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WELCOME...

Welcome to our second “bumper” edition of Lydiate Learning Together, which due to the positioning of Easter this year, comprises content for both March and April. What a pedagogical journey we have been on the last twelve months!

This month, as we welcome students back to our schools, we will reflect on those remote practices that we wish to remain a feature in our classrooms. At our LLT Headspace Event on 12th February, we shared reflections as Subject Teams on our vision for education, via artefacts, whilst sharing what we wished to ensure remained a feature of our practice moving forward.

Thank-you for all of your suggestions and observations made via the Headspace Team space and via your “Dear Lydiate” responses – we are continuously seeking to refine our practice as a team and look forward to enriching our practice further in the forthcoming weeks and months, taking into account all recommendations.

This issue will focus on Responsive Teaching, both in a remote learning scenario and in a face-to-face environment. Additionally, we will focus on Rosenshine’s Principles in Action in relation to the practical application of responsive strategies as exemplified in our LLT Teaching Template. Finally, we will share the fantastic work of our LLT Steering Groups who have excelled themselves in trialling much of the new ways of working remotely using Microsoft Teams.

Enjoy and warmest wishes,

Suzanne Pountain

Executive Director of School Improvement

ENGAGE, ENABLE, EMPOWER.

RESPONSIVE TEACHING: THE THREE MAIN CHALLENGES

Our September 2020 Inset began with a Trust-wide focus on Responsive and Adaptive Teaching. In this second edition, we re-visit Responsive Teaching in Harry Fletcher-Wood's article Remote-Responsive Teaching, he explores the major challenges we face when attempting to ensure we adopt a responsive approach to Remote Learning. All of these challenges we also see in our everyday teaching experiences, when face-to-face, and attempting to ensure we are responsive in our approach. The author references THREE major challenges:

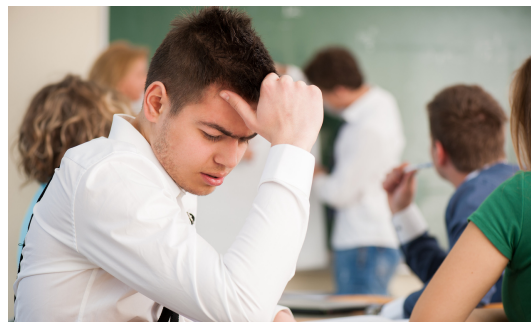


CHALLENGE 1: IT'S HARD TO KNOW WHAT STUDENTS HAVE UNDERSTOOD

Harry Fletcher-Wood recommends using an "objective measure" in each lesson – an "encapsulating task", such as an exit ticket revealing what students have understood, a task where they have to solve a problem, having to summarise a plot point, explain a new phenomenon etc. He then suggests collating the responses efficiently such as via the chat function (which many of us have been using), creating a Microsoft form, asking students to upload an image etc, so that then next lesson any major knowledge gaps can be addressed.

CHALLENGE 2: IT'S HARD TO KNOW WHAT STUDENTS ARE THINKING

This challenge is managed by "tracking learning" throughout the lesson by creating regular pause points both remotely and face-to-face, via use of thumbs up, everybody types (or writes/talks!), the use of hinge questions in order to accurately ascertain how students are progressing in the lesson.



CHALLENGE 3: IT'S HARD TO HELP EVERY STUDENT IMPROVE

Harry Fletcher-Wood, discusses the concept of feedback in terms of helping students to improve – he also discusses the "decision tree" when considering when and how to provide feedback in order to ensure all students can improve (Click on image to the right).



