



Making an Impact

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Sixth Form



Making an impact

Frog enables schools to work in different ways.

It's a multi-tool to make schools more efficient and teaching and learning more effective.





Challenges schools face today

- Financial pressures
- Teacher recruitment and retention
- Curriculum change
- Accountability
- The forward march of technology

Teaching and learning with Frog

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China trading in Africa

Geography lesson

Start

Objective 1

Objective 2

Objective 3

What do these sources tell you about Africa and China?

STARTER

Sources A & B

Sources C & D

File Drop

Uploads

File Name - Source A

User - Mr D Hillyard

Added - 18/01/2017


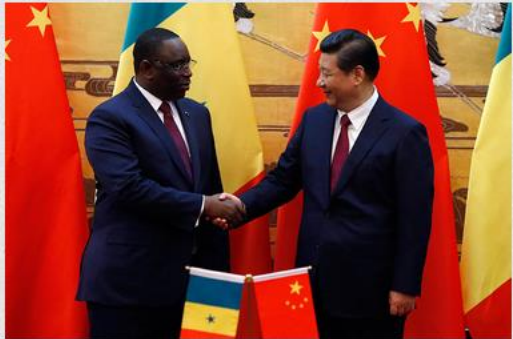
File Name - Source B

User - Mr D Hillyard

Added - 18/01/2017

Upload

FrogDrive



Geography lesson

Objective 3

ACTIVITY 1



1. Identify at least 5 countries where China has made investments related to metals.
2. Describe the patterns of Chinese investment.
3. Understand where the largest investments are being made and why.

SUPER CHALLENGE

Why do you think Chinese companies are increasing investment, loans and trade relations with African countries?

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China trading in Africa

Start

Objective 1

Objective 2

Objective 3

ACTIVITY 2.1

Add the picture to Explain Everything, mark and label the key countries:

-
- An outline map of the African continent with black borders delineating the boundaries of all 54 countries. The map is oriented with North at the top. It includes the Horn of Africa, the Sahel region, and the southern tip of the continent, including Madagascar and the islands of the Comoros and Cape Verde.

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ACTIVITY 2.2

Which natural resources are Chinese companies interested in?


How important are these resources for Angola?

What evidence is there for China's investment in Angola?


Describe any impacts of China's involvement in the natural resource sector in Angola.

Repeat for the other countries.


