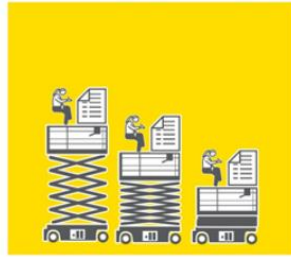


TEACHING & LEARNING

HALF TERM 1



SECURE GUIDED SUCCESS



REMOVE SCAFFOLDS AND INITIATE PRACTICE



CHECK AND FEEDBACK



REDUCE GUIDANCE OVER TIME



INCREASE CHALLENGE OVER TIME

Craft of the classroom and independent learning.

Kick-starting this year's bitesize sessions, Mr. Plant looked at the AHS craft of the classroom and how having a consistent approach to the starts of lessons will allow pupils to be engaged in the learning routine from the start and allow them to retrieve prior learning through the QF5. Mr. Plant then looked at independent learning and activity choice. Mr. Plant explained how important activity choice is in lessons to ensure that the pupils are completing tasks that are fit for purpose. He explained that independent learning is a process that must be built over time, and that by removing scaffolding step by step, pupils will become more confident in independently completing their learning.

Classroom culture and the assertive teacher.

Mr. McKie then followed on from Mr Plant, by looking at the assertive teacher and how to be assertive without having to use a raised voice/become emotionally involved in the situation.

Mr. McKie looked at how by being consistent and insistent, pupils will engage in the processes more effectively. Mr. McKie outlined how it is important to coach the pupils through the process and guide the conversation in a manner that will allow them to make the right choices. He explained that it is important to allow pupils to have the correct amount of take up time, to allow them to rationalize the choices they make.

Following this, Mr. McKie then looked the 5 step process of being assertive and explained that by doing this and not raising our voices, classrooms will be calmer and more:

- 1) Non-verbal confidence
- 2) Project voice calmly/firmly
- 3) Eye contact
- 4) Be insistent – changes in tone of voice.
- 5) Challenge and affirm – establish what you establish

In the spotlight!

Mrs Goulbourne, Mr Haydock, Mr Norcross and Miss Swallow for all completing their NPQ programmes of study!

All the staff at AHS for continuing to work hard in implementing the school Teaching and Learning strategies, to ensure high quality lessons for all pupils.

Big Question: What have you ensured pupils know so far, so that they can continue to learn today?

How can these bitesize sessions support pupils in knowing and remembering more of your planned curriculum?



Questioning

Mr. Mitchell was next up, delivering 2 bitesize sessions based on questioning. Within these sessions Mr. Mitchell looked at how questioning is a big part of the lesson that the teacher has control of. He explained how questioning is an active process and that pupils should not be passive in this process. Mr. Mitchell explained that effective questioning can add up to 8 months of progress onto pupils learning. Mr. Mitchell then looked at how planned questioning gives better responses. By planning questions, at the right level, through knowing the Scheme of Learning and Knowledge for Progression, pupils can be easily motivated. Mr. Mitchell re-iterated the no hands up policy, allowing for cold calling in questioning activities. We as teachers are in control and we know the pupils. Mr. Mitchell explained how the use of names allows pupils to be aware of who the question is being directed at and that in classrooms, pupils know that it is 'ok' to make mistakes. Mistakes are welcome and misconceptions will be addressed. Through this process, we can prompt other pupils to re-teach, using their knowledge. Mr. Mitchell spoke about how the use of timers is beneficial in allowing pupils the thinking time that they need to answer, and that pupils who do make mistakes, will be checked in on later in the lesson, to check their understanding.

In his second bitesize, Mr. Mitchell identified how questioning should allow dialogue through extended questions and should not be closed. There should be no ambiguity, and it should not be dominated by just one or two students. Questioning should allow for 'springboarding' opportunities from one pupil to another. Finally, Mr. Mitchell spoke about how if questioning goes wrong, we should scaffold the learning of pupils to fill the misconception gaps. He also explained how it may be necessary to re-teach and re-visit key concepts to plug the gaps in learning. However, if the questioning goes well, Mr. Mitchell, explained that this is the time where staff should be clarifying with pupils through deeper level questioning building on their knowledge.



PROJECT NON-VERBAL CONFIDENCE



PROJECT YOUR VOICE CALMLY, FIRMLY



MAINTAIN EYE CONTACT




BE INSISTENT



CHALLENGE AND AFFIRM

SEND

The final bitesize of the half term was delivered by Mr. McNamara, who re-visited what high quality education looks like for pupils with SEND needs at AHS. He re-iterated that the AHS curriculum is ambitious for all, it is broad and balanced and doesn't disadvantage pupils with SEND needs. Mr. McNamara then explained that the craft of the classroom is key to ensuring that all pupils receive quality first teaching and learning and that the passports should allow staff an extra insight in to how the pupils best learn to adapt the teaching and learning to support their needs. Finally, Mr. McNamara explained how important adaptive teaching is, especially with SEND students, so that over time the knowledge gap is narrowed and doesn't grow bigger. Mr. McNamara then shared research from the EEF that highlighted the recommendations for pupils with SEND needs, in order to support their learning.

 Education Endowment Foundation

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS
Summary of recommendations

- 1** Create a positive and supportive environment for all pupils, without exception
- 2** Build an ongoing, holistic understanding of your pupils and their needs
- 3** Ensure all pupils have access to high quality teaching
- 4** Complement high quality teaching with carefully selected small-group and one-to-one interventions
- 5** Work effectively with teaching assistants

Thank you to all staff who have taken part in and attended Bitesize sessions this last half term. Thank you for your brilliant TLC discussions and for constantly trying and sharing strategies with everyone! Roll on Half Term 2!

