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AUTUMN 2023



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Outstanding

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CELEBRATING SUCCESS ACROSS OUR TRUST



Welcome Message

Welcome to the Autumn Term Edition of Lydiate Learning Together!

The Six Lydiate Levers

This year we have created The Six Lydiate Levers and shared Trust Teaching and Learning Intention which is “to embed exceptional and consistent practice through the implementation of “The Six Lydiate Levers”, every lesson, every day”. Each Lever is broken down into bite-sized, actionable granular steps to support achievable gains in terms of what constitutes best pedagogy and practice, details of which are found in our [Teaching and Learning Policy](#). The key to improvement is not only finding what to fix but also naming how to do so. Through our CPDL programmes, we aim to narrow in on the specific principal action step that can change the outcome and then ensure the action steps are the pinnacle of simplicity: they are focused, targeted, and self-explanatory. The criteria for an action step is that it is the highest leverage, it is measurable and it is bite-sized.

Trust Lead Practitioners

We now have Trust Lead Practitioners in English, Maths and Science who help to support the Trust Central Team in building an exceptional workforce and fostering collaboration. The Lead Practitioners are in the process of creating a library of excellence within their subject area to support Lydiate Lever 3 (Subject Mastery). They also coach others within their subject areas to ensure excellent and consistent practice within teams; whilst promoting cross-trust collaboration. Each of the Lead Practitioners have contributed to this edition in order to both introduce themselves and to explain a little bit about their role.

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The Six Lydiate Levers

Every Lesson, Every Day

- 1 High Expectations of Learning Behaviours
- 2 Quality Instruction
- 3 Subject Mastery
- 4 Making it Stick
- 5 Adaptive Teaching
- 6 Effective Feedback



Introducing IRIS Connect Technology

New for this academic year is IRIS! IRIS Connect is a powerful, yet simple lesson recording technology and integrated professional development platform and is designed to support every teacher at every career stage.

According to Professor John Hattie, teachers only see and hear 20% of what's happening during any given lesson. This means that even the most experienced teachers miss out on valuable observations that would help them adapt their classroom practice to their students' needs. Through IRIS Connect, teachers can not only fine-tune their teaching strategies but also identify barriers to learning and re-engage with students so they can ensure no one falls off their radar.



IRIS Connect enables Instructional Coaches to effectively coach multiple people without needing to physically be there. Coaches and mentors can give their teachers evidence-based and contextualised feedback from wherever they are at a time that suits them. A previously uploaded lesson recording can be annotated through time-stamped comments and discussed face to face or via secure video conferencing directly on the IRIS Connect platform. It allows for an easy identification of the best next steps in a mentees' development plan as well as sharing of exemplar videos and other valuable resources to support their progress. We are very much looking forward to watching this technology transform our approach to coaching!

We hope you enjoy reading this issue and have had an enjoyable and rewarding first term across the Trust.

Kind regards, Suzanne Pountain, Executive Director, Lydiate Learning Trust



Lead Practitioner Spotlight: English & Literacy

Sean Martin is the Lead Practitioner for English and Literacy across Lydiate Learning Trust and has been in post since January 2023. Sean was previously a leader within English at CSSA.



“I really enjoy the variety that comes with the Lead Practitioner role and count myself fortunate to have such significant support from the staff at both Deyes High and Childwall SSA. Being able to observe lessons and share effective practice taking place cross trust has been a real privilege and is allowing us all to develop as subject specialists.

I most enjoy planning and delivering CPDL that is based entirely on staff feedback as to where they can most enhance their own literacy practice. This bespoke training has allowed me to work with a wide range of professionals in both schools and has also had a significant impact on my own teaching practice.

I believe that The Six Lydiate Levers are integral to ensuring a consistently effective approach to teaching and learning and I have found that using them as a solid base has clarified the key elements of the kind of practice we expect. High Expectations of Learning Behaviours lay the groundwork for engaging and exciting lessons. Students line up outside the classrooms on our English corridor and we ensure they are fully prepared for lesson with correct equipment and uniform before they then enter the room.

