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SUMMER 2024



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PROJECT L



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Welcome Message

Welcome to our final Project L Edition of Lydiate Learning Together for this academic year! In this edition we will be taking a detailed look into the many successes we have had across Lydiate Learning Trust, with a particular focus on the innovative and impactful ways Project L and our CPDL is encouraging our staff and students to develop new and exciting practice. I would like to personally issue an enormous thank you to everyone at Deyes High School and Childwall Sports and Science Academy for another year of incredibly hard work supporting our students and ensuring they are best set up to achieve their full potential.

This year in Project L students have taken part in exciting adventures across all different genres of fiction and non-fiction literature. From hearing about the inspirational story of Marcus Rashford and how he became one of the most successful young English sports figures of a generation, to twelve-year-old Marlee who struggles to fight off discrimination in her school so that she can get the education that she deserves.

In addition to our students continuing their love of reading for pleasure we have also been committed as a trust to build on the Disciplinary Writing and Oracy skills they develop during their time with us. At Deyes, we have had a clear focus on how writing can be used to bring together student learning in every subject and really shape how they assess their own knowledge. At Childwall, staff have begun looking in depth at the oracy provision across separate faculties and how this can be used in a sequenced and effective way to drive student progress.

In addition to this we have fully embraced the extra-curricular competitions and activities for our students with some exciting developments in both schools. A huge thank you to Meggan Pye and the fantastic student writers involved in the Top of The Term Student Newsletter for their efforts in bringing student relevant material to a wide audience across the Trust. Credit also goes to Eleanor Robson for her brilliant work setting up a Creative Writing club aimed at helping students to really develop their imaginations when writing descriptive pieces.

Thank you once again for your hard work this year and I hope you enjoy reading and celebrating all the wonderful literacy practice within our Summer Publication!

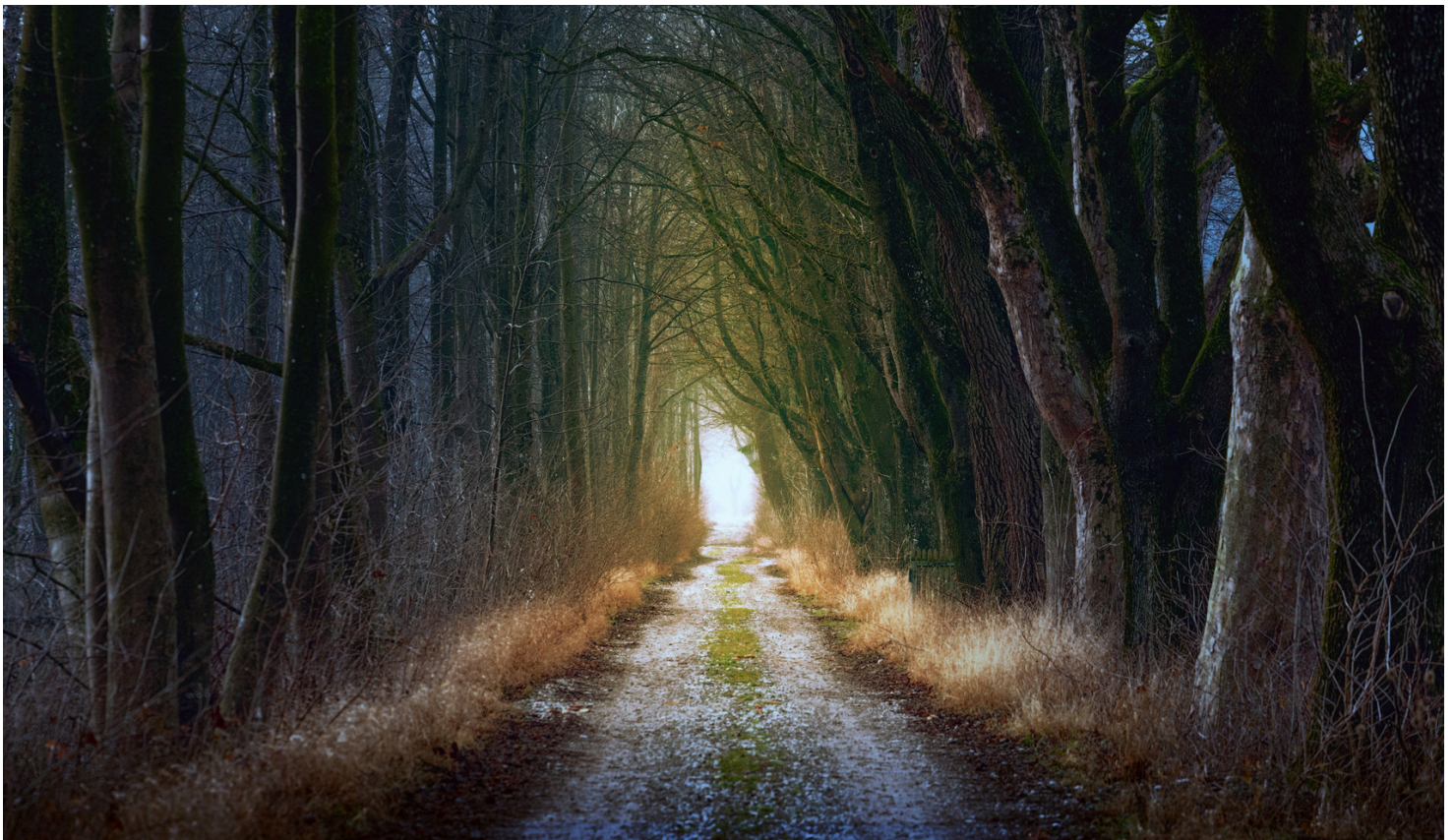
Sean Martin, Lead Practitioner in English, LLT



