**WLD Teaching and Learning Digest – w/c 29th April 2019**

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| **COMMUNICATION FOCUSES** **Ask students to open exercise books at a longer answer (or even a question for Maths)…something wordy. Ask them to talk about the language they (another) has used using the stems: *‘I have chosen to use the word…here because…If I had chosen [synonym for word] then the effect would have been different because…’*** | **INCLUSION FOR ALL** Use structures to organise all talk in your lessons.  |

**This week:**

* The **thought for the week** this week is **‘wisdom and learning’.** Please use the PPT circulated during form times this week.
* **NQTs** – Meetings resume as usual this week.
* **PTSA Trainee** – Weds 5 – assessment and feedback with Lg.
* **REMINDER – STUDY GROUPS:** Just a gentle nudge that this research and development needs to be happening…see previous email regarding celebration date.
* **Wednesday –** Pastries and Progress! Use of structures for organising group talk.
* **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**
	+ Literacy – book looks will look at how well the literacy marking policy is implemented (i.e. sp, u, p, np, etc).
	+ Challenge for all
	+ Progress for students with low starting points
	+ OM CLIPs – cross-curricular

# Try this…

* Ask students to collect MWB pens/rubbers on their way into your room.
* Pose a question on the board.
* Ask them to answer this question **in silence**.
* Swap their boards with a partner – still **in silence**.
* Add to their partner’s ideas – still **in silence**.
* Continue to do this for a set amount of time.
* Now provide some conversation stems on the board.
* Pairs – allow students a further two minutes to discuss the question, using their answers on their boards **and** your conversation stems.
* Class feedback – you have been listening to the class and have selected a couple of groups to feedback their conversations.
* Optional – ask them to now write their answers into a coherent response.

This could also work with subjects that don’t require longer written prose.  For example, for Maths, you could:

* Write a challenging problem on the board and ask them to solve it with detailed working out
* Swap the boards several times between partners (in silence, as above)
* Partners basically correct/add to the working out

# Talk-Talk!  Three Structures

In Monday’s ***Top Tip in Two Minutes***, three members of staff will share three approaches that may then be discussed in Wednesday’s Pastries and Progress:

* Think-pair-share
* Continuous rally robin (silent conversation)
* Jigsaw

All are outlined on your Kagan card – give them a try!

# Top Tips in Two this Half-Term

I have attached the 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 - Thunks |
| **20/05/2019** | WEDS | **Computing** |   |

**CPD Cascade**

Sarah sent me this last week to support our thought for last week: ‘resilience’. Resilience is “not just your ability to bounce back, but also your capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing.”

In everyday life, one way of doing this is to focus on The Circle of Breath:

Taking a few moments just observing the breath gives us time and space to deal with or adapt to situations which may be challenging.

1. Start with breathing easily, without force or changing anything, in through the nose and out through nose.

2. Notice the breath coming in (length, depth, maybe where you can feel it more  in the body); then do the same with the exhale. Notice how this 2 part cycle makes one full circle of breath.

3. Once this pattern is established, notice that there are pauses/spaces at the end of the inhale before it becomes the exhale and then another at the end of the exhale before the next inhale. Now the cycle appears to consist of 4 parts, which make up each full circle of breath.

This is a useful strategy to try with students, as well as trying it yourself. Many thanks to Sarah for this.

Thanks for reading