Through this we can ensure that students face less barriers to engaging with the Quality Instruction that our staff deliver. We have taken part in inspirational CPDL which has allowed us to become more confident with Subject Mastery and Adaptive Teaching which ensures that all students have the key knowledge they need to complete any given task and to develop any given skill...”



Lead Practitioner Spotlight: English & Literacy

“...Lydiate Learning Trust’s commitment to developing staff through instructional coaching has had an important impact on the consistency of teaching practice in both schools. I have very much enjoyed working as a coach and have found that through focusing on granular, high leverage action steps, staff have been able to make rapid improvements to their students progress. We have worked together to develop key areas such as questioning, oracy and challenge in the classroom that will guarantee our students are consistently receiving the best learning diet throughout their time in our schools.

Finally, the recent investment in IRIS Connect has only further served to enhance our ability to self reflect and improve our teaching practice. Through recording a number of my own lessons I have been able to consider my own use of questioning and flexible groupings and how best I can adapt my teaching to help students to develop their knowledge and skills. We have also been able to use IRIS to make feedback granular so that coaches and coachees can have productive and purposeful conversations about the best ways to make progress towards their individual goals.”





Lead Practitioner Spotlight: Science

Joanne Matthews was appointed Science Lead Practitioner for LLT in July 2023 and previously worked in Deyes High School Science Department. Joanne was delighted to be given the opportunity to develop teaching and learning in science across the Trust through the Lead Practitioner role.



“What I love about being a Lead Practitioner is having the opportunity to work with such dedicated and talented science teachers across both science faculties within LLT. The opportunity has presented itself to drive science teaching forward by sharing my experience with colleagues and by providing guidance and support through instructional coaching. A key element required of my role is to raise standards in science across LLT through the instructional coaching of science colleagues. This requires me to strengthen teaching practice in 6 key teaching and learning areas called the Lydiate Levers, which centre upon key elements such as high expectations of learning behaviour, quality of instruction, subject mastery, making it stick, adaptive teaching and effective feedback.

Instructional coaching is the model that is used in LLT to develop and strengthen teaching pedagogy and is based on the principles of deliberate practice. The most effective way to achieve this is by identifying the highest leverage action step to move teaching practice forwards followed by using a targeted granular approach. Since beginning the coaching programme in September, instructional coaching has been a very much welcomed process within both science departments and its positive impact is clearly evident with one coachee stating, “The effectiveness of coaching comes from working on particular and incremental improvements in classroom technique, rather than a mass of different strategies. Progress is visible and measurable, which is a powerful motivator for the participant...”



Lead Practitioner Spotlight: Science

“...Recently the new arrival of IRIS Connect software has really supported the instructional coaching process further. The software has enabled teachers to record snap-shots of chosen practice and share it with me as their coach. The ability to add commentary to recorded reflections strengthens the process in allowing immediate feedback and offers the coachee a permanent record of their teaching practice. The added opportunity to both share and use these reflections within and between both science departments will only further develop subject mastery, and allow more collaborative communication across the trust between science teachers. IRIS Connect has enabled the construction of an LLT science group on the platform which has become a readily available set point to access key information and research to support teaching and learning and CPD for science teachers.

I'm really enjoying the Lead Practitioner role and really excited about the possibilities which are presented for all science teachers for the future, as well as opportunities ahead to strengthen and develop both communication and collaboration between science teachers within LLT. “





Lead Practitioner Spotlight: Maths

Dave Mercer started at LLT this year as a Lead Practitioner in Maths and is based at Deyes High School, but will be collaborating with his peers at CSSA from January 2024.

“My favourite part of being a Lead Practitioner is, after 9 years as a Head of Department, I can now really dedicate my time fully to pedagogy and helping to develop teaching within the department.



I particularly enjoy the chance to have further, deeper, discussion with members of the maths team as to how we can approach teaching, questioning, mastery, and all the other elements we want to improve within our practice.

Within all the conversations I have within my role, The Six Lydiate Levers are front and centre in the drive for improvement. I am a huge advocate for subject mastery, in particular, and have been involved in developing maths mastery for many years. My belief is that for our students to be successful, they need to be allowed to delve deeper into subject matter and develop their conditional knowledge through being forced to think about how and why they use specific mathematical methods. One part of T&L I am particularly passionate about is questioning (I’m insistent that one day I’m going to write a book called “What’s the key to excellent teaching, and why is it questioning?!”) and, within the 6 levers, how we can use this to develop mastery within lessons and also how we can use it to ensure adaptive teaching is used to address the needs of the students.

