

## Strategies for raising attainment cards

<b>1</b>	Work hard to make the start of EACH lesson interesting/different	<b>2</b>	Set challenging, realistic and differentiated lesson targets. <i>By the end of this lesson I want all of you to be able, some to ... and those working for an A grade , need to ...</i>
<b>3</b>	Don't overload lower-ability students with too much detail, especially when making notes	<b>4</b>	Key revision summaries in the form of bullet pointed answers to questions: should be differentiated
<b>5</b>	Use of differentiated textbook helps students to access key information quickly and confidently	<b>6</b>	Modifying tasks so that there are fewer sources, fewer questions, part-completed grids, so all students cover the same topic, but with differing degrees of support

<p><b>7</b></p>	<p>Making explicit the key skills students need to focus on to reach or exceed their target grade</p>	<p><b>8</b></p>	<p>When setting and marking questions have a clear idea of expectations so that lower-attaining students know that they are making good progress</p>
<p><b>9</b></p>	<p>Model answers for students, paying attention to G/F and A/A* boundaries as well as C/D. Involving students in improving their answers</p>	<p><b>10</b></p>	<p>Carefully track how students are performing on particular aspects of the course so you and they know what weakness to target</p>
<p><b>11</b></p>	<p>Create a 'can-do' culture. Show how easy it is to score well on certain questions</p>	<p><b>12</b></p>	<p>Make sure that students spend a part of nearly every lesson writing a short response to show understanding. This can be self/peer marked</p>

<p><b>13</b></p>	<p>Constantly emphasize the group's work ethic and desire for success. Lots of peer assessment, helping each other get better</p>	<p><b>14</b></p>	<p>Work hard at raising students' Self-esteem, making lessons as inclusive as possible. They all watch same video, but follow-up is different</p>
<p><b>15</b></p>	<p>With lower-attaining students think of varied ways of tackling the same restricted range of ideas: labeling, listing, diagrams, charts etc.</p>	<p><b>16</b></p>	<p>Try to use card sorts as they can be so easily differentiated, and used to answer different questions by selecting particular combinations of card, in different priority order</p>
<p><b>17</b></p>	<p>Make sure that all the students know what is meant by: 'identify factors', 'how far', explain, link, justify 'most significant,' 'to what extent' questions and the formula they need to answer each of them. Lower-attainers focus on where they are most likely to get marks</p>	<p><b>18</b></p>	