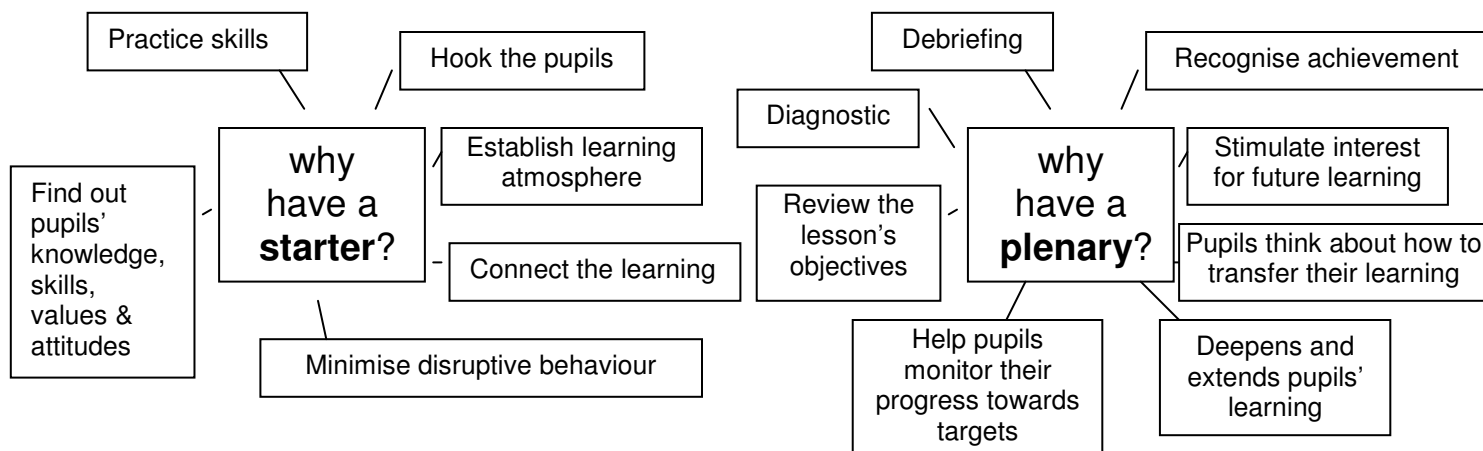


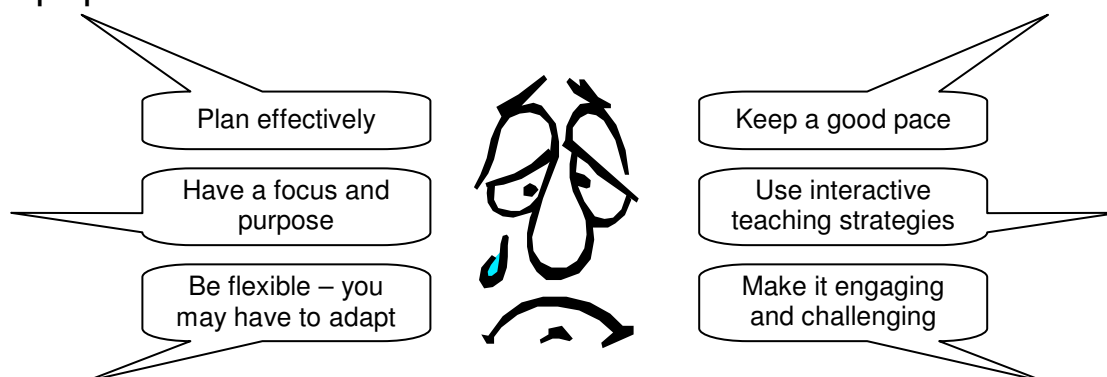
Starters and Plenaries

We learn more at the beginning and end of a lesson than in the middle

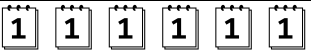






What makes a good starter?	What makes a good plenary?
<p>Engage all</p> <ul style="list-style-type: none"> • Pupils engage fully in learning from the beginning • Short concentration span • Immediately accessible • Hook pupils interest (mystery, curiosity, novelty, relevance) • Expectations made clear <p>Pace</p> <ul style="list-style-type: none"> • Accessible as soon as pupils enter classroom • Has a clear purpose • Clear time frames • Teacher intervenes when necessary to move on • Is a discrete element of a lesson, but often contributes to the achievement of the lessons objectives <p>Challenge</p> <ul style="list-style-type: none"> • Higher order thinking (apply, analyse, synthesise, evaluate) • Critical and creative thinking • Too easy is boring, too hard is frustrating • Pupils gain an understanding of the objectives and purposes of the lesson 	<ul style="list-style-type: none"> • Pupils are actively engaged • Pupils have opportunities to extend and deepen their learning • Pupils reflect on and articulate how they learned • The teacher rounds off and summarises the lesson/ part of lesson • The learning of the whole group is drawn together • Teachers are able to assess what has been accomplished in order to plan future lessons • Pupils are directed to the next phase of learning • Pupils understand not only what they have learned, but how they have learned it • Can also take place part way through the lesson




But pupil behaviour is awful!



Some Starter Techniques

		
<p>Show me Pupils show teacher answers by showing coloured cards/ card fans/ white boards/ pre printed cards.</p> <p><i>On the spot, speedy assessment.</i></p>	<p>Time out Give pupils a few moments to think, talk, write, read. Useful vocab: hypothesise, summarise, draft, frame questions, gather, collate, discuss, decide.</p> <p><i>All get a chance to think, not just the speedy ones.</i></p>	<p>Continuum Pupils make a line across the room. The ends are extremes on a continuum/ opposite points of view. They can negotiate their way up or down the continuum by talking to the next pupil.</p> <p><i>Skills of arguing and negotiating.</i></p>
		