A large part of my role is utilising instructional coaching within the department. This incorporates the 6Ps (Praise, probe, polish, practice, plan, prepare) to allow me to work with colleagues in a way that supports them to improve their practice and to help them identify Highest Leverage Action Steps for their continued professional development. I have found this an incredibly enriching experience, allowing me to support others, whilst also allowing me to develop my own ideas and try to bring a sense of collaboration to the department...”



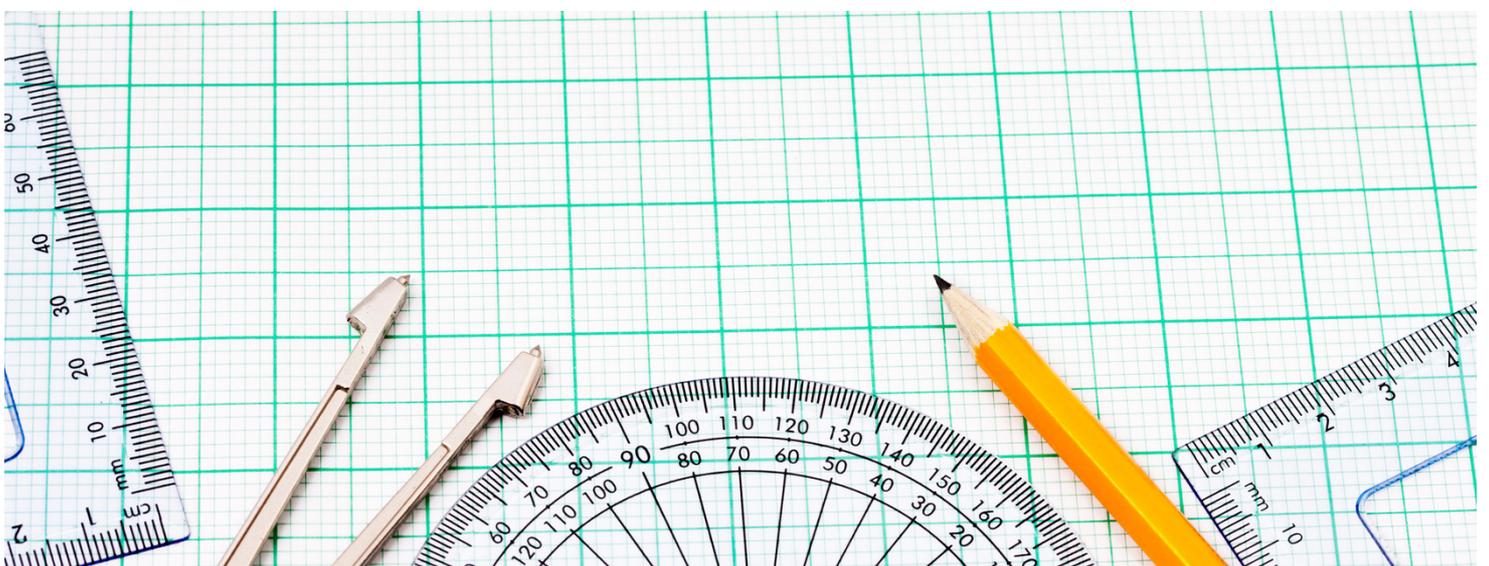
Lead Practitioner Spotlight: Maths

“...The great benefit of instructional coaching is that it allows sharing of best practice and ideas for improvement to be collated within the department. Teachers at every stage of their career are able to benefit from the chance to reflect, discuss and share to ensure that our students receive the best teaching every lesson, every day.

The positive way that it has been received by everyone I am working with has really allowed the approach to bear fruit, and I have received some really pleasing feedback from coaches.

One coachee explained: “I have really enjoyed my coaching sessions, it has really allowed me to reflect on my practice and I have specifically loved having the chance to develop my questioning with my classes. I have specifically enjoyed looking at different types of questioning, and I’ve really developed in that I am now much more confident in asking the right questions, without leading students too the answer without them needing to think”.

