

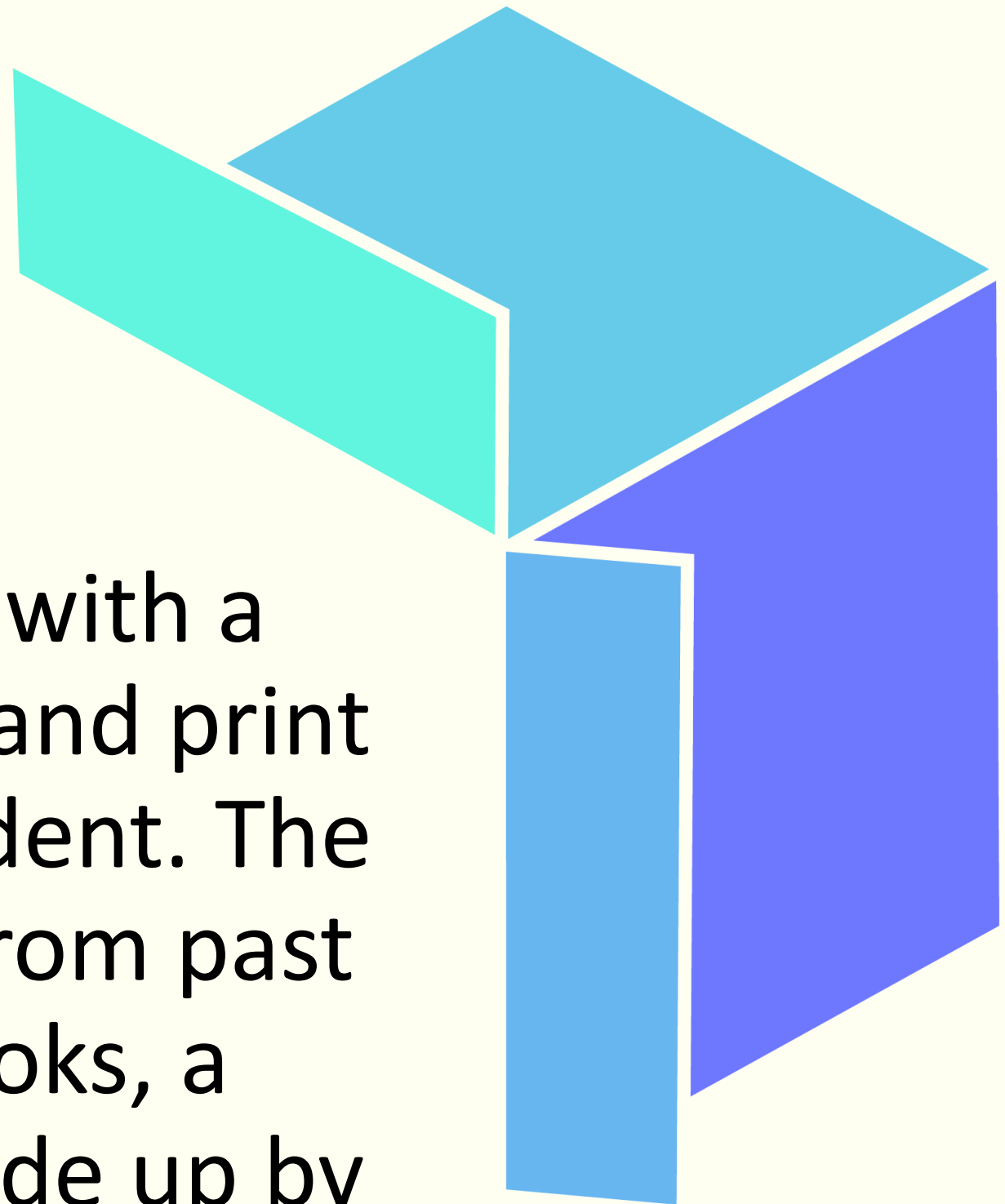
**grade A
classroom**

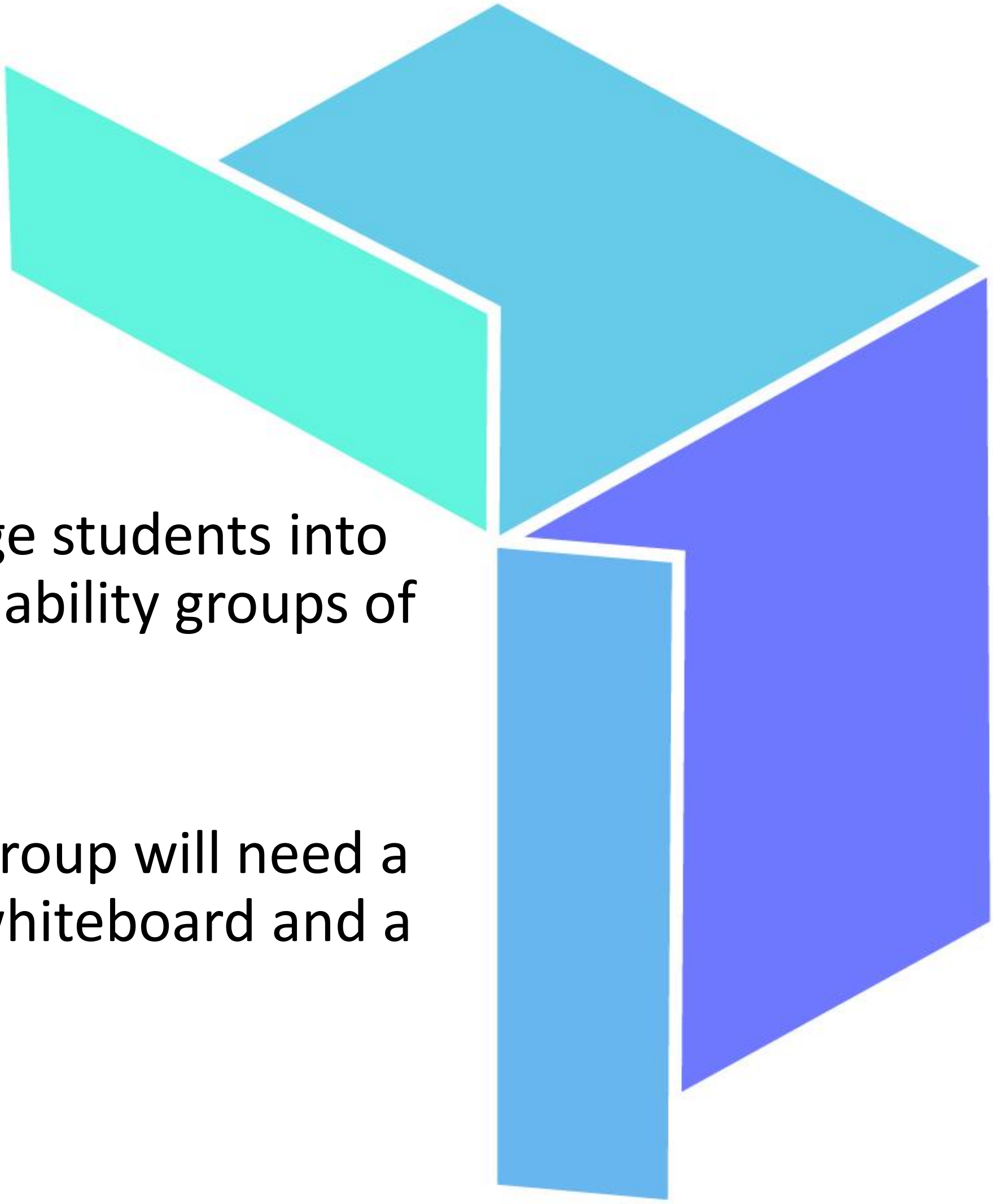


Pens in Pots

Prepare an A4 sheet with a variety of questions and print enough for each student. The questions could be from past exam papers, textbooks, a question bank or made up by yourself.

Alternatively, for even lower prep, the questions can be projected onto the main whiteboard and students can answer them in their books.



An abstract graphic consisting of several overlapping geometric shapes in various shades of blue and teal. The shapes are arranged in a way that creates a sense of depth and movement, with some shapes appearing to be in front of others. The overall composition is dynamic and modern.

Arrange students into
mixed ability groups of
3 or 4.

Each group will need a
mini whiteboard and a
pen.



Students put their own pens down in the middle (in a pot if you have one).

Students have a set amount of time to discuss the first half of the questions and answers together. Students must not write down any answers at this stage.

Encourage them to use the mini whiteboard, especially if a calculation is involved.

The time allowed should reflect the number of marks the question is worth.

After the collaboration time, the mini whiteboard should be cleaned, and students pick up their pen and answer the first half of the questions individually and silently.

Allow an appropriate amount of time based on the marks available.

