

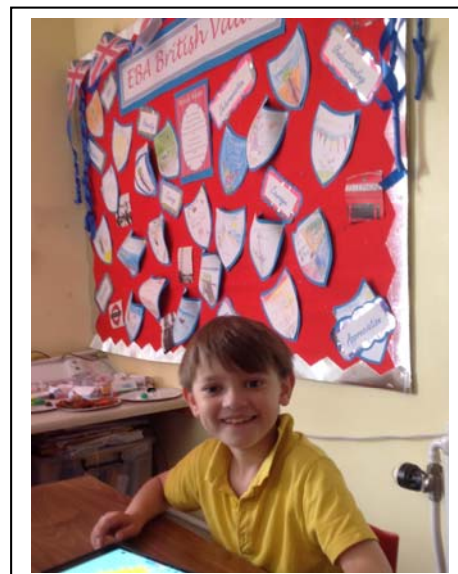
Eaton Bray Academy - Primary Visit – KHL 29th June 2016

Eaton Bray Academy is an Ofsted outstanding mixed primary and pre-school in Bedfordshire providing education for children from the age of 2 to 11.

Community

One of the most impressive features of this school is the real sense of community that is nurtured and developed. Whilst each class has its own identity and culture there is a strong sense of being a part of the wider team which is the school. Through its PSCH programme of values students are encouraged to look after the well-being of each other. For example, during the headteacher's assembly there were no other teachers present and a year 5 student, without prompting, left his seat to take care of a year 2 student who was in some discomfort.

- How can we promote a similar atmosphere and culture within MFL at Marlborough?



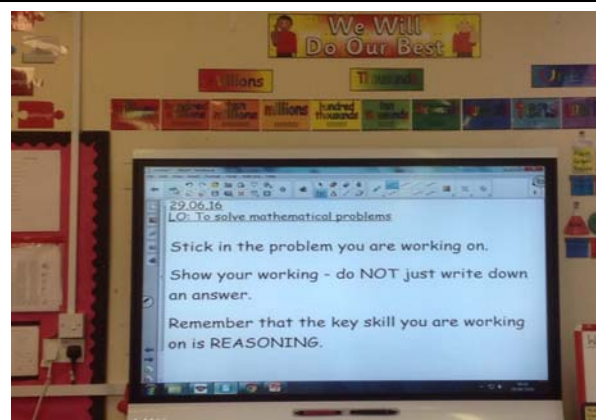
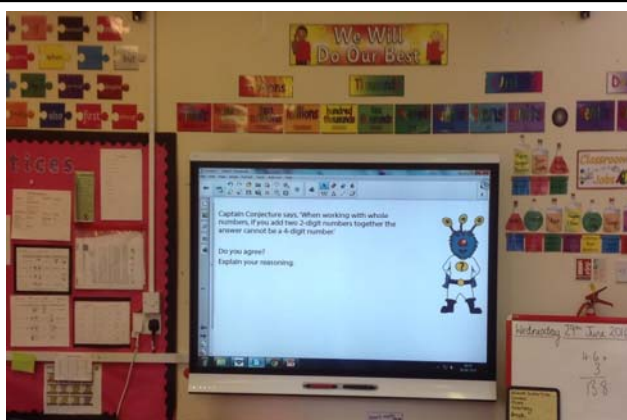
Consistency and Continuity

As I went round the school I was struck by the high degree of consistency in each classroom in terms of:

- Behavioural expectations
- Classroom management
- Display – literacy + numeracy working walls, British values, celebrating student achievement
- Teaching + Learning prompts/aids
- Group work
- Presentation in exercise books
- Literacy as the first lesson of the day – all classes
- Clear transition procedures in place at the end of each year.
- Student responsibility
- Marking + student feedback

This went right through the school across all year groups.

- How can we develop this in MFL?
- Can we make our year 7 classes and lessons less "alien" and more like what is experienced at KS2?



