

**MBA Remote Learning**

**Scrapbook**

*English Faculty*



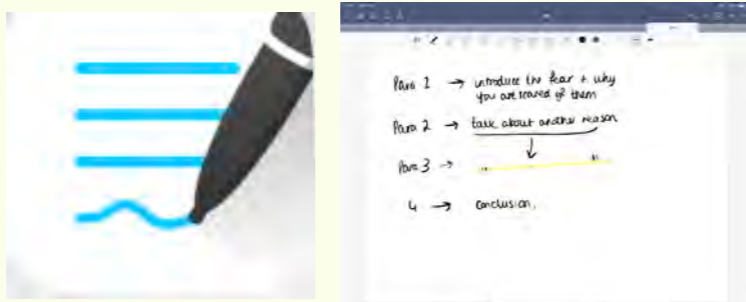
**Remote Learning  
Showcase**

# View

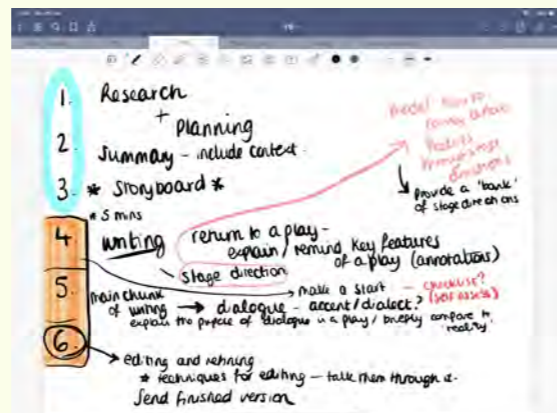
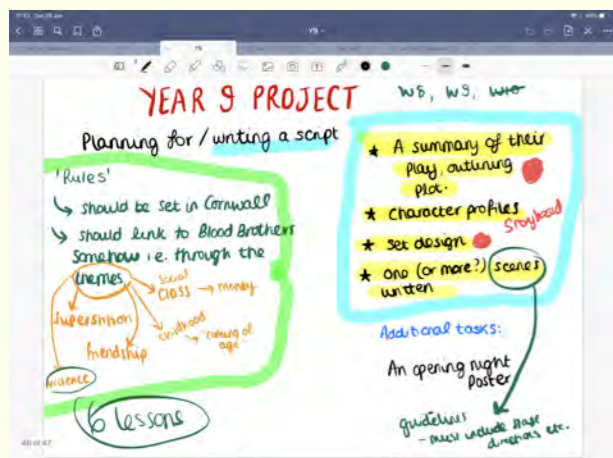


## Which technology worked well for delivering content?

For content delivery, Microsoft Teams has proved the best for the 'live' sessions. The Apple Pencil has proven particularly effective when it comes to annotations, and many of the team use the 'Share Screen' function with the pencil on GoodNotes during the live sessions to model responses, model planning or annotate extracts.

