SBL
SIR BERNARD LOVELL
ACADEMY

Teaching and Learning Update
Terms 1 & 2

Year 11 Learning, Progress, Assessment and Feedback Review
06 December 2018

Thank you for sharing the work of 10 students across the ability range in Year 11, as this has identified a lot of strengths to celebrate across the academy.

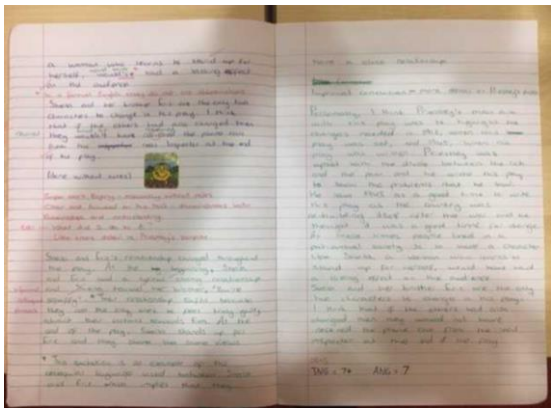
The work sample enabled 10 members of staff, including Senior Leaders, Curriculum Team Leaders, TLR holders and a trainee to engage in a professional dialogue in relation to the quality of learning, assessment and feedback, and to share best practice across curriculum teams.

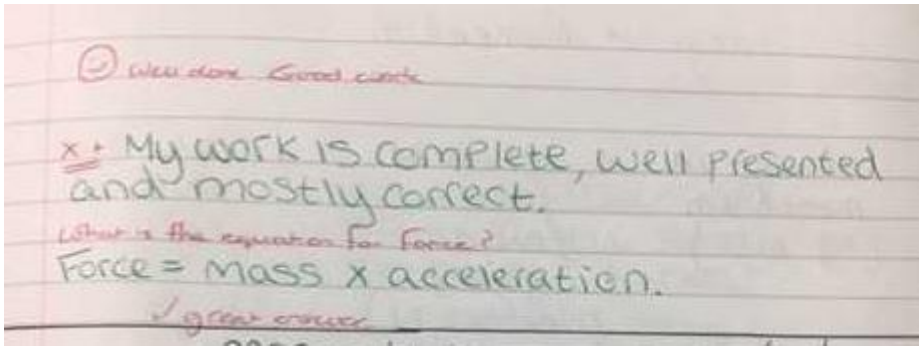
Strengths:

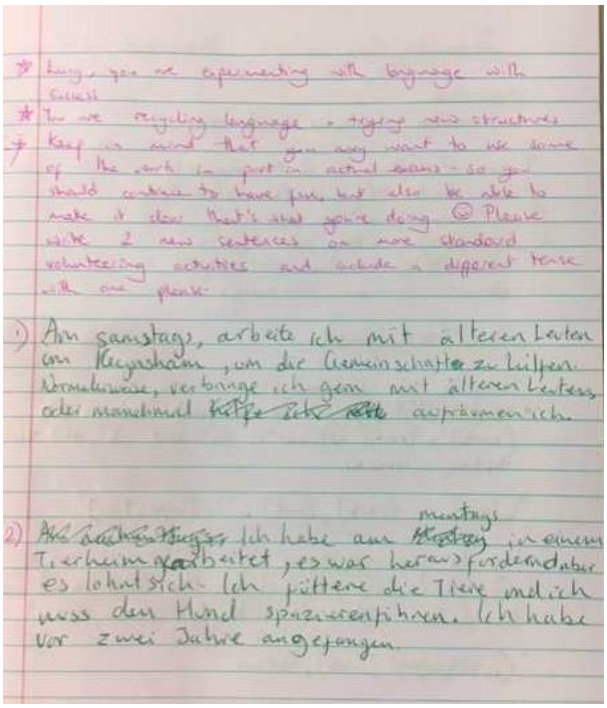
- ✓ Assessments with targeted feedback comments and meaningful response to feedback from learners
- ✓ Examples of detailed formative comments, facilitating improvements
- ✓ EBIs framed as questions to facilitate a meaningful response from the learners
- ✓ Most exercise books are well presented, evidencing student pride in work
- ✓ Trackers used to explicitly show the progress students are making and an opportunity for personalised target setting
- ✓ Assessment Objectives used to enable the students to engage with the specific skills they need to improve in order to maximise their opportunity for progress. This is particularly effective when used in conjunction with highlighters as it enables the learners to drill down into the skills they have already secured and target areas for development
- ✓ Application of key aspects of the Assessment and Feedback Policy were evident across the books sampled, in particular 'regular and routine' opportunities to respond to meaningful feedback. It is evident most students reflect on and/or respond to feedback in green ink and the teacher assesses in red or purple ink.

Examples of Good Practice
06 December 2018

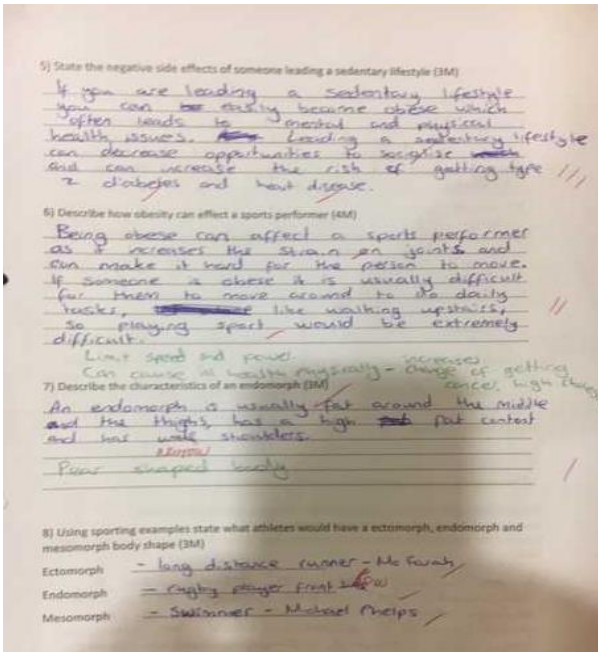
When students are given regular and routine opportunities to respond to meaningful feedback, the teacher is able to challenge misconceptions and the student can use feedback more effectively to improve.







Examples of Good Practice
06 December 2018



5) State the negative side effects of someone leading a sedentary lifestyle (3M)

If you are leading a sedentary lifestyle you can easily become obese which often leads to mental and physical health issues. leading a sedentary lifestyle can decrease opportunities to socialise and can increase the risk of getting type 2 diabetes and heart disease.

6) Describe how obesity can effect a sports performer (4M)

Being obese can affect a sports performer as it increases the strain on joints and can make it hard for the person to move. If someone is obese it is usually difficult for them to move around to do daily tasks, like walking upstairs, so playing sport would be extremely difficult.