Choices

This is a real innovation. Every Friday afternoon the normal timetable is suspended and various activities are offered for the children to choose from each week to enrich their development and learning possibilities. The children are split into small, mixed age groups and they move around the school allowing them to spend time in a different classroom and to get to know other students and teachers whilst enjoying their chosen activity. Often parents and other adults from outside the school come in to share their expertise in various areas.

Activities are constantly changing and developing but have included:-

- | | | |
|-------------|--------|------------|
| Golf | Yoga | Pottery |
| Engineering | Karate | Enterprise |



Home Learning

In addition to regular homework tasks which reinforce literacy and numeracy there is the takeaway homework which provides the students with an opportunity to take responsibility for their own learning. As well as crystal clear expectations about quality and timing, students are allowed to choose from a variety of tasks at different levels of difficulty and are required to cover a variety of skills.

TAKE AWAY HOMEWORK

The Idea
The idea of the Take Away Homework is just like being in a restaurant where you would get to choose what you eat and when from the menu.

As our "customer", you are going to get to choose which task ("meal") you complete each week. You will be told which subject the homework is for, and you must complete the task and hand the book back to the teacher.

Aim
The aim of the Take Away Homework is to provide you with an opportunity to take responsibility for your own learning.

For this reason, it will be your responsibility to:

- choose a piece of homework that you can complete in the time given to you
- bring your homework book back into school on time.

Rules

- You must pick a task from the take away menu and follow the instructions.
- You must complete the task in your homework book, in the space provided (double page maximum).
- You need to bring your book back into school on time (on a Friday).
- You can only complete the same type of task twice in a whole school year. (There are 18 tasks in total)
 - E.g. Create a collage for the topic of choice from this week.
 - Include pictures from newspapers, magazines, the internet or even ones you have taken on your phone.

You can do this task twice in the year, but it must be for two different subjects. E.g. one time it could be maths and the other it could be in English.

Remember – The same task cannot be done twice in a row either.

- Every term, you need to have attempted a gold medal task at least once.
- You need to tick each task when you have completed it, inside the box on your menu.
- Homework support is available from 3.15 to 4pm on Tuesdays and Wednesdays at homework club.
- There are no extensions, unless you have provided the teacher with a letter to explain why you have been unable to complete the task.
- If you have not completed your homework, for that week, without a valid reason, you will complete work in 'homework support' between 1pm and 2pm on a Friday.

Quick note - The medal groups increase in difficulty from bronze to silver to gold.

Subject rota

Year/Week	1	2	3	4	5	6	7	8
5	ENGLISH	MATHS	SCIENCE	HISTORY	ENGLISH	MATHS	SCIENCE	
6	MATHS	SCIENCE	HISTORY	ENGLISH	MATHS	SCIENCE	GEOG	ENGLISH
7	SCIENCE	HISTORY	ENGLISH	MATHS	SCIENCE	GEOG	ENGLISH	MATHS
8	ENGLISH	MATHS	SCIENCE	HISTORY	ENGLISH	MATHS	SCIENCE	GEOG

TAKE AWAY HOMEWORK

Bronze medal

Word play
Create a keyword glossary for the chosen topic from this week.
 • Include all of the key words that are important for this topic.
 • Make sure spellings are correct.
 • Place words in alphabetical order.
 • Add any pictures/drawings that relate to the key words.

Brain map
Create a brain map for the topic from this week.
 • Include some facts about the topic that you have found from other sources e.g. the internet or a newspaper etc.

Newspaper article
Find a newspaper article about a topic you are covering in school at the moment.
 • Identify and write all of the sentences in the article that show the writer's feelings towards the subject.
 • Stick the article in to your book with your work.

Mind craft
From the chosen topic from this week create a superheroes character.
 • The name must link to the topic.
 • Draw what they look like.
 • List the hero's super powers.
 • Label your superheroes.

Diagrams
Draw all of the key diagrams for the topic of choice on a double page spread.
 • Make sure you include labels if the diagrams have them.
 • If the book does not have any diagrams, draw some pictures that best describe the topic given to you.
 • There must be a minimum of 5 diagrams.

