



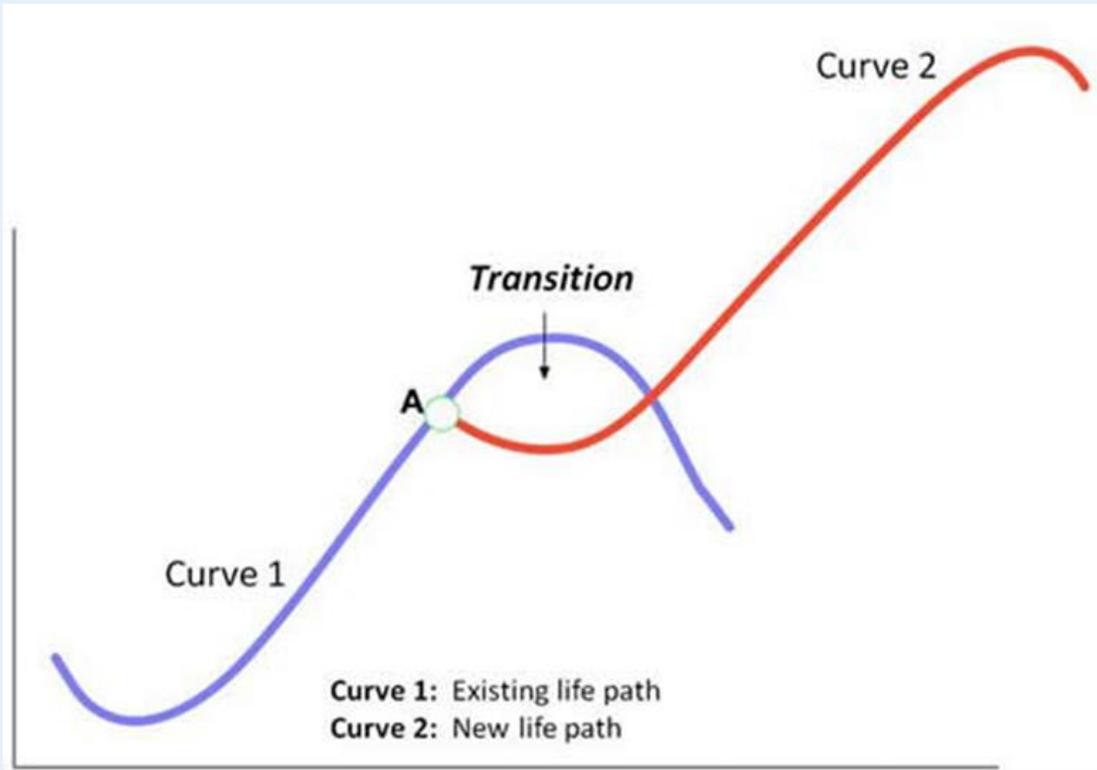
Glenmoor & Winton Academies
High Achievement – High Standards

