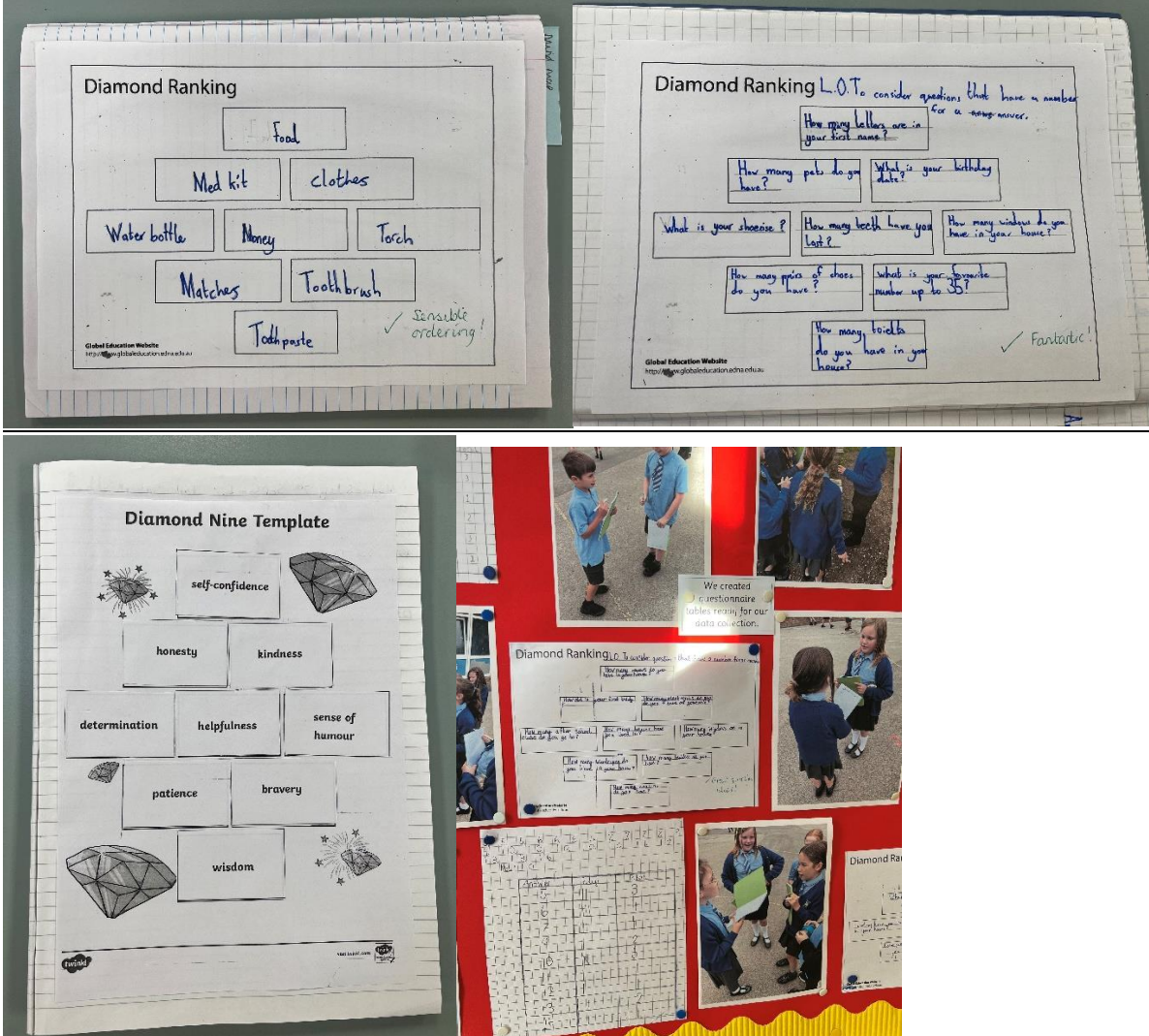
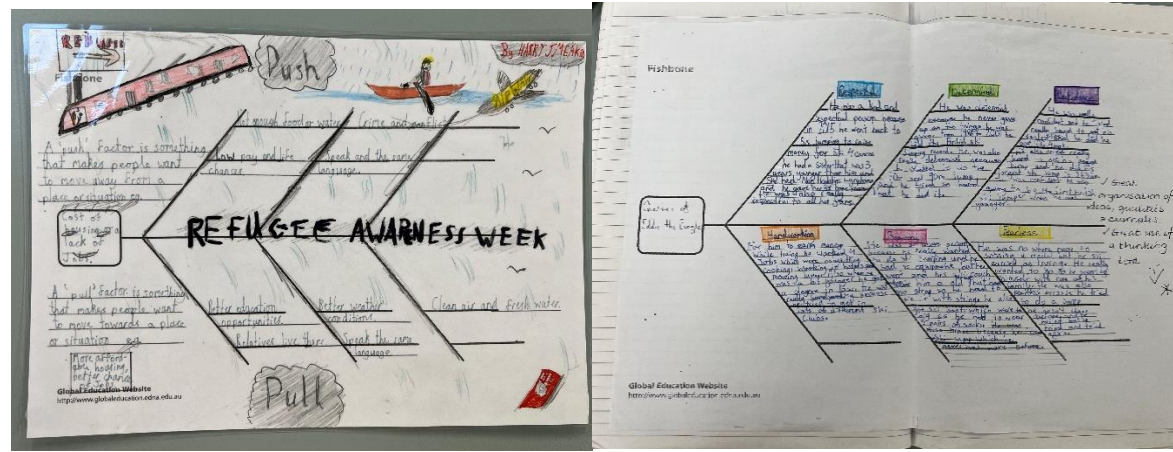


