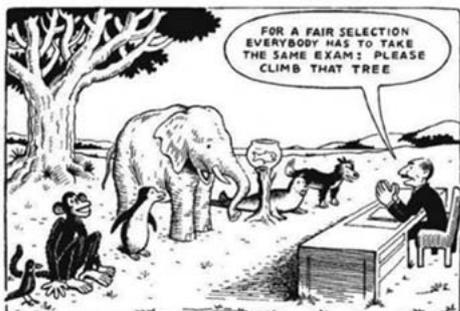## Engaging Learners in the Climate of Challenge

- The new GCSEs are extremely rigorous and challenging for our students. To support students in this, St Joseph's Catholic School has looked at the different ways that teachers can maintain motivation and engagement, and also assist students to achieve more.

- This has included the production of resources, the creation of a blog and a clear message of how to succeed through metacognition.

What is stopping our students achieving at KS4?

- A Lack of cultural capital.
- Lack of 'word wealth' particularly in academic phrasing/vocabulary.
- Understanding of how to write academically.
- Inability to consider the impact on an audience of their own writing.
- Poor knowledge of grammar/punctuation.
- Lack of understanding of how to revise for exams.
- Little personal access to high quality and challenging fiction and non-fiction texts.
- Students lack confidence in expressing a personal opinion.
- Students lack confidence with more than the most basic of language techniques, leaving them at a disadvantage in terms of quality of analysis.
- Students struggle to understand how to compare texts.

The new KS4 - Increased demand of new specifications

The new specifications are more demanding in three ways:
- Content

- Examination

- Grading
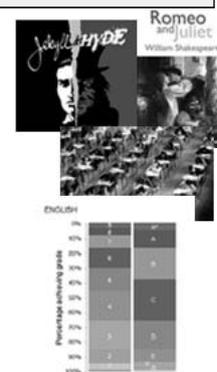
Increased Challenge needed at KS3

- There is a potential problem of the lack of challenge and duplication of KS2 curriculum at KS3.
- Ascertaining what vital skills are needed by the end of year 11 is a way forward in adding additional challenge to the KS3 curriculum.
- Although it could be argued that English is recursive, the level at which KS3 curriculums should be pitched should be addressed to fully prepare students for the challenge required at KS4.
- This could be achieved by dividing the English curriculum into several key strands.
- The difficulty in skills needed for each strand could progress over the years to ensure all have been reached by year 11.

	Year 7	Year 8	Year 9	Year 10	Year 11
Shakespeare	• Context of Shakesp-eare's world • Opening scene • Staging a scene	• Shakespeare's language • Anatomy of a scene • Characterisation through language	• Audience's reaction to a scene • Comparing two scenes • The structure of a whole play • Development of a character over the play	• Role of characters • Characterisation • Different perspectives • Dramatic craft	Revision

Intervening against the lost KS3 years

- There are two aspects to this presentation.
- In a sense there are students who have not been through a challenging KS3 or KS2 and are therefore not as ready as we would like to tackle the rigourous GCSEs.
- Therefore, we need to intervene for these students to ensure that they are ready.
- The second aspect is to ensure that the KS3 curriculum is sufficiently challenging to ensure that they are ready for

Departmental Blogs

Saint Joseph's
CATHOLIC SCHOOL
English Language & Literature Dept.

St Joseph's English Blog

The blog has been paramount to the success of our students in the last two years.
The blog is a go to forum that enables us to:
- Give students key information
- Provide additional resources that back up or add to the learning in class.
- Extend their understanding through links to additional/ deeper learning.
- Provides them with an opportunity to check for homework etc.

Modeling Work/ Meta-cognition

- Don't assume they can do things – model it. So, model a solution to a problem with them first, before asking them to try it.
- I model SQUAD paragraphs, analysis, annotation etc.
- I keep a 'model book'. I will complete answers etc. and then if a student hits a wall, they can look at the book.
- If you can explain how you have answered a question they stand more of a chance of being able to tackle it.

