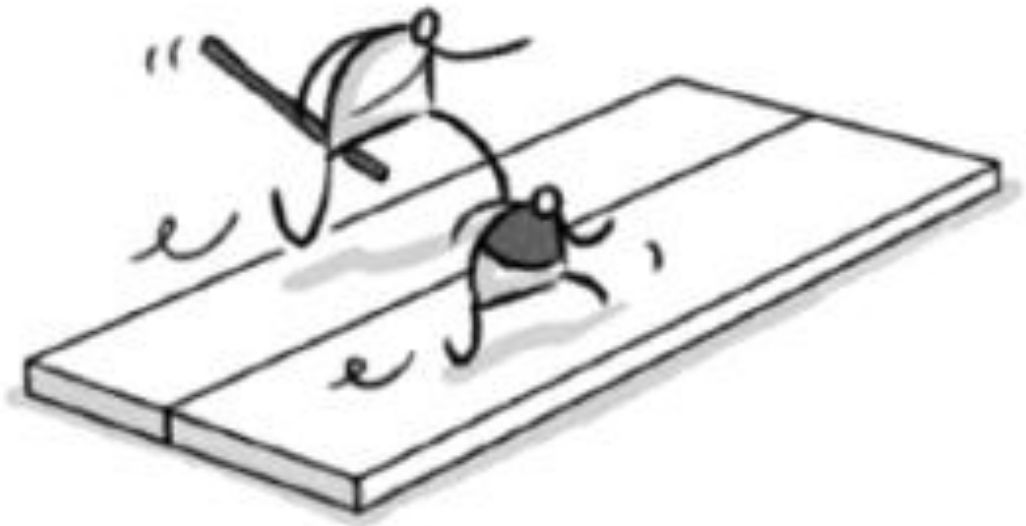
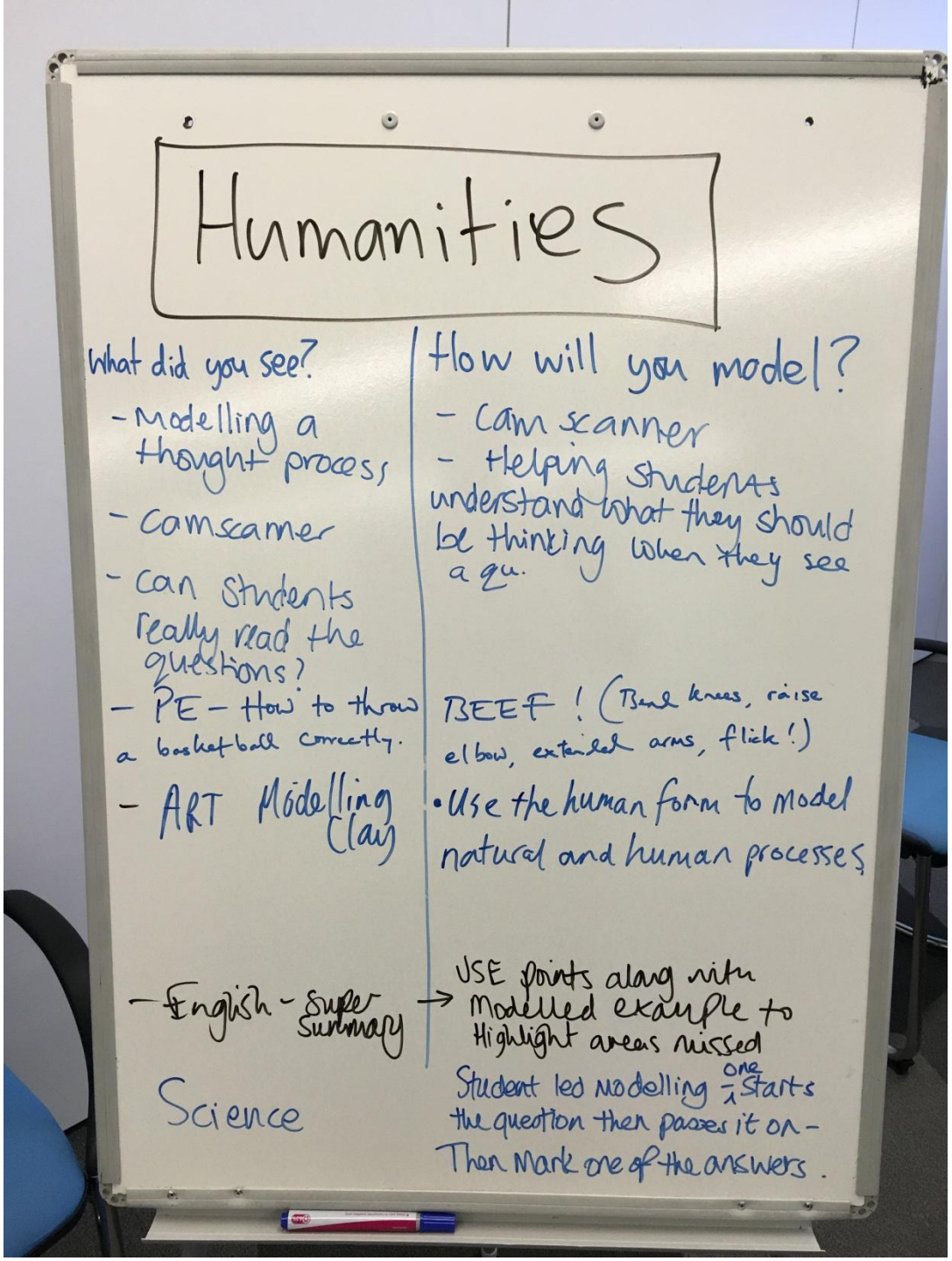


