



Groby Learning College



The University of Nottingham

TOWN TRAIL PROJECT



In our first edition Mark and Amelia talk about the Teacher Fellowship programme they have been involved with at Nottingham University. They have used the Teacher Fellowship bursary from Nottingham University to work with a group of students after college on a Wednesday to create a Groby Town Trail.



We now have a solid group of 16 students regularly attending the group every Wednesday after college. So far we have been out in the community taking initial photographs and looking for ideas from which to make clues for the trail.

The students interviewed and videoed several members of the community completely off the cuff and were surprised at their own bravery! On returning to college students were really exhilarated and proud of what they had achieved. The students are keeping a video diary and have already chronicled some important tasks and thoughts. The visit to the university inspired and encouraged them. The workshops on photography were the most beneficial. We have been able to purchase a mini iPad as part of the project. I have been amazed with the quality and originality of the mini movies that the students have created.

Action Research

Action Research was launched in September with Dr Phil Wood from Leicester University. Groby staff chose 3 different routes

- Appreciative Inquiry
- Lesson Study
- Design based research.

In this edition Appreciate Inquiry is featured.

Expressive Arts

The aims of the Performing Arts Action Research is to improve the use of homework as a means of reinforcing evidence through the use of model answers.

PE Action Research will consider the effects of consistent application of standards on the learning of students.

Teachers will observe each other's lessons to look at participation and enthusiasm.

Science

One of the science groups are looking at developing Modular Assessments Booklets in science in light of the significant changes to the exams.

Feedback

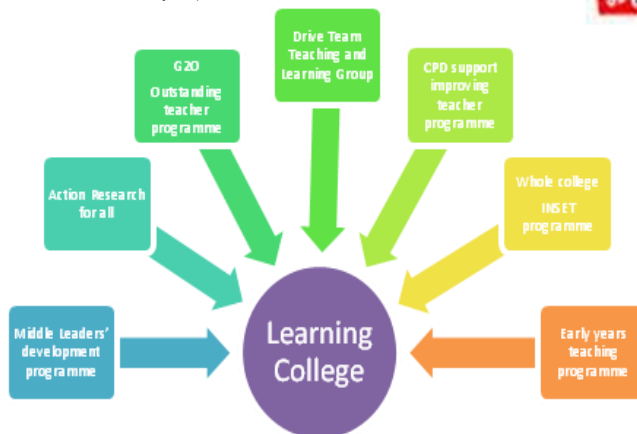
'Action Research has been valuable this year as it has enabled me to learn from other members of the faculty with regards to good practice starters, hooks and peer/self assessment. It has been good to share these documents and learn from each other, and it has also given me confidence with the methods that I also used prior to coming to work here'.

Your views via Socrative interactive

'The Action Research project has made me focus on the way I am using homework as a teacher. In particular it has made me think about how I differentiate homework and whether I am challenging higher ability students adequately'.

'Helpful in identifying a particular group that is the faculty's focus, helped to identify different behaviours that are displayed by passive learners. Has also helped with reflection on what elements can impact student teaching the most, and if there is anything that the teacher does that actually hinders learning'.

'It produced interesting results which could have a real value and impact if there were opportunities to turn the small activity into a longer term research project.'



The diagram above is part of display in the staff room and shows the different features of the Learning College. Each edition will feature a different aspect of the Learning College. In the Autumn term a total of 50 staff were involved in some form of external CPD activity. The majority of external courses were either network meetings for Faculty Leaders or courses run by the exam boards. One of the aims of the newsletter is to share good practice and enable colleagues to cascade the key points from the course they have attended. In the future all staff will be expected to write a piece for the newsletter on any course they have attended.



Groby Learning College

ASPIRING LEADERS COURSE

Three of our middle leaders: Chris Bugh, Priya Parmar and Helen Hawke, attended the Aspiring Leaders' conference at King Power stadium last month. Chris commented that *'The programme was designed to enable thought and discussion on the roles and responsibilities of leadership. It was particularly useful to look at differences between leadership and management as well as gaining a greater insight into the challenges that leaders are currently facing and will face in the medium term.'*

Helen's reflections were equally positive *'I saw the course as an opportunity to reflect and review my role as a middle leader as I have been in post for just over a year. Up to this point I have had no formal training as a middle leader in teaching and only had the responsibilities of managing a large team in a previous career to support me. A lot of the information delivered was by this point 'old hat' for me, due to the intensive preparations we have undergone this year for Ofsted. However the opportunities to reflect on my current role were very insightful. Questions such as 'Why does your role exist?', 'What is your role/responsibility?' were very thought provoking. The activity I gained most from was 'What is the difference between leadership and management?' This, building on the earlier sessions of the day, provided opportunities to fully reflect on my current allocations of time and responsibilities and highlighted where I wanted to take the role in the future.'*

Good to outstanding programme

Research has shown that the most effective way to bring about long term improvements in standards of teaching and learning is by enabling staff to purposefully work together engaging in activities which share good practice. The aim of the Groby G20 triad work is to bring together three experienced colleagues and use each others' skills to enhance the classroom practice of the whole triad. This will involve sharing good practice and observing and reflecting on each others' lessons.

