

**Source of Learning**

Retreat practice is key  
 ↳ understanding is better for long term memory → **disruption learning**  
 ↳ leads to deeper learning  
 ↳ no inductive introduction

Questioning - asking questions  
 ↳ without any knowledge  
 ↳ very often to think why  
 ↳ not to get the answer

Get back on and calling - no words  
 ↳ leave the room till after  
 ↳ would know - get used to use silence

**Key note states**

pose → pause → pounce → bounce → what are you wondering  
 pose → pause → pounce → bounce → what did you think of that answer  
 How could you improve that answer?

Things we would go wrong? Things we have learnt

Enable tests  
 ↳ but QR code  
 ↳ QR code @ home

Always visible representation of discussion

10 second rule  
 Allow for 10 seconds to get buzzes?  
 think time Give a 10 second writing  
 Use for BIG questions

Bounce questioning  
 pose → pause → pounce → bounce  
 'what did you think of that answer'  
 How could you improve that answer?

Students getting unstuck by using their chocolate bars from Isabella Wallace

Move the chair!

Prise, pause, pounce, bounce questioning: Pose a big question, give thinking time, pick one student to start, then bounce to other students. The bounce can vary depending on EAL, confidence levels etc. It creates better answers, deeper thinking and increases engagement. There is no right or wrong.

Ownership - Enquiry questions exams every visual aid for students to take ownership

Developing resilient learners: Plus experiment helped me think about the limiting mindset we can help change in students.

Thanks Isabella Wallace - spot on keynote. Think the RAF strategy particularly powerful as well as 10 second rule. Great to hear it from a teacher too. JWE

**Caludon Castle - Ideas Board**



Isabella's session really made me think about passivity during questioning and how to overcome it. VMC

Don't write feedback. Highlight in one colour WWW and in another what they need to improve. Then get students to write their own target, and then action it.

Uncover student's invisible questions with a WonderWall - love it! JSU

Ownership - Enquiry questions exams every visual aid for students to take ownership

Oracy in metacognition: Structuring oracy to help students talk better with PEEER. The idea that if we get students to conscientiously consider what they're going to say before and developing that by providing counter arguments and crushing them! LCH

Feedback session - importance of scaffolding peer and self assessment, and modelling expectations. Takes time to train students to be effective. JDE

Building in inquiry questions and allowing the students to see the pathway of their learning

Isabella Wallace  
 Chocolate bar technique  
 Students share facts on a particular topic. There are 8 spaces to fill. This is an exchange of information from student to student. Great for idea generating and each child ends up with a resource to prompt further speaking, writing and discussion/discussions.

Using enquiry questions like a 'jigsaw' to build up to a full exam response

Isabella Wallace  
 Encourage students to ask questions. Have a 'Wonderwall' and use post its for students to put questions on. Stick them on one side of the board and when they are answered, move them over. This makes their learning more visible.

Ownership workshop - Good use of enquiry questions to frame our students' learning!

Isabella Wallace session was fabulous with lots of simple strategies to implement.

Loved the Isabella Wallace session, interested to learn more about the challenge sweet spot. I will also be trying the pose, pause, pounce & bounce. GCO

Before and after shots of work. Very powerful to show progress.

Increase the creativity to increase the engagement and ownership.

Before students hand in work get them to highlight what they think they have done to meet the criteria and when they could have done better.

Five ways to foster student agency  
 - Have high standards in homework  
 - Share the big picture of curriculum & assessment  
 - Develop reading for study habits  
 - Establish self study and testing routines  
 - Set open research tasks  
 This will encourage pride, ownership and engagement with students

Chocolate bar would work really well to teach students about essay structure in English