Modelling

Curriculum team reflections


Humanities
What did you see?
- Modelling a thought process
- Camscanner
- Can students really read the questions?
- PE - How to throw a basketball correctly.
- ART Modelling Clay
- English - Super Summary
Science
How will you model?
- Cam scanner
- Helping students understand what they should be thinking when they see a qu.
BEEF ! (Bend knees, raise elbow, extended arms, flick !)
• Use the human form to model natural and human processes
→ USE points along with modelled example to Highlight areas missed
Student led Modelling - one starts the question then passes it on - Then Mark one of the answers.

PE

What did you see?

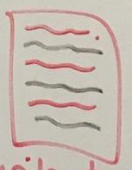
- 'Camscanner' - quick way to demonstrate good work or address common misconceptions. uploads to google drive instantly.
- Dissecting 'MODEL' answer so pupils are discovering how to achieve marks

How will you model?

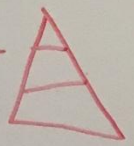
- 'Kinovea' = slow-mo video replay on ipad
- Best answer → analyse
- Pupil answer → analyse

→ Compare answers

- 'Consequences' = story building around pass answer for pupils to develop answer = SCAFFOLDING



- Live modelling + Circulating the room
  ↳ to whole group, individuals and small groups



Computing

What did you see?

i Trying to shoot basket with partner to diswss best technique

(ii) Taught technique with acronym

iii Try technique based on modelling

iv) Stop + assess (peer)

v) Self evaluate WWW + EBI

How will you model?

Archive of excellence

Double the question

e.g. one will say 'how to answer' one will be the answer.

Use 'Gurus' to explain how they do things / approach problems.

'Acting out' things
- how computer components work

Context of words in a question to infer meaning from questions / words in questions

Business & Technology

What did you see?

camscanner ✓

visualiser to live model - narrating thinking process whilst answering exam questions

LIVE MODELLING
↳ CIRCULATING ROOM WHILST MODELLING.

EXEMPLARS.

Long answer questions:
Market Place - classroom experts
- teaching each other

Consequences - write, pass, add.

Teacher directed / student - led

How will you model?

↳ Talk to students about Summarising & using connectives effectively to ensure work is their own & more concise.

