

Caroline
Chisholm
School



Ambition Confidence Success
Everyone Every Lesson Every Opportunity

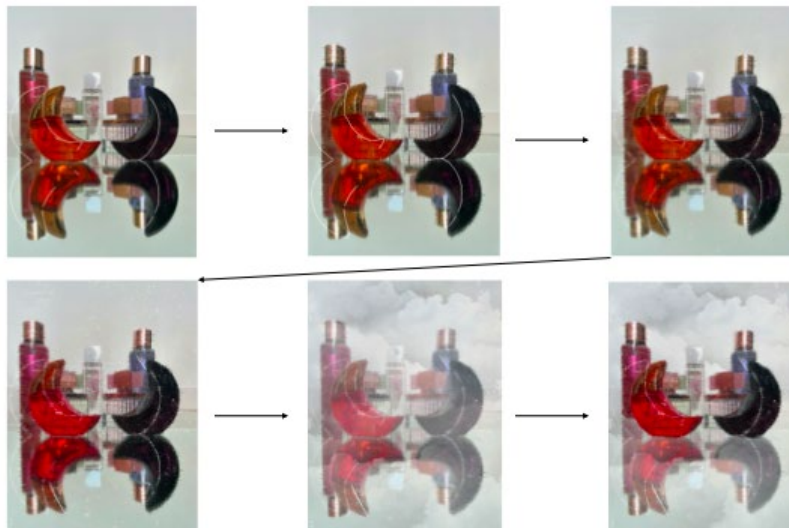
Remote Learning: High Performance Learning in Secondary Phase



Department Spotlight: Art

Skill Spotlight: Linking and Creating.

We have completed three assignments now on "collections" at KS3 and this series of work is a wonderful example of **strong connection finding skills** as this piece links ideas from previous lessons and artists.



Department Spotlight: Business Studies

Skill Spotlight: Linking, Meta-thinking and Analysing.

Each week, students demonstrate their ability to showcase their **intellectual confidence, connection finding and big picture thinking skills** through their participation in The Biz Quiz. Students also use **critical and logical thinking skills** to analyse how events in the economy are impacting different businesses.



Business Studies (continued)

Skill Spotlight: Analysing and Creating.

GCSE students have been **creating** their own businesses and developing the necessary documents, such as the deed of partnership, to support different types of ownership. They have been really **creative** when **analysing** who they should invite to be partners and why – this also meant using their **strategy planning skills** as well as **precision and logical thinking**.

Students evaluated the type of thing it would be good to get down in writing in case it was needed in the future.

Students had to use their **big picture thinking and logical skills** to consider

what types of things could go wrong with different types of business ownership and evaluate how these issues could be resolved.

My Deed of Partnership:

1. Describe your business idea: selling handmade body care items such as creams, soaps, body scrubs, bath bombs and face masks.
2. Where will you locate your business and why? On an online platform called etsy. I chose this place because I like the idea of a footloose business.
3. My partners are going to be my two sisters. I think they will be good partners because they are trustworthy, and they will give me many new ideas for scented products. They could also help me to pack orders and share the workload.
4. They will be able to suggest business strategies and help me to grow my business.
5. I will invest the most in this business. However, my sisters will also contribute. The percentage of contribution will look something like, (50% for me) and 25% for each of them.
6. If a partner wanted to leave, we will sit together and discuss that once they leave they may never return. The amount that we invest in will also be affected. Me and my other sister will now invest 50% each.
7. If someone has a problem with how much profit they are gaining We will settle disputes by simply referring to the deed of partnership. (bullet point 5)
8. I think we should include how many hours each of us are entitled to work so that it is not just one person doing all the work.
9. My business will work so much better as a partnership because I will have to hand make everything from scratch. This is a lot of hard work and is very time consuming. With 3 people working together I will be able to make a lot of orders faster.
10. Profits and debts are shared. I will be losing 50% of my profits to my sisters. Also, if any of them put us into debt we are all liable.