Part of United Learning

Reflective briefing and bulletin



The Sigmoid curve

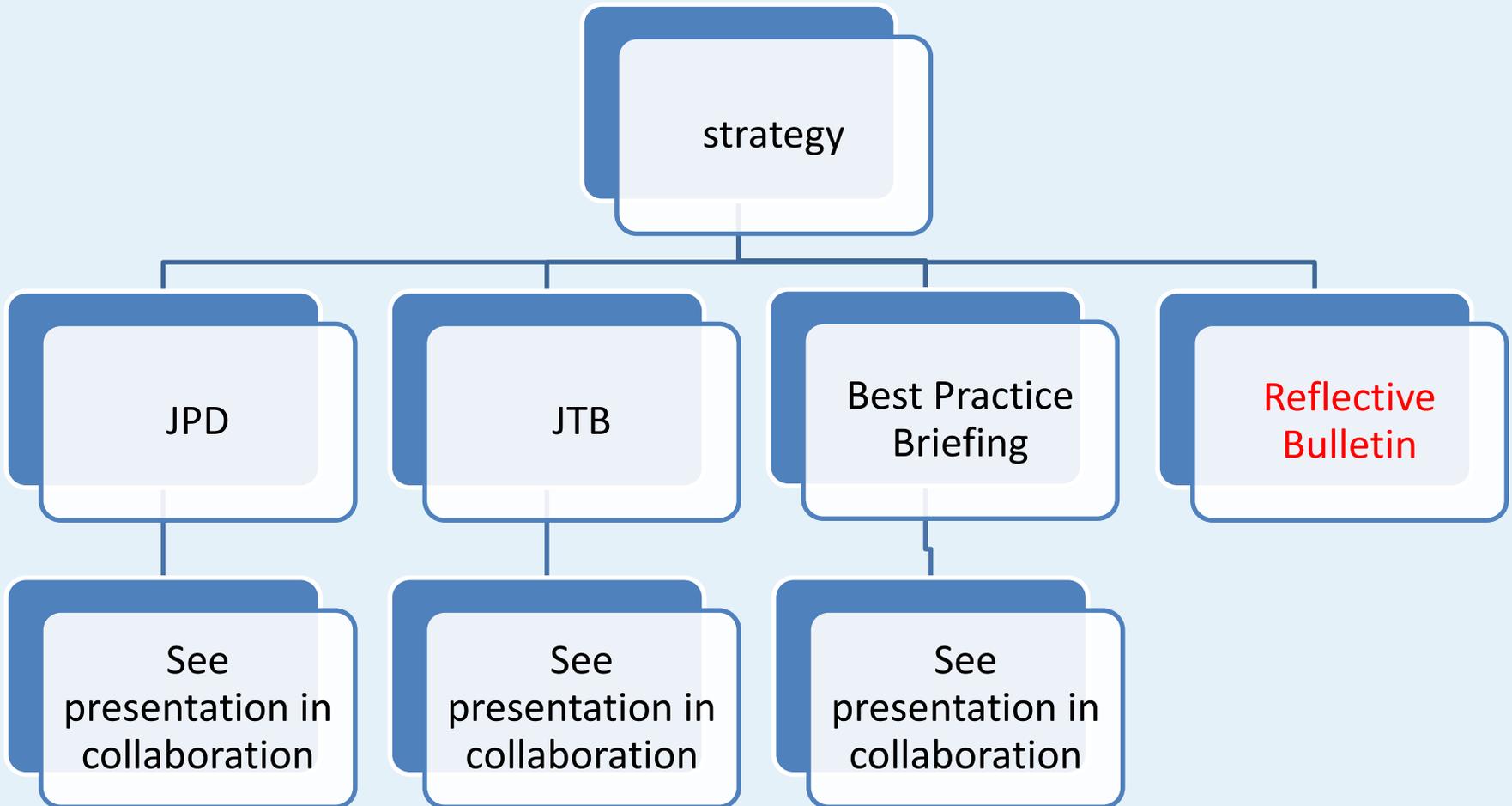


Leading T+L can often follow the Sigmoid curve as shown opposite

New ideas come in and there can often be growth and progress – but this will inevitably start to dip again – which is where new intervention is required to begin the upward trajectory again

This is often why “one-off” INSET can be ultimately unproductive because it’s not until the next INSET (often 6 months down the line) that the intervention can happen.

How we keep the curve moving upward



Monday Reflective Briefing and Bulletin

The T+L reflective bulletin was launched in January 2014 with the following aims:

1. To give space, time and stimuli for reflection on practice
2. To follow up and pre-empt JPD and BPB materials
3. To give advice and tips
4. To suggest new approaches – keep up to date in terms of pedagogy
5. To re-visit strategies and approaches
6. To celebrate publically the pedagogical practices of the school
7. To challenge the thinking of the staff

What's in it #1

Teaching and Learning Reflection 6: Monday 10 October 2016

Best Practice / JPD Horizon Scanning

Date	Time	Title of Session	Lead Personnel
10.10.16	3.15-4.45	Teaching and Learning Meeting 2 Keynote: Why JTB is worth it Joint planning: Triads JTB actions	David Paterson
12.10.16	8.20-8.35	Best Practice Briefing Non Negotiables #2	Richard Coe
19.10.16	8.20-8.35	Best Practice Briefing Open Mic	David Paterson
21.10.15	8.30-3.30	Appraisal Day Journey to Betterland Launch Appraisal review and target setting Departmental INSET	Dave Paterson Richard Coe SLT/CTL CTL / LP
2.11.16	8.20-8.35	Best Practice Non Negotiables #3	Richard Coe

There is always a section on what is coming up – what opportunities there are for JPD and BPB.

