

OSA Teaching and Learning Newsletter

Research | Learning Walks | Teaching Ideas

Oxford Spires Academy



Electives

Tuesday 12th February
15:30 to 16:30:

Self-Regulation - Sean Masterson

AFL Claire May-Smith and Sara Fletcher in H2

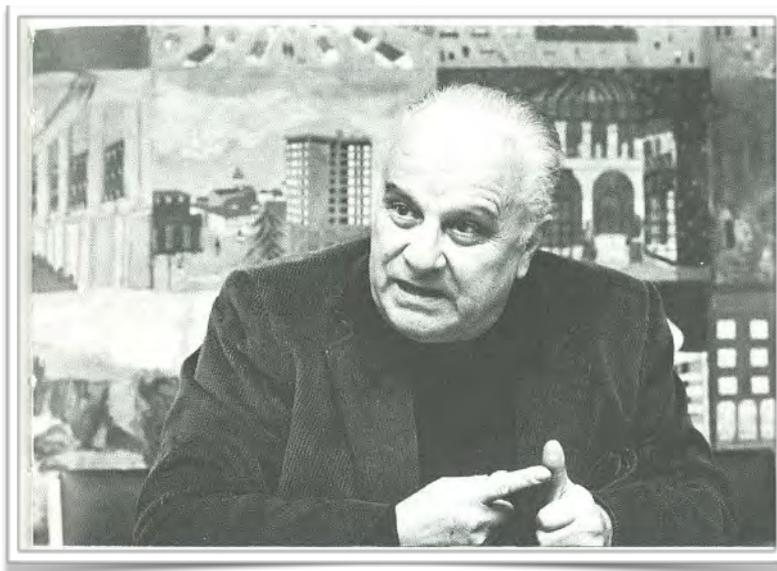
Future Sessions

Tuesday 5th March

Building positive relationships-for-learning with students - Simon Bayliss

A-Level Teaching - the 'Gold Standard' - Beverley Harry and Jackie Watson

Please confirm attendance: sfletcher@oxfordspiresacademy.org so that I can inform facilitators of numbers.



The classroom learning environment as the third teacher

"I'm trying to make my classroom the third teacher" said Sara to me before Christmas. "Excellent" was my response with a vague thought of working walls and extension lines. Yet, the phrase kept looping my brain and I needed to know more and I discovered something I always knew but never truly acknowledged;

"That the physical environment is never simply a backdrop to the curriculum; it is an integral part



Electives: Future Sessions

Tuesday 19th March

Classrooms with high expectations - Bekah Finch in L5

SLANT - Jeremy Finch in M4

Tuesday 23rd April

Personalising Learning and Inclusion - Simon Bayliss/ Steph Fisher/Mel Tuck/Flora Fergusson

How to get more out of spreadsheets - Maurice Dixon in Enterprise Suite

Tuesday 8th May

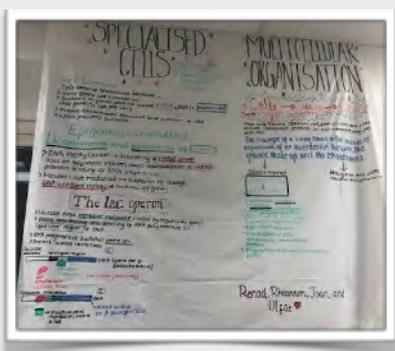
Having the difficult conversation - David Layen in S6

The Language of Behaviour - Maddy Adams and Emma Brassell in M5

Tuesday 4th June

Literacy in all lessons - Claire May-Smith in H3

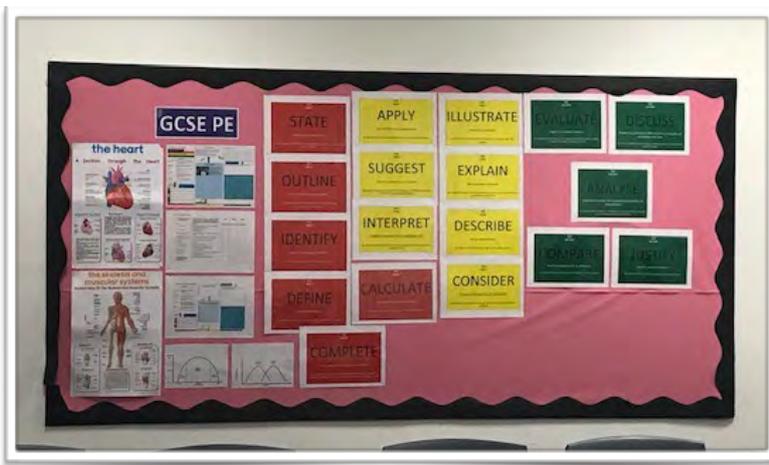
Leadership - ...identifying your own strengths and weaknesses and playing to those strengths MB/SF in D5



of the curriculum" (Educators: My Time, Our Place).



