

Margo Rodrigo



- Year 6 class teacher
- Leader of Upper Key Stage 2 (Years 5 and 6)
- Leader of Teaching and Learning



Claire Marshment



- Year 2 class teacher
- Design and Technology coordinator
- KS1 Maths coordinator



Alison Hawksley



- Worked mainly in commercial business but also for four years in education.
- Started the link school partnership between Barnes Primary School and Rusuzumiro Primary School.



Harry Hobson



- Helping businesses to make better products or services for their customers.
- Creating a web-platform, called Common Everybody, for linked-schools, to enable all their students to make friends and collaborate with students from other schools in other countries.

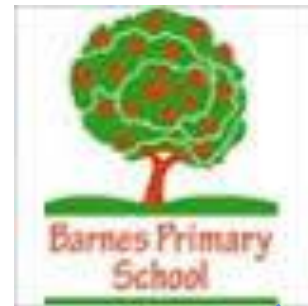
Where is Barnes Primary School?

United Kingdom, Europe





London, England

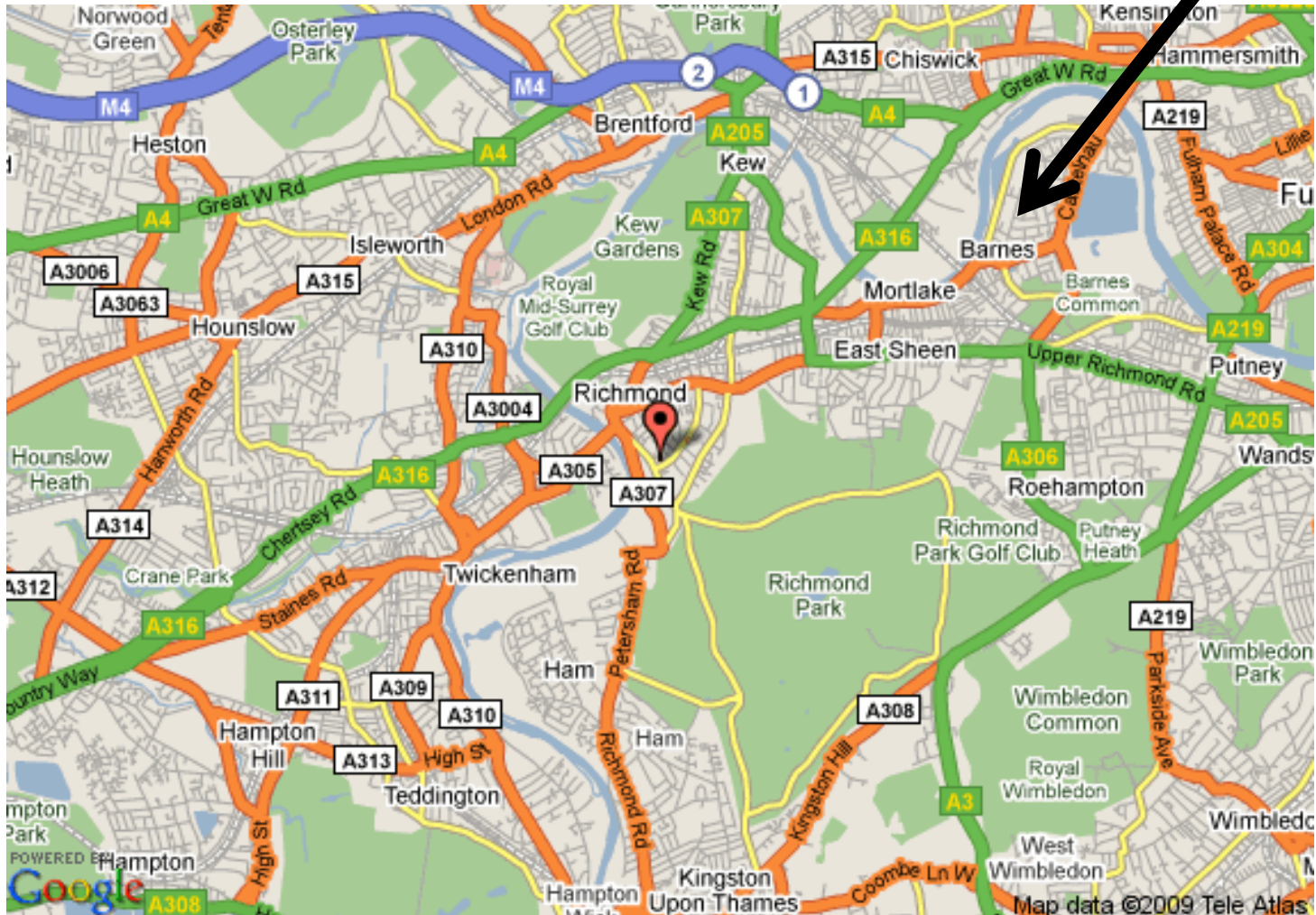


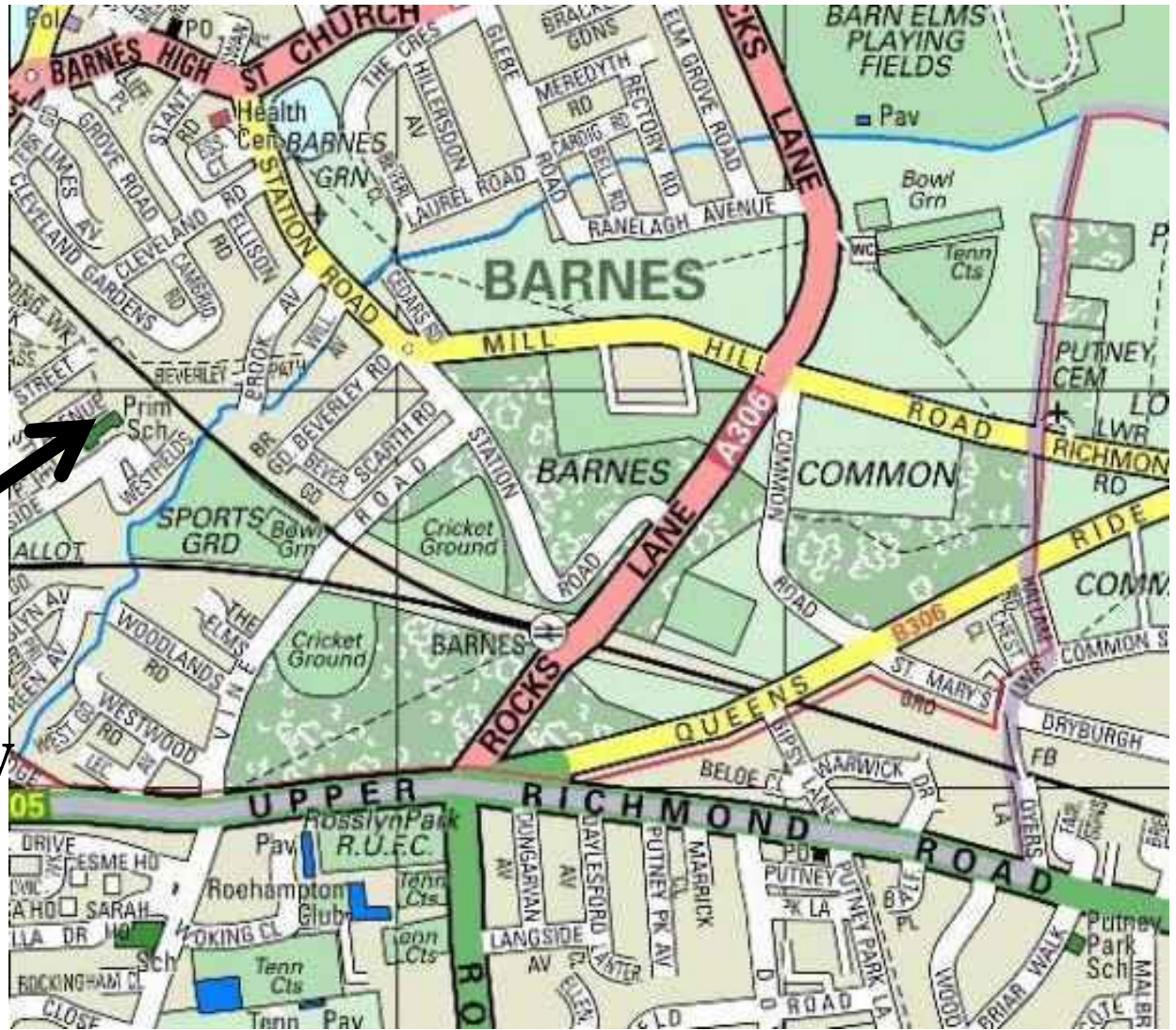


London,
Richmond



Richmond, Barnes



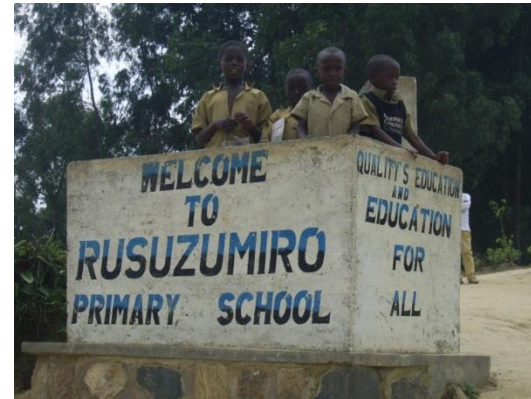


Barnes Primary School



Effective Pedagogy for Excellent Gains

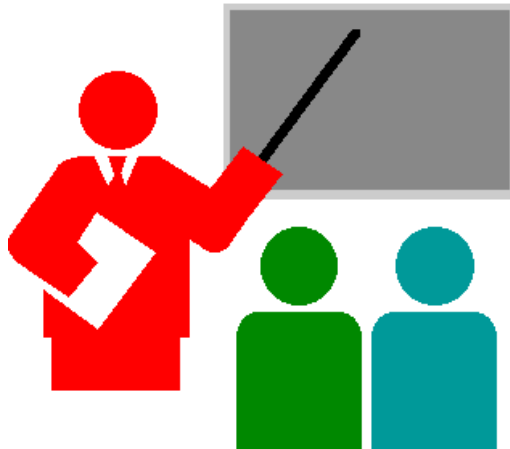
Bridging links with Barnes Primary
and Rusuzumiro Primary



Margo Rodrigo and Claire Marshment
July 2015

What is pedagogy?

Pedagogy is the discipline that deals with the theory and practice of **education**; it thus concerns the study and practice of how best to teach.



At Barnes Primary:

- We aim to provide an intellectually challenging learning experience from which all pupils can benefit.
- Our principal objective is for each pupil to develop a deep interest in, and love for, learning. Pupils are taught to apply this learning to the everyday world around them.
- Our ultimate goal is for pupils to become self-motivated, independent learners with a wide range of generic study skills that will prove useful to them throughout their lives.
