

Take 5 - Breaking the cycle

Sharing and trying out new ideas in AP and 16-18 classes

SHERAN OCT 23, 2017 12:10PM

Learning study experiments - please comment

SHERAN NOV 27, 2017 11:39AM

Using mobile phones to really get them to engage -Sarah Boyd

Entry level 1 /2 Maths (ESOL)

A multi-purpose session exploring the use of mobile phones and QR codes to engage in maths, get organised etc

Before the learning session

What will we be focussing on?

I will be providing the learners in this elementary group with a platform to record important dates for their diaries in an attempt to maintain the high level of attendance and retention. Arming students with information about their academic calendar and enrichment programme and encouraging them to input this information into their personal calendars on their phone for homework will allow them to prepare for different activities and to better organise their schedules.

The activities will allow learners to use their phones in class which is something that this age group, in particular, enjoy doing and will motivate them to complete the task successfully. I have chosen two students who both struggle with keeping on task and easily get distracted by their mobile phones. Students are generally encouraged to follow the class rule of no mobile phone use unless authorised by a teacher). I hope that this activity will motivate them both to complete the tasks and use their mobile phones in a constructive and controlled manner. These learners often miss enrichment activities or are confused by academic dates so recording the information in this manner will help them to become more organised and give them advanced warning of activities and holidays.

I am interested in finding out if the learners can use their mobile phones sensibly in the classroom and remain on task. I would like them to record important dates so that they can organise their holidays and to raise awareness of the enrichment

OTLA Breaking the cycle SB and JH (2)

Word document


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SHERAN DEC 17, 2017 01:00PM

QR resources

Maths target:
1. Revision of ordinals

English target:
1. Writing dates

Homework:




QR code activity Smartboard slides

Word document

PADLET DRIVE

JOE ADAMS NOV 23, 2017 11:56AM

Encouraging learners to take ownership of learning through a student led project

J Adams

Joe Adams
Sam Flowers

Before the learning session

What will we be focussing on?
e.g. Increasing motivation at different stages of the session, getting individuals to contribute more confidently to class discussion (both listening and then contributing their opinions), getting learners to evaluate their own progress and begin to offer peer feedback constructively and sensitively.

Encouraging learners to take ownership of learning through a student led project and reviewing own and peer work at regular intervals.

What will you be experimenting with to achieve this?
e.g. A different teaching or class management strategy, a new resource etc

Creating a new student led project (creating a board game) for students to work through at own pace with differentiated outcomes for those with lower English skills.

How will you know that it has worked or you've made progress?
e.g. Learner feedback, observation through session

Learner feedback based on the project specifically, alongside a quiz based on key knowledge and skills outcomes of the project

OTLA Breaking the cycle proforma

Word document

PADLET DRIVE

Sounds really interesting and got them really working together, Thanks for posting the resource. Sheran — SHERAN

JOE ADAMS NOV 23, 2017 11:58AM

Resources for creating a board game project.



Create a board game2
Powerpoint presentation
PADLET DRIVE

ANONYMOUS NOV 27, 2017 12:39PM

Jenn Humeniuk

Using a colour coded resource to help with the word order of new grammar points.

Host - Tutor leading session: **Jenn Humeniuk**
research buddies: **Sarah Boyd**

VISITOR/S - OTLA

Before the learning session

What will we be focussing on?

Providing an experimental scaffolded learning resource to help two students successfully form a specific grammar point (superlative + present perfect + ever). The two students selected struggled with this grammar point in the previous lesson.

What will you be experimenting with to achieve this?

I will be experimenting with a colour coded worksheet. I will highlight the parts of speech in different colours and then use these colours to help the students form the correct word order during a controlled practice task. The students will then complete a second controlled practice task - without the use of colour coding - to test whether learning has taken place.

I am interested to find out if the use of colour simplifies a grammar point that the students found overwhelming in the lesson prior. I would also like to find out if this scaffolding gives the students the tools to be able to correctly form the grammar structure without the help of the colour coding.

How will you know that it has worked or you've made progress?

I will know this has been effective by assessing the learners' work at the end of the

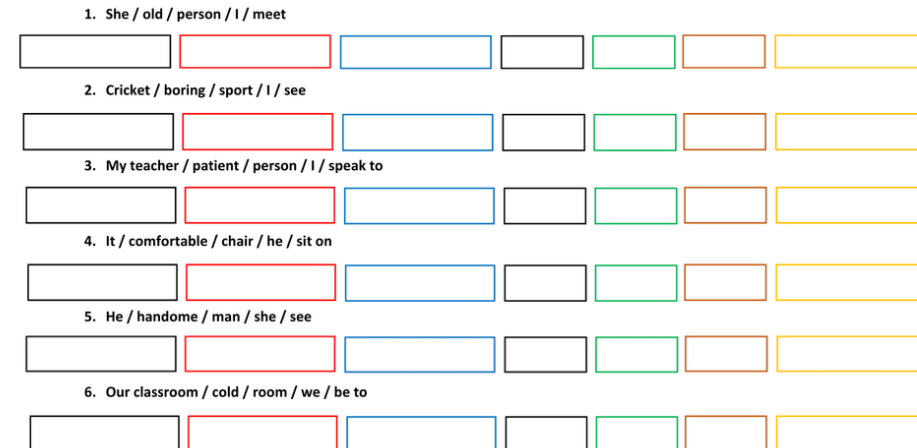
OTLA Breaking the cycle JH

Word document

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ANONYMOUS NOV 27, 2017 12:37PM

Jenn Humeniuk Resource



PADLET DRIVE

Exploring ways to support 16-18 Pre-entry ESOL learners access 'Starter' activities focusing on differentiation and effective use of learning support staff.Ognjen Vukas research buddy.

- I. There are those students who have adequate study skills but simply have a pre entry level of English at this stage of their study. This minority can access published Starter materials.
- II. There are some students with suspected Special Education Needs (SEN) Learning Difficulties

PADLET DRIVE

Luke Thoburn Resource

Vocabulary Classroom objects

26

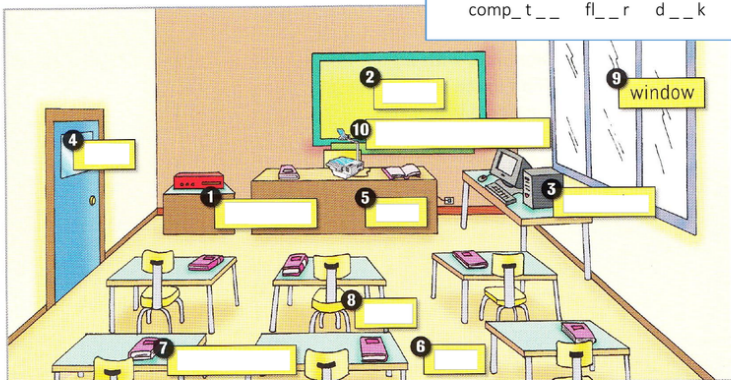
1

Listen. Are the sentences you hear correct?

b _ a _ d proj _ _ tor
E _ gl _ _ h book CD pl _ _ er
d _ _ r ch _ _ r
comp _ t _ _ fl _ _ r d _ _ k



No, it's



2

Work with a partner. Cover the picture in Exercise 1. Ask and answer about the colour of the objects.

A What colour's the desk?

B It's brown.

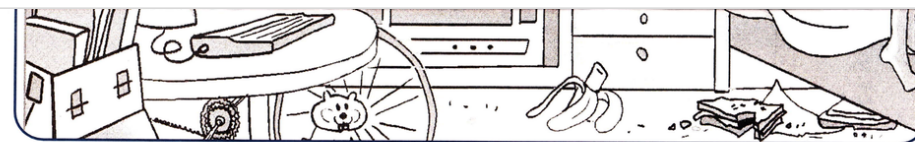
More! 1 Starter Unit 2- Peer Obs

PDF document

PADLET DRIVE

ANONYMOUS NOV 27, 2017 04:31PM

Luke Thoburn- Examples of learner work (Junior)



1.	<u>Where are</u> the books?	<u>the book ARE IN</u> the school bag.	in
2.	<u>Where is</u> the bike?	<u>the bike IS NEXT TO</u> the desk.	next to
3.	<u>Where is</u> the cat?	<u>the cat IS ON</u> the TV.	on
4.	<u>Where are</u> the sandwiches?	<u>the sandwich ARE UNDER</u> the TV.	under
5.	<u>Where is</u> the banana?	<u>the banana IS ON</u> the floor.	--
6.	<u>Where is</u> the light?	<u>the light IS NEXT TO</u> the bed	---
7.	<u>Where is</u> the hamster?	<u>the hamster IS IN FRONT OF</u> the bike.	--
8.	<u>Where is</u> the computer?	<u>the computer BETWEEN</u> the school bag and the bike.	

Junior- Completed Controlled Practice

PDF document

PADLET DRIVE

ANONYMOUS NOV 27, 2017 04:32PM

Luke Thoburn- Examples of learner work (Florin)



1. Where are the books?	The books are in the school bag.	in
2. Where is the bike?	The bike is next to the desk.	next to
3. Where is the cat?	The cat is on the TV.	on
4. Where are the sandwiches?	The sandwiches are under the TV.	under
5. Where is the banana?	The banana is on the floor.	on on
6. Where is the light?	The light is next to the bed	next to
7. Where is the hamster?	The hamster is is in front of the bike.	
8. Where is the computer?	The computer is in between the school bag and the bike.	

Florin- Completed Controlled Practice

PDF document

PADLET DRIVE

OGNJEN VUKAS JUN 07, 2018 03:36PM

Providing learner support vs self-directed learning and assessment

Exploring how to improve the learners' attitude to tackling new maths concepts and increase their motivation to persevere when gaps in their previous knowledge cause them to give up or get into a negative frame of mind/affective state, which then hinders their ability to learn and retain information.

Jennifer Humeniuk was the research buddy

Before the learning session

What will we be focussing on?

Improving the learners' attitude to tackling new maths concepts and increasing their motivation to persevere when gaps in their previous knowledge cause them to give up or get into a negative frame of mind/affective state, which then hinders their ability to learn and retain information.

What will you be experimenting with to achieve this?

Two different intervention focusing on two learners with different attitudes to learning. I would like to find out what effect these strategies will have on their motivation and /or confirm my expectations. The two interventions are:

1. Learning support - ask the trainee teacher to work with the students for ten minutes and provide personalised support and guidance to alleviate effects of low motivation / gaps in previous maths education and understanding of basic concepts. The trainee teacher was to provide more focused feedback, repeat instructions and provide alternative and additional explanations/example if needed.
2. Differentiated materials and answers provided in a separate document for student reference during the lesson.

Both interventions should take about ten minutes each alternating between learner 1 and learner 2.

OTLA Breaking the cycle OV v2

Word document

PADLET DRIVE

SAM FLOWERS NOV 28, 2017 03:10PM

Using peer assessment templates

Before the learning session

What will we be focussing on?

e.g. Increasing motivation at different stages of the session, getting individuals to contribute more confidently to class discussion (both listening and then contributing their opinions), getting learners to evaluate their own progress and begin to offer peer feedback constructively and sensitively.

Promoting peer feedback as a way for learners to develop and deepen their understanding. Peer feedback is an effective way to engage learners in the teaching activity taking place as well as providing learners with ownership and responsibility over their own learning.

Learning Development learners have various personal and educational needs. The majority of the learners have built close personal friendships and respect the opinions of their peers. With regards to lesson engagement, learners often lose concentration during lessons and resort to personal discussions with their peers. I feel that peer assessment will not only engage the learners in the session, but give them a valuable opportunity to improve their work.

What will you be experimenting with to achieve this?

e.g. A different teaching or class management strategy, a new resource etc

Introducing peer assessment sheets, where appropriate, with relevant questions to prompt appropriate feedback and provide opportunities to enhance learning. Learners within Vocational Options have diverse educational needs and classes often have learners with different academic levels. Many learners complete the work set without reviewing their work to identify areas of improvement.

