



This last term has been the second where KSP has focused energy upon a new lesson evaluation form which was deliberately constructed around the Golden Threads of T&L.

The term started with clarifying and sharing practice to support each section of the lesson evaluation form. The range of practice collected was amazing in breadth and creativity, and as such was collated and distributed through Middle Managers.

This term, lesson evaluations have had a clear focus from SLT and HODs on developing independent learners. In support of this focus, the co-operative learning hub delivered a session to all staff on the Kagan structures, while Middle Managers shared strategies to support independent learning and observers honed their skills in spotting the subtle practice which enables and nurtures independence.

At the same time as also evaluating independent learning, Learning Walks aimed to identify practice in smart and efficient feedback. KSP's policy on feedback allows for teaching staff to find a variety of ways to feedback efficiently and ensure progress and we are keen to ensure that all staff are able to feedback effectively and maintain a healthy work-life balance.

In the background, T&L hubs on Metacognition, Closing the Gap and teaching large class sizes have also been exploring and preparing to feedback practice to staff in the summer term.

The Extended Learning Opportunities (ELOs) which have been taking place in the last half of term, both lead by and supporting some of our G&T students, have been brilliant. Topics have included, principles of flight where students build and fly a plane, debating if democracy is always good and a session on Non-Verbal Communication. If you can attend a session, they are an inspiration.

Finally, as always, thank you for all your hard work in the classroom this last busy term.

C Armstrong

Assistant Headteacher

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BEHAVIOUR HUB

The KS3 Behaviour Hub, which consists of John Baldaro, Dash, Cherry, Katherine, Lynne Thurlow, and is led by James Stubbs have been meeting regularly to discuss the three key elements that they feel are the basis to encouraging and embedding good behaviour across the school:

- Creating a positive climate
- In-class strategies to combat disruption
- Continuum of sanctions to be applied

There is a strong belief that using every possible opportunity to get to know students is so important and modelling the behaviour and approach to work that we expect the students to follow can both help with creating that positive environment. We may sometimes be the only positive role model that pupils have.

For 'in-class strategies', they looked at are what most members of our teaching staff regularly enforce: The Power of 'No'. Sometimes the answer is just a simple 'no': no reason, no argument, no explanation. This cuts out dialogue, prejudice etc. The certainty of a sanction is more effective than its severity and we need to be consistent in our approach, establishing clear boundaries and expectations and finally 'owning' our classroom.

Praising positive behaviour and remembering the child who just 'goes under the radar' because they just always do what is expected is also so important. The group hope to produce a simple checklist to be used by staff when faced with a difficult group, simply to give ideas on simple, easy to use strategies that the teacher can refer to if required.

Recently the group has broadened its focus and is also looking at the Golden Threads of Teaching and Learning at KSP. In this instance we are hoping to create a similar resource, but one that is aimed at the students. For example if the teacher is passionate and enthusiastic about their subject, we should reasonably expect a certain level of engagement from the students, we want to put the onus on what staff can expect from the students. There has been some discussion about linking this to reporting grades, for example to achieve a 1 for classwork students should be displaying all of these traits, and not simply coasting.

There is still much to do, but some very exciting work.

All behaviour happens for a reason and is a way for a child to communicate with us. We need to look beyond the behaviour and consider what may be causing it.



METACOGNITION HUB

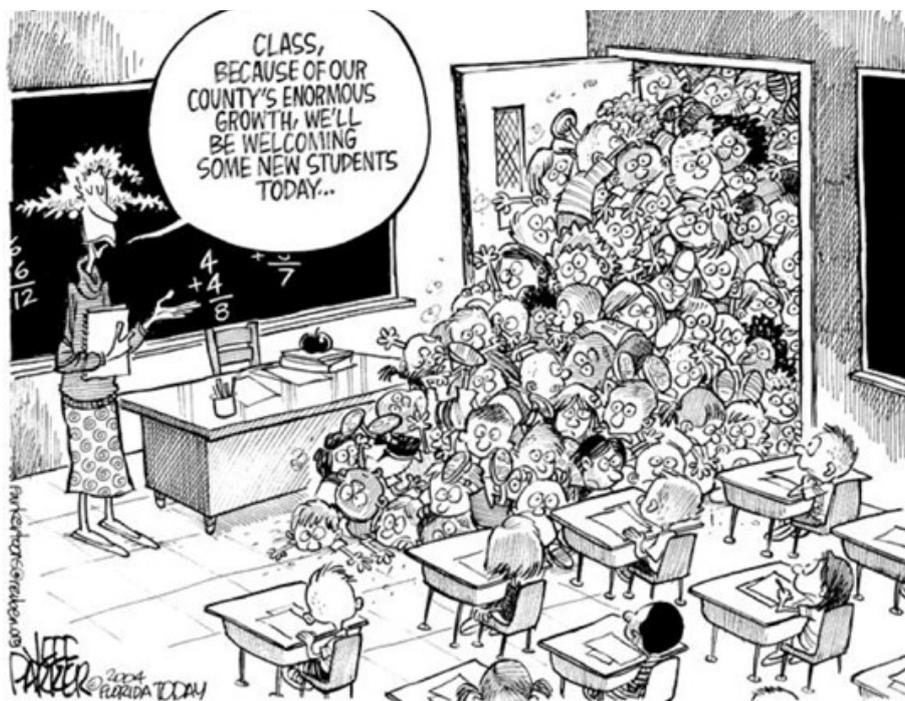
The hub, CJA, AB, JEB and JEH, have explored ways in which the school lesson planner could be updated to structure lessons in such a way as to support metacognition.