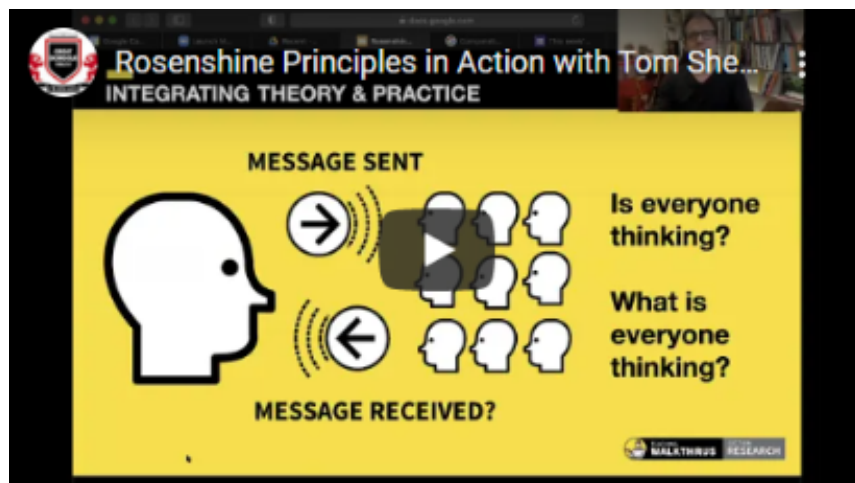
The full article, including further strategies to support these three main challenges can be found by clicking here: <https://improvingteaching.co.uk/2021/02/07/remote-responsive-teaching/>



ROSENSHINE'S PRINCIPLES IN ACTION

Our LLT Remote Teaching template incorporates Rosenshine's Principles in action – lots of our strategies have been born out of Tom Sherrington, an experienced former Headteacher and teacher, now running the popular Teacherhead consultancy which explores and implements contemporary educational ideas that help deliver an excellent all-round education.

Last week, Sherrington ran an excellent event (well worth a view) exploring the use of Rosenshine's principles in a remote learning context.



As Tom Sherrington states its “hard to imagine teaching” (remote or face-to-face) without utilising the following Rosenshine principles, as developed in our LLT Teaching Template:

Reviewing material – checking prior learning has been activated where it relates to new learning and supporting students to remember what they've been taught over time.

Examples:

Daily Review: Get students to think in the first 3 minutes of a lesson. Eg I have put 3 questions on the screen—go! This needs to be simple, immediate, consolidatory and makes the class think!

Weekly/monthly review: Are your remote schemes sequenced well? Do you know what is to be checked, assessed, understood by each point? Can you create a weekly knowledge test? Low stakes and self-checking answers? Give students a task list? Knowledge Organisers? Do students know how learning is built upon each lesson?

Ways in which students can engage with retrieval practice: Quizzes, Microsoft/google forms, summarising, mapping, multiple choice questions, upload picture of their work. Use this information to inform your planning! - what are the misconceptions?



Questioning and checking for understanding - finding out whether all students are making sense of the ideas being explored and adapting the teaching accordingly.

Examples:

Cold calling: Use names at any opportunity. Give students a question to think about before calling for their answer. This can be unmuted or in the chat box. Do you vary the students who you ask?

Wait questions: Give students a question, ask them all to write in the chat. Post in 3,2,1. To improve engagement and confidence - use their names to reference their answers, praise them and then get them to expand. Eg, great answer Sophie, can you explain in more detail for the group?

Pre call: Pre warn students. Eg John, after this video you are going to tell me what you think of....

Batch: Select certain people to contribute. After this video I am going to ask Mark, Sam, Eleanor what they think of...

This is so much more effective than asking for volunteers and getting little back!

Process Questions: More effective teachers include questions that get into the thinking process. Eg great answer Ellie, why did you suggest that? This is effective after a whole class response.

Whole class response: Explore different methods. Ie forms, polls etc.

Barak Rosenshine's PRINCIPLES OF INSTRUCTION
A thematic interpretation for teachers by Tom Sherrington @teacherhead

REVIEWING MATERIAL

- 1 Daily review
- 2 Weekly and monthly review

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

QUESTIONING

- 1 Ask questions
- 2 Check for student understanding

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. We're also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

- 1 Present new material using small steps
- 2 Provide models
- 3 Provide scaffolds for difficult tasks

Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.
Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples, too often teacher give too few.
Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

- 1 Guide student practice
- 2 Obtain a high success rate
- 3 Independent practice

Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.
High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. I.e. high Not 95-100% (too easy). He even suggests 70% is too low.
Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves, when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic."

