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SUMMER EDITION

| ISSUE 3



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*The Journey to
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WELCOME!

Our Summer edition of Lydiate Learning Together celebrates our incredible journey throughout the academic year 2020-21, resulting in excellence in terms of pedagogy and practice across our Trust.

In this edition, we explore Effective Instruction strategies, encompassing 10 key ideas to consider when planning and delivering lessons and undertaking our Best Practice Lesson Studies (BPLS). Our online platform, Perspectives, houses our growing evidence base of Lesson Studies, providing descriptors of what constitutes best practice in relation to the LLT Rosenshine Lesson Slides which focus on: Reviewing; Questioning; Sequencing Concepts and Modelling; and Stages of Practice and the Effective Instruction strategies underpin this approach.

Throughout the Summer Term, as colleagues, we are refining our approach to Lesson Studies by enhancing our growing understanding of Rosenshine in action. Colleagues have practised using the Perspectives Template for a "Test User", buddied up with peers to engage in Best Practice Lesson Studies in order to consolidate a consistent approach in relation to what constitutes LLT best practice. Via our Lesson Studies, we will endeavour to develop an approach which utilises our shared LLT meta-language in relation to feedback – as such we have developed crib sheets to support this ambition:

Click for [links](#) to reveal our crib sheets for [Rosenshine](#) and [Teach Like a Champion](#).

Further lesson studies will commence in duos or trios for the rest of the Summer Term and this practice will strongly feature in the next Academic Year. As we move to utilising the LLT Lesson Slides in all lessons from September, embedded in this issue are examples of some current excellent practice. Through Lesson Studies undertaken thus far, we have seen how newly acquired skills are being practised beyond the point of initial mastery, leading to automaticity. Effective teacher questioning has enabled teachers to determine how well material had been learned and whether there was a need for additional instruction. Further cognitive support we have seen provided by modelling, including teachers thinking aloud, which has provided students with worked examples to help foster successful independence. Examples of Guided Practice have provided sufficient rehearsal for students to rephrase, elaborate and summarise new material in order to support moving new material to long term memory.

We hope you enjoy this edition with the specific contributions from our SCITT, Childwall Sports and Science Academy, and Deyes High School.

Warmest wishes,
Suzanne Pountain

Executive Director of School Improvement



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Effective Instruction

Instruction boils down to what teachers know and how they put that knowledge into practice in their classroom. The most effective teachers know their students, know what they are teaching and know how to help their students learn. But, just knowing isn't enough. Great teachers put their knowledge into practice in their classrooms, and consider what has been learned and understood...

1. Key idea: Identify learning content

Teachers can ensure students experience maximum learning by carefully identifying the content that students will think hard about at different points in a lesson, breaking this thinking down and checking along the way:

- Identify what is a manageable amount of content for a lesson
- Help students break down learning, making thinking more management by:
- Introducing material in small steps
- Sharing models
- Asking lots of questions and guiding students to practice each step successfully



2. Key idea: Instruction From Memory

Memory plays an important role in learning. Teachers need to understand this and design instruction that is sensitive to the properties and limitations of memory to support remembering. The capacity of student working memory is limited therefore teachers can support students' thinking by avoiding overloading memory by providing:

- Worked examples - showing all steps of a process
- Partially worked examples - completing the first step of the problem for students helps them focus on, and think more deeply about fewer parts of the problem
- I do, we do, you do model - gradually remove support
- Retrieval - get students to regularly retrieve material covered. This is more powerful when students have begun to forget material as this makes them think harder, strengthening their memories.



3. Key idea: Prior knowledge

Student learning is more successful if teachers check, activate and build on prior knowledge.



- Prior knowledge must be complete and accurate. If students lack correct knowledge, they can form misconceptions.
- Identify what students already know—teachers can then identify the gaps in knowledge and then introduce new material in small enough chunks to be comprehensible.

4. Key idea: Teacher Exposition

Effective exposition uses models, concrete examples and is matched to students' needs.

- Explanations: Must be clear and well planned in order to reduce cognitive overload Explanations need to be backed up with concrete examples.
- Modelling: When teachers model and think aloud while demonstrating how to solve a problem produces cognitive support.
- Checking student's understanding: Gather formative assessment about what students do and do not understand before letting them practice independently.



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Deyes High School: Our Showcase of Excellence

Alex Ryan, Assistant Headteacher has engaged with all Subject Leaders (who in turn have enabled their Teams to come together and create some excellent examples of practice,) to showcase in this Summer Edition:

"The next step on our CPDL journey was to begin applying Rosenshine and TLaC in a way that would make them explicit in the lesson, both through the resources and the delivery. Staff rose to the challenge launched at the Collective CPDL session, all producing a showcase lesson that demonstrated this."



