

TEACHING & LEARNING

HALF TERM 1



ASK A STUDENT A QUESTION



ACKNOWLEDGE THE FIRST RESPONSE



GIVE SUPPORTIVE FORMATIVE FEEDBACK



INVITE STUDENT TO "SAY IT AGAIN BETTER"



RESPOND TO THE IMPROVED RESPONSE

Building Long Term Memory – QF5 and retrieval.

Kick-starting the Autumn Term Bitesize sessions, Mr McKie re-visited the importance of building long term memory in lessons and how this can be done effectively through one of Rosenshine's key principles of Retrieval Practice. Mr McKie looked in detail at how the start of lessons should all be based around retrieval of prior learning through the Quick Fire 5. This is part of the AHS craft of the classroom, drawing on prior learning, thus in term challenging pupils to retrieve from their long-term memories. Mr McKie explained how constant and effective retrieval practice leads to the build up and development of strong schema and pupils can effectively retrieve from their long-term memories.

Assessment For Learning – Whiteboard pitstops and adaptive teaching.

Mr Plant then followed on from Mr McKie in week 2, looking at whiteboard pitstops and their effective use in lessons. Mr Plant explained how whiteboard pitstops allow staff to identify misconceptions live in lessons and effectively plug the gaps in learning. Further to this, Mr Plant then continued to explain how the whiteboard pitstops, should enable adaptations to lessons, so that pupils can continue to learn today and apply this learning in carefully selected activities.

Mr Plant continued with this session, the following week looking more explicitly at adaptive teaching and how lessons should be framed around supporting pupils learning after misconceptions are identified. Mr Plant explained it is not just about continuing through the planned curriculum, it is about making the correct adaptations for the pupils to ensure that they are knowing and remembering more of the planned curriculum.

In the spotlight!

Mrs Barker has been using whole class feedback effectively in lessons so that the pupils can move their learning forwards. Mrs Barker explains her thought process to the class behind the feedback, so pupils know how they need to improve.

Mrs Doyle has been using the quick fire five as an effective method of retrieval with her Y11s. She has been challenging pupils to retrieve a variety of tenses and then apply these into their learning.

Miss Catterall each TLC session brings along a host of strategies that she has seen implemented in the lessons that she works with and how these are having an impact on pupils with SEND.

Big Question: What have you ensured pupils know so far, so that they can continue to learn today?

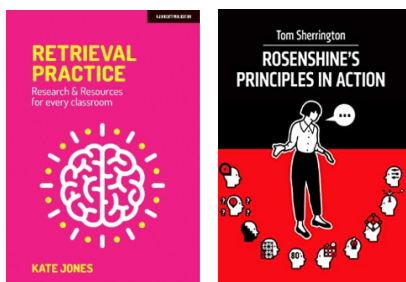
How can these bitesize sessions support pupils in knowing and remembering more of your planned curriculum?

Building Fluency and using Knowledge Organisers

The Bitesize session with Mr McKie focused on how to build fluency for pupils. Mr McKie re-capped the importance of building strong schema and how this allows pupils to become more fluent in their learning. He then explained the 5 key steps to building fluency through retrieval practice, ensuring that the pupils can effectively recall prior learning.

- Design desirable elements – Examine key component knowledge, perform repeatedly, deconstruct complex tasks, model.
- Engage students in low stakes practice – repeated words, repeating mathematical operations, repeat an explanation.
- Check for accuracy and precision – if something isn't done correctly, highlight this and identify it as an area for pupils to work on.
- Increase the range, pace and variety – pupils develop flexible knowledge, practice must include a variety of activities, add complexity once pupils become confident.
- Integrate the elements back into more complex tasks – when pupils are developing fluency in the component drills, add these back into the wider context.

Following on from this, Mr McKie then looked at the effective use of knowledge organisers and how these can be used as a form of Retrieval Practice. Mr McKie spoke of examples such as giving pupils a blank copy and allowing them to fill in missing definitions or key words that are identified as part of the component knowledge of your curriculums.



Feedback – Whole class

Mr Haydock then moved the half term on looking at whole class feedback and how this can be an effective way of providing the class with formative feedback (which is at the heart of what we do), allowing pupils to move their learning forwards after an identification of, common misconceptions in the class. Mr Haydock explained how whole class feedback allows staff to share the common themes of misconception instead of independently highlighting this on numerous pieces of work. Staff have trialed this method of feedback and have feedback positively on how this has impacted the DIRT time in

Questioning – Cold Calling

The final bitesize of half term, was with Miss Waters, the Queen of Questioning, on cold calling. Miss Waters ran through the main principles involved in effective cold calling in lessons and how this method of questioning allows for all pupils to be involved in the process. Miss Waters, explained that it is vital that pupils have thinking time, to allow them to process the question that has just been asked and allow them time to develop their answers thoroughly, and that staff should not just accept one word answers as a response to a detailed question.

Thank you to all staff who have taken part in and attended Bitesize sessions this last half term. Thank you for your brilliant TLC discussions and for constantly trying and sharing strategies with everyone! Roll on Half Term 2!

