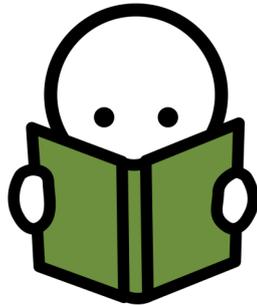


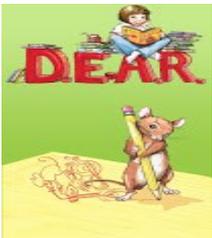
Teaching & Learning Newsletter

Bishop Rawstorne

May 2016



Introducing Two Fantastic Reading Initiatives:



DROP EVERYTHING AND READ!

In our ongoing quest to encourage and promote a love of reading, pupils and staff will take part in

DEAR. This exciting initiative encourages us to 'Drop Everything and Read' their own book for fifteen minutes during Tuesday afternoon registrations throughout June.

BLIND DATE WITH A BOOK

Back this summer by popular demand! Pupils (and staff!) love this fantastic reading initiative, taking place in the library during June. Pupils are encouraged not to 'judge a book by its cover' and select a paper-bound reading book, guided only by a few details. Participants will be asked to 'Rate their Date' and prizes will be awarded to the best reviews submitted.

Further details about both of these great events can be seen on posters around school.

Raising the Attainment of Disadvantaged Pupils

The Sutton Trust-Education Endowment Foundation Teaching & Learning Toolkit is an accessible summary of educational research into resources which raise the attainment of disadvantaged pupils. In order of impact, six approaches with the most robust evidence and relevance for pupils are:

This Month's Themes:

- Introducing DEAR and Blind Date with a Book
- Raising attainment for disadvantaged learners
- Literacy Shout Out
- Ideas for plenaries

1. Effective feedback on learning. 8 months additional progress over a year

Feedback for children and teachers on children's performance relative to learning goals can be effective in raising attainment if it is about challenging tasks or goals, focuses more on what is right than what is wrong, and encourages the child rather than threatens their self-esteem.

2. Collaborative learning. 5 months additional progress over a year

Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Some collaborative learning approaches also get mixed ability teams or groups to work in competition with each other, in order to drive more effective collaboration.

3. Reading comprehension strategies. 5 months additional progress over a year

Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.



4. Homework. 5 months additional progress over a year

Evidence suggests that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some exceptional studies showing up to eight months' positive impact on attainment. Benefits are likely to be more modest, up to two to three months' progress on average, if homework is more routinely set (e.g. learning vocabulary or completing problem sheets in mathematics every day). Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.



5. Peer tutoring. 5 months additional progress over a year

Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. Peer assisted learning is a structured approach for mathematics and reading with sessions of 25-35 minutes two or three times a week. In reciprocal peer tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning.

6. Metacognition and self-regulation. 5 months additional progress over a year

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to

choose from during learning activities. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. Meta-cognition and self-regulation approaches have consistently high levels of impact. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.



Literacy Shout Out...

A shout out goes to Saliha Patel, one of our trainees working in the English department, for her innovative approach to literacy recently when students were studying Shakespeare. Saliha integrates a specific literacy focus into her PowerPoints. She informs students of the focus area and then encourages them to find her errors, explain what is wrong and describe how to improve. Saliha reports that students are keen to identify the errors and enjoy the challenge. So far, she has done this with capital letters as her focus and plans to vary the focus area according to the needs of her classes. Hayley Alston uses a similar technique in science when she presents students with information containing spelling and punctuation errors. She asks students to proof it for her. Hayley says that students love to find the mistakes the teacher has made!

Saliha's PowerPoint can be found here:
<V:\LITERACY\Resources\Literacy Focus PPT.pptx>

Teaching & Learning ideas for plenaries **This month's strategies:** **1. PLENARY PALS**

This is a great idea for an engaging plenary which promotes independent thinking. At the start of the lesson, nominate a pair of pupils.



Their task is to create a series of questions which they will ask pupils at the end of the lesson to check learning. Model the types of questions you are looking for. This is a great strategy which provides challenge, and one which the pupils really enjoy!

2. One minute sentence : **Summarising learning and capturing the most important elements of the lesson**

How to Use:

- 1. List:** During a lesson, have students list of the most important ideas of the lesson.
- 2. Compose.** Students review the important ideas they've recorded so far, then use what they've reviewed to compose one sentence to summarize the entire lesson.
- 3. Time.** Set a timer for one minute and ask students to compose their sentence. At the end of one minute, students share their sentences with a partner and/or hand them in.