Useful websites




China Africa real story




Chinaafricaproject.com




Chinaafricanews.com



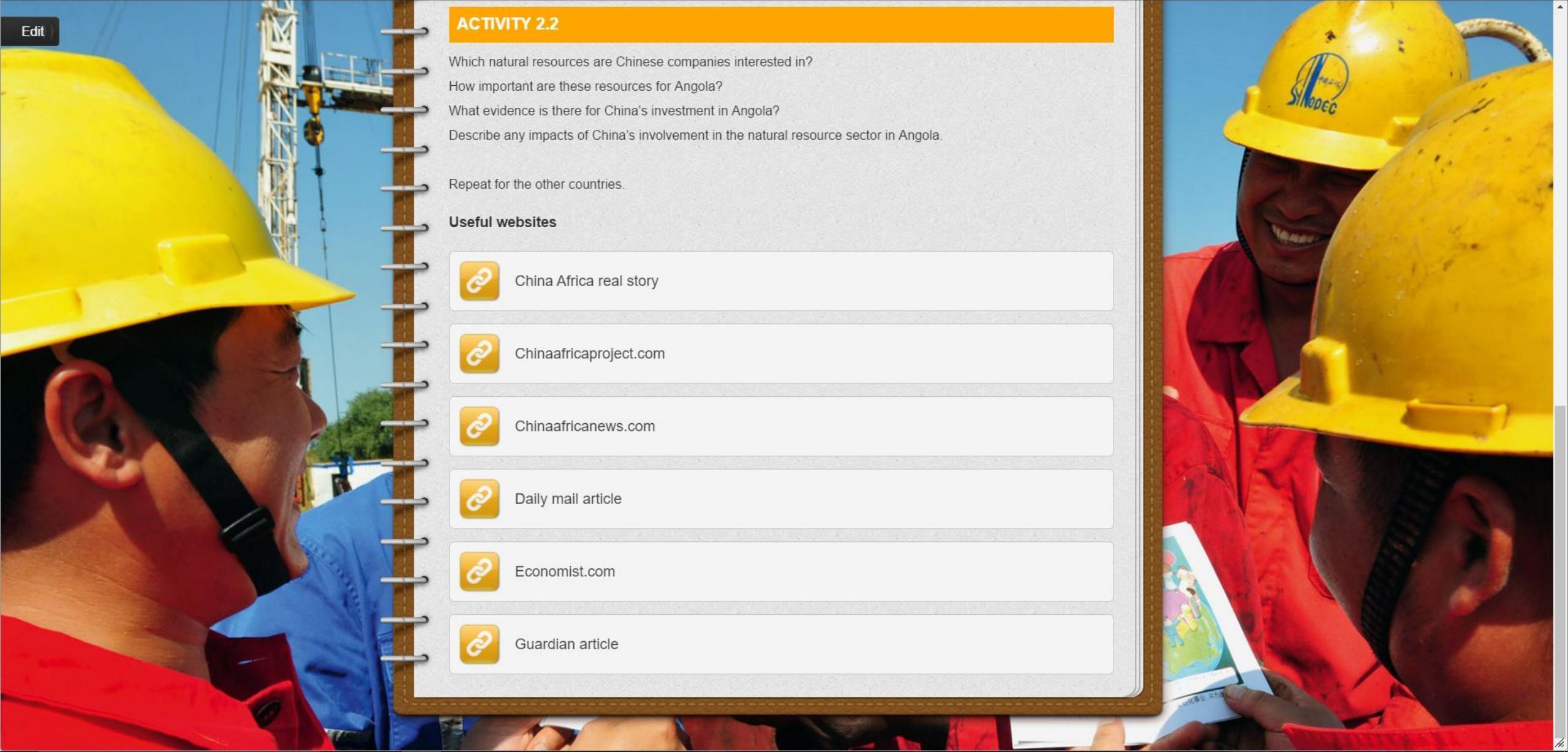
Daily mail article



Economist.com









Guardian article



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Edit

China trading in Africa

Geography lesson

StartObjective 1Objective 2Objective 3

Is China investing in Africa positive?

ACTIVITY 3

Read through the statements about Chinese activity in the natural resource sector in African countries.
Save the statements as a picture to your photos.
Mark the statements in two categories:

- those that indicate positive impact, mark green
- those that indicate negative impact, mark red

Once the statements are sorted into two categories number the statements in order of importance.
Be prepared to justify why you think they should be arranged in this order.

Investment provides money to build roads, railways, ports and airports.	Loans from Chinese companies have 'no strings attached' unlike many loans from developed countries	Chinese imports to Africa of manufactured goods such as textiles are damaging some local economies in Africa.	Sometimes corruption means that money does not get use effectively to improve infrastructure.
New mining projects create more jobs.	Investment from Chinese companies boosts activity in the primary sector.	Chinese companies sometimes employ Chinese workers and so don't provide opportunities for local people.	The natural resources are finite.
Exports of natural resources increases country's Gross Domestic Product (GDP).	Chinese government has established a scholarship programme for African students to study in Chinese universities.	Cultural differences between local and Chinese people sometimes cause conflict.	There is still widespread poverty and unemployment in many African countries. Many people have not felt the benefit of the investments.



