

This first Spotlight of the year includes reflections on how to set the right tone in our first lessons and reminders of our whole school T&L development targets

Whole school T&L Development Targets

1. To further improve student engagement with, and understanding of, the feedback process with a specific focus on developing the student role.

- Lean on your student-friendly version of your Department Feedback Policy
- Refer to your department's student-friendly Grade Descriptors
- Reminder: we feel that attitude to tests is a vital element to developing Fearless Learners. How can you use peer and self feedback to encourage this?

"pupils can see that they can be beneficiaries, rather than victims, of testing because testing can help them improve their learning" Working Inside the Black Box



2. To use cognitive science to further encourage fearless teaching and learning (with a focus on subject specific strategies; retrieval practice, spacing, interleaving, cognitive load and metacognition)

- Spotlights and T&L Briefings will support you with this target
- 'What does this look like in our classrooms?' ~ is a vital question to ask at meetings



It is worth reminding ourselves of last year's T&L Targets, they provide a useful starting point with your classes

A. Develop a workable model of workflow and organisation for pupils. Give over lesson time to discuss:

1. How and where will I work in lessons and for HW?
2. How will I have materials shared with me?
3. How will I have HW communicate to me?
4. How and where will I do my HW?
5. How will I hand my work in?



B. Embed feedback in our classroom practice, and develop pupil understanding and engagement with feedback.

1. How will I get feedback on my work?
2. What are the different types of feedback I will receive?
3. How often will I get feedback?
4. What is my role in the feedback process?



Know my name! A basic entitlement: Tom Sherrington (@teacherhead)

"...knowing student names with confidence is massively empowering to teachers. Once you know your students' names it's so much easier to engage them with questioning "Syrah.... let's hear your idea, what do you think? Joe, Mustafa, what were you saying in your discussion?" I've found that not knowing names is a an inhibitor when it comes to asking questions. And, of course it helps with behaviour management – once you know names, you avoid lumping people together. Instead of 'Guys' or 'everyone' or 'back table' – you get a much better response if you highlight that it's specifically Lucy and Josef who need to give you their full attention."

Peps Mccrae adds "we are not experts in our classrooms until we know our students; we don't know how to teach with optimum effect until we know what they know and how they will respond to feedback of different kinds. Building relationships underpins all good teaching – at an emotional and a technical level. Knowing names is the start of that process.....As a teacher, I've always made a seating plan for the sole purpose of learning names, trying to wean myself off referring to it as soon as possible. It's so important. Whenever I haven't invested time in learning names I've always felt disempowered.....you always get to know the students who excel or who cause lots of problems with behaviour so it's the middle ground students where you need to invest time. I would advise that teachers take plenty of time to explore student names, getting pronunciations right, learning surnames as well as first names and discussing uncertainties with the students until you get them right. It's always time well spent"

As we begin to meet our new classes and plan our first lessons....it is worth us considering this, from our draft 'Principles of Great T&L @ Channing

Students Context (what you know of individual students)	
Students make most progress when....	(Because) the teacher.....
<ul style="list-style-type: none"> • Their teacher knows them • Their learning is tailored to their needs 	<ul style="list-style-type: none"> • Knows the students, knows the data and uses this to inform their planning • Has a clear understanding of the needs of all students, including those with Special Educational Needs; those of high ability; those with English as an Additional Language; and is able to use and evaluate distinctive teaching approaches to engage and support them.

If you read one thing this week.....

[How I learn 26 names within 5 minutes](#)



Prior Learning Context - What have they learnt already? How does it fit into the bigger picture?	
Students make most progress when they....	(Because) the teacher.....
<ul style="list-style-type: none"> • Make connections across lessons 	<ul style="list-style-type: none"> • Begins the lesson with a review of previous learning • Directs student attention to the crucial similarities between existing knowledge and what is to be learned • Knows where their students are starting from and what previous learning they need to revisit in today's lesson • Takes into account students' prior knowledge when planning how much new information to introduce.