TEACHING & LEARNING

ATHERTON HIGH SCHOOL

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**

Questioning

One of the strongest implications of Rosenshine's Principles of Instruction is that effective questioning lies at the heart of great instructional teaching.

Kick-starting the 2023 Bitesize sessions, Miss Waters continued with her sessions on Questioning in Lessons. The second session had a specific focus on the clarity of the questions that we choose to ask in the classroom with the follow up of 'but what do we do then with that information?' Bayley reinforced Rosenshine's Principles in that effective questioning should lie at the heart of our teaching practice, that we shouldn't fear the awkward silences as we allow our students 'take up time' to consider a response, and if necessary, use this response to address any misconceptions that have arisen to then feed into the planning of the following lessons.

Assessment For Learning

Mr. Plant and Mrs. McNamara followed on from Miss Water's questioning session with 'Assessment for Learning, moving from structures to pedagogy'.

In every lesson we are continually implementing various AFL strategies to gather instant feedback from our students on how well their schemas for the material in hand are forming and how fluent they are becoming in retrieving and using what they have learned.

Mr. Plant and Mrs. McNamara prompted us to ask ourselves: Are the activities that we plan useful? When we use AFL in lessons, how does that impact the next steps in learning? How do our whiteboard pitstops inform responsive teaching?

Staff from all departments were then invited to present back their own strategies in the session that followed.

In the spotlight!

Mrs. Whitfield in Science has been using her Whiteboard Pitstops to first see the thought processes of her classes before moving onto the main task. This helps her groups identify their own misconceptions and through the effective questioning that follows the pitstop this allows her students to 'think out loud' and respond to improve their responses.

Miss Matulko in English has been making use of her seating plan clipboard in English which allows her to make live notes post Whiteboard Pitstop and to identify who may need extra scaffolding before the main task.

Mr. McNamara (History) each TLC session brings along a host of strategies that he has been using in the classroom to inform his teaching. All of which create brilliant discussion points during TLC mornings.

Further Reading:
https://teacherhead.com/2021/02/07/cold-calling-the-1-strategy-for-inclusive-classrooms-remote-and-in-person/
Teacher-led vs student-led lesson activities – David Didau (learningspy.co.uk)

QF5 and Retrieval

The Bitesize session with Mr McKie focused on what makes an effective Quick Fire Five and how we as teaching staff can ensure consistency across school. He stated that QF5s are at their best when:

- *They promote the building of long term memory*. By not allowing our students to turn back in their books we are constantly requiring them to search their memories for the answers. This allows us to see as we circulate the room, just where those gaps and misconceptions are.
- *Completed quickly*. The very nature of a Quick Fire Five is that they are completed quickly. They should only take five minutes.
- *Self-assessed in red*. Students will then be able to see themselves where their own gaps in knowledge are, so that over time books will hopefully show fewer red corrections.
- The questions are pre-planned and only assess the retrieval of essential component knowledge.

As we are all deliverers of a **Knowledge Rich Curriculum**, we need to be careful that students are not being asked to recall non-essential information as we are making sure that this information acts as a base for deeper long-term learning.
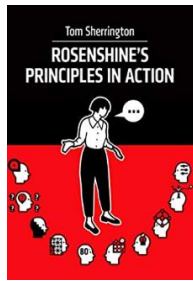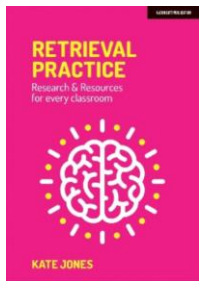
Book is King!

Staff from each department brought along a selection of books to the final Bitesize session.
Miss Jones' (Maths) books had amazing examples of modelling in purple, where SEND students were clearly accessing the curriculum and self-assessing in red.
Mr. Plant (MFL) had some really lovely examples of scaffolded tasks and worksheets in his books that build confidence prior to longer writing tasks.
Mrs. Au (English) personalized DIRT tasks in her books really help to promote extended writing and independent responses from students.
Mr. Cole (Geography) geography glossaries develop student's knowledge of geographical vocabulary.

Feedback

Mr Brown brought the half term of Bitesize to a close with his session on Feedback in the classroom. Feedback plays a central role in securing student's learning and moving them forwards. By supporting them to strengthen and deepen their knowledge, students are able to secure improvements in their performance next time - and the time after that.

Receiving feedback on skills and understanding is an invaluable part of the learning process and this feedback needs to 'focus forwards' to identify gaps in understanding and to describe actions that the students can take to improve next time.

Mr. Brown explained that feedback needs to be given to students when the task is still relevant to them therefore making the feedback given more meaningful. Feedback needs to be positive and specific as students need to know just exactly what it is that they need to do to improve. As students gain confidence across the curriculum students should be encouraged to generate as much self-assessed feedback as possible.
He also pointed out that quality first teaching before feedback will often reduce the work that feedback needs to do.

Take-Aways
Powerful and Effective Feedback

1. Things to Do (Craft of the Classroom)
- Quality first teaching, with formative assessment, and being adaptive and responsive
- Plan for Verbal Feedback including Live DIRT
- Make sure the feedback loop is closed
- *Make sure the feedback is meaningful and moves the learning forward*

2. Things to Consider
- When is the best timing for feedback and is this based on the task, the task, the student and the class?
- Are we feeding back based on the processes and tasks rather than with personal comments which don't drive the learning forward?
- Are we discussing the use of feedback and modelling feedback with our classes

3. Things to Try
- Class discussions on the feedback at hand
- posing 3 questions
- creating a checklist of common errors
- using the visualiser to collaboratively feedback with the class
- Planning one to one 'Feedback Check-ins' disproportionately towards our SEND and PP

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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 4!