AFL Strategy	Evidence in Practice	Useful websites
<p><b>Diamond Ranking</b></p> <p>To promote discussion and reflection, consider a range of factors, prioritise ideas, give justification</p>		<p><b>Useful websites</b></p> <p><a href="https://cea.org.uk/download/docs/cce-a-asset/Curriculum/Active%20Learning%20and%20Teaching%20Methods%20for%20Key%20Stages%201%20and%202.pdf">https://cea.org.uk/download/docs/cce-a-asset/Curriculum/Active%20Le</a></p>

## Fishbone Diagram

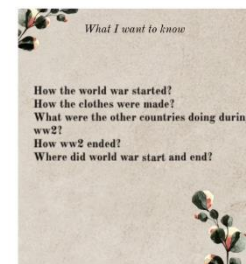
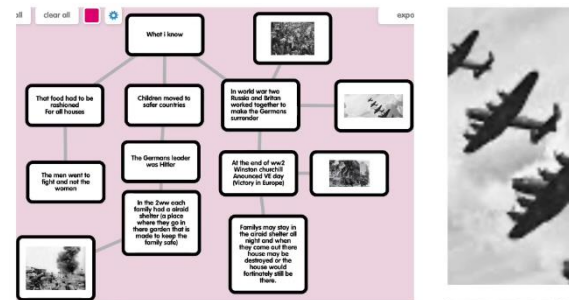
Graphical organiser to visually build links, explore cause and effect and build on ideas



<https://www.responsivclassroom.org/wp-content/uploads/2020/06/Fishbone-Diagrams-New-Upload.pdf>

## KWL

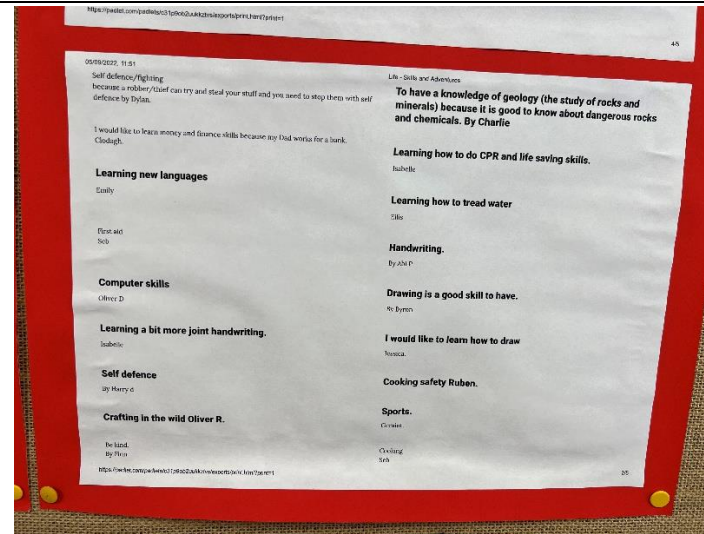
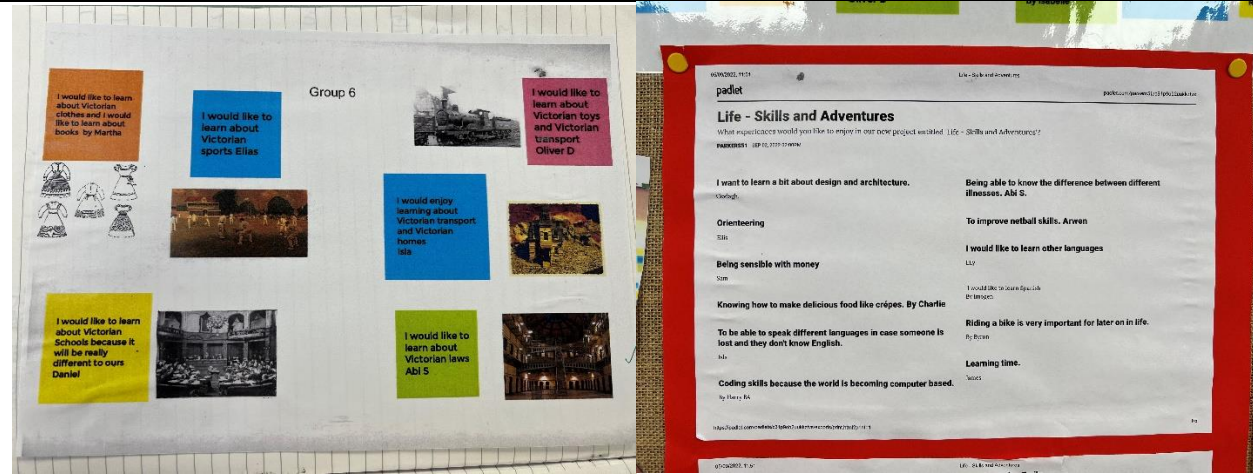
Allows learners and teachers to activate and explore prior learning. Sparks discussion. Learners can generate their own questions on the topic, which are likely to be questions they are motivated to find the answers to and are personally interested in, therefore promoting pupil voice. Children are encouraged to present these using different mediums/resources.



