



# Parents' Forum

27.09.2023

# Teaching & Learning



ACADEMIC ATTAINMENT

PERSONAL DEVELOPMENT

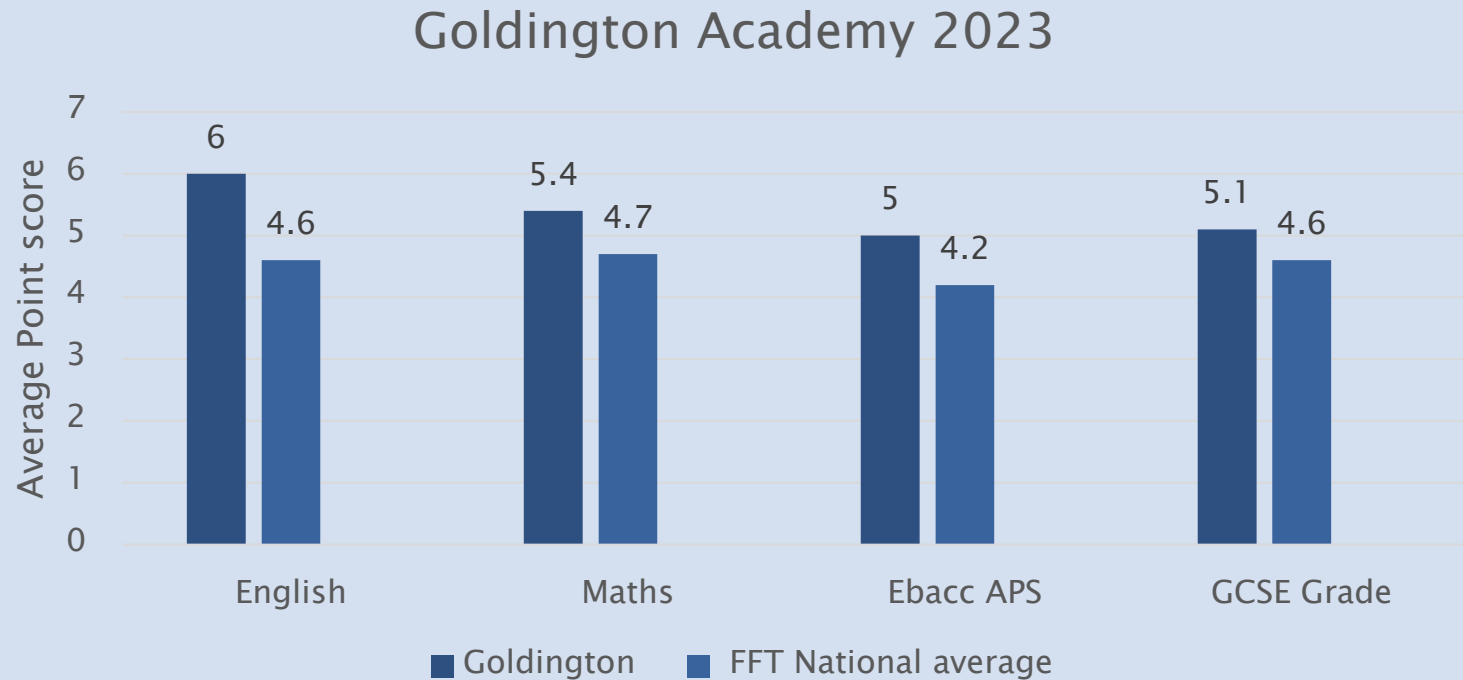
# Teaching and Learning 2023-24

- Year 11 GCSE results
- Quality of teaching
- Whole school priorities



# Year 11 GCSE Results

- ▶ For all the key performance indicators the students at Goldington achieved above the FFT national average.



# Quality of teaching

Curriculum Plans

Quality First  
teaching

Lesson  
Observations  
Learning Walks  
Work Scrutiny  
Pupil Voice

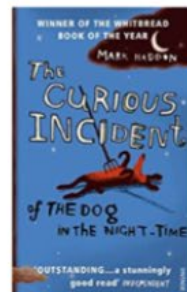
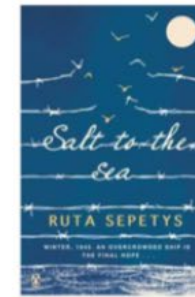
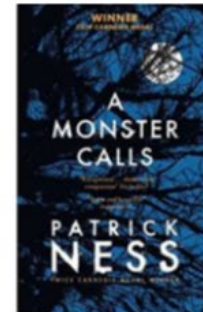
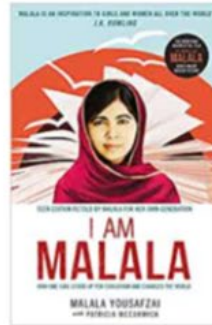
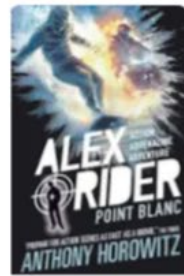
Regular CPD

# Whole school priorities

- ▶ Embedding knowledge
- ▶ Pupil engagement
- ▶ Developing successful, resilient and independent learners

# Reading – Whole School Read

The reading journey from Year 7 to Year 9.



## Reading comprehension strategies



Very high impact for very low cost based on extensive evidence.

# Embedding Knowledge – The Core 4

- ▶ 4 common learning methods to support independent retention and recall of knowledge
  - Lifeskills lessons
  - Student planners
- ▶ Flash cards
- ▶ Self Quizzing
- ▶ Mind maps
- ▶ Brain dumps



# Summary: Self Quizzing



**1.**  
**Identify knowledge**

Identify knowledge/content you wish to cover.



**2.**  
**Review and create**

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



**3.**  
**Cover and answer**

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



**4.**  
**Self mark & reflect**

Go back to the content and self mark your answers in green pen.



**5.**  
**Next time**

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.  
Practice makes perfect!

# Summary: How to use flash cards



**1.**  
**Identify knowledge**

What are you creating flash cards on?  
Do you have your knowledge organiser?

Use your book to look at previous misconceptions from whole class feedback.



**2.**  
**Colour coding**

Use different coloured flash cards for different topics. This helps with organization NOT recall.



**3.**  
**Designing**

1 Question per flashcard. Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



**4.**  
**Using**

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



**5.**  
**Feedback**

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

# Summary: Brain dumps



**1.**  
**Identify knowledge**

Identify the knowledge/topic area you want to cover.



**2.**  
**Write it down**

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



**3.**  
**Organise information**

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



**4.**  
**Check understanding**

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



**5.**  
**Store and compare**

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

# Summary: How to create a mind map



**1.**  
**Identify knowledge**

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



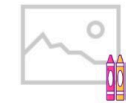
**2.**  
**Identify sub topics**

Place the main topic in the centre of your page and identify sub topics that will branch off.



**3.**  
**Branch off**

Branch of your sub topics with further detail.  
Try not to fill the page with too much writing.



**4.**  
**Use images & colour**

Use images and colour to help topics stick into your memory.



**5.**  
**Put it somewhere visible**

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

# Personal Development

- ▶ Extra curricular activities
- ▶ Leadership opportunities (JLT, student voice, ambassadors)
- ▶ Duke of Edinburgh
- ▶ Careers
- ▶ Termly well being questionnaires
- ▶ Assemblies
- ▶ Form tutor time
- ▶ Life Skills (PSHE, RSE, citizenship & careers)
- ▶ Academic Mentoring





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