Limit speed and power.
Can cause ill health physically - increases change of getting cancer, high blood

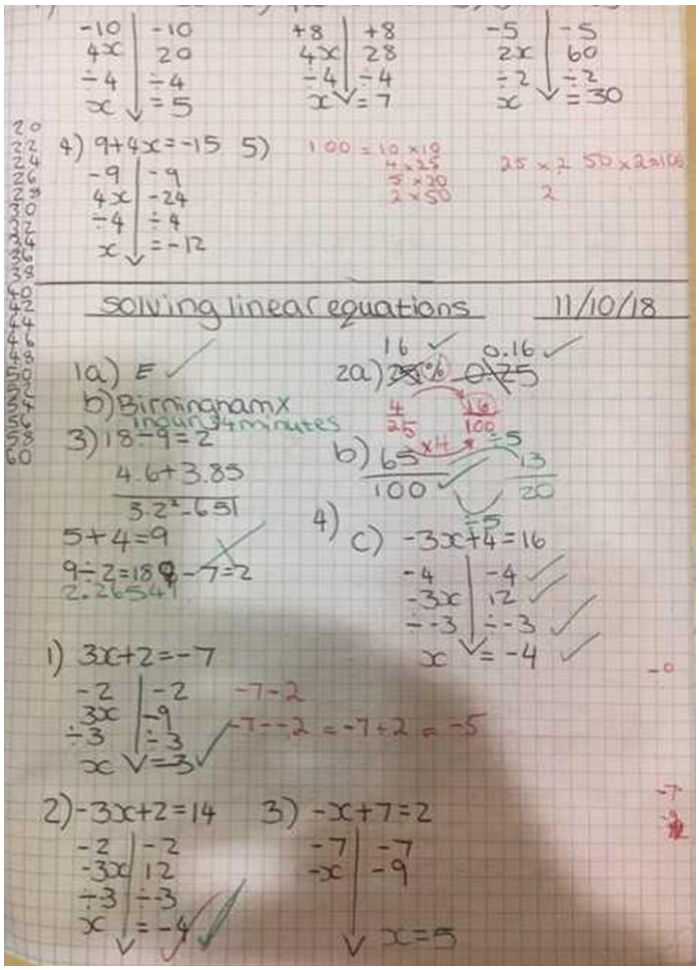
7) Describe the characteristics of an endomorph (3M)

An endomorph is usually fat around the middle and the thighs, has a high fat content and has wide shoulders.

Poor shaped body

8) Using sporting examples state what athletes would have a ectomorph, endomorph and mesomorph body shape (3M)

Ectomorph - long distance runner - Mo Farah
Endomorph - rugby player front row
Mesomorph - Swimmer - Michael Phelps



solving linear equations 11/10/18

1a) E
b) Birmingham x
3) 18÷9=2
4.6+3.85
5.2²-6.51
5+4=9
9÷2=18 -7=2
2.26541

2a) 0.16
b) 65/100 = 13/20
c) -3x+4=16
-4 | -4
-3x | 12
÷-3 | ÷-3
x = -4

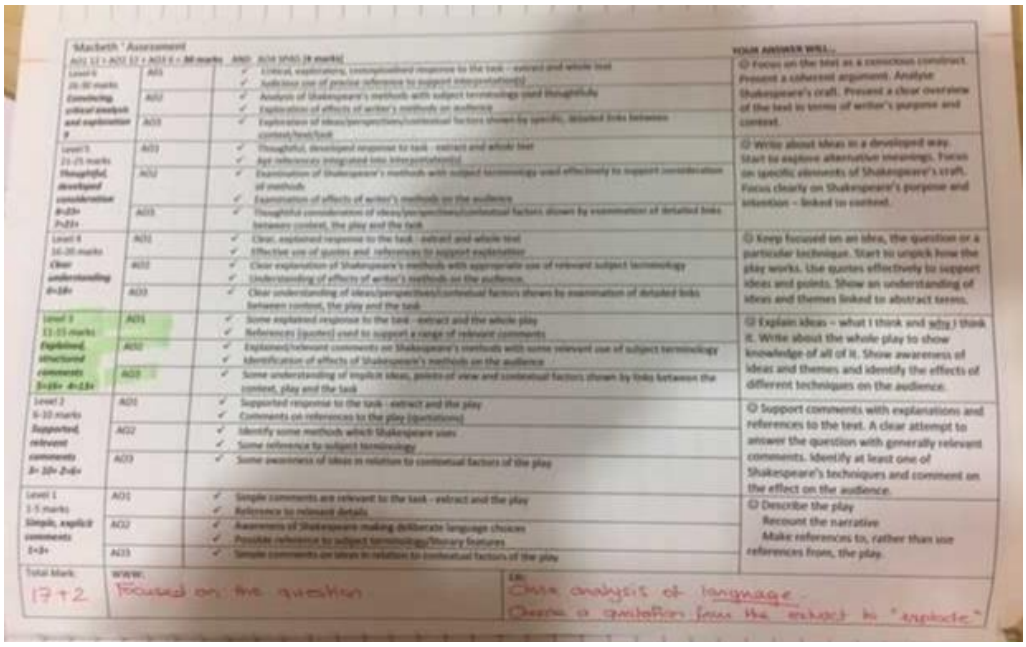
1) 3x+2=-7
-2 | -2
3x | -9
÷3 | ÷3
x = -3

2) -3x+2=14
-2 | -2
-3x | 12
÷-3 | ÷-3
x = -4

3) -x+7=2
-7 | -7
-x | -9
x = 5

Examples of Good Practice
06 December 2018

A4L: Build in regular opportunities for students to reflect on their learning by sharing student friendly grade descriptors:



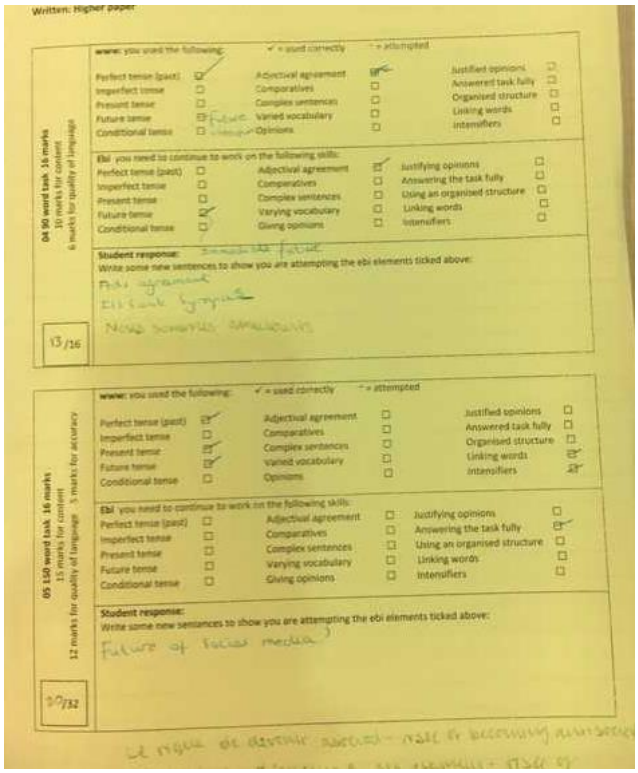
Macbeth ' Assessment

			YOUR ANSWER WILL...
Level 6 26-30 marks **Convincing critical analysis and exploration** 9	AO1	✓ Critical, exploratory, conceptualised response to the task – extract and whole text ✓ Judicious use of precise reference to support interpretation(s)	☺ Focus on the text as a conscious construct. Present a coherent argument. Analyse Shakespeare's craft. Present a clear overview of the text in terms of writer's purpose and context.
	AO2	✓ Analysis of Shakespeare's methods with subject terminology used thoughtfully ✓ Exploration of effects of writer's methods on audience	
	AO3	✓ Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task	
Level 5 21-25 marks **Thoughtful, developed consideration** 8+2b 7+2b	AO1	✓ Thoughtful, developed response to task – extract and whole text ✓ Apt references integrated into interpretation(s)	☺ Write about ideas in a developed way. Start to explore alternative meanings. Focus on specific elements of Shakespeare's craft. Focus clearly on Shakespeare's purpose and intention – linked to context.
	AO2	✓ Examination of Shakespeare's methods with subject terminology used effectively to support consideration of methods ✓ Examination of effects of writer's methods on the audience	
	AO3	✓ Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context, the play and the task	
Level 4 16-20 marks **Clear understanding** 6+2b	AO1	✓ Clear, explained response to the task – extract and whole text ✓ Effective use of quotes and references to support explanation	☺ Keep focused on an idea, the question or a particular technique. Start to unpick how the play works. Use quotes effectively to support ideas and points. Show an understanding of ideas and themes linked to abstract terms.
	AO2	✓ Clear explanation of Shakespeare's methods with appropriate use of relevant subject terminology ✓ Understanding of effects of writer's methods on the audience	
	AO3	✓ Clear understanding of ideas/perspectives/contextual factors shown by examination of detailed links between context, the play and the task	
Level 3 11-15 marks **Explained, structured comments** 5+2b 4+2b	AO1	✓ Some explained response to the task – extract and the whole play ✓ References (quotes) used to support a range of relevant comments	☺ Explain ideas – what I think and why I think it. Write about the whole play to show knowledge of all of it. Show awareness of ideas and themes and identify the effects of different techniques on the audience.
	AO2	✓ Explained/relevant comments on Shakespeare's methods with some relevant use of subject terminology ✓ Identification of effects of Shakespeare's methods on the audience	
	AO3	✓ Some understanding of implicit ideas, points of view and contextual factors shown by links between the context, play and the task	
Level 2 6-10 marks **Supported, relevant comments** 3+2b 2+2b	AO1	✓ Supported response to the task – extract and the play ✓ Comments on references to the play (quotations)	☺ Support comments with explanations and references to the text. A clear attempt to answer the question with generally relevant comments. Identify at least one of Shakespeare's techniques and comment on the effect on the audience.
	AO2	✓ Identify some methods which Shakespeare uses ✓ Some reference to subject terminology	
	AO3	✓ Some awareness of ideas in relation to contextual factors of the play	
Level 1 1-5 marks **Simple, explicit comments** 1+2b	AO1	✓ Simple comments are relevant to the task – extract and the play ✓ Reference to relevant details	☺ Describe the play Recount the narrative Make references to, rather than use references from, the play.
	AO2	✓ Awareness of Shakespeare making deliberate language choices ✓ Possible reference to subject terminology/literary features	
	AO3	✓ Simple comments on ideas in relation to contextual factors of the play	

Total Mark: 17+2

WWW: Focused on the question

EBI: Close analysis of language. Choose a quotation from the extract to "explode"



Written: Higher paper

04 90 word task 16 marks
10 marks for content
6 marks for quality of language

www: you used the following: ✓ = used correctly ' = attempted

Perfect tense (past)	☑	Adjectival agreement	☑	Justified opinions	☐
Imperfect tense	☐	Comparatives	☐	Answered task fully	☐
Present tense	☐	Complex sentences	☐	Organised structure	☐
Future tense	☑ Future	Varied vocabulary	☐	Linking words	☐
Conditional tense	☐	Opinions	☐	Intensifiers	☐

Ebi you need to continue to work on the following skills:

Perfect tense (past)	☐	Adjectival agreement	☑	Justifying opinions	☐
Imperfect tense	☐	Comparatives	☐	Answering the task fully	☐
Present tense	☐	Complex sentences	☐	Using an organised structure	☐
Future tense	☑	Varying vocabulary	☐	Linking words	☐
Conditional tense	☐	Giving opinions	☐	Intensifiers	☐

Student response:
Write some new sentences to show you are attempting the ebi elements ticked above:

Adj agreement
Ebi task typing
New sentences [illegible]

13/16

05 150 word task 16 marks
15 marks for content
12 marks for quality of language 5 marks for accuracy

www: you used the following: ✓ = used correctly ' = attempted

Perfect tense (past)	☑	Adjectival agreement	☐	Justified opinions	☐
Imperfect tense	☐	Comparatives	☐	Answered task fully	☐
Present tense	☑	Complex sentences	☐	Organised structure	☐
Future tense	☑	Varied vocabulary	☐	Linking words	☑
Conditional tense	☐	Opinions	☐	Intensifiers	☑

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Future tense	☐	Varying vocabulary	☐	Linking words	☐
Conditional tense	☐	Giving opinions	☐	Intensifiers	☐

Student response:
Write some new sentences to show you are attempting the ebi elements ticked above:

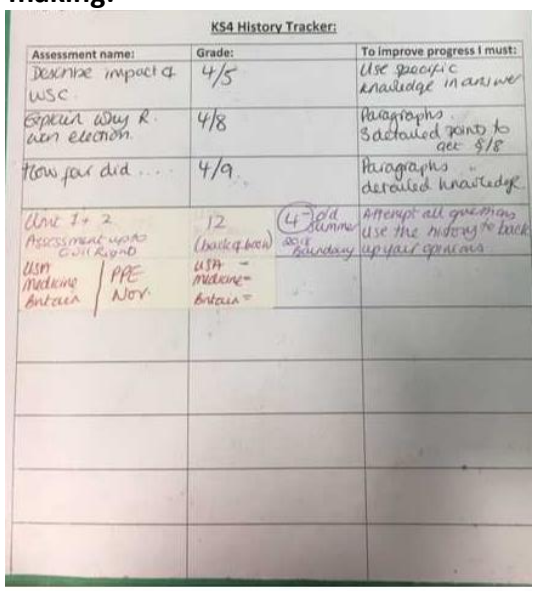
Future of social media

20/32

[illegible]