<https://www.lucidchart.com/blog/what-is-a-kwl-chart>

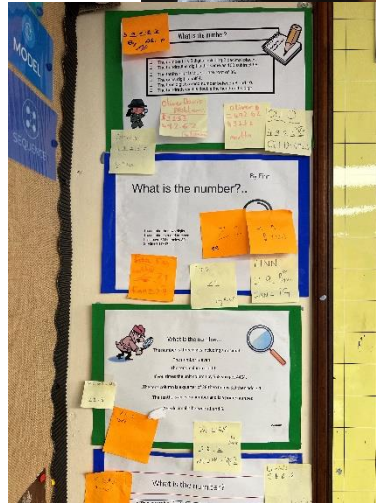
## Padlet/Jamboard

Used a tool at the start of a topic to collate pupil voice ideas and big questions. Used as a tool for self and peer assessment, to review strategies and improve future learning - **see below**



## Post its

Used to brainstorm ideas before diamond ranking, to collate class predictions/opinions, as an organisation tool, for pupil voice, self-assessment, reviewing learning skills/strategies, peer assessment



## Pit-stop

Pit stops allow for learning to be reviewed and assessed against the success criteria in the moment. Common misconceptions can be addressed and rectified. Work can be modelled and cascaded (children choose sections of work to read out freely e.g. opening paragraphs of extended writing, predictions, reflections on strategies)

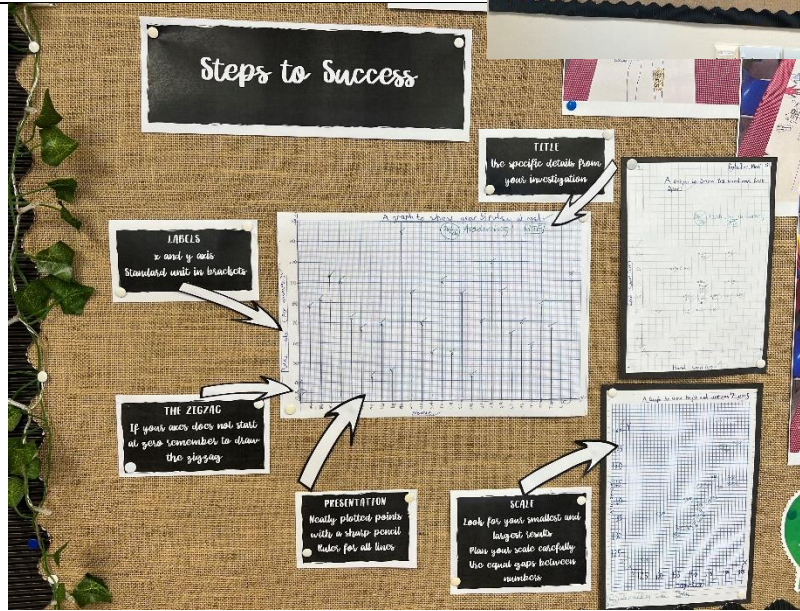
used/skills learned) to encourage self and peer improvement.

### **Instant feedback**

Feedback should be as immediate to the task as possible. It should also be related to the learning objective and any associated generated success criteria.