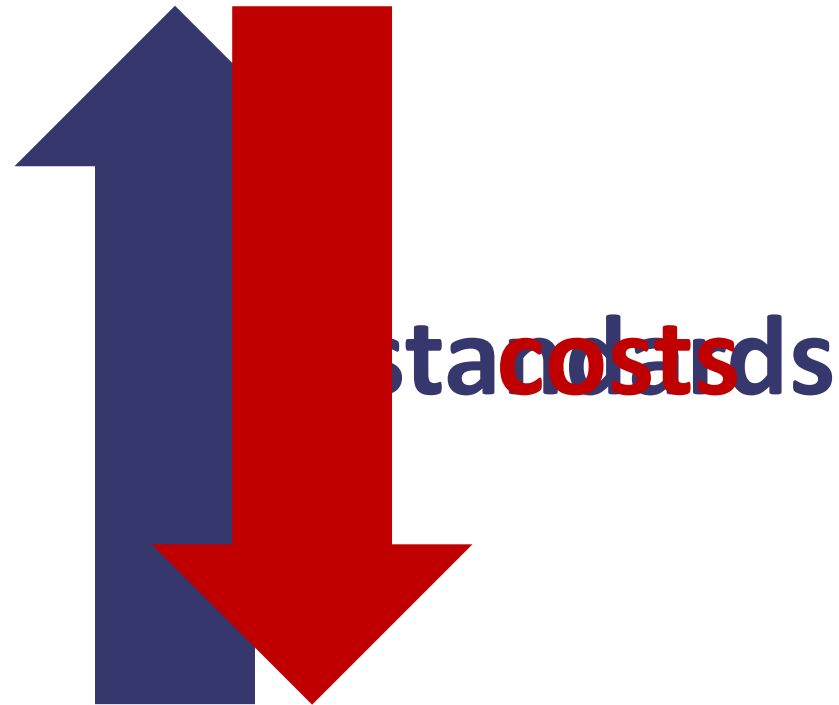


Challenges schools face today

- Financial pressures
 - no photocopying of worksheets
- Teacher recruitment and retention
 - time saving: better work/life balance
 - collaboration & shared pedagogy
 - distributed leadership & increased morale
- Curriculum change
 - opportunity for reflection
- Accountability
 - consistency & collaboration
 - supports cover teachers/non-specialists
- The forward march of technology
 - harnessing mobile technology & BYOD
 - students are self-starting & independent
 - anytime, anywhere learning
 - increased parental engagement



Making an impact





Making an impact








A traditional science lesson:

Teacher explains and demonstrates from the front of the class:

- Look at plant and animal cells under a microscope.
Draw what you see.
- Use a text book to find out the purpose of internal structures of a cell.
Label an image of a plant and animal cell.
- Read about Euglena in your text book. Is it a plant or animal cell?
Write a conclusion.

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Plant and animal cells

Biology lesson

Objective 1


Objective 2



Objective 3

What do plant and animal cells look like?

ACTIVITY 1

Look at plant and animal cells under a microscope. Draw what you see using the sketches app on your iPad, or in your exercise book.



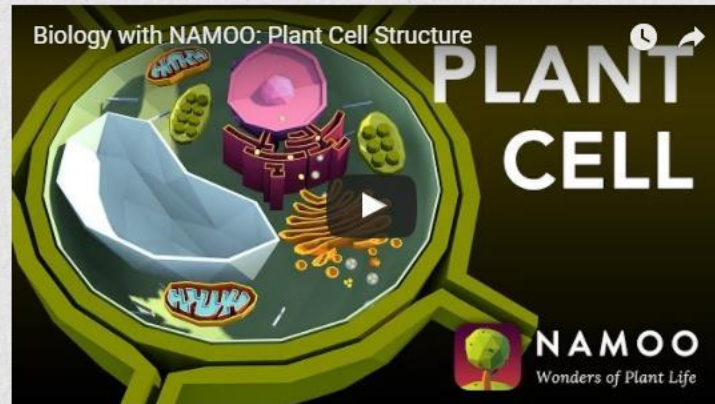


Biology lesson

Objective 3

ACTIVITY 2.1

Grab some screen shots from the app of the cell structures to use in your work later.



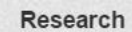
ACTIVITY 2.2

Explain Everything

Biology lesson

Objective 3

ACTIVITY 3.1



ACTIVITY 3.2

iMovie



The integration of Frog with tablet technology has the potential to transform learning by:

- Enhancing** learning with opportunities only new technology provides;
- Engaging** pupils in learning with innovative new approaches;
- Enabling** a more personalised, independent and student led learning experience.



Making an impact

- Facilitating communication and collaboration with stakeholders.
- Saving money by making everyone more productive.
- Saving money by reducing photocopying and consumables.
- Saving money by not investing in tools that duplicate the functionality of Frog.



Collaboration with parents: sharing their child's achievements outside school

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Bournside Brilliance

Share your child's achievements outside school with us.

Tell us about an achievement

We welcome parents/carers of all our students to share with us notable student achievements that have taken place outside of school.

We are acutely aware of just how much our students engage in outside school and feel it is really important to provide opportunities for you to share their successes with us.

The information you share will be passed onto their tutor in the first instance and any particularly significant achievements may receive additional commendation from their Head of Year and/or the Senior Leadership Team.