- We seek to make a real difference to children's lives by providing them with the skills they will require to be successful, both now, as children, and in the future.



Highly Effective Practice

constructive verbal and
written feedback

planning for all learners

dialogic talk

effective classroom
management

secure subject
knowledge

mixed ability pairs
and groupings

effective and efficient
use of time

quality and
variety of voice

Clarity and precision in teacher
talk, questioning and
communication

Clear direction of journey and
lesson objectives


effective modelling

High expectations of pupils'
performance

What is dialogic teaching?

Dialogic teaching harnesses the power of talk to stimulate and extend students' thinking and advance their learning and understanding. It helps the teacher more precisely to diagnose students' needs, frame their learning tasks and assess their progress. It empowers the student for lifelong learning and active citizenship.

Robin Alexander 'Towards Dialogic Teaching Teaching: rethinking classroom talk'



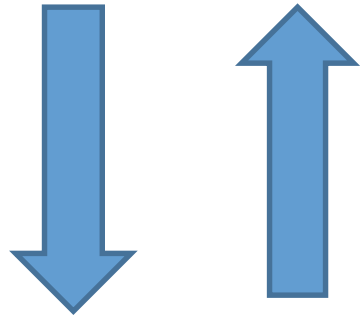
Dialogic teaching is not just any talk. It requires:

- interactions** which encourage students to think, and to think in different ways
- questions** which invite much more than simple recall
- answers** which are justified, followed up and built upon rather than merely received
- feedback** which informs and leads thinking forward as well as encourages
- contributions** which are extended rather than fragmented
- exchanges** which chain together into coherent and deepening lines of enquiry
- discussion and argumentation** which probe and challenge rather than unquestioningly accept
- professional engagement with subject matter** which liberates classroom discourse from the safe and conventional
- classroom organisation, climate and relationships** which make all this possible.



