**WLD Teaching and Learning Digest – w/c 27th November 2017**

**This week:**

* Thought for the week this week is **INSPIRATIONAL PEOPLE**. There is PowerPoint as usual and also an article from ‘The Guardian’ in registers.
* Wednesday – HC is delivering a T&L Exchange
* This Week Date TBC – TU is delivering a staff induction meeting after school on Office 365, SIMs, Read & Write Gold and setting up Teams for your classes. If anyone wants to drop in, please feel free.
* **THANKS** – Thanks to those of you who have provided examples of exemplary written work for your subject area.  This is the final call to have you work displayed in our ‘Hall of Fame’.

**Teaching Resource of the Week**

**Homework planners** - we all use them for different reasons.  Try tapping into their motivational power by asking students to have them out at the start of the lesson; for each class, choose the student working the hardest and write in a positive note.  Even add in a sticker/stamp.  See if it motivates them!

**Teaching Approach of the Week – Try It!**

<https://johntomsett.com/>

This approach to really teaching key words (not just by writing key words on the board) is allowing students to really understand how language works… Try ‘exploding’ the new word (as in this article) and see if it works.

## [This much I know about…the golden thread made real in a moment of pedagogic magic!](https://johntomsett.com/2017/11/22/this-much-i-know-about-the-golden-thread-made-real-in-a-moment-of-pedagogic-magic/)

Posted on [November 22, 2017](https://johntomsett.com/2017/11/22/this-much-i-know-about-the-golden-thread-made-real-in-a-moment-of-pedagogic-magic/)by [johntomsett](https://johntomsett.com/author/johntomsett/" \o "View all posts by johntomsett)

I have been a teacher for 29 years, a Headteacher for 14 years and, at the age of 53, this much I know about the golden thread made real in a moment of pedagogic magic!

Re-presenting a moment in time [using words alone is difficult](https://johntomsett.com/2017/08/21/this-much-i-know-about-writing-language-and-catching-a-sea-trout/), but what I saw for a couple of minutes in a science classroom one morning earlier this week, when I popped in unannounced, is worth attempting to capture.  We have been training our teachers about teaching to improve students’ vocabulary – not the usual “key words list” stuff, but how to teach students of all prior attainment how to interrogate the language they use so that they can understand words they have never encountered before in order to deepen their understanding of the subject they are learning.  The passage below is an example of how an evidence-based CPD session a month ago impacted upon students’ learning. It’s the elusive golden thread from intervention to outcomes, witnessed by chance on a wet Tuesday morning in November…

Alistair, a young teacher in the early stages of his career, is introducing his Year 7 class of thirty mixed attainment students to the concept of “diffusion”. He is halfway through exploring the meaning of the scientific term in question…

*Alistair: (He has written the word “Diffusion” in large letters on the whiteboard with a number of annotations surrounding it) ‘So, from the second half of the word you get the word “fuse”. Well done James. Now, what does the word “fuse” mean?’*

*Tom: ‘Like a fuse on a bomb?’*

*Alistair: ‘Yes, that is one meaning of the word Tom, but we don’t want any bombs going off in here, do we?! Can anyone else think of a different meaning of the word “fuse”? Yes, Olivia…’*

*Olivia: ‘What about when things fuse together? They melt and get stuck.’*

*Alistair: ‘Yes, so “fuse” in the second half of the word “diffusion” relates to the idea of things joining closely together…so, what about the first half of the word, the prefix “di”?’*

*Leon: ‘It’s a bit like “dis”, if you “dis” someone.’*

*Alistair: ‘Good. So which other words use “dis” as a prefix?’*

*Leon: ‘“Dislike” and…um, “disappear”’*

*Alistair: ‘So, what does the “dis” mean Leon?’*

*Leon: ‘That you don’t do something, if you dislike something, you*don’t*like it.’*

*Alistair: ‘So, if you put those two things together, “dis” and “fuse” what you get is “don’t join together”. If you “don’t join together” what do you do?’*

*Chloe: (Spreading her arms out wide) ‘You spread out.’*

*Alistair: ‘And that is what diffusion means in science, when the molecules spread out. Now, in pairs, I want you to think about a smell you have smelt when you have been in your house but you haven’t been near the source of the smell. You have thirty seconds to chat with a partner. Go!’*

After thirty seconds of chatter…

*Alistair: ‘Amy, tell us about Darren’s example of when he smelt something in his house but he wasn’t near the source of the smell.’*

*Amy: ‘Well, his mum was cooking his tea and he could smell it even when he was in his bedroom.’*

*Alistair: ‘Darren, what was your mum cooking for your tea?’*

*Darren: ‘Pizza.’*

*Alistair: ‘So where were the molecules you smelt, most concentrated Darren?’*

*Darren: ‘In the oven where the pizza is cooking.’*

*Alistair: ‘And where are they least concentrated? Olivia?’*

*Olivia: ‘In his bedroom.’*

*Alistair: ‘So what has happened to those molecules?’*

*Amy: ‘Diffusion has made them spread out from the oven to the bedroom.’*

*Alistair: ‘Exactly.’*

**In Previous Digests… Keep using them if they worked!**

* **The ‘BIG Question’**
* **Whole-school marking policy – please display the new pink poster in rooms (spares with LG)**
* **3B4ME – promoting independence**
* **Feedback – using exemplar work so students can compare with their own. Allowing students time to ask you questions about their work (make use of MAD time).**
* **Pose, Pause, Pounce and Bounce**
* **Developing recall skills: short quizzes, mini-whiteboards, etc.**
* **Starter cards**
* **Reading for understanding – mini-whiteboards, quick quizzes, verbal questioning, think-pair-share etc.**

**Coming Soon… Teaching and Learning Exchanges**

* Wednesday 29th November – HC
* Thursday 7th December – CN
* Wednesday 13th December – SW

More volunteers needed for the New Year please!

**Reminder - CPD Opportunity**

Reminder - The Teaching and Learning think tank is on Wednesday 6th December at Balshaws.  The focus is stretch and challenge; and also boys.  I would really appreciate it if someone could attend and represent us; it is great to have us represented at these meetings and is useful (and free) CPD. Let me know if you are interested.