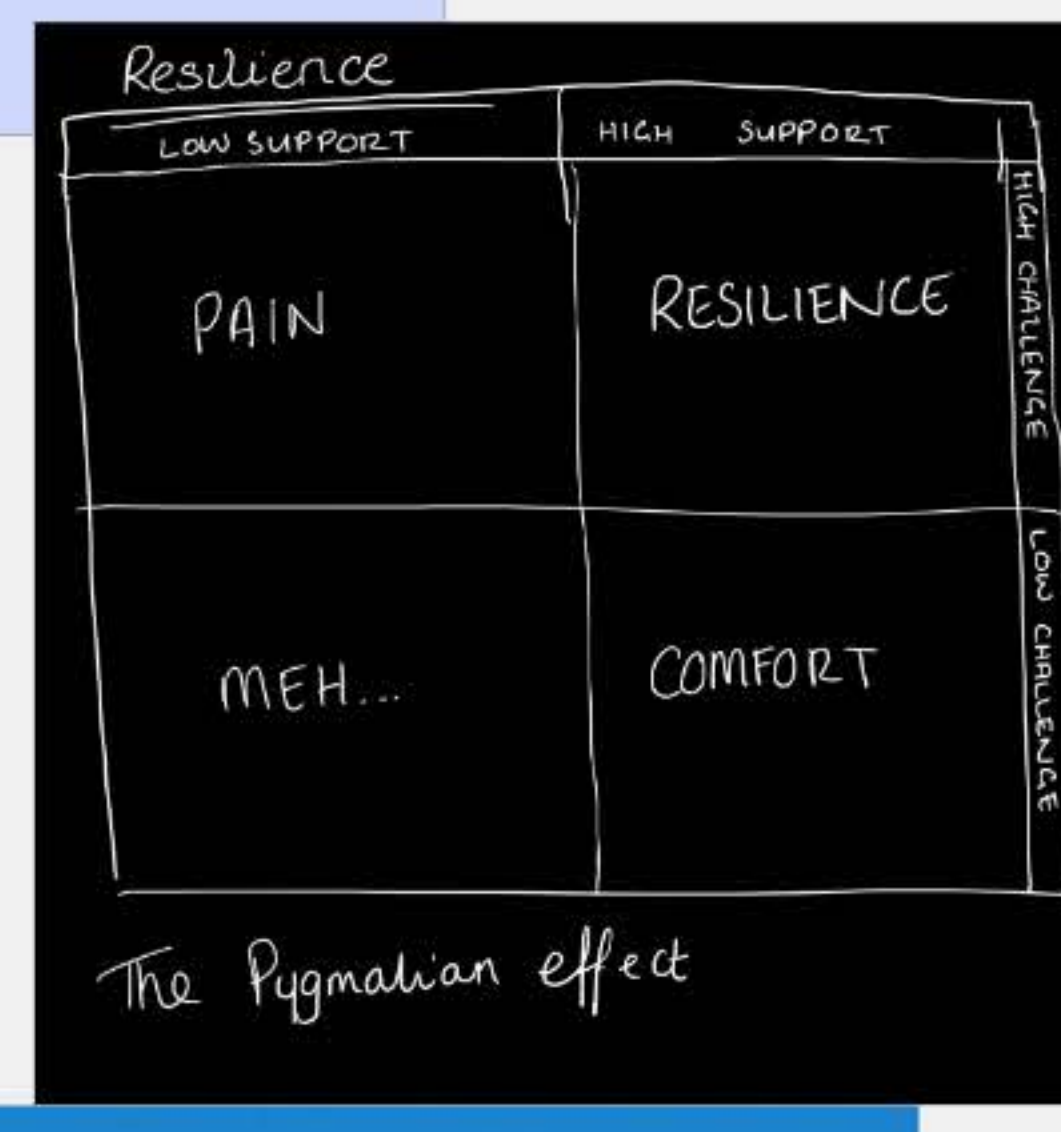
Putting the feedback ownership back on the students. Using different coloured highlighters to pick out good elements and room for improvements so students can identify themselves for

Chocolate chunk ideas - Fun and interactive way of including all children in their learning. Also good for motivation.

The wonder wall for questions and moving them from 'we wondered this, now we know!' Shows progression of learning.

Isabella Wallace  
 What do you know already?  
 What are you wondering about this topic?  
 And later...  
 What have you learnt about this topic?

