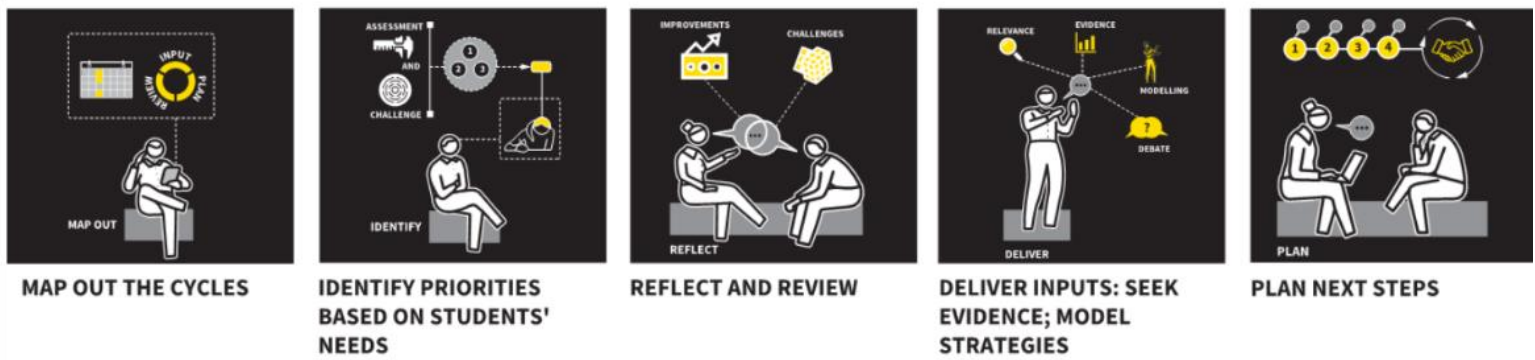


TEACHING & LEARNING

HALF TERM 1 & 2



Instructional Coaching

Key points from our training session about instructional coaching

"It's more often effective to help someone gain their own insights into a situation than it is to tell them what they should think or do." Julie Starr

- The focus of instructional coaching should be to improve teaching, agreeing next steps in coaching conversations.
- Little by little, term by term teachers are getting just that little bit better and forming better teaching habits. Kraft and Papay (2014) discuss that this results in staff getting better at their own pace and in their stage of development, overcoming the teacher plateau.
- Coaching should be balanced between the coach and coachee.
- Jim Knight (2017) advocates for a dialogical approach, one that in essence is about supporting teachers to meaningfully discuss what they do in the classroom each day and consider tangible next steps as to how they can improve.



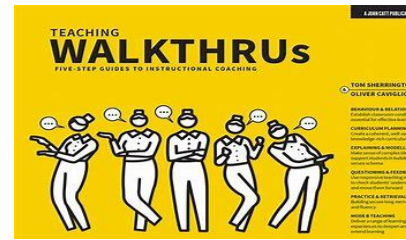
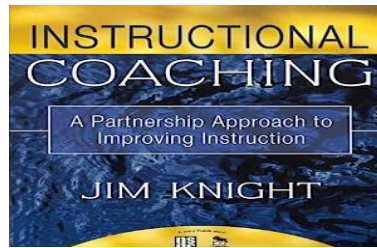
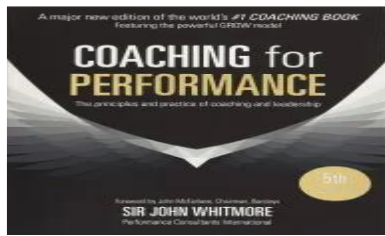
GROW is an acronym for **Goal, Reality, Options, What next?**

CPD at Atherton High

- **Instructional coaching**
- **Friday Bitesize-weekly**
- **Wednesday TLC discussions-weekly**
- **Collaborative curriculum planning meeting- weekly**
- **Weekly CPD-K in subject teams**

Further Reading:

Instructional Coaching- Jim Knight
Coaching for Performance – John Whitmore
WalkThru- page 154-155



Literacy – we are a reading school!

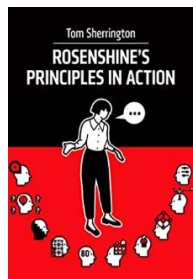
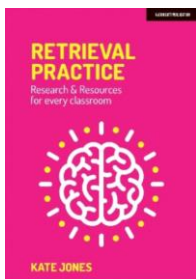
Literacy Bitesize week 3-7: "Our Curriculum is the driver of literacy at AHS."

Literacy is taught throughout the school in every department using the following whole-school strategies:

- Disciplinary literacy to encourage pupils to speak, write and think like specialists in our subjects.
- We read academic, authentic, and challenging texts in lessons.
- We give opportunities for pupils to write like experts.
- We give opportunities for pupils to speak like experts and use good oracy skills. We encourage pupils to "say it again, say it better".
- We explicitly teach tier 2 and subject-specific tier 3 vocabulary and use glossaries.
- Reciprocal Reading is a whole school strategy. (Predict, Clarify, Summarise, Questions).
- We are all literacy teachers.
- We mark for SPAG.
- We read every morning in DEAR form time.

Book is King!

Staff from each department brought along a selection of books in a Bitesize session.



Mr. Gunel's (Maths) books had amazing examples of modelling in purple with lots of guided practice, leading to greater confidence in independent practice
Miss Walsh (MFL) great use of retrieval quizzes and use of DIRT to plug knowledge gaps.
Mr. Mitchell (English) exciting examples of emulating the writer's craft in creative writing.
Mr. Cole (Geography) geography glossaries develop student's knowledge of geographical vocabulary.
PE Sports Studies retrieval practice based on knowledge for progression.
Miss Swallow (Art) Yr9 portfolio work in the style of Luke Dixon!



In the spotlight!

Congratulations to the following teachers who are completing their NPQ this year:

Mr Plant (NPQ-TD)

Miss Phelan (NPQ-TD)

Mrs Taylor (NPQ-TD)

Miss Waters (NPQ-TD)

Mr Michell (NPQ-LBC)



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!