Creative Writing Challenge

During the last few weeks of term, targeted students have been invited to take part in a writing challenge workshop. It is aimed at targeted students specifically to give them an opportunity to express themselves freely and engage in a project where they can thrive and be truly noticed for their skills. Each session will run differently, starting with skills and vocabulary, then looking at other works of literature, and eventually composing their own extended piece of writing. Students are also asked to do their own research for their story, a vital skill to learn as they move into GCSE! Although students will be learning English skills, the focus of this club is to inspire and encourage creativity.

The theme this term is Fairy Tales and Myths! This will change each term across the year. The theme this term was chosen to give students the chance to step into another world and to explore the unlimited opportunities of their imagination! This will be a wonderful way to introduce students to story writing as they have complete creative freedom. At the end of each term, there will be a first, second, and third prize given... as well as weekly sweets and stickers! Stories will also be shared with staff and the school newspaper to celebrate their efforts and talent.





DEYES
HIGH
SCHOOL

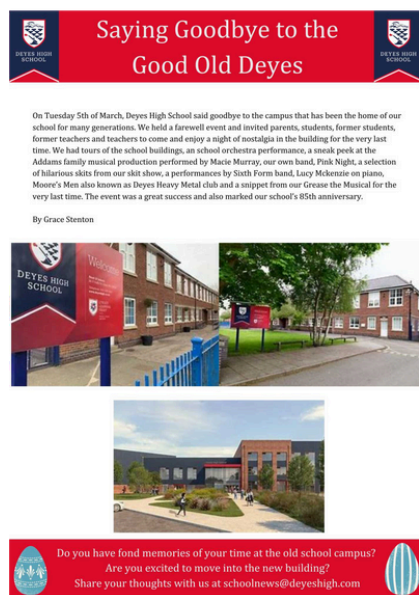
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Top of the Term

Top of the Term is our student newspaper: run, produced and edited by students and shared to the wider community. It provides a fantastic opportunity for these young people to express themselves on topics that really matter to them, as well as providing them with the opportunities to hone their skills for future employment. Working together as a team, gathering information from a range of sources and hitting significant deadlines are all good practice for things to come in their bright futures.

This year we have looked at a range of topics, from our move into the new building, following plans and progressions along the way, to cultural significances of seasonal celebrations from around the world. Did you know that Father's Day was only created when a lady called Sonora Dodd was listening to a sermon on Mother's Day and realised that we should probably celebrate fathers too...? The readers of Top of the Term do! Putting together each edition is also a fantastic opportunity for the success of students at Deyes High to be shared and celebrated. From sporting success to showtime spectaculars, Duke of Edinburgh champions to competition winners - we love to make a fuss of those who are striving for greatness and representing our school in the absolute best way.

The group runs on a weekly basis at lunch times and is open to all year groups, so if there is a spark of journalistic curiosity ready to be nurtured, feel free to come and join us next year with our future endeavours.