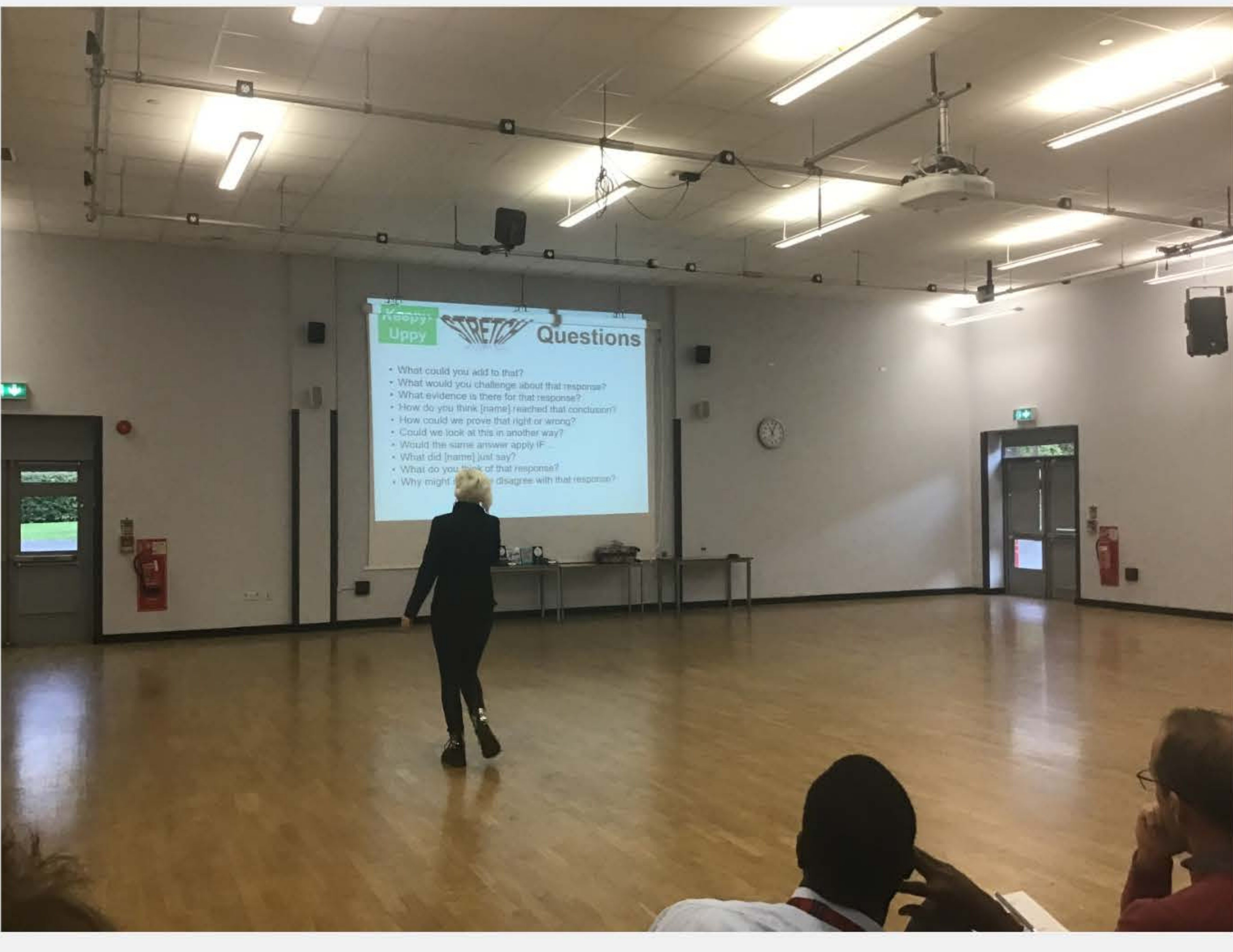
4 types of mistakes



the rule  
 conversation  
 web  
 Pose, pause, pounce, bounce

The 3 Vs!  
 Visual  
 Vocal  
 Verbal

Helping students to successfully articulate their ideas:  
 Position  
 Explain  
 Example  
 Expand - Detail - Counter argument - CRUSH IT!  
 Point



**How prep high impact**

Chocolate bar - for 10 mins & segments  
 DOES all 6Ps  
 Step 1: get everyone up  
 go to 5th page and  
 copy, read up  
 1. Explain the topic  
 2. Explain the problem  
 3. Explain the solution  
 4. Explain the process  
 5. Explain the result  
 6. Explain the future

Step 2: Quiz - what do the lessons already know  
 what are they working about → at the end what have they learnt?