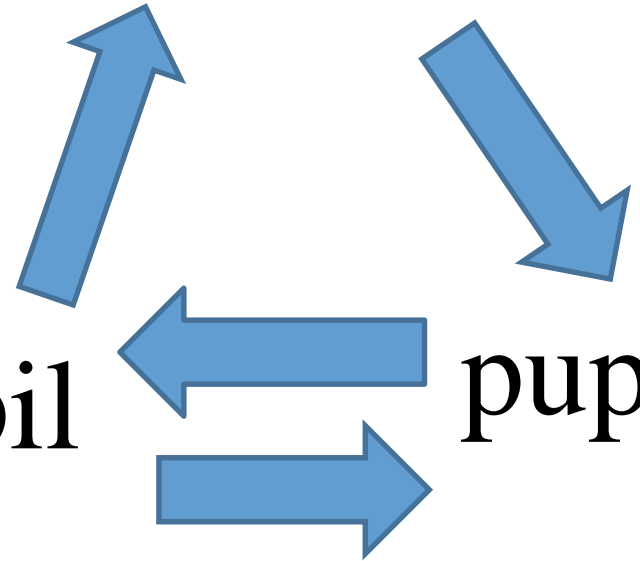
The Power of Talk in the Classroom

teacher



pupil

teacher



pupil

pupil



Talk Dynamics at Barnes Primary

- focus on the central place of talk in the learning experience
- create a classroom talk dynamic that is most beneficial to pupils
- introduce the concept of dialogic talk and analyse how it can be used to maximise pupil learning



What are the opportunities for talk in your classroom?

- When are pupils given the opportunity to talk?
- What subjects in particular?
- How are groups arranged in the class?
- Who poses the questions?
- How are the ‘quiet’ pupils engaged in the talk?
- What types of questions are asked?
- How much time in a lesson is dedicated to talk?



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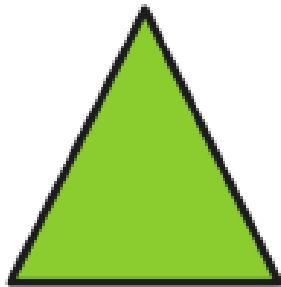
Strategies to use in the classroom

- Open up the talk. Have a 3, 4 or even 5 way dialogue. Pupils can be encouraged to pose questions to each other.
- Focus on the types of questions you pose. Start with ‘Why, How, In what way...?’
- Have ‘talk scaffolds’ displayed in your class. Eg: I believe, In my opinion, It seems to me that, I disagree with, My view is that,
- Think about where you place yourself in the classroom.
- Think about your groupings: mixed attainment groups



Articulate

Rules: In pairs. 1 person has the cards. They have to describe the shape without saying the actual name. Their partner has to guess the shape.



triangle

- It has 3 sides
- It has 3 vertices (corners)

Is it a triangle?

Articulate

2D Shapes

It hassides

It hasvertices
(corners)

It has equal sides
*(all sides are the same
length)*

It is a quadrilateral
(4 sided shape)



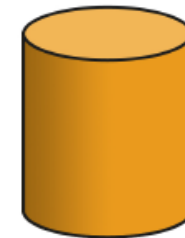
square

3D Shapes

It hassides

It hasvertices
(corners)

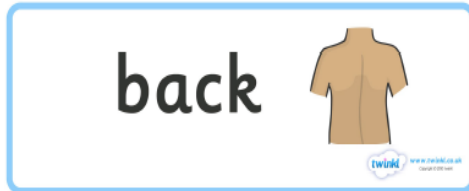
It hasfaces



cylinder

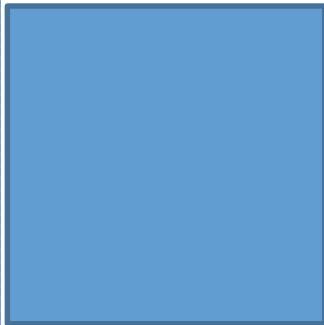
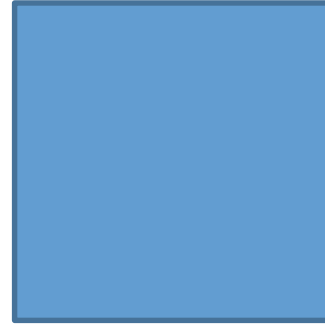
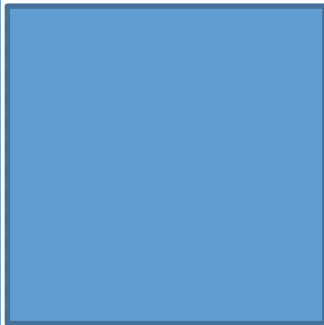
Pictionary

Rules: In pairs, 1 person has the cards. They have to draw what is on the card. Their partner has to guess.



Pairs

Rules: Turn all cards face down. Find the matching word and picture.



dolphin

Using a 100 square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Locating numbers:

- Locate (find) 49
- 49 has 9 ones so move along the top row to 9
- Then move down the column to get to 49

Using a 100 square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Adding 10:

- $23 + 10 =$
- Locate 23, jump down one to 33
- $34 + 40 =$
- Locate 34, jump down four to 74

Using a 100 square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Subtracting 10:

- $23 - 10 =$
- Locate 23, jump up one to get to 13
- $64 - 40 =$
- Locate 64, jump up four to 24

Number Walk

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Locate 17
- Add 10
- Subtract 3
- Plus 20
- Add 8
- Take away 13

What number have you landed on?

Using counters and 100 square

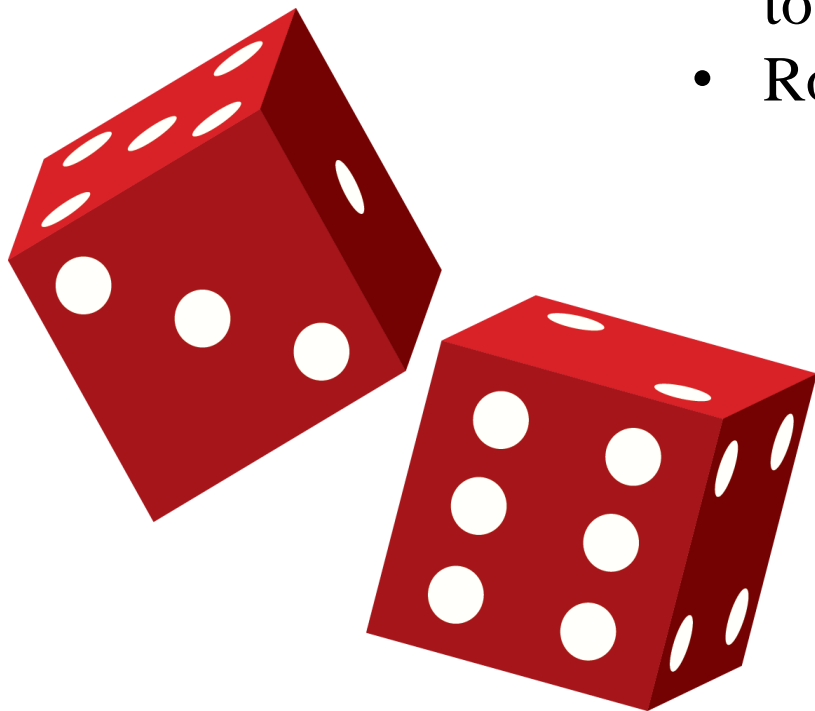
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61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Put counters on the numbers