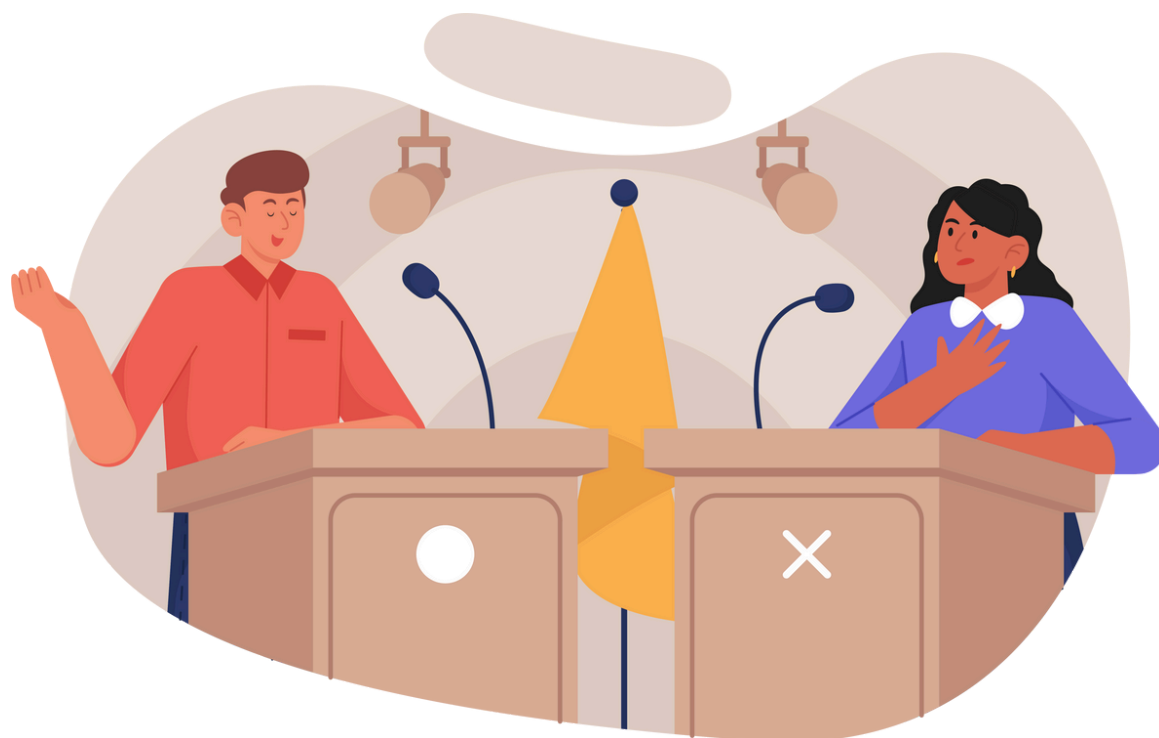
Our literacy journey at Childwall started this year with reflection on how we are addressing the Ofsted Reading Framework in Project L.

Lead Practitioner Sean Martin delivered training on the Reading Pillars, which would become one of our main focal points during any literacy CPDL session throughout the year. Staff at Childwall, have been receptive to planning their subject reading curriculum and opportunities for structured talk with these pillars in mind: fluency, analysis, context and intuition.

We relaunched our Project L reading sessions with training to share key rationale and research such as 'there is a positive relationship between reading frequently, reading enjoyment and attainment' (Clark 2011; Clark and Douglas) and 'reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' (OECD, 2022.) We shared best practice modelling of a reading session with staff via an Iris recording of English teacher Dr. Evans demonstrating different engagement strategies with her form. Staff were encouraged to reflect on their own practice and share successes.



Project L Deep Dive



Shifting focus to strand six of the Education Endowment Foundation's improving literacy in secondary schools, Childwall focused on providing opportunities for structured talk. This started with the introduction of 'Friday Debate Club' during reading lessons. Structured debate tasks are posed to the students based on the themes of their reading book. Students are encouraged to use target vocabulary, refer to key ideas and take on 'talking roles' in their debate. Sentence stems are provided for students to encompass their role as a: builder, instigator, challenger, clarifier, prober or summarizer. In response to staff voice, we introduced additional resources to the debates including, short video clips, TEDx talks, and articles to help stimulate debate.

Reflecting on her year 9 form's engagement in 'Friday Debate Club' Mrs. Bates said: "My form has positively engaged in the debates during Friday reading times. It gives everyone a chance to express their ideas and opinions and learn to listen to others. Each week, everyone in the form accepts the challenge of a different role in the debate. My form enjoys the different and varied topics that the debate focuses on each week. They have all increased their confidence in speaking in front of one another, counteracting the debate and asking each other questions; they see the debate as a treat on a Friday reading time at the end of the week."



Project L Deep Dive

After further Twilight sessions, subject departments were tasked with planning a six lesson scheme of learning that specifically included planned opportunities for structured talk. Subject groups planned a plethora of tasks with well thought-out rationale for the oracy approach used.

Finally, in our most recent Twilight, subject departments were encouraged to audit their current oracy provision and identify areas for further development and planning. Childwall undertook a Whole School audit of our Oracy provision, subject level audits and each individual teacher completed a self-reflection of their oracy practice. This allowed leaders and teachers to look ahead to September and refine their schemes of learning and curriculum documentation to ensure that Oracy progression is evident in tasks and further opportunities for structured talk.