SJ queries OTLA Breaking the cycle SF JA

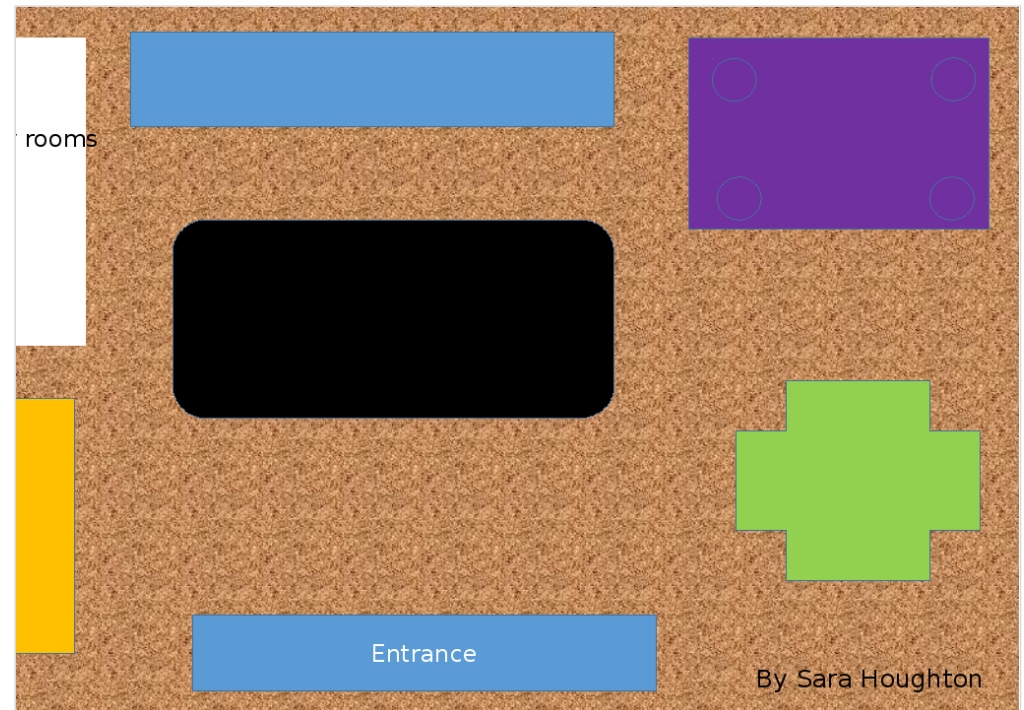
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SAM FLOWERS NOV 28, 2017 03:11PM

Peer assessment

Learner work



College design

Powerpoint presentation

PADLET DRIVE

SAM FLOWERS NOV 28, 2017 03:14PM

Peer assessment

Peer assessment template

Peer assessment

State at least 3 things you like about their work.
Can you identify 3 ways they could make their work even better?

peer assessment template

Word document

PADLET DRIVE

ANONYMOUS JUN 07, 2018 04:10PM

Using film to prompt discussion - Amanda Iceton.

Host - tutor leading session:
Amanda Iceton

visitor/s - OTLA research buddies:
Olga Horner

Before the learning session

What will we be focussing on?

e.g. Increasing motivation at different stages of the session, getting individuals to contribute more confidently to class discussion (both listening and then contributing their opinions), getting learners to evaluate their own progress and begin to offer peer feedback constructively and sensitively.

The focus of the session is to getting individuals to be able to listen and contribute their opinion to discussions in preparation for the Speaking, Listening and Communication assessment.

It is evident that some students struggle with the SL&C component of Functional Skills English and find group discussions difficult.

What will you be experimenting with to achieve this?

e.g. A different teaching or class management strategy, a new resource etc

I am using new teaching resources and film as scaffolds to enable learners to fully engage and participate in the SL&C informal (familiar topic) assessment that will follow

OTLA Breaking the cycle proforma Amanda Olga

Word document

PADLET DRIVE

Activities tried & tested - please comment.

RACHEL_SOUTHERN1 JUN 07, 2018 04:13PM

Tangible planning

I tried this strategy with a really reluctant group to inspire them for creative writing tasks for GCSE English.



Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Tangible planning and idea generation. Fire up that that imagination.

Level	Any level	Preparation	List of prompt words and clean desk space.
Subject	Creative writing idea generation	Length of activity	15-30 minutes

Context: Allows learners to build confidence in generating ideas for a creative writing task based on kinaesthetic planning. This is often an area that students struggle with, many students are unable to think of what to write when faced with this type of task.

Skills/attitudes: Be able to generate ideas for creative writing using a different medium, developing confidence in planning / drafting. Peer support and advice.

Resources:

Play Doh, wipe clean boards, selection of words for prompts, and post it notes.

Instructions:

1. Display a list of words on IWB. E.g., beach, love, pride, lost, star and home.
2. Ask students to create a model out of play doh that represents their word/s of choice.

Tangible PLanning RS.docx

Word document

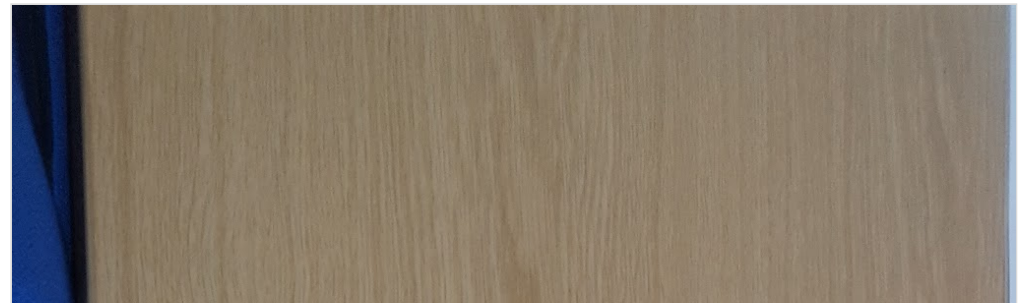
PADLET DRIVE

looks great - do you think this would work as well with more mature students? (Helen S)

— ANONYMOUS

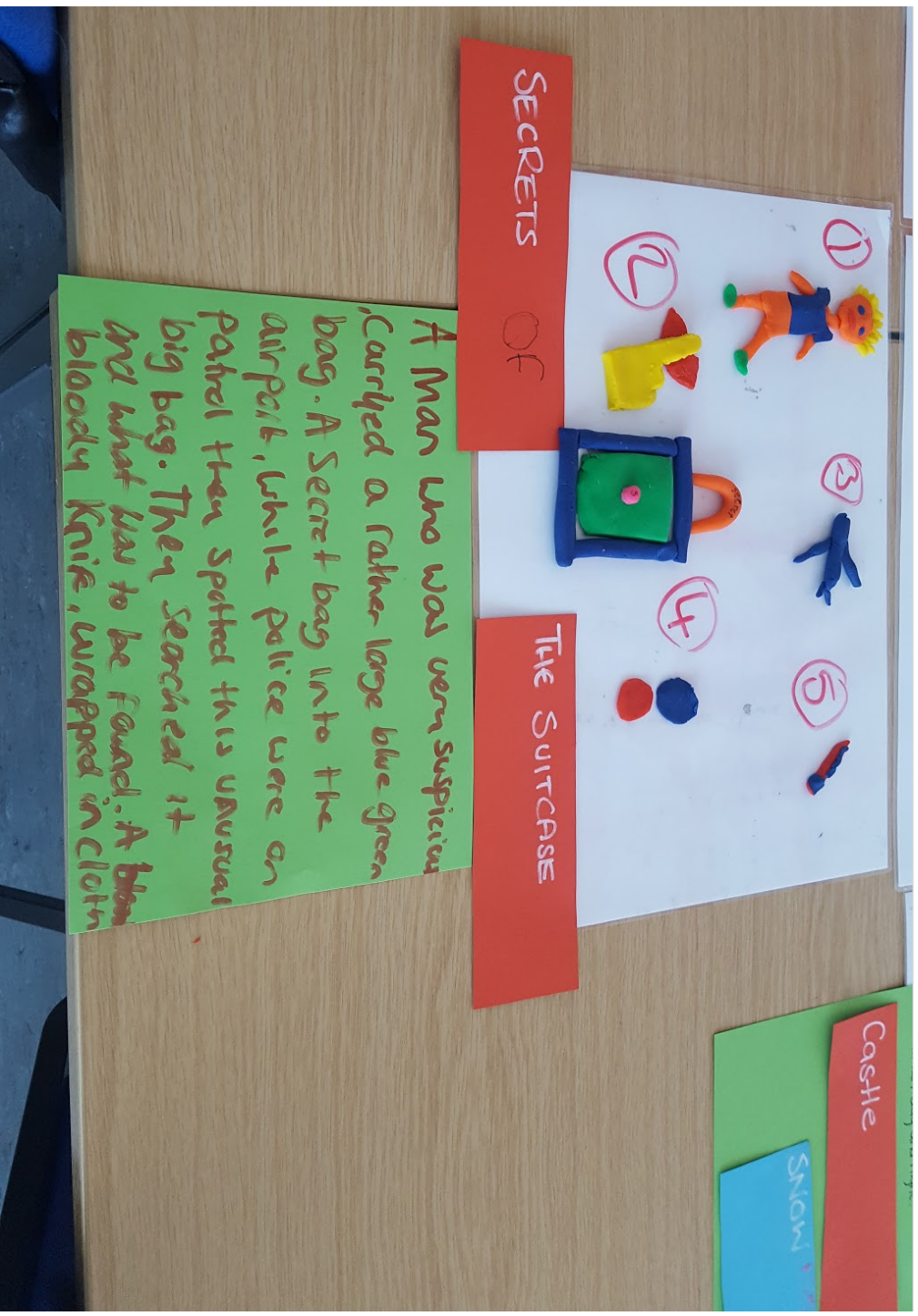
RACHEL_SOUTHERN1 JUN 07, 2018 04:14PM

Photos of tangible planning



SHERAN FEB 21, 2018 12:06PM

Smarter marking



Feedback - Smarter marking

Level	Any level	Preparation	Nothing specific
Subject	Any. Written feedback	Length of activity	Depends on activity

Context: The techniques below are focussed on marking smarter. If you are trying one of these out, use the strategy a minimum of 3 times and get the learners involved to really evaluate the impact.

Skills/attitudes: Taking responsibility for feedback and the follow up work that is needed to improve. Encourages learners to evaluate their own work more accurately, not rely wholly on the teachers comments.

Resources:

Reduce workload AND increase impact!

Student engagement with written feedback

Instead of...	The teacher...	The student...
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of the work.	Writes an overall review highlighting two strengths and one area for improvement
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall comment.	Annotates areas of the work where the areas of strength are apparent and where improvements need to be made
Writing extensive comments	Only gives one strength and one possible improvement; WWW: Ego:	Works to "Close the Gap" on the one issue identified
Writing 'well done you have...' next to good aspects of the work	Puts a double tick next to the best parts of the students work	Adds the reasons for the double ticks
Marking every question in detail	Only marks the highlighted questions in detail. There is no expectation that all class notes will be marked. Check your area policy and mark tasks where your marking will have an IMPACT!	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would most like help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over this question in class	Writes their own correct answer
Writing out a full solution when a student gets a question wrong	Writes a hint or the next step	Completes the correction
Correcting work when a student makes a little mistake	Writes WWW?? (What's wrong with this?) Or RTQ! (Read the question!)	The student makes their own correction
Marking only extended pieces of work	Reviews in class students' initial plans for this work prior to marking the extended piece of work	Does not hand in rubbish!

<http://headguruteacher.com/2012/11/10/mak-feedback-count-close-the-gap/> accessed 20/01/14

PADLET DRIVE

SHERAN JUN 18, 2018 02:39PM

Making the assessment criteria work for you

Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Feedback - Making the assessment criteria work for you

Level	Level 2 upwards or early on in programme	Preparation	Select old assignments/ segments and make anonymous (30 mins)
Subject	Any, but handy for GCSE English. The example here is for written assignments but could be used for practical assessments	Length of activity	Allow 60 mins . To shorten, get them to do either 1 & 2 or 5 & 6 out of class

Context: This technique is designed to get students really engaged with the criteria for assessment at the beginning of their programme/module. This should help focus their assignments, help them understand feedback and use it more constructively for their next piece of work. It can be adapted to use later in a programme to focus on areas which the class may be struggling with as a whole.

Skills/attitudes: Assessing objectively, learning the importance of constructive feedback, proof reading, working collaboratively, learning that many of their problems are shared and can be overcome.

Resources:

- Assignment brief with no criteria for assessment included
- Feedback sheet with criteria included
- 2/3 anonymised assignments /segments of assignments which are unmarked

Activity___Making_the_assessment_criteria_work_for_you (1) with comments.docx

Word document

PADLET DRIVE

this looks really useful and engaging - I like the idea of using the criteria from a qualification and old and anonymous work for the students to assess and grade themselves - this will give them a good idea of what they should do when completing work. I would worry about the level the students would need to be working at to be able to do this analysis and evaluation though - and it would be useful to have the remainder of the form completed regarding findings and advice :) (Helen S) — ANONYMOUS

Activity___Smarter_marking.docx

Word document

SHERAN FEB 21, 2018 12:08PM

Working with Peers

Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Feedback - Working with peers helps self-evaluation

Level	Any level depends on purpose. Effective at the beginning of a programme or when clear that ss not using feedback to improve.	Preparation	Set of feedback comments. Ask a colleague for an old assignment x 2 & assessment criteria, anonymise/video giving oral feedback (60 mins)
Subject	Any. The example here is for written feedback but could be used for oral feedback with a little more prep.	Length of activity	Allow 60 mins first stage

Context: This technique is designed to get students to work with assessment criteria collaboratively and become more confident in evaluating their own work while deepening their own understanding of both the content and the criteria. The example below highlights how you might set a strategy like this up and then suggests ways that it might be extended.

Prep time a bit longer but can be used with all levels and over and over again. Examples of feedback comments attached.

Skills/attitudes: Self-assessment, accepting feedback, working collaboratively, learning that many of their problems are shared and can be overcome.

