



'Poundland Pedagogy'

The Marlborough Science Academy

At Marlborough our focus on teaching and learning is at the heart of everything we do. We recently launched the 'Poundland Pedagogy' challenge and were delighted when 47 members of staff signed up to take their chances in trying to incorporate the use of items bought from pound shops into their teaching. To ensure it was fair just staff names were pulled out of a hat and allocated an item to be used in a lesson of their choice in a 2 week window. The atmosphere was fantastic and it was exciting waiting to see how they were going to introduce pipe cleaners, a One Direction Duvet, balls of string and plasticine to name but a few of the items available into their lessons!

The following are the ingenious ways the staff were able to incorporate the items into their lessons.

A huge thank you to all who embraced the challenge and I know how engaged the students were with all the new ideas they were shown to support their learning.

This is so much fun, please can we play again next lesson?



'Square numbers and square roots'

Miss Griffiths was given a pack of paper plates to incorporate into one of her Mathematics lessons. She decided to paint them to create two large Twister Mats. She used them in one of her Year 8 classes and split the class into two teams, boys versus girls. The students from each team had to answer square number/square root questions; if they got the question right they would spin the spinner and move to one of the corresponding coloured plates, if they got it wrong another member of their team would have to join them on the Twister mat! Everyone got involved and really enjoyed the lesson.

Mr Hewitt had to find a way to incorporate a One Direction duvet cover into one of his lessons. He decided to use it in a Year 7 French lesson. The students were split into 3 teams and had to think of different ways in which they could use the duvet cover, in both English and French! Below are some of the ideas they came up with:

- Flag— Drapeau
- Tea cloth— Torchon
- Poster— Affiche
- Skirt— Jupe
- Table Cloth— Nappe
- Tent— Tente
- Towel— Serviette

One Direction Duvet!





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'Pass the Board!' Criteria



Mr Salih was allocated a Neon Memo Board and he chose to use it with his Year 11 Media Studies Class. The students' task for the lesson was to design and develop the front page of a tabloid or broadsheet newspaper. Mr Salih provided some information for the task and from this the students had to create their own success criteria for the lesson.



Students' took turns writing appropriate success criteria on the board and they then nominated another member of the class by passing the board on. Once finished the board was placed at the front of the class so that the students could refer to it throughout the lesson. Mr Salih was really impressed with all the students' suggestions.

Roving Reporters

Two teachers were allocated the 8 mini jotter pads to use in their lessons; Mr Packard and Miss Fogarty.



In Mr Packard's class the students became reporters who had to fill the front page of a newspaper with different sport/fitness related stories. The students worked in pairs; one of the pair had to make notes in the pad from the textbooks available and then head back to their partner, pass on the knowledge to their partner who then had to make into a story.



In Miss Fogarty's Year 9 English class the students also became reporters. The class had been studying World War 1 Poetry and some of the students from the class were tasked with using the jotters to write either a pro-propaganda or anti-war news article. The articles were then shared to show the different perspectives on the war.



It was a very active lesson that I really enjoyed. It helped me understand propaganda!



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Winners medals

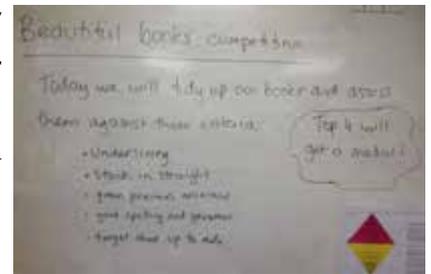


Mr Cockram and Mrs Edmunds were given winners medals to incorporate into one of their lessons.

Mr Cockram used the medals in a swimming lesson. Students had to correctly identify the key safety points for a swimming lesson, explain why these were important and what they should do when the whistle commands were blown. The students who were able to do this, and follow these important rules throughout were given the winners medals at the end of the lesson.



Mrs Edmunds Year 9 class entered into a 'Beautiful Books' competition. The students helped with the suggestions for the success criteria for the lesson, Mrs Edmunds was particularly impressed with James Sear's suggestion of 'green peninus maximus'!