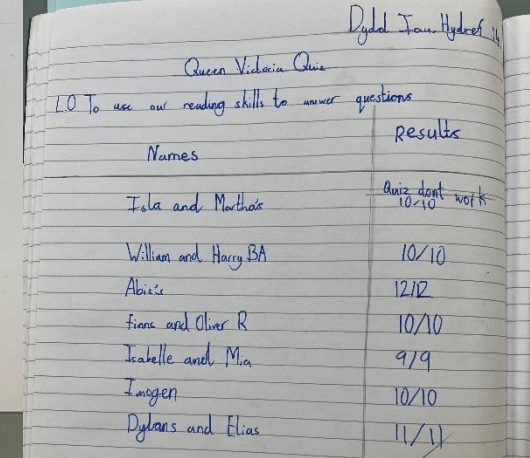
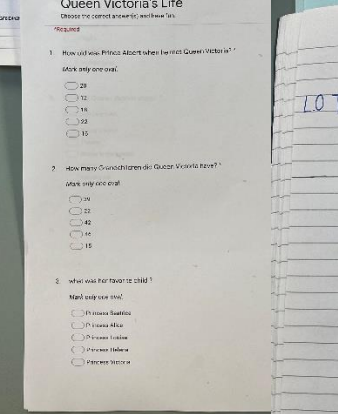
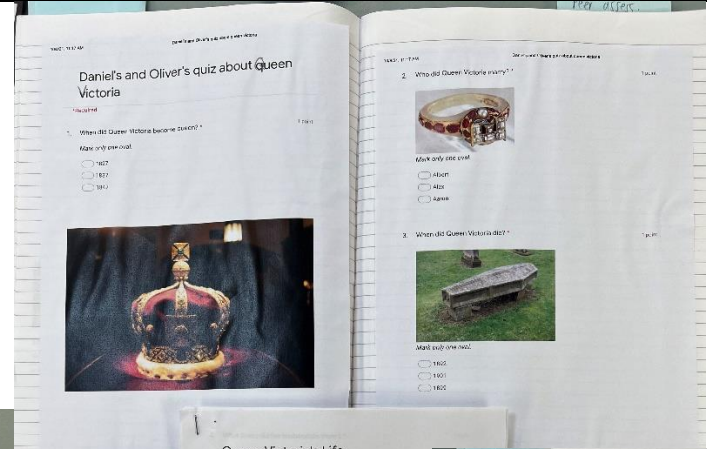
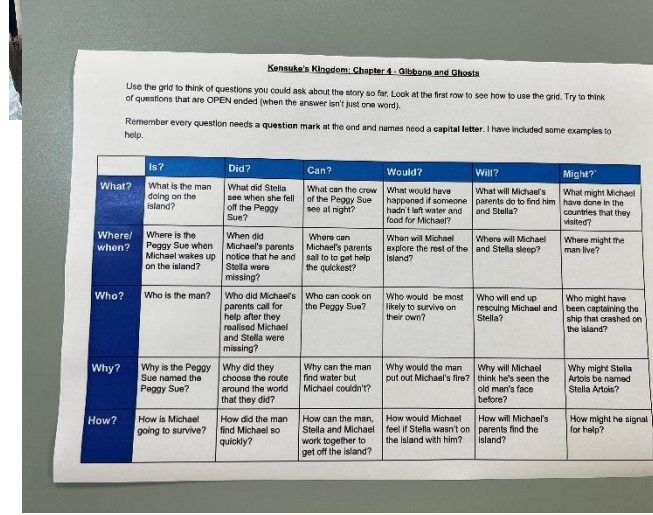
### **Working-walls/ Effective displays**

The purpose of wall displays are to highlight and model (WAGOLL) skills and steps to success, give information for independent learning/problem solving e.g. 3 before me (within a time limit), promote growth mindset, consider effective questioning.



## Effective Questioning

Questioning is the driving force of developing thinking and assessment for learning in the classroom. High quality questions lead to high quality talk. Whether it is the teacher or the learner who poses the questions, they should be open-ended wherever possible, and lead to discussion. Teachers model effective questioning daily, referring to effective questioning displays. Children are encouraged to refer to these within their work/discussions e.g. debates.



## Self-assessment

Children are regularly encouraged to assess their work and understanding against the success criteria/learning objective. This can be done through traffic lighting, comment, smiley faces, in-depth checklists/comments, thumbs up/down, giving top

<https://develop.clf.u.ac.uk/wp-content/uploads/2020/10/Effective-Peer-and-Self-Assessment.pdf>

tips, answering questioning regarding their work and the process, considering targets for next time, use of highlighting of important aspects e.g. adventurous vocabulary, imagery, connectives, sentence starters, annotating/analysis

Self Assessment

1. I found the task a bit challenging at first but as I kept going it became easier. The easiest bit in my opinion is putting in interesting vocabulary and the bit challenging part was putting in imagery.

2. I learned some old words like o'st. Also I learned that you call a poet by their surname.

3. The best bit about my essay is the interesting vocabulary.

4. My target is to edit a bit more carefully next time.

11)	814, 823, 818, 823, 820, 821	811, 814, 818, 820, 823, 823	825 ✓
12)	0,5, 0,3, 0,6, 0,3, 0,2, 0,9, 0,4	0,1, 0,2, 0,3, 0,5, 0,6, 0,9	0,3 ✓
13)	1,5, 1,3, 1,8, 2,1, 1,8, 1,9, 2,5	1,3, 1,5, 1,8, 1,9, 2,1, 2,5	1,3 ✓
14)	5,3, 5,7, 5,2, 5,7, 5,3, 5,4, 5,7	5,2, 5,3, 5,3, 5,4, 5,7, 5,7, 5,7	5,7 ✓
15)	7,4, 6,7, 6,8, 6,7, 7,0, 7,1, 6,8, 7,1	6,7, 6,7, 6,8, 7,0, 7,1, 7,1, 7,1	7,1 ✓
16)	5, 3, 2, 3, 5, 4, 1, 2, 3, 5, 7, 5	1, 2, 2, 3, 3, 3, 4, 5, 5, 5, 7	5 ✓

S.A. I enjoyed the lesson and I am ready for a challenge in next lesson.