Department Spotlight: Computing

Skill Spotlight: Creating, Realising, Linking, Analysing

Augmented and Virtual Reality

Students were tasked with creating their own “homemade zoo”. Using their **linking skills**, this AR task allowed students to explore and see new things, finding out more about animals from the comfort of their own home. Students were also able to explore other subject content, using their **big picture thinking skills**.

Machine Learning

The lesson focused on using **critical and logical thinking skills** to understand how our devices “learn”. We used a website called Quick Draw – a machine can understand what we are drawing based on the training data it is provided with. Using their **speed and automaticity** skills, the website tasked students to draw something in 20 seconds! The drawings were compared with other drawings and **analysed** in order to understand why a computer made other guesses.

Facial Recognition

Firstly, students have to understand how a machine represents images as binary in two tones (white and black) and how a machine recognises colour images using binary too. We used this information to focus on facial recognition and learn about how machines store an image of our face as a binary number to create basic facial recognition technology. As a class, we focused on **analysing** how a machine understands these concepts. **Creativity skills** were used as students were asked to develop their **own** facial recognition pattern at home. This task **linked** nicely to our students’ everyday lives and helping them understand how data and information about us is kept safe and secure.

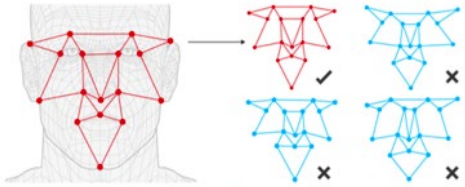
VR images



Computing (continued)

Facial Recognition

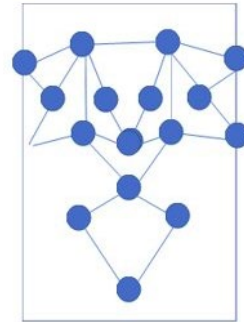
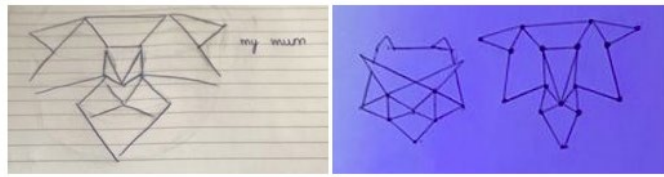
Facial recognition can identify people by measuring dozens of distinguishable features on the face



1 Facial recognition software reads the geometry of a face captured from a photo or video to create a unique code or 'faceprint'

2 Faceprints are compared with those on a watchlist and a computer ranks likely matches which are later verified by a human operator

Guardian graphic



The above image is taken from the internet. Students had to draw someone from home using this technique.

Department Spotlight: English

Skill Spotlight: Big Picture Thinking, Fluent Thinking, Critical and Logical Thinking and Empathy skills.



The class were shown a picture of 'The Falling Man', taken by photographer Richard Drew, of a man falling from the North Tower of the World Trade Centre at 9:41 a.m. during the September 11 attacks in New York.

Before this information was shared with them, the class had to use their **big picture thinking** and **connection finding** skills and answer the following questions: what is this picture? Where was it taken? Why could it be labelled as controversial? Students shared their responses via the online learning platform, Spiral. See some examples of insightful **connection finding** below.

"9/11, man jumped out of the building, it could be controversial as the person taking the picture is taking the picture of their last few seconds on earth."

"There's a picture of a man falling from 9/11. It could be labelled as controversial because of how the event impacted the world."

"The picture shows a man falling. It was taken during 9/11. Many people fell, jumper or were forced out of the buildings due to smoke of fire."



Leading on from this task, students were given the poem *Out of the Blue* by Simon Armitage. **Fluent thinking** as well as **critical and logical thinking skills** were displayed as the class responded and made inferences about what the title could suggest.

Once we had read the poem together, the class used **precision** skills to pick out key ideas and **critical thinking skills** to analyse the quotations.

"The phrase 'The heat behind me is bulling, driving' is personification and is used to show that the fire is in control and is pushing the man to his limits which forces him to jump."

"Personification has been used to show futility."

"The verb trying is used to describe his desperation. he repeats it to show reassurance to loved one that he will make it down safe even if he thinks he can't hold on much longer."