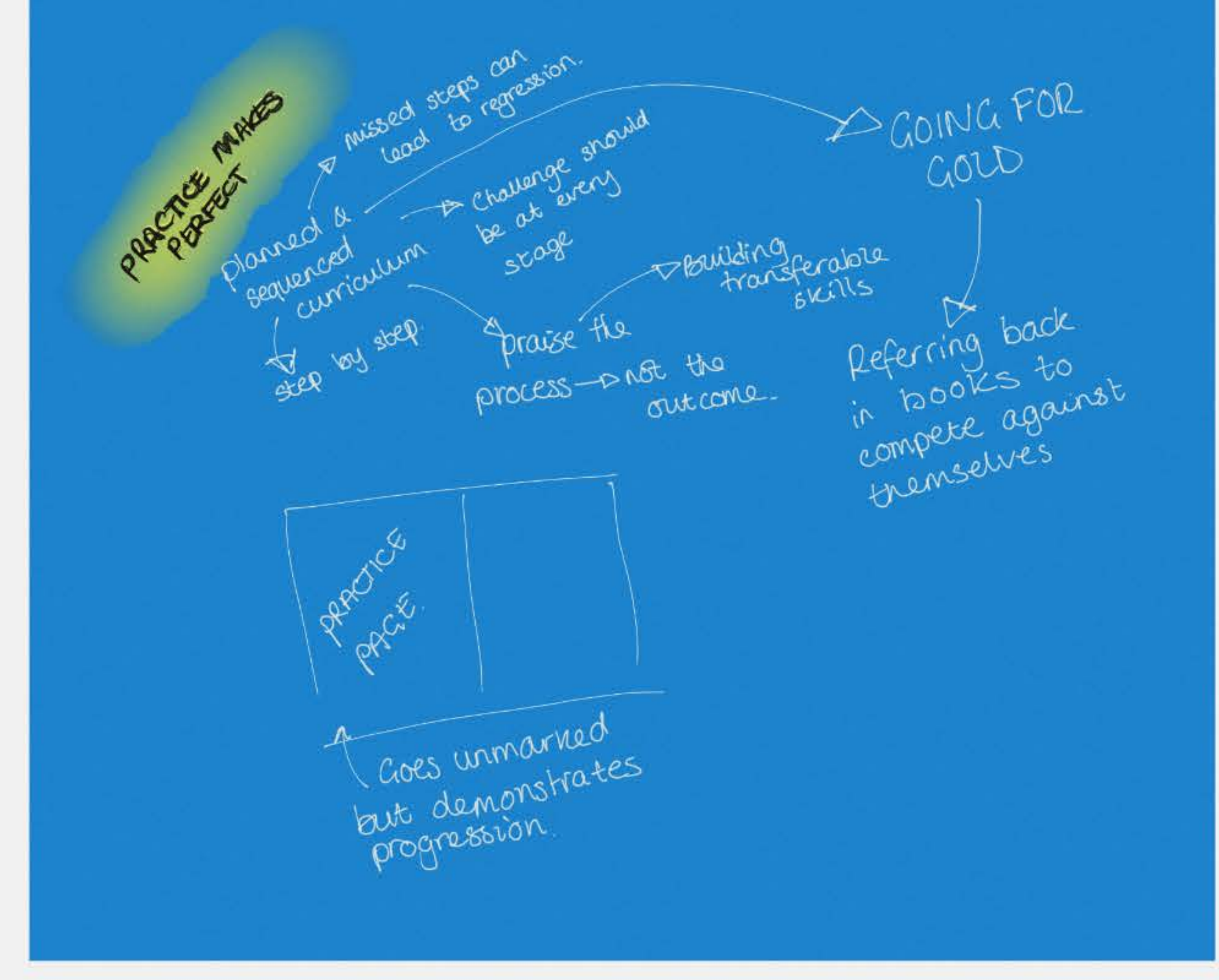
Also you can realize that you know things already  
 some of students can take up the job as 'helper' for the class  
 work → automatic & ready to go strategy  
 can be used as a 'chat' generator as well

Essay planning @ 155

Steps with (audio) penwork

Endnote!  
 Sentence starters!  
 A to make the idea 'fashion'

Personal Statements  
 ↳ that show how what you write



**Talk less teaching**

TELL ME MORE

Question Matrix  
 can be used on  
 1. What is the question?  
 2. What is the answer?  
 3. How do you know?  
 4. How do you think?  
 5. How do you feel?  
 6. How do you act?

Only mark or be nice question if  
 they know the answer straight away  
 ↳ you then say only → if a teach they  
 to answer → what → sit on a on  
 how can I get  
 it to go  
 @ 10:30

Show progress  
 Quickly - 10 mins  
 key study reason

Psych - studies - use of knowledge  
 ↳ pick of 10 each they have to select them