Metacognition

Metacognition
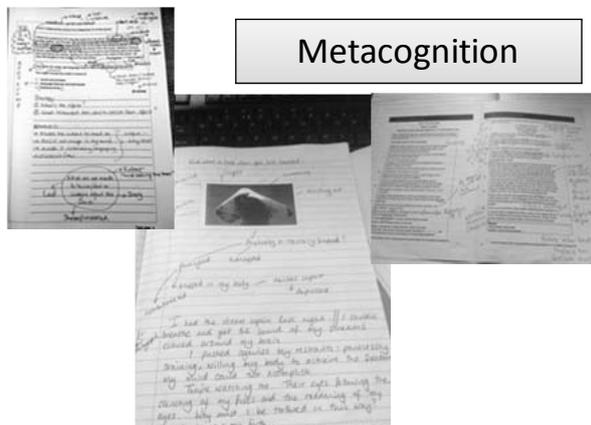
Curriculum Planning - Blocking vs. Interleaving
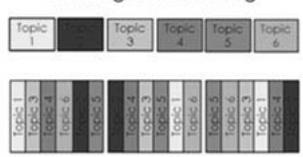
- Facilitate repetition, through your curriculum.
- **Interleaving**: Chopping topics up and spaced them about between each other – so you keep coming back to topics. This repetition and retrieval aids memory.

Blocking vs interleaving

Graphic Novels to support challenging texts

- The concept of the *bande dessine* or graphic novel is sometimes frowned upon in the UK as not being 'real' literature, or being literature for children, but we need only to take a look at how respected this genre is in Europe and Asia and the quality of titles available, to maybe shift our perception slightly.

- There are ranges of books that publish the exact text found in the classical version but with extremely engaging images

- The advantage of these over a film is it encourages a reading culture and brings otherwise intimidating texts to life.

- They also allow students to understand implied emotions or figurative language (a high cognitive skill).

- Cartoon accounts of key historical events have proven very useful in the past as well.

How do we boost memory?

KEEP CALM AND KEEP QUIZZING

- **Reliable quizzing**

- **Knowledge organisers or maps**

- **Closed book KS3 assessments**

Reliable Quizzing

- **Reliable quizzing** – We have been experimenting with all forms of quizzing this last year. Although this isn't innovative and doesn't sound engaging but the students love it (and especially the stickers that they get when they've done well.)
- We have been doing Spelling tests, grammar tests, unit based weekly tests, or simply recapping by asking students 'what did we learn yesterday, last week, or last term…?'
- All of these prove incredibly useful in boosting memory.
- When preparing for exams, we have had great success with

Boosting Memory through games and repetition
Image and Quotations

'a hard headed practical man of business' (Act 1)	''mixed up together like bees in a hive' (Act 1)	''The lighting should be pink and intimate until the Inspector arrives and then it should be brighter and harder' (Act 1)	''these girls aren't cheap labour - they're people' (Act 1)	''The famous younger generation who know it all' (Act 3)	''There are millions and millions and millions of Eva Smiths and John Smiths' (Act 3)

An Inspector Calls - Round One
Image and Quotations

'a hard headed practical man of business' (Act 1)	''mixed up together like bees in a hive' (Act 1)	''The lighting should be pink and intimate until the Inspector arrives and then it should be brighter and harder' (Act 1)	''these girls aren't cheap labour - they're people' (Act 1)	''The famous younger generation who know it all' (Act 3)	''There are millions and millions and millions of Eva Smiths and John Smiths' (Act 3)

An Inspector Calls - Round Two
Image and Missing Words

'a hard _____ _____ man of business' (Act 1)	''mixed up together like _____ in a _____' (Act 1)	''The lighting should be _____ and _____ until the Inspector arrives and then it should be _____ and _____' (Act 1)	''these girls aren't _____ - they're _____' (Act 1)	''The _____ younger generation who _____ it all' (Act 3)	''There are _____ and _____ and _____ of Eva Smiths and John Smiths' (Act 3)

Round Three
Image and MORE Missing Words

'a _____ man of _____ ' (Act 1)	"_____ like _____ in a ____' (Act 1)	''The _____ should be ____ and _____ until ___ _____ arrives and then it _____ ____ _____ and _____' (Act 1)	''_____ aren't ____ _____ - they're _____' (Act 1)	''The _____ _____ who _____ it all' (Act 3)	''There are _____ and _____ and _____ of and ____ _____ ,' (Act 3)

Round Four
Image only

Quizzy Rascal!