Examples of Good Practice
06 December 2018

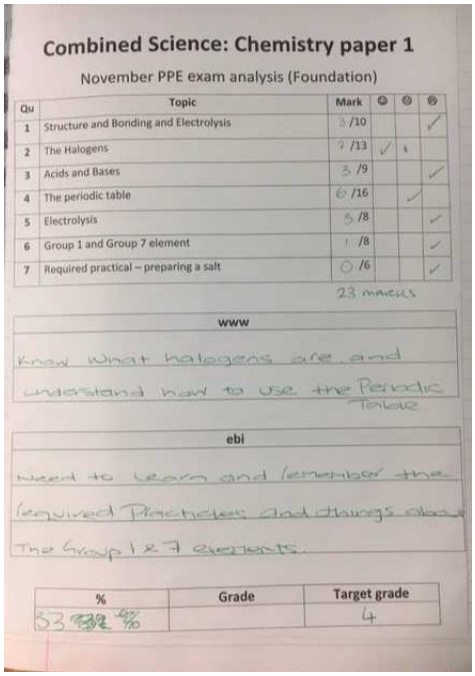
Effective tracking enables students to engage in their learning and set their own appropriate improvement targets. Best practice also includes current assessed grade and target grade on their progress tracker, evidencing at a glance the progress students are making:



KS4 History Tracker:

Assessment name:	Grade:	To improve progress I must:
Describe impact of WSC	4/5	Use specific knowledge in answer
Explain why R. won election.	4/8	Paragraphs. 3 detailed points to get 5/8
How far did ...	4/9	Paragraphs " detailed knowledge
Unit 1+ 2 Assessment works Civil Rights	12 (back of book) 4⁻ old summer age boundary	Attempt all questions use the history to back up your opinions
USA medicine Britain / PPE Nov.	USA = medicine = Britain =	

An opportunity to reflect on current performance and to reflect on next steps is important at key assessment points such as PPEs:



Combined Science: Chemistry paper 1

November PPE exam analysis (Foundation)

Qu	Topic	Mark	☹	☺	☻
1	Structure and Bonding and Electrolysis	3 /10			✓
2	The Halogens	7 /13	✓		
3	Acids and Bases	3 /9			✓
4	The periodic table	6 /16		✓	
5	Electrolysis	5 /8			✓
6	Group 1 and Group 7 element	1 /8			✓
7	Required practical – preparing a salt	0 /6			✓

23 marks

www

Know what halogens are and understand how to use the Periodic Table

ebi

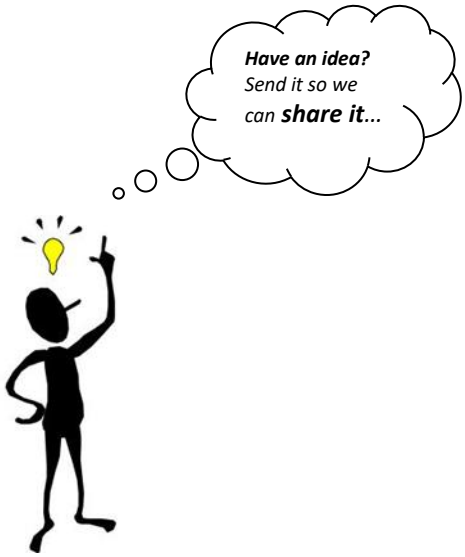
need to learn and remember the required practicles and things about the Group 1 & 7 elements.

%	Grade	Target grade
53 %		4

Next Steps…

- ✓ **We will be conducting our next Learning, Progress, Assessment and Feedback Review in Term 3, and hope as many staff as possible are able join us to engage in this professional dialogue.**

1 - : Teaching & Learning Gems



Thank you to all staff who have contributed a 'Teaching & Learning Gem' this term. Please continue to share your 'gems' by sending your ideas to Kathryn Deady: KDE@SBLOnline.org.uk Each 'gem' has been shared in The Daily Brief or as part of our Term 2 Twilight CPLD sessions, focusing on strategies to support and challenge HAPs and SEND learners in the classroom. We have included a round-up in this Teaching & Learning Update.

Next Steps:
Over Term 3 and 4, we would like to focus on and share strategies and approaches to improve and facilitate more effecive questioning in the classroom. Please send your questioning 'gems' to Kathryn Deady in order for us to share with staff across the academy.

Purpose	Active students	Challenge and support	Engagement

Teaching and Learning Gem

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

WAGOLL!

One of the most effective ways to impact on and accelerate progress outcomes is to share a WAGOLL…

What a good one looks like!

Start with the end in mind, and for those of us born in a certain era you could describe it as the Blue Peter approach!

Food for Thought:

The terminology you use to describe this concept doesn't matter. What is important is to ensure you share/model/show your learners what they are aiming for in order to maximise their potential for outstanding learning outcomes. For example, a grade 9 response such as the extract of an essay on the following page, for a HAPs + student.

Teaching and Learning Gem

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

WAGOLL!

Lady Macbeth grade 9 response

Read the following extract from Act 1 Scene 5 of Macbeth and then answer the question that follows. At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe topfull
Of direst cruelty; make thick my blood,
Stop up th'access and passage to remorse
That no compunctious visitings of nature
Shake my fell purpose nor keep peace between
Th'effect and it. Come to my woman's breasts,
And take my milk for gall, you murd'ring ministers,
Wherever in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!

Question: Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.
Write about:
•how Shakespeare presents Lady Macbeth in this speech
•how Shakespeare presents Lady Macbeth in the play as a whole.

Lady Macbeth's power is transient and ultimately illusory; Shakespeare gives the character the initial appearance of power, however, it is Lady Macbeth's quest for total supremacy that leads to her ruination, thus warning the audience of the folly of ambition.

In the extract, Lady Macbeth's initial appearance of power is conveyed to the reader through the dramatic device of the soliloquy: "unsex me here". Shakespeare first introduces the character of Lady Macbeth through soliloquy - a singular, confessional mode of speech, to convey her supposed power: the speech is forceful and uninterrupted. The repeated use of the possessive pronoun "my" ("under my battlements") impresses the reader with the sense that Lady Macbeth and not her husband governs the household and indeed has power and autonomy over herself and her surroundings. This is amplified by the use of imperatives in the extract: "come you spirits…unsex me here", "take my milk for gall". Here, it is as if Lady Macbeth controls the spirit world; she essentially orders them to strip her of her femininity and all that is associated with it (softness, weakness and inaction). Her power here seems akin to that of the witches: eerily supernatural.

As the play moves through Act one, the audience is made aware of Lady Macbeth's influence over her husband: "look like the innocent flower but be the serpent under it". Again, imperative verbs "look" and "be" function to show her authority over her husband. The use of the noun "serpent" would resonate strongly with a Renaissance audience; the word carries

lightbulb moment

Teaching and Learning Gem

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

Picture this:

The best teaching and learning or learning and teaching decision I made in the last year is for the English team to invest in visualisers: we are now the proud owners of 7 IPEVO V4Ks.

Their use has enabled and encouraged us to improve our **live** modelling skills so that students of all abilities can experience the process of excellence rather than being presented with an end product which masks the efforts made to complete successfully. An unintentional added bonus is that by performing live I can also show students what to do when mistakes are made.

My next step this academic year has been to begin to keep a record of models in an exercise book so that my work is a more exact model of the work I expect students to complete. It also means that I can easily demonstrate the high expectations that we have for presentation. This book contains models of excellence for all years which means that when teaching rhetoric with Yr 7 I can show them work that Yr 11 and I have produced so that they can understand what we are working towards - my Year 10 have compared it to the process shown in art sketchbooks. Working in this way has given me a better understanding of the demands that we place on students - perhaps sometimes we are guilty of setting tasks that we don't fully appreciate are challenging until we try them for ourselves.