What's in it? #2

Reading Reflection: two years ago we had a major drive on reading across the Academies. This included:

- ✚ Teachers creating “I am reading” and/or “my favourite book is “
- ✚ Reading aloud in pairs as starter activity
- ✚ Reading followed by 10 reading tasks including: C+S, PMI, Red and White Hats, Tweet it, and CAF – these can be found in the STAFF SHARE → CPD → All other | CPD → AY1314 → Reading students (Ben also sent round in Principal update)
- ✚ Reading homework followed by Q matrix reflection as starter next lesson

What happened to these? Are they still active across the Academies? Is this an agenda the department discusses? When was the last time that “reading” was a planned activity in your lesson? → BEYOND reading of a set text or textbook BTW!

Should we do more to promote the joy and point of reading? Are we all custodians of mastering and developing literacy?

Reflective rhetorical questions – these are always written in blue to mirror the idea of de Bono’s Blue Hat reflective thinking. These questions are designed to help teachers reflect internally on their own practice

What's in it #3

Well done to Max for picking up the “reading strategy baton” this week.

What happens next?



- *“Six days later, Jesus took Peter, James, and John the brother of James up on a high mountain. They were all alone there. ² While they watched, Jesus was changed. His face became bright like the sun. And his clothes became white as light. Then...”*
- Finish the story: Use your imagination to write a short story continuing on from where this story ends.

I try to follow up aspects of the previous reflective briefing or best practice briefings with examples from the classroom. The reflective Q on previous slide had an impact on this teacher..

What's in it? #4

Reflections from the many great lessons I saw in action last week:

Long Term Thinking / Planning / Supporting / Stretching (in Art and English)



If you have any free-time, go and check out Gill Bennet's classroom and look at the three display boards at the back of the room. They essentially operate as 3 large scale SAS boards for 3 different novels that she is teaching this term.

On these you will find:

- fact sheets
- quotes on flashcards pinned up
- Examination questions on novel with marking criteria
- exemplar responses to exam questions
- context based imagery and/or research

This is typical of how Art teachers at GW both support and raise aspirations for students. From week 1 students can visibly see what they might be able to achieve over the term → the learning processes they will undertake are explicitly laid out for them – and what's so powerful is that it is the teacher process they can see. Sometimes students can't see the big picture – they can't visualise the end product – they can't understand what "all of this is in aid of" – what if they can see / hear it right from the off? #youcan'tdoitYET #STRIVE

Tips Ideas Shout outs!

What's in it? #5

Best of British week

British values are a big part of the curriculum at the academies and is something we celebrate.

The first week back after half term we will be running a 'Best of British' week as we did last year. The aim of this is to celebrate and revisit what it means to be a part of Modern Britain.

As part of the week we would like each department area to run a 'Best of British' theme in a lesson. This might mean explicitly linking a part of the lesson (a starter, plenary of one of the main activities) to a British Value or another element of Britishness!

A recap of some British Values:

- Individual liberty:
 - 'Individual Liberty' is all about having certain freedoms.
 - These freedoms include: the right to meet in public, religious freedom, freedom of speech, press freedom, freedom of movement.
- Democracy:
 - Democracy is all about 'government by the people'.
 - In other words, the ordinary people choose who rules them.
 - In school terms, this means 'freedom of choice'.
- The Law:
 - The 'rule of law' is all about abiding by whatever rules exist.
 - In other words, be a law-abiding citizen. Don't be a criminal!
 - In school terms, this means knowing what the rules are, and following them.