Resources:

- Sample short assignment/extracts x 2 (Not one from the course but on a topic that might interest) or short clip of oral feedback.
- Post it notes
- Assignment assessment criteria
- Set of feedback comments made up

Instructions:

Stage 1

1. Split each group into As and Bs and hand out assignment A to A etc and ask everyone to read and then write some feedback on a post it note. (you may need to be more directive here/prompt)
2. A swaps with B. Explain that you've just commented on your partner's work
 - 'How do you feel having received this comment on your work?' - discuss why you feel irritated, pleased etc and how the comment might be changed.
 - 'What will you do differently or not on your next assignment?' - discuss with partner what you think and why and find out whether this is what your partner intended to convey.
3. Swap back and hand out assessment criteria . SS provide feedback this time using the criteria. Get As to compare with As etc and refine the comments.
4. In the same groups ask SS to write guidance for anyone giving feedback for the first time. Consider Ron Berger's [Public Critique Rules](#) **Be kind, Be specific, Be helpful** .
5. Pull together guidance and agree on the rules - example attached .

Activity_Working_with_peers.docx

Word document

SHERAN JUN 18, 2018 02:54PM

Using Marking Codes

Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Feedback - Using marking codes

Level	Level 2 early on in programme	Preparation	Select old assignments/ segments and make anonymous (20 mins)
Subject	Any. Written assignments, projects, presentations etc	Length of activity	Allow 30 mins in session before they are due to hand in an assignment.
<p>Context: Many learners have entrenched spelling, grammar or punctuation errors which have never been corrected. This technique is a useful way to help learners examine and correct these errors. The activity is designed to get them used to proof reading their own work thoroughly and then take responsibility for identifying how to ensure that the error is not made again.</p> <p>Skills/attitudes: Proof reading, working collaboratively, encouraging resilience -why mistakes can be great learning tools etc</p> <p>Resources:</p> <ul style="list-style-type: none"> • Marking code • A selection of anonymised assignments /segments of assignments which are marked some using code, others not to explore which is the most effective way of marking. • Exemplar marked assignment <p>Instructions:</p>			

Activity - Using marking codes with comments.docx

Word document

PADLET DRIVE

Like the idea of introducing students to a marking code and asking them to use it on other work - this must help them to understand and engage with it. What were the findings, and what are the top tips / guidance? Thanks (Helen S) — ANONYMOUS

SHERAN FEB 21, 2018 12:09PM

Marking codes to track progress

Feedback - Using marking codes to keep track of progress

Level	Any once they've used the code	Preparation	See below
Subject	Any. Written assignments, projects, presentations etc	Length of activity	Allow 10 minutes depending on activity

Context: The techniques are designed to help students track their own improvements.

Skills/attitudes: Taking responsibility for tracking their own progress, encouraging learners to talk confidently about progress made improvement needed.

Resources:

- Marking code
- Sample template

Instructions:

- Error logs. (Gp/I)**
Encouraging learners to keep records of SPaG errors can be useful as learners can look for patterns in the problems they are having, allows you to assess progress rather than looking through corrected work.
- Error page in portfolios. (I)**
Make this part of the assessment documentation in the portfolio, so that learners have to complete it as a matter of course. Learners extract errors which have been identified in their written feedback and note them on this page, along with correct versions and the techniques which were used to improve. This would then be picked up in the assessor's review.
- SPaG box on assignment feedback template. (I)**
This allows you to see whether improvements have been made if not, teach to the issue.

Findings: (Briefly evaluate how useful the activities were and what you learnt from them use the prompts below to guide you)

Were the activities easy to set up and the instructions useful? Would you change anything?

Did the activities achieve the aims identified? How do you know?

Did the learners find the tasks useful, how do you know?

What will your follow on activities be?

Activity__marking_codes_to_track_progress.docx

Word document

ANONYMOUS APR 17, 2018 10:24AM

Alternative Assessment Feedback

In addition to giving learners written feedback, a 5 minute exercise to extend this to include some verbal, recorded thoughts and suggestions. The learners from this action research provided some interesting insight into how they responded to being sent an audio file they could listen to at their own convenience. Any questions - please contact me Helen.scanlan@ncl-coll.ac.uk

Examiners Report

Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Alternative feedback methods

Level	Any level	Preparation	Marked work from learners
Subject	Additional summative feedback to inform future skills / knowledge development	Length of activity	5 minutes per learner

Context: Learners do not always engage effectively with feedback and feed-forward from tutors related to their submitted written / assignment work. This approach added to the written feedback the learners normally receive - in addition to their work being annotated and summarised on a formal feedback sheet, the tutor also records verbal feedback which expands on the written feedback.

Skills/attitudes: taking notice of feedback and feed-forward to improve skills, knowledge and confidence in producing summative written work - exploring specific errors in own work.

Resources: learners' assessed work and feedback, auditory recording device (eg Dictaphone or Smartphone)

Instructions:

1. Assess learners' work as per your normal practice (eg annotations on work, completion of a feedback sheet with reference to specific qualification criteria)

Alternative feedback methods HS.docx

Word document

PADLET DRIVE

I introduced students to the benefits of mindfulness to explore whether it would have an impact on their studies.

Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Mindfulness

Level	Any level	Preparation	Online videos, understanding of www.moodpanda.com
Subject	Introducing mindfulness to promote positive student functioning	Length of activity	Approximately 5-10 minutes, 1-2 times a session

Context:

The students will be introduced to the act of being mindful, exploring its meanings and benefits and taking part in mindful activities. Students within Learning Development have learning difficulties and/or behaviour issues and it is often the case that some students have altercations with their peers or feel stressed about the work they have to complete. In teaching mindfulness, it is hoped that they will achieve a better understanding, and have better control, of their emotions as well showing empathy towards others.

Skills/attitudes: empathy, emotional regulation, resilience

Resources: online videos, drawing materials, website access

Instructions:

OTLA Breaking the cycle proforma - mindfulness SF.docx

Word document

PADLET DRIVE

really interesting - what level of understanding does the facilitator need in relation to mindfulness? How much research should the teacher carry out before using this technique? What are the 'pitfalls' we should be aware of?! — ANONYMOUS

The facilitator will need to have some understanding of mindfulness. However, the project starts with simple breathing exercises and can be adapted accordingly i.e. facilitator could do further research if required. — ANONYMOUS

LEARNING DEVELOPMENT MAY 22, 2018 02:46PM

Mindfulness study

LEARNING DEVELOPMENT MAY 22, 2018 02:49PM

Mindfulness intro

Mindfulness

Mindfulness intro.pptx

Powerpoint presentation

PADLET DRIVE

LEARNING DEVELOPMENT MAY 22, 2018 02:49PM

Mindfulness survey

Before taking part

What is your opinion of mindfulness?

Do you feel you always have control of your emotions?

Do you think taking part in mindful activities can have a positive impact on you? Why?

Mindfulness survey.docx

Word document

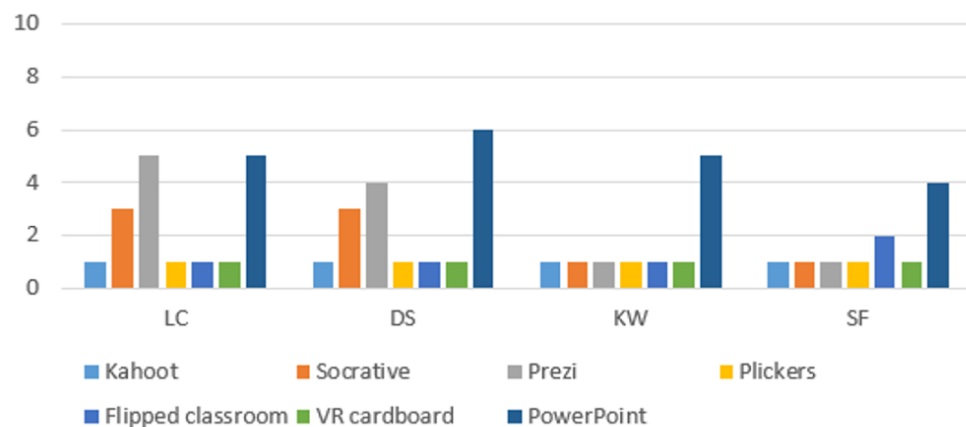
PADLET DRIVE

LEO AFRICANO MAY 24, 2018 10:02AM

Action Research on Capturing progress and achievement

As part of the elective module for the PGCE YPA level 6 group, I decided to capture the learners' starting point on current use of e-TLA resources (16 May 2018). After input on theory, practical support to create e-resources and implementation and evaluation of Action Research I intend to capture learners' progress and achievement (around second week in July). Watch this space

Jan 18 PGCE YPA - Diagnostic on current use of e-TLA resources



JAMES_EDGE1 MAY 25, 2018 01:05PM

Action Research

Putting the learner back in the 'driving seat'.

Examiners Report

Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Alternative feedback methods

Level	Level 1 - Level 6	Preparation	Initial introduction and previous outcomes made into learning squares.
Subject	'Losing your comfort blanket' - making learning student led.	Length of activity	90 -120minutes
<p>Context: Learners are often too reliant on the teaching staff to inform their learning. Students are becoming too reliant on chalk and talk lessons; this culture is leading to a 'spoon fed' approach, hindering learner's autonomy. This approach is creating a student led session which puts all learners in the 'driving seat', giving all an opportunity to showcase their knowledge and understanding. This method is perfect for revision sessions or assignment preparation.</p> <p>Skills/attitudes: challenging and stretching learner's understanding of previously taught lessons. Encouraging them to take ownership of their own progress and going back to add further comments/notes and developmental points. Working as a class or large group to bounce ideas to and from to create inspiring collaboration.</p> <p>Resources: Learner's files/books or notes. The module/assessment outcomes as well as previous session outcomes/objectives.</p>			

Alternative feedback methods JE and LH.docx

Word document

PADLET DRIVE

LAURA_HOWE2 JUN 27, 2018 12:06PM

Losing The Comfort Blanket

Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Losing the comfort blanket – A student-led approach to learning.

Level	Level 1 – Level 6	Preparation	Use the “Teacher does/Student does” planning proforma
Subject	Losing the comfort blanket – Supporting staff to Implement a student-led approach to sessions	Length of activity	Can be adapted to the length of any session (The lesson plan can be used to plan any session)

Context: Learners are often too reliant on the teaching staff to inform their learning. Students are becoming too reliant on chalk and talk lessons; this culture is leading to a ‘spoon fed’ approach, hindering learners’ autonomy. This approach is creating a student led session which puts all learners in the ‘driving seat’, giving all an opportunity to showcase their knowledge and understanding. The plan is easy to follow and clearly shows what is expected of both teacher and students.

Skills/attitudes: A willingness to take a step back; to allow the students to “fill in the blanks”. Willingness to be flexible and allow the students to “drive” the session. This works best with a class who have already been “trained” in classroom routines and rules – it works most effectively where behavioural issues have already been “ironed-out”.

Resources: “Student does/Teacher does” lesson plan

Instructions:

1. Teacher uses the “Student does/Teacher does” lesson plan to plan their role in the session ahead of time.
2. The teacher will refer to this plan throughout the session and ensure that they are not stepping in or “filling any blanks” when they feel out of their comfort zone.
3. The teacher uses “reflection points” after each of the elements (starter, central, plenary) to troubleshoot, correct any misunderstandings, fill any gaps in learning that are fundamental to progress.
4. The teacher reflects on the plan after the session and notes any positives/negatives that have arisen as a result of the session being student-led.

