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AUTUMN 2024



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PROFESSIONAL DEVELOPMENT ACROSS LLT



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Welcome Message

Welcome to our first edition of Lydiate Learning Together for this academic year.

During my first term in post, it has been a privilege to work with colleagues from across the Trust and to witness the high quality CPDL that is in place. I have been particularly impressed by the desire to seek out innovative practice and have enjoyed seeing examples of staff trialling new techniques in many classrooms.

I am fortunate to line manage a team of Lead Practitioners; their breadth of knowledge and understanding, coupled with a desire to improve, is a key strength of the Trust and is an area that will continue to grow as we move forward.

I hope that you enjoy reading about the fantastic work that is taking place across the Trust and I look forward to seeing many of you during our Trust INSET day on 14th February.

Best wishes for the term ahead,

Alan McKeegan
Director of Secondary Education



Check For Understanding

In the first term of 2024/25, Lydiate Learning Trust has been encouraging a clear focus on how practitioners can ensure active participation from all students in the classroom. Engagement in lessons is such a crucial factor in student learning and we have been looking at innovative ways that we can drive student progress through simple but effective methods of checking student understanding.

Cold Call

Cold Call is a TLAC strategy that allows for two key processes to take place at various stages of any lesson; full student participation and rapid teacher feedback. By posing a clear and focused question to students and not revealing who will be required to feedback an answer, the practitioner encourages all students in the classroom to construct a suitable response. This approach therefore does not allow for students to opt out of a task or sit back while volunteers lead the discussion, thereby encouraging active participation in learning. Studies have shown that use of Cold Call regularly can have a really tangible impact on student progress and engagement. In one study, “The results demonstrate that significantly more students answer questions voluntarily in classes with high cold-calling, and that the number of students voluntarily answering questions in high cold-calling classes increases over time.” (Impact of Cold-Calling on Student Voluntary Participation, [Elise J. Dallimore, Julie H. Hertenstein, and Marjorie B. Platt](#)[View all authors and affiliations](#), Volume 37, Issue 3, <https://doi.org/10.1177/1052562912446067>)





Check For Understanding

Mini - Whiteboards

The use of mini whiteboards in lessons is a technique that is also being made habitual in classrooms across Lydiate Learning Trust. By allowing students to share their thoughts and ideas in such a low stake and risk-free format, we are seeing that they are much more willing to participate in discussions and make mistakes that drive their learning forward. Practitioners will pose a question to students and then allow them time to think and express their ideas on the whiteboard without the pressure of it being possibly incorrect in their exercise books. The impact of this has been that students are now much more confident in expressing areas of the topic that they are unsure of so that their teachers can accurately teach to their needs.

Low Stakes Quizzes

Finally, low stakes quizzing of students has become a much more habituated process across subjects in Lydiate Learning Trust. Students are quizzed at the beginning of lessons through a short series of review questions that test their knowledge of the current unit in a low pressure environment. The results of these quizzes are then self or peer marked and teachers are able to quickly assess any knowledge gaps ready for a re-teach in coming lessons. Such practice has meant that any misconceptions students may have in any given topic do not remain for long and they can move through the unit confident that they have completed each step accurately along the way. This also means that practitioners are able to monitor live data of how the class is performing at any given time – an invaluable tool in our drive to help our students achieve their full potential.





SSAT Lead Practitioner Accreditation

In the dynamic world of education, the SSAT Lead Practitioner (LP) L7 Accreditation programme offers a meaningful path for professional growth and excellence. This new initiative is designed to enhance teaching practices and foster a culture of continuous improvement across schools. Notably, four lead practitioners from Lydiate Learning Trust will be undertaking this accreditation for the first time, building on the strong foundations for Personal Development already established within the trust.

What does the Accreditation Programme Involve?

The LP Accreditation programme is a journey of professional development. Our Trust Lead Practitioners will start by identifying action research projects that align with our schools' priorities. These projects serve as a foundation for their growth, allowing them to assess their progress against a set of ten demanding standards that cover their attributes, expertise, and leadership.