The future of instructional coaching, and sharing good practice, lies within our use of IRIS. IRIS is a recording tool that allows each teacher to save lessons to their own drive. Teachers can then watch, edit, comment on and send clips of their lessons to others to share good practice. The belief is that, moving forward, this will allow us, on a trust level, to focus on successful delivery of the 6 Lydiate Levers, as well as ensure our students see consistency in approaches so that it becomes easier for them to recall knowledge by having specific approaches to solutions that are used by all teachers.”





Lead Practitioner Spotlight : Maths

David Jones is Lead Practitioner for Mathematics, based at Childwall Sports and Science Academy. David will begin collaborating with Deyes' colleagues in January 2024.



"I find the Lead Practitioner role rewarding as it offers the opportunity to focus on the instructional coaching element of leading a department, collaborating with staff to enhance aspects of their practice. This means that the quality of instruction can improve rapidly, leading to an increase in student engagement and achievement, and a boost in teacher confidence.

My approach is evidence-backed, grounded in support and tailored to meet individual goals and needs. In my experience, every teacher aspires to refine their craft, become more effective, and empower students through learning. Through regular sessions that utilise the 6Ps and identify the highest-leverage action steps, teachers can quickly get even better and empower learners.

Most sessions will begin by identifying a shared T&L intention that we're developing as a department. For instance, our focus might be on the use of goal-free problems to support subject mastery or adaptive teaching, as these are a low-floor high ceiling task that support all students, but particularly our EAL learners. The coachee might seek feedback on questioning or overall delivery, but we'll decide this before I go in, and I'll only be looking at this element of practice – this is a zero-judgement process, and not an observation. After the visit, I'll propose the highest leverage action step. We'll work together to see it, name it, do it; visualising the outcome, scripting what will be said and engaging with deliberate practice. This process often results in immediate improvements and allows time for consolidation before the cycle continues..."