↳ photos of work to Google Drive ☺

Student work as a good/bad examples students can use this to highlight good/bad aspects of their work. → improvement.

Use of mark schemes → students could become familiar with these and self/peer assess

Expressive Arts

What did you see?

Deconstructing words, applying it (words) to different context to break things down.

I saw live modelling, which included an acronym to help us remember what do.

Summarizing text using a teacher modelled example analysed with colours to highlight successful features of the example.

How will you model?

Get students to articulate their thinking by demonstrating it to the class.

"I wuz told I done good like" Laura Harry

Clay pots, initial modelling of finished product, constant teacher demonstration, picture guides.

Student examples with success criteria

Support Staff

What did you see?

- Acronyms (eg. 'BEEF' in P.E) to remember instructions. Then modelling and peer teaching and assessment with WWW and EBI. Pairing a stronger and weaker student.
- Thinking aloud. Breaking down meaning.
- Physical / tangible practice. Step-by-step visuals and then a chance to practice.
- Modelling good work using visualiser / camscanner.
- Language analysis using prior knowledge.
- 6 marks questions – students building a model answer bit by bit.

How will you model?

- Activating prior knowledge – context-free meaning.
- Visual illustration.
- Speaking thought processes aloud.
- Step-by-step explanation – combination of whole group input, then individual.
- With SEN and EAL students, getting their input first, and asking others to build on it (will gives them some ownership of a model answer.)

MFL

What did you see?

English – unpicking questions so students understand the task.

Teacher verbalised their thought processes to show students what is going on to understand the task.

Link to Qs + Feedback

Exemplar 'outcomes'

Team production of model answer

How do you 'model'?

Extensively!

WTM

Teacher

Teacher + Student

Students

Visualiser

Thomsett exam paper idea

One new thing...

Accronyms?

Improve circulation

ENGLISH

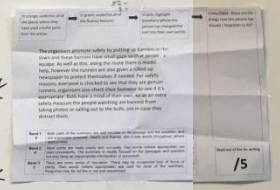
What did you see?

How will you model?

JP1 = P.E. - Basketball shooting.

① Demonstrate myself/ Using a student

② Using an acronym and encouraging students to think in stages/feedback regarding specific stages.



HWA - Super Summary

AKH/MCA - Practical (Art - claywork)

→ Step by step process
Write Model example (teacher)
Students have a go → Peer/Self Assesess process

→ Constant movement of T around room

→ Repeated instructions whilst modelling herself - Students to copy/create

"Implicit" Thinking

1. Narrate thought process / de-coding of individual words during reading (i.e. modelling the implicit processes involved in expert reading

2. Model step by step thought processes pertaining to connotations of individual words (first IN CONTEXT, then OUT OF CONTEXT)

3. Provide students with a model (peer) Misconceptions AND get students to grade exemplar work depending on skills demonstrated

SCIENCE

What did you see?

P.E. → Skill development.

Eng 1 → Super Summary

Eng 2 → Live thought process

Art → Step-by-step

Sci → Student vs teacher led

How will you model?

P.E. – Clear success criteria - step by step
– student-friendly.