Here some of our subject leaders talk about the work that has taken place in their teams;

"Teachers in the EPA faculty have been adapting their resources to make TLaC and Rosenshine explicit. They have introduced 'Cold Call', 'No Opt Out' and 'Stretch it' to their expectation's slides, ensuring students are aware of different questioning styles. Symbols for each are also used to help dual coding.

Art Y7 and Y8 lessons contain questions listed as 'Cold Call' questions. During these lessons students were able to prepare their answers, every student having thinking time, before individuals are asked to answer.

Across the Faculty, staff provide models, exemplar work and WAGOLs linking to 'Begin with the end'. Students are accustomed to large tasks being broken down into 'chunks' and can 'Name the Steps' to a task. In these lessons students could recall these steps and were clear on what stages they had to carry out and in what order."

- Bertie Ridway, Director of EPA

Alex also spoke with Steph Doyle and commented on the "a great example of a Year 8 lesson on the art of Jon Burgerman by Steph Doyle – Steph used the LLT template to great effect, sharing plenty of WAGOLL examples"

Rebecca Hughes, Director of Maths stated:

"During CPDL we worked in parallel year group teams to look at lessons from the collaboratively planned lessons to improve by including Rosenshine's Principles. One key feature of maths lessons is the daily review and this is seen in most lessons with explicit reference to this.

(continued...)

... The use of I do/We do/You do also lends itself to our subject and again this has been a key feature of our practice in both face to face and remote learning. This allows us to introduce new material in small steps and guide student practice through the use of the 'we do' before we allow students independent practice by using variation theory in our fluency and allow all students to reason mathematically and solve problems.

Use of whiteboards and the principle 'everybody writes' is a fantastic way to check all understand.

The use of dual coding – especially in our angles topic has ensured students can clearly see concepts by having the visual and mathematical understanding."



Kevin Dudley demonstrated all of these aspects in a lesson on exterior angles where modelling using I Do, We Do, You Do was used to create a high success rate and lead to some high quality independent practice.

Tom Clark, Learning Manager for Science describes focuses of the Team:

“Turn and Talk – our students have been engaged with this TLAC strategy and have had the opportunity to talk about the posed questions. Teacher input has enabled us to support with prompts of key words to 'Stretch It.'

We have also use “Everybody Writes”, here all students are asked to write a response to a question which has been asked.

Cold Calling was then used to ask for student responses. Furthermore, we enjoyed using “Wait Time” –whereby a given amount of time is provided for students to think of a response to a question. Students show their hands when they have a response and then “No Opt Out” is used on those students who did not generate an answer.”



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Lisa Dolly, Learning Manager of Social Science stated:

“Our approach to the showcase lesson was to initially ‘name the steps’ and then build knowledge in small steps by producing tasks to develop student knowledge and understanding that begins with recalling any prior knowledge and progress to developing extended responses. “At Bats” is a feature as students are completing a number of different tasks which require application of same material and everybody writes. We use targeted questioning through cold call to check and reinforce knowledge and understanding. There is opportunity for own and track so that students can identify and address any misconceptions in the lesson using teacher master document.”

Nolene Gilroy, Director of Humanities said:

“Our department approach is to use a variety of TLAC strategies to encourage full participation. We enjoy using “turn and talk” and “everybody writes” as they are activities which mean all students are engaged during tasks. We have also incorporated strategies into our questioning to stretch students and check for understanding at key points during the lessons.”

The team demonstrated the flexibility of using “Everybody Writes”: Emma Grayson and Andrea Cave used it as part of their “Do Now” activity and Nolene used it for independent practice in her lesson on the water cycle.



Anna Radcliffe, Learning Manager of RE, discussed the importance of “No Apologies”:

“Our GCSE has some topics students might find less engaging such as features of worship that in the past we have apologised for and tried to motivate the students with speed of completion. We are now working on looking for elements of the course that we can somehow link to something more engaging, for example when we look at the Islamic practice of fasting during Ramadan, we are linking this to news clips about concerns over Mo Salah fasting during the European Cup Final.”

Karen Moss, Director of English enthused:

“We have worked on improving lessons across Key Stage 3, 4 and 5.

Within our lessons, we have showcased many examples of Rosenshine and Teach Like a Champion strategies- these include consistently strong starts with Do Now tasks and Recall, a variety of questioning opportunities with Cold Call and Wait Time, and finally a range of writing tasks which incorporates I do/we do/you do and Everybody Writes to model outstanding writing skills and to enable students to develop their own skills in extended writing.”

