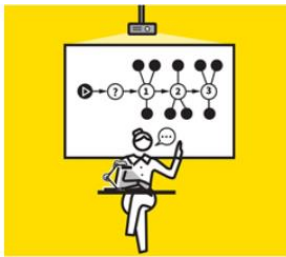


# TEACHING & LEARNING

HALF TERM 4



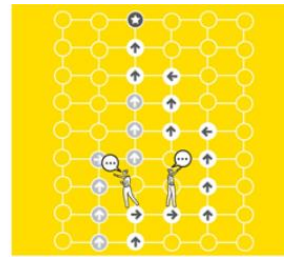
**MODEL EACH STAGE  
STEP BY STEP**



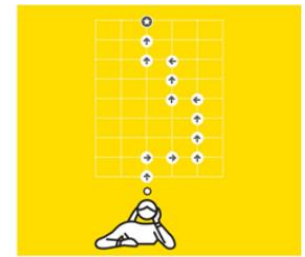
**MODEL HOW YOU ORGANISE  
MESSY THINKING**



**REVIEW THE SUCCESS OR  
QUALITY OF YOUR  
OWN WORK**



**MODEL ALTERNATIVES AND  
FURTHER EXAMPLES**



**SET TASKS TO EMULATE  
THE MODEL**

## Climate for learning.

Mr. Mitchell kicked off the half term re-visiting how to create a good climate for learning for all pupils. Mr. Mitchell focused on how staff approach the start of their lessons and how they can fireproof the room by consistently following the AHS craft of the classroom. Mr. Mitchell explained how being relentlessly warm with pupils in lessons and holding the line, will support in the reduction of low-level disruptions within lessons and how staff can avoid adding to already challenging situations, by remaining calm in the lessons and classroom environment.

## Assessment for Learning and Informing planning.

Mrs. McNamara then followed Mr. Mitchell, demonstrating how AfL is tracked and monitored within the creatives faculty. Mrs. McNamara explained that within her faculty, the team use laminated seating plans that are annotated with pupil information, to help them monitor responses to questioning and any misconception gaps in lessons. Mrs. McNamara modelled how this is done effectively using a clipboard and annotating the seating plans with the key information. Mrs. McNamara explained how this is a quick and easy method that then allows the staff in her team to identify the gaps and pick these questions up with pupils the following lesson, thus plugging the learning gaps.

**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?**



## Live modelling, scaffolding and metacognition.

Finally, Mrs. Taylor wrapped up the last 2 weeks of the half term focusing on live modelling, scaffolding and metacognition. Mrs. Taylor firstly looked in detail at live modelling and metacognition. She explained how when using live modelling as a teaching method, that the metacognitive process behind this should be explained. Mrs. Taylor talked about the 5-step process to live modelling. She explained that firstly a task should be set and explored, establishing and activating the pupil's prior knowledge. Following this, we then show the pupils how we would approach the task through explicitly illustrating our thoughts and then establishing where we start. Throughout this part of the process pupils should just be sat listening. Next Mrs. Taylor explained how we plan and monitor, explaining the decisions that we make and narrating the progress that we make, with finally checking have we been successful. What have we done to get a correct answer and asking the pupils to copy the step-by-step model.

Following on from this, Mrs. Taylor then looked at scaffolding and explained how scaffolding is there to support the pupils learning and over time will become less and less. Mrs. Taylor talked the 3 different types of scaffolding, visual, verbal and written explaining how depending on the tasks that pupils are completing, the scaffolding will vary. Mrs. Taylor discussed how scaffolding will vary dependant on group and on each individual pupil. Scaffolding needs to start with breaking down the learning into small chunks and informing of misconceptions that may occur. Detailed support may look different in each subject area ranging from models to sentence starters or diagrams. Scaffolding takes place at all levels and the amount of scaffolding used should still allow the pupils to have the same ambition and produce high quality work. The final step would be removing the scaffolding from the pupils to allow them to produce the work on their own after having the support they need.



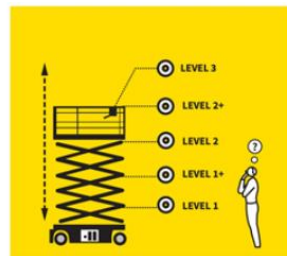
**MAP OUT THE COMPONENTS OF A TASK**



**PROVIDE SUPPORTS AT A DETAILED LEVEL**



**PROVIDE SUPPORTS AT OVERVIEW LEVEL**



**PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT**



**TAKE THE SCAFFOLDING DOWN**

*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 5!*