

Quick tests for homework or  
as a starter that students  
can peer assess.



Good for:  
Recall of knowledge  
Quick marking  
Progress checking

# Silent discussion

Write a question on the piece of paper and student write ideas with pens around it. They can write each other questions or comment on each others answers.

No talking allowed.



**Please see  
Callum for more  
information**

# Breaking down a long question into smaller ones.

This helps with long answer questions. A series of short answer questions will help to direct them to think about what they need to put into the long answer question. (example on next page)



**Please see  
Grace for  
more  
information**



FIND THE KNOWLEDGE	ANSWER THE QUESTION
<p>Use your book, textbooks or your friends to find the answers to these simple Qs</p> <p><u>Where can you find a "gravitational field"?</u></p> <p>.....</p> <p><u>If you increase the mass of an object, what happens to its gravitational field?</u></p> <p>.....</p> <p><u>What is the mass of the moon and the Earth?</u></p> <p>.....</p> <p><u>What is the strength of gravity on the moon and on Earth?</u></p> <p>.....</p> <p><u>How does the strength of gravity affect the speed at which objects fall?</u></p> <p>.....</p> <p>.....</p>	<p>Now use what you've found out to answer the question above.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

How much better is your understanding of the topic?

- No better** (see Miss for help)
- A little better** (read through it one more time)
- Pretty good** (try explaining it to someone else)
- I get it!** (See the teacher for a challenge question)

# Dictionary Corner

As a starter students are given a series of words that they will use in the lesson. They need to look these up using a dictionary and decide which might be the most appropriate definition. They then have to use these words in a sentence that is linked to the lesson.



**Please see  
Stepho for  
more  
information**



Please see Carole for  
more information

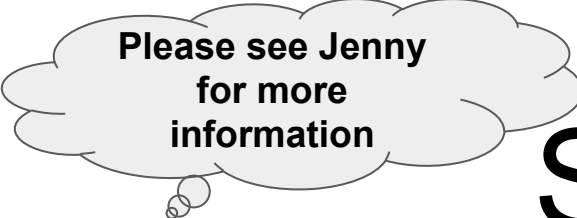
# Loop Games/Dominoes

Make a set of dominoes/loop game

First of all students do this as a whole class. They are all given a card and need to get themselves into the correct order.

Then they each have a set in pairs and put it together again.

Then they are given just one side of the domino and then they need try and write the other bit.

A light gray thought bubble with a black outline and a small tail pointing towards the bottom left. Inside the bubble, the text "Please see Jenny for more information" is written in a bold, black, sans-serif font.

**Please see Jenny  
for more  
information**

# Speed dating

Students make a set of questions to ask other people.

They then stand round in a circle with a partner. One person faces inward and one person faces outward.

They ask each the questions and tally how many questions they get right.

Then they swap over. The person with the most points at the end gets a prize.

A light gray thought bubble with a black outline and a small tail pointing towards the bottom left. Inside the bubble, the text "Please see Fran for more information" is written in a bold, black, sans-serif font.

**Please see Fran for  
more information**

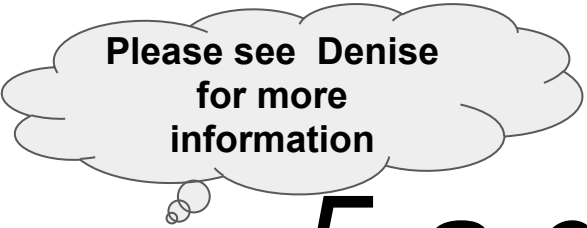
# Peer Marking with Structure

Students are given a criteria for peer marking and this helps them to set meaningful WWW and EBIs for each other.

This leads to students becoming more independent at peer marking.

Top Tip: Work hard on this at the beginning of the year and this will mean that it becomes easier later on in the year.



A light gray thought bubble with a black outline and a small tail pointing towards the bottom left. Inside the bubble, the text "Please see Denise for more information" is written in a bold, black, sans-serif font.

**Please see Denise  
for more  
information**

# 5 a day for Teachers

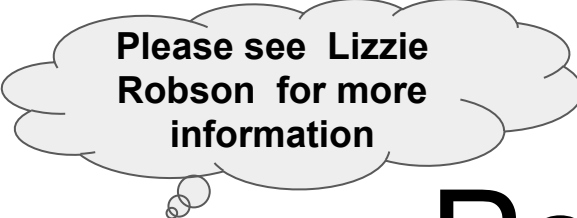
**Notice**

**Connect**

**Learn**

**Exercise**

**Volunteer**

A light gray thought bubble with a black outline and a small tail pointing towards the bottom left. Inside the bubble, the text "Please see Lizzie Robson for more information" is written in a bold, black, sans-serif font.


**Please see Lizzie  
Robson for more  
information**

# **Post it Note Plus**

**For people who use post it notes.**

**You can use an app to capture the post it notes picture and then zoom in on the post it notes so you can see what they say.**

**You can then put the picture of the post it notes back onto the board at the beginning of the next lesson.**

A light gray thought bubble with a black outline and a small tail pointing towards the bottom left. Inside the bubble, the text "Please see Liz Webb for more information" is written in a bold, black, sans-serif font.

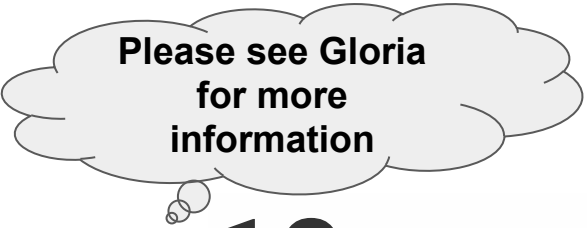
**Please see Liz  
Webb for more  
information**

# **Fluidity of Text**

**Get students to arrange their text in a series of points.**

**The points should then be written down on separate pieces of paper so can then be moved around to add interest or link ideas together more cohesively.**

**This worked particularly well when making a story more interesting or perhaps when structuring a longer piece of writing.**




Please see Gloria  
for more  
information

# Game

## 10 words are put up on the board

5 head words	5 tail words

- If you are in an even team you can only use even words in your sentences.
- If you are an odd team you can only use odd words in your sentences.

A light gray thought bubble with a black outline and a small tail pointing towards the bottom left. Inside the bubble, the text "Please see Natalie Block for more information" is written in a bold, black, sans-serif font.


**Please see Natalie  
Block for more  
information**

# **Common Misspelled Words**

Commonly misspelt words from when books marked are made into a spelling list.

Student learn the spellings and then are tested. Retests are also completed.

The focus is on the students getting better than their last score rather than getting them all right.

A light gray thought bubble with a black outline and a small tail at the bottom left. Inside the bubble, the text "Please see Rach Calam for more information" is written in a bold, black, sans-serif font.


**Please see Rach  
Calam for more  
information**

# **Highlighter Marking**

This is useful for Peer Assessment:

The students are given a criteria to assess someone's else work with.

They need to highlight where they have completed each section.



Please see Faye  
for more  
information

# Open Book Assessment

This is to help with getting students to record information in their books.

At the end of each section an open book assessment is given. Students can use their books to help.

Students struggled at first but have become much better at doing this.