Finally, I have picked up via twitter (big thanks to @mssfax) a useful and simple way to check whether I have used the modelling process fully - see below:

I (- I - I -)

WE (*team effort*)

YOU (*students working independently*)

Claire Slocombe

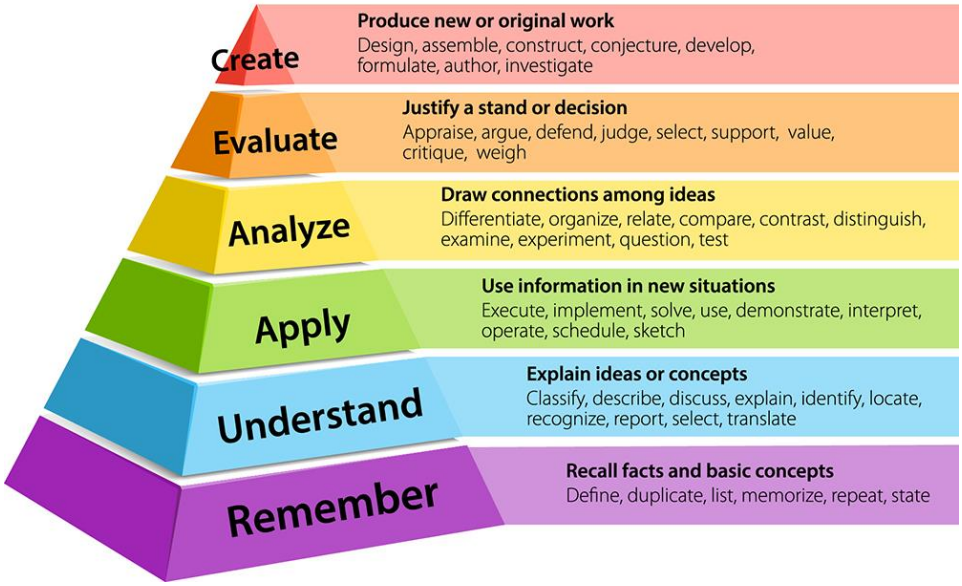
Teaching and Learning Gem

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

Killer Questions!

Use Bloom's Taxonomy to ensure your questioning will challenge your most able students by developing their higher order thinking skills. If we get our questioning right, it is an efficient way to ensure we are providing appropriate challenge, particularly for HAPs students, with minimal preparation over time!

Bloom's Taxonomy



Once you have designed your killer questions, and know you can actively promote higher order thinking skills for your HAPs learners, why not seek more engagement by introducing an element of chance with different questions related to the different number outcomes on the throw of the dice!

Example of an evaluative question:
Predict the effect Brexit will have on the United Kingdom in 2019? Why?

Create your own questions for your own subject, using one of these question stems							
Evaluate the …	Appraise…	Argue that…	Assess the…	Attach the…	Critique the …	Defend the…	Estimate the…

lightbulb moment

Teaching and Learning Gem

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

Expose HAPs + students to the success criteria and expectations for Grade 9 outcomes.

Assessment Objective 6	Grade 9
Spelling	Use a wide range of precisely chosen, ambitious vocabulary for effect and spell with no errors.
Punctuation	Use the full range of punctuation to demarcate a variety of sentence types that have been consciously crafted for effect, in timed conditions. Construct complex and ambitious sentences which combine multiple subordinate clauses and punctuate with no errors. Punctuation is another means to heighten the impact of writing.
Sentence Structure	Use a wide range of sentence types and starters, crafted for impressive effect in timed conditions. Construct complex and ambitious sentence structures which combine multiple subordinate clauses.
Vocabulary	Use a wide range of ambitious, precise and uncommon vocabulary to create meaning, and enhance the impact.

Play Your Cards Right!

To promote ambitious use of vocabulary in the classroom, why not 'play your cards right!'
In a class discussion, each time you turn a card over, if it's higher, the expectation is the learners should use more precise and ambitious vocabulary – dependent on the topic.
In a written activity, more ambitious synonyms could be used on the turn of a card – the higher the card, the higher the expectation for ambitious vocabulary – or it could be any points system you introduce linked to the value of the different cards. This activity is not only for the English classroom, as it could promote a more academic style of writing for any subject where students are required to write longer exam answers in an ambitious, precise and academic style.

Teaching and Learning Gem

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

Reverse engineer a task →

The general Idea is to take a task that would normally be at the "apply" level of the blooms taxonomy and change the subject of the task so that it is forcing students to create or evaluate.

Give me some examples →

Maths: 1) $3x + 2y = 36$ & $5x + 4y = 64$

$6x + 4y = 72$ & $5x + 4y = 64$

$x + 0y = 8$ (I would give the 0y here as a hint)

2) $5x - 3y = 26$ & $4x + 2y = 34$

$10x - 6y = 52$ & $12x + 6y = 102$

$22x + 0y = 154$ $x = 7$

Now solve: $2x + 13y = 36$ & $13x + 2y = 69$

I would not solve for y in either equation, once a HAP students has got x I would expect them to be able to solve for y themselves!

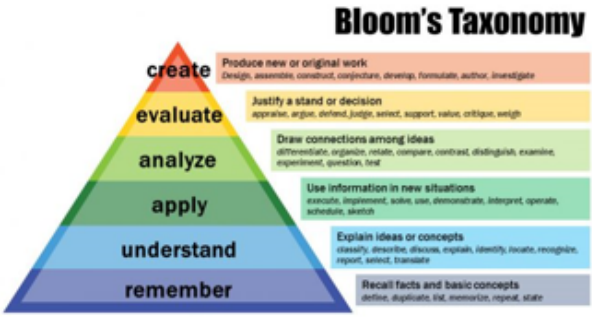
DT:

Give an advantage of a dovetail joint over a dowel joint. Where else would you use a dovetail joint? Justify your answer.

English: What does this paragraph do well?

The first act introduces Arthur Birling as a character who is ignorant, or at least on the wrong side of history, with regards to many topical issues. For instance, he memorably states that 'the Titanic' is 'unsinkable, absolutely unsinkable'. Though this was commonly believed in 1912 before the ship set sail, any audience from 1945 onwards would have been astounded by how incorrect Birling is here. RMS Titanic sank on 15th April 1912, having collided with an iceberg, and approximately 1500 passengers drowned: quite the opposite of 'unsinkable'. Priestley's wording also heightens the dramatic irony; not only does Birling utter the false adjective 'unsinkable', he confidently repeats it and even exaggerates his certainty with the intensifier 'absolutely'. The audience are left wondering if Birling is so wrong about the Titanic and World War One ('The Germans don't want war'), are his capitalist political views equally misguided?

Write your own paragraph using this skill with the quotation: "but these girls aren't cheap labour - they're people"



How to do it →

Start with any task where you give the students some information on how answer a question, most teachers are used to modelling how to do something in lessons and then asking students to apply that to a new situation. Now flip this. Don't give students any process on how to do something just give them the answer or the finished product and ask them to work out for themselves how to get there.

