

# TEACHING AND LEARNING NEWSLETTER

## Teaching and Learning

Edition 3



### Falmouth MAT Great Teacher's Toolkit Foundations



We are well under way through this year's CPD program, focusing on the teaching and learning model. All staff have completed research on one of their three chosen strands, attended a CPD session, and completed a joint observation with their professional partner. We are nearing the second round of professional development, and would like to share with you some best practice examples for highly effective practitioners for the three foundations of the teaching and learning model: Bloom's Taxonomy, Team Teaching/Co-operative Learning and Metacognition.

#### This Edition

- ⇒ Great Teacher's Toolkit Foundations
- ⇒ Highly Effective Practitioners
- ⇒ Gifted and Talented Sessions
- ⇒ Wellbeing
- ⇒ French Lessons
- ⇒ Leadership Matters

Bloom's Taxonomy	Team Teaching/ Co-operative Learning	Metacognition
Students can articulate the difference between a low level piece of learning and higher level piece of work.	Structures are judiciously selected to involve co-operative interaction and are designed to efficiently produce engagement, positive social interactions and raise achievement.	Self-regulated learners are aware of their strengths and weaknesses, can motivate themselves to engage in and improve their learning.

### Gifted and Talented Sessions

Some of you may know that for the past three years, we have run additional master class sessions for the most able Maths and English students in Y5. After the success of these sessions, we have decided to expand the programme to include more students and a wider variety of subjects. We are delighted to announce that this year we will also be offering sessions for Art, Science and P.E.

These sessions aim to allow the students to see all of the subjects being used in new and interesting situations. We hope to not only enhance their enjoyment of learning, but also provide them with problems and activities that they will find intellectually stimulating. They will encounter content that would not normally be covered as part of the school curriculum. The students who participate in the master classes will be those who welcome having their thinking and abilities stretched and challenged.



## Guest Author - Nicky Sutton

**Mrs Nicky Sutton is the Pastoral Lead at St Francis primary and specialises in supporting pupils' social and emotional development.**

All Falmouth MAT teaching and leadership staff undertook joint HeadStart training during the September 2018 inset day. This gave lots of useful advice regarding pastoral care.



At St Francis, our mission statement reflects our family ethos, *every person matters, every person succeeds and every person helps*. At our Christian heart is an emphasis on our pastoral care and an understanding of the importance of taking time to 'notice, listen, nurture and most importantly care' for one another. As a Trauma Informed school, this is embedded into our everyday practice.

Specific Initiatives for supporting children's well-being include:

- The planning and delivery of a personalised PSHE curriculum
- Using the arts as a vehicle for teaching and learning
- Scheduled timetable of support for individuals or groups of pupils needing guidance, time or extra care
- A safe space and access whenever needed to an emotionally available adult for children that require extra nurturing or reassurance
- Adults making time to 'check in' with vulnerable pupils
- Building relationships with all pupils; knowing their names and things they enjoy
- Clear communication – importance of working with parents
- Ensuring that the contextual information is shared amongst staff where appropriate
- Making time to listen
- Valuing training – a number of staff Trauma Informed School Practitioners
- Whole school approach

## French Lessons

During this term, two year 13 students from Falmouth School have been delivering French sessions to year 3 students at St Francis Primary School. The aim of these sessions is to introduce and expose students to a new language at a young age in a fun and exciting way. The sessions have centred around games and quizzes with lots of speaking practice.



For the year 13 students this has been an opportunity to develop confidence at delivering French vocabulary and has allowed them to work independently in planning a range of activities for younger students. They have certainly risen to the challenge of creating engaging and fun sessions with all students clearly enjoying learning a new language. Our aim is to develop these sessions to other year groups in order to build a foundation on which students can continue in their transition to Falmouth School.



## Leadership Matters

Andy Buck

**Review by Pip Isles - Director of Student Services**

This is not a typical leadership book. It is well structured, easy to read and offers context and clarity on why leadership is important, offering informative, useful and practical advice which makes absolute sense. Andy Buck has injected a light touch to the prose with the use of meaningful quotes, academic references, diagrams and humour. All of these devices have been carefully woven into a clear narrative.

The author clearly has a lot of experience in dealing with situations which makes it a more credible and robust read. It's not full of tentative theory as some books are but really makes the link between theory and practice. The blend of experience, research and actions as well as the ability to self-reflect at the end of the chapters with Key Points make it relevant to any school leader or anyone interested in leadership. As stated by him in the introductory part of this book, it can be read cover to cover which I confess I chose to do, alternatively you could easily access standalone chapters when required.

