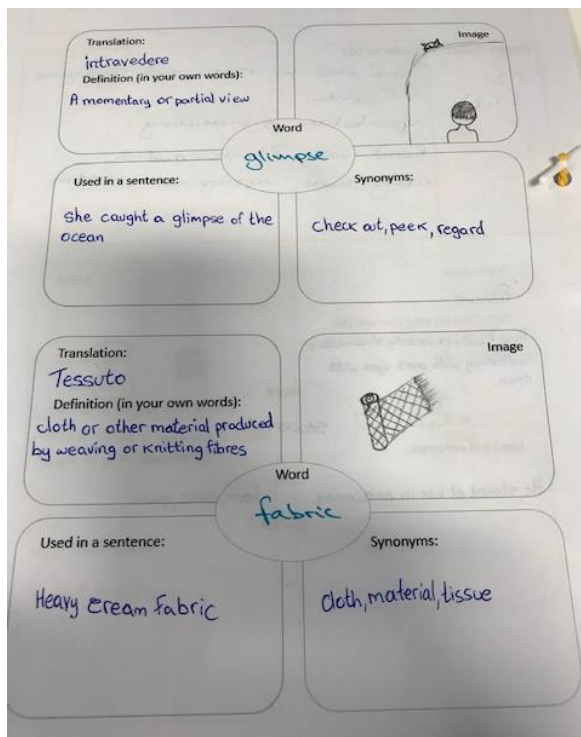
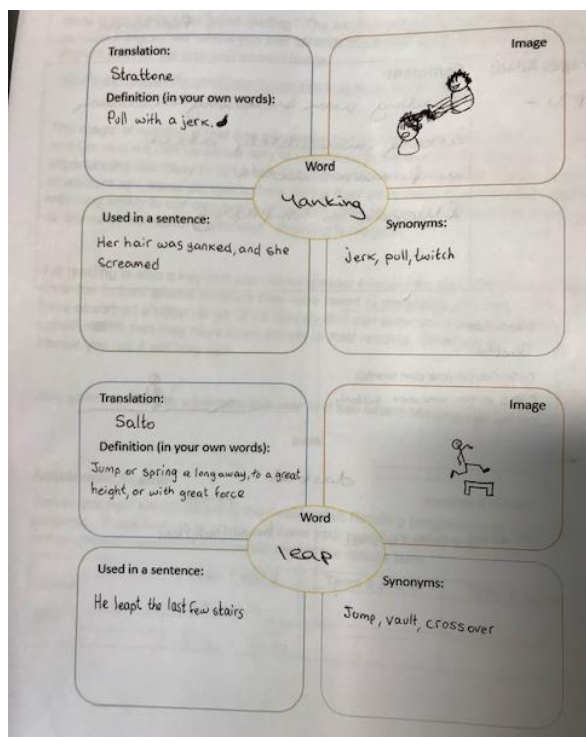
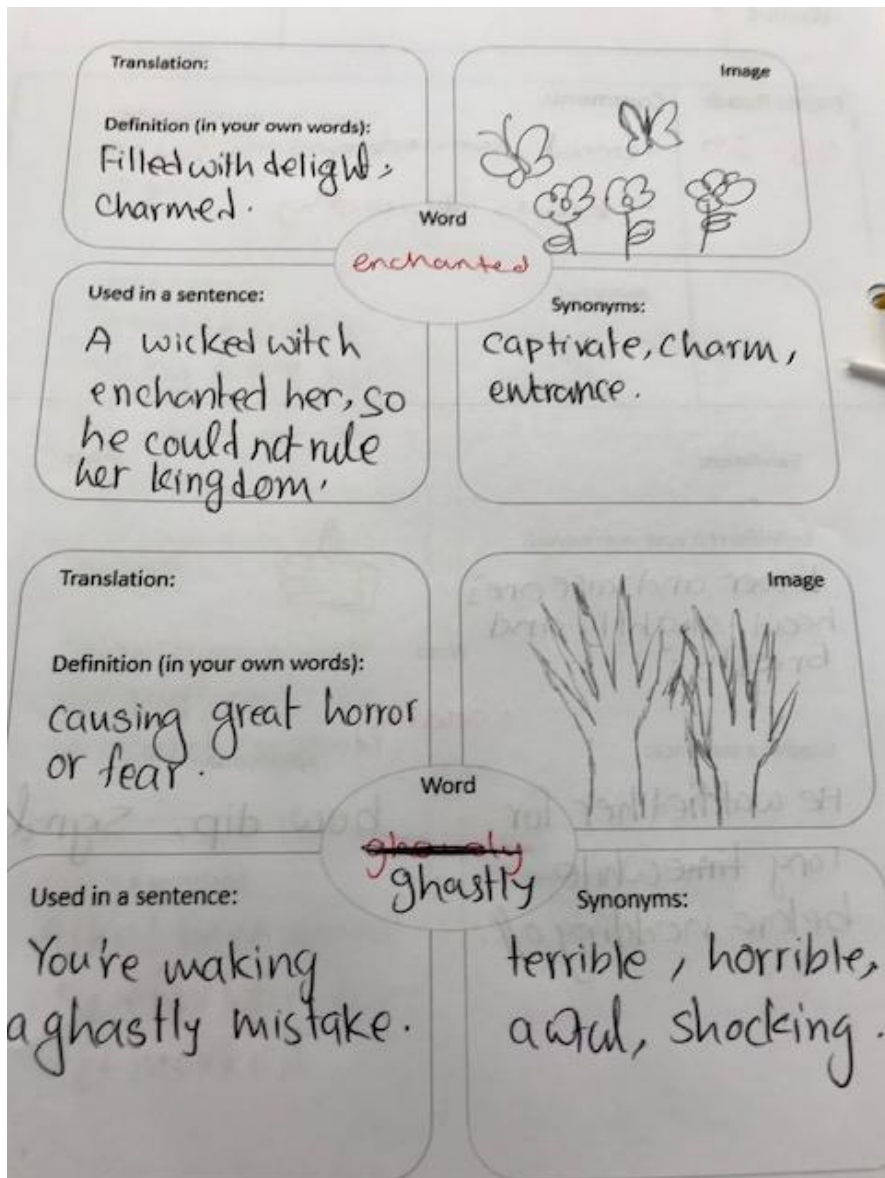
- Take a question that you would normally only give to more able learners and see how you can make it accessible for all learners by:
- Providing prompts (OR)
- Providing a framework/model answer (OR)
- Providing definitions for key words