✓ Ardderchog!

**How effectively did your group work?**

What strategies helped you?

- A strategy that helped our group was that after someone said an idea, we elaborated the idea until it was at its best it could be.
- We used sticky notes to be able to put down ideas quicker and more efficiently so if we needed to alter them, they would be easier to change.
- Throughout the group work I think we did well at letting everyone have a say in the ideas we used.

What other strategies would help our group in future projects?

- A strategy we should use in the future is planning what and when we should e.g., print pictures so we don't have to rush our work and so we can make it as good as we can.
- A strategy we should use in the future is to look for grammar and spellings in our work. For example, a lot of our sentences did not have capital letters, and some did not have full stops.
- A strategy that we should use in the future is making sure we have a quiet place to work to ensure we can produce our best work.

Which Country's Currency Have You Chosen?

LO: To research money and study special landmarks, people, colours, exchange rates and security features

SC:

- Well-organised work, clear layout – showing all facts
- Succinct presentation of facts e.g. mindmaps, tables, bullet points etc.
- Vibrant/Colourful presentation
- Accuracy – Capital letters, full stops etc.

Have you included?

- Currency exchange rate to the £  Yes ✓
- What are the landmarks, why have they been chosen?  I don't think I did ✓
- Who are the special people, why have they been chosen?  There was no people on them it was the Greek god ✓ more detail
- Examples of currency  Yes ✓ I think I did ✓
- Security features?  Yes ✓ Needed more information
- What materials are used to make the currency?  I don't know what the notes made of ✓

A good self-assessment ✓

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Currencies From Around the World

LO: To research money from around the world and record on a world map

SC:

- Well-organised work, clear layout – showing all facts
- Labelled continents and countries correctly
- Vibrant/Colourful presentation
- Accuracy – Capital letters for countries

Have you included?

- Currency exchange rate to the £  Great work ✓
- Examples of currency  I think we did ✓ vibrant colour ✓
- A clearly labelled colour coded key  I feel confident that I used capital letters ✓ You certainly did ✓

A great self-assessment ✓

Support is a farground of emotions that can make you feel cheerful or sorrowful. During the Wales vs Iran football game, the goalkeeper got a red card. This made me feel like the light at the end of the tunnel just vanished, like hope itself had disappeared in front of my eyes. Like darkness had taken over the world, all hope was lost. When Iran had scored their first goal, I felt frustrated like when a bee goes on a flower and there is no nectar.

Also during the Wales vs Iran football game, when Iran scored their second goal, I felt inside of me the one that is keeping my temper inside shattered to the ground. I was furious. Near to the end it was truly clear we had lost the Football game to Iran. It felt as if someone had crushed my soul. CRUSH.

Part 2 improvement for 10 minutes

Support is a farground of emotions that can make you feel cheerful or sorrowful. During the Wales vs Iran football game, the goalkeeper got a red card. This made me feel like the light at the end of the tunnel just vanished, like hope itself had disappeared in front of my eyes. Like darkness had taken over the world, all hope was lost. When Iran scored their first goal, I felt frustrated like when a bee goes on a flower and there is no nectar.

Also, during the Wales vs Iran football game, Iran hit the posts twice. This made me feel like my heart was in my mouth. When Iran scored their second goal, I felt inside of me the one that is keeping my temper inside shattered to the ground. I was furious. Near to the end it was truly clear we had lost the Football game to Iran. It felt as if someone had crushed my soul. CRUSH. I felt like my heart had split in two parts. I felt heartbroken.

\* I think that you have used lot of imagery and have put imagery in the write place my favorite piece of imagery is "I felt as if someone had crushed my soul CRUSH". I felt like my heart had split in two parts. I felt heartbroken. I like this imagery because it uses a simile and onomatopoeia and I think the onomatopoeia is used very effectively.

Dydd Mawrth 10 Ionawr


### Mrs P-I Challenge

Top-Tip: Draw coloured arrows to show the sides that have missing measurements. If the horizontal measurements is missing only look at the horizontal sides

**Perimeter**

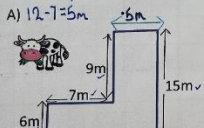
L.O: To be able to find the perimeter of compound shapes.

I need to round up the cows in a pen. Look at these pens. I need to know how long the fence (or perimeter) is!

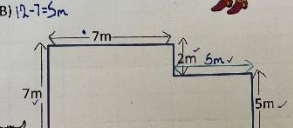


**Example 1**

A)  $12-7=5m$



B)  $12-7=5m$



My score was 9 out of 10! The reason I got 9 out of 10 is because on 5 I added an extra 10 even though I used the dot and the tick method. I still got all of the missing perimeter work right. Some strategies that helped were:

- the tick method
- the dot method
- the frog method

I used the frog method to help me add my tip for next time is to use adding sums even if they are easy

Dydd Iau 12 Ionawr

L.O. To write a description of Miss Trunchbull.