Sequencing concepts; modelling; scaffolding – building up learning from small steps, showing how to do things, providing structured support

Video: Pause points are effective to break down tasks. Eg here are 2 examples—study them for 5mins—which is better? Pause video. Allow students to think whilst scaffolding learning.

Examples: Are so important for remote teaching. For most tasks you produce—give them a sense of what to expect. Show them—scaffold the examples if needed. Do they know a WAGOLL? Can you give multiple worked examples?



Stages of practice: guiding practice securing a high success rate, building fluency and confidence, before supporting students to practise independently - making sure they can do things for themselves without help.

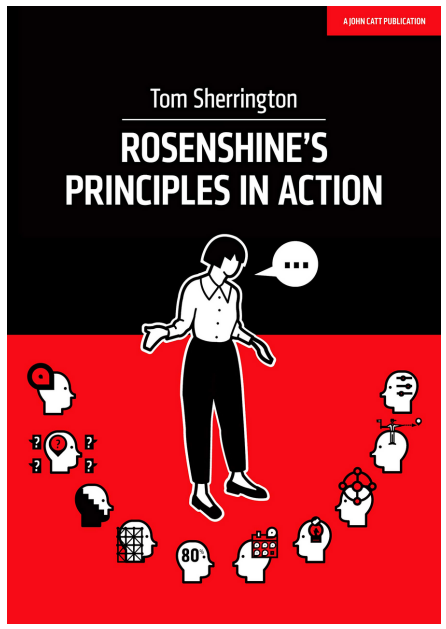
Collaborate learning: Set up an assignment on team where students can contribute together at the same time.

Examples: modelling I do, We do, You do.

Self-check: provide as many opportunities as possible for students to self-check

Independent practice: Set a task off and allow students to complete a task. Bring them back for a reflection at the end or an opportunity for them to check in with you?

Tom Sherrington’s full article can be accessed by clicking the picture on the right.



LLT STEERING GROUPS IN ACTION

A year ago to this month, as a team, we began the journey of adapting our skills and pedagogy to online learning. At the same time, we embarked on the incredibly ambitious Remote CPDL Programme that was so professionally engaged with by all colleagues. A year later, Nadia Kaye (Assistant Head at CSSA) and Alex Ryan and Paul Delaney (Assistant Heads at Deyes High School) would like to take the opportunity to showcase some examples of how the remote experience our students are receiving demonstrates the powerful application of Rosenshine’s Principles of Instruction and our DRICE model for outstanding teaching.



| | |
|----------|---------------------------------|
| D | Deepening Thinking |
| R | Role Modelling Learning |
| I | Impact on Learning |
| C | Challenging Expectations |
| E | Engaging in Learning |



NADIA KAYE ENTHUSES ABOUT THE AMAZING EFFORTS OF ALL STAFF AT CSSA, STATING:

“Our Steering Group, comprising teaching and support staff have collectively focused their efforts on supporting quality of delivery with a recent focus on remote learning. The resources shared so far have been excellent and staff from all areas (from LSAs to SLT) have dipped into the expertise shared by members of the group. What all staff have shared over the past 6 weeks has been phenomenal considering less than 6 months ago most of us had never had to say ‘over the microphone or in the chat please!’”

Health & Social Care and Business immediately shared how they used MS Teams functions to give verbal and audio feedback, English showed all of the team how they use Class Notebook to collate all student work and assessments whilst D&T and English demonstrated how they utilise the live workbook for students to use remotely. This means they are able to monitor the work the students are doing live and enables them to give live and direct feedback on how to address misconceptions, spelling or suggested improvements.

In PE they shared how they use OneDrive to share coursework documents with Year 10 and Year 11. This allows students to work on their own document remotely but also allowed PE staff to give feedback live on their screen during or after lesson.

Keeping with the feedback theme Science have nailed Exit Tickets via Microsoft Quizzes by making sure their students are confident in their knowledge and understanding before they move on to some new material in the next lesson.