- 4 even numbers greater than 10
- 6 multiples of 5
- 2 digit odd numbers
- Even numbers between 85 and 99

Using dice

- Roll 2 dice and add them together
- Roll 3 dice and add them together. *Can you see any links?* – doubles/number bonds to 10
- Roll 2 dice and multiply them



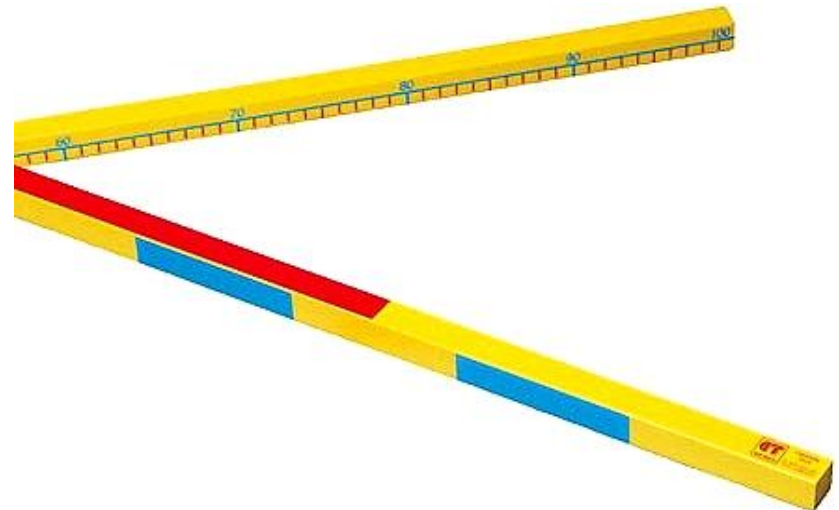
Using resources to enhance pedagogy

Face 1- four equal divisions

Face 2 – ten equal divisions

Face 3 – 100 equal divisions

Face 4 - unmarked





Face 1 and Face 2



- Use digit cards and place numbers on the divisions. Rearrange in ascending or descending order; pupils chant numbers aloud using four or ten numbers.
- Stick digit cards but some are turned around leaving only one, two or three numerals facing the pupils. Pupils to name the missing numbers.
- Using the counting stick to count in multiples; counting forwards and backwards starting at a given number; adding 10, 12, 3, etc...
- Negative numbers – place 0 in the middle and count forwards and backwards; point to a divider and ask ‘what is this number?’
- Fractions – counting in halves, tenths, quarters, fifths; show me two tenths, one half, four fifths; what fraction of the stick can you see?

Digit Cards

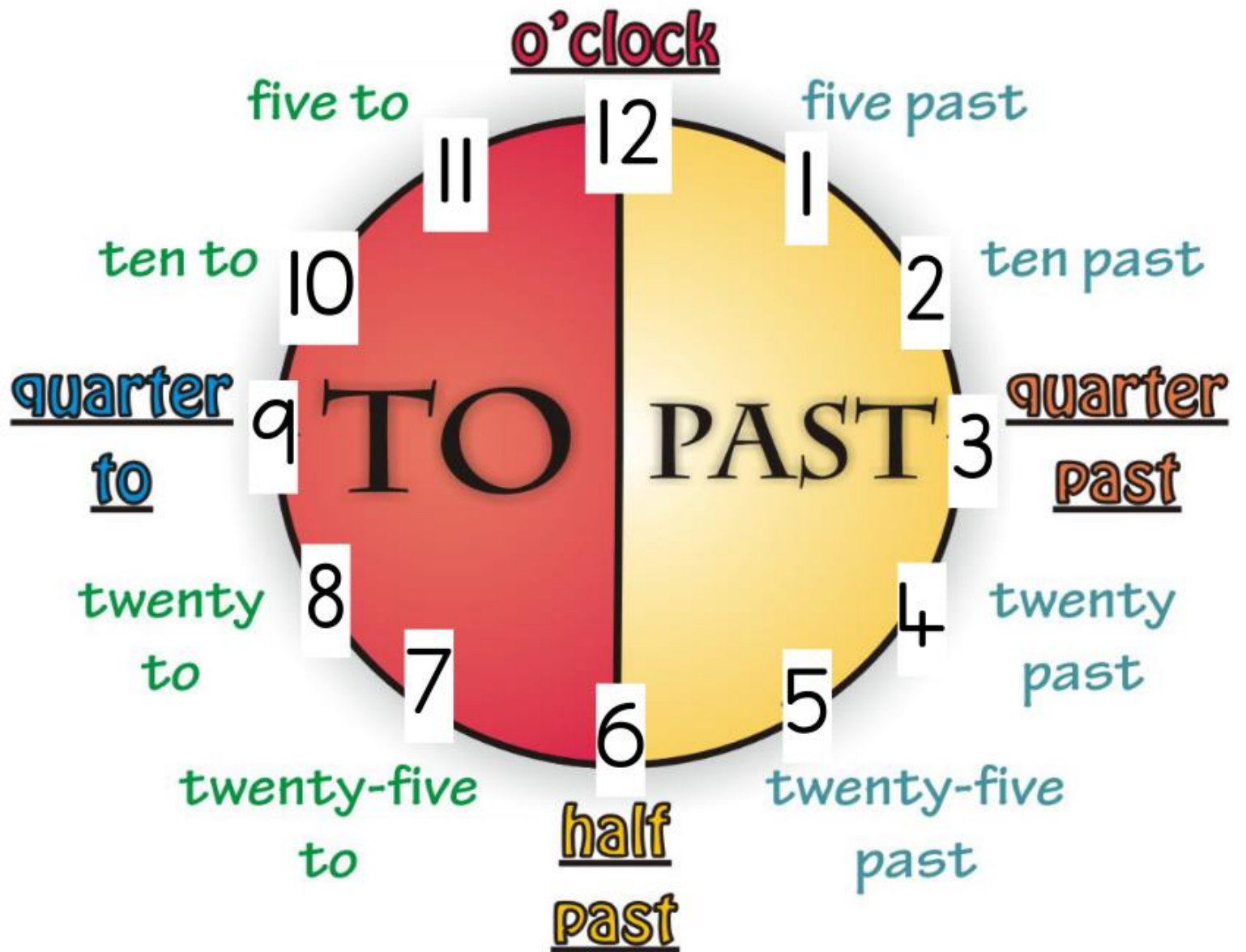
- Using number language: show me an odd number; a prime number; an even number; a 3-digit number
- Using the four operations of number: show me the total of; the difference between; multiply; double; triple; halve; 4 squared; what is the remainder when...; 1 more than; 4 less than.