John Southworth, Director of IT talked about:

“Data Dashboards for BTEC ICT - the sequence of lessons are based on “I do, we do, you do” as this this allows the students to understand different spreadsheets skills, functions and formulas to be used in a given scenario. Students can see Distinction, Merit, Pass exemplar to see what is expected. Students can then practice using these skills and then adapt them independently to create alternative scenarios. This also reduces cognitive loading as students can attempt a chunk at a time to try and hone these skills and then apply them to a specific task. It also allows for error, when a function or formula doesn't work. The student has to try and understand what the problem is and if they can work this out, they will get a deeper understanding of what the possibilities of how the formula can be used and developed. This allows the student to become more independent and continue to develop their spreadsheet in their own way.”



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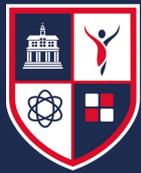
Andrea Spawton, acting Director of MFL:

“The MFL team, when composing this lesson, felt that we should focus on 4 of the Rosenshine Principles. First, we decided to 'begin with the end.' We decided that the aim of the lesson should be for our students to be able to describe another member of their family (3rd person) in terms of both appearance and character. We worked backwards from this point to ensure that each activity was relevant to the final goal and the skills progressed in difficulty in a linear manner. As a team, we always try to foster a 'culture of error' by encouraging our students to be risk takers! If we want them to improve we need them to feel safe in making errors of grammar and pronunciation. However, we do always try and guide them to the right answer either by teacher correction or by other students making suggestions for improvements. As far as possible, we want all students to participate in every lesson, whether this by responding using mini-whiteboards or answering questions when asked in class. If a child is reluctant, we use gentle encouragement, praise or model the correct answer to them and ask them to repeat it.”



Please click to see some examples of lessons planning from Deyes High School using our LLT Template and Rosenshine's Principles:
[Biology](#) [Computing](#) [English](#) [Maths](#)

The lesson shared by Amy Sloan was a great example of making TLaC and Rosenshine really explicit in the resources, and whilst it included all of the TLaC strategies described by Karen, the structure of the lesson on the LLT template was great demonstration of new material in small steps, reducing cognitive load in the design of slides and how a powerpoint resource can be used to guide a set of students through all of the stages of practice, whilst simultaneously building in the all important questioning opportunities to check for understanding.



Nadia Kaye, Assistant Headteacher has been leading the drive for excellence in pedagogy and practice and CSSA and is delighted at the response from staff:

“The return of Collective CPDL in school has really galvanised Childwall staff to keep up the momentum of using Rosenshine’s Principles and TLaC strategies in their professional practice. Our most recent CPDL was delivered through the lens of making TLaC and Rosenshine explicit and the use of the meta language of Rosenshine and TLaC. Staff we asked to work in pairs and/or trios and frame their discussions around how Rosenshine and TLaC can challenge the most- able of our learners. An outcome of this discourse was to adapt or plan a lesson that illustrated how we as teachers and teaching assistants obtain a high success rate by scaling up our teaching to teach beyond the expected knowledge and understanding of some aspects of the curriculum.”

Below are some lessons that CSSA staff shared on using our Plan, Do, Review and Assess model.

Geography

CSSA Geography Team shared the adaptations they utilised to ensure TLaC is explicit and provide challenge for more-able students in the following ways:

1. Learning Intentions have been adapted using higher order command words to challenge students and set no limit to success in the classroom. Learning intentions are explicitly discussed with students to make students clear of expectations in lessons.
2. “Turn and talk” incorporated into lesson with explicit guideline to structure discussion with students. More-able students were paired and grouped together to stretch discussion between students.
3. TLaC strategy used include 'Art of the sentence' to ensure students develop written and verbal ideas looking at sustainability of water management strategies and the challenge facing India.
4. Ranking and justification of water management strategies used in Thar Desert meant that new learning was applied to examination questions for the Big Write assessment. The fish plan was used to model structure of response and a 'live' model conclusion was discussed with students to develop writing skills further.

When discussed with the other Geography staff it was suggested that 'Art of the sentence' was an ideal strategy to keep doing as this made students think of other ways to structure their sentences and use statements such 'Equally important...' An area that the staff felt could be improved was the over reliance on Cold call and to think of different ways to get students to answer questions, so to start using more of 'Reject self-report' and start questions with 'How confident are you to...' and 'Show me'



PE

The PE teacher who delivered this lesson wanted to effectively model GCSE PE theory responses to examining weaknesses in a particular sport. By using different types of models and modelling feedback at Distinction* standard, students were able to practise their extended written responses by feeding back to the teacher why the worked examples in the models were at a Distinction* level.

'Stretch it' was the TLaC strategy the PE teacher used to follow-up questions that extended her students' knowledge and by asking the students to give an answer a different way or by asking them to apply their knowledge to a new PE skill.