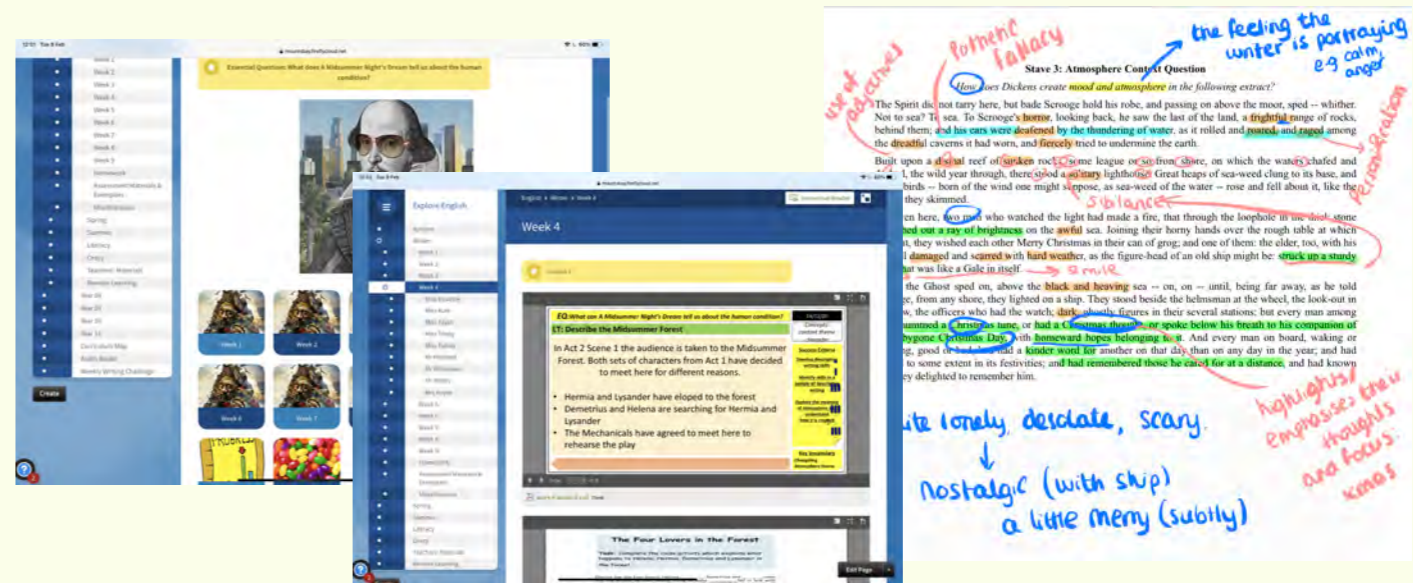


**How did the team plan lessons remotely?** Teams has been used as well as basecamp which has been a quick and effective communication tool between colleagues. Members have been in charge of a particular year group to spread the workload.



## Which hardware (e.g. Apple Pencil/Touch Screen etc), online tools and apps were effective for planning lessons?

Apple Pencil for annotating and modelling responses, Share Screen function for allowing students to see our use of the pencil. GoodNotes, SeeSaw activity library and Firefly have been used - Firefly as almost a "storage facility" to keep all resources streamlined and in one place for easy access within the department.



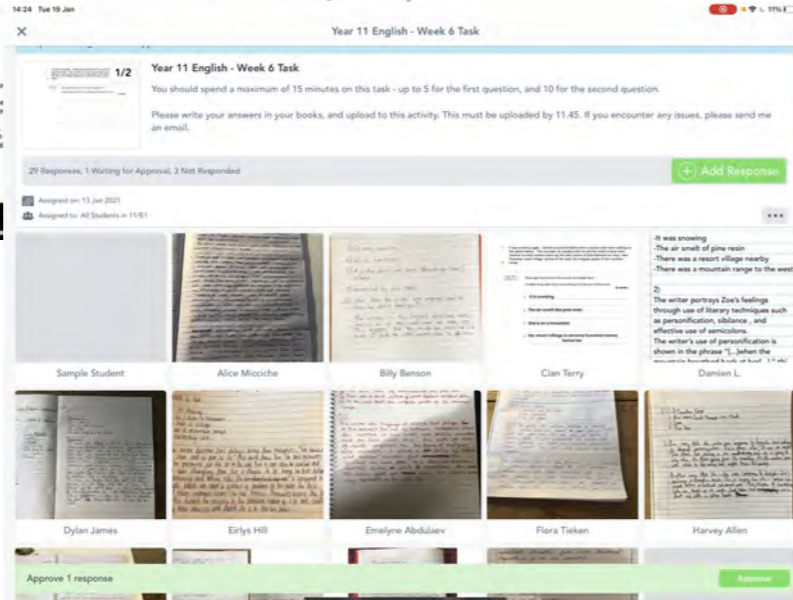
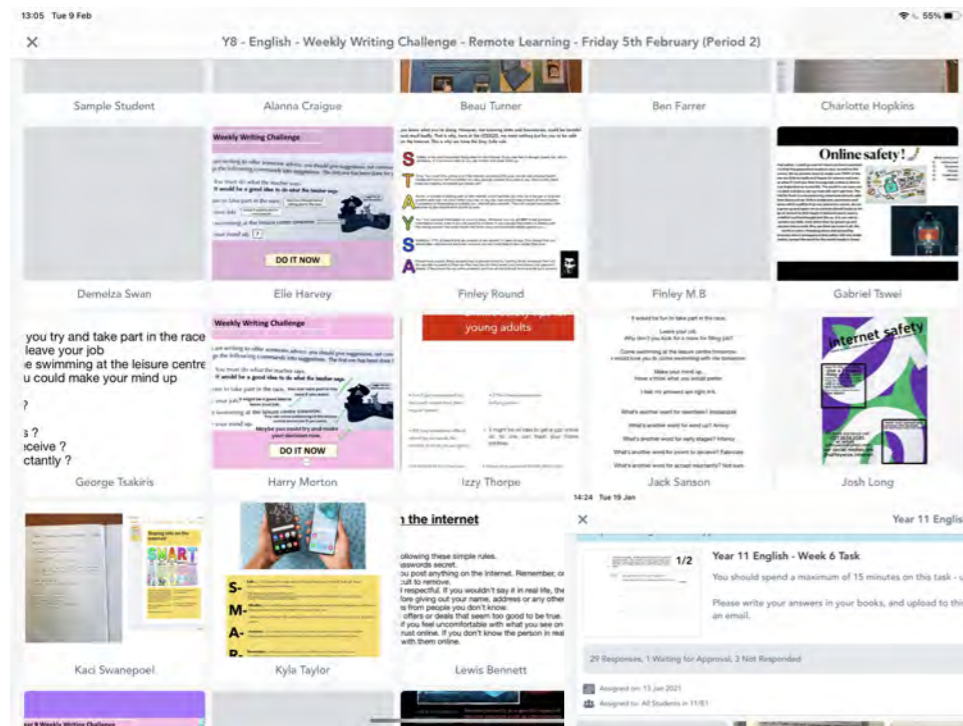
## How did you ensure that challenge was at the core of tasks being set?

