

# TEACHING & LEARNING

HALF TERM 3



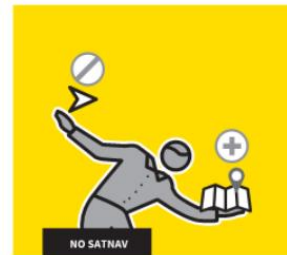
**FOCUS FORWARDS**



**KEEP IT POSITIVE AND SPECIFIC**



**MATCH THE MESSAGE TO THE STUDENT**



**AVOID SATNAV SYNDROME**



**REDUCE FEEDBACK OVER TIME**

## Responsive and Adaptive teaching.

Mr. Plant kicked off the half term looking at responsive and adaptive teaching. Mr. Plant explained that responsive teaching is actively acting upon live assessment information that we are presented with and then adapting teaching to meet the needs of all pupils in the class. He then explained that adaptive teaching is the teacher knowing what prior knowledge some pupils are missing and then taking action to intervene. Mr. Plant discussed the AHS 'whiteboard pitstop' and how all teachers use it for formative assessment, and to inform responsive and adaptive teaching, so all pupils are knowing and remembering more, and misconception gaps are closing.

## Effective and powerful feedback.

Mr. Haydock, then followed looking at effective and powerful feedback. Mr. Haydock explained the importance of how giving feedback supports pupil progress, builds learning, addresses misconceptions, and closes the gap between where the pupil is and where the teacher wants them to be. Mr. Haydock then explained the 7 key principles of effective feedback:

1. Clarity on what good performance looks like.
2. Facilitate self-assessment.
3. Deliver high-quality feedback information.
4. Encourage teacher and peer dialogue.
5. Encourage motivation and positive self-esteem.
6. Provide opportunities to close the gap.
7. Use feedback to improve teaching.

Mr. Haydock highlighted that these key principles feed into the feedback cycle that we should see in books and that the cycle should allow pupils to highlight and address their misconceptions and improve their work for the next time.

## In the spotlight!

**Mr. Plant, Mrs. Barker, Mrs. Taylor and Miss. Waters have all completed their NPQLTD, that they have been working on over the last academic year.**

**The creatives team has been developing the use of Assessment for Learning strategies within their faculty as to support the identification of misconceptions in more practical based lessons.**

**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?**



## Feedback that moves forward

Mrs. Goulbourne, then followed Mr. Haydock's session, looking at feedback that moves forward. Mrs. Goulbourne re-visited the seven principles of feedback that Mr. Haydock had highlighted and looked in more detail at the 5 steps used to help move the feedback forwards.

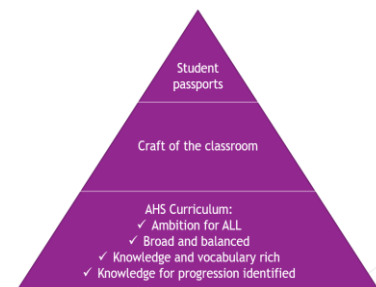
1. Focus forwards – Formal or informal feedback will identify any gaps in learning allowing for adaptive teaching. The focus of this feedback should be looking at future performance and being specific on how to improve.
2. Keep it positive and specific – Feedback needs to be motivating so we need to have language that is positive and encouraging.
3. Match the message to the student – Motivation is the key. Pupils need to trust the feedback, having good strong relationships with the pupils will also help in motivating the pupil response.
4. Avoid satnav syndrome – Don't guide the students from point A to B, give them the tools they need to get there, so that overtime the feedback can be reduced to support learning.
5. Reduce feedback over time – As confidence increases, pupils will become more able to be independent and complete these tasks to a high standard.

Mrs. Goulbourne then further re-enforced the feedback cycle and how this continuous loop, allows pupils to develop.



## SEND and T&L strategies.

Mr. McNamara then delivered a session looking at SEND students and how to best support students in lessons that have ADHD/SEMH. Mr. McNamara explained and gave examples of pupil passports, highlighting the strategies that best work to support the pupils in their learning. Mr. McNamara's session also broke down the numbers of students in school with Special Educational Needs.



## Ambitions week.

Mrs. Doyle finished off the half term looking at careers and ambitions. Mrs. Doyle explained the importance of highlighting to students how each subject area, can have an impact on their careers and how that through the constant exposure to this in lesson times, pupils will be more able to use transferable skills in each subject and then take these with them into later life when they move into college/university and even further into the world of employment.

*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 4!*