Party Plates of Progress!



Mr Earley had to find a way to incorporate a pack of silver party plates in one of his lessons. He decided to compare the elements of music to cooking ingredients and during one of his Year 9 lessons he asked his students to mind map what ingredients/flavours were the most important in the makeup of music. The students worked in small groups and put as many ideas as they could on sticky notes which were then attached to the thinking wall, all 107 of them! After discussing all the different suggestions the class selected the top 18 to be displayed on the party plates of progress!

Dominoes

Ms Rickman worked with the Year 7 ACES and they used the item she was allocated from the draw, a set of dominoes, to experiment with lighting and depth of field. I think you will agree that the students took some amazing photographs.





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Breaking Even

Mrs Golds was allocated a ball of string in the draw and used it with her Year 13 Business Studies group.



For their coursework the students have been organising an event and they needed to work out the point at which the event would be successful and make a profit – the break even point. To help reinforce their understanding of break even from last year and calculate the break even point for their event they worked together to create a large scale graph on the board. The benefit of using the string was that it meant the students could move the line if it was wrong and create different scenarios to show what the adjustments with profit and loss would be without having to draw out different graphs.



Following the group work the students used their own figures from a previous lesson to make their individual graphs for their coursework and they now know what they need to do to make sure their event is a success!



Pegs and Genes!

In GCSE Biology students learn about genes and how having different genes can affect us. To help illustrate this Mr Milne used the pack of plastic pegs he was allocated in the draw. On the arrival to their lessons Mr Milne handed each student from his Year 10 set 1 group a different coloured peg. There were 6 blue pegs, 4 pink ones and the remainder were white. Following this the students had to randomly pair up with another student who would for the task become the other parent of their child!

The class briefly reviewed Cystic Fibrosis and how it is passed on via a recessive allele (alleles are different versions of the same gene and a recessive allele can only show if the person has two copies of it). Following this Mr Milne confirmed which pegs related to which alleles and the students had to work out what the chances were of having a child with Cystic Fibrosis, a child who could carry the gene for Cystic Fibrosis or a child without Cystic Fibrosis. The activity was a real success and was a practical way to help reinforce some key knowledge.





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Paper Money Napkins!



Miss Khatun and Miss Fellows were allocated paper money napkins!

Miss Khatun used these as an incentive in her Year 7 English class. Each table became a team and for every good contribution or an example of good behaviour they were awarded a '£10 note'. Each member of the team had to earn at least one £10 note for their team to be able to win and the richest table at the end of the lesson was awarded house points.

I thought it was a really good idea and it helped me to focus and concentrate in the lesson —
Alyssia, Year 7

In Miss Fellows Year 9 Physics class the students became contestants on Who Wants to be a Millionaire! The students were asked multiple choice questions based on their current topic, forces, and if they got the question correct they won a £20 note (which was worth one jelly bean). The students were then offered the choice of either taking their winnings or they could carry on and answer further questions to try to reach the top prize—£100 in paper napkins which was worth a chocolate bar! There were a maximum of 20 questions so the audience had to pay attention too as they could pick up some correct answers to questions they might not have been sure of before their turn. It was a great lesson with lots of excitement but unfortunately for the students no one made it to the top prize, better luck next time.



Fluorescent Stars

Mrs Reddin's Year 9 Business Studies class completed a research task on their chosen Entrepreneur. Following this they created a fact sheet with their chosen entrepreneur on the fluorescent star in the middle of the sheet. Lots of interesting information was shared and the most detailed and eye catching display won a prize.



Post It Notes

Mrs Blount's Year 13 English Literature class are working on 'What is art? What is literature?' Different works of art were displayed around the classroom and the students used the Post-It notes to rank and explain their preferred pieces. It was a very interesting lesson and instigated a very useful discussion.