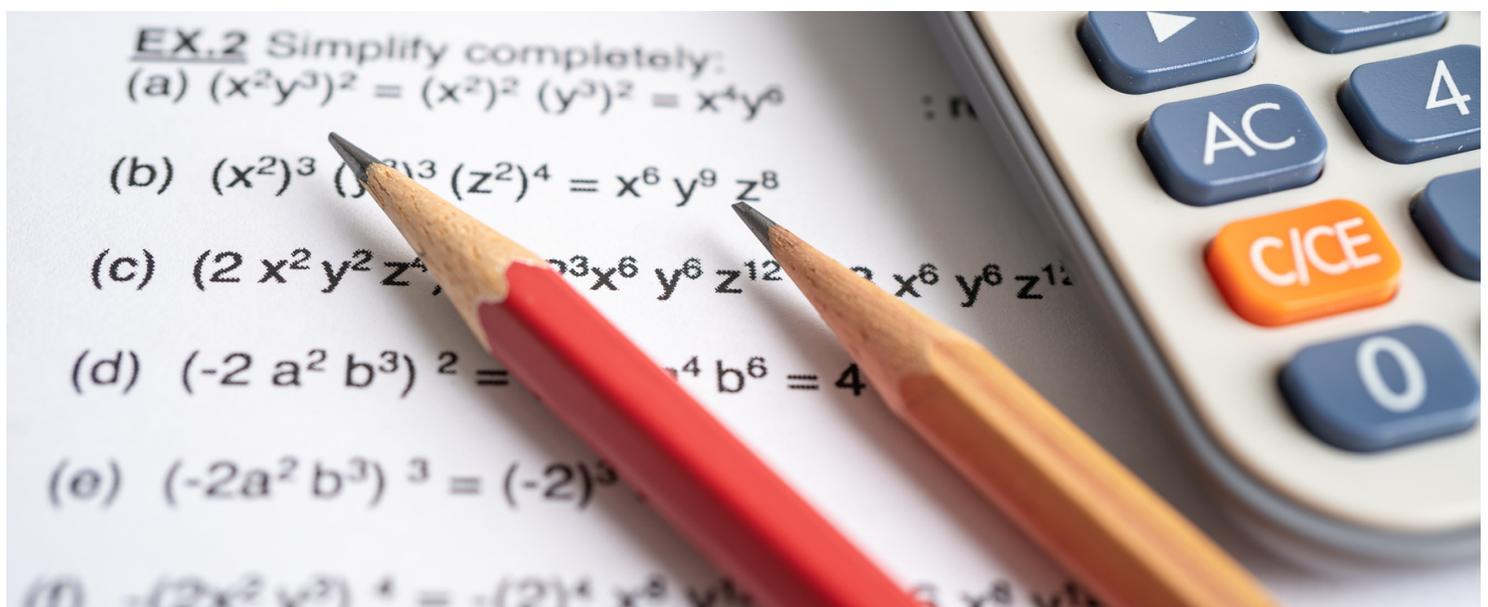


Lead Practitioner Spotlight: Maths

“...A powerful ally in our coaching toolkit is IRIS. Over the years, gaining clarity on what an observer or mentor sees has been a challenge; by leveraging IRIS, we gain a student's perspective. This pragmatic view makes it easier to identify what we can do better, turning challenges into opportunities.

In a recent instructional coaching cycle, a team member summed it up: "Even though it takes time to get used to, it's helpful to see the room from another angle, to see what you're seeing, or the students are seeing". This meant we could identify and polish the area for improvement within minutes, and I was able to offer a granular action step to get there – we could then put our limited time into scripting and deliberate practice, so we knew exactly what this would look like in the lesson, where it has the most impact on learners. This also “takes the anxiety out” as the ECT isn't left to guess what I mean – they can benefit from my experience and time spent researching, so that they don't have to work out best practice for themselves. The process results in professional growth for us both; the research shows that both coach and coachee are better-able to analyse their own lessons after going through the process.

To summarise, it's a privilege to be able to focus my career on improving teaching. There is no bigger prize – better teachers improve the life chances of students, which is why I entered teaching in the first place. I look forward to working with more staff across the Trust to improve outcomes for students.”





New for January 2024: Teaching & Learning Placemat

Lydiate Learning Trust has designed a Teaching and Learning Placemat to help hone our focus on our rationale and philosophies for pedagogy and practice – a one-stop-shop for all you need to know about Rosenshine, Teach Like a Champion and our Project L, Project A and SEND ambitions.

We have selected 16 TLAC strategies we want to embed exceptionally well across the Trust and linked them explicitly with Rosenshine, Project L, Project A and SEND.

Your January INSET Day will explore how we intend to fulfil out Trust-Wide T&L Intention to embed exceptional practice and consistent practice “every lesson, every day”.

[Click here for the CSSA Inset Day schedule](#)

[Click here for the DHS Inset Day schedule](#)

*Copies of the Placemat will be distributed to all staff on the January INSET day. See the next two pages for details.





LLT Teaching and Learning Placemat



Rosenshine's Principles of Instruction

Our Trust approach to pedagogy is underpinned by Rosenshine's Principles of Instruction which combine three research areas of cognitive science, classroom practice, and cognitive support. The principles provide a common language for learning and are supported by TLAC strategies.

TLAC Strategies support how we:

- Check for understanding (CFU)
- Motivate and engage students
- Increase ratio of the cognitive work students do
- Redirect student behaviour so it's positive and productive
- Raise academic expectations
- Improve discussions

Reviewing Material

Use reviews to help cement connections between learned material to support automaticity of recall.



Technique 20: Do Now
Use a short warm up activity that students can complete without instruction or direction from you to start your lesson every day.

Technique 5: Show Me
Flip the classroom dynamic in which the teacher gleans data from a passive group of students. Have students actively show evidence of their understanding.

Technique 13: Stretch It
When reviewing student understanding, improve academic rigour by rewarding extended responses.

Technique 16: Begin With the End.
Progress from unit planning to lesson planning. Define the objective, decide how you will assess it, and then choose appropriate lesson activities.

Questioning

Use questioning to determine how well the material has been learned. CFU helps create better processing, greater long-term retention and valuable teacher understanding of misconceptions.



Technique 33: Cold Call
Create a positive culture where you can call on students regardless of whether they've raised their hands - students to be ready to offer what they know.