Start with an apply task where you would normally give students the process to use to answer the question.

↓

Come up with 3 questions that use this process and solve them yourself.

↓

Give the students these solutions only and ask them to come up with the process – they are now evaluating or creating.

Teaching and Learning Gem

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

Post-16 HAPS: How do you help students develop top mark band answer skills?

Top Tip: Target one aspect of their response at a time

Example 1: Improving analysis and evaluation

Level	Marks	Description
4	13–16	Knowledge is accurate and generally well detailed. Discussion is thorough and effective. Answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.

This student's first draft has good evaluation, but it's not entirely effective.

Why not?

What advice, questions or prompts could help the student to improve?

Evidence to support this can be seen in a study conducted by Van Goozen et al (1995) to see whether hormones have a direct impact on gender specific behaviour. During this study, female to male transsexuals given androgens were found to have increased levels of aggression, sexual arousal, spatial ability and a decrease in verbal fluency with males displaying the opposite. This suggests that hormones have a direct effect on gender specific behaviours. However, a weakness of this study is that many participants may have exaggerated the effects of the hormones due to social desirability as they would want the experiment to be successful. Although it would be easy to cheat on questionnaires, it would have been harder to cheat on spatial tests. To conclude, links between testosterone and aggression may not be valid so other evidence may be needed.

Example 2: Improving the conclusion of an essay

Marks	Level descriptors
17–20	Sound, conceptually detailed knowledge of a range of relevant material. Sophisticated understanding of the question and of the presented material. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for instance through discussing the extent of ..., or by locating the debate between different perspectives (e.g. Marxist, functionalist, feminist, postmodernist etc.). Analysis will show clear explanation. Appropriate conclusions will be drawn.

This student's first draft includes a conclusion but it's pretty basic, so it doesn't really count as 'Appropriate', so it's not in the top mark band.

Why is it only basic?

What question(s) or prompts could help the student improve the conclusion?

What general guideline(s) could they deduce from your advice?

First draft: not quite into the top mark band

Overall, it is evident that Marxist explanations of crime and deviance are useful but they fail to explain why there are also differences in crime rates between other groups in society. It is therefore useful to consider alternative explanations in order to understand why crime takes place, why only some individuals commit crimes, and how society can reduce criminal behaviour.

Second draft: definitely in the top mark band

Overall, it is evident that Marxist explanations of crime and deviance are useful when looking at class and poverty as a cause of offending. However, these explanations fail to explain why there are also differences between other groups in society, such as by gender and ethnicity. It is therefore useful to consider alternative explanations, such as those provided by the Interactionists Becker and Matza or Functionalists such as Durkheim or Merton, in order to understand why crime takes place, why only some individuals commit crimes, and how society can reduce criminal behaviour.

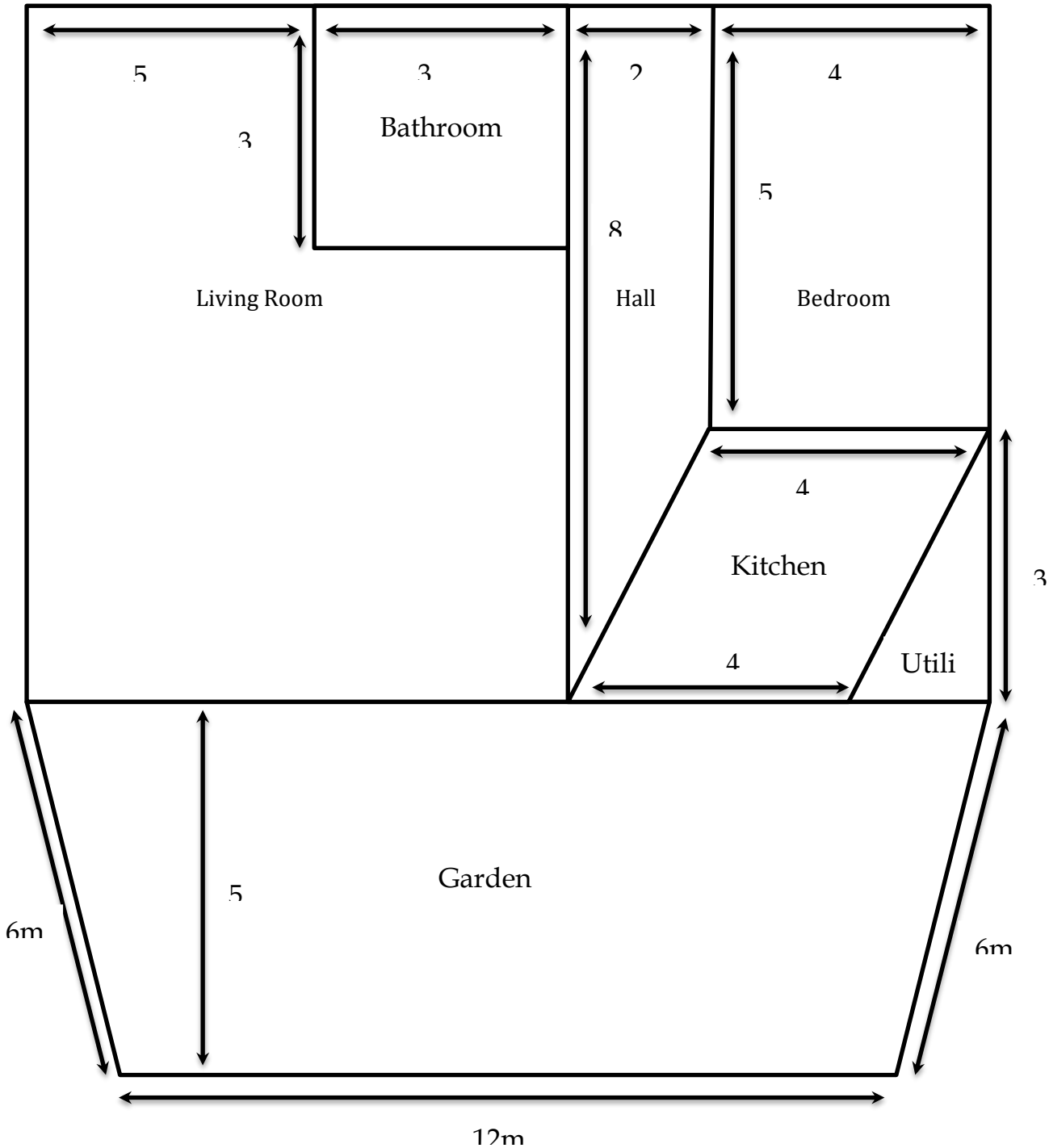
Teaching and Learning Gem

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

	Factors of 60	Factors of 126	Numbers less than 13	Numbers more than 12	Multiples of 5
Prime Numbers					
Odd Numbers					
Square Numbers					
Multiples of 3					
Even Numbers					

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 20 21 25 30 45 60 64

Welcome to your new flat. We need to lay flooring for the rooms,
lay the lawn and put a fence around our garden.
Work out the area of each room and therefore the cost!!



