

# TEACHING & LEARNING



## HALF TERM 4

DO	DON'T
Accentuate positive behaviours as much as possible. PIP!	Loudly criticise young people in a room filled with other young people. We would hate that to happen to us!
Have a collaborative approach to what you want the required behaviours to be. Include students through the process through explaining WHY we want what we do.  <i>'Just to make sure we are all aware of the conditions of this task, it needs to be done in silence to allow people a calm space to work in'.</i>	Assume our students, a large proportion of them coming from a disadvantaged background, have developed in primary school the ability to consistently behave well and should demonstrate this with little to no guidance.
Model the correct behaviours to show students their value.	Model incorrect behaviours to impressionable young people, justified on the grounds that you are an adult.
Unfortunately Jayden, if you continue to do X then I will have to do Y.	'How dare you think it is acceptable to speak when I am?!'
Jake, I would like you to do X therefore Y can happen. Thank you.	'We are not carrying on until you stop that!'

## QF5 and AFL recap

Mr. Plant and Mr. McKie brought a QF5 and Assessment for Learning recap session to Bitesize number two.

Mr. McKie reinforced the information from last half term QF5s need to:

- **Promote the building of long term memory.**
- **Be completed quickly.**
- **Be self-assessed in red.**

Mr. Plant then followed by reinforcing the usage of mini-whiteboards in lessons as they are one of the most effective mechanisms in our classroom practice repertoire. We can tell if a student is participating and we can hold our students accountable for the quality of their contributions. This access to instant data in every lesson allows us to see where misconceptions are arising and allows us to address them instantly.

## Behaviour and Relationships

Mr. Mitchell started off our half term of Bitesize sessions with a focus on behaviour and positive relationships in the classroom.

It is essential that teachers create an environment where all students feel that they belong and are safe, allowing them to thrive as individuals.

Mr. Mitchell explained that this can be achieved by being relentlessly consistent with our classroom routines.

By using the systems that are in place and using the language of the Law of Eve we can establish our high expectations in every lesson. Students depend on routine, structure and predictability.

Set the tone of your lesson with a silent QF5, accentuate positive behaviours that you want to see and don't forget:

## In the spotlight!

**Mr. Brown** has been trialing various strategies using the visualizer in lessons. By making use of the 'Loop' function, Mr. Brown has been using the visualizer to film demonstrations that can be replayed throughout the lesson for any students who need a bit more support.

**Ms. Catterall** has been seen demonstrating amazing questioning strategies with SEND students in lessons. By constantly prompting, re-wording and allowing take up time, students are then able to explain their thought processes in more detail and then apply this level of detail to their written work.

**Miss. Walsh** has been effectively cold-calling students in lessons. Not accepting 'I don't know' for an answer and by allowing students time to think about their responses. As a result, this has created many subsequent opportunities for students to be constantly retrieving their key component knowledge.

## Further Reading: Walkthru pages 32-46

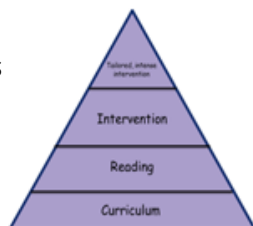
When retrieval practice goes wrong (and how to get it right) – David Didau ([learningspy.co.uk](http://learningspy.co.uk))

## Effective Questioning

Effective questioning lies at the heart of great instructional teaching. In Miss. Waters's recap of her session on questioning in the classroom, Miss. Waters once again reinforced Rosenshine's Principles and gave a greater emphasis this time to the art of Cold-Calling. By enforcing a 'no hands up' policy in our classrooms and by creating a culture that is safe where our students feel confident to express their views, we can really promote deeper learning through our questioning. 'No hands up' in particular ensures that all students are engaged and thinking about a response to the question that has been posed. Miss. Waters stated that if a student 'doesn't know' the answer then we should prompt our students further by instead asking them to explain their thought processes on how they might approach a question like this and then staff can use this information to guide them through their misconceptions. Staff should be prepared to ask follow-up questions to illicit a deeper understanding. By constantly checking for this understanding, we are ensuring that students know what we want them to know and that they can also articulate this in depth knowledge.

## Literacy

Mr. Haydock rounded up the half term of Bitesize with a Literacy update. We are all teachers of literacy at Atherton High and because the curriculum is the driver of literacy, it is our job to ensure that our students are thinking and speaking like specialists in our subject areas. We can achieve this by choosing academic, authentic, and challenging texts. Incorporating reciprocal reading strategies where possible and by explicitly teaching vocabulary and using glossaries. This in turn will promote substantial gains in progress in terms of Reading ages and what is produced in extended writing tasks.










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!

## Book is King!

If you're looking for a really effective key vocabulary glossary, then head down to Maths to have a look at theirs! Their glossaries make use of Dual Coding alongside clear and precise definitions of the tier three vocabulary.

Speak Like a Mathematician  
2D Shape

Key Word	Dual Coding	Definition
Polygon		A 2D shape made with straight lines - all sides are connected
Regular		All inside angles and side lengths are equal
Irregular		Irregular shapes have side lengths and angles of any size or length
Quadrilateral		A four-sided shape
Perimeter		The sum of the lengths around a 2D shape
Parallel		Two lines that are the same distance apart and so will never meet
Perpendicular		Lines that meet at a 90° angle

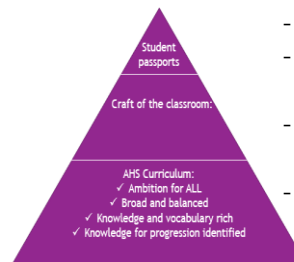
## SEND

Mr. McNamara's Bitesize session was built around the question: What does a high quality of education look like for students with SEND?

Mr. McNamara explained that at Atherton it is our ambitious curriculum that drives our quality first teaching and this massively and positively impacts SEND. This then acts as a base that is reinforced by the Craft of the Classroom.

Mr. McNamara shared ways that we can further support our students:

- Regularly check in on SEND
- Target questions to students
- Use passport information to support.
- Make instructions as clear and explicit as possible.
- Using scaffold and model answers where possible and then gradually remove these.
- Identify which students have SEND.



*SEND are front and centre of our practice.*

## Coaching update

If you have a particular CPD focus that you would like to work collaboratively on, or you have a particular class in mind that you would like further coaching support with, then send an email to Mrs. McNamara and one of the TLC team will be more than happy to help out.