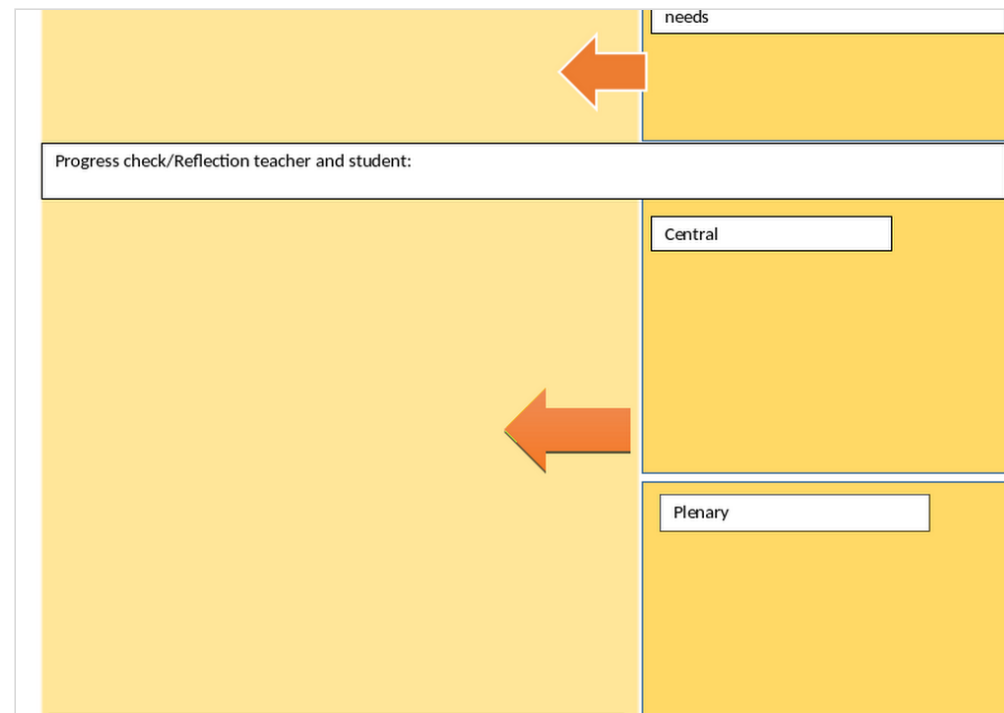
Aim: Challenging the preconceptions of both staff and students when it comes to looking at who should be in the “driving seat” of a session. Providing practical, easy to follow stages guiding staff to implement this in

Losing the comfort blanket final.docx

Word document

PADLET DRIVE

LAURA_HOWE2 JUN 27, 2018 12:06PM



Student led lesson plan.docx

Word document

PADLET DRIVE

JAMES_EDGE1 JUN 27, 2018 12:07PM

Updated - Losing your comfort blanket

Digital resources to try out

SHERAN OCT 26, 2017 03:22PM

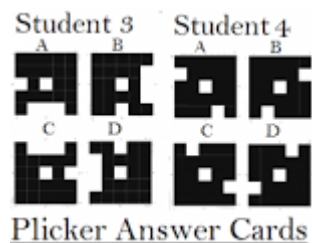
Plickers

We talked about this briefly as possibly one of the tools which can be used efficiently and effectively, not just for show . Have a look at the tutorial first to decide maybe.

https://www.youtube.com/watch?v=Xgz0c0s_w6A

Then maybe sign up to find out more .

<https://www.plickers.com/>



SHERAN MAY 25, 2018 08:56AM

Providing thinking time

This article has a few ideas of how to approach this but most importantly reminds us why we are asking learners questions and if we rush we are essentially defeating the object. Maybe a good experiment?

DIFFERENTIATED INSTRUCTION

Extending the Silence

Giving students several seconds to think after asking a question—and up to two minutes for some questions—improves their learning.

By [John McCarthy](#)
January 10, 2018



Education.com/Stanley Drexler Images

How long do you think teachers pause, on average, after asking a question?

Several studies from the 1970s on have looked into the effect that the amount of time teachers pause after asking a question has on learners. In visiting many classrooms in the United States and other parts of the world, I've found that, with few exceptions, these studies are still accurate. For example, according to work done by [Mary Budd Rowe](#) in 1972 and [Robert J. Stahl](#) in 1994, pausing for three or more seconds showed a noticeable positive impact on learning. Yet the average length that teachers pause was found to be 0.9 seconds.

Time_to_think__the_important_pause.docx

Word document

PADLET DRIVE

SHERAN OCT 26, 2017 03:23PM

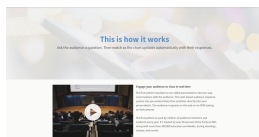
Polleverywhere

We also briefly discussed this as really simple way of introducing digital technology into the classroom. The tool can be used in a variety of ways without having to rely too heavily of access to computers etc. Responses rely on the learners using their phone. Useful for a quick revision test/ checking progress at different stages during the session, capturing opinions before launching into a new topic. Easy to set up and very visual.

This is how it works

Poll Everywhere works through the web and cellular phone network. People respond with their mobile phones using SMS text messages or web browser. Poll Everywhere captures these results and instantly displays them on an animated chart in PowerPoint or on a web page.

POLL EVERYWHERE



SHERAN OCT 24, 2017 11:17AM

Goconqr

I recommend trying this one out. You can pop quizzes and all sorts on there. Takes no time to do and then you share it with the learners or colleagues. Worth exploring the library of resources.

GoConqr - Changing the way you learn

GoConqr is a personal learning environment that allows students & teachers to create, discover and share learning resources. Transform your learning and achieve your goals with GoConqr

GOCONQR



Have a go at the one I've just posted <https://www.goconqr.com/en-US/quizzes/10957346/edit>

— SHERAN

SHERAN OCT 24, 2017 11:48AM

Quizlet

Just one of the things you can do is create flashcards to learn new terms/vocab. It will also turn the term and definition into different games - Have a go at my drag and drop check on different types of assessment - <https://quizlet.com/237055659/assessment-flash-cards/>

SHERAN OCT 27, 2017 08:49AM

Screencasting example

This is an example of a feedback screencast - you can find out more about the action research project that this was part of here - <https://padlet.com/petermurray/tkf6a6egg1p>

You have many choices. You can tell her that she could develop a lot of health problem if she goes on a strict diet. Contact your GP to discuss the problem. Also, she could see a Psychologist. Contact her school to talk to the teacher. Find some ideas to distract your daughter to make her mind change. Contact other parents who have a daughter of similar age with the same problem. Contact people that your daughter will listen to and ask them to talk to her.

Screencast-O-Matic.com

Example 1

by Wirral Tangible Feedback Project

YOUTUBE

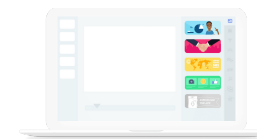
SHERAN OCT 27, 2017 08:49AM

Powtoon

Powtoon | Create Awesome Videos Yourself

Make videos in minutes with Powtoon. Use our library of styles, characters, backgrounds and video, or upload your own! Free. Easy. Awesome. Sign up today!

POWTOON



SHERAN OCT 27, 2017 08:50AM

Screencasting tool

The link below is to screencast-o-matic, a free tool but there are other ways to record your screen while you talk over it (make a screencast).

Screen Recorder & Video Editor | Screencast-O-Matic

Screencast-O-Matic allows my students and I to communicate more effectively via video screencasting. I like the ease of creating videos, using the writing tools, editing, publishing the mp4's and the price is right. Dr. Nellie Muller Deutsch (Ed.D) Education Technology and Leadership Consultant

SCREENCAST-O-MATIC



SHERAN OCT 27, 2017 08:50AM

Online stickies boards

This is a link to Padlet (the tool used to make this stickies board). There are other tools, such as lino-it.

Padlet is the easiest way to create and collaborate in the world

From your hobby to your career, your class notes to your final exam, your mood board to your runway show, padlets help you organize your life.

PADLET



SHERAN OCT 27, 2017 08:51AM

Powtoon video



Apostrophes Made Easy!

this is just a trial animation I created with some students for us all to practise using Powtoon, a free animation tool – Created using PowToon – Free sign up at <http://www.powtoon.com/join> – Create animated videos and animated presentations for free.

YOUTUBE

SHERAN OCT 29, 2017 04:38PM

Flipgrid

Flipgrid. Ignite Classroom Discussion.

Flipgrid is where social and emotional learning happens! The leading video discussion platform for millions of PreK to PhD educators, students, and families.

FLIPGRID.



SHERAN OCT 29, 2017 04:38PM

Example Thinglink

Understanding Miss Havisham by Sarah Holmes

TOUCH this image to discover its story. Image tagging powered by ThingLink

WWW.THINGLINK.COM



SHERAN OCT 31, 2017 02:58PM

Powtoon video



Apostrophes Made Easy!

this is just a trial animation I created with some students for us all to practise using Powtoon, a free animation tool – Created using PowToon – Free sign up at <http://www.powtoon.com/join> – Create animated videos and animated presentations for free.

YOUTUBE

Other resources/ strategies to explore

SHERAN MAR 15, 2018 09:28AM

Reading using post-its

You've probably all done this at one stage or another. Just got me thinking about the difference between trying something out once or twice and the possible benefits or adopting it as a consistent practice.



©Shutterstock.com/Keapra.com

Students frequently complain that they don't remember what they read. In the past, when I would ask about their reading practices, they often recounted that they would get to the bottom of a page of text and realize they had no clue about what they had just read.

I sought strategies to address this problem: What could students do to stay engaged with the reading, find it more pleasurable, and effectively remember what they read?

STORING MEMORY WITH PATTERNS

Understanding and remembering texts, as with all new memory construction, involves connecting the new to the known (i.e., using existing memory networks). The brain does this linking through its system of storing memory in neural networks based on relational patterns. When exposed to new information, the brain evaluates it using patterns it has developed through time and experience. Optimal brain engagement, understanding, and storage occur when new information is identified as being related to an existing memory pattern such as a category or schema.

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ENGAGEMENT AND MEMORY

Successful reading comprehension makes use of pattern linking strategies. These include activating prior

Reading_with_post_its.docx

Word document

PADLET DRIVE

SHERAN MAR 15, 2018 09:29AM

Planning for project based learning PBL

Short article as a reminder of what needs to be thought about



©Shawn Braggie/701qin

Planning for project-based learning takes a lot of time and effort. All teachers who have planned a new project know the work that goes into making one a success. You have to create an engaging driving question to focus the inquiry. You need to select and plan for products and authentic audiences while being mindful of voice and choice. You have to plan a great project launch. You must align the project to standards. And the list goes on and on.

However, after this initial phase, the planning isn't complete. Next you move into the nitty-gritty—the day-to-day work of students, the calendar of tasks and instructional activities. Because the students drive the learning, this aspect of planning can be difficult to map out.

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[Sign Up](#)

Here are some ideas on planning PBL project implementation so you can be both ready to go at the outset and flexible in responding to how students shape the project as they learn.

PLANNING FOR AN ORDERLY MESS OF LEARNING

Start with the learning targets: While planning a project, it's easy to move quickly to the activities, tasks, and instruction you think students will need. Most of the time, our instincts are spot on, but sometimes we get too focused on these points and lose sight of what we want students to learn. When we focus on that, we can be more intentional about the instruction students will need.

Project_based_learning.docx

Word document

PADLET DRIVE

SHERAN MAR 15, 2018 09:41AM

Mythbusting Differentiation

Some useful strategies to try out.

Mythbusting Differentiation: Solutions to Make Differentiation a Reality

By [John McCarthy](#) in [Differentiated Instruction](#), [Pedagogy](#)

Debunk myths that make differentiation seem impractical and impossible. Differentiation is more than strategies and more practical than a pedagogical ideal. Here is a companion post to my presentation for the ASCD Conference. This article and the list of referenced articles at the end debunk myths about Differentiation with solutions that offer success to diverse learners under challenging conditions. [My book addresses these challenges and more: So ALL Can Learn: A Practical Guide to Differentiation.](#)

Order at: [R&L](#) | [Amazon](#) | [Amazon Kindle](#) | [Barnes & Noble](#) | [Amazon UK](#)



Be empowered to make real change through differentiation.

Is Differentiation just too difficult?

One of the biggest illusions is that Differentiation can't be done under the conditions that many teachers find themselves with various challenges, such as class size, shorten time, and curriculum constraints—just to name a few. Yet the reality

Mythbusting_Differentiation.docx

Word document

PADLET DRIVE

SHERAN NOV 02, 2017 01:35PM

Getting learners to talk..

Getting to know you

These activities are designed to build up trust and start with what they know.

- **Just three things.** (All week ,work with different partners 3 things in common/ 3 things different/ 3 favourite things/ people, 3 favourite places, 3 favourite musicians /groups etc Based on interests)
- **Find someone who** (questionnaire pre- populated with the classes interests/experiences, things that can be shared e.g. Find someone who is good at art/ has 3 brothers/has lived in Germany etc . Good to mingle and then extend the questions to check they're not fibbing)
- **Find the fibs.** (Demo this yourself and then use the template to get the learners to write their own versions on the computer / check spelling etc so they are happy to share not embarrassed by what they've written. They can ask questions before they guess)
- **I'm really good at.** (In pairs, 3 things you are good at and why you think you are. At the end of the session they are asked to feedback to the class and make things up if can't remember.)
- **Share your photo.** (Share a photo on your phone/ on instagram/facebook etc. Use question prompts to scaffold, where was it taken, why is it so important etc)

Working in pairs, now add to these.

3 Getting learners to talk ideas

Word document

PADLET DRIVE

SHERAN OCT 26, 2017 03:34PM

Haven't used this but thought it looked interesting. Maybe worth a look.