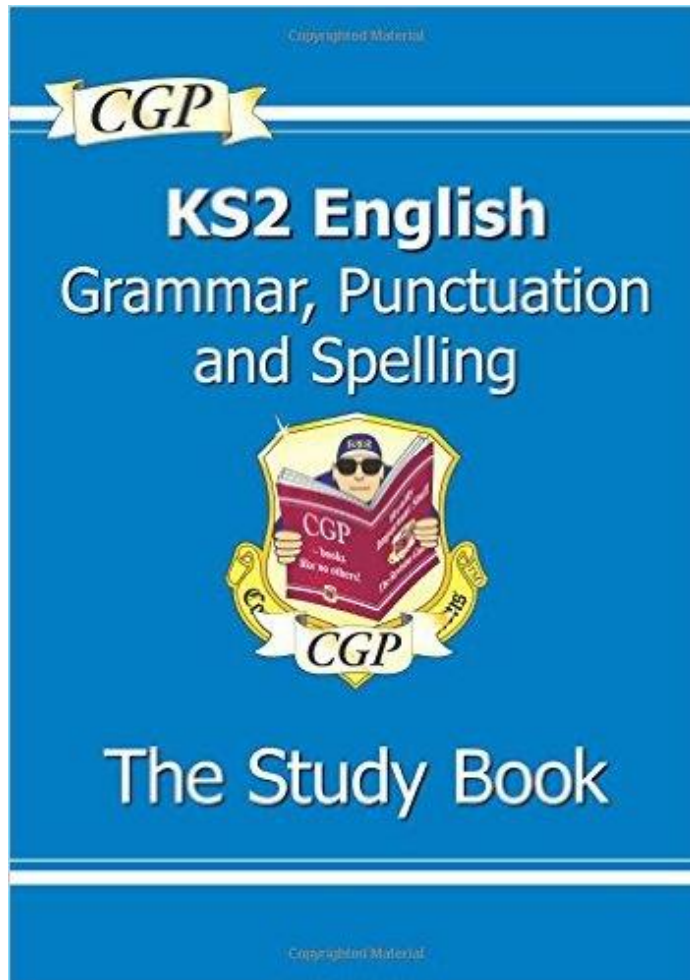
Teaching Time



- Language of time – half past, quarter to, quarter past, o'clock, hour, minutes, seconds, am, pm, twenty-four hour
- Make links to analogue and digital clock
- Make links to 12 hour and 24 hour clock
- How many minutes in an hour? How many seconds in a minute? How many hours in a day? How many days in a week?
- 5 times tables
- Degrees and fractions – how many degrees is half a turn? Quarter turn? Three quarter turn?



CGP Spelling, Punctuation and Grammar Book



- It's a reference book for you
- To develop handwriting, pupils copy parts into their books
- Some suggestions of tasks are provided
- Little and often

Comprehension

Guided Reading Questions: Level 2

How do you know someone is talking in a story?

How does punctuation (e.g. full stop) help us to read for sense?

Who is the main character in the story? How do you know this?

What happened in the story?

Find some words or phrases which tell you about the setting.

What made you choose this book?

What would you like the story/text to be about?

Which character from the story interests you?

Based on the cover, what do you think the story will be about?

What is the main event in this story?

Were you surprised by the ending? Is it what you expected?

Has the author put certain words in **bold** or *italics*? Why?

Can you find any amazing adjectives?

Can you think of another way to begin this story?

What was the most exciting part of the story? What made it successful?

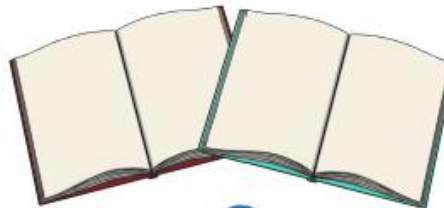
What is the author's view of events in the story? How can you tell?

Did you enjoy the book? Why?

Was there any part of the story or text that you didn't like? Why?

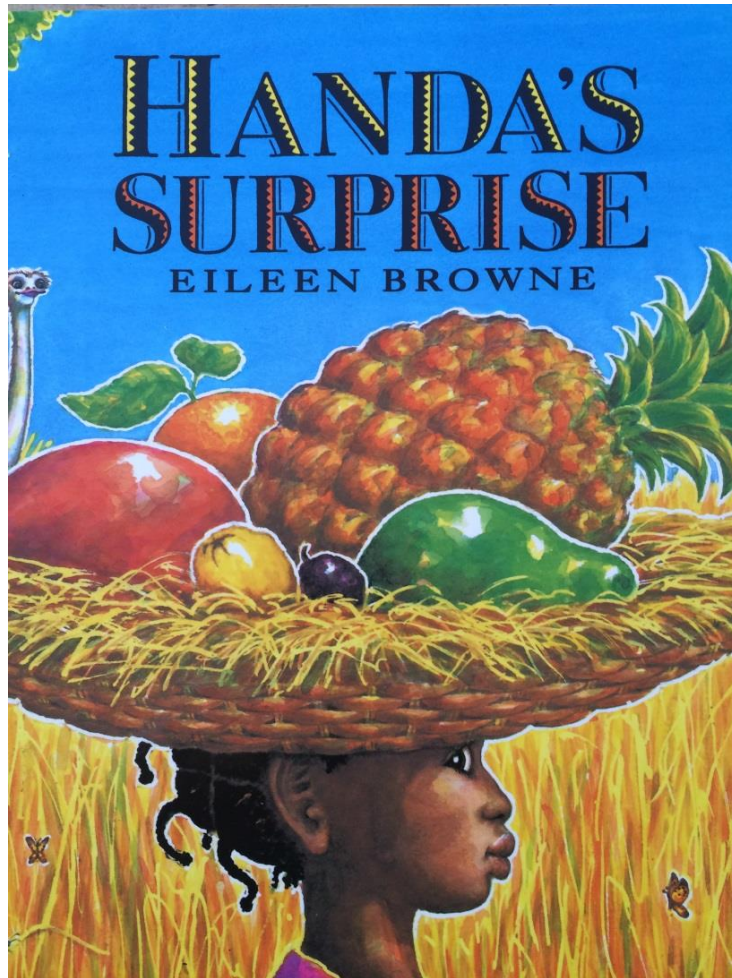
Where and when do you think the story is set?

What sort of book is it? How can you tell?



What features of the text tell you that it is an informative text?

What features of the text tell you that it is a story?



What does the cover tell us?

Is this fiction or non-fiction?

Where do you think it is set? Why?

Who is the author of this story?

