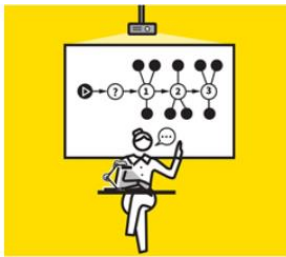


TEACHING & LEARNING

HALF TERM 5



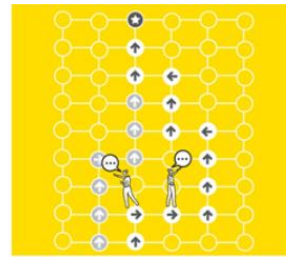
MODEL EACH STAGE STEP BY STEP



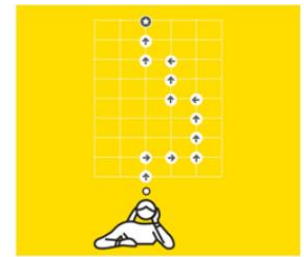
MODEL HOW YOU ORGANISE MESSY THINKING



REVIEW THE SUCCESS OR QUALITY OF YOUR OWN WORK



MODEL ALTERNATIVES AND FURTHER EXAMPLES



SET TASKS TO EMULATE THE MODEL

Being the assertive teacher.

Mr. McKie kicked off the first 3 weeks of half term, 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 entry and exits to classrooms, he revisited the standards and expectations of both staff and pupils for the start and ends of lessons. Mr. McKie explained how the start of a lesson sets the tone for the rest of the hour. He explained that by being alert and ready to accept the pupils into the room in a warm, calm, welcoming manner, then the pupils would be more receptive and follow the lead from the teacher.

Following this, Mr. McKie then looked at building a vocal repertoire and explained that being assertive doesn't mean just raising our voices. He stressed the point of using non-verbal cues, a stern tone and remaining the adult in the room to elicit the correct behaviors from the pupils.

Mr. McKie then focused a session on how to deal with lesson disruption and what doing this quickly and effectively can do to support the learning environment in classrooms.

Climate for learning.

Mr. Mitchell then followed on from Mr. McKie, re-visiting how to create a positive culture and good climate for learning for all pupils, in classrooms. Mr. Mitchell focused on how staff approach giving pupils feedback in lessons, expressing that the positive feedback for what the pupils have done well should be celebrated and pupils made aware of this, building the relationships between staff and pupils. Mr. Mitchell highlighted the different rewards systems that could be used in lessons and/or out of the classroom to build the positive culture. In addition to this, Mr. Mitchell re-iterated that pupils receive feedback differently and that when delivering negative feedback to pupils for something that they have done wrong, should be handled in a warm manner that is evidence based on what has been seen/heard. Negative feedback and how it is delivered, will very much dictate how the relationship between staff and pupils continues. Mr. Mitchell finished with reminding staff that we can only ever control our own feedback and respond to their outputs and delivering using an emotionless tone of voice.

In the spotlight!

Congratulations to Mrs. Barker, Mrs. Taylor and Miss. Waters who have all passed their NPQLTD, that they have been working on over the last academic year.

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?



Whole class feedback and short feedback loops.

Finally, Mr. Norcross finished off the last 2 weeks of half term looking at whole class feedback and short feedback loops.

Mr. Norcross spoke about how whole class feedback is an effective method of providing feedback to pupils that highlights the common misconceptions made across the group and allow pupils to plug the gaps in their learning. Mr. Norcross explained how the method of whole class feedback may look different across each faculty, however, the providing of feedback allows for the pupils to continue to move their learning forwards and act upon the development points given to them.

Mr. Norcross then looked at short feedback loops. Mr. Norcross explained the 5-step process to completing short feedback loops and how this allows pupils to continue to develop their learning.

Mr. Norcross firstly explained how we should firstly model the task and set expectations, show pupils what is expected and what success looks like. This can be done through live models/pre-defined success criteria, but always checking in with pupils before setting them on the task. Next is the setting and monitoring of the task. After modelling the short task, pupils should then be set on the task and the progress towards the success criteria monitored, through circulation and live marking. Following this, stop and review, during the task, gauge when an appropriate moment is to stop, then using the information gathered provide whole class successes and areas of improvement. Once this is complete, remodel and re-emphasize the success criteria through specific feedback, using student work to celebrate success and remodel, repeating the procedural elements of the task.



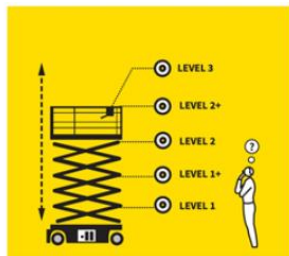
MAP OUT THE COMPONENTS OF A TASK



PROVIDE SUPPORTS AT A DETAILED LEVEL



PROVIDE SUPPORTS AT OVERVIEW LEVEL



PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT



TAKE THE SCAFFOLDING DOWN

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 6!