Success Criteria:

- I can write in sentences consistently.
- I can organise my ideas in sentences.
- I can use interesting adjectives to create an image.
- I can use simile.
- My handwriting is neat.

(I do not have capital letters in the wrong place.)

- I will read through my work to check for spelling mistakes and punctuation.

---

What I think about my work

I think that my work is bendigedig. I'm really proud of my self.

Task: To analyse a tally table and display data in a pictogram or a bar chart.

<input checked="" type="checkbox"/> Find the total of a tally table.	<input checked="" type="checkbox"/> Can you transfer the data to a bar chart?
<input checked="" type="checkbox"/> Transfer data into a pictogram correctly.	<input checked="" type="checkbox"/> Can you choose the right scale?
<input checked="" type="checkbox"/> Choose an amount for the key.	<input checked="" type="checkbox"/> Can you draw the bars correctly?
<input checked="" type="checkbox"/> Make sure your pictogram is neat.	<input checked="" type="checkbox"/> Did you use a ruler?
<input checked="" type="checkbox"/> Can you compare the data in your pictogram?	<input checked="" type="checkbox"/> Did you draw a line on a line?
	<input checked="" type="checkbox"/> Did you give your pictogram and bar chart labels and titles?

My teacher - Great work Jacob, I think you have done well

Pictogram - choose a symbol you can draw the same easily.

Bar chart - Think carefully about how far the scale should go.

I prefer the bar chart because I think it looks nice.

My Working partner, you got them all right. The labels are tilted.

### My Review of Water colours

Yesterday we experimented with water and colours. I found it very fun. I think it worked really well when you started with a light colour and went into a darker colour. It also worked well when you wet the circle first then you add different coloured dots of water colours. I used yellow, purple, dark blue, green, red and a lot of other colours on a number 13. My favourite one on the first page is 3 and 8 and on the second page my favourite is 13. Great detailed write up!

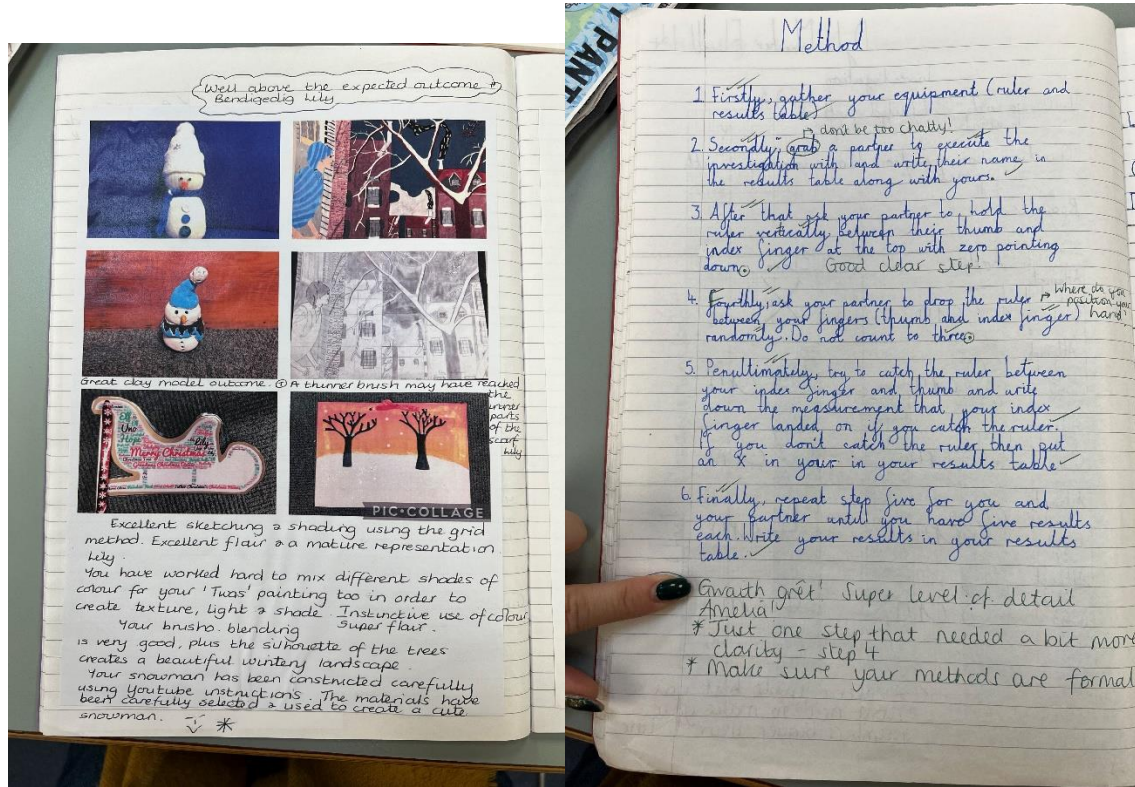
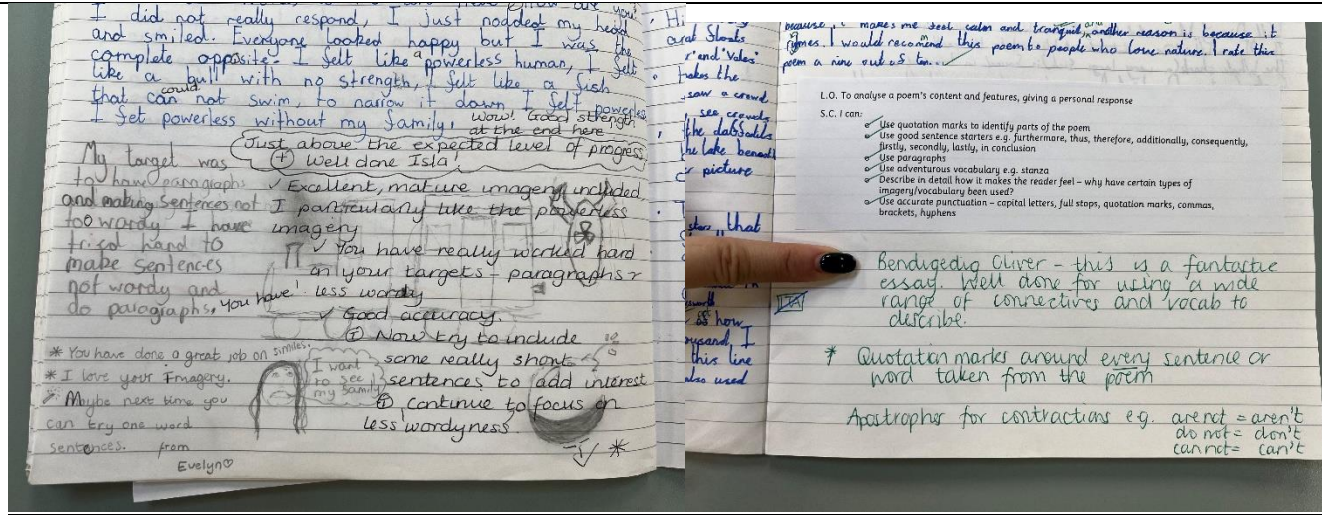