Maths staff have been demonstrating how they use Rosenshine’s Principle of Instruction to work remotely when they use daily/weekly/monthly review at the start of each lesson followed with (in their own words) “We then introduce the new learning. We use cold calling and no opt out when questioning students. We generally tell students that we will be asking them some questions to give them thinking time before giving their answers.” Maths are also trialing a graphics tablet to give a blended approach between MS Teams and Hegarty Maths.

Our SEND Inclusion Team have been sharing how they use MS Teams to make the most of small group and peer to peer support: Chloe with her Lexonik cohort and Paul with a small group of Year 9 students. Dan Parkin, our History SCITT Associate member of staff has been showing the Humanities Faculty how to make the very best use of Breakout Rooms.



ALEX RYAN AND PAUL DELANEY WERE EQUALLY IMPRESSED WITH DEYES' TEAM EFFORT, EXPLAINING:

“In science, daily and weekly review has been implemented using a retrieval quiz that features scientific beakers and challenges students to “fill up” their knowledge. Likewise, in History, a retrieval quiz was used to deepen understanding by testing recalls from the previous lesson, the previous week and the previous half term.

The PE department has met the challenge of making the most practical of subjects possible at home by using fitness challenges, and included detailed step-by-step guides for exercises. Each one with a slightly easier and slightly harder variation as an adaptive strategy to make the activity really inclusive.

I do, We do, You do, has been used successfully in Business Studies and Maths for modelling and achieving a high success rate when pupils have practiced independently. The remote template was used to provide a clear structure to the activity and to clearly sign post to students when and who they were required to contribute.



Similarly, in English the remote template's colour coded slides have been used to clearly sign-post when students need to complete an activity or to draw their attention to where the adaptive strategies are to help them achieve a high success rate; an example being some sentence starters used to provide structure and to overcome the initial writer's block students often experience. This is so important when they are learning remotely and don't have a partner or group to collaborate with.



A PowerPoint using the remote template by ICT demonstrates the impact of reducing cognitive load by introducing new information in small steps – it results in a big presentation but one where it is clear to see that new idea or piece of information is that the students have to think about on each slide. This would be really user-friendly for a lesson delivered asynchronously.

A high success rate was achieved in a Spanish lesson by using the template to structure the stages of practice so that mini-tasks built upon each other so that students can add new knowledge and apply previous knowledge to the new concept they were practicing.

Technology, a subject that utilises modelling so successfully in day-to-day practice have skillfully transferred this to using WAGOLLS remotely. By sharing the success criteria in such a way students are well equipped to hit them themselves.

Modelling in various forms has been used skillfully in Geography, both physically as a WAGOLL but also metacognitively, when demonstrating the thought process behind attempting a compare and contrast style question. The chat functionality of teams was used to receive instant feedback from the students, allowing instant adaptation and response – a great example of an advantage of synchronous over asynchronous delivery.”

A HUGE THANK YOU TO ALL INVOLVED IN SUPPORTING OUR CPDL PROGRAMMES THUS FAR!



KEY DATES & UPCOMING EVENTS: MARCH/APRIL 2021

Monday 1st March – Subject Leaders CPDL & LLT Steering Group

Monday 15th March – Collective CPDL

Monday 22nd March – Subject Teams CPDL

Monday 12th April – Subject Leaders CPDL & LLT Steering Group

Thursday 15th April – Literacy Twilight

Monday 19th April – Collective CPDL

Monday 26th April – Subject Team CPDL



CPDL EVENTS:

Ambition institute - NQTs

During the Spring term, ECTs will be studying the instruction strand of the programme. They will explore, the link between effective instruction and pupil learning, elements of explicit instruction and how instruction can support more effective pupil thinking.

The next NQT clinic will be **Clinic 4: Adapting teaching for pupils**. This session will focus on resources, grouping and working with other adults.



Tuesday 16th March – What Every Secondary Teacher Can do About Reading

[Click on the image to register.](#)

**WHAT EVERY
SECONDARY
TEACHER CAN DO
ABOUT READING**

16th March - 4pm

James and
Dianne Murphy



Free to Access – `Educating Yorkshire` Matthew Burton: The Power of Teaching

[Click on the image to access.](#)