Effective questions used within PowerPoints, core skills being demonstrated and replicated by the students. "Weekly Writing Challenge" For KS3 students to push on their writing ability and styles.

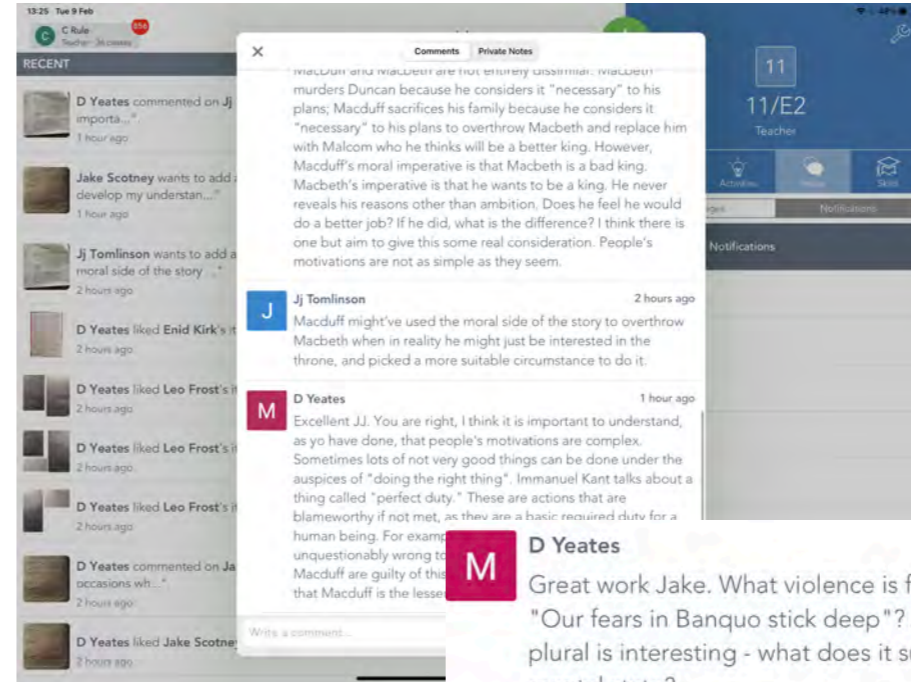


# Do

**Which type of tasks were the most engaging for your students?** The "Week X" tasks for year 11 always appear most engaging in that most students complete them - probably because they know how important they are. Weekly Writing Challenges are also particularly engaging with the KS3 students because of the routine of it.

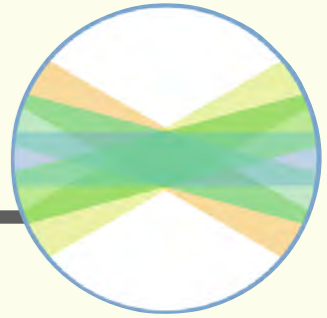


**Which types of outcomes received from students indicated the most depth of knowledge?**



- D Yeates** 2 weeks ago  
Excellent JJ. You are right, I think it is important to understand, as yo have done, that people's motivations are complex. Sometimes lots of not very good things can be done under the auspices of "doing the right thing". Immanuel Kant talks about a thing called "perfect duty." These are actions that are blameworthy if not met, as they are a basic required duty for a human being. For example, it is unquestionably wrong to unquestionably wrong to Macduff are guilty of this that Macduff is the lesser
- Jake Scotney** 2 weeks ago  
It's foreshadowing Macbeth's untrusting in Banquo and ultimately his murder. The first person plural demonstrates Macbeth's deteriorating mental state in that he's talking to himself, maybe in an attempt to reassure himself that he's not alone in his ambition and greed, when really he is.

