

TEACHING & LEARNING



HALF TERM 2



ASK A STUDENT A QUESTION



ACKNOWLEDGE THE FIRST RESPONSE



GIVE SUPPORTIVE FORMATIVE FEEDBACK



INVITE STUDENT TO "SAY IT AGAIN BETTER"



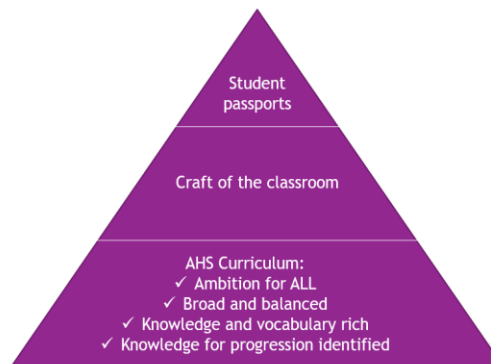
RESPOND TO THE IMPROVED RESPONSE

SEND and adaptive teaching.

Kick-starting the Autumn Half Term 2 Bitesize sessions, Mr McNamara re-visited what high quality education looks like for pupils with SEND needs at AHS. He reiterated that the AHS curriculum is ambitious for all, it is broad and balanced and doesn't disadvantage pupils with SEND needs. Knowledge for Progression is clearly identified in all curriculum areas, this is the knowledge all pupils must learn. Mr. McNamara then explained that the 'craft of the classroom' is key to ensuring that all pupils receive quality first teaching and learning and that the passports should allow staff an extra insight in to how the pupils best learn to adapt the teaching and learning to support their needs. Finally, Mr McNamara explained how important adaptive teaching is, especially with SEND students, so that over time the knowledge gap is narrowed and doesn't grow bigger.

Closing the reading gap.

Mr McKie then followed on from Mr McNamara's session, looking at how effectively the reading interventions and DEAR form time approach, has increased pupil reading ages. Mr McKie thanked all staff for their hard work in the reading program and shared the data around how much pupils have developed in their reading.



In the spotlight!

Miss Walsh has been whiteboard pitstops effectively in lessons to identify and plug misconception gaps.

Mr Haydock has been using effective whole class feedback strategies, to allow the pupils to move their learning forwards following assessment points.

Miss Dennis has been effectively adapting lessons, to support the needs of the pupils in her class. Miss Dennis has used both passport strategies and responsive teaching methods to ensure that the pupils are knowing and remembering more.

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

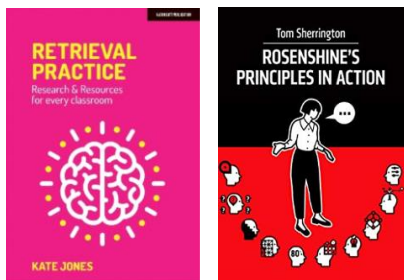
How can these bitesize sessions support pupils in knowing and remembering more of your planned curriculum?

Literacy – Closing the reading gap and Oracy

Mrs Barker delivered a session on closing the reading gap and what makes a good reader. She explained some of the key strategies that good readers use when reading:

- Good readers decode words fluently, quickly mapping out their meaning, connecting them to their prior background knowledge.
- Good readers possess a broad and deep vocabulary knowledge.
- Good readers read quickly, accurately and with the appropriate expression.
- Good readers have a sound knowledge of text structures, seeking out conventions like headings to organise their knowledge into memorable patterns.
- Good readers automatically deploy comprehension strategies, like predicting or summarising.
- Good readers constantly monitor their comprehension, asking questions like 'does this make sense'?

Mrs Barker then discussed how we as good readers can support the students to become strategic, independent readers through developing our own knowledge of the cognitive demands of reading, and how these can be useful in supporting students to become fluent and strategic readers. Furthermore, Mrs Barker broke down the five components of reading: Decoding, Fluency, Vocabulary knowledge, Reading comprehension and Reading motivation, to allow staff to understand how all pupils need to be able to have use these steps to become more fluent in their reading. Mrs Barker, re-visited the AHS approach to reading (reciprocal reading) and explained that by using this technique around school, pupils will become more confident and more able to access the texts that they are reading in lessons.



Positive relationships in classroom.

Mr Mitchell then started to round up the half term with looking at how to build and maintain positive relationships in classrooms. Mr Mitchell explained how to 'fireproof' classrooms and support the pupils in ensuring that the climate for learning is good. Mr Mitchell explained, through a research informed approach, that good relationships will allow for pupils to become more trusting and welcoming to feedback. Mr Mitchell then revisited the AHS non-negotiables, and re-iterated the importance of removing emotion from situation, thus continuing to allow classrooms to be 'fireproof' and built on strong relationships.

Responsive and adaptive teaching

Mr Plant finished off the half term looking at responsive and adaptive teaching. Mr Plant explained that responsive teaching is actively acting upon live assessment information that we are presented with and then adapting teaching to meet the needs of all pupils in the class. He then explained that adaptive teaching is the teacher knowing what prior knowledge some pupils are missing and then taking action to intervene. Mr. Plant discussed the AHS 'whiteboard pitstop' and how all teachers use it for formative assessment, and to inform responsive and adaptive teaching, so all pupils are knowing and remembering more, and misconception gaps are closing.

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 3!