Price List

- **Carpet for living room, hall and bedroom £9/m²**
- **Lino for kitchen, utility and bathroom £8/m²**
- **Grass for lawn £3/m²**
- **Fencing for Garden £7/m**

Bathroom	Area	Cost
Kitchen	Area	Cost
Utility	Area	Cost
Hall	Area	Cost
Bedroom	Area	Cost
Living Room	Area	Cost
Grass	Area	Cost
Fence	Length of fencing required	Cost
Total Cost		**£**

SEND T&L Gems

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

General

1. Ensure learning activities are appropriate to students' attention span
2. Keep instructions clear and short
3. Think about seating plans and distractibility
4. Provide a range of activities that support differing learning styles
5. Avoid lengthy explanations from the front
6. Touch base with your SEND students frequently – might be non-verbally
7. Accept different recording techniques where possible
8. Give praise – sometimes non-verbally
9. Differentiate home study

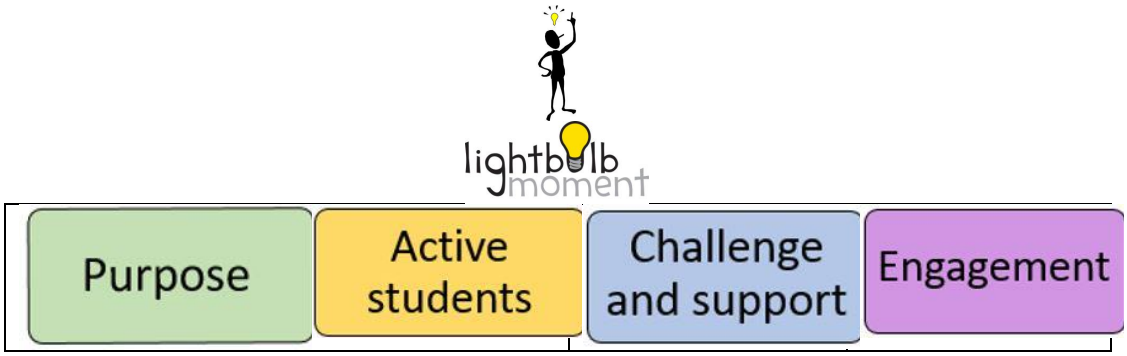
ASD

1. Use student's name on instructions – 'everyone' doesn't always include them
2. Avoid 'don't' instructions – phrase positively – and keep short
3. Give choices – not 'would you like…' eg, are you sitting here or here today? Are you writing or typing today.
4. Give time to respond
5. If he/she prefers to work alone, let him/her
6. Give time limits for their preferred activities

ADHD

1. Clear brief instructions and rules. Remind frequently.
2. Time – concept of time is limited – be specific – describe the clock on the wall and where the hands will be at the end of a task
3. Consequences delivered swiftly – feedback on what was wrong
4. Short achievable tasks with praise and then a little movement break
5. Anticipate problems when planning a lesson – have key students in mind

Kate Haden



SEND T&L Gems

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

Dyslexia

1. Limit spelling corrections to 5 per piece of learning – it can be very demoralising to have lots pointed out
2. Use writing frames to plan and structure learning
3. Give key vocabulary on the desk
4. Photocopy learning, don't ask them to copy lots
5. Promote verbal contributions to show knowledge

Gross / fine motor skills

1. Provide alternatives to lots of writing
2. Do not ask to copy from the board
3. Allow to use a pencil if preferable
4. Use a folder to provide a writing slope
5. Check they are sitting in their chair correctly
6. Allow writing or speaking frames to structure learning

Kate Haden

lightbulb moment

Purpose	Active students	Challenge and support	Engagement

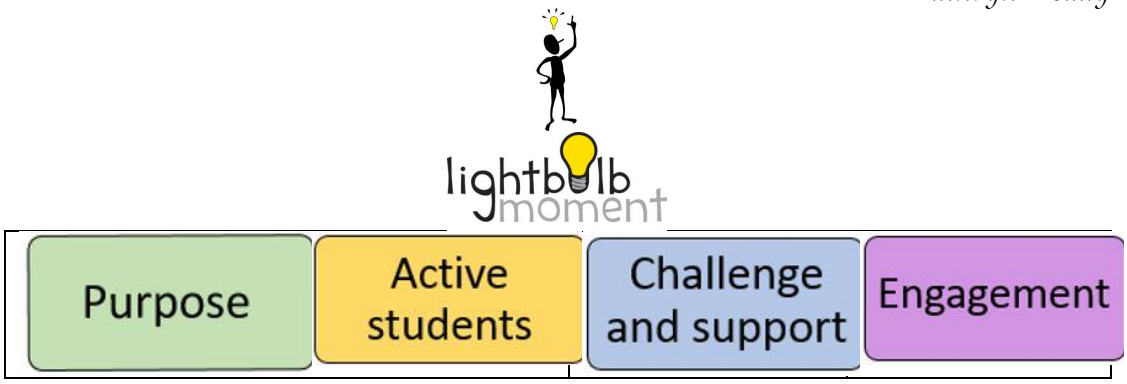
SEND T&L Gems

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

Learning by Stealth

- Make the lessons as engaging as possible – change the way learning is recorded, plan for kinaesthetic activities, plan for group work and project based learning
- Give students the BIG picture
- Use 'carrots' to maintain motivation in a sequence of learning
- Use high tariff rewards to let the students know you are investing in them.
- Work hard to build positive relationships with the students. Perhaps introduce a quirky reward scheme linked to popular culture!
- Keep students busy who struggle to maintain focus in class, and give them important jobs to raise their profile in the class
- Utilise the support of peers – pre-learning, seating plans, paired work, checking sentences for the child
- Always maintain high expectations and be clear and consistent with your expectations
- Create a safe environment to enable you to actively promote student autonomy
- Visual reminders – print out the screen
- Promote group work – allow students to talk about their learning. Does everything need to be recorded in their book/folder?

Kathryn Deady



SEND T&L Gems

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

1) Build confidence by assuming greatness – For students who struggle with confidence in the subject, I build it by making my confidence in them a given for every lesson (e.g. "You're my star scientist so I know you'll be able to work this out", "You smashed this last time so I'm sure you'll finish before everyone else again"). This can also be applied to mistakes or failures in order to build a positive mind set (e.g. " I'll show you how to work this out and I know that you're too bright to make the mistake again").

2) One-to-one help - I often fill in the AC on how to complete tasks and then work individually with students who access AC support. During this time the AC supports the rest of the class. This allows me to secure knowledge with these students that can then be built upon by the AC when they return to work with the students.

3) Answer planting - I will work with the student individually to 'grow' an answer to a complex question (ensuring that the student is doing most of the hard work) and then ask the student in front of the class during class questioning/discussions. This gives me an opportunity to praise the student in front of their peers.