Eng 1 – broken down into smaller tasks - step-by-step

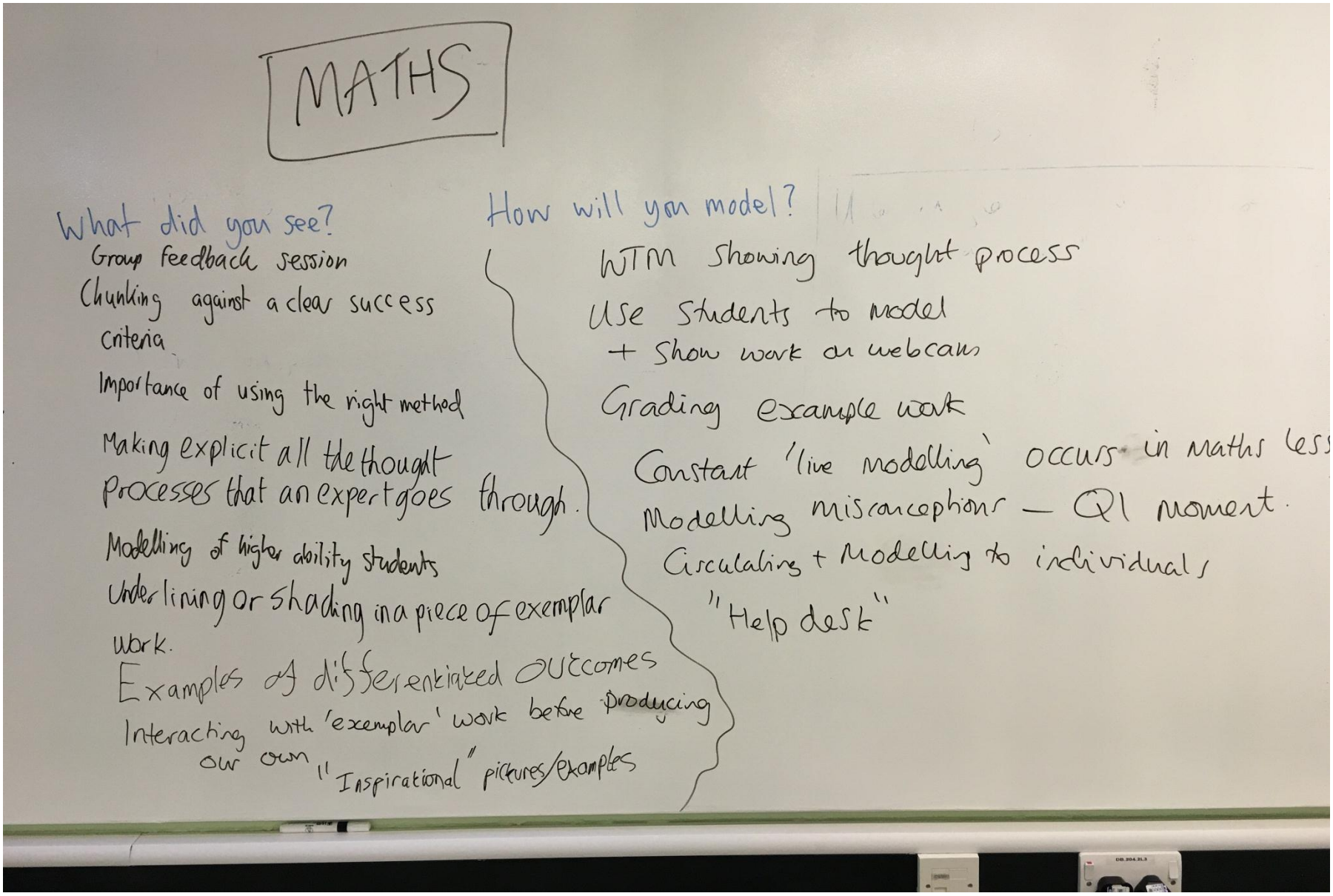
Eng 1 - continually applying same success criteria throughout

Eng 2 - Use visualiser to demonstrate your thought process when approaching an exam question

CAM SCANNER APP - photo of kid's work on phone ↓ instantly shown on board

Art - Step-by-Step to certain point - then various points of potential progression

Sci - Carousel - student experts - market place
- several different inputs - collaborative learning


MATHS
What did you see?
Group feedback session
Chunking against a clear success criteria
Importance of using the right method
Making explicit all the thought processes that an expert goes through.
Modelling of higher ability students
Underlining or shading in a piece of exemplar work.
Examples of differentiated outcomes
Interacting with 'exemplar' work before producing our own
"Inspirational" pictures/examples
How will you model?
WTM showing thought process
Use students to model + show work on webcams
Grading example work
Constant 'live modelling' occurs in maths less
Modelling misconceptions — QI moment.
Circulating + Modelling to individuals
"Help desk"