WARMERS AND FILLERS



BRITISH COUNCIL SPAIN – WARMERS AND FILLERS



www.britishcouncil.es

warmers_and_fillers_booklet.pdf

PDF document

PADLET DRIVE

SHERAN OCT 26, 2017 03:54PM

Induction sessions on NCG intranet

[http://intranet.ncgrp.co.uk/groupservices/group-quality/SitePages/Training%20Students%20Study%20Skills%20\(FE\).aspx](http://intranet.ncgrp.co.uk/groupservices/group-quality/SitePages/Training%20Students%20Study%20Skills%20(FE).aspx)

Outline of sessions

Introduction to programme (45mins) - ideal for induction, the resources are designed to focus students on the need to be on top of things from day one, to explore the skills they will need to do their best and to lay down your expectations.		
Key stages	Resources and extension activities to moderate level	Follow up /reinforcement activities
<p>Ideal for induction to a new programme</p> <p>In this session:</p> <ul style="list-style-type: none"> Ss compare ideas on the characteristics of a good student. Briefly compare ideas with the article then complete the self-assessment Ss self-assess and decide which aspect needs to be improved most. <p><i>(The statements in the self-assessment task link to assessment tasks the skills to be developed through 'getting the most out of your learning' programme)</i></p> <ul style="list-style-type: none"> Ss then complete a series of activities which ask them to explore different kinds of assessment methods/which they find easier and why. T introduces assessment requirements for programme /module asks ss to identify the kind of assessment. Ss work together to identify skills needed to get the most out of the type of assessment and need to do the best from day one. Round up with some feedback on what students think they need. I need to be more organised, I need to take notes more carefully/ read feedback etc. 	<p>PowerPoint with session notes</p> <p>Article '7 characteristics of a good learner'</p> <p>Self-assess task which will be revisited later in the programme.</p> <p>Staff matching task</p> <p>Sample adapted student matching task</p>	<ul style="list-style-type: none"> Review self-assessment are they asking more questions, less worried about making mistakes etc Pop quiz on types of assessment 5 mins to write down what you needed to work on from your last assessment/ without looking or asking partner

Induction sessions

Word document

PADLET DRIVE

SHERAN OCT 26, 2017 03:55PM

Assessing progress in a session

Assessing progress within or across sessions allows us to plan learning more effectively and to empower our learners to achieve their full potential.

When choosing an assessment strategy for different stages of the session it is useful to consider the following:

- Does it allow me to gauge everyone's progress?
- Does it allow me to measure the learning outcomes?
- Is it inclusive, accessible to all learners?
- Is it designed to measure and feedback on individual learner progress?
- Does it allow me to stretch and challenge learners either in, or beyond the classroom?
- Is it a real world task which allows learners to demonstrate a meaningful application of their knowledge and skills?
- Does it allow/encourage learners to discuss/explore the topic to deepen understanding?
- Does it encourage independent thinking?
- Does it allow learners to see their progress and what they need to improve?
- Is it efficient? If time consuming to set up, can it be replicated adapted for other sessions
- Are the resources available/reliable/cost effective? E.g. WiFi, learner phones, etc

Assessing Prior Learning (SKU)

Activities which allow us to assess learners' skills, knowledge and understanding are often useful to fine tune planning, ensuring that we are not going over old ground but building and extending that learning. There are many different strategies to choose from.

Checking learning throughout the session

These strategies need to be built into the plan and should clearly gauge everyone's progress

4 Assessing progress in a session

Word document

PADLET DRIVE

SHERAN OCT 26, 2017 03:56PM

2. Find the mistake.

Work in pairs, groups or individually with a prepared set of common SPAG errors. Tick the correct ones and use the marking scheme to highlight where they think errors occur. Pass the sheet to the next person, pair etc and ask them to correct what has been identified if they think it is appropriate.

Useful to focus in on common errors and allows you to differentiate task according to individual needs. Problem if first team hyper-correct, need to use a prepared sample answer sheet.

3. Generate the rules

Provide examples of misspellings ask them to look up the correct answers and then try to create a rule to help everyone remember the correct spellings.

e.g. i before e rule

This helps learners look for patterns and connect with words that they do know how to spell. Works well for easier rules – see top ten spelling errors.

4. Making the right version stick

For words which don't fall easily into the Top Ten spelling rules categories Common Sight Vocabulary, homophones, confusing pairs, foreign or technical words etc Learners need to explore different ways to help them remember correct spellings bearing in mind that they will all learn in slightly different ways e.g. necessary – 1 collar and 2 sleeves.

Works well in groups to begin with to get the less imaginative learning from others who have more defined strategies to remember spellings.

5. Proof thy neighbour

Always difficult to proof read your own work so get learners into the habit of proof reading each other's work in class.

Helping students feel more confident with their spelling

Word document

PADLET DRIVE

SHERAN OCT 26, 2017 03:56PM



Great Lesson Ideas: **Hook** Stations with Hillary Mills [01:00:10;10] Hillary: My name is Hillary Mills. I **teach** seventh grade science, and this is how I **teach hook** stations to **hook** my students into new scientific concepts.

2. Every book has its cover, every lesson (should) have a hook.

Ideas for hooks in an EFL classroom. <http://ddeubel.edublogs.org/2010/06/20/every-book-has-its-cover-every-lesson-should-have-a-hook/>

3. Science Teaching Junkie: You Gotta Have a Hook

www.scienceteachingjunkie.com/2013/08/you-gotta-have-hook_15.html

15 Aug 2013 - If you can just "**hook**" your students and get them to buy in to the **teachers** desk to the back door **using** a pencil because it was such a large ...

4. Lesson plan hooks

Explore Jackie Blum's board "Lesson Plan **Hooks**" on Pinterest, a visual bookmarking ... **Teaching** Character Analysis **Using** Body Biographies | Scholastic.com.
<https://uk.pinterest.com/jackiemazz/lesson-plan-hooks/>

Hooks

Word document

PADLET DRIVE

SHERAN OCT 26, 2017 03:56PM

we use all sorts of texts in our sessions to stimulate interest, provide course information, content for programmes etc. The following strategies for dealing with reading texts will automatically provide learners with skills practice on a regular basis.

- Set **pre-reading tasks** to help learners access the text. This is particularly useful if the reading is quite dense, full of new vocabulary etc or if learners are not used to reading a lot.

e.g. The article you are going to read about the importance of renewable energy and sets out to compare the efficiencies of different energy sources.

- ✓ In pairs, predict what energy sources will be included.
- ✓ Which do you think will be the most cost effective and why?
- ✓ Look at the jumbled up vocabulary below and can you work out what the words should be. (raslo wrepo, diwn seinrutb, dilta geyren)
- ✓ Match the word to the definition
Power derived from the sun > solar energy

- Set **reading tasks** which suit the text type, the depth of understanding required and the reason for reading.

e.g. If using the text above, you might ask learners to scan the text quickly to find out if their predictions were accurate. Suitable task for large amounts of reading, looking for information in brochure, catalogue etc

e.g. Skim read to get the gist of the text. This is also suitable for reading longer texts quickly.

8 Developing English skills through your teaching

Word document

PADLET DRIVE

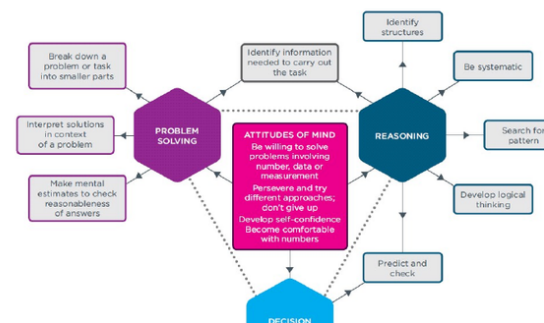
SHERAN OCT 26, 2017 03:56PM

Developing maths skills through your teaching

Maths- Recognising what being functionally numerate is absolutely essential if we are to:

- Evaluate the maths skills necessary to complete our programmes successfully
- Recognise realistic and relevant opportunities to develop maths in our lessons
- Confidently promote the importance of mastering these skills not only to complete the programme but to secure future employment or progression onto higher study programmes.

Being numerate goes beyond simply 'doing sums', it means having the confidence and competence to use numbers and think mathematically in everyday life, for example being able to make estimates, identify possibilities, weigh up different options, decide which is most appropriate and choose the correct skills to tackle and solve the problem or situation.



8 Developing maths skills through your teaching v 2

Word document

PADLET DRIVE

December report , Learner Profile, & draft Alternative Curriculum

SHERAN MAR 07, 2018 02:41PM

Final report

As people are still involved in the peer observations and we are working on the integrated curriculum, this the final report as of Dec 18th.



Project title: **Breaking the cycle.**

In 2016, nearly half of 16 year olds left school not having achieved the minimum standard of attainment (5 GCSE grade Cs).¹ 15.5%² of 16-18 year-olds are not in education or training despite the raising of the participation age and over 790, 000 18-24 year-olds are classed as not in education employment or training (NEET) ³ across the UK . If we are to break this cycle we need to provide 'alternative' education programmes divorced from negative past experience and designed to focus on securing the skills and qualifications needed to prepare them for further study and/or employment. This project explored 3 questions considered key to providing a successful fresh start for these learners: What do we need to know about these learners before they start on programme? What does the alternative programme need to look like? How do the teaching and learning approaches we adopt need to change to ensure that we

1 Perera,N. Treadaway,M.,Johnes,R.(2016) *Education in England: Progress and goals* England:CentreForum.p.7.

2 Pells,R. (25/05/17) Significant increase in the number of 16-18 year-olds not in work or school *The Independent* accessed 09/11/17
<http://www.independent.co.uk/news/education/education-news/teenagers-not-in-work-school-significant-increase-15-per-cent-rise-unemployment-youth-a775321.html>

Final report Breaking the cycle 1

Word document

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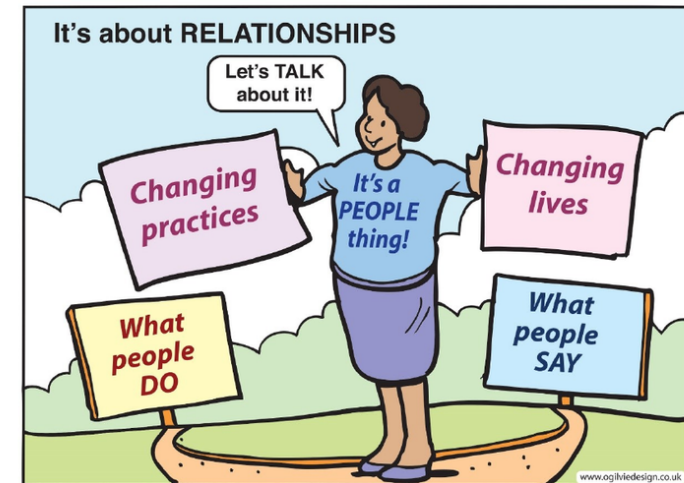
SHERAN DEC 17, 2017 10:58AM

Executive summary

Just a taste, but better to read the whole thing.

6. Breaking the cycle: making a fresh start

Newcastle College and Community First North East



Executive summary - 06. Newcastle College

Word document

PADLET DRIVE

SHERAN MAR 27, 2018 09:18AM

Learner profile proforma

Working on examples from a range of organisations we then tested this out with staff and wrote a little guidance note as well.

Learner profile

Please complete as fully as possible. We need this information to help learners settle and make progress as swiftly as possible. The information will be kept up-to-date and actively used as part of the learner review process to inform the support that the learner receives, including ILPs and target setting.

The information is confidential and should only be shared with staff closely involved with the learner's wellbeing and progress.

14 -16 programme

☐

16-18 programme

☐

Affix photo here

Young Person's Personal Details:

Name:

Date of Birth:

Address:

E-mail :

Phone/mobile :

Status: Resident/Asylum Seeker

First language:

Emergency contact details: (name/relationship/number)

Final Draft -Learner profile - referral information and personal details.doc

Word document

PADLET DRIVE

SHERAN MAR 27, 2018 09:23AM

Guidance on completing learner profiles

Just a few notes on what we felt was important to ensure that we help all learners to settle in as quickly as poss.

Guidance on completing and using learner profiles

*The following is a guide to be read in conjunction with the **Learner Profile Proforma**, both of which have been developed by staff working in alternative education/foundation learning. We hope you find it useful.*

Learners who join us may have had disrupted or quite negative experiences of education in the past, they will often lack confidence and are anxious about starting something new. To ensure that some of these fears are allayed and they begin to settle in as quickly as possible it is important to get the first steps right.

- **The learner profile needs to be completed as comprehensively as possible before the learner embarks on the programme.**
Organisations (Schools, PRUs etc) referring learners are responsible for completing the majority of the proforma with the most up-to date information available, reports, examples of learner work etc should be attached to the profile along with the contact details of staff who can be contacted for additional information. The information is just as important for learners who are self-referrals and maybe elicited in a number of ways, initial interview, form filling followed by tutorial etc depending on the process in your organisation and what the learner is comfortable with.
- **The information needs to be made available to all staff involved with the learner as quickly and efficiently as possible.**
The information may be recorded in an on line system and shared electronically or be communicated face to face at staff meetings for example. The key is to ensure that learners are not having to repeat themselves because staff haven't read/had access to the key information.