Cerys Erwood

lightbulb moment

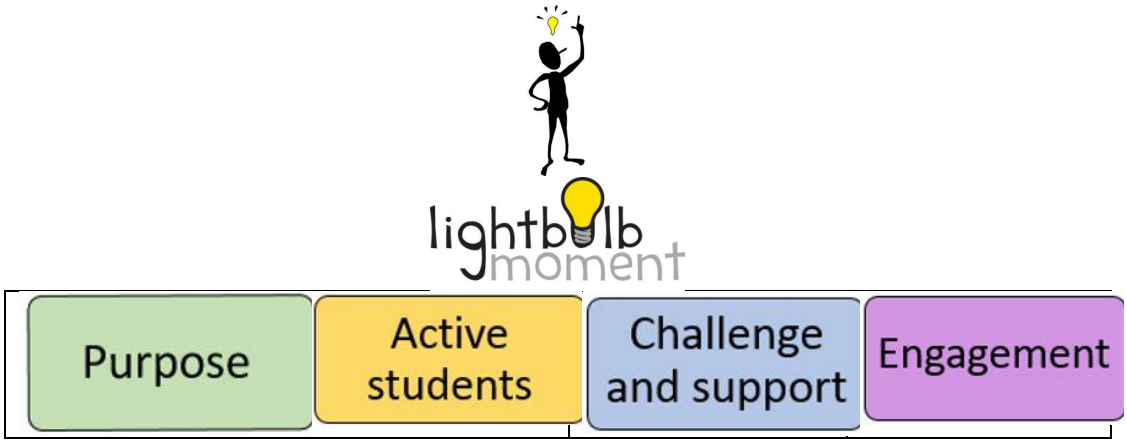
Purpose	Active students	Challenge and support	Engagement

SEND T&L Gems

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

Strategies I use working with a very bright boy with severe dyslexia.
I make sure I affirm his positive contributions with phrases like, "…and as … told us earlier…" "…and if we build on … point…."
The name checking as our discussions proceed make him feel valued. (I do it with most students)
When marking his work, I only pick a small selection of spellings I expect him to be able to master in their correct version. If I can, I will pick a theme of phonics such as "-ing" and correct several of those so he can see a pattern.
Lots and lots of talking in the class, to enable the student to air and stretch his language the best way for him – verbally. We sometimes talk about "what other word could we use for that?"
When marking his work I print my feedback rather than using joined up writing.
I check in with the student shortly after a task has begun, to make sure he's on track. I supply vocabulary he might want and if he asks for a spelling, I write it on the board so he can see the phonic/grapheme version.

Katherine Blueman



SEND T&L Gems

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

-Break down tasks into small steps and chunks.
-Enjoys discussing work and ideas first before writing.
-Likes to complete tasks as much as possible without writing frames or sentence guides but will use these when prompted or to improve a first draft of work.
-Thrives on praise and encouragement.
-Tasks where the student has to pick out incorrect information from a range of choices work well. These can be adapted in various ways.
-Avoid large chunks of text and reading.

Pat Hill

Purpose	Active students	Challenge and support	Engagement

SEND T&L Gems

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

- Modelled written work and high levels of literacy support in the way of partially filled in sheets or sentence starters.
- Structure strips with sentence starters have worked well for this group.
- Success criteria are given for home studies
- Spelling tests for home study support with literacy need and as parents are supportive the student has done very well in these tests
- Being given the opportunity to talk through work/ideas/concepts before committing anything to paper impacts positively on confidence
- When I have forgotten to print to blue and the student doesn't have his overlay, I go over the paper with a blue piece of chalk.

Kathryn Oldfield

lightbulb moment

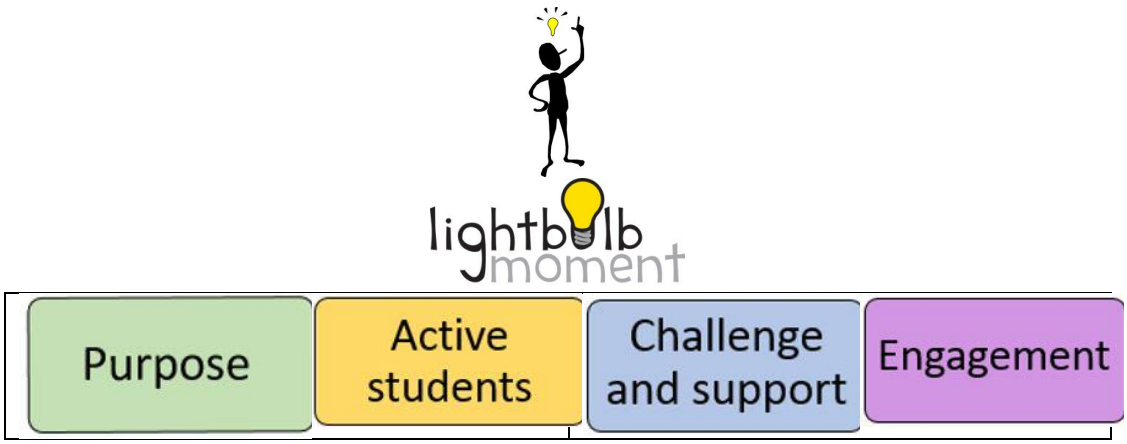
Purpose	Active students	Challenge and support	Engagement

SEND T&L Gems

5 minute update of T&L gems 'magpied' from all corners of SBL Academy!

- When giving instructions I have found it useful to drop the student's name into sentences or mid-way through the instructions to maintain his concentration on what you are saying.
- I have found it effective to use the task organisers that were originally developed for ASD students.
- Giving an RTL warning and being consistently hot on the expectations keeps this student focused.
- Seating next to a sensible student has been the most effective, as the student has a strong moral compass and wants to support the student not to be in the IR and so often supports his behaviour needs by keeping him on task. He also helps with filling in the task organiser while I am supporting other students in the room.
- The student always receives modelled written work and high levels of literacy support in the way of partially filled in sheets or sentence starters.
- Structure strips with sentence starters have worked well for this group.
- The student sits near the door as he is regularly late, I find this reduces the impact on the others in the group and then his temptation to do or say something silly.

Kathryn Oldfield



Upcoming CPLD in Term 3 and 4

- Thursday 10 January 2019 - OLEVI T&L Programme (Cohort 1 – 6 weeks)
- Wednesday 16 January 2019 – WMAT NQT Conference 2
- Tuesday 22 January 2019 – WMAT Subject Network Meeting
- Friday 15 February 2019 – CPLD Day
- Tuesday 26 February 2019- NQT Induction Programme
- Thursday 28 February 2019 – OLEVI Outstanding Teacher Programme (cohort 1 – 6 weeks)

OLEVI Teaching Programmes

OLEVI
www.olevi.co.uk

At SBL Academy, we are now accredited to deliver teaching programmes written by the well-respected OLEVI organisation including the Outstanding Teaching Programme, Improving Teaching Programme and the Power of Coaching.

OLEVI – the international centre for leadership in teaching and learning is committed to taking the professional development of education providers to a higher level. Their highly powerful and effective teaching programmes have made measurable improvements in learning outcomes for all pupils, and helped raise schools to levels of outstanding achievement.

We are currently facilitating our first cohort of teachers on a T&L Programme and look forward to hosting our first cohort of teachers on the Outstanding Teaching Programme in Term 4.