## Comments/ Feedback

Comments are specific to the success criteria. Positive feedback indicates strengths and improvements made. Next steps/targets given - children encouraged to reflect on these in next piece of work which allows them to further practice and enhance/refine skills. Incidental Welsh comments are used.

Children are given time to read detailed feedback and respond where necessary. Use of 'Working towards', 'Working at' and 'Working above' used to identify current level of work so children are clear with their achievements and their next steps.



<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>





## Group Work

Children have experience of working with a range of different pupils taking on different group roles. They have success criteria to refer to for each role e.g. summariser, chairperson, ideas-developer, envoy/spy. Pupils take responsibility for their part in the group work.

Use of **Lolly sticks** to select random groups and ensure children work with different people each time. This also allows children to share skills.

## Modelling/Magpie-ing/Ask an expert

During group work children are encouraged to share their expertise in certain areas with their group/the class. They share/trade ideas between groups.

**Ground Rules for Talk** are established to ensure discussion remain relevant and all members of the group are productive and contributing. Rules are displayed visually.





## Choice of answers

Give learners a choice between different possible answers and ask them to vote on the options. This is a very powerful tool as the fear of failure is removed because learners are agreeing with another person's ideas, therefore they do not have to formulate their own idea and risk fear of rejection by peers. This works especially well in the form of a **Concept Cartoon** where learners can select a cartoon character that they most agree with.

LifeSkills

He could have lost the money ~~by~~ being charged for:

Alex suggests that Samir could check his receipts and see where the money may have been spent. Samir can see that he did not pay a service charge at the restaurant, but he has been charged for the app at the computer game shop.

c) an app for extra points  
 A) a bag for his console game  
 b) a withdrawal charge at the ATM  
 d) a service charge for a meal at the restaurant

Receipt

Console game	£30
App	£5
Total	£35

I believed it was c) because the restaurant charge was only one pound and it could not be it so I realised it would have to be the app because it was the exact amount.

Question: Can you prove that air resistance exists?

Forces are all around us. We just can't see them.

I don't believe you. If you can't see it, it doesn't exist.

Not true! Look over there - the air resistance is helping that leaf float down.

No it isn't, that's just the wind blowing it!

It's not even windy!

Can you help explain to Tom that air resistance exists?

## Mind-mapping

Children use mind-mapping as an organisation tool to map out ideas in a non-linear format. They are encouraged to develop these as much as possible - adding further arrows, colour coding etc. These can be done independently, in pairs, groups or as a class.

Dyld Meehan Tachwedd

Musical instruments

Violin

Clarinet

Recorder

Drums

Tambourine

Flute

Piano

Xylophone

Saxophone

Ukulele

Maracas

Trumpet

Harp

Accordion

Guitar

Cello

Didgeridoo

French horn

Oboe

Monday 16th January

Yell

Her buckle was like a shark's mouth warning the children to stay away.