The phrase “The classroom as the third teacher” originates like all the best things (Pasta, Gelato and Pizza) in Italy. Loris Malaguzzi in the years following World War II, started to conceive educational theory which centre’s around the premise that children are ‘strong, capable and resilient individuals.’ It gained the name of the Reggio Emilia education philosophy and it recognises the value of the environment as a ‘third teacher’.



But what does this mean? It means that classrooms should inspire ‘Strong, capable and



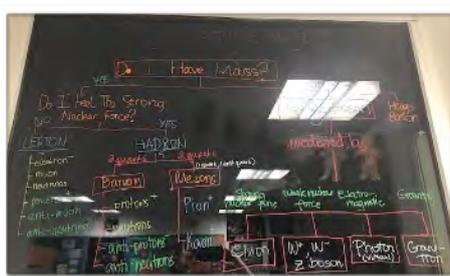
T&L Snippets

Creating a Reggio philosophy into your classroom

- Encourage wonder and thinking
- Have areas that are dedicated to further exploration, linked to what you are teaching



- Act as a co-learner rather than an instructor
- Allow time for discussion and debate
- Develop students' ability to construct good questions and questioning skills
- Present and appreciate work
- Make it safe for students to make mistakes - link this to great learning



resilient' children through the use of natural light, order and beauty. The theory encourages learning spaces that promote collaboration and exploration. The philosophy also demonstrates that a child is capable of being an independent learner by providing them with the tools they need to be self-sufficient.



The Reggio Emilia philosophy also supports a concept called “The Hundred Languages of Children”, which means that children use many different ways to express their thoughts and demonstrate their understanding of a concept. Including interacting with the physical environment around them (chalk board walls, window diagrams and table top writing). Just walking around OSA there are so many examples of this: Humanities, Science and Art all proved great examples.



So where does the third part come in? The theory states that after families and teachers, physical spaces hold the greatest potential to influence what and how children learn. Therefore, an environment with rich and built-in learning opportunities frees up a teacher to interact with children whilst others access learning independently.

So, engage with Reggio Emilia: natural light, order and beauty. Open those blinds and let the sunshine in and the grey skies too. Increasing daylight in classrooms has been shown to boost learning power and feelings of wellbeing. Your classroom is a billboard for you, your subject and our school. It advertises and engages all visitors to both your own teacher values and our school ethos & philosophy - it broadcasts a message to parents, students, and other staff - what does yours say that you value?

Claire May-Smith.

Extra Curricular Opportunities



Year 10 went to Abingdon and Witney college (in the snow!) to investigate post-16 options with Steph from Study Higher.

Year 9 went with their Year 12 mentors (and Steph) to Trinity College, Oxford, on Tuesday to look at higher education, and to visit the Natural History and Pitt Rivers Museums.





F toun, Halema, Timi and Merziaperformed their poems with the Orchestra of St John’s at Somerville College and at King’s Place, London, over the weekend. They visited the British Library, and were interviewed by students from SOAS on the Saturday.

Jackie Watson.

Encouraging recall

Key words
 Red Scare
 Soviet Union
 Communism
 Capitalism
 Containment
 Domino Theory
 Cold War
 Arms Race

Title: How did events outside of America result in a red scare in the 1950’s ?

**Recap Starter: Answer 5 questions how many points can you score?
 The older the topic the more points the questions are worth**

How did WW2 impact the economy?	How did the New Deal help the economy?	What caused the Great Depression?
How did WW2 impact Women?	Give two opponents of the New Deal	What was the Bonus Army?
How did WW2 impact African Americans?	Give two failures of the New Deal	Give two main impacts of the Great Depression
	Give 3 Alphabet Agencies and what they did	Why did Roosevelt win the 1932 election?
USA WW2 1 pt	New Deal 2 pts	Great Depression 3 pts

★

Challenge Task: Can you come up with your own question to test your class

Given the increased demand on knowledge in the curriculum one of the key things I have been working on is building recall using low stakes testing. In my Year 10 GCSE lessons this term we have been looking at the History of the USA from 1929 and have reached the 1950's. Last lesson I selected a starter activity that encouraged students to think back over the last few lessons before Christmas and the first few lessons of the New Year. They needed to answer as many questions as they could to achieve as high a score as possible. The questions from topics earlier in the syllabus were loaded with a higher point value. Seemed to work well!