<p>Odd-one-out Pupils are given words/ phrases/ numbers/ images and identify the odd one out and justify it. It is better if there is no one clear "correct" answer.</p> <p><i>Pupils develop skills of classification.</i></p>	<p>5 Ws Pupils come up with 5 questions (who, what, when, where and why) in response to an item (quote, picture, object, cartoon, graph).</p> <p><i>Pupils develop questioning skills and understanding.</i></p>	

Some Plenary Techniques

		
<p>Golden rules Make 5 golden rules about what they've learnt today. Join with another group, combine rules and then select the best five. Repeat.</p> <p><i>Helps pupils remember, articulate, reflect on what they've learnt.</i></p>	<p>Traffic lights Pupils review the lesson's objectives, giving either a green card (understand/can do well); amber card (not 100% sure); red card (needs further work).</p> <p><i>Pupils reflect on the objectives and feedback to help teacher's future planning.</i></p>	<p>Phone a friend Write down 3 questions they'd like to ask as a result of the lesson. Pupils select another pupil to ask, or the teacher attempts to answer.</p> <p><i>Pupils can communicate and possibly extend or deepen their learning.</i></p>

Sticky Starters		Problem Plenaries	
<i>It took too long!</i>	Stick to your timings, even if you're having fun. Try to plan a starter that you can stop at any time	<i>I ran out of time</i>	Allow more time in your plan in the future Use a pupil as a timekeeper Have a routine
<i>My pupils got distracted</i>	Have a definite focus Deal decisively with distractions Plan desired learning outcomes	<i>My pupils just don't take it seriously</i>	Talk about the plenary at the beginning Give pupils some control – asking questions, giving feedback
<i>My pupils gave monosyllabic answers</i>	Give them thinking time Develop your questioning skills	<i>I couldn't get my pupils' attention</i>	Be assertive Make the purpose clear Give them warning its coming up
<i>Some pupils arrived late and ruined it all</i>	Design the activity so that latecomers can assimilate (e.g. instructions left on board/sheet)	<i>My pupils' answers were all low level</i>	Share the criteria for high-quality feedback Use more probing questions
<i>It was fun but now it's just routine</i>	Use a variety of techniques Make starters active	<i>I said too much!</i>	If pupils are used to you doing all the work, they'll let you!