Department Spotlight: English

Skill Spotlight: Critical and Logical Thinking, being Agile and seeking Alternative Perspectives.

A group of selected students were put in a role which required them to form an **alternative perspective**, for instance: a historical figure, artist or activist. One group of students were asked to put themselves in the position of a businessman in 1945. Another group of students were asked to imagine they were a young, middle classes female (like Sheila Birling in our GCSE text *An Inspector Calls*). I asked them how they would respond to watching *An Inspector Calls* in 1945. How would they feel? What would they say about the play? We then linked this to Marxist and Feminist **critical perspectives**.



Here are some responses from 11EH:

"A feminist looking at this might consider the portrayal of women as weak." "It's demoralising for the female gender to be presented as so weak."

"Priestley is being idealistic when he attacks capitalism. Businessmen also have responsibility to keep people in work."

"A capitalist might challenge Priestley. The economy needed to be built up again after WW2."

"I like to think I connect to Sheila... although I'm middle-classed, I also like to think I can sympathise with Eva. Both characters are dominated by men in the play." "I'm conflicted. I'd relate to both Eva and Sheila... Sheila represents how women need to evaluate their own behaviour."

Department Spotlight: English

Skill Spotlight: Linking and Strategy Planning

The students were given a grid of recall questions with different levels of difficulty worth different amounts of points. They had 10 minutes to earn as many points as they could. They had to **strategically plan** their time with the aim to earn the most points.

Whilst doing this, they had to **confidently** recall key information from past lessons, using **automaticity** and **linking** skills.

Retrieval Practice Quiz		
Green Box: 1 point Yellow Box: 2 points Red Box: 3 points		
1. 'There was blood and she was screaming'. What does this emphasise emotional loss?	4. Write down 3 requirements from the list of 'Islamic Clothing Requirements'.	7. How are Jalil's wives shown to lose individuality and agency?
2. 'The grief kept surprising Mariam. All it took to unleash it was her thinking of the unfinished crib in the toolshed or the suede coat in Rasheed's closet.' Analyse the use of language	5. Explain the meaning of the term displacement and one way in which Mariam is shown to feel a sense of displacement in Kabul.	8. How does Hosseini describe Rasheed's character in chapter 8?
3. How does chapter 15 reach a violent climax? What does this illustrate?	6. How does Rasheed feel about the modern women in Kabul?	9. How might Rasheed's Kabuli dialect of his farsi give him a sense of superiority over Mariam?



Department Spotlight: Humanities


Skill Spotlight: Analysing and Collaborating.

In breakout rooms, students had to analyse a historical visual source and interpret it to explain the message. They then were asked to compare it to a written source to identify similarities and differences.

HOW USEFUL ARE SOURCES B AND C TO A HISTORIAN STUDYING OPINIONS ABOUT THE TREATY OF VERSAILLES? EXPLAIN YOUR ANSWER USING SOURCES B AND C AND YOUR CONTEXTUAL KNOWLEDGE

Source B

A German newspaper cartoon published in July 1919, entitled 'Clemenceau the Vampire'. The figure on the bed represents Germany.



Source C

From J.M. Keynes' book 'The Economic Consequences of the Peace' published in 1919. Keynes was a leading economist who worked for the British government but resigned in protest three weeks before the Treaty of Versailles was signed.

Nations should not morally visit on the children of their enemies the wrongdoings of parents or of rulers. The Treaty includes no provisions for the economic recovery of Europe – nothing to make the defeated Central Empires into good neighbours. The Big Three were preoccupied with other issues – Clemenceau to crush the economic life of his enemy, Lloyd George to bring home something that would be acceptable for a week, the President to do nothing that was not just and right.



Department Spotlight: Humanities

Skill Spotlight: Linking skills (with a focus on Big Picture Thinking) and Analysing.

In this lesson, students were asked to focus on the **big picture** when considering geographical Superpowers. The students were looking at whether the USA is still a Superpower or if it is losing its sway. Students were shown the cartoon below using their **analytical skills** to decipher its meaning. This is **linked** to previous learning on Superpower's and how global influence is created and changes over time.