Science

In Science, the Chemistry teacher wanted students to learn how to calculate the rate of reaction at a set time using a tangent on a graph so their stages of practices were focused on I do, we do, you do. The teacher adapted worked examples of 3 graphs to calculate the rate of reaction which was then followed with a practice exam question. The TLaC strategies were 'Break it down', 'Build stamina' and 'Say it again, better'.

When reflecting on the lesson, the post lesson discussion focused on what the teacher would do more of which was 'No opt out', less of lengthy explanations and continue doing more Affirmative Checking. Another lesson shared on MS Teams was to investigate the law of reflection and use student results to form their own law. This would then allow students to evaluate the effectiveness of their practical lesson when comparing their law of reflection to the actual law. Whole class questioning was adapted to be more targeted, allowing lower ability students to gain confidence while still providing enough challenge for HATs. This was done through Cold Call and involved aspects of 'Say it again, better' to ensure the students were using the correct scientific key words. Guided practice was used through modelling different types of responses for conclusions and evaluations using a temporary scaffold for some students.

During the discussion on refinement of the lesson, the science teacher is going to start giving students more time to prepare and rehearse their answers before sharing with the class, hopefully reducing the amount of errors in their scientific language. They trio discussed how they going to continue doing 'more targeted questioning and no opt out and change the way that students give answers, maybe use groups to practice their answers and give each other feedback before answers are given to the whole class'.

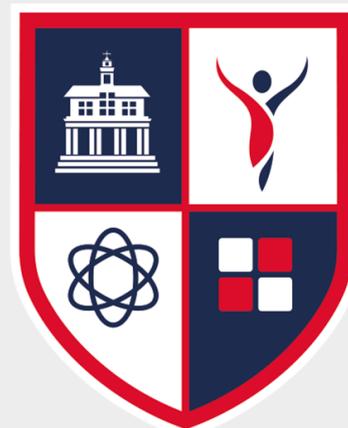


Please click to see some examples of lessons planning from CSSA using the LLT Template and Rosenshine's Principles:

[English](#)

[Geography](#)

[PE](#)





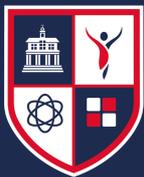
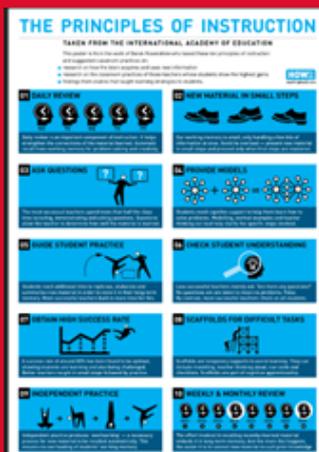
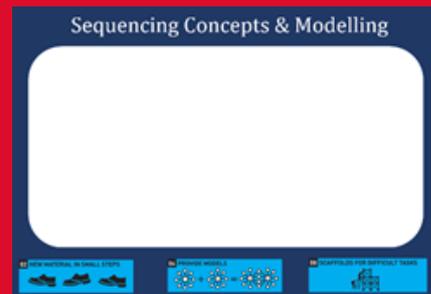
Deyes in Action: Best Practice Lesson Studies

At the time of writing we are in the middle of our first wave of Best Practice Lesson Studies using the LLT Template so that we are able to share a common meta-language with our students and staff alike and really think about pedagogy at the heart of our practice.

Colleagues have been partnered to allow for the most diverse range of subject pairings as possible. The aim is to prove that great and effective teaching is transferable between subjects and in the hope that when subject teams get back together they can share all of the great new ideas they have picked up from across the school.

The opportunity to see a wide range of subjects was gladly welcomed by subject leaders who saw it as a breath of fresh air from being partnered in the same traditional subject grouping. The opportunity to take part in peer-to-peer professional learning has also been widely welcomed with colleagues commenting that it was “great to get an opportunity to go and see someone else teach that isn’t from the same subject” and that it is “really nice to be given chance to support each other” and “have time a real in-depth discussion about Teaching after such a hectic year.”

Team Deyes are looking forward to continuing the Roseshine in Action Lesson Studies series...watch this space!



Childwall in Action: Best Practice Lesson Studies

What a fantastic pedagogical opportunity staff are having at Childwall this half term!

Senior Leaders were first to complete a Lesson Study by reviewing how incorporating Roseshine’s Principles into their lessons can improve it. This opportunity was then rolled out to subject leaders and the rest of the staff teaching body. By using what research tells us about what ‘works well’ staff planned their lesson study by building and strengthening the scheme of knowledge in the student’s minds by introducing new information in small steps, asking questions frequently, reviewing material, using lived, worked examples and then by giving students the opportunity to practise on their own.

Happy Summer!

Lydiate Learning Trust would like to thank you for all of your hard work, tenacity and creativity this Academic year and wish you and your families a safe and happy summer break.