Draft guidance on learner profiles referrals & self referrals.docx

Word document

PADLET DRIVE

SHERAN DEC 17, 2017 11:00AM

Re-shaping the curriculum

Draft ideas for integrating skills, threading in Character Curriculum content etc

Re-shaping the curriculum - ideas for integrating skills work

Topic	Activities	Skills /overarching concepts
Getting to know your classmates	<p>Activities which encourage learners to explore their own identity to share info about themselves, their views values, hopes for the future.</p> <p>Find someone who... 3 things in common /introduce your partner Scruples Desert island discs What gets on your nerves/cheers you up most? Find the fib</p> <p>Resulting in a paired project e.g. Talking heads/bio pic</p>	<p><i>Learners often missed out on school/ lost touch with friendship groups, so need to build up social skills, make friends, feel they belong. Helps with attendance/retention/team building etc</i></p> <p>Question formation, learning to listen, share previous experience/opinions, interviewing, collating information, summarising, writing a short biography, using word and simple search tools etc</p> <p>PHSE K3 and K4 Developing Me Values</p>
Getting to know the college	<p>Activities which help learners to feel safe, what to do if things don't go well, who to talk to etc</p> <p>Find your way around /treasure hunt</p> <p>Explore the rules and regulations and Learner charter</p> <p>Class rules OK?</p>	<p><i>Learners often talk about being uncomfortable in a large busy, noisy place where it's easy to get lost and easier to go home. They often fall foul of new rules, and get caught up in the cycle of 'misbehaving'.</i></p> <p>Using/anotating maps, giving directions, using QR codes</p> <p>PHSE KS3 Developing Me Resilience</p> <p>Initial self-assessment of reading skills, working collaboratively to get the information needed, exploring assessment and beginning to test peers</p> <p>College Safeguarding Policy link</p> <p>Online research skills. Negotiation, recognising the rights of</p>

Reshaping the curriculum ideas for integrating skills work

Word document

PADLET DRIVE

SHERAN DEC 17, 2017 11:07AM

Activity list

The How and why activity list. The idea is to post activity ideas which have been re-evaluated for their usefulness e.g. **Find someone who** can be used to build relationships, to personalise content, to change dynamics, explore difficult issues etc these will be mapped to re-shaped curriculum and will contain instructions.

The How and Why Activity List - Getting to know you

How?	Why?										
<p>Find someone who..... create your own to suit aims of session. Learners mingle and find a different person for each question. Extend questioning - anyone fibbing?</p> <p>Find someone who...</p> <table border="1"> <tr> <td>has worked in a college.</td> <td>Name</td> </tr> <tr> <td>knows how to change a car tyre.</td> <td></td> </tr> <tr> <td>watches 'I'm a celebrity...'</td> <td></td> </tr> <tr> <td>can moon walk.</td> <td></td> </tr> <tr> <td>would love to emigrate.</td> <td></td> </tr> </table> <p><i>To avoid an obvious Variations : Fake/role play answers, write their own questionnaires for the class.</i></p> <p>Just three things. Quick warmer in pairs find 3 things in common/ 3 things different/ 3 favourite things/ people, 3 favourite places, 3 favourite musicians etc Based on interests. Report back to class on what you've found out.</p> <p>I'm really good at... In pairs, 3 things you are good at & why you think you are. (Do silly demo/allow fibbing if they get stuck.) Report back to class. <i>Variations:</i> Learners include 1 fib & groups/class ask questions to decide which is false like 'Would I lie to you? '</p> <p>Find the fibs. Demo- Write a couple of paragraphs about yourself, gives to groups and tell learners they need to check whether the information is accurate as carefully as possible. E.g. They can't just say 'When were you born?' because they don't think you're 21. Make it easier by saying how many mistakes. Learners then create their own using a template on the computer, proof read then test them out in groups.</p>	has worked in a college.	Name	knows how to change a car tyre.		watches 'I'm a celebrity...'		can moon walk.		would love to emigrate.		<p>Good to do initial getting to know you e.g. pre-populate with info from learner profiles e.g. interests, experiences, family etc . Good practise for extension questions to raise level Semi-controlled practice for question formation practice & short answers - ESOL</p> <p>Can be used to intro/explore other topics e.g. someone who thinks voting is pointless. Canvas views and ideas before a discussion allowing learners time to think. Active, changes class dynamics etc</p> <p>Good for talking to each other at beginning/introduce newies/build pairs T monitors for when quiet ones ready, confident they can feed back to W/C. Practise speaking to W/C.</p> <p>Good to focus on positives, what you can do prep for CV. Chance to recognise e.g. not everyone passed driving test / can change a tyre/baby etc. Fibs allow a little leeway and make it fun.</p> <p>Questioning what's been written. Practise writing about themselves. Template scaffolds the writing activity. Asking specific questions</p>
has worked in a college.	Name										
knows how to change a car tyre.											
watches 'I'm a celebrity...'											
can moon walk.											
would love to emigrate.											

Activity list with aims

Word document

PADLET DRIVE

SHERAN DEC 17, 2017 12:56PM

Presentation Dec 18th



A collaborative project Newcastle College & Community First North East

Presentation1

Powerpoint presentation

PADLET DRIVE

SHERAN DEC 18, 2017 06:50AM

Mindset assessment

This is the mindset assessment that CFNE have been trialling this year.

	have to be "born with it".				
8.	Maths is much easier to learn if you are male or maybe come from a culture who values maths.				
9.	The harder you work at something, the better you will be at it.				
10.	No matter what kind of person you are, you can always change substantially.				
11.	Trying new things is stressful for me and I avoid it.				
12.	Some people are good and kind, and some are not - it's not often that people change.				
13.	I appreciate when people, parents, coaches, teachers give me feedback about my performance.				
14.	I often get angry when I get feedback about my performance.				
15.	All human beings without a brain injury or birth defect are capable of the same amount of learning.				
16.	You can learn new things, but you can't really change how intelligent you are.				
17.	You can do things differently, but the important parts of who you are can't really be changed.				
18.	Human beings are basically good, but sometimes make terrible decisions.				
19.	An important reason why I do my work is that I like to learn new things.				
20.	Truly smart people do not need to try hard.				

Mindset questionnaire

Word document

PADLET DRIVE

SHERAN DEC 18, 2017 07:28AM

Presentation December 18th



A collaborative project Newcastle College & Community First North East

Presentation1

Powerpoint presentation

PADLET DRIVE

National research etc

SHERAN OCT 23, 2017 06:28PM

Ofsted report on Alternative Provision.

The report commissioned by the DfE, was carried out over a 3 year period and follows up the results of an initial survey in 2011. Ofsted inspectors visited 165 schools and 448 of the alternative providers they used and makes several significant recommendations.

Alternative school provision: findings of a three year survey

Findings from an Ofsted survey on the use of off-site alternative provision by schools and pupil referral units. In 2011, Ofsted published a survey report on the use of off-site alternative provision by schools and pupil referral units. The survey identified successful features of alternative provision and commented on a range of weaknesses that inspectors had found during their visits.

GOV.UK



SHERAN OCT 23, 2017 06:35PM

DfE Developing Character Education in Schools

Growing interest in character education over the last decade with an increasing recognition of the role that certain character traits or attributes such as resilience, self-regulation, and emotional and social skills can play in enabling children and young people to achieve positive health, education, employment and other outcomes.

Summary below.

Developing character skills in schools

Summary report

August 2017

NatCen Social Research & the National Children's Bureau
Research and Policy Team

Developing_Character_skills-synthesis_report

PDF document

PADLET DRIVE

SHERAN OCT 23, 2017 06:43PM

Character Curriculum (PHSE Assoc Planning toolkit)

Really useful with ideas for embedding the outcomes into the curriculum.

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To become a member, visit www.phse-association.org.uk

PHSE EDUCATION CHARACTER CURRICULUM PLANNING TOOLKIT			
Section 3 PHSE education character curriculum framework			
SECONDARY PHASE			
Learning objectives for character aspects within Dimension 1: Developing Me			
KEY STAGE 3			
Building on learning from KS2:			
Self-awareness Through PHSE education lessons, pupils should be given opportunities to: <ul style="list-style-type: none">appraise their skills and attributes in order to set their own ambitious yet achievable goals and plan development strategiesunderstand that celebrating achievements supports self-esteem and self beliefreflect on a wide variety of learning experiences in order to discover a direction which motivates them to succeedcreate and adapt their routes to help them learnrecognise that healthy lifestyle behaviours improve their capacity to learn and thrive in a variety of contexts	Values Through PHSE education lessons, pupils should be given opportunities to: <ul style="list-style-type: none">reflection, assess and justify their beliefs and values and use them in decision-makingassess, adapt and sometimes discard their values in the light of new learning and experiencesvoice their opinions and beliefs in a constructive, effective, respectful and meaningful mannershow respect for others' viewpoints, off- and on-line, challenging appropriatelypractise ways to resist persuasion to compromise their valuesmaintain order and safety through sound negotiation of rules which are designed to protect their health, safety and wellbeing	Resilience Through PHSE education lessons, pupils should be given opportunities to: <ul style="list-style-type: none">discuss ways to persevere, adapt and be resilient in different circumstances, including by asking for helpdevelop the ability to differentiate between worthwhile challenges and those which are unhelpful, unfair or unsafelearn to manage emotional responses to change, challenge and adversity, and to learn from such experiencesdevelop the self belief and motivation to persevere at a challenge and to strive to reach challenging goalsdevelop optimism about future challenges, recognising that change offers new possibilities	
Managing risk Throughout key stages 3 and 4, pupils should use the skills taught through developing life to assess and manage risks, both positive and negative. Given young people's increased independence, the skills required are the same throughout the secondary phase, although the situations where they apply may differ.	To support pupils to manage risk, in both off- and online situations, they should be given opportunities to: <ul style="list-style-type: none">develop the ability to make healthy, informed choices by recognising, analysing and assessing risks effectivelyunderstand what is meant by acceptable risk, recognising that this may be different for different people in different circumstancesrecognise that the implications of risk can be both positive and negative and that opportunities can carry acceptable riskassess and manage factors which impair effective and safe decision-makingeffectively manage change and the risks associated with it		
© PHSE Association 2016. The PHSE Association is the national subject association for Personal, Social, Health and Economic education. To become a member, visit www.phse-association.org.uk			

PHSE EDUCATION CHARACTER CURRICULUM PLANNING TOOLKIT			12
Section 3 PHSE education character curriculum framework			
KEY STAGE 4			
Building on learning from KS3:			
Self-awareness Through PHSE education lessons, pupils should be given opportunities to: <ul style="list-style-type: none">take responsibility for their career readiness, including development of enterprise skillsreflect on a range of experiences to shape their career directionappraise their own skills and attributes and effectively allocate time and resources to strengthen themincrease their self belief to promote positive outcomesdemonstrate an understanding of how to balance different/possible factors to improve their capacity to learn and thrive	Values Through PHSE education lessons, pupils should be given opportunities to: <ul style="list-style-type: none">fully justify their viewpoints and effectively critique others' ideasvoice their opinions and beliefs in a constructive and persuasive manner, suited to the discussion contextre-evaluate their beliefs, views and values by critically assessing new evidencegain confidence in their own values and beliefs, and learn skills to resist unhelpful influence to compromise their core valuesuse their core values to make choices about their career and lifestyle	Resilience Through PHSE education lessons, pupils should be given opportunities to: <ul style="list-style-type: none">discuss strategies to promote perseverance, adaptability and resilience in a wide range of increasingly pressured scenarios, including asking for helpevaluate whether a challenge is worth pursuing and show the motivation to reach those which arelearn to effectively employ a range of strategies to manage change, challenge and adversitydevelop a positive mindset, embracing change as an opportunity for growth	

Character Curriculum from Planning Toolkit

Word document

PADLET DRIVE

SHERAN OCT 26, 2017 03:31PM

To consider when designing the curriculum



Skills for work, skills for life I CAN Talk 8 (2nd edition)

Skills-For-Work-2

PDF document

PADLET DRIVE

SHERAN DEC 14, 2017 10:25AM

Study into the dynamics of early school leaving

2010 study from Ireland, but very relevant to our situation.



No Way Back?

THE DYNAMICS OF EARLY SCHOOL LEAVING

DB_No_Way_Back

PDF document

PADLET DRIVE

SHERAN DEC 14, 2017 10:28AM

A strategic plan for the prevention of early school leaving in Malta 2014

Interesting and worth a quick flick through as it highlights what needs to change about some AP classes

A STRATEGIC PLAN FOR THE PREVENTION OF EARLY SCHOOL LEAVING IN MALTA

2014

malteset strategy

PDF document

PADLET DRIVE

Focus Group – What is alternative education?

Approx. 40 mins required. Recommended size of focus group – 6-8

Key points should be recorded and ALL expressed views noted. The questions below are for guiding the dialogue only and probing through learner-led questioning will elicit more detailed information. The learners must NOT be 'led' by the group facilitator but encouraged to explore their thoughts and feelings. Establish some general ground rules for the discussion with the group – ask them what would help them to feel comfortable to express their views freely.

Questions:

In two groups, on flipchart paper, draw something to represent a school. Imagine walking through the front doors and around the whole school, what do you SEE, HEAR and FEEL?

In same groups, on flipchart paper, draw something that represents where you are taught now. Imagine walking through the front doors and around the whole school, what do you SEE, HEAR and FEEL?

Review outcomes from above and extend responses through probing questions.

What do you see are the main differences?