Collage
Create a collage for the topic of choice from this week.
 • Include pictures from newspapers, magazines, the internet or even ones you have taken on your phone.

Puzzle
Devise an 8 x 8 crossword. Ensure there is symmetry in the crossword. Write a set of clues to be solved. Show they are correct.
 • The clues MUST be related to a topic of your choice from this week.

Key words
Identify as many key words as you can from the topic chosen for this week.
 • Place each word in a different shape that you have drawn on the page.
 • Name each shape that you have drawn.

Numbers
Identify as many important numbers from the chosen topic of this week.
 • Write a brief statement as to why that number is important.

Silver medal

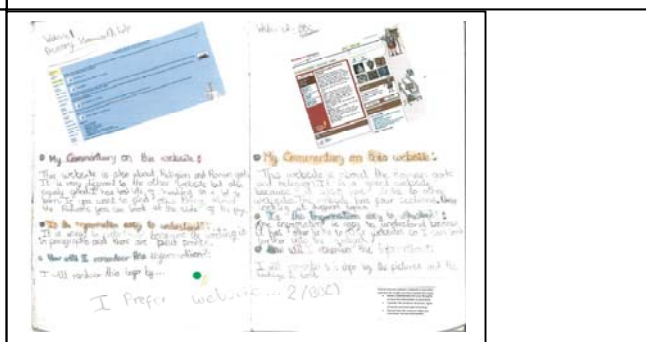
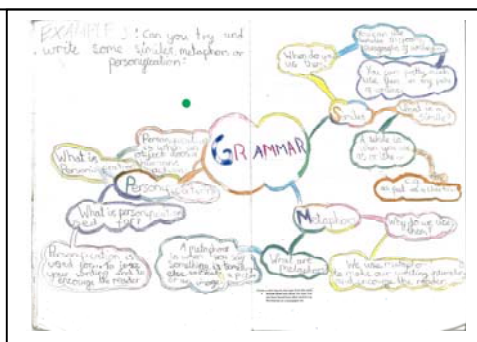
Key word poem
Pick one key word that you have learned from this week.
 • Write a poem using that key word as the main subject of the poem.
 • Pick one of the styles of poems that you have learned about in English.
 • Add illustrations and colour.

Infamous person
Pick one infamous person that you may have learned about in the given topic this week.
 • Draw a portrait of them using either pencil or pastel.
 • Draw it in the style of an artist that you have studied/learned about on the internet.
 • Write a short paragraph explaining why you picked that person.

Flow chart
Create a flow chart to explain a process from a unit of your choice, from this week.
 • You need to choose something that needs you to use a checklist in order to complete it.
 • Change the flow into a flow chart.
 • At each stage you must fully explain what happens and how you transfer to the next stage.
 • Use a range of sentence structures.
 • Create a story board showing how to demonstrate the skill learnt in lesson, or report a particular story or theory from the lesson.
 • There must be a minimum of 6 boxes in your story board.
 • You need to include any key words from the topic.
 • You need to include any key numbers from the topic.

Brain map
Pick one topic from this week and create a brain map of a double page for that topic.
 • Look at any text books that already exist for the type of information that you need.
 • You may use a computer package to help you to design it if you wish.

Abstract model
Create and explain an abstract model that explains a process or concept you have learned this week.
 • Use evidence to explain your model.
 • (I would recommend that you research what an abstract model is first)



MFL @ Marlborough – Action Points

- Look at how our classrooms are organised in terms of resources and display to promote independent learning and to provide effective learning support.
- Ensure consistency across all classrooms.
- Introduce learning placemats for each year group.
- Look at introducing more collaborative tasks.
- Investigate ways of creating more of a sense of an MFL community.
- Build links with outside agencies. Can we aim for the International Schools Award?
- KS2 transition - how do we make year 7 lessons and the year 7 culture reflect and build on the primary experience?
- Make links with our primary feeder schools' language co-ordinators. What is their MFL provision?
- Home Learning – can we build in some tasks which encourage independent learning and research?