Starter: What is this cartoonist suggesting?

Who might this be?
What might be his role?

What do you think the World Bank does? Why are the two large figures next to each building? Invest & Lend

Who is this?
Clue: This cartoon was drawn before 2017

Who are these people supposed to represent?
What are they doing and why?

What is this building drawn in the shape of?
What does this do?
What is it suggesting?

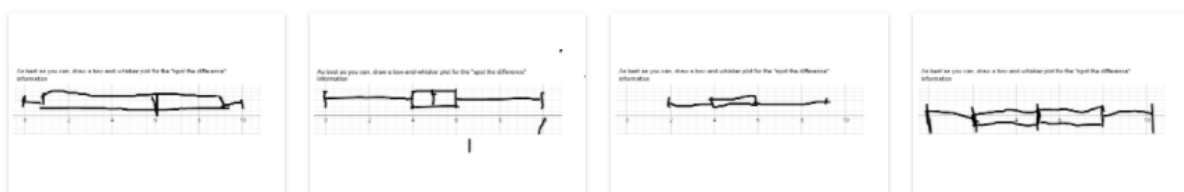
RMB is short for "Renminbi" which translates to "the people's currency" in Mandarin. It is the official currency of China.

Micro-notation, Collaboration, Learning, Creating, Reflecting

Department Spotlight: Maths

Skill Spotlight: Analysing and Creating

Students initially responded to questions in an MS Form, collecting some whole-class data on a variety of random topics. They used this data in the next lesson and analysed it - some were tasked with using their **intellectual confidence** and **critical and logical thinking skills** and were not guided on how to approach the task. Students also had to interpret some of the data that had been presented without context - for example, what do they think this particular bar chart represents? Finally, the lesson was drawn back to the main topic of box-and-whisker plots, where students had to represent a category of data using this particular diagram. They **created** these in a Geogebra Classroom, where we could monitor and then share their results for discussion with the group. A picture below shows great examples.



Department Spotlight: Modern Foreign Languages

Skill Spotlight: Linking, Meta-thinking and Realising.

Through a variety of different tasks students had to keep on **retrieving** the same language to build up **speed and automaticity**. They were then able to re-use the language more proficiently from memory.

martes, 09 de febrero de

El tiempo libre

Realising Creating Linking

Siempre (always)	(no)	practico / hago (I do/go)	senderismo (hiking) escalera (climbing) patinaje (skating) la esgrima (fencing) equitación (horse riding)
Normalmente (normally)		hago (I do/go)	buceo (diving) pesas (weights) turismo (sight seeing) (nada) (nothing)
A menudo (often)			de marcha (clubbing) a misa (to mass) de compras (shopping) de tiendas (round the shops)
A veces (sometimes)			
De vez en cuando (now and again)		voy (I go)	
Apenas (hardly)			
Nunca (never)			

In written work in MFL, we usually go through students' work and highlight the errors and then give students time to correct their errors and **reflect** on their work. Year 11 had been using some of their complex structures with our topic in their classwork. We went through their class notebooks and highlighted their errors. This time however, instead of correcting the error, students had to use their **intellectual confidence** and **meta-thinking skills** to explain *why* the error had been highlighted, therefore showcasing their understanding and ability to apply the grammar rules rather than just a lucky guess correction.

8 lo bueno es que es tradicional y histórico pero lo malo es que es una pérdida de tiempo

9 lo mejor es que hay un cena deliciosa

10 la Nochevieja fue buena. !Lo pasé bomba! (agreement)

11 lo peor es que **es hay** tonta borrachas (two verbs together "it is there is" & agreement)

12 lo que más me gusta es los juegos

13 me da la impresión de que es muy vivo

14 los desfiles me hacen reír (THEY make me laugh as the paradeS are plural)

15 los villancicos me molesta (THEY annoy me as the carolS are plural)

16 la cena me relaja

17 no aguanto las figuras de madera

18 no es ni aburrido ni una tontería

19 no olvidaré cuando vimos una fantasma

Department Spotlight: Performing Arts

Skill Spotlight: Flexible Thinking and Strategy Planning.


