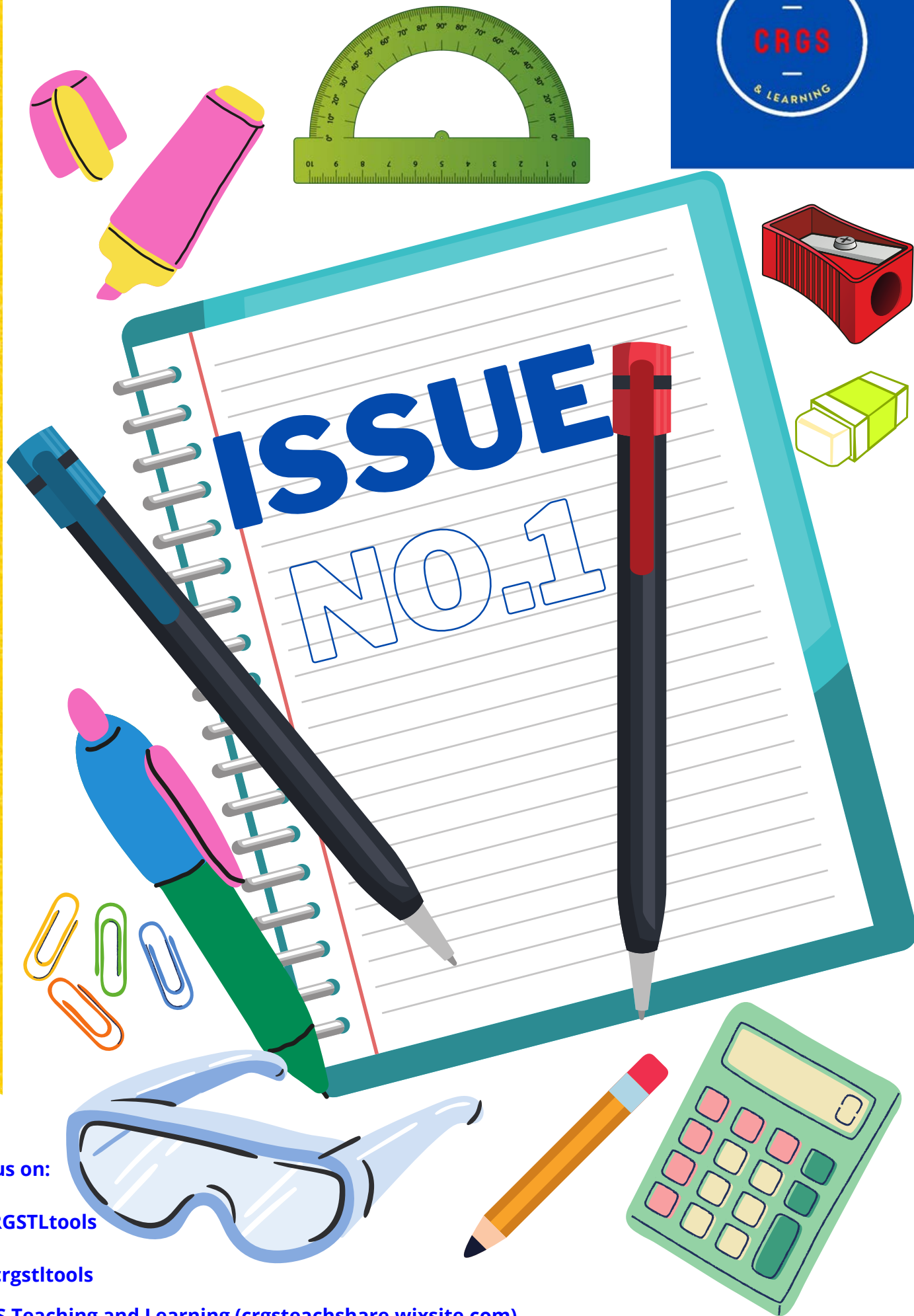


CRGS LEARNING AND TEACHING NEWSLETTER



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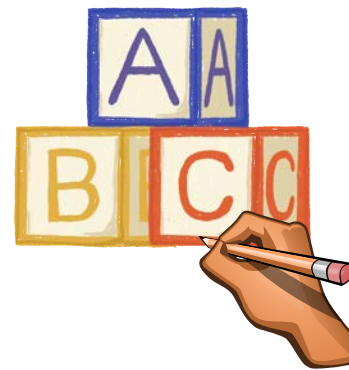
Home | [CRGS Teaching and Learning \(crgsteachshare.wixsite.com\)](https://crgsteachshare.wixsite.com)



Learning and Teaching is at the heart of our work at CRGS and is central to our ever developing school culture. The aim of this Learning and Teaching newsletter is to share ideas and prompt discussion as we continue to grow as a whole school, learn from one another and promote best practice.