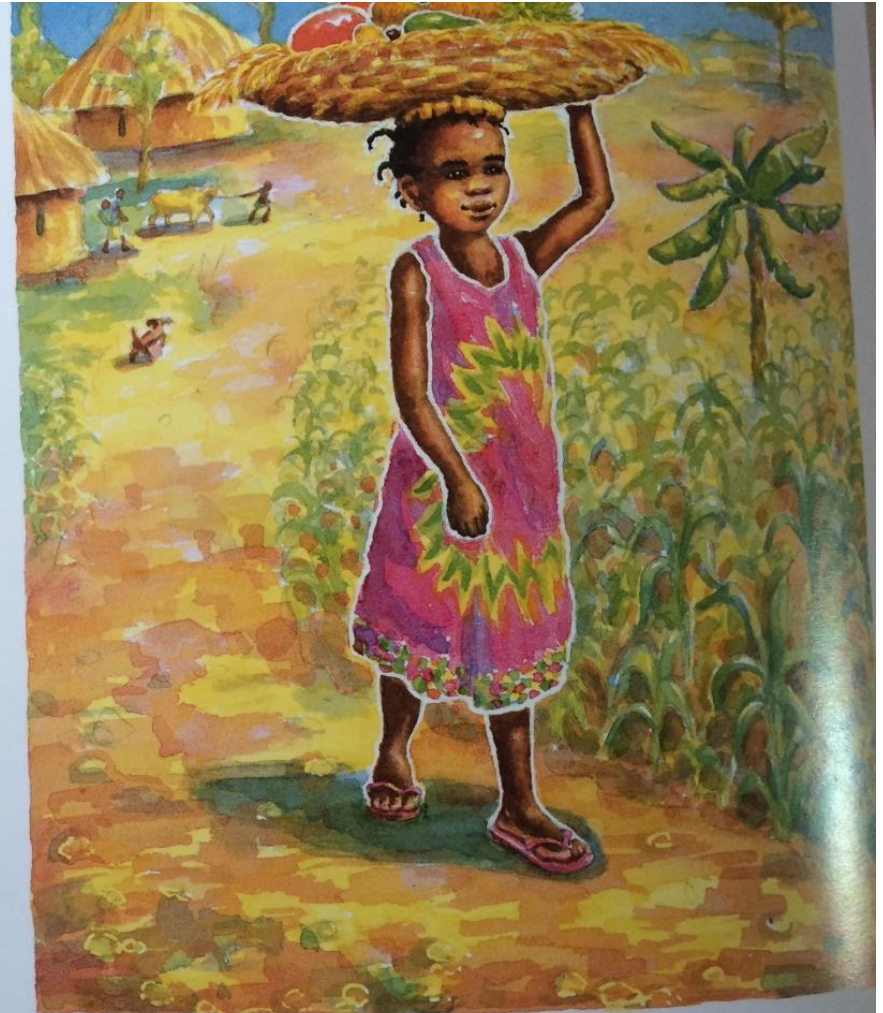
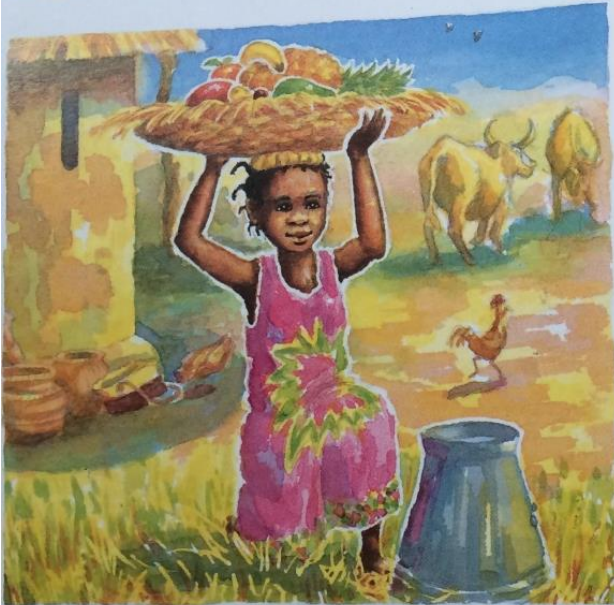


What fruits can you see?



Handa put seven delicious fruits in a basket
for her friend, Akeyo.

How many fruits did Handa put in her basket?



She will be surprised, thought Handa as she set off for Akeyo's village.



I wonder which fruit she'll like best?

What is your favourite fruit?