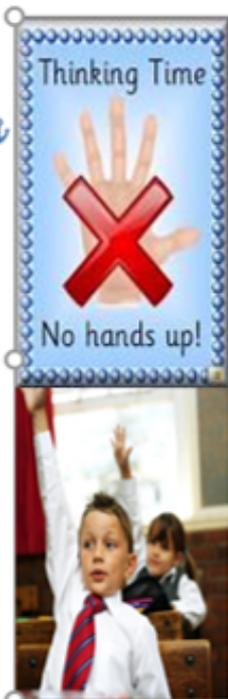


Wherever possible we try to offer editorial slots for leaders linked to key weeks – European languages / anti-bullying week or in this case St. George's Day

The bulletin gives ideas and contexts that teachers can potentially use in their lessons and thus supporting a cross curricular focus more

As I write this I know we could do this more!

What's in it? #6



TOP TEN TIPS TO EMBED NO HANDS UP

1. After posing a problem or question allow thinking time either individually, in pairs, in groups or a combination.
2. Use a randomiser or lollipop sticks
3. Make sure you have a no hands poster up in your room to refer to / remind
4. Praise students for contributions when you choose them
5. Familiarise yourself with pose – pause – pounce-bounce
6. Use whiteboards
7. Use strategies such as 50:50 or multiple choice
8. Allow students to “phone a friend” – but the original person must be re-asked
9. Don’t get feedback – circulate and “collect” the ideas and thoughts of the group and display these
10. Watch the classroom experiment on [youtube](#)(Dylan Williams)

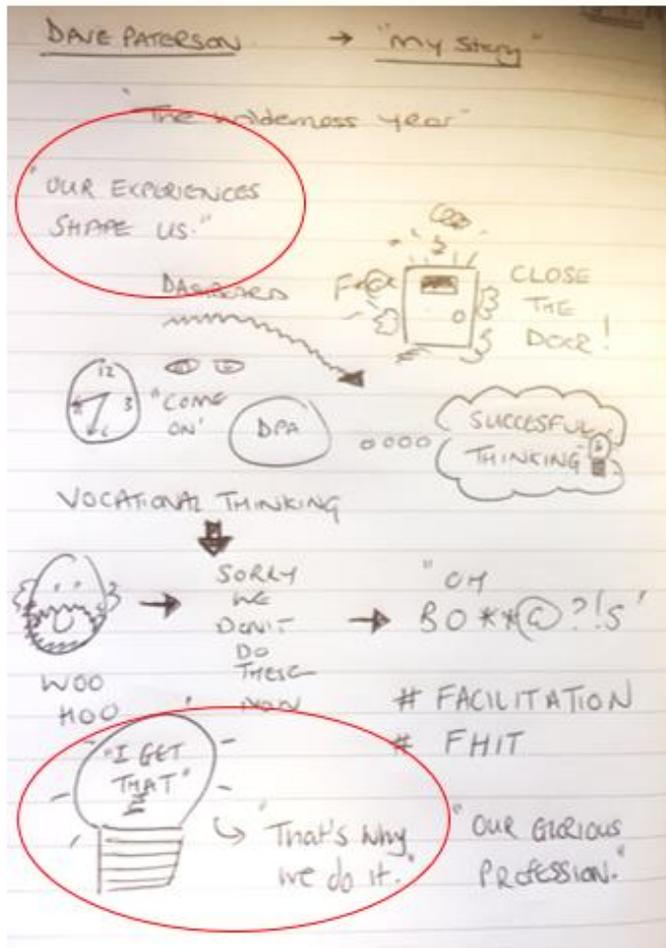
I have seen a number of lessons lately where students are putting hands up and teachers are choosing them. I have also seen some lessons where questions have been “thrown out into the ether” resulting in hands shooting up or shouting out. I have put the 10 top tips in as a reminder of how to avoid [this](#).

If you want help with this or want to find out more please do see or contact me.

Sometimes the bulletin is used to reinforce key messages (in truth a bit of a telling off!)

