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“Yes we can!”
embedding creative approaches into non-fiction teaching

Adrian Copping
Senior lecturer in English/Literacy
WARNING!
SHAMELESS PLUG

GET A LOAD OF THIS!

AF 2010
Death at Denscombe
A true mystery to solve
Exploring connections between creativity and higher attaining writing

Adrian Copping

Pages 1-10 | Received 23 Sep 2016, Accepted 15 Oct 2016, Published online: 04 Nov 2016

ABSTRACT

This paper explores writing pedagogy in the primary classroom and connections between creativity and higher attaining writing. Initially ‘continuous professional development’ for teachers, I designed and facilitated a two-day writing workshop for a group of children around the theme of a Victorian murder mystery. This was observed...
Our Education System

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLimb THAT TREE
Why Teachers Leave

- Retirement: 15%
- School Staffing Action: 17%
- To Pursue Other Job: 34%
- Family or Personal: 34%
- Dissatisfaction: 48%

*Respondents were permitted to give more than one reason
Source: R. Ingersoll & D. Purda, University of Pennsylvania
SINGIN’ IN THE RAIN
Should all schools take student teachers?

6 September 2017 — News story
Back to school for thousands of pupils as new free schools open
33,000 new school places created across the country as number of free schools opened since 2011 passes 500

17 August 2017 — News story
A level results day 2017
Minister of State for School Standards, Nick Gibb congratulates students on A level results day
Interact: Make a new rap
Interact: Write a new wall
Interact: Write a new story

Writing

History
Elizabeth as No York
Edward IV
Mary I

Library

Create an online group
See you again
Review me

Local: Northumberland
21 HENRY VIII.

1549.

Letter of complaint. I think our Duke desire to have their master in good grace, and wish to be known that they have not in great time behaved towards you in such wise as they suppose Weypoy has given in understandings, but, on the contrary, it well be, in spite of his master and all the world, but not in the circuit where you have been so long. One day, when they came to see me, they eased themselves a whorl supper time and tore their hose upon, saying to me several reasons, some of which they were to tell their master, others very probable. In short, they are anxious that you should have as much advantage in this as you did in the last voyage, and I think you should conclude a treaty with them. I have been much obliged to be aware of their desire to be received into your grace's friendship, and I believe they are to meet you this day. If this be so, I shall joyfully consent. And if they should not, I shall desire to have the occasion of their not being able to reciprocate as they wish. I think it would be well that Francis by his first dispatch should make it appear, by letter to me, that he had given him information of it, and that he would have me return to thank them with many good offices. That this be of more effect than a condition, which they think might be forged, of no advantage, and would occasion me to give them the necessary to the others the names of letters were addressed to them.

I do not know what my master's daughter, for I expect that as to these you have provided in your brother's dispatch, for then there would be no reason for me to have any occasion of your return from here, but I had dealt with the matter with all reverence. I believe you would have occasion of everything which you demanded there.

I do not owe any more of claiming, for they will not do the deal and made it [?] (or so we understand [in] point of this, but there is the nature of the men with whom they have to deal, who is not so easy to manage as is supposed. I expect this by the time the dispatch of which I speak shall reach you, they shall have made you a better offer than I have heard, by any assurance. The new Chancellor and Fiorello who profess that they will do variances about this easily, and it seems they have a good interest to it. Ledo, 2 Nov.

Sir. Add.
Learning is a process where knowledge is presented to us, then shaped through understanding, discussion and reflection.

— Paulo Freire —
It’s our future
too say pupils

Pupils not so keen on bypass
too despite claims it’s being
planned with them in mind

The politicians have had their say — now local
schoolchildren are joining the argument on the
Western Bypass.

Inspired by reading about the bypass debate in the Cri-
smes, four five children at Carlisle Road primary
school in Hansonth put pen to paper.

The children explained why they were against the
bypass, naming places that they, the
views of parents and the lack of facts.

The year sixers, aged nine and 10, were helped by class
teacher Mrs. Copping, who said: “We talked about
local issues and I asked the children to read the papers
about something they could write about.

They saw the article in the Citizen where coming
gave their views on the bypass. We were looking for
something that the children could write about with a
purpose.

The children found writing the letters quite challenging,
especially when they realised we were going
to send them out.

“They keep asking me if any of their letters
have been printed and when they will appear.
I just tell them to read Hansonths.

All 17 children who gave their views on the
bypass. St. Michael’s Road, 10 wrote: “It is not a
good idea to have a bypass because it will
put the cycle path in the middle and put money
onto houses which is hardly a town.”
References


Thank You

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