# Review



**What were the most effective methods for receiving completed student work?** Work is uploaded to Seesaw in response to an activity as opposed to just being added to the journal.

**Which were the most effective methods for the team to provide Feedback/FeedForward/Questioning?** Comment function on Seesaw, the 'edit' function and using the Apple Pencil.

The collage illustrates the integration of digital tools and student work. It features a student's journal entry with stage directions, a list of teacher comments on Seesaw, a 'Tap to like' notification, and handwritten student work with annotations. A Seneca quiz interface is also visible at the bottom right.

**What other digital methods were useful for assessment for the team? How were they accessed and used?** The comment function on Seesaw has proved most effective and favoured in terms of giving feedback, as well as the Apple Pencil. Seneca has been used on occasion as has Quizizz. Recently, the team have been using 'Exit tickets' to ensure an easier marking work load.



# Noteworthy moments



Use of 'Exit Ticket' to ease marking load and clearly see understanding from students; personal learning checklists; quadmester 'reflections'; individual targets; creative tasks.

**N**  
Nia G

In response to: Year 9 Friday 5th February

**Finishing the script off**

**Putting more stage directions in it**

**I researched what things happened or were in 1979 and put them in my script**

When I read the plays for my GCSE, I know that I should pay close attention to the stage

**It shows how a character is saying their line, how they are feeling when they say it or it shows what physical movement they are doing**

This is my favourite part of my script:

From No. 13 and a minor general

Mrs Wilson (earnestly) "You're right it's probably just a letter (shows note and smiles thinking he got away with it. Mrs Wilson looks at him in anger)

Mrs Wilson: Do you honestly think I was being possibly what's this letter from? You might as well tell me because I'm going to find out anyway.

Kevin: I told you it's nothing. I'm just going to go out and play now the stands up being to escape the conversation

Mrs Wilson (shouting) SUSPENSION ARE YOU SERIOUSLY AGAIN ITS THE SECOND TIME THIS MONTH!

Terry: (sarcastically) Well (sneezes) Kevin. Oh by the way you've also got three intentions left

Kevin: Oh shut up Terry! You snort a snort!

Mrs Wilson (sings) Kevin Right Terry go get us a pack of jiggly. And turn off that bloody radio I've had enough of hearing "Thunder for me day."

Terry: But I don't do anything

Mrs Wilson: NOW And don't forget to bring home any bottles of pop you find.

Terry: Off line

Terry picks up her doll and looks at Kevin up and down and then makes a disgusted look on her face then exits

**Frederick**

**Quadmester Reflection**

EQ: How does language shape our lives?

**Language shapes our lives because it can have an emotional effect in us, a conscious effect in us, it can make us feel like we're part of something and facts that people are dying and more will die if we don't follow the guidelines**

Which weekly writing challenge are you most proud of, and why?

**I'm most proud of the weekly writing challenge that started 'he was timid and moved with caution' because I feel like I gave that boy a back - story to why he was like that and that after a certain amount of time he started to become much more social and interactive with other students and teachers**

What's something you've done really well with this 'Quadmester'?

**I feel like I've done well with the shoe brand idea**

Give yourself three targets for English next quadmester

**3 things that I want to do next quadmester is to use more emotive language, to use more evidence and stick to one idea, not write then go back over and check for mistakes or overlapping things**

List three things you have learned this quadmester:

**I've learnt how to use DAFOREST, use persuasive language and how to annotate texts and pick out persuasive writing**

Complete the following:

- Direct address
- Alliteration
- Facts
- Opinion
- Repetition/rhetorical question
- Emotive language
- Statistics
- Triplets

Select one of the above and explain the effect of the device:

**Repetition because repetition helps keep things in your head by repeat**

**Macbeth: Personal Learning Checklist**

Rate your knowledge of the following areas to determine where to focus your revision.

Green = I have a good understanding of this; I am confident that I remember it for the exam.  
Amber = I have some understanding but I could develop this; I may need to memorise this information.  
Red = I do not understand this; I need to focus my revision on this area.

Once you have rated your understanding, use the knowledge organisers, your notes and other revision resources to see what you have rated red or amber. Complete the PLC again or complete a practice paper to check your understanding.