Frayer model

This term started off with a insightful CPD session delivered by Kate on the importance of developing 'literacy rich' learners through our lessons.

Our teachers left the session feeling inspired to try the Frayer model which breaks down new words and allows learners to really embed them within their everyday language.

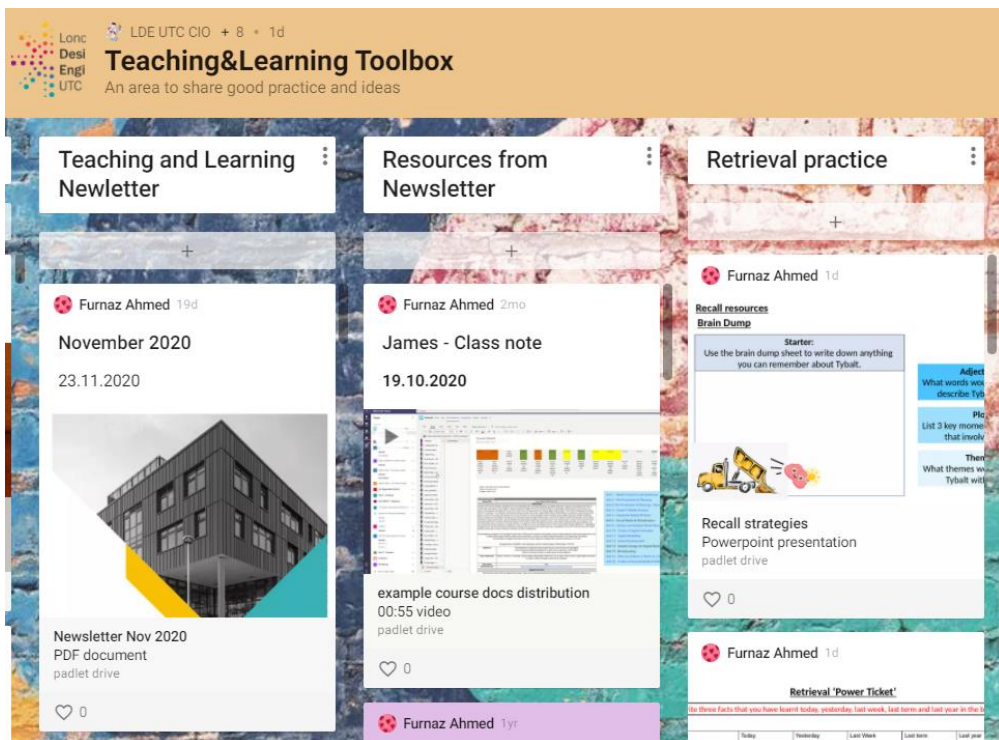
The images are just some of the examples produced by our 11x learners who all have English as a second language. The progress made through the use of this strategy has been incredible.



Our internal CPDs are designed to equip staff with a strategy to implement and trial in a lesson to enhance the learning experience for our young people.

T&L TOOLBOX PADLET

We have an entire column within our T&L Padlet that is dedicated to Retrieval activities. There are almost over 100 adaptable retrieval strategies for staff to trial and embed within their lessons..



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

Learners can use this as a part of their revision, where they select a topic/fact and they summarise what they learnt about it over a period of time to see how much they remember.

Retrieval 'Power Ticket'

Write three facts that you have learnt today, yesterday, last week, last term and last year in the boxes below

	Today	Yesterday	Last Week	Last term	Last year
Fact 1					
Fact 2					
Fact 3					