The first phase of the G20 programme begins in March 2013 using the Action Research session 4 and 5 time. It enables staff who are currently graded as -2 to 1 to work together in triads.

Prior to the first meeting colleagues reflect on their current practice and choose an area in which they have strengths and/or an area in which they want to move from good to outstanding. This will enable them to plan an aspect of their lesson they wish to develop.



An Ofsted celebration was the first item on the agenda for the inaugural meeting of the Staff Wellbeing Committee. The committee is a group of 12 staff interested in bringing staff together to socialise and looking after staff wellbeing. A half termly staff night out was seen as a great fun way to relax and get to know each other over a drink or social activity. The next event will be a:

Night at the dogs Friday 28 June at Nottingham Greyhound Stadium

The deal is available at £21 per person which includes:

- Coach from Groby to the stadium
- Admission
- Free Race Card
- Pie & Peas supper
- £1 lucky Dip Jackpot Tote Bet
- One bottle of Carling or Reef (or bottle of J20)
- £1 Trio Tote Bet



A night at the dogs is a great laugh and we hope lots of staff will come along and join in the fun. Staff Wellbeing Committee members are listed below but more members are always welcome as are your ideas.

Ashleigh Sherriff / Eaton Thomas / Emma Fullbrook / Helen Hawke / Ian Maynard / Jayne Jordan-Pearce / Julie Boddy / Laura Wright / Mandy Bearne / Marcus Miola / Michelle Richardson / Michelle Wood / Mike Lishman / Sangeeta Patel / Sarah Cowley

Nottingham Greyhound Stadium

The changing face of PGCE

The government's plans to shift initial teacher training into schools will begin to take effect in September 2013 as the first recruits on the new Schools' Direct programme begin their courses. Groby hopes to be part of a cluster of schools that will offer a number of local placements in September 2014. However, we will be offering **School Experience Days** to prospective teacher trainees from September 2013. I know that Groby staff will be supportive, encouraging and offer a warm welcome.

More information about Schools Direct programme in future issues.



Teaching & Learning

What can I do instead of.....

Practical strategies for engaging students in the classroom

Dictation

- ✍ Give a series of diagrams / pictures. Students have to add the appropriate text.
- ✍ Memory/spot the item game. Inform the students that the passage you are about to read contains a set number of important points. They listen (no writing) and when after you have finished reading they have to write down the number of points you told them to listen for.
- ✍ Dictate only the keyword—the students add the appropriate information

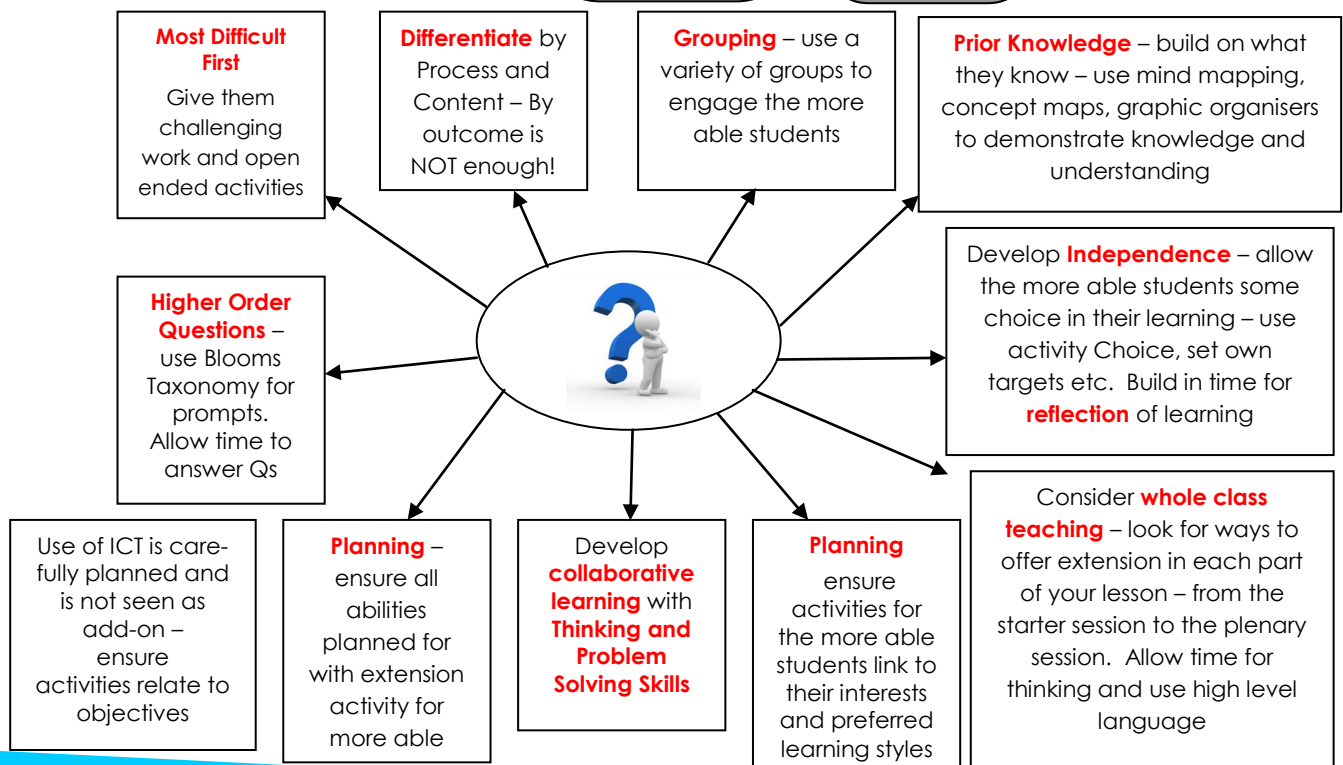
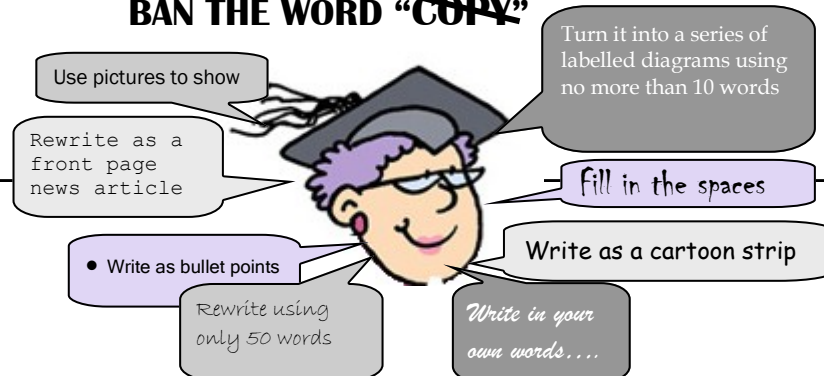
Copying a picture?