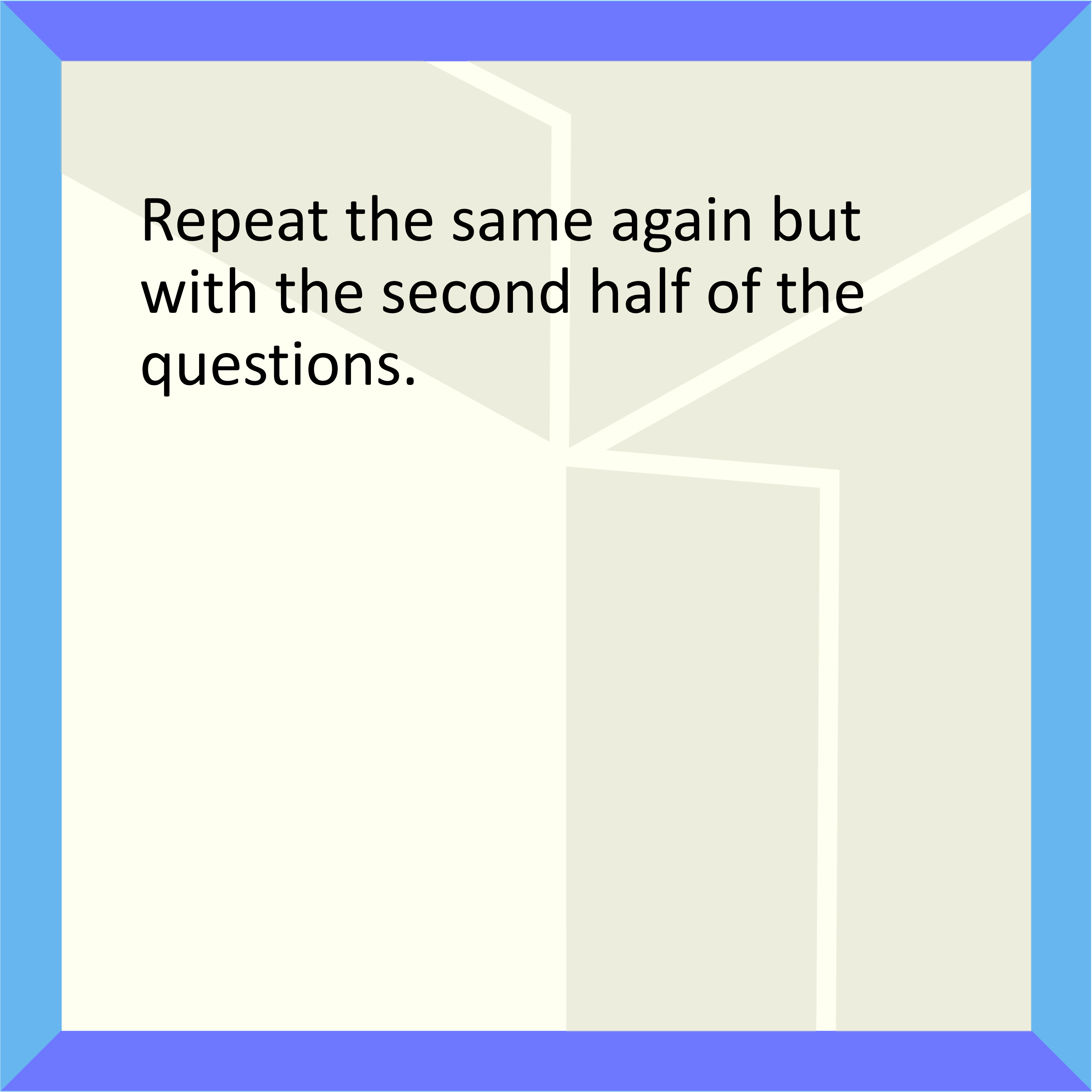
(A suggestion of timings can be found on the last slide, but of course they can be tweaked to suit the ability of your students and the nature of the questions used)

Once the time is up, go through the model answers as a class.

Students can self assess, or peer assess. Whatever you prefer.

Each group will calculate an average mark and the group with the highest average will be rewarded with a merit/sticker.

This aspect of competition encourages good collaboration in the first stage.



Repeat the same again but
with the second half of the
questions.

Suggested timings

Question marks available	Collaboration time (minutes)	Individual time (minutes)
1	0.5	0.5
3	1.5	2
5	3	4

For example, if students were given questions worth 1, 3 and 5 marks they would be given 5 minutes of total collaboration time followed by 6.5 minutes to answer the questions individually.

(I am a science teacher, so these timings are based on my knowledge of science specific questions)