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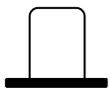
Six Thinking Hats

Two members of staff were allocated a set of party hats in the draw and both, independently, chose to use them as the 'De Bono Thinking Hats'. Edward De Bono, the creator of the Six Thinking Hats, developed a thinking process that can help groups and individuals to be more productive and focused. Each hat represents a different function or role and by wearing the different hats it can help to direct the focus of a discussion. Miss McCarthy used the thinking hats with her Year 8 English class and Miss Nugent used them with her Year 11

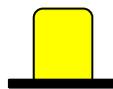


The students in Miss McCarthy's class were reading 'Tell Tale Heart' in class. Following the reading they were split into 6 different groups. Each group was given a different coloured hat which helped direct their discussion about the text. At the end of the discussion the 'speaker' from each group, who was wearing the hat, presented their ideas to the remainder of the class. The students really enjoyed the group work and looking at the text from different points of view.

In Miss Nugent's class the students have been learning about Stem Cell use and technology. Questions about this subject and the ethics surrounding it can be difficult to answer so the class worked together to complete a 6 mark examination question. Six students were selected to wear the thinking hats and took on the roles of the hats to mediate the debate and help the rest of the class answer the question. The students found the lesson really useful and asked if they could use the hats again for their next lesson!



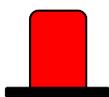
Information
— just the facts



Optimism
- look for the positive



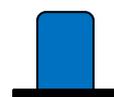
Judgement
- spot the difficulties



Intuition
- express emotions
and feelings



Creativity
- opportunities to
express new ideas



Organisation
- what have we
done, what is next?

Wooden Clothes Pegs

Mrs Cuell was allocated the clothes pegs and used these to help create a 'Washing Line' of foods sorted into different categories depending on how the foods can be used in the body i.e. foods that provide protein, vitamins, help with growth and repair etc. The students really enjoyed this interactive activity.





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Marlborough Superheroes!

Ms Kinnear had to find a way to use a set of Superhero stickers in one of her lessons and decided that the best way to do it would be to give her Year 9 French class super powers! The class was split into teams of 'heroes' and their quest was to check everyone's GCSE preparation. Each team had a super power which enabled them to check for certain aspects based on the different success criteria such as the use of past tense.



Once the checks had been completed each team received a superman sticker as evidence of their power! Ms Kinnear was very pleased with students who did a fantastic job. They completed the checks to a really high standard and really enjoyed the challenge.

Fly Swats



Miss Fox was allocated two Fly Swats in the Poundland Draw! She used them with her GCSE Dance group during a Theory Lesson. The class were looking at performance skills key words and their definitions. They were split into two teams and following a definition being displayed on the board a member of the team had to select the correct key skill as displayed at the front of the class by swatting it with their fly swat! There were 10 different definitions and the team members took it in turn to 'swat' the correct performance skill words. The teams were very competitive and enjoyed the lesson



Winners' Trophies

The LRC had to find a way of incorporating four mini trophies into one of their lessons. The team decided to use the trophies as a motivational tool for students during the Accelerated



Reader lessons. Trophies were allocated to students who were reading well, either to themselves or to a teacher. If a student lost focus during the lesson the trophy was moved on to another student. The students with the trophies at the end of the lesson traded them in for a lolly.

Magic Drawing Board



Mrs Baker was allocated a magic drawing board in the draw and used it with her students in conjunction with the literary focus. The class read a text and then had a spelling test based on some of the words. The magic board was passed around the class and if the student using the board got the spelling correct they won a lolly.



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Play dough

Mr Downey found a very creative way to introduce the play dough into his Year 7 English lesson. The class were going over some key punctuation skills and Mr Downey had written out four sentences omitting punctuation such as capital letters, full stops and exclamation marks. The students had some options to use to correct the sentences made from the play dough. In pairs they had to select the appropriate punctuations and sometimes, if the correct punctuation was not there, make it themselves using the play dough. The students really enjoyed the lesson.



Raffle Tickets

Mr Sweeney and Miss Burton were allocated raffle tickets in the draw and each found very different ways to incorporate them into one of their lessons.