- ☺ Ask students to create a 3D version using scraps and rubbish
- ☺ Dash and draw activity
- ☺ Draw from memory with the book shut
- ☺ Get one student to describe the picture whilst the other student draws the image from their description.

Just watching a video?

- 👉 Students number 1-10 in their books before the video and have to note down 10 key points.
- 👉 Provide a "Spot this" sheet containing key points to look out for
- 👉 Stop the video at significant points and ask the students "What happens next?"
- 👉 Students produce their own teaching video on a topic.

BAN THE WORD "COPY"



Teaching & Learning



Challenge Tips for lessons



- ✓ Ensure that the more able students in your class understand the assessment criteria at the highest level (A & A* criteria)
- ✓ Ensure GCSE students have opportunities to try out AS style activities/questions
- ✓ Provide opportunities for KS5 students to try out A2/university style questions
- ✓ Encourage students to choose their own learning objectives / success criteria in relation to the assessment criteria
- ✓ Students lead their learning and the learning of others
- ✓ Students lead the teaching – maybe by introducing a starter activity or plenary
- ✓ Ensure your questioning is probing
- ✓ Provide students with a choice when deciding on activities
- ✓ Ensure activities challenge their learning
- ✓ Have access at all times to extension activities which they can get straight on with

Faculty Spotlight—Independent Learning



Maths This year all year 10s are studying GCSE statistics which includes coursework. Students are expected to devise their own hypotheses and are expected to plan and conduct the experiments themselves. For long periods of study students are asked to set their own targets.

Problem solving activities – these activities are done in groups and include a phase where students work on their own. Students then share their ideas with the rest of the group. The idea with this type of lesson is that all ideas are considered and there is not necessarily a right or wrong way of solving the problem.

Maths Faculty

MFL In languages we can often feel like we are standing at the front doing the old “chalk and talk” as we think that the students can’t learn it on their own. The real truth is that with the right tools they can teach themselves and others the ideas (if not the pronunciation!).

I recently decided to test this theory and asked my year 10s to help me. They were willing “victims”! Telling the time in German can be hard, not only as they need to recall the numbers quickly, but also because they often struggle to tell the analogue time in English. There are some key differences that they need to know. I produced some basic materials for them, some key language and some activities to help them “learn by doing” but I did not tell them how to set about their learning. The only detail I gave them was that they had to work in groups and that they would need to “teach” the other students at the end of the lesson. They showed huge amounts of independence and discussed the ideas with each other and also “inter-group”. I sat with some of the lower ability and supported their learning with targeted questioning. By the end of the lesson the students were all able to tell the time, and some had even improved their own numeracy in English! It was nice to sit back and to know that the students were still learning even without me prancing around at the front!

MFL Faculty

Key Dates:

Independent Learning Focus Day — 23 April

Challenge INSET — 14 May

Challenge Focus Day — 12 June