If you were going to build a centre of your own, what would you include? Consider what you might take from the school you drew and what you might take from where you are now. Make it your perfect 'learning place'.

For you to feel comfortable in education AND to be able to gain the qualifications

Focus Group alternative education

Word document

PADLET DRIVE

Project research

SHERAN DEC 14, 2017 10:03AM

Learner focus group activity designed by Judy Hunter CFNE

This activity was used at CFNE and NCL. The information gained from the focus groups has been instrumental in exploring how to support learners best in a number of ways.

- The importance of getting the right start - info and processes needed to do this.
- Making curriculum content and structure meet their specific needs, not repeat of what they had before!
- Strategies and resources to truly engage and develop the skills needed to move into employment/on to further study.

SHERAN OCT 26, 2017 02:36PM

Staff focus groups

Planned for post OTLA to explore how changes in the curriculum /practice has impacted upon learners

SHERAN OCT 26, 2017 02:40PM

Google docs questionnaire for staff - Sjohnson

This questionnaire was used to stimulate discussion around the question of how we support learners to get the best start with the organisation. The information has lead to a draft referral profile, a referral process flowchart, draft induction content.

CFNE research- the Hidden Curriculum (Judy Hunter)

This research was shared with other members of the project and informed their individual plans.

The Learning Process

The move that we all need to keep focusing on, is from ourselves as teachers, being transmitters of teaching, to ourselves becoming managers of the learning process – the move from teacher-centred to student-centred methods of teaching. The holistic approach of student-centred learning is central to the ethos and values of CFNE.

A further challenge to new tutors, particularly those new to FE, is the need to include in our teaching, core subjects and to link across a range of vocational areas, for example Employability Skills. We move from considering our teaching in relation to our own specialist vocational area, to a situation where we are expected to support and be supported by professionals who are experts in linked but separate areas. Learners need help to gain connective knowledge and to understand how their learning fits into wider society. Gaining subject knowledge alone is not enough and they need to develop other skills and wider forms of learning to enable them to climb Maslow's Hierarchy of Needs (1954) and achieve self-actualisation through academic success.

The Advantages of Group Activity

We want our students to develop from what Knowles (1980) describes as the state of the 'dependent-self' (dependent for learning on the teacher) to that of being 'self-directed' students who take control of, and accept responsibility for, their learning. This requires self-confidence which needs to be firmly embedded within the hidden curriculum. Social learning acknowledges the importance of social contact and informal learning in gaining understanding or making meaning of learning. We need

The Hidden Curriculum

Word document

PADLET DRIVE

Learner focus group findings

The findings confirmed what CFNE had suggested in their Hidden Curriculum. NCL used the findings to promote work on changing the curriculum and exploring different TLA approaches .

Learner focus group responses

Experience of school

Total number of responses: 115

Responses	%	Responses	%
Teen pregnancy	2	Bullies/name calling /laughed at / head down toilet/money taken off me /older kids hanging around	9
Chips/ rubbish food/smells	4	Loneliness /Nowhere to go if feeling down	3
Reports cards	1	Litter/sticky floors /scruffy /rank	4
Exams	1	Different sets/ bottom set left out/	2
Prefects	1	Timetable /Hours are rubbish	1
Friendships/losing /making friends	4	Smoking	2
Frightened/scary/fear/intimidated	7	Picking options	1
Uniform/PE kit (wearing spares) parents couldn't afford uniform	4	Prom was disappointing	1
Voices/noise/loud	4	Signing tops on last day	1
Excited/happy/confident/laughter	4	P.E.	1
Strict /Rules/boundaries	6	Behaviour unit/being on report/detention/lines/ punishment /suspended /expelled	8
No makeup/uggs/trainers/shoes/	4	Teachers/ Too many female teachers/ male teachers(2)	4
jewellery /hair styles /colour/can't be yourself		Fighting	1

Learner focus group responses 1

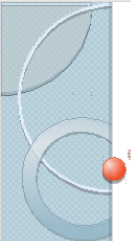
Word document

PADLET DRIVE


Training input and activities

Breaking the cycle....

Powerpoint for those who weren't able to attend the session. We didn't cover everything as we got a little side tracked in very worthwhile way. Any questions get in touch . Sheran



Break the cycle & make a fresh start



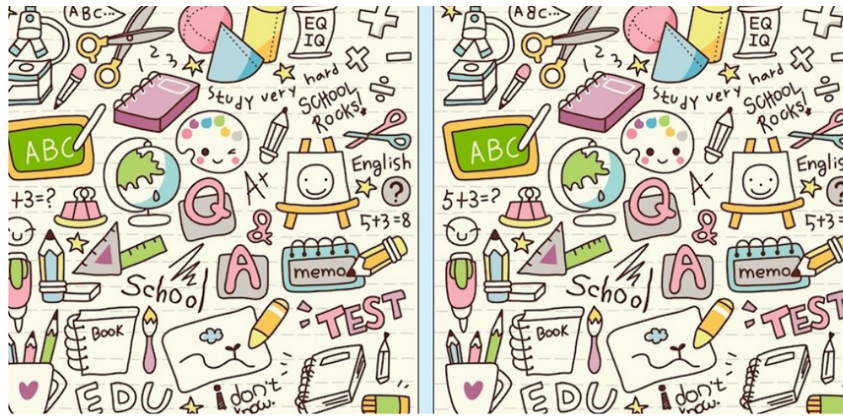
Sheran Johnson

Breaking the cycle and making a fresh start
Powerpoint presentation
PADLET DRIVE

Bottom set	Behaviour unit	Fighting
Making friends	A maze	Not allowed to be different
Exciting	Confident	Who needs RE or Art ?
Scary	Chips	On report
Male teachers	Boring lessons	Loneliness

1 Taboo- focus group feedback
Word document
PADLET DRIVE

Spot the difference



Jeopardy.

- Working in groups of 3 /4
- Create a set of Q and A cards on a topic.
- Ask learners to take a card read it out the answer e.g. 22/11/1963
- The first person to ask the correct question e.g When did JFK die? Wins the card
- Person with most cards wins.

2 Starters for trying

Word document

PADLET DRIVE

Getting learners to talk..

Getting to know you

These activities are designed to build up trust and start with what they know.

- **Just three things.** (All week ,work with different partners/ 3 things in common/ 3 things different/ 3 favourite things/ people, 3 favourite places, 3 favourite musicians /groups etc Based on interests)
- **Find someone who** (questionnaire pre- populated with the classes interests/experiences, things that can be shared e.g. Find someone who is good at art/ has 3 brothers/has lived in Germany etc . Good to mingle and then extend the questions to check they're not fibbing)
- **Find the fibs.** (Demo this yourself and then use the template to get the learners to write their own versions on the computer / check spelling etc so they are happy to share not embarrassed by what they've written. They can ask questions before they guess)
- **I'm really good at.** (In pairs, 3 things you are good at and why you think you are. At the end of the session they are asked to feedback to the class and make things up if can't remember.)
- **Share your photo.** (Share a photo on your phone/ on instagram/facebook etc. Use question prompts to scaffold, where was it taken, why is it so important etc)

Working in pairs, now add to these.

3 Getting learners to talk ideas

Word document

PADLET DRIVE

Assessing progress in a session

Assessing progress within or across sessions allows us to plan learning more effectively and to empower our learners to achieve their full potential.

When choosing an assessment strategy for different stages of the session it is useful to consider the following:

- Does it allow me to gauge everyone's progress?
- Does it allow me to measure the learning outcomes?
- Is it inclusive, accessible to all learners?
- Is it designed to measure and feedback on individual learner progress?
- Does it allow me to stretch and challenge learners either in, or beyond the classroom?
- Is it a real world task which allows learners to demonstrate a meaningful application of their knowledge and skills?
- Does it allow/encourage learners to discuss/explore the topic to deepen understanding?
- Does it encourage independent thinking?
- Does it allow learners to see their progress and what they need to improve?
- Is it efficient? If time consuming to set up, can it be replicated/adapted for other sessions?
- Are the resources available/reliable/cost effective? E.g. WiFi, learner phones, etc

Assessing Prior Learning (SKU)

Activities which allow us to assess learners' skills, knowledge and understanding are often useful to fine tune planning, ensuring that we are not going over old ground but building and extending that learning. There are many different strategies to choose from.

Checking learning throughout the session

These strategies need to be built into the plan and should clearly gauge everyone's progress

4 Assessing progress in a session

Word document

PADLET DRIVE

SHERAN OCT 26, 2017 03:22PM

Assess own skills, and attributes to set own ambitious, yet realistic, goals and plan development strategies (for study and work)	PHSE KS3 Developing Me Self -awareness	
Take responsibility for own learning and progress towards goals <ul style="list-style-type: none">• College expectations: attendance, work submission, ILPs, tutorials etc• Time management and the ability to differentiate between worthwhile challenges etc• Coping with setbacks, trying but not succeeding straightaway, needing to catch up, losing faith in your ability, change in teacher etc• Recognising when and how to ask for help from peers, tutors etc• Strategies to help persevere when things get tough	PHSE KS3 Developing Me Resilience	
Reflect on previous learning experiences to identify <ul style="list-style-type: none">• what motivates them to succeed• how they have learnt well in the past• what skills/strategies need to be developed to help in future	PHSE KS3 Developing Me Self -awareness	
Create and adapt their own routines to help them learn <ul style="list-style-type: none">• What's the best time of day? How do you fit study in with other aspects of your life, family commitments etc• Resources needed	PHSE KS3 Developing Me Self -awareness	

5 Suggestions for inclusion in the curriculum

Word document

PADLET DRIVE

SHERAN OCT 29, 2017 04:41PM

Peer observation guidance and proforma

Listening and responding to Qs accurately. Listening for specific information Describing	to get the learners to write their own versions on the computer / check spelling etc so they are happy to share not embarrassed by what they've written. They can ask questions before they guess) I'm really good at. (In pairs, 3 things you are good at and why you think you are. At the end of the session they are asked to feedback to the class and make things up if can't remember.) Share your photo. (Share a photo on your phone/ on instagram/facebook etc. Use question prompts to scaffold, where was it taken, why is it so important etc)
Getting learners to listen/watch carefully and provide information accurately	Giving directions (ideal for induction week with campus map . 2 maps with different information on they have to find out where the missing things are on their maps, by listening to the instructions. Then working together think of another difficult one to test the other pairs out with.) Youtube e.g. Mr Bean's Interview or the exam (relaxes as they are laughing, give them a task to do while watching and then compare their answers e.g. Each think of 3 things he did wrong and then decide which were the worst 3 in order of severity.) Spot the difference – (pair work activity to involve a little bit of team work and competition). Back to back instructions. (In pairs , A has a picture and B a piece of paper and pencil. A has to get B to draw what's on their picture without saying what it is e.g. Can't say a house, but can say draw a box in the middle of the page etc 5 mins to communicate and then guess what they've drawn then

Peer observation experiments
Word document
PADLET DRIVE

SHERAN OCT 29, 2017 04:42PM

Proforma

To achieve the best results.

- Meet together to discuss what you will be trying out and who you would like your partner to focus on.
 - Pop in to observe and complete the proforma
 - Meet up afterwards to reflect on the session and plan next steps .
- And repeat

Date :
Age Group:
Subject/ session :

Host - Tutor leading session :
buddies:
Visitor/s - OTLA research

Before the learning session

What will we be focussing on?
e.g. Increasing motivation at different stages of the session, getting individuals to contribute more confidently to class discussion (both listening and then contributing their opinions), getting learners to evaluate their own progress and begin to offer peer feedback constructively and sensitively.

What will you be experimenting with to achieve this?
e.g. A different teaching or class management strategy, a new resource etc

How will you know that it has worked or you've made progress?
e.g. Learner feedback, observation through session

OTLA Breaking the cycle proforma
Word document
PADLET DRIVE

Extension to the project

SHERAN FEB 21, 2018 11:01AM

Extension Proposal

A brief overview of how we plan to develop work from the Breaking the Cycle Project

The original project explored 3 questions which were considered key to providing a successful fresh start for learners engaged in 'alternative' education and resulted in the creation of a variety of resources designed to address these questions.

What do we need to know about these learners before they start on programme?	New learner profile and guide.
What does the alternative programme need to look like?	Draft induction and alternative curriculum.
How do the teaching and learning approaches we adopt need to change to ensure that we encourage our learners to take their next steps with the confidence, independence and resilience to succeed?	Peer experiments using different approaches to address the specific needs of these learners.

Findings from the project and the next steps identified through the OTLA peer experiments were seen to have relevance to a wider audience and we are now proposing to extend the project to include 16-18 year old learners on other college programmes. The extension will focus upon developing and evaluating resources and TLA strategies to support the alternative curriculum and the development of skills which will help learners become more confident and resilient.

Focus will be on:

- Building confident individuals who have the skills to reflect on, assess and plan their own learning as well as provide constructive feedback to peers – promoting self-awareness and independence.
- Development of study skills which will encourage learners to work both independently and collaboratively, with less dependence on the teacher or support worker - demonstrating the skills needed for employment and further study.
- A range of TLA different approaches e.g. guided learning approaches, digital technologies, project based learning – promoting the distinction between school and college.
- Reviewing existing schemes of work and identifying every opportunity to develop/reinforce the skills and positive behaviours included in the alternative curriculum.