Topic	I am able to...	G	A	R	
Context: the writer	Recall who was on the throne at the time 'Macbeth' was written	✓	✓	✓	
	Name the Era 'Macbeth' was written in	✓	✓	✓	
	Explain what the monarch was like and why that is significant	✓	✓	✓	
	Define the term 'supernatural'	✓	✓	✓	
	Explain views towards the supernatural at the time	✓	✓	✓	
	Explain the role of women at the time	✓	✓	✓	
	Explain what happened in the gunpowder plot	✓	✓	✓	
	Confidently link this context to the play	✓	✓	✓	
	Name the writer of the play	✓	✓	✓	
	Recall key details about the writer's life	✓	✓	✓	
Plot	Explain the writer's possible reasons behind writing the play	✓	✓	✓	
	Recall when the play was set and when it was written	✓	✓	✓	
	Confidently link this context to the play	✓	✓	✓	
	Recall where the play is set	✓	✓	✓	
	Recall the key events and plot details of Act 1	✓	✓	✓	
	Recall the key events and plot details of Act 2	✓	✓	✓	
	Recall the key events and plot details of Act 3	✓	✓	✓	
	Recall the key events and plot details of Act 4	✓	✓	✓	
	Recall the key events and plot details of Act 5	✓	✓	✓	
	Character: Macbeth	Explain how this character is presented	✓	✓	✓
Use key vocabulary to describe the character		✓	✓	✓	
Recall quotations to support these ideas		✓	✓	✓	
Explain what each of these quotations means		✓	✓	✓	
Analyse devices used in each of these quotations		✓	✓	✓	
Link ideas about character to the key themes of the play		✓	✓	✓	
Character: Lady Macbeth		Explain how this character is presented	✓	✓	✓
		Use key vocabulary to describe the character	✓	✓	✓
		Recall quotations to support these ideas	✓	✓	✓
		Explain what each of these quotations means	✓	✓	✓
	Analyse devices used in each of these quotations	✓	✓	✓	
	Link ideas about character to the key themes of the play	✓	✓	✓	
	Character: Banquo	Explain how this character is presented	✓	✓	✓
		Use key vocabulary to describe the character	✓	✓	✓
		Recall quotations to support these ideas	✓	✓	✓
		Explain what each of these quotations means	✓	✓	✓

**T1**

Your target is to include appropriate references

TASK: read through your response, and list all of the points you have made. For each 'point', find a quote to back up what you have said. There are some examples below.

Point Scrooge is now friendly to Bob

Point Scrooge used to be mean to Bob

Point Scrooge is now a pleasant person

Point Scrooge was disliked by everyone

**T2**

Your target is to 'zoom in more on your quotes'

Read through your response, and write out all of the quotes you have used. You need to leave lots of space around them, as you will be 'exploding' the quotes. An example is below.

alone  
lonely  
hard to touch rough edges  
hard exterior with treasure  
solitary as an oyster  
no family or friends  
by choice

**T3**: need to add context

**T4**: need to mention Dickens techniques

first para - could add about Dickens as a social commentator

second paragraph - could incorporate something about social class

CONTEXT

last paragraph - go more into depth about the workhouses

first paragraph - 'grouched' - atmospheric technique

Comments Private Notes

Macbeth and Macduff are not entirely unalike. Macduff murders Duncan because he considers it "necessary" to his plans; Macduff sacrifices his family because he considers it "necessary" to his plans to overthrow Macbeth and replace him with Malcolm who he thinks will be a better king. However, Macduff's moral imperative is that Macbeth is a bad king. Macbeth's imperative is that he wants to be a king. He never reveals his reasons other than ambition. Does he feel he would do a better job? If he did, what is the difference? I think there is one but aim to give this some real consideration. People's motivations are not as simple as they seem.

J Tomlinson 2 hours ago  
Macduff might've used the moral side of the story to overthrow Macbeth when in reality he might just be interested in the throne, and picked a more suitable circumstance to do it.

D Yeates 1 hour ago  
Excellent JJ. You are right, I think it is important to understand, as you have done, that people's motivations are complex. Sometimes lots of not very good things can be done under the auspices of "doing the right thing". Immanuel Kant talks about a thing called "perfect duty." These are actions that are blameworthy if not met, as they are a basic required duty for a human being. For example, do not murder people as it is unquestionably wrong to do so. However, both Macbeth and Macduff are guilty of this so it is important to perhaps perceive that Macduff is the lesser of the two evils.