Here her hair was so greasy it was like she hadn't had a shower for ever.

Her shoes made a slipping sound as she was moving.

Her eyes were like a hawk as she was about to pounce at her prey.

The children prayed that they wouldn't get picked by Miss Trunchbull.

Slam

Tuesday 16th October

Shop

Uniform shop

Go OP

Take away

Fresh and Tasty

Subway

Restaurants/Shop

Red lion

The Trevor Arms

The Plough

Jack and Jones

Charlies car wash

Gresford eye care

Health

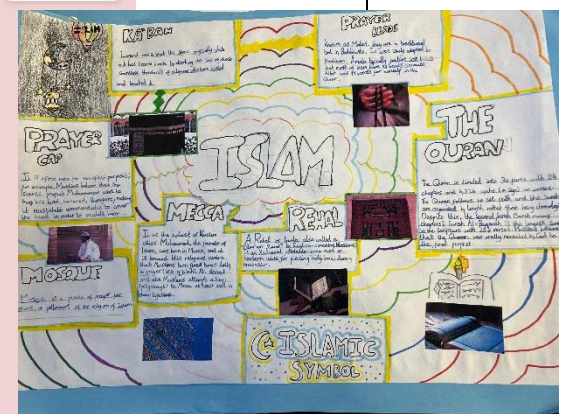
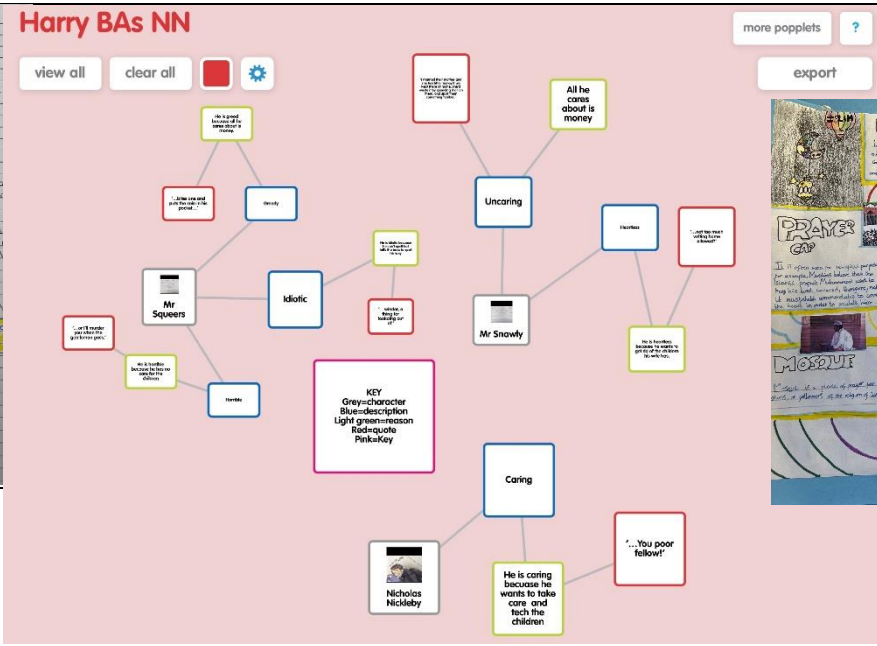
Gresford chemist

Namark chemist

Beaty

Blair's beauty

Luna



## Memory diagram/timeline

Children work in groups. Their task is to find information that is hidden around the classroom but only one group member can search at a time, and they must memorise what they see/read. They then feed this back to their group.

1619	parrots/Victoria was born
1825	First postage stamp issued
1837	Queen Victoria's first pregnancy
1837	Victoria became queen
1838	John Lubbock invents photography
1840	First postage stamp
1840	Victoria married Albert
1842	First public railway
1848	First public health act
1851	Great Exhibition in London
1851	The Great Exhibition in London
1854	Crimean War begins
1860	Worcester Training School started by Florence Nightingale
1861	Prince Albert 'Died'
1861	First horse-drawn road in London
1863	Football League started
1863	London Underground begins
1867	First public bicycle
1876	Queen Victoria became Empress of India
1876	Alexander Graham Bell invents telephone
1879	Edison produces his first lightbulb
1880	Education becomes compulsory
1883	First Hydroponic plant Chicago
1887	Victoria's Golden Jubilee
1891	All primary education free
1897	Victorian Diamond Jubilee
1899	School leaving age raised to 12
1901	Queen Victoria died

Excellent teamwork to find all the events!



## **Growth Mindset**

Embedding a 'can do' approach where children realise learning is a life-long process and there are steps to success. If children feel like they are struggling to acquire a new skill, they are encouraged to adapt a growth mindset and refer to displays of positive quotes and affirmations around the classroom.



See '[How to develop thinking and assessment for learning in the classroom](#)' for further information.

## **Other aspects to explore:**

- Jigsawing
- Hot-seating
- Reflection triangles
- Memory diagram