- Steps:
- 1st we'll: "stand up, hand up, pair up".
- Partner A quizzes B with their card.
- Partner B answers if they can.
- Partner A praises if correct – but coaches, if not.
- Partners switch roles and repeat the process.
- So:
- Partner B quizzes A with their card.
- Partner A answers if they can.
- Partner B praises if correct – but coaches, if not.
- Partners trade cards and thank each other.
- Place your hand in the air to let the room know that you're ready to Quiz Quiz Trade again.
- Repeat all of the above again

Question:

Answer:

Memory Platforms

- What happens in the prologue?
- Name five key words/phrases from the prologue.
- Why has Shakespeare included so much information in the prologue?
- Name five interesting facts about the way families lived together during Shakespeare's context.
- Name the monarchs on the throne during Shakespeare's life?

Knowledge Organisers

- **Knowledge Organisers or maps** – provide a thorough approach to ensure that students can ascertain what they absolutely need to know for each unit.
- Our Knowledge Organisers include terminology, context, vocabulary etc that students should know – these then become points of revision and can be differentiated.

Displays for learning

Engagement

Engagement = Memorable = Better learning

Engagement in Maths

Use of ICT

Google Drive

- Online marking and homework answering
- Resources used in the lesson that can then be accessed at home

Google Docs

- Instant AFL – answer question on your phone
- Student Questionnaires - Where are they? What do they need help on?

Padlet.com

During the lesson students write a question on the padlet wall and then other students are able to log on and answer the question at home or at the end of the lesson – this could work well with the teacher computer or an ipad in subjects with them,

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Name: _____
Year 8 'Animal Farm' Homework.

iHomework

Create a photo album scrapbook that could belong to one of the characters or shows an event related to the topic.

Create a ten song playlist that is linked to the topic – explain your choices.

Facebook- create a Fakebook profile for a character. This can be an animal or human.

Create a mini dictionary with twenty new words that you could link to the topic.

Create a series of diary entries as a character from the novel.

Create your own topic related app based on Animal Farm.

Create a revision tool- game or quiz that will help us to test what we have learned this unit.

Create an invention linked to the topic- it could help a character in some way or help us!

Create your own homework task!

Pick a section of the book that you are reading and write a script for that part. Include stage directions.

Create a timeline of events based on the novel and the contextual links.

Rewrite a part of a story from a specific character's perspective.

Write a news story to report on an event linked to the topic. Include a snappy headline!

Create a fake Twitter account and a number of tweets as a character at different points.

Write a poem as a character or linked to the topic in some way.

Research the Russian Revolution and create a revision poster.

Create a 2d or 3d map that shows the different locations of an event linked to the topic/a character's movements.

Write an email which summarises what happens in each chapter of the novel in your own words.

- Select one task each week to hand in to your English teacher.
- You must submit 6 tasks before the end of the term.

Got an ipad? Some amazing apps.

Decide Now! — This is great for revision. Key words can be inserted and whatever it lands on, students must tell the class about.

iDoceo — You can upload class lists, to easily construct an online mark book and design seating plans. You can link it easily to dropbox.

Office Lens — A great app for photographing work or ideas written on the whiteboard. The camera focuses in on the document or whiteboard to produce a clear image.

Popplet **Padlet**

Popplet is an online mind mapping tool. This is great for collaborative work and homework.

Padlet is an online pin board. Students can access a board and answer questions or contribute ideas.