Step 1: Tell us about your child's achievement

Fields marked with "*" are required

Student name: *

First name and surname

Tutor group: *

Please include the year, e.g. 8H

Description of achievement: *

Reduced photocopying and administration: application forms

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Cheltenham Bournside Sixth Form
Application Form 2017

Resource

Cheltenham Bournside Sixth Form Application Form 2017

Your Details

Fields marked with ^{*} are required

Surname ^{*}

Forename ^{*}

Parent/Carer name ^{*}

Date of Birth ^{*}

Please enter as dd/mm/yyyy

Gender

Please Select ▾

All courses are offered subject to sufficient interest. Up until September 2017, we reserve the right to withdraw a course should student numbers affect the viability of the course running.

If any changes are required all applicants affected will be notified and alternative courses offered.



Reduced photocopying and administration: no Year 9 option booklet

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Year 9 Options

The options process

Careers


Compulsory subjects

Optional subjects

Choose your options

3


CONSIDER



Consider the optional subjects


Below are links to information sites for all the subjects you can choose in one of your five choices.

Be aware not all combinations of subjects are possible and you should make sure you choose a valid combination by checking the restrictions of a subject on its information page.




KS4 Option: 3D Design

Information for students and parents




KS4 Option: History

Information for students and parents




KS4 Option: Business Studies

Information for students and parents




KS4 Option: Materials Technology

Information for students and parents




KS4 Option: Computer Science

Information for students and parents




KS4 Option: Media Studies

Information for students and parents




KS4 Option: Creative ICT - iMedia

Information for students and parents




KS4 Option: Music

Information for students and parents



KS4 Option: Drama

Information for students and parents



KS4 Option: Photography

Information for students and parents

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Organising a trip	Minibus	Insurance	Risk Assessments	On the day	Additional Notes	Emergencies
Crisis Communication Protocol						

Please follow the procedures below.

NOTE: The school office do not provide administration for trips. You will need to do this yourself, and may be a consideration before proposing the trip.

Is your trip category 1 or category 2?

Category 1 trips include: trips abroad, residential visits, adventurous activities & hazardous pursuits. This may include airborne activities, camping, caving, canoeing, canyoning, climbing, coasteering, field studies in mountainous areas, ghyll scrambling, gorge-walking, mountain and moorland walking, mountaineering, mountain biking, pony trekking, ropes courses, snowsports and watersports. We do not support students undertaking paintballing.

Category 2 trips are everything else that involves taking students off site.

- All trips and visits which take place during school terms must have clear curricular links or form part of the agreed programme of Outdoor Education activities.
- Individual members of staff should not normally miss more than 10 days of teaching for trips and visits during the academic year and never more than 5 days consecutively. Planned absence should be discussed with Heads of Department.
- Trips are avoided whenever possible during September and during the last weeks of term before the Christmas, Easter and Summer holidays.
- Year groups are not allowed to participate in trips during the period leading up to internal or external examinations (this includes trips during school holidays).

Disruption to Year 11 lessons is minimised at all times.

Reduced photocopying and administration: acknowledging important documents

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Important documents for staff

to read and acknowledge

Home

File Drop

Uploads




File Name - Child Protection and Safeguarding Policy July 2016

User - admin school

Added - 09/09/2016

Upload

 FrogDrive

Confirmation

Please check the boxes below and click 'Confirm' after you have read the documents on this site.

