

Welcome to the fifth edition of the Our Lady & St John Teaching and Learning Newsletter. The purpose of this newsletter is to share excellent practice across the school. This Month's Newsletter focus is **Reflecting on what we have learned from remote teaching and exploring which aspects may be useful to take back to the classroom.** Thank you to all the staff who have shared resources this month.

 Watch	Cold Calling: The #1 strategy for inclusive classrooms – remote and in person. Video by education consultant Tom Sherrington. https://teacherhead.com/2021/02/07/cold-calling-the-1-strategy-for-inclusive-classrooms-remote-and-in-person/
 Read	A blog from the author of 'Making Every Lesson Count', Shaun Allison. This quick and easy to read blog has been split into three sections: <i>what we have tried, what we have learned, what we will keep.</i> https://classteaching.wordpress.com/2021/02/22/what-remote-learning-has-taught-us-about-explanation/
 Listen	If you prefer your CPD on the move, then why not try a Podcast? Useful episodes include; The SecED Education Podcast https://www.sec-ed.co.uk/knowledge-bank/the-sec-ed-podcast-vulnerable-learners-covid-19-march-8-school-reopening-catch-up-mental-health-wellbeing-coronavirus-looked-after-children/ also free on Spotify

The planning mat below comes from a tweet posted by @nikoncarevic to support teachers with their remote teaching. However, you will notice that many of the points are also fundamental to strong classroom teaching. If you would like a larger copy click <https://twitter.com/nikoncarevic/status/1355953757926916099>

	 Greet	 Guide	 Go Away	 Gather	 Goodbye	
5G Lesson Planning for Excellent Remote Learning	What is the Big Question for the lesson? How will you hook students into the learning?					
Planning How can you utilise resources already available, e.g. Oak National Academy, Duolingo, Hegarty maths?	<ul style="list-style-type: none"> How will you welcome students in to ensure positive CFL and BFL? Will you display a Do now/retrieval slide as students enter? 	<p>CONNECT</p> <p>How will you use short/long term retrieval practice, which can be easily assessed to steer the learning? How will you connect this prior learning to the big question and new learning?</p> <p>Tech: Google classroom, Google forms, Pear Deck, Q&A</p>	<p>ACTIVATE</p> <p>What will your input be to develop knowledge or/and skills? How will you make learning clear, memorable? How will you use modelling to impart your knowledge? How will you foster independence? How will you prevent too much teacher talk?</p> <p>Tech: Visualiser, shared documents, videos</p>	<p>DEMONSTRATE</p> <p>How will learners demonstrate understanding? How will they apply knowledge/skills to new/unfamiliar contexts? What opportunities will you provide for deliberate practice? How will students demonstrate the 6Cs and student agency?</p> <p>Tech: Google forms, Pear Deck, Q&A, breakout rooms</p>	<p>REVIEW</p> <p>When will you allow time for response and reflection? How can you build anticipation for the next learning step? How will you identify WWW/EBI for learners? How will they critique their own/others work? How will you plan for common misconceptions?</p> <p>Tech: Google forms, Pear Deck, Q&A</p>	<ul style="list-style-type: none"> Where do you want students work uploading to? Are you setting homework that consolidates the learning? How will you dismiss your class in an orderly fashion?
In lesson Check	<ul style="list-style-type: none"> Are you recording the lesson? Have you completed the register using the right click? Have you Reminded the class of your expectations? 	<ul style="list-style-type: none"> Are you using targeted questioning to ensure participation and understanding? Are your PP/SEND/targeted students engaging with the lesson? Have you modelled good examples? Do students connect their learning with the 6Cs? 	<ul style="list-style-type: none"> How are you checking students are understanding and completing the work? Are you developing their transformational competencies - problem-solving, responsibility, and creating new value. 	<ul style="list-style-type: none"> Have you checked the learning from most/all? Have you provided heaps of praise? Are you using Q&A effectively? 	<ul style="list-style-type: none"> Are the students clear on their learning outcomes from the lesson? Have you given homework reminders? Have you provided heaps of praise? 	
Post lesson Check & Evaluation	<ul style="list-style-type: none"> Did students engage with the Do now/retrieval task? 	<ul style="list-style-type: none"> Was the tech you used effective in providing instant feedback for you and the students? 	<ul style="list-style-type: none"> Was the tech you used effective for demonstrating learning? How do you know? Are you confident that your lesson resulted in the expected learning from most students? 	<ul style="list-style-type: none"> Was the tech you used effective in reviewing learning? What were the common misconceptions that you need to follow up? 	<ul style="list-style-type: none"> Issue rewards Save the lesson recording Are there behaviour issues to follow up? 	

Metacognition Corner

Teaching the children to talk to themselves metacognitively will enable our learners to self-regulate and go through the 'Plan Monitor and Evaluate' process. Questions that have worked well recently when asking the children to translate sentences from Spanish into English such as the following have been very useful:

- What do I already know about this topic?
 - This word reminds me of...
 - Are there any cognates / near cognates? / What does this look like in my own language?
 - What are the steps I need to follow here?
 - Where did I get stuck when trying to translate last time?
- Have a go at modelling this metacognitive talk with your pupils and see if this works with the tasks they tackle.

