**WLD Teaching and Learning Digest – w/c 13th May 2019**

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| **COMMUNICATION FOCUSES**    ***Quick starter*: U, SP, C**    **Swap books with a partner. Correct these areas on their work. Write a WWW and an EBI linked to these codes.** | **INCLUSION FOR ALL**      Have a ‘no hands up’ lesson – focus on involving as many students as possible. |

# This week:

* The **thought for the week** this week is **‘Christian Aid Week’.** Please use the PPT and article in registers to stimulate discussion in forms.
* **NQTs** – No meetings needed this week. Observations next week.
* **PTSA Trainee** – JM – meeting with LG period 5 in LG’s office.
* **Literacy Policy –** Please make sure that you are referring to this policy in your feedback (i.e. np, p, c, U etc).  It needs to be used consistently **by all** please.

# Our T&L Targets:

* **Brilliant teaching and learning**
  + Positive attitude to learning
  + Literacy – book looks will look at how well the literacy marking policy is implemented (i.e. sp, u, p, np, etc).
  + Challenge for all - use of mini-whiteboards will help with this
  + Progress for students with low starting points
  + OM CLIPs – cross-curricular

# Try this…

In this post, Tom Sherrington considers ‘rigour’ in the context of a great lesson.  But what does ‘rigour’ mean?

**Firmness? Severity? Thoroughness? Exactitude?**  All are useful synonyms.  However I think he idea of **‘accuracy’** **and ‘precision’** are crucial here.  All too often - especially in subjects like English, History, OM, RS – students make sweeping statements. It is then up to skilled teachers to probe and question to ensure that subject-specific learning is precise and accurate: put another way, that it is ‘rigorous’.

Sherrington writes: *‘In some circumstances it can be true that relationships and good behaviour management are more important than subject knowledge, but only to a degree and only if we’re setting our sights low.  More and more I feel that teachers need to spend more CPD time deepening or refreshing their own subject knowledge.   ‘Knowing your stuff’ is an important element of being a teacher whose lessons are routinely outstanding and it shows if you don’t.’*

There are subject-specific examples of rigour in this post and it is well worth a read.  I have pasted them below so that you can scroll down to your subject.  How do they compare with your practice?

***Y7 Geography:****Students plotting graphs, being drilled in the precision required; points in the right place; aligning multiple variables in the appropriate columns; starting the line in the exact spot required and getting the decimals places correct.  This early training allows them to tackle complex synoptic tasks later on at GCSE and A Level where accurate data analysis is an assumed prerequisite for a range of problem solving challenges.*

***Y11 Physics:****Students needing to produce a 5 mark answer to****describe and explain****the function of a transformer… using electromagnetism and concept of induction.  The scope for waffle and ‘winging it’ is huge so the teacher has to filter out misconceptions, challenge sloppy use of terms (such as current, potential difference and magnetic field) and ensure all students can relate the theory to the practice.*

***Y12 History:****Students reading and discussing the latest examiner’s report for the American Civil War sources paper, to see how subtle the requirements are in terms of using prior knowledge in conjunction with interpretations of sources to answer a question; then applying this to a sample question.*

***Y9 Art****: Students set a challenging multimedia project with a high degree of freedom but also a tight brief in terms of the progression of ideas from the  B.A.S.H. stimulus. The rigour comes through the pace expected, the depth of thinking behind the composition and the level of detail in the application of various painting techniques.*

***Y7 English:****students discussing structure and imagery in The Lady of Shallot, following a student presenting an extended exposition of the key elements of one section. The rigour comes mainly through probing questioning.. and challenging soft answers that don’t go far enough or are too sweeping.*

‘…In each case, the level of the work is pitched right up to the top; the expectations of students in terms of work ethic are also very high and the focus on detail, accuracy and precision is strong’.

# Talk-Talk!  Three Structures

Try and use one of the three structures showcased last week:

* Think-Pair-Share OR Timed-Pair-Share
* Silent conversation OR Continuous Rally Robin
* Jigsaw groups

The PowerPoint for this Top Tip is stored in the ‘WLD Teachers’ Team under ‘Teaching and Learning’.

[Kagan Three Structures](https://teams.microsoft.com/l/file/E16AD0B5-81AF-4C89-9917-4E4608013119?tenantId=e2c1c4a9-e444-46de-bc3b-a98c82527d33&fileType=pptx&objectUrl=https%3A%2F%2F8884150.sharepoint.com%2Fsites%2FWLDTeachers%2FShared%20Documents%2FTeaching%20and%20Learning%2FTop%20Tips%20in%20Two%20Minutes%2FkAGAN%20top%20tip.pptx&baseUrl=https%3A%2F%2F8884150.sharepoint.com%2Fsites%2FWLDTeachers&serviceName=teams&threadId=19:88af73d36e4e44118029bbd9832c463b@thread.skype&groupId=334f6390-7bf8-4407-bcd2-d73698bc5d63)

# Top Tips in Two this Half-Term

Top Tip schedule for this half-term. Amendments in red.

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| **W/C** |  |  |  |
| **~~23/04/2019~~** | ~~TUES~~ | **~~Whole-School~~** | ~~LG – Priorities/Progress this year~~ |
|  | ~~FRI~~ | **~~Humanities~~** | ~~HS - interleaving~~ |
| **~~29/04/2019~~** | ~~MON~~ | **~~Cooperative Learning~~** | ~~CN, WL, LG~~ |
|  | ~~WEDS~~ | **~~Pastries and Progress~~** | ~~KAGAN – Implementing ideas~~ |
| **~~07/05/2019~~** | ~~WEDS~~ | **~~Opening Minds~~** | ~~Cross-curricular links~~ |
|  | ~~FRI~~ | **~~Inclusion~~** | ~~Learning Support~~ |
| **~~13/05/2019~~** | ~~MON~~ | **~~Music~~** | ~~F. Rawson - Thinks~~ |
| **20/05/2019** | WEDS | **Computing** |  |

Thanks for reading. ‘Like’ or reply to this email if you found anything useful.

# CPD Cascade

**Literacy Workshops**

We propose to run 2 hours of CPD over two separate Mondays**: 24th June, 1st July.**

Staff will opt to participate in **one workshop** which will take place on 24th June, 3:15-4:15.

* LG and CJ- Mini-whiteboards – to promote stretch and challenge
* AL and CX - Extended Writing (structure strips, PEA, self-checking, WAGOLLs from different subject areas)
* WL, GA - Structured Talk – improving oracy
* CN and RI - Vocabulary Building (tier two, low stakes quizzes, knowledge organisers)
* The second session on 1st July will involve departments working together to produce resources/approaches/strategies based on what they have learnt from their workshops.

Sign-up sheets will go up over the next few weeks.

**Knowledge Organisers**

SK visited another school last week and shared some good practice with the Humanities Department there around the use of knowledge organisers and interleaved learning.  He has shared some resources so if you would like a copy (paper, not electronic) speak to either of us.  They are a really useful way of organising the content and learning for the students.  They are also a useful point of reference for teachers.

***Useful Website***

<https://knowledgeorganisers.com/downloads/?sa=view;id=666>

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| [Knowledge Organisers - KS3 Poetry Organiser](https://knowledgeorganisers.com/downloads/?sa=view;id=666)  knowledgeorganisers.com  Knowledge Organisers - KS3 Poetry Organiser. Clear and interesting, a good starting point for supporting KS3 poetry. Thank you. |