These skills are crucial to children and young people's success in school and in their life beyond. It is therefore vital that all schools believe that an education in oracy is the responsibility of every teacher and the entitlement of every child.

“You are the only second chance for some children to have a rich language experience. If these children are not getting it at school, they are not getting it.” Neil Mercer, Emeritus Professor of Education at the University of Cambridge & Director, Oracy Cambridge

Childwall used The Oracy Benchmarks, as part of our audit process, which outline what constitutes a high-quality oracy education. They provide a robust and realistic framework for teachers and schools to:

- Understand what makes a high-quality oracy education
- Articulate clear goals for their own oracy provision
- Open dialogue about their current practice
- Guide strategic planning and improvement.

Senior and subject leaders are now planning more opportunities for structured talk, fluency and high-level academic reading in their curriculum progression models. This is enabled by the essential training delivered throughout the year by Lead Practitioner Sean Martin.



Project L, Disciplinary Writing and Oracy

Across LLT , we have helped to create a real excitement and engagement in Project L reading lessons focused on our Literary Canon. Students have been engrossed in stories of remarkable people from across the world, stories of fantasy in the dystopian world of The Medusa Project and stories of displacement and immigration as children are forced to flee destruction and war in Syria, and that is just to name a few! Student voice has given us a real insight into the love of reading our students have.

One Year 8 student stated, “I really liked the real life story we read this year. Malala is such an inspirational figure and I have enjoyed getting to know her better!”

Such dedication and engagement from our students has lead us to move forward with Project L and focus on continuing to develop extended writing at Deyes High School using research from Alex Quigley’s Closing the Writing Gap.

7 STEPS to CLOSE THE WRITING GAP

- | | | |
|------------|--|--|
| [1] | Train teachers in the art and science of writing | |
| [2] | Take advantage of talk and the rhetorical roots of writing | |
| [3] | Explicitly teach and model the stages of the writing process | |
| [4] | Offer pupils the gift of grammar, so that they can make informed writing choices | |
| [5] | Concentrate on crafting great sentences | |
| [6] | Prioritise disciplinary writing | |
| [7] | Plan for focused feedback and assess writing excellence | |

Our focus this year has been to examine carefully how students can now take the positive strides they have made in reviewing their writing so far and bring everything together to make creative and effective sentences.

We recognise the importance of enabling our students to have a range of writing forms for the varied writing scenarios our students are preparing for in adult life, as such we are ensuring they can adapt their writing to meet the needs of any given situation.



Project L, Disciplinary Writing and Oracy



Childwall staff have undertaken an Oracy series of CPDL to integrate effective talk into our classrooms and to examine the difference between learning to talk and learning through talk and how both can benefit our students in different ways.

Practitioners have focused in CSSA on creating a discursive classroom that breaks down classroom hierarchies so that all students feel comfortable and confident sharing ideas in front of their peers and can develop deeper learning through this as a result.

Students have developed their understanding of accountable talk and responsibility for active engagement in discussion and debate which has really brought on their understanding across the curriculum.

Learning to talk or Learning through talk?

Often, we talk about there being 'two sides of the oracy coin': learning to talk, and learning through talk.

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

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The Discursive Classroom

A number of studies suggest that this kind of classroom discourse leads to deeper engagement in the content under discussion and they also elaborate that students that might not normally be considered "able" in the subject normally can increase their levels of engagement significantly.

This is in response to a break down of the natural hierarchies that occur within a classroom and that become the comfortable norm for our students.

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JULY

- 1 Subject Team CPDL
- 8 Pastoral Team CPDL



PROJECT L LITERARY CANON

This grid lists literary titles for Years 7 to 11. The titles are arranged in a circular pattern around the year labels. Year 7 includes: The Boy Who Swears Badly, The Boy Who Swears at the End of the World, The Hunger Games, I Am Malala, and Welcome to Tomorrow. Year 8 includes: The Hate U Give, We Were Liars, A Good Girl's Guide to Murder, I Am Not a Number, and The Hate U Give. Year 9 includes: The Hate U Give, We Were Liars, A Good Girl's Guide to Murder, I Am Not a Number, and The Hate U Give. Year 10 includes: The Hate U Give, We Were Liars, A Good Girl's Guide to Murder, I Am Not a Number, and The Hate U Give. Year 11 includes: The Hate U Give, We Were Liars, A Good Girl's Guide to Murder, I Am Not a Number, and The Hate U Give.

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Thank you!

Lydiate Learning Trust would like to thank you for your on-going hard work. We hope you have a fabulous Summer Term!

