

TEACHING AND LEARNING NEWSLETTER

Teaching and Learning

Edition 5



Teaching and learning Group

The Falmouth MAT Teaching and Learning Group has now been in operation for a whole year. In that time, the group have identified priority groups and subjects across all three schools and worked with each school to set objectives to support these. A MAT teaching and learning model has been developed and implemented and a successful CPD package has been built to support this.

We are now at a point where we are looking to ensure the strategies put in place across the MAT are having a positive impact on students. With that in mind it seems fitting that Paul Preece has joined the group to share his expertise with regards to tracking and analysing data. Paul is Deputy Headteacher at Falmouth School and leads on data across Falmouth MAT.

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Diocese Visit to St Francis and King Charles

Church Schools are inspected every five years under the SIAMS Framework. St Francis were inspected in March and maintained its outstanding grade and King Charles will be inspected in 2020 when they will aim to retain their outstanding grade.

During the last half term, both King Charles and St Francis Schools had a school visit by the Diocese of Truro Director of Schools in his role as their SIP to evaluate effectiveness against the Church of England's vision and values. Also, how the schools' Christian distinctiveness impacts on teaching, learning and pupil outcomes.



It was highlighted that, 'pupils work hard in all classrooms and there is a clear sense of achievement and pride in learning.' It was evident that the Falmouth MAT Teaching and Learning Group's work on resilience and growth mind-set had clearly impacted on this. Similarly, our work as a MAT was evident where, 'in some classrooms the 'learning ambassador' greeted us to outline the learning and experiences their class were enjoying.'

Leading Parent Partnership Award at Falmouth School

Falmouth School are very proud to announce that they have been granted the Leading Parent Partnership Award (LPPA). The award recognises the work the school has undertaken to establish a working partnership with parents to help our students thrive academically and grow into happy, healthy and confident adults.

The final report states that 'the school demonstrates a very high level of commitment to parent partnership and engagement and this has been (and continues to be) integrated into school policies and procedures. Furthermore, members of the senior communication team are 'passionate about engaging with all parents in every way possible, (very ably assisted by a dedicated and skilled communications officer), and were highly committed to exploring and developing every aspect, every detail of their work to improve parental involvement.'



Guest Authors - Gareth Harris (Year 4 Teacher at King Charles School) and Lindsey McKenzie (Year 4 Teacher at King Charles School and Lower KS2 Phase Lead)

Gareth and Lindsey have both reflected on their Autumn and Spring MAT CPD and wanted to share the ways it has already positively impacted their teaching.



During the Autumn Term, our CPD focus was metacognition. With our Teaching Partners, we devised smart targets that could easily be incorporated in our own practice. We chose 'The Power of Yet' as our focus and immediately saw this impact positively in our classrooms. We modelled ways to develop a positive growth mindset such as "I can't do this...yet" and "I can learn from this mistake." Straight away, our children took ownership of this new way of thinking and the climate in the room changed. Suddenly, it was more acceptable to not 'get it' straight away, leading to greater levels of resilience from all learners.



This term, we have focused on spaced learning. It was interesting during the workshop session to examine the secondary approach to this. Subsequently, we have embedded questions at the start and end of each lesson to provide children with a constant reminder of previous learning. We have found that children have become more resilient to tackling these 'at a distance questions' and have become speedier at recalling previously taught facts. It also provides us with an additional tool for assessment.

Highly Effective Practitioners

As highly effective practitioners, you will find yourself constantly asking the following questions in relation to the three foundation of the Falmouth MAT Teaching and Learning Model:

 Bloom's Taxonomy	 Team Teaching/ Co-operative Learning	 Metacognition
"How do you use the triangle?" "How do you move up the triangle?" "Describe how you answer high level questions?" "What is a low level piece of learning?"	"How do you work together?" "How do you teach each other?" "How does talking to your partner before you write help you?" "What's the balance of teacher-led and student-led learning?"	"How would you complete that task better in the future?" "What is the best way that your teacher teaches?" "What do you do when you find something difficult?"



When the Adults Change, Everything Changes

Paul Dix

Review by Debbie Byrom—King Charles SENCo and EYFS Lead

In *When the Adults Change*, Paul Dix upends the debate on behaviour management in schools and offers effective tips and strategies that are focused on changing the adult's behaviour as opposed to the child's behaviour. Ultimately the solution lies with the behaviour of the adults, it is the only behaviour over which we have absolute control.

Paul Dix advocates an inclusive approach that is practical, transformative and drips with respect for staff and learners. An approach in which behavioural expectations and boundaries are exemplified by people. The book outlines how each school can build authentic practice on a stable platform, resulting in shifts in daily rules and routines, in how we deal with the angriest learners, in restorative practice and in how we appreciate positive behaviour. This whole school ethos is built on kindness, empathy and understanding – true to the Trauma Informed Schools approach.