The process is both rigorous and rewarding. Our LPs will engage in continuous self-assessment, supported by experts from SSAT. They will compile portfolios that showcase their impact, which are then reviewed and assessed each term. This reflective practice not only highlights their achievements but also identifies areas for further development.

Aims of the Programme

The SSAT LP Accreditation programme aims to recognize excellence in education, promote ongoing professional development, and foster leadership. It provides international accreditation that acknowledges the professional expertise of educators in leading learning. The programme encourages educators to grow continuously through a structured and supportive process, developing leaders who can inspire and motivate their colleagues.





SSAT Lead Practitioner Accreditation



Building on Success at Lydiate Learning Trust

Lydiate Learning Trust has already established a strong foundation of effective teaching practices and professional development. The introduction of the SSAT LP Accreditation programme will build on these successes by:

- **Enhancing Evidence-Informed Practice:** Our Lead Practitioners will engage deeply with research and evidence, translating these insights into practical strategies that further enhance classroom outcomes.
- **Aligning with School Priorities:** By focusing on action research projects linked to school priorities, the programme ensures that professional development efforts are directly aligned with the most pressing needs, reinforcing our existing strengths.
- **Fostering a Collaborative Culture:** These practitioners will lead initiatives, share best practices, and mentor their colleagues, creating an even more supportive community of learners within the trust.
- **Expanding Professional Networks:** Being part of the SSAT community offers additional networking opportunities and access to a wealth of shared resources, complementing our current professional development activities.
- **Ensuring Sustained Improvement:** The emphasis on continuous self-assessment and re-accreditation ensures that our teaching practices remain current and effective, building on the solid groundwork already in place.



SSAT Lead Practitioner Accreditation

Aligning with Our Vision

The SSAT Lead Practitioner Accreditation programme aligns seamlessly with Lydiate Learning Trust's vision to "Engage, Enable, and Empower learners."

By equipping our educators with advanced skills and knowledge, we are better positioned to engage our students, enable their success, and empower them to reach their full potential. This will allow LLT to provide expert training to develop more LPs in the future and provide all staff with the tools for successful professional development and to be equipped to allow our learners to achieve the best possible outcomes.

In essence, the SSAT Lead Practitioner Accreditation programme is more than just a professional credential. It's a catalyst for positive change, driving improvements in teaching and learning that ripple across entire schools and trusts. By embracing this programme, educators at Lydiate Learning Trust can enhance their own practice and contribute to a broader culture of excellence in education, building on the many successes already achieved.





As part of the CPDL programme, many teachers have taken on board the use of IRIS technology to record their own personal teaching sequences/reflections and share them with other colleagues. This is proving to be a powerful tool for professional development in allowing teachers to successfully collaborate, provide constructive feedback, and learn from one another's strategies. This approach is fostering a culture of continuous growth, helping teachers refine their skills and ultimately enhance the quality of teaching and learning within the school community.

Using IRIS technology to record their own lesson sequences is enabling teachers to reflect on their own teaching practice identifying both strengths and areas for focus. The reflections are recorded on a safe and secure platform which only they themselves can readily access. Teachers can individually review or share these recorded reflections with other colleagues and use them as reference material.

Recorded reflections enable teachers to observe the impact of different teaching strategies and student interactions. Teachers are experimenting with new techniques and can assess their effectiveness in real-time. This evidence-based approach helps teachers make informed decisions about instructional choices and improves overall student engagement.

Additionally, recorded reflections provide a valuable opportunity for peer or mentor feedback. Often, in-the-moment feedback during a live lesson can be limited or generalised. However, recorded reflections allow colleagues or instructional coaches to review specific instances within the lesson and provide detailed, granular feedback. This feedback can be more focused and precise, allowing for deeper insights into the teaching practice.

IRIS is a flexible, effective tool to support professional development and has been readily and successfully utilised by a range of teