



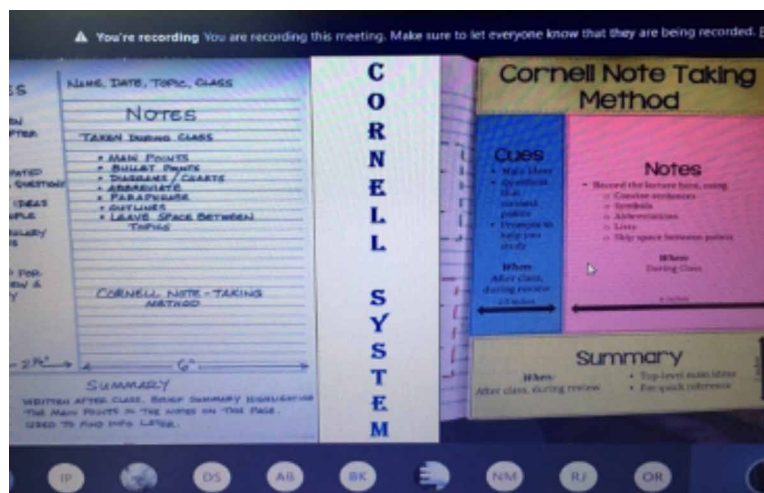
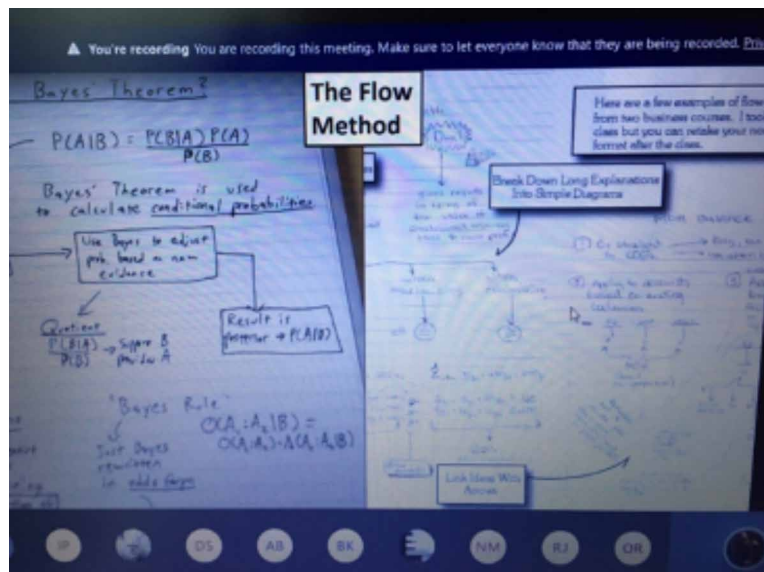
Teaching & learning round up

Teachers share more ideas on remote teaching and learning from our #VirtualValley

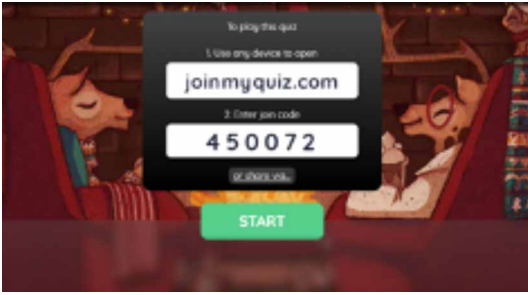
In this teaching and learning round up, we hear about some of the fantastic, innovative, and inspirational approaches being used by the **physics**, **French** and **history** departments, and an insight into our **THRIVE** sessions, which have been supporting remote learning.

THRIVE - Mr Tait

In THRIVE, Mr Tait taught techniques for note making to help with remote learning. Students had to make notes on a topic and were tested at the end of the day on Kahoot to see if their notes worked, with prizes for the winners.



Physics - Mrs Clayton



I would like to share two approaches that I have been using in my online lessons.

The first approach is excellent for ensuring every student participates and gives teachers immediate feedback on individual progress; this is a website called quizziz.com. The website allows teachers to upload their own questions or use the questions of others from an extensive question bank. Students are sent a code to join the quiz, which is completed in real time

together. The questions might be multiple choice, contain images or videos to watch and are sent out randomly so there is little opportunity to cheat. As the quiz progresses our students can see their position on a leader board, which updates every second or so. The quiz is accompanied by fun memes and music and students of all ages really enjoy the competitive element within the game. At the end of the quiz, students can review their own questions, or this can be done question by question, led by the teacher. One of the most powerful features of this website is that the teacher can see the marks for each question for each student easily. This can also be exported to an excel spreadsheet for later use. This capability allows the teacher to spot those elements of the lesson which may have been misunderstood, leading to further targeted teaching. Students watching recorded lessons can access the quiz individually. These quizzes have been shared with physics teachers and so are being used in many lessons.

The second approach is led by the desire to keep the practical element of physics alive, albeit in the online space. Year 8 students are currently studying sound and, as a part of my lessons, I shall be leading an investigation based on a transparent drinking bottle, a 30cm ruler and a website which allows a laptop's microphone to pick up a sound and translate this into a frequency reading. Students will vary the height of the air column in the bottle by adding water to the bottle. They can then blow over the top of the bottle to produce a sound and find the frequency of the sound using the website mentioned. In this way they can investigate the relationship between air column length and frequency, they should be able to take repeat readings and analyse the data, plot graphs, and draw conclusions. It is hoped that using safe, easily accessible and simple equipment, experimental skills will not be lost over the lockdown period and it should also give time for students to move away from their screens.

History - Miss Whitworth

The new breakout rooms in Teams have been a fantastic way to replicate the collaborative group work we use so frequently in lessons. In history and politics lessons, Upper Sixth students are working in small groups to plan essays and exam questions on US foreign policy and the decline of US political parties respectively. This has been a fantastic chance for students to discuss, debate and share ideas and I know the opportunity to work with their friends has been most welcome. Year 11 has practised source analysis in small groups before feeding back to the class, and shortly Year 9 will be completing group projects on US society in the 1920s through them. These breakout rooms have been used by many subjects across all year groups and work brilliantly to encourage even the quietest students to get involved.

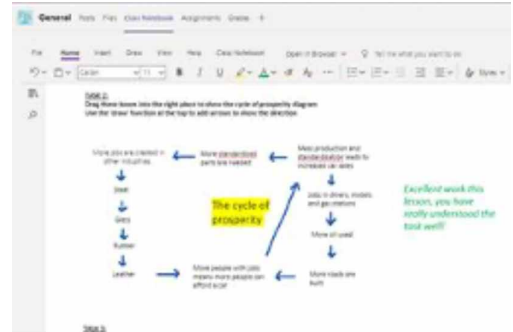
Yalding - Manor Court, 15th April, 1334

Name	Accusation	Verdict	Penalty
Robert de Audley	keeping Hugh de Audley's sheep on Walter de Audley's land	guilty	fine 1s
John de Audley	stealing 10 pounds of wool	guilty	fine 2s
Thomas de Audley	stealing 10 pounds of wool	guilty	fine 2s
Robert de Audley	stealing 10 pounds of wool	guilty	fine 2s
Thomas de Audley	stealing 10 pounds of wool	guilty	fine 2s
John de Audley	stealing 10 pounds of wool	guilty	fine 2s
Thomas de Audley	stealing 10 pounds of wool	guilty	fine 2s
Robert de Audley	stealing 10 pounds of wool	guilty	fine 2s
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Thomas de Audley	stealing 10 pounds of wool	guilty	fine 2s
Robert de Audley	stealing 10 pounds of wool	guilty	fine 2s
John de Audley	stealing 10 pounds of wool	guilty	fine 2s
Thomas de Audley	stealing 10 pounds of wool	guilty	fine 2s

History students have also made the most of wider web resources. Year 7 students are currently investigating life in medieval England through an online archive of Yalding's Parish Records. This has been a brilliant way for students to enhance their research skills and exploit the opportunities that remote learning has to offer.

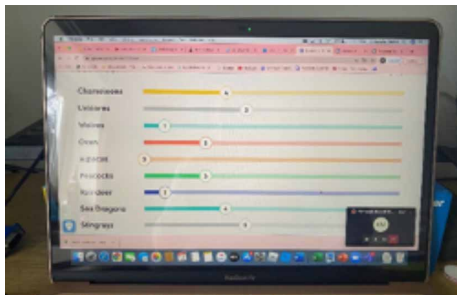
Transition to online assessment has been made simple by the various tools built into Teams. Students' classwork and study

completed through Class Notebook can easily be checked during or after a lesson to enable staff to monitor students' pace, progress and understanding, leaving comments or questions as needed to guide or stretch students further. The chat function has been a brilliant tool for whole class assessment, with every student able to voice an idea simultaneously, proving even more engaging than just one student answering at a time as when in the 'real' classroom. Not to mention the 'Assignments' function where classwork and study can be set, completed and marked, enabling students to keep on top of their work and their feedback.



French - Mme Maillot

French teachers have embraced remote teaching and learning since the first lockdown back in the summer term 2020. With training and experience in Teams and OneNote, we have developed new skills and applied new technology to our teaching, both in the comfort of our homes and at school when we went back in September. This second lockdown is allowing us to perfect some techniques, to attend Modern Foreign Language (MFL) webinars, to adapt to newer ways of teaching and to constantly develop new skills. All of this for the benefit of our Woldingham students. We pride ourselves to interact as much as we can with our classes, to engage them, to make them speak French as much as possible and to give them a sense of achievement even when we are outside of our valley. Here are a few examples of activities we are using which work well with our classes:



- **Quizlet** – to drill vocabulary/grammar – its match option is used a lot by Mme Haythorne - Quizlet live is an option to bring the lists alive, which allows the girls to compete against each other as individuals or in teams – teachers enjoy it as much as the students!
- **Kahoot** – interactive quiz where students compete against each other - teachers can check instantly their understanding and give instant feedback on errors made.

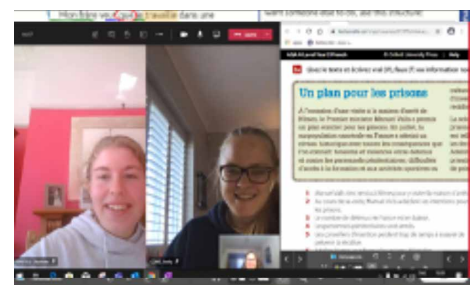
• **1jour1actu website** – up-to-date content with articles and videos on a variety of topics – used especially for GCSE and A Level students.

• **Linguascope** – vocabulary drilling at beginner and intermediate levels – interactive games – girls have unlimited access to this website and can use it for different languages.

• **Languageonline** – extensive interactive grammar practise – I use it a lot from Year 7 up to Upper Sixth.

• **Kerboodle platform** – all our digital textbooks are on this platform - students can annotate the digital textbook using a variety of tools available, like highlighters and stick notes – students have access to it using personal login details – they have access to resources too on each unit – we can assign them assessments, which they can submit on this platform – we can see our amazing Upper Sixth students enjoying their lesson with Mme Poullain!

• **Mini projects/student presentations** – students can demonstrate their cultural/language knowledge and their research/presentation IT skills – Mme Haythorne uses this activity with different year groups and Mme Emery was very impressed by the high standard presentations from Lower Sixth students Sophie and Sasha.



J'adore ma chambre! Elle **EST** grande et confortable, les murs **SONT** bleus et le bleu est ma **COULEUR** préférée. Elle est aussi **A COTE DE** la salle de bains donc **C'EST** pratique! Dans ma chambre, **IL Y A** un lit double **AVEC** beaucoup de coussins. **A GAUCHE** de mon lit, il y a une **TABLE** de nuit. Sur ma table de nuit, **J'AI** une lampe, un **LVRE** et une Alexa. **DEVANT** la fenêtre, il y a **MON** bureau. J'ai une belle vue **STIR** mon jardin et mon chien qui **JOUE**!

Translate the above paragraph into good English:

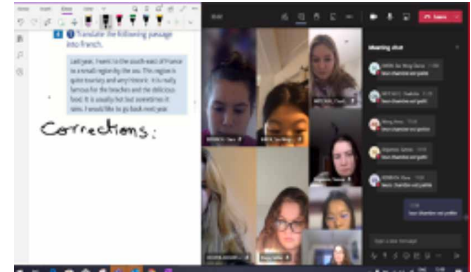
I love my room! It is large and comfortable, the walls are blue and blue is my favorite color. It is also next to the bathroom so it is convenient! In my room there is a double bed with lots of cushions. On the left of my bed, there is a nightstand. On my nightstand, I have a lamp, a book and an Alexa. In front of the window is my **office = desk**. I have a great view of my garden and my dog **playing**!

Now write a SHORT description of your own bedroom (it doesn't have to be true!)

J'aime ma chambre. Elle est petite, et les murs sont roses. Dans ma chambre, il y a un **grande = grand (lit is masculine)** lit confortable. J'ai des livres et stylos sur mon bureau. A côté de ma chambre il y a **la is compulsory in French** chambre de mes parents.

- **Breakout rooms** is ideal for pair/group work. Mme Haythorne was the first one to try it out and it encourages students to speak more in French. I used it with our Year 7 bilingual students to set them a different task from the rest of the class where they had to design an activity on animals they would do with the class, becoming teachers themselves!

- **OneNote** – Mme Haythorne, Mme Emery and Mme Poullain have been using OneNote from day one, which allows them to do an instant check



during lessons on how students are doing on a specific task and the girls get instant oral or written feedback.



- **Videos** with or without subtitles are used to support the teaching of different topics. This is a picture demonstrating Mme Emery using a video with her Year 8 class on French schools in France.

- **Show and tell** was used by Mme Poullain with her Year 9 class.

