

TEACHING & LEARNING



HALF TERM 2



ASK A STUDENT A QUESTION



ACKNOWLEDGE THE FIRST RESPONSE



GIVE SUPPORTIVE FORMATIVE FEEDBACK



INVITE STUDENT TO "SAY IT AGAIN BETTER"



RESPOND TO THE IMPROVED RESPONSE

Whole School Literacy- Writing.

At the beginning of Autumn Term 2, Mrs. Barker highlighted the importance of a whole school approach to improving literacy. By researching and providing the latest research into the scale of literacy issues and resolutions, Mrs. Barker was able to provide a specific strategy than could be applied in all classrooms immediately.

The end of the session focused on the strategy of reciprocal reading and how this strategy can be adapted so that it can be used throughout in any curriculum and how it can be beneficial, not just to improving literacy, but to aid student understanding in the topic in which it is being used.

Whole School Literacy- Oracy

In the next bitesize, Mr. Norcross and Mrs. Barker jointly presented another session focused on whole school literacy which centered on developing oracy.

In providing the context of why oracy is important through the lifelong impact of oracy skills, the importance of the session was clear.

Mrs. Barker and Mr. Norcross introduced a process called 'Explain Yourself' which includes a range of different ways that students can frame the way that they are speaking in lessons in order to achieve rich, structured talk.

In the spotlight!

A big welcome to our new AHS members:

Dr. Evans – Curriculum Leader for Science

Mr. Proud – Teacher of Science

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?

PSHE

In the final two bitesize sessions of the year, the focus turned to the importance of PSHE in school. In the first session, Mr. Norton highlighted the three strands of PSHE: Relationships and Sex Education; Living in the Wider World; and Health and Wellbeing. In order to consolidate the knowledge of staff in these three strands, Mr. Norton provided a walkthrough of example discussions that could arise when delivering the sessions and how to respond to ensure that students were receiving precise information that would support their wellbeing.

The subsequent and final session of the year delved into the context of PSHE and the vital role that it plays in improving the cultural capital of the students at Atherton High School. Starting with the historical context of cultural capital, Mr. Norton explained how the concept had been coined by Pierre Bourdieu who had determined that a major factor in the future success of the younger generations was the cultural knowledge, language and experiences. This laid the foundation for the remainder of the session which was a reflection of the cultural capital that is being taught across the curriculum and tasking staff to explore further opportunities to expand the cultural capital in their curriculum.

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 3!