As this work will be taking place later in the academic year focus will be on aspects of the curriculum that can be integrated naturally in the programme e.g. Time management, beginning a revision programme, keeping going when the going gets tough etc . This may then allow us to evaluate the impact of this work more easily, by assessing learners' views before and after as well as any impact on retention and achievement .

Activity	By when	Who	Cost
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SHERAN FEB 21, 2018 12:13PM

Focus grp 1

Breaking the Cycle – extension project Focus grp 1

Findings from the project and the next steps identified through the OTLA peer experiments were seen to have relevance to a wider audience and we are now proposing to extend the project to include 16-18 year old learners on other college programmes. The extension will focus upon developing and evaluating resources and TLA strategies to support the alternative curriculum and the development of skills which will help learners become more confident and resilient.

Focus will be on:	Possible activity
Reviewing existing schemes of work and identifying every opportunity to develop/reinforce the skills and positive behaviours included in the alternative curriculum.	<ul style="list-style-type: none"> Review draft curriculum with learners and staff. Get learners views on possible projects/ enrichment activities etc Collate finding and adapt /make changes. Adapt SoWs to integrate curriculum for next year.
Building confident individuals who have the skills to reflect on, assess and plan their own learning as well as provide constructive feedback to peers – promoting self-awareness and independence.	Trial activities focussing on: <ul style="list-style-type: none"> Getting the most out of your time with us Working collaboratively/learning from each other Study skills development and reinforcement Keeping on programme and getting ready for exams.
Development of study skills which will encourage learners to work both independently and collaboratively, with less dependence on the teacher or support worker - demonstrating the skills needed for employment and further study.	Include a learner evaluation and other evidence which can show impact. Write up activity, what you did and how so someone else can try it.
A range of TLA different approaches e.g. guided learning approaches, digital technologies, project based learning – promoting the distinction between school and college.	Trial an approach which reinforces independence. Include a learner evaluation and other evidence which can show impact. Write up activity, what you did and how so someone else can try it.

Working in pairs or small groups

1. Review draft curriculum with learners, get learners to suggest possible projects/ enrichment activities etc Collate findings (see learner task).
2. Choose one of the trial areas above that will fit in with what you are doing at the moment e.g. Time management, beginning a revision programme, keeping going when the going gets tough etc . This may then allow us to evaluate the impact of this work more easily, by assessing learners' views before and after as well as any impact on retention and achievement .

Example sheet for resources.

Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Feedback - Using marking codes			
Level	Level 2 early on in programme	Preparation	Select old assignments/ segments and make anonymous (20 mins)
Subject	Any. Written assignments, projects, presentations etc	Length of activity	Allow 30 mins in session before they are due to hand in an assignment.

FCs_grp_1_Breaking_the_Cycle.docx

Word document

PADLET DRIVE

SHERAN FEB 21, 2018 11:04AM

Draft Curriculum

This will be adapted, added to etc in this second stage.

Reshaping the alternative curriculum

The following curriculum outline has been developed to more accurately meet the needs and interests of learners (14-16 and 16-18) who have not yet achieved the qualifications they need to access programmes of further study and /or employment.

Information gained through the ETF sponsored OTLA 3 research project - Breaking the cycle has informed the structure and influenced the content.

- Learners' prior learning experiences and feedback from employers on the skills required for employment have been taken into consideration.
- To help learners to develop strategies to overcome/cope with negative life challenges/experiences , to become more resilient.
- DfE Character Curriculum and PHSE Association Character Toolkit have been used to inform content, this will include key areas such as safeguarding, citizenship, equality and diversity, employability skills and planned to support the PHSE curriculum.
- Generic study skills, which many of these learners have not yet mastered, were identified by staff as key to success and needed to inform the induction/preparation for study section of the programme.
- The need to reinforce the relevance and maximise opportunities for the development and assessment of specific English and maths Skills has been highlighted.
- More project based learning involving the integration and application of a wide variety of skills was suggested. This approach provides opportunities for learners to influence curriculum content, tailor content to interests and work scenarios while encouraging learners to work in teams, improving confidence and independence.

The curriculum is designed to inform programmes of study with schemes of learning being revisited to reflect the content and approaches identified. Activities can be added to/replaced, however, the key is to ensure that the skills and concepts are being covered.The draft will be reviewed by staff and learners before being released for use in 2018/19.

Topic	Skills /overarching concepts	Activities
Getting to know your classmates	<i>Learners often missed out on school/ lost touch with friendship groups, so need to build up social skills, make friends, feel they belong. Helps with attendance/retention/team building etc</i> English /IT Question formation, learning to listen, share previous experience/opinions, interviewing, collating	Activities which encourage learners to explore their own identity to share info about themselves, their views values, hopes for the future e.g. Find someone who... 3 things in common /introduce your partner

Draft_curriculum_v_2.docx

Word document

PADLET DRIVE

SHERAN FEB 21, 2018 11:20AM

Example sheet for writing up resource/activity

You need to fill one of these in and post it in the next column so people can try the activity /resource out.

Tutors try out ideas, write up instructions and then get someone else to test it out and add feedback. All resources posted on padlet

Feedback - Using marking codes

Level	Level 2 early on in programme	Preparation	Select old assignments/ segments and make anonymous (20 mins)
Subject	Any. Written assignments, projects, presentations etc	Length of activity	Allow 30 mins in session before they are due to hand in an assignment.

Context: Many learners have entrenched spelling, grammar or punctuation errors which have never been corrected. This technique is a useful way to help learners examine and correct these errors. The activity is designed to get them used to proof reading their own work thoroughly and then take responsibility for identifying how to ensure that the error is not made again.

Skills/attitudes: Proof reading, working collaboratively, encouraging resilience -why mistakes can be great learning tools etc

Resources:

- Marking code
- A selection of anonymised assignments /segments of assignments which are marked some using code, others not to explore which is the most effective way of marking.
- Exemplar marked assignment

Instructions:

1. Quick self assessment getting learners to rate how confident they feel checking their own work. Re-do at end of session to try to assess the impact. (Learners often find that they are better than they think)
2. Hand out unmarked assignment and ask learners to discuss possible feedback in pairs. Elicit the kinds of things they identified and whether they had noticed any Spelling, Punctuation and Grammar (SPaG) issues.
3. Ask them to mark the errors that they have noticed for the learner. Compare the errors with the pair on your table and the corrected version with no code.
4. Hand out the Marking Code and ask learners to identify what kind of errors they have noticed
e.g . Michael was born in ^{cl}.nigeria and livd ^{sp}
5. Hand out the last section of the work which has the code and ask them to correct the errors.
6. Ask groups to consider the following.
 - Which errors are most important? Why?
 - Would you correct all errors? How would you choose?
 - Could you correct the text which had the errors highlighted?
 - Which would you prefer to receive, corrected text or one using the marking code? Why/not?

Example_sheet_for_resources.docx

Word document

PADLET DRIVE

SHERAN FEB 22, 2018 09:04AM

Template for your own activity

Complete and re-name so people can see what you've done and then post in teh next column.

Subject		Length of activity	
Context: Skills/attitudes: Resources: Instructions:			
Findings: (Briefly evaluate how useful the activities were and what you learnt from them use the prompts below to guide you) Were the activities easy to set up and the instructions useful? Would you change anything? Did the activities achieve the aims identified? How do you know? Did the learners find the tasks useful, how do you know? What will your follow on activities be?			
Advice: (Note down any useful guidance for anyone else interested in trying this out)			

Activity_template.docx

Word document

PADLET DRIVE

Activity to be used with learners

This is just a brief note and task for learners to do to involve them in negotiating the content of the curriculum.

Draft Curriculum task

(Suggest that staff use this in just one class that learners attend maybe 1 English session or PHSD for example)

Activity 1 – to explore the reasons for reshaping the curriculum

Pop a few of these responses on the board. Tell learners they are the answers to a question you asked, what do they think the question was, would they add any different ones? **Record the different ones please.**

Scary
New start
None of my old friends here
Enormous, got lost all the time
Loads of new rules
Thought it would be different
Nowhere to sit and chat
Staff nice
New friends

Activity 2 - to get learners to explore the suggested curriculum in groups.

Hand out the learner version of the curriculum below which leaves spaces for them to add their ideas and allows you to collect them in to inform your staff meeting. **Please keep these I need them for the research.**

SHERAN FEB 21, 2018 11:23AM

Learner handout for reviewing the curriculum

Reviewing the curriculum.

Work in groups to discuss the suggestions. Then in the last column note down any comments or suggestions for activities etc

Topic	Skills/overarching concepts	Comments /Suggestions
Getting to know your classmates	College prepares you for work and further study. You are expected to work more independently, but also work effectively as part of a team. You will need to: <ul style="list-style-type: none"> • Get to know your class mates quickly. • Be prepared to work with everyone in the group, not just friendship groups. • Share your previous experiences, views, values etc sensitively. • Ask each other for opinions, listen to and respect what other people think/believe in. • Work collaboratively. 	
Getting to know the college	College is large and very busy but it's your responsibility to get to class on time and follow the organisation's rules. You will need to: <ul style="list-style-type: none"> • Find out where your classes are, monitor any changes. • Find out who to go to if you are lost, the class has changed etc • Find out who to go to to report any concerns etc • Get to know the rules/regs/safety procedures in the college. 	
Getting the most out of your time with us	College provides many people with a fresh start, a chance to review your learning experience, identify the skills you need to improve and become a more confident, resilient and independent learner. You will need to:	

Learners_task_for_reviewing_the_curriculum.docx

Word document

PADLET DRIVE

SHERAN MAR 09, 2018 09:23AM

Extension PP for NCL



A collaborative project
Newcastle College &
Community First North East

Presentation_for_extension.pptx

Powerpoint presentation

PADLET DRIVE

SHERAN JUN 08, 2018 10:26AM

Latest curriculum

With feedback from staff and learners.

Sharing what we've learnt

Reshaping the alternative curriculum

The following curriculum outline has been developed to more accurately meet the needs and interests of learners (14-16 and 16-18) who have not yet achieved the qualifications they need to access programmes of further study and /or employment.

Information gained through the ETF sponsored OTLA 3 research project – Breaking the cycle has informed the structure and influenced the content.

- Learners' prior learning experiences and feedback from employers on the skills required for employment have been taken into consideration.
- To help learners to develop strategies to overcome/cope with negative life challenges/experiences, to become more resilient.
- DfE Character Curriculum and PHSE Association Character Toolkit have been used to inform content, this will include key areas such as safeguarding, citizenship, equality and diversity, employability skills and planned to support the PHSE curriculum.
- Generic study skills, which many of these learners have not yet mastered, were identified by staff as key to success and needed to inform the induction/preparation for study section of the programme.
- The need to reinforce the relevance and maximise opportunities for the development and assessment of specific English and maths Skills has been highlighted.
- More project based learning involving the integration and application of a wide variety of skills was suggested. This approach provides opportunities for learners to influence curriculum content, tailor content to interests and work scenarios while encouraging learners to work in teams, improving confidence and independence.

The curriculum is designed to inform programmes of study with schemes of learning being revisited to reflect the content and approaches identified. Activities can be added to/replaced, however, the key is to ensure that the skills and concepts are being covered. The draft will be reviewed by staff and learners before being released for use in 2018/19.

Topic	Skills /overarching concepts	Activities / Strategies
Getting to know your classmates	<i>Learners often missed out on school/ lost touch with friendship groups, so need to build up social skills, make friends, feel they belong. When reviewing the curriculum all learners felt that this was very important especially those who had to move more than once (on vocational courses). Helps with attendance/retention/team building etc</i> English /IT Question formation, learning to listen, share previous experience/opinions, interviewing, collating information, summarising, writing a short biography, using	Activities which encourage learners to explore their own identity to share info about themselves, their views values, hopes for the future e.g. Find someone who... 3 things in common /introduce your partner Scruples Desert island discs What gets on your nerves/cheers you up most? Find the fib

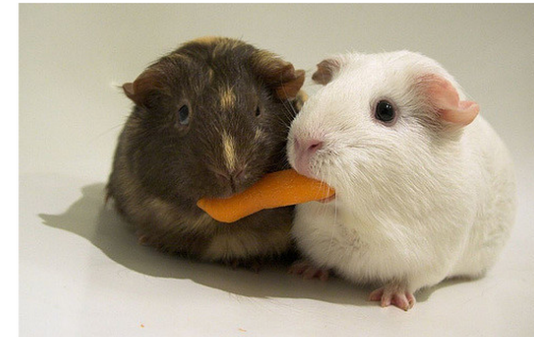
Draft curriculum v3.docx

Word document

PADLET DRIVE

Sharing what we've learnt

Sharing what we've learnt



Sheran Johnson

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Sharing what we've learnt and created.pptx

Powerpoint presentation

PADLET DRIVE