The newsletter is at times light hearted, at others serious, with some contents proving contentious and others simply current learning and teaching fact, backed by academic research.

WHOLE-SCHOOL FOCUS OF THE MONTH LITERACY



Ways of using questioning to aid comprehension:

- Using thinking dice (understanding) – students create their own questions using starters on die in order to check the comprehension skills of student
- Using a pack of cards – each suit has a specific aspect of the text students have read assigned to it. For example: hearts = character, spades = setting, clubs = theme, diamonds = vocabulary choices. Students turn over cards and reveal the suit. The number on the card determines how many statements students have to make on that subject that relates to that text.
- Sequencing activity – cut up text and students put it into order to show their understanding
- Students each create a paper fortune teller – different layers ask questions about different aspects of the text – play with partner

Literacy Marking Policy

✓	Tick - you have been rewarded for good work. You have shown that you are able to demonstrate the skills necessary for the piece of work in hand.
X	Cross - you have been factually inaccurate in your work.
	Underlining - this will be used to show where exactly in your work you have made errors.
^	Caret - this indicates that you have left something out (omitted it). The symbol points to the place a letter or word needs to be inserted.
P	Punctuation - you have made a punctuation error; this will be corrected at the location of the error but the symbol may appear in the margin.
sp	Spelling - you have made a spelling error. These errors may be corrected and you should write out your corrections as required by your teacher.
NFS	Sentence - not a full sentence.
//	Paragraphs - your teacher will show you where you should have begun a new paragraph.
<u>b</u>	Triple underline - capital letter is needed

GETTING STARTED

Why not try out the following starters for early engagement...

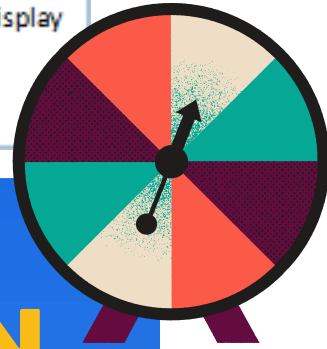
Using a set of post-it notes ask the students to select and write what they think is a key term from the lesson, topic, half term focus. They stick the post-it note on the board.

Take it further: As a group or small groups, they begin to manoeuvre the notes in to similar groups or even in to an order of occurrence / importance / assessment objective or equivalent.

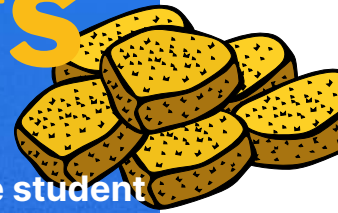
Take it even further: Students can rank the notes based on their individual knowledge and understanding as a way of reflecting on their own learning. They could then be paired with others to support one another's retention of a particular weak topic.

Using an on-line spinning wheel [▶ Spinner Wheel » Custom Wheels to Decide Random Choices](#) pick pairs of students to face-off against one another. Once the names have been announced, the teacher can select a topic OR the first spin-named student, that the pair must play verbal tennis over a set time. The first student says a word then the partner, and so on until the timer ends or one student can no longer offer a response.

Take it further: make this a regular thing and create a verbal tennis league table and display it somewhere in the class room.



L&T GOLDEN NUGGETS



-Have you asked every single student at least one question over your last two lessons with them?

-Remind a student of the last time they did something brilliant in your lesson, regardless of how long ago it may have been.

Remind them that you haven't forgotten how great they are or can be.

RECOMMENDED READ



QUOTE OF THE MONTH

"No one should teach who is not in love with teaching."

—MARGARET ELIZABETH SANGSTER

WRAPPING IT UP

Why not try out the following plenary for a nice review at the end of your lesson...

Have an idea? Send it our way and we'll share it with all staff...



Ideally done at the end of a topic, or end of a year, prior to a test or final exam.

Each student gets a list of a topic specification or the whole subject specification.

Ask the students to rank the topics by strength i.e. the topic they are most comfortable with. They sit in groups of 5 or 6 and call out their list and explain why. The other members of the group can then compare their lists. As they give explanations they can then be supported by those who may have topics higher up than they do.

Encourage the start of discussions as the topics are listed and encourage the students to offer tips, hints, revision strategies, specific resources that have worked for them.