Miss Burton used them in her Year 10 drama lesson in Da Vinci Hall. The students were split into two teams to take part in the 'Run around raffle'! Each team was given two raffle tickets and their challenge was to complete 4 questions and a short improvisation based on the information that had been spread around the hall. Students had to wait until their number was showing on the digital clock in the hall before they could move around to complete the different tasks. This meant that all the students had to run around at some point and that they could share information, and spend time interpreting and refining their answers, in order to help their team get the best results. The students found the lesson really useful as well as being good exercise!



It was a fun way to prove I knew the terminology.



The fact the lesson was in Da Vinci and was different made me realise I can recall the facts outside of the classroom.

Mr Sweeney used the raffle tickets with his Year 9 English class who have been looking at World War One poetry. The class were split into groups and given a script from a scene from Blackadder! The script had numbered lines, the students picked a raffle ticket and had to analyse the line with their number (or a multiple of the number). The students voted on the best analysis and a prize was given to the winner.



I thought the raffle tickets introduced an element of randomness and fun. It made the lesson much more enjoyable as we were all included in the tasks



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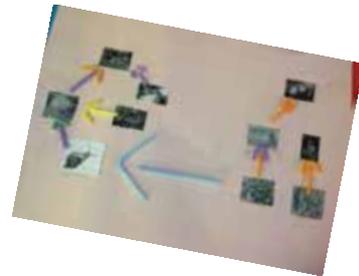
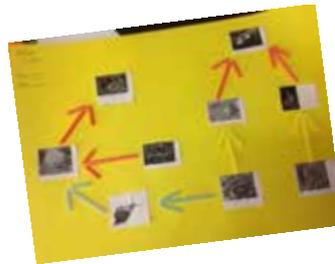
Inflatable Microphone



Miss Hinton used the inflatable microphone for an interview activity in which the students in her Year 9 Chemistry class became the components of a mixture. The roles were salt, sand and water and the students had to describe what was happening to them at the different stages of the separation of the mixture (filtration, evaporation and distillation) and respond to questions from the interviewer! The students being interviewed found it a challenge to describe what was happening to them in each of the stages and the students watching the interview said that it helped to give them different ideas for their written responses.

Bendy Straws

Miss Parks' Year 8 class used the bendy straws she was allocated in the draw to make arrows for their food web diagrams.



Set of mini draws

Mr Pressland and Miss Price were both allocated a set of mini drawers to incorporate into a lesson.



Miss Price used the drawers with her Year 9 English class who were studying 'Writing about War'. The learning objective for the lesson was to understand and apply a model for analysing poetry. The draws were numbered 1 to 3 and each draw contained a different technique the students had to use to analyse the poems the class were looking at. The class worked in groups and once finished they shared their findings.



Mr Pressland used the mini drawers in a lesson based on the Three Aims. The Nazis had three aims when they came to power in 1933; to create an Aryan race, a strong Germany and a Volk community. The students had been learning about life in Nazi Germany and how the Nazis treated people and the policies they introduced to achieve their aims. The students were asked to categorise some of the policies introduced and place them into the corresponding labelled draw. Once everyone was finished the class discussed the results together to see if they all agreed. The students found this a really useful way to look at the policies and share their thoughts and ideas.





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Paper Plates – 'Curitiba Transport Wheel'

Mr Ballantine's Geography class used a pack of paper plates to create 'Curitiba Transport Wheels'! The students found out some facts about Curitiba, the capital city of the Parana state in Brazil, and wrote these on their paper plates to create their transport wheels which they could spin in order to compete with their peers.



Plastic Table Cloth Covers

Mrs Greenwood was allocated two plastic table cloth covers in the draw. She used them with one of her Mathematics classes who were working on length, width and area. The students initially looked at area in their exercise books, using the half centimetre squares to work out the area of an individual

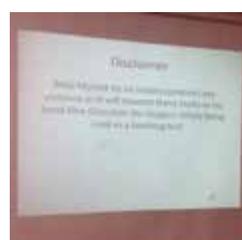
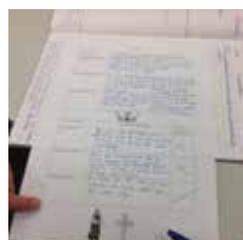
square and then the area of a larger square thereby allowing them to look at the relationship between the length of the sides of the square and it's area. To help illustrate this further the students then cut out larger squares from the table clothes. The practical nature of the lesson helped the students further their understanding and the large squares are now on display in Mrs Greenwoods' classroom so that they can be used again.