My favourite fruit is _____

because _____

•

mango pineapple banana orange

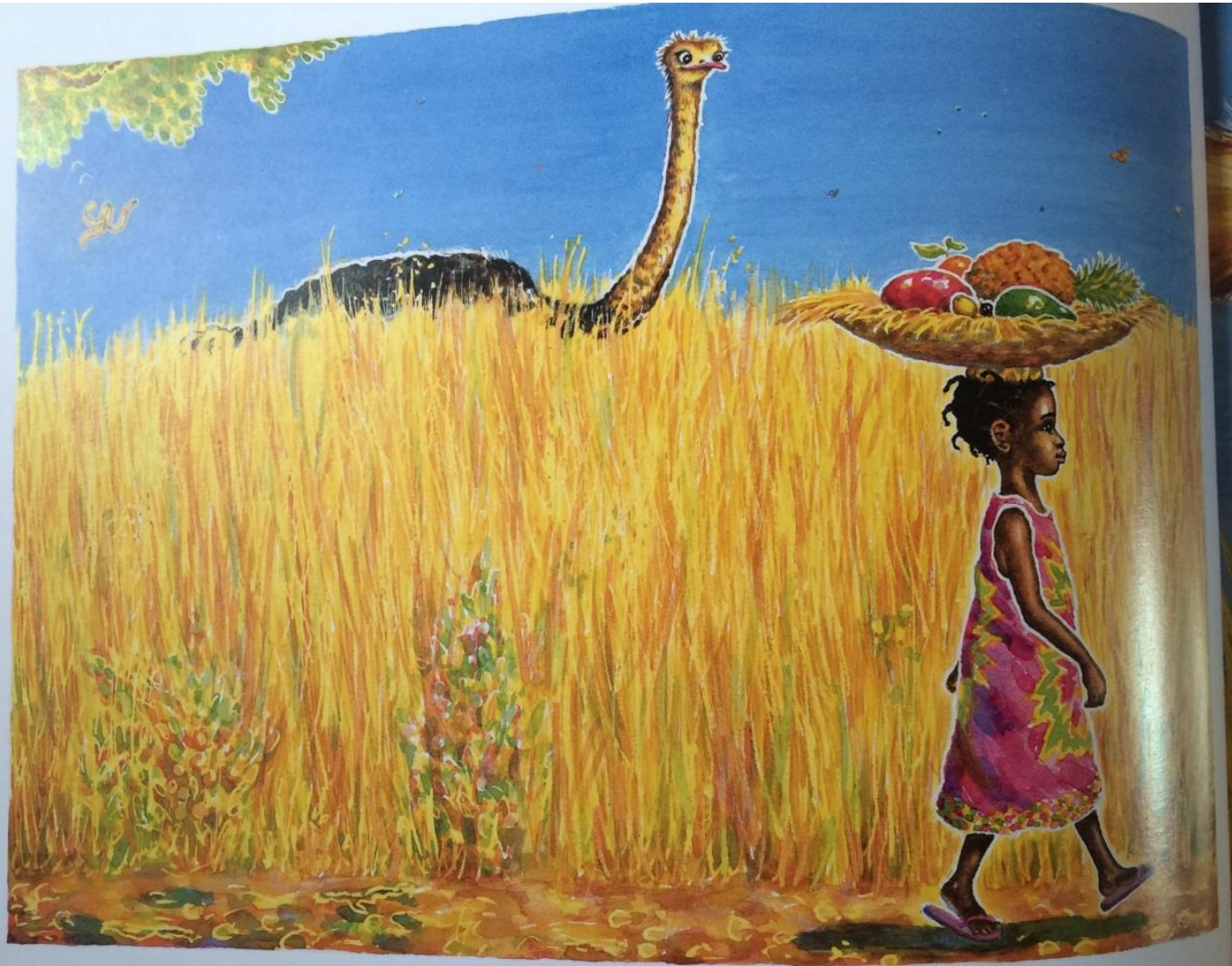
juicy delicious succulent



Will she like the soft yellow banana ...

What adjectives does the author use to describe the banana?





or the sweet-smelling guava?





Will she like the round juicy orange ...



What adjectives can you use to describe the mango?





or the ripe red mango?

Can you predict what will happen next?



I think that because



Will she like the spiky-leaved pineapple ...





the creamy green avocado ...

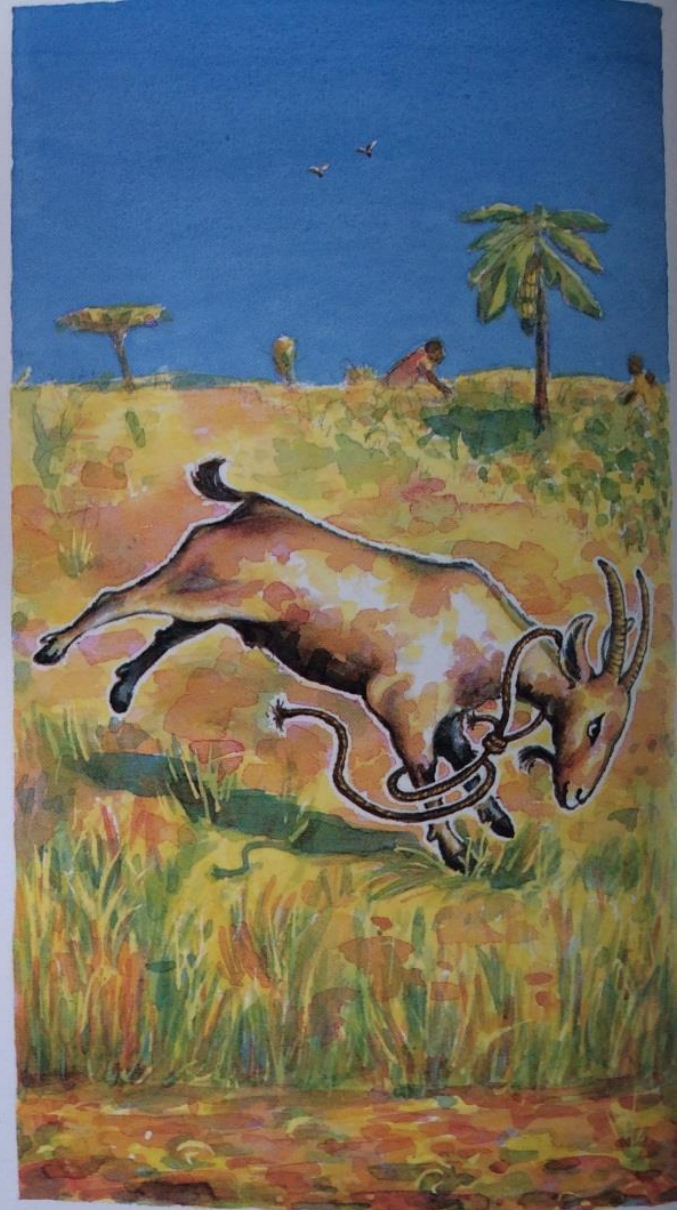




or the tangy purple passion-fruit?

What will happen next?
What will Handa give to Akeyo?