Fields marked with * are required

I confirm I have read the following documents *

☐ Child Protection and Safeguarding Policy July 2016

Confirm

Cheltenham Bournside School & Sixth Form Centre

Easy access to data for analysis: lesson observations

Edit



Learning Walks Observation Form

Form

Learning Walks Observation Form

Fields marked with "*" are required

Observer*

Please Select ▼

Date *

dd/mm/yyyy

Period ^{*}

Teacher*

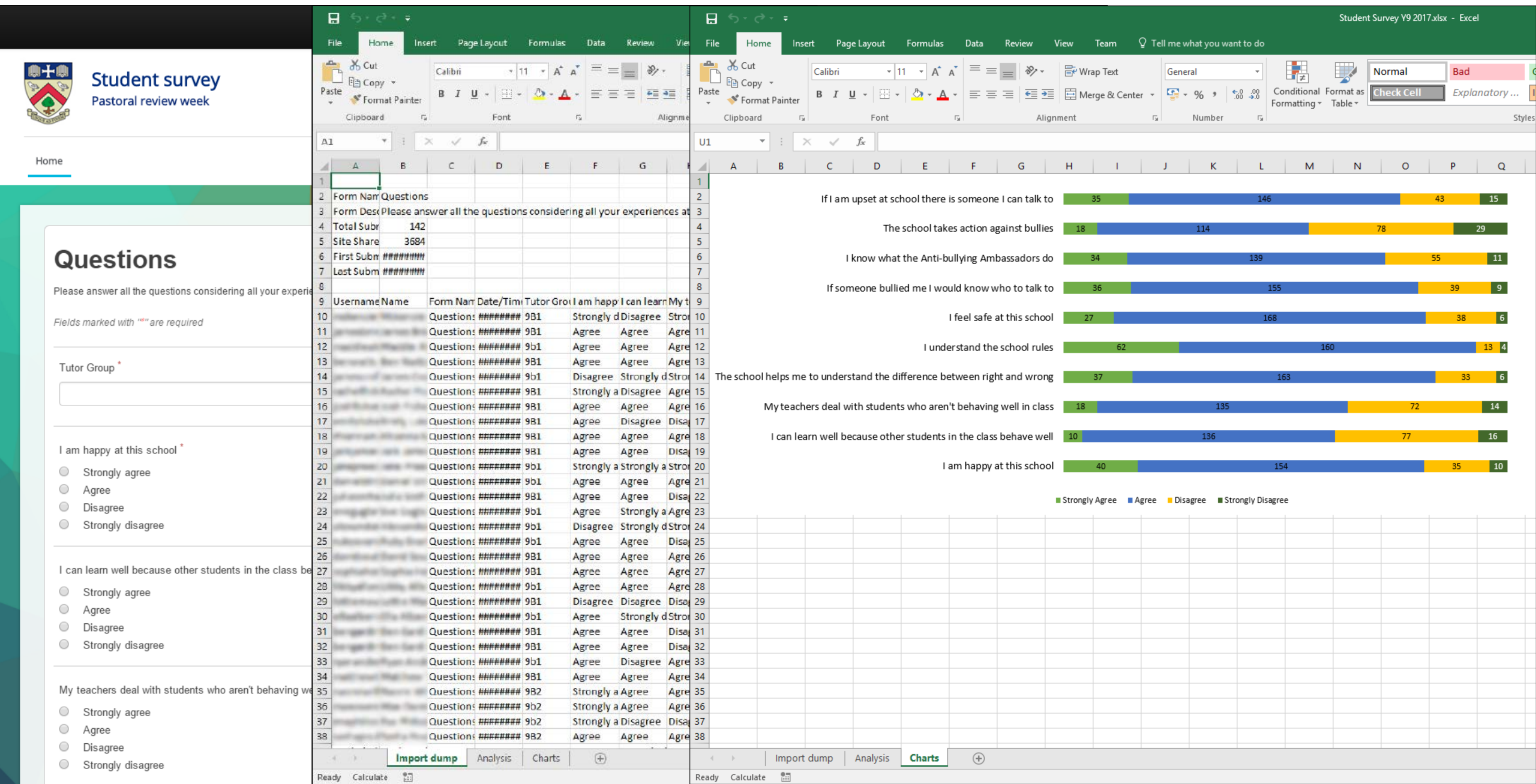
Please Select ▼

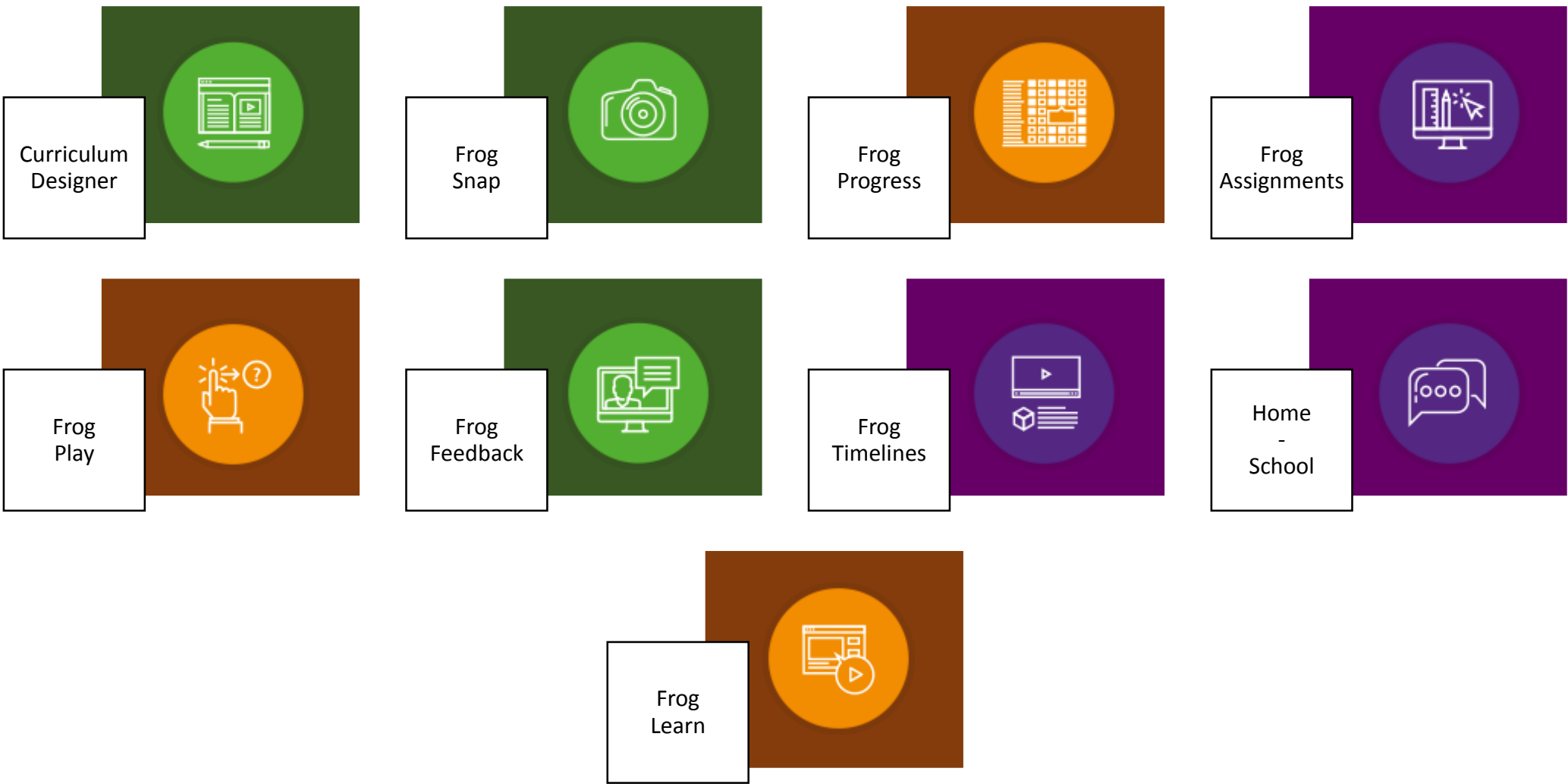
Group *

1) Lessons started with a short entry activity (bell work)

☐ Yes☐ No

Easy access to data for analysis: student surveys







Making an impact

Frog enables schools to work in different ways.

It's a multi-tool to make schools more efficient and teaching and learning more effective.





5 actions

1. Gain a good knowledge of what Frog can do.

This is about being able to make sound strategic decisions with IT applications. Do you want lots of apps or one platform? Do other IT systems duplicate Frog's functionality, and is there a sound rationale for using one tool instead of another?

2. Identify something in your school improvement plan that Frog can make a difference with.

Communication, administrative efficiency, or the quality of teaching and learning. Success with Frog can only be driven from the top of the school, one step at a time.

3. Learn how Frog can help you achieve your objectives.

The functionality of Frog is increasing all the time. Have you looked at assignments, play, progress and feedback?

4. Set a goal.

Specific and measurable objectives with tangible outcomes. Consider the strategic vision, necessary change in culture, who can actually make a difference, and the CPD that would be required to get you from A to B.

5. Measure your success against this goal.

Continue to evaluate where you are and where you want to go next.



5 actions





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