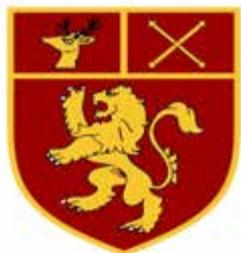


One Direction Figure!

Miss Mynott was very pleased to be allocated the Harry Styles model in the draw as she had the perfect lesson in mind for him!

In her Year 7 history class the students have been learning about the different courts and the ordeals (trials) criminals were put through in the past to prove their innocence. Harry Styles kindly offered to illustrate the different trials for the students and it definitely helped to bring the ordeals to life!





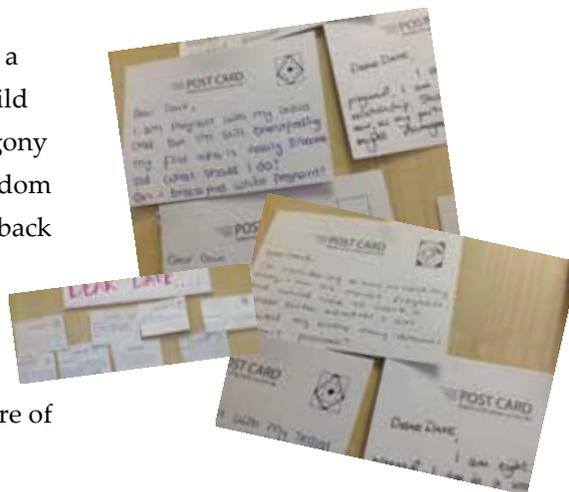
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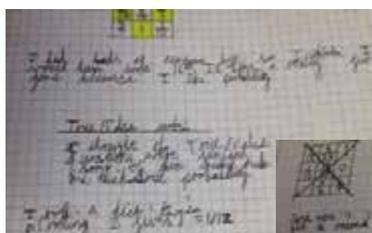
Postcards – Dear Dave!

Mr Bridgland was allocated a pack of postcards in the draw and as a result became an Agony Uncle! The students in Mr Bridgland's Child Development class wrote a question related to their course to an agony uncle, Dear Dave, and these questions were then distributed at random around the class and answers to the questions were written on the back of the postcards. The postcards were redistributed a final time and in a class discussion the students went through the questions and shared and discussed the different answers and ideas.

It was a great way to pick up on any topics the students were unsure of and they commented that they found the exercise really useful.

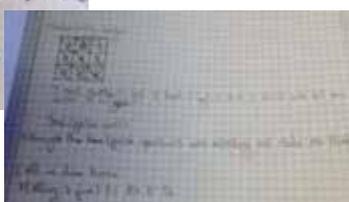
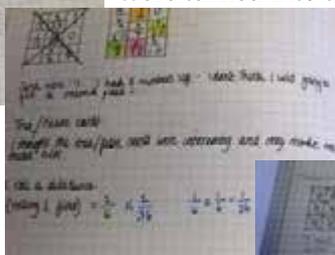


Postcards – True or False



Miss Smith was also allocated a set of blank postcards which she used with her Year 7 Mathematics class. The class were looking at probability and the postcards were turned into true/false cards. Miss Smith set the students some challenging

and thought provoking questions to use the cards with. The outcome was some great work which the students found interesting and said made them think a lot!



Secret Code Envelopes

Mr Eve used the envelopes he received in the draw to hide a secret message made from the names of chemical elements. These were provided to all tutor groups without explanation. The students then had to crack the code by converting the element names into their symbols to read the message to win a prize. 11HR were the first form to return the completed message and won the prize.