In breakout rooms they had to 'stage' a radio version of their set text. They had to somehow communicate the lighting, set, costume and movement all through their use of voice and sound effects. Students had to come up with their own **strategies** to do this and quickly **generate ideas and solutions**.




Department Spotlight: Physical Education

Skill Spotlight: Creating, Linking and Meta-thinking.

In a flipped learning lesson, students were asked to demonstrate their **intellectual confidence** by learning about goal setting and SMART targets. Using their **creativity skills**, they were then asked to create a presentation to **confidently** present to the class.


Flipped learning! Demonstrating precision, originality and intellectual confidence. 

Create a Powerpoint that is going to TEACH ME what I need to know about Goal setting and SMART Targets. You will need to research this first! Remember Edexcel GCSE PE.

Include... 

- What are they- definitions and pictures?**
- What can effective goal setting achieve?**
- What are short/medium and long term goals- give examples ?**
- Give sporting examples to each of the SMART targets when describing each one.**

This will be an assessed piece of work so look at the rubric attached for the marking criteria.

**Good luck
Mr O'Reilly** 

Department Spotlight: Physical Education



Skill Spotlight: Linking and Realising.

In A Level PE, students are completing Forms quizzes every lesson to focus on their **retention** of information and their ability to **retrieve** content with **speed and accuracy**.

HPL- A LEVEL STRATEGIES- FORMS QUIZZES LONG AND MULTIPLE CHOICE ANSWERS

A forms quiz is completed every lesson for retention and retrieval and to work on **speed and accuracy** of information learnt. **REALISING/ LINKING**

A Level Information Processing & Memory Models (20-128/Pe1-PE)

20 Responses 20.6 Average Score Active Status

Review answers Post scores Open in Book

1. What is selective attention (SA) in the information processing model? (1 point)

20 Responses Latest Responses

2. List 2 benefits of improving Selective Attention? (2 points)

20 Responses Latest Responses

3. Give me 2 ways a COACH can help a performer improve Selective Attention? (2 points)

20 Responses Latest Responses

4. What is the name of the Multi Stage memory model we have studied? (1 point)

95% of respondents (19 of 20) answered this question correctly.

Atkinson & Shiffrin	19 ✓
Warrington Model	1
Baddeley Model	0
Link & Goodhart	0

9. What is the name of this memory model? (1 point)

95% of respondents (19 of 20) answered this question correctly.

Atkinson & Shiffrin	19 ✓
Warrington Model	1
Baddeley Model	0
Link & Goodhart	0

10. In this memory model of Atkinson & Shiffrin what statement below describes the CHUNKING box? (1 point)

75% of respondents (15 of 20) answered this question correctly.

Grouping information in order	2
Grouping which pieces of info.	13 ✓
Grouping pieces of information	5

11. Select below the correct capacity and features of the STM store. (1 point)

95% of respondents (19 of 20) answered this question correctly.

Information is stored for a...	1
Recapitulation of information, fast	0
Stored in 3 parts of information	19 ✓

12. Select below the correct capacity and features of the LTM store. (1 point)

100% of respondents (20 of 20) answered this question correctly.

Information is stored for a...	20 ✓
Recapitulation of information, fast	0
Stored in 3 parts of information	0

What is the name of memory model that suggests memory is only stored by how deep and meaningful it is, rather than using several stores? (1 point)

95% of respondents (19 of 20) answered this question correctly.

Warrington Model	0
Atkinson & Shiffrin	1
Link & Goodhart	19 ✓

What is the name of this information processing model? (1 point)

85% of respondents (17 of 20) answered this question correctly.

Warrington Model	17 ✓
Atkinson & Shiffrin	0
Link & Goodhart	0

What is the name of this information processing model? (1 point)

85% of respondents (17 of 20) answered this question correctly.

Warrington Model	0
Atkinson & Shiffrin	17 ✓
Link & Goodhart	0

What is the name of this memory model? (1 point)

95% of respondents (19 of 20) answered this question correctly.

Warrington Model	0
Atkinson & Shiffrin	1
Link & Goodhart	19 ✓