

TEACHING AND LEARNING NEWSLETTER

Teaching and Learning Edition 4



Great Teacher's Toolkit CPD Workshops

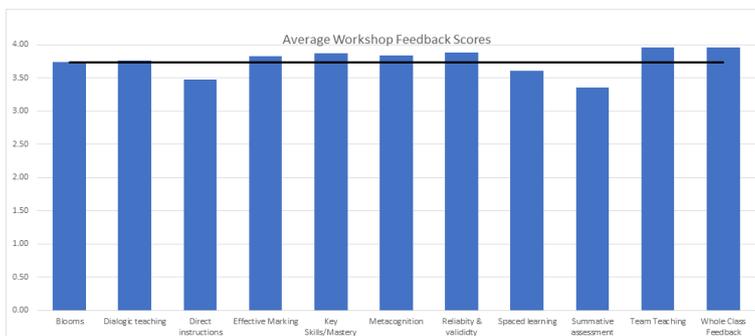
In his paper 'From "Professional Development" to "Practice",' Doug Lemov argues that a fundamental aspect of CPD is helping teachers to 'get better at getting better.'

Falmouth MAT CPD workshops for the spring term were precisely about helping teachers to 'get better at getting better.' Across the MAT, 11 workshops were offered on the different strands of the *Great Teacher's Development Kit*. These included the 3 foundations of our teaching and learning model at Falmouth MAT. Attendees selected their workshop of choice based on their targets for the year and were overwhelmingly positive about their experience. Evaluation sheets (where '4' was the most positive response), have been collated and the success of the workshops is clearly shown below.

Thank you to all of those colleagues who ran workshops, generously sharing their experience, and expertise.

This Edition

- ⇒ **Great Teacher Toolkit CPD Workshops**
- ⇒ **Highly Effective Practice**
- ⇒ **The Power of Knowledge Organisers**
- ⇒ **Recognition at Falmouth School**
- ⇒ **Book Review**



On recent MAT learning walks, it was great to see the MAT teaching and learning model fully established within the classrooms.

"Everyone across Falmouth MAT follows the learning triangle so that we all learn in the same way. It's real name is Bloom's Taxonomy." Year 4 child at St Francis School.

Highly Effective Practitioners

Following on from the last newsletter, here are some more 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.

 Bloom's Taxonomy	 Team Teaching/ Co-operative Learning	 Metacognition
Students can articulate the difference between a low level piece of learning and a higher level piece of work.	Team members extend their own thinking and that of others. They also acquire new skills and knowledge.	Teachers should support pupils to plan, monitor and evaluate their learning (before, during and after the process as an integral part of the learning).

Guest Author - Emma Owen—The Power of Knowledge Organisers

Emma is Leader of the Communications Faculty at Falmouth School (Including English language, Literature, Modern Foreign Languages, Media and Film)

At Falmouth School, one of the four pillars of 'The Falmouth Way' is 'Building Our Learning' – the central principle here is ensuring that our curriculum is challenging in depth and breadth – providing strong foundations needed for success in every subject. To help teachers, students and parents have a clear understanding of what is being taught in each learning cycle, every student is given a knowledge organiser.

For me, the main benefit of knowledge organisers is that they give children and teachers the 'bigger picture' of a topic or subject area. Some topics can be complicated, so having the essential knowledge, clear diagrams, explanations and key terms on one A4 document can be really helpful.

Research shows that our brains remember things more efficiently when we know the 'bigger picture' and can see the way that pieces of knowledge within that subject area link together. Making links, essentially, helps information move into our long-term memory. And, as Ofsted's Sean Harford recently remarked, knowledge becomes 'sticky' – the more you know, the more you learn – which helps children gain a deeper understanding over time. The other benefit of knowledge organisers is that they make the knowledge explicit. So, even if a child misses a lesson, they have a constant point of reference. In the same vein, because every child has the same knowledge organiser, it gives the class a 'level playing field' of knowledge, with more children having a general awareness and set of knowledge about a topic, rather than just a handful of children.

For a teacher, the knowledge organiser supports, and can even direct, what you're teaching in each lesson. You can shape your teaching around it to ensure that you cover the key information over a sequence of lessons and that you assess knowledge-based outcomes based on it.

Recognition at Falmouth School

The Government's official statistics were published at the start of February which include exam results for A levels and GCSEs. 'The Times' newspaper has collated all of this information and picked out its top ten schools in each county. They have named Falmouth School as the top school in Cornwall which is fabulous news!

The hard work that students must put in to achieve these results with the Government's new 'harder' GCSEs and A levels is immense. We believe that our focus on high standards is intrinsic to students achieving their potential. We continue to have high aspirations for our students and we continue to insist on high standards in every area of school life. Our students and families deserve no less than this from us.

It was wonderful to receive a letter from the House of Commons, to acknowledge the work that goes into achieving such great results.



Helping Children Succeed—What Works and Why



Paul Tough

Review by Isabel Fairweather—Yr6 Teacher at St Francis School

Although this book was a slight curveball of a Christmas present, *Helping Children Succeed: What Works and Why* succinctly depicted a growing issue, both in the USA and the UK. Recently, we have seen headlines such as, 'Poor pupils behind for next 70 years' – and the future for disadvantaged pupils is apparently similar across the pond. In 2013, for the first time, 51% of all public school students became eligible for free school meals, meaning that the challenge of teaching low-income children can now be seen as a central mission of American schools. Tough explores this central mission throughout the book and there are clear ideas on how to support disadvantaged children both in and out of school (and potentially even before they start formal education).

Throughout the book, there are some interesting tips to incorporate within classroom practice. Importantly, our 3 foundations play a key role: disadvantaged pupils need to have clear opportunities to problem-solve and show a deeper understanding, as well as work with others and the development of persistence when faced with challenges. However, one key idea came through: we must believe in pupils so they believe in themselves (and their own ability to succeed).