Sara Fletcher.

Literacy



Claire May-Smith.

Highlights: Learning Walks and Student Work

***** - Y10 Drama - great small group work noting down their initial response to various stimuli, prior to devising a performance. ***** working intensely with one group at a time to get even more thought and imagination.



***** - Y10 music - students working hard to ensure that they have full understanding of key terms critical to exam syllabus. Really productive atmosphere with music playing in the background and timer counting down.

***** - Y12 History - looking at article from Thomas Sowell writing about LBJ's Great Society. Good focus and understanding from students considering a demanding piece. Understanding scaffolded by guiding questions. Hugo presenting arguments from left and right with discussion of free market economics and the welfare state.

***** - Y7 Maths - he invited them to be inquisitive with his questioning and they began to relate their learning into real life situations leading to greater authenticity.

***** - Y7 English - lovely calm start to the lesson, nice to see the class dedicating their entire focus to a task in silence.

***** - Y8 MFL - calm beginning to the lesson which saw the starter challenging all levels of learner, and pupils responding by working hard.

***** - Y7 PE - lesson on vaulting which focused on peer feedback to improve performance. The scaffold that he produced allowed pupils to analyse performance in real time and provide accurate correctional feedback.

***** - Y7 Science - A very purposeful atmosphere in this group, learning about cells. *****'s expectations of the group were high and all were trying to challenge themselves and taking responsibility for improving their work. ***** was using hands-down, developing questioning to push their thinking and ensure involvement.

***** - Y8 History - Excellent example of praise specifically attached to achievement in learning. Love the continued development of picture source skills. Students asking lots of questions- clear demonstration of interest and heightened curiosity.

Highlights: Learning Walks and Student Work

***** in Science - great homework produced on the digestive system. Choice offered either story or creative offering - the advent calendar diagrams and digestive system t-shirt were quite impressive.

***** - Y11 Geography- modelling sample answers with year 11 clear, calm and well explained.

***** - Y8 Drama - students fully engaged in Drama, all discussing character devices and devising pieces to perform independently.

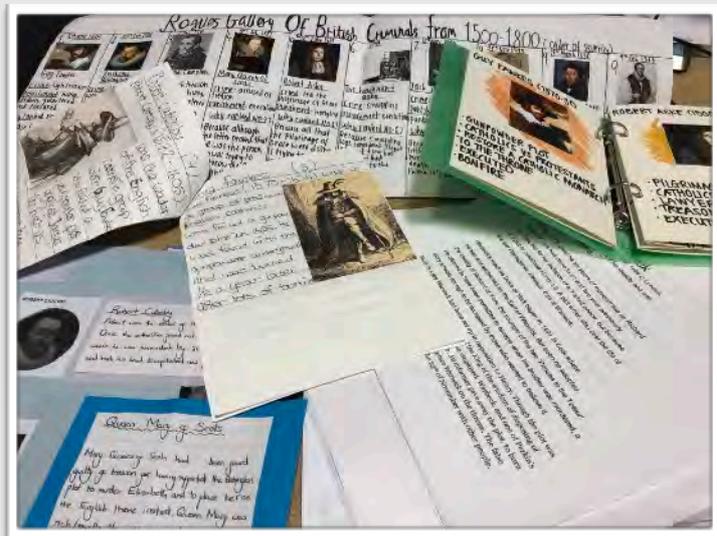
***** - Y12 Philosophy and Ethics - getting year 12 students in P&E to devise and host their own Buddhism conference complete with budget, venue, speakers and resources.

***** - nice use of SMHW retrieval quizzes to monitor students reading and note taking for homework , a low score on the quiz flags an issue with understanding or the reading enabling intervention.

***** - Y12 Government and Politics - high challenge and expectation in year 12 G&P with students being made to justify their thinking and link back to prior learning.

***** - Y11 Business - Really good application from students to revise for assessments. ***** carefully monitoring and working with individuals and groups in order to sustain great levels of concentration.

High quality home learning from my fabulous Y9 History GCSE group - Love the extra effort many of our students make!



OSA Teaching and Learning Newsletter

Thanks to Jackie Watson, Simon Bayliss, Sean Masterson and Claire May-Smith.

Please send great teaching ideas and observations to sfletcher@oxfordspiresacademy.org

Next edition: 11th February 2019.