The use of bulletin de-personalises this and makes it a collective focus – it’s quite a powerful tool in that regard

What's in it? #7



So last week Dave launched the first "My Story" best practice. We are hoping to do another 5 during the course of the year.

To help try and capture Dave's ramblings I started doodling – I hope that something here sparks a memory of anything he said!

I personally found it uplifting, raw and helpful in reflecting upon my own journey – the two things that stood out for me I have circled on my doodle.

What were the powerful messages or reflections for you?

Our next "my story" is scheduled for the 1st November. Perhaps you have a story to tell that you would like to share and that you think might give us all food for thought? I know it's a daunting prospect in many ways but as a school that Thinks Together you know you will be supported. Please email Big Dave if you would like to tell "your story" in November or later in the year

Reflections on Best Practice Briefing

BPB can be a moment or idea in isolation – the bulletin allows a vehicle to keep the momentum going and keep reflection and ideas very fresh

What's in it? #8

Now look, not everyone will like this – even if you do like it you wouldn't call it the warmest strategy you have ever seen!

None the less I think it's potentially powerful.

You hear me talk a great deal about making students more autonomous, more resilient, more independent. This is linked to all of these things as it makes students part of the accountability discussion. Students are marked on the front sheet every time they miss a lesson and are asked to comment in the far column.

What is powerful is the “missed learning” is made explicit – this allows students opportunity to catch up (part of their accountability) but also depersonalises the system – it's not an attack just fact.

I'm not sure it's going to be part of my teaching arsenal – but I can see merit in it – what about you?

Attendance/Punctuality Accountability					
Absent/Late					
No.	A/L	Date	Abs.	Learning Missed	Comments
1	A	20/4/17		Handing	///
2	A	20/4/17			///
3	A	21/4/17			
4	A	21/4/17		Games	In medical
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

Approaches that I probably would not use / don't necessarily endorse
It's vital that the autonomy of the teacher be kept – the bulletin keeps me as T+L lead honest in that respect – it can't be just “my agenda”

What's in it? #9

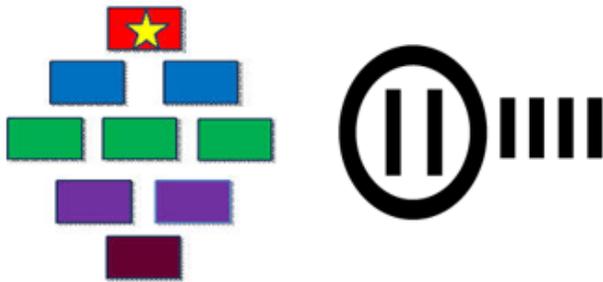


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Thinking Tool Challenge:



	Urgent	Not Urgent
Important	 necessity	 quality
Not Important	 deception	 waste

Diamond 9 Ranking (Vygotsky) / FIP / Covey Quad - Prioritising

There are 9 actions/events/people/possibilities/ priorities.

You can use this tool to ask individuals or groups to organise each event in order of top, medium and low priorities. This tool can generate lots of discussion and debate. The main priority can either be at the APEX or the CENTRE of the Diamond. It is most effective when completed by groups and against a time limit. This tool also links with de Bono's notion of FIP (First Important Priorities and Covey's Quadrant.

Teacher challenges

Everyone loves a sticker / bar of chocolate / public praise!!

What's in it? #10

- High expectations on **presentation** (especially boys) from the off please:
 - Work completed in blue or black pen (green if SA)
 - Title and date for all pieces of work, underlined by a ruler
 - Mistakes neatly crossed out with a ruler (single line)
 - No graffiti or doodles ANYWHERE
- Students should not be let out of lessons to go to the **toilet** (unless there is a medical reason). If you do allow a student to leave your lesson you **MUST** provide them with a note. This is for all students

Humour
wherever
possible

**Okay
Monday,
you be good
to me,
I will be good
to you...**

IT'S MONDAY
Don't FORGET
**TO BE
AWESOME.**

**IF MONDAY
HAD A FACE,
I WOULD
PUNCH IT**

