**WLD Teaching and Learning Digest – w/c 11th March 2019**

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| **COMMUNICATION FOCUSES** **Promote WORD ATTACK strategies: see below** | **INCLUSION FOR ALL** Give everyone a post-it: students’ aim is to lose their post-it by answering a question by the end of the lesson.  |

***\*\*\* PASTRIES AND PROGRESS ON WEDNESDAY AND OPEN DOOR WEEK!\*\*\****

**This week:**

* The **thought for the week** this week is **‘British Science Week’ which runs between 8th and 11th March. The theme this year is ‘Journeys’.** Please use the PPT emailed.
* **Pastries and Progress is on WEDNESDAY**.  This will be a ‘showcase’.  A few members of each department are asked to stand at a desk in B7 with a couple of examples of effective feedback from their subjects; staff will then rotate around each subject and gather ideas.  This can then be filtered back to departments in meeting time.
* **Open Door Week** – Please embrace the spirit of the week by wandering into a lesson or two. Even just a 15 minute wander, may provide you with a great tip to try out.
* **REMINDER**: **We Are Reading**: Please display y*our* Recommended Reads posters on your door. If you don’t have one, let me know so that I can arrange one for you.
* **NQTs** – CJ – Monday period 4 as usual; AW – Monday period 3; JS – Friday period 4 as usual.
* **REMINDER: NEW TOOLKIT LAUNCHED! –** Please ensure that you use the new toolkit for planning purposes and to reflect on your lessons/teaching. You have each had an input into this document and it contains great ideas.

# 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

# Think about this…

<https://my.chartered.college/2017/08/the-traditional-vs-progressive-debate-barak-rosenshines-research-showed-me-that-facts-arent-the-only-things-that-can-be-explicitly-taught/>

In an era when we are considering the relationship between knowledge and skills (the new Ofsted Framework being very knowledge-orientated), Barak Rosenshine’s 1997 article, [*The Case for Explicit, Teacher-led, Cognitive Strategy Instruction*](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.468.1582&rep=rep1&type=pdf) (only eight pages long), Rosenshine helps us to understand the debate between ‘traditional’ and ‘progressive’ ideas.  He splits the question into whether to prioritise the teaching of knowledge or skills; or whether lessons should predominantly be teacher- or pupil-led. He focuses primarily on reading comprehension and surveys a range of studies conducted between the 1970s and 1990s, **to recommend that the explicit instruction of reading comprehension strategies is a good idea**. The following extract is taken from the paper:

*‘Thus, based on the existing research, one would recommend that, in reading, the cognitive strategy of* ***question-generation should be taught****. For all expository [explanation] reading, one would recommend that* ***a study skill strategy that focused on organizing and processing the material should be taught.****The evidence to date has shown that students of all abilities, even high-achieving students, have benefited from being taught these cognitive strategies. The evidence, to date, based on the studies, supports the teacher-led format used in most of these studies. The evidence does* ***not*** *support teaching the strategy only as the need arises, or only when the "teachable moment" arises, or using an on-the-spot instructional approach.’*

Extract from, ‘*The Case for Explicit, Teacher-led, Cognitive Strategy Instruction’* by Barak Rosenshine.

Talk-Talk! Structure of the Week: ‘SHOWDOWN’

This strategy works well and ensures that all are involved. I would ask the ‘Captain’ to answer the question at the same time.



# Top Tips in Two this Half-Term

Please check the schedule below and let me know if there is a problem in advance. Thanks for delivering a top tip.

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| **W/C** |   |   |
| **11/03/2018** | WEDS | **All Staff** | Pastries and Progress – Embedding the literacy marking policy |
|   | FRI | **Science** |   |
| **18/03/2019** | MON | **PE** |   |
| **25/03/2019** | WED | **English** |   |
| **1/04/2019** | FRI | **Technology** |   |

**CPD Cascade**

**Get involved! Open Door week is this week.**

Last week, MY attended CPD on Working Memory. I have attached the PPT and she has kindly provided some top tips that clearly link with our whole-school priorities:

1. Reduce distraction (noise, environment, displays).
2. Chunk information into small parts.
3. Do something with the information - apply, discuss (after 20 seconds if it isn't used it'll be gone).
4. Brain breaks - just 1 minute every 25/30 minutes (loads of these on you tube). Research shows they can work wonders!
5. Give some materials for next lesson as homework (vocab or something to read) so that students can familiarise themselves with the information or words.

Resources saved in our ‘WLD Teacher’ Team. [Working Memory PPT](https://teams.microsoft.com/_#/pdf/viewer/teams/https%3A~2F~2F8884150.sharepoint.com~2Fsites~2FWLDTeachers~2FShared%20Documents~2FCPD~2FWorking%20Memory%20Slides%20March%202019.pdf?threadId=19%3A89c1ff43480544169117ceb4e059d956%40thread.skype&baseUrl=https%3A~2F~2F8884150.sharepoint.c)