

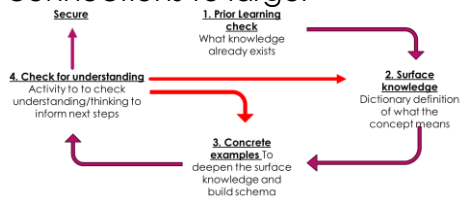
# TEACHING & LEARNING



## HALF TERM 6

### Concrete Examples

Mr. Brown led a bitesize based on concrete and abstract examples where he explained that we must break down abstract ideas and concepts in a way that makes them more tangible and relatable to our students. By providing concrete examples, students can build schema, enhance their understanding, and make connections to larger concepts.

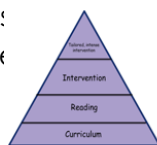


### Literacy – Oracy

Miss. Phelan rounded off the bitesizes this half term, sharing the strategy around Oracy from September.

Miss. Phelan explained how Oracy is such a vital part of developing literacy and speaking skills. She then went onto explain how Think, Pair, Share and Say it again better, will form a key part of lesson structures moving forward in September.

Miss. Phelan shared examples of good practice in her lessons and how she has been able to get 8 set 3 to have more structured talk, u: pair, share strategies she has develop



### Literacy – Reading and Vocabulary

Mr. Green started the 2 weeks of literacy bitesizes, recapping how we use reciprocal reading, in lessons to effectively support pupils reading. Pupils should be exposed to the following strategies each time they are presented with a text:

Predict – What is the text about?

Clarify – Clarify new vocabulary and phrases.

Question – After reading the text, ask comprehension questions about it.

Summarise – Give a short summary of the text in 3-5 words.

Mr. McKie then shared the data around reading tests and how most pupils have been able to improve their functional reading ages through the constant hard work and dedication of both staff and pupils around literacy!

### In the spotlight!

**Miss. Matulko** has been modelling examples to pupils, of metacognitive talk, through effective use of her visualizer in lessons, allowing pupils to see the thought process of a specialist, first hand.

**Miss. Swallow** has also been using effective modelling and demonstration in lessons, where pupils are called to the front for a 'masterclass' where they watch how to complete a task and then are able, through scaffolding of the task, to complete this at an expert level.

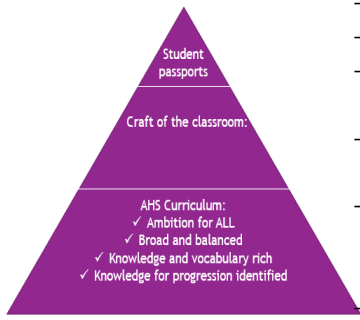
**Mrs. Doyle** has been effectively cold-calling students in lessons. Mrs. Doyleoes not allow pupils to opt out with short responses and has tried to really develop Miss. Phelan's oracy skills of 'Say it again better'.

**Further Reading: Walkthru pages 124 – 125 (Concrete Examples)**

**Walkthru page 92 (Think, pair, share)**

## SEND

SEND are front and centre of what we do!



- Regularly check in on SEND
- Target questions to students
- Use passport information to support.
- Make instructions as clear and explicit as possible.
- Using scaffold and model answers where possible and then gradually remove these. Identify which students have SEND.

We must all ensure that we are using the triangle that Mr. McNamara shared with us all to support SEND students in lesson. There should be no differentiation in curriculum delivery between SEND/Non SEND – everyone has access to the same curriculum.



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## Coaching training

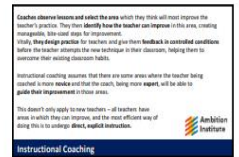
On 10<sup>th</sup> July, members of the middle leadership and the teaching and learning teams, took part in instructional coaching training with Chris Moyse. Staff learnt how to become effective coaches within school and how different types of coaching work. Staff benefited from the session as they all came away with means of how to implement coaching effectively within their faculty.



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## Coaching update

If you have a particular CPD focus that you would like to work collaboratively on, or you have a particular class in mind that you would like further coaching support with, then send an email to Mrs. McNamara and one of the TLC team will be more than happy to help out.

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!