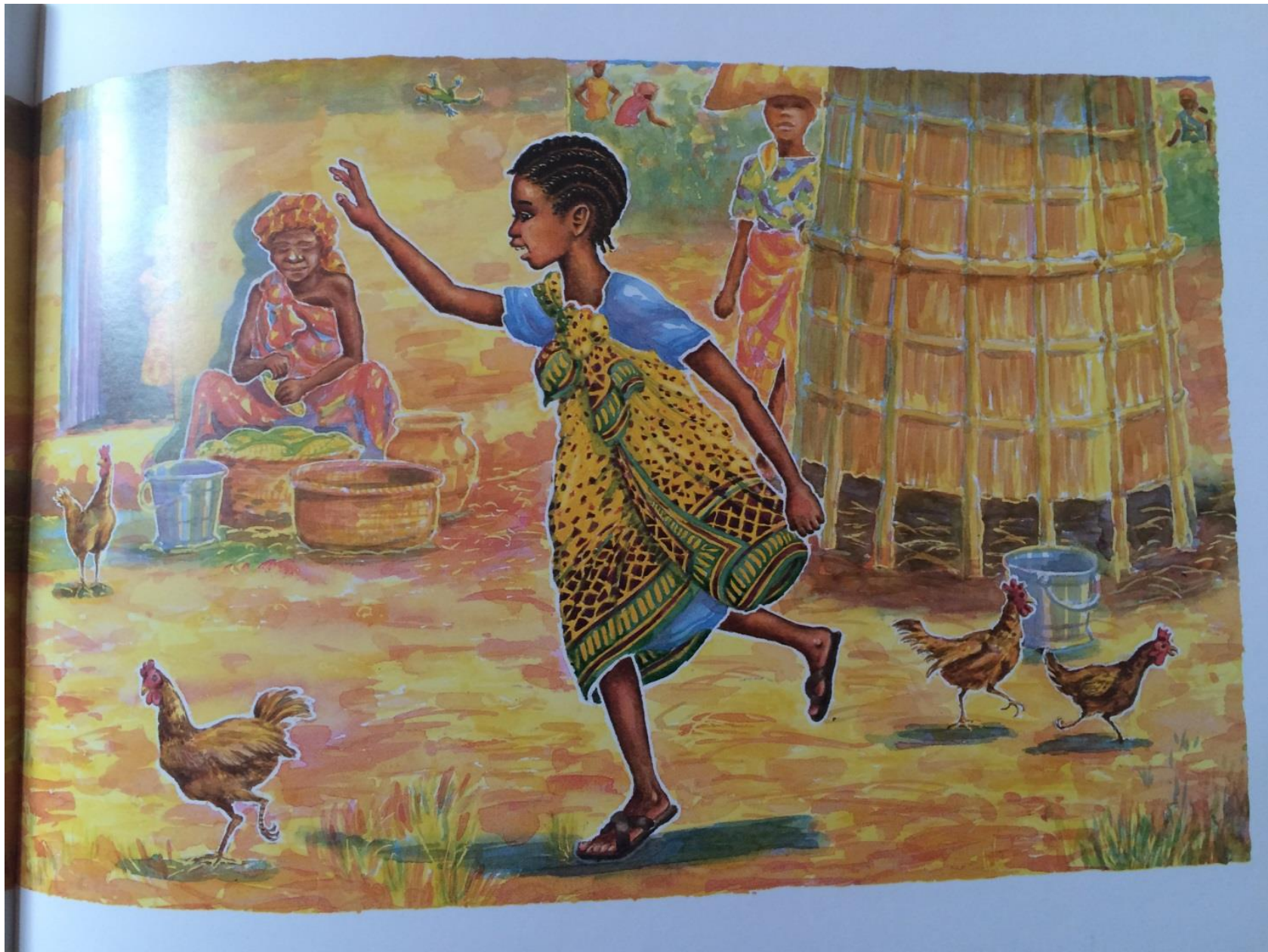


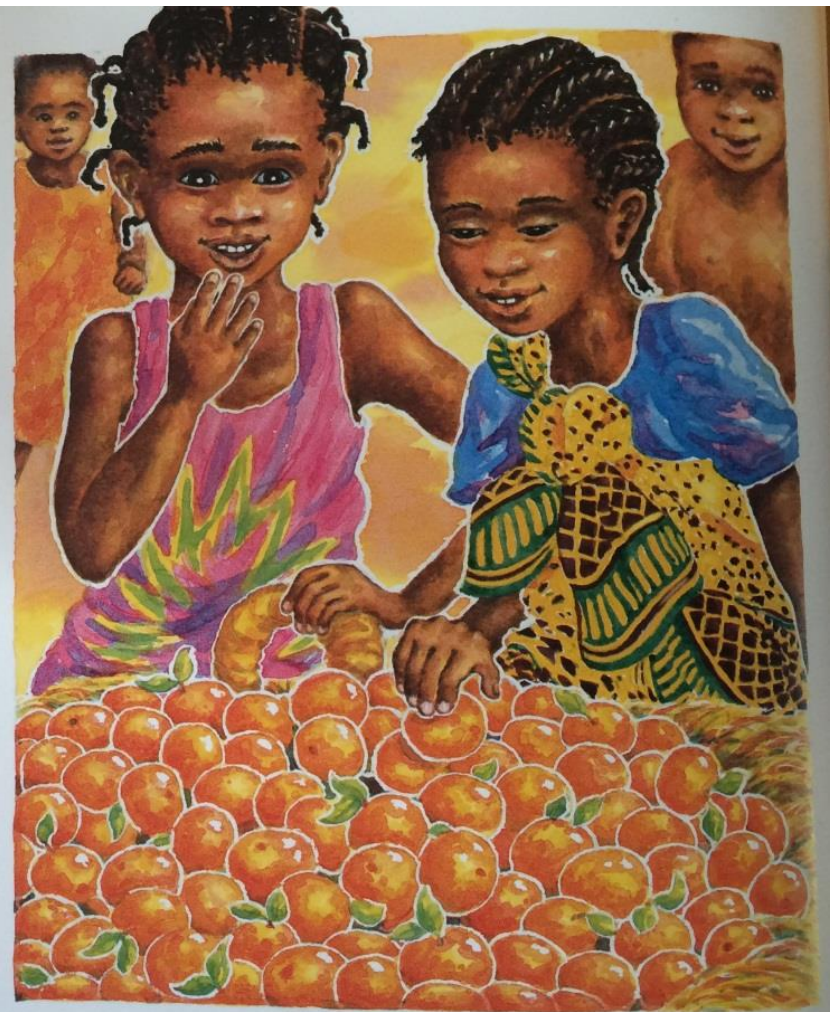
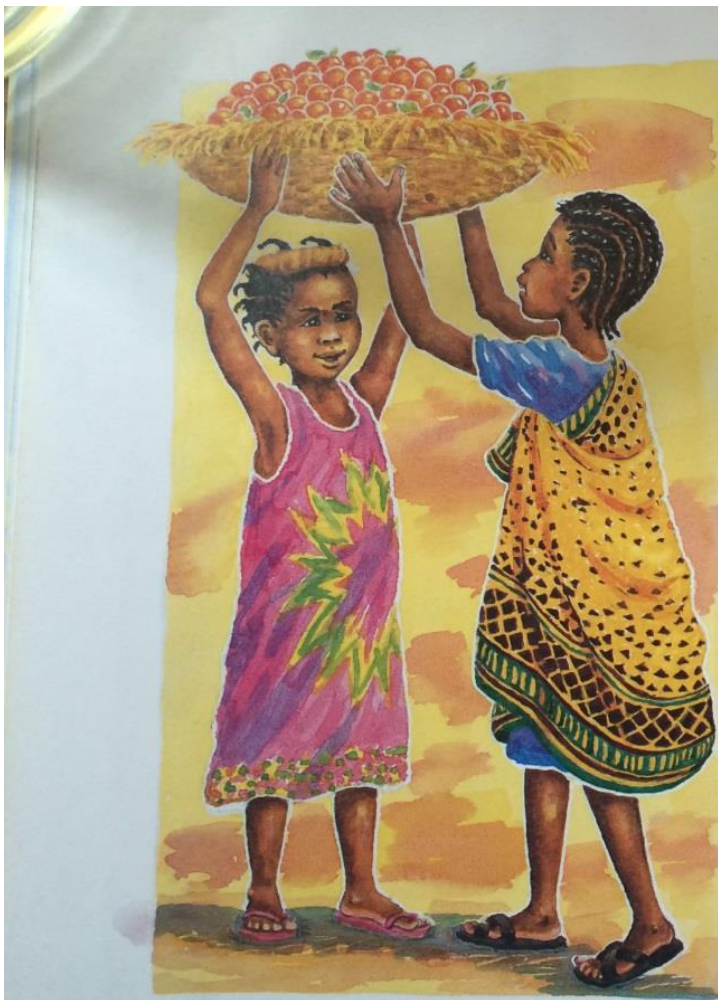


Which fruit will Akeyo like best?



“Hello, Akeyo,” said Handa. “I’ve brought you a surprise.”





“Tangerines!” said Akeyo. “My favourite fruit.”
“TANGERINES?” said Handa. “That *is* a surprise!”

Did you enjoy the story?



I enjoyed the story because.....
I didn't enjoy the story because.....