

Welcome to the May 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 **Assessment for learning**. Thank you to all the staff who have shared resources this month.

 <p>Watch</p>	<p>Why does Assessment for Learning fail? Daisy Christodoulou, Head of Assessment at Ark Schools. Assessment for learning is one of the most well-evidenced methods of improving education. Yet, after nearly two decades of intensive training and investment in its principles, educational standards in England have not risen. Why? Daisy Christodoulou considers some possible explanations. https://www.youtube.com/watch?v=qLpAalDaqQY</p>
 <p>Read</p>	<div data-bbox="255 638 582 851" style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p>The ultimate goal of teaching is understanding. But sometimes it's easier to talk than to teach, as we all know, especially when we need to cover a lot of material in a short amount of time. We hope students will understand, if not now then before test time, and we keep our fingers crossed that their results will indicate we've done our job.</p> <p>The problem is, we often rely on these tests to measure understanding and then we move on. There isn't always time to address weaknesses and misunderstandings after the tests have been graded, and the time to help students learn through strategies to ask great questions is gone. here are 22 simple assessment strategies and tips to help you become more frequent in your teaching, planning, and curriculum design. https://www.teachthought.com/pedagogy/20-simple-assessment-strategies-can-use-every-day/</p>
 <p>Listen</p>	<div data-bbox="255 1041 454 1243" style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p>Trialled and Tested Podcast EEF podcast looks at Embedding Formative Assessment "Teaching should start from where the student is, not from where we would like them to be," says education professor Dylan Wiliam in this episode of Trialled and Tested, introducing how formative assessment strategies can be used in the classroom.</p>

Metacognition Corner

This month I would like to draw your attention to the 'Look, Say, Cover, Write and Check method' when helping our pupils to learn and revise. This has been done particularly well with knowledge organisers and helping the children learn the knowledge in each box. Year 7s have been using this metacognitive strategy in their morning meetings and it was nice to see them using it as a revision tool with their knowledge organisers before their MFL tests over the last few weeks. The strategy is simple but effective so please encourage its use with our pupils. This is used as follows:

1. Study a word (**Look**.)
2. **Say** it aloud a few times.
3. **Cover** it up with a piece of paper or their hand.
4. **Write** the spelling next to the original word.
5. **Check** their version to see if they got it right.



I would also like to take this opportunity to thank all those members of staff who attended and shared resources and ideas at the Metacognition Working Party earlier this term. The next one will be arranged in June (date tbc) and all staff are invited.

S Crook

DEAR Time

After half term we will restart Drop Everything and Read with students. The book will be *The Boy in the Striped Pyjamas* by John Boyne. During World War II, 8-year-old Bruno and his family leave Berlin to take up residence near the concentration camp where his father has just become commandant. Unhappy and lonely, he wanders out behind his house one day and finds Shmuel, a Jewish boy of his age. Though the barbed-wire fence of the camp separates them, the boys begin a forbidden friendship, oblivious to the real nature of their surroundings. Please can all staff note, this is a compulsory whole school strategy.

Rosie Naughton