Two of the members have used their termly lesson observation to gain feedback on metacognitive approaches and in both cases the overall judgement, and the specific feedback on developing independent learning was very pleasing. We will be sharing the lesson planning tool in the summer term.

The EFA maintain that metacognition has the biggest impact on progress, for no cost and some simple tweaks of practice, but that teachers are unable to really define what it is! The hub are also therefore planning to model a metacognitive structure in the staff meeting in June, and some will be given the opportunity to make pasta!

ACHIEVING OUR T&L VISION

*Ensuring that the needs of all learners are met
through effective teaching strategies for large class sizes*



Group Members: D Rhodes, J Baldaro, M Smith, R Gilham, K Hopkins

This Teaching and Learning hub has focused on exploring and sharing good practice which would ensure pupils are experiencing lessons which meet our stated key principles of Teaching and Learning: the Golden Threads. Particular emphasis has been placed on how these practices can be employed to ensure students are engaged and actively learning in all classes, including those with full classrooms. We have collated a range of strategies and tips that can be readily used by classroom teachers.



Marking and feedback strategies for large teaching groups practices have included: using feedback tick lists on sticky labels; using whole class feedback to enable students to correct their work in lessons; dictation voice recognition to produce detailed individual or group feedback far more quickly than manual marking; visualisers to project a students' work on the screen to show what is correct whilst students mark or peer assess their work.

We have also looked at strategies to enable progress to be obvious in students' work where the teacher has not physically marked it. It is important that these strategies are developed to enable students to indicate in their books where work is being undertaken to demonstrate progress. Alternatively, once work has been reviewed by the class, they can be set a task to demonstrate progress; this could be assessed with Kahoot or Socrative which can create Excel spreadsheets to check on understanding.

Ideas for learning student names have been discussed, acknowledging that the difficulty increases exponentially when class sizes approach 30. A few of the best ideas received were: on the SIMS register, select photo from 'links', so that an individual picture appears when registering each student; create a seating plan with pictures from SIMS and ensure that you ask everybody a question; when taking the register for the first few lessons ask students to raise their hands when you say their names; confirm if you have pronounced names correctly and ask for clarification.

We examined and discussed two of the aspects of the 'Golden Threads' on the Lesson Observation Form.

Planning for Learning: motivating learners by planning meaningful activities and using engaging resources, including homework, and challenging learners to ask fitting questions and move beyond their comfort zone.

Learning Environment: adapting the learning environment to the context of the lesson and learners' needs (including the effective use of other adults, seating and resources); being infectiously passionate, enthusiastic and knowledgeable about the subject and learning.

These are 2 areas that need to be considered carefully for large teaching groups. Members of this group have selected the areas to research further and are collating tips, strategies and feedback from trials in lessons in a range of subjects. These will be disseminated to staff in the summer term.

KAGAN STRUCTURES

At the staff meeting on Monday 11 February, three of the Kagan structures which a group of teachers had been implementing into their own lessons were presented to colleagues. All the Kagan structures are specifically designed to encourage independent and co-operative learning. Each member of a group is responsible not only for learning what is taught but also for helping classmates learn, thus creating an atmosphere of achievement and cooperation. Students work through the task until all group members successfully understand and complete it.





The three structures introduced to staff at the meeting were 'Quiz Quiz Trade', 'Round Robin' and 'One Stray'. 'Quiz Quiz Trade' is designed to mobilise all students and to foster a climate of co-operative learning. They become experts at questions because they have to answer and coach each question they have. The second structure demonstrated was 'Round Robin' which enables students to explain to each other what they have learned. Finally, 'One Stray' encourages each member of the group to be involved in the task set as they have to then 'stray' to a different group to discuss and compare answers with other groups.

The Kagan Structures that the group of teachers (FAA, KEH, AAR – led by AMK) have implemented into their lessons over this academic year have proven to engage all pupils at all times during the task. This has had a tremendous impact on the development of students' independent learning skills and can be highly recommended.



A sharper focus upon memory, retention and recall, and how knowledge can link and network. Therefore, we will need to revisit strategies to help learners develop habits of learning which develop their capacity to store, recall, and link and apply

Clarification of the expectations of meeting student need. Exploration needed of what is unnecessary differentiation? Or approaches? Differentiation can be seating, questioning, and additional staffing deployment before considering more complex methods.

Implementation (ie teaching and learning)

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

Clear focus on assessment's job being to inform planning of next steps in teaching. Possibly in contract to being used to create lots of data in some institutions

A clear and new focus on the planning, sequencing and resourcing of learning.

Greater focus upon reading. A need to revisit the teaching and strategies used to support and promote reading across all subjects

The draft OFSTED framework now has a section named 'Implementation' as opposed to Teaching and Learning. This section presents as being quite brief compared to what we have previously experienced, and focuses upon how we 'implement' the broader curriculum 'intent'. As a preview, here are some thoughts about some elements which will require some exploration and discussion.