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Learner and Driver Plates

Mrs Gustafson had to find a way to incorporate a Learner and Driver magnetic plates into one of her lessons. She decided to use them with her Year 9 Mathematics class who were about to start looking at a topic that would work especially well with this item — Speed, Distance and Time. Following an introduction in which the class

looked at clips of runners, racing cars and football goals and discussed how

they would work out the average speed, distance and time the class were

split into four groups. Each group was given a different set of questions

based on the topic and within the group each member had to answer at

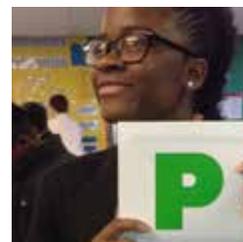
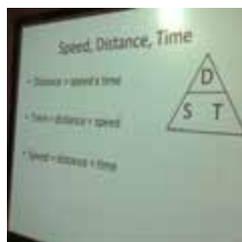
least one question on their own which they then shared with the group

who had to work out if they thought the answer was correct. At the end of

the lesson each group selected a representative to present the groups' answers to their ques-

tions and based on the number of problems solved correctly, accuracy and the teamwork observed Mrs Gustafson then judged the groups as an L learner or a P learner.

The groups that achieved the best results and were awarded the P plate were those who distributed the questions out evenly and worked well together as a team, listening to each other and helping each other if they found a question difficult. Some students found the task more difficult and were awarded the L plate but Mrs Gustafson hopes that the activity will have highlighted for them that when you work as a team you can help each other and achieve more.



Pipe Cleaners

Mr Theivamanoharan was allocated pipe cleaners in the draw, not the easiest item to incorporate into an English lesson!

Ready for the challenge he used them with his Year 8 class who had been looking at gothic writing. The students were asked to design a monster using the pipe cleaners to go in a limited edition pack of Monster Munch. The objective of the lesson was to design a persuasive advert; by the end of the lesson each group had drawn on a post it note their monster munch packet with monster, their slogan and gothic themed flavour. The class discussed which packet they felt best fitted the success criteria and the winners won a packet of monster munch!

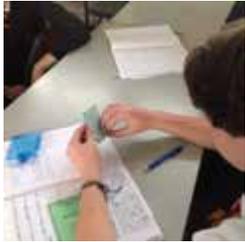




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Mini Clipboards



Miss Redfern incorporated mini clipboards into one of her English lessons. Two students went out of the room and collected some sensory ideas about things they had heard and seen around the school. Upon returning to the classroom they shared these ideas with their respective sides of the room and then each group created a piece of creative writing based on the ideas shared.

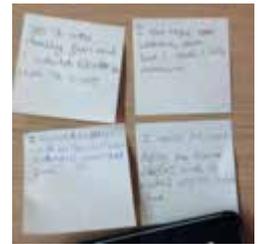


Egg Timer

Miss Murphy was allocated an egg timer in the draw but had to improvise as the egg timer purchased had to be used in boiling water! Miss Murphy found a version that could be used on the interactive whiteboard and incorporated this into a lesson with her Year 8 English class who were studying gothic writing. The students have



been studying the poem *The Raven* and were given the task of adapting the poem into a dramatic piece. They worked in groups and had the amount of time, as per the timer on the board, to perform their piece to the class. Following each performance the students peer-assessed the performances against the success criteria for the lesson which included criteria such as meeting time requirements, following the storyline in a logical order so that the performance made sense and being creative



and original. The feedback from the students was that they really enjoyed trying something new and different and found it to be a really fun lesson.

Post It Notes – again!



Miss Arrol used the post it notes she was given with her BTEC PE group. The students worked in pairs and wrote a key word from the topic they were studying on a post it

note which they placed on their partners head. Their partner had to guess the word by asking questions that could only be answered yes or no. The students really enjoyed the activity.



Advent Calendar

Mrs Morrissey was allocated an advent calendar in the drawer and as it was just a little too early for Christmas found another way to incorporate it into her Year 7



French Class! It was a Simpsons advent calendar so Mrs Morrissey used it as a focus for a lesson in which the students were asked to name family members in French. The students worked out what the French was for the different members of the Simpsons family and, if correct,

were awarded with a chocolate at the end of the lesson.

The response to the lesson was that it was an overwhelming success,

Heather said she enjoyed the lesson because the class *'worked hard to get a good reward'*.

