

Teaching and Learning Bulletin

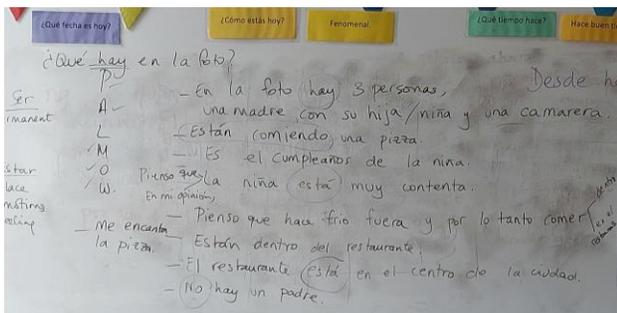


SHARING BEST PRACTICE

This term we have all decided on which 'Teaching Sprint' from Walkthrus we will each focus on for the final term of school. Using the ADAPT approach it's up to each of us to trial strategies in our classrooms with a view for each member of teaching staff to share something they have achieved at the Staff Celebration.

We have asked staff to share some of their recent work; thank you to all of you who replied with examples.

Teresa has been trialing 'I, We, You' modelling with her Year 10 group to improve responses to their speaking tasks. The class shared ideas together and a nice touch from Teresa was taking the picture of their notes to share with students who were absent:



Students were then given an independent speaking task to prepare themselves.



Impact

So many students are starting to recognise that staff are using similar strategies in different curriculum areas- this allows them to build on those links in their brains and transfer information to long term memory. It also shows students how united our staff are and that we invest in improving our teaching and learning.

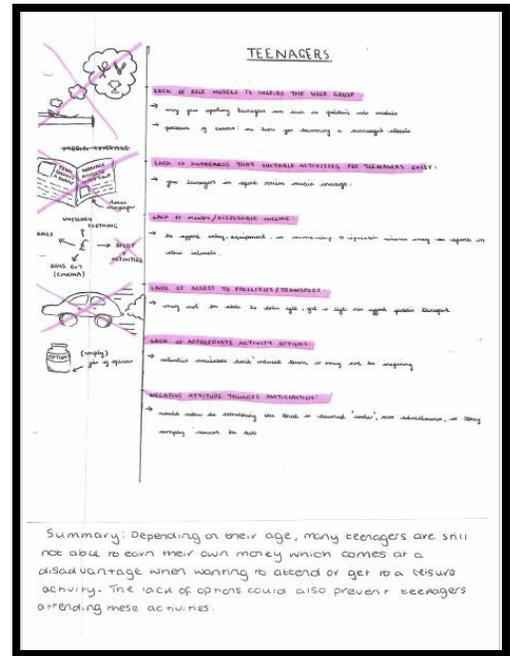
Coming next....

To further promote consistency in the quality of teaching and learning, June will see the re-launch of our homelearning approach across the school with a new homelearning charter agreed between staff and students. A reminder of the type of quality homelearning strategies we will be using through Google Classrooms.....

- Retrieval Practice (eg quizzing) to consolidate learning done in lessons
- Pre-reading tasks using guided reading strategies (eg cornell notes) to prepare for the next lesson
- Guided revision activities with a clearly explained focus (eg revision card templates or graphic organisers to complete and learn)

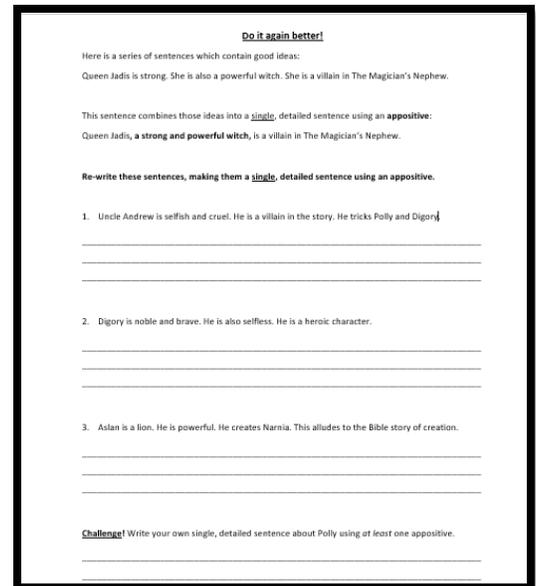
SHARING BEST PRACTICE

Leanne has continued to develop her use of dual coding and Cornell Notes- so many students:



Geography If they don't know a Memory Geogger- they now have to COPY out the question rather than leave it blank. So you can pick out the 'stuck students'- THEN they can turn the answer into a revision resource- Flash card/ or notes on the back of their KOs.

Simon has been trialing the 'Do it again better' approach and he has seen improvement with student work and discussions:



Prepare for learning



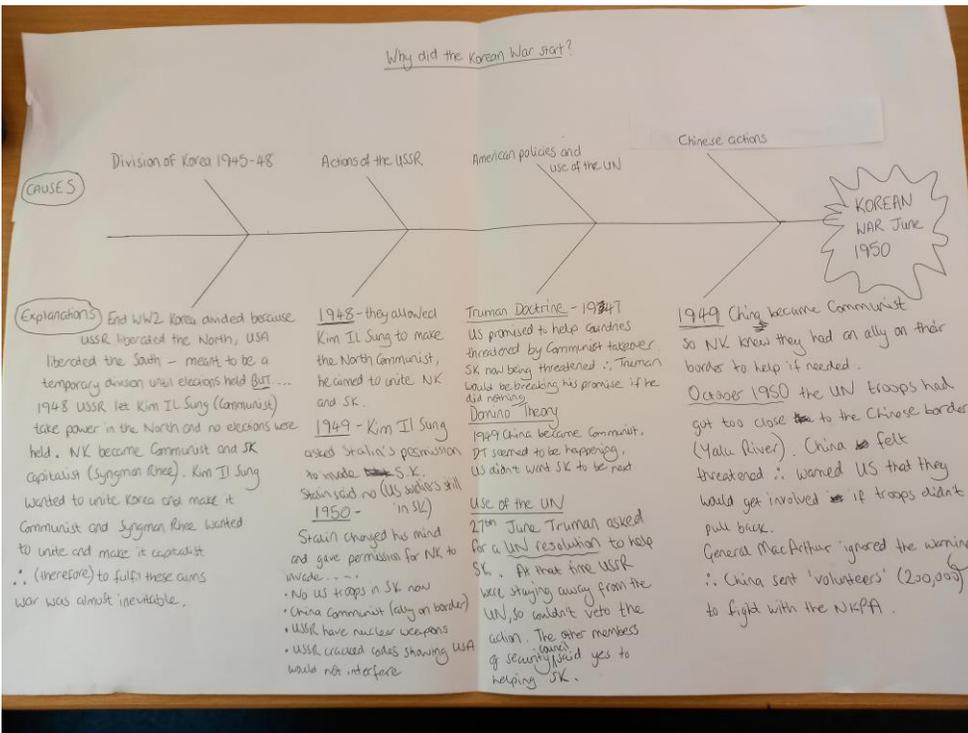
Go for Gold: Retrieval Practice



Instructions: Write what you can recall from memory about the why people supported Hitler and aim to include the keywords below.
Go for gold!

Bronze:	Work	Bread	Revenge
Silver:	Treaty of Versailles	Empire	Speaker
Gold:	Aryan	Anti-Semitism	Lebensraum

History trainee John has continued to develop retrieval practice strategies with this 'Go for Gold' activity.



'Fishbone diagram' used to help Y11 break down a History topic for revision, reducing cognitive overload. Students were given the headings and the first explanation. They did the rest, then we shared ideas and completed it under the visualizer as shown. I took a photo and shared it on google classrooms for any absent students to access.