Technique 11: No Opt Out
Turn 'I don't know' into a success by helping students who won't try or can't succeed practise getting it right and being accountable for trying.

Technique 32: Wait Time
Allow students time to think before answering. If they aren't productive with that time, narrate them towards being more productive.

Technique 7: Plan For Error
Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance.

Sequencing concepts & modelling

Avoid cognitive overload and present new material in small steps. Show explicit thinking out loud to help clarify the specific steps involved. Use scaffolds as temporary supports only.



Technique 38: The Art of the Sentence.
Ask students to synthesise a complex idea in a single well-crafted sentence, so students use new syntactical forms.

Technique 39: Show Call
Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing regardless of who volunteers to share.

Technique 15: Without Apology
Embrace rather than apologise for rigorous content academic challenge and the hard work necessary to scholarship.

Technique 9: Excavate Error
Dig into errors by studying them efficiently and effectively to better understand where students struggle and how you can best address those points.

Stages of Practice

Build time for students to rephrase, elaborate and summarise new material. Obtain a high success rate by eliminating misconceptions at each stage of delivery. Enable rigorously monitored practice (overlearning) via independent practice to automatise recall and reduce load on working memory.



Technique 37: Everybody Writes
Prepare students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.

Technique 43: Turn and Talk
Encourage students to better formulate their thoughts by including short, contained pair discussions, but make sure to design them for maximum efficiency and accountability.

Technique 10: Own and Track
Have students correct or revise their own work, fostering an environment of accountability for the correct answer.

Technique 6: Affirmative Checking
Insert specific points into your lesson when students must get confirmation that their work is sufficiently rigorous before moving on to the next stage.

Scan here to read LLT's Teaching and Learning Policy



LLT T&L Intention: To embed exceptional and consistent practice through the implementation of “The Six Lydiate Levers”, every lesson, every day



Project L : Reading

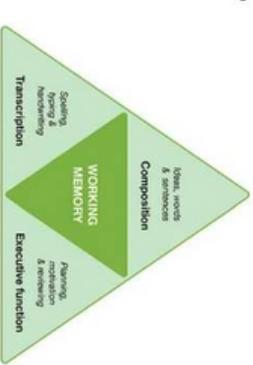
Aims of Project L:

1. To create a culture of reading for pleasure across the Trust through a diverse and ambitious Literacy Canon.
2. To develop a research-rich approach to Disciplinary Literacy with robust and effective CPDL.
3. To embed an intervention programme to raise the reading ages of students across the Trust and to reduce the “word gap”



Project L: Writing

To enhance students' disciplinary writing, focus on transcription, executive function, and composition (TEC). This involves improving handwriting, spelling, teaching reviewing and re-drafting skills, and crafting ideas, words, and sentences.
Try TLAC strategies 10, 37, 38 & 39.



Project L: Oracy

To develop oracy skills, it's essential to provide opportunities that support the physical (the 4Ps), linguistic (vocabulary, grammar, rhetoric), cognitive (clarifying, summarising, reasoning), and social and emotional (turn-taking, active listening, confidence) aspects of communication.
Try TLAC strategies 11, 32, 33 & 43.



Teach to the Top

Principles of TTTT include developing subject knowledge, integrating creative challenges across the curriculum, encouraging conceptual thinking, and promoting cultural capital, confidence, and habitus. **Try TLAC strategies 5, 10 & 13.**

SEND Five-a-Day

Incorporate EEF's "Five-a-Day" strategies into teaching practices to enhance academic performance not only for students with additional needs but also for their peers.
Try TLAC strategies 5, 7, 9 & 11.



All of these strategies and approaches form part of our T&L Toolkit to be utilised as and when appropriate.



Key Dates in January and February 2024



JANUARY

- 8 INSET Day
- 15 Subject Leader CPDL
- 12 Subject Team CPDL
- 29 Collective Team CPDL



FEBRUARY

- 1 Literacy Twilight
- 5 More Able/SEND CPDL
- 8 Safeguarding Training
- 19 Trust Training Day
- 26 Pastoral Leader CPDL



Thank you!

Lydiate Learning Trust would like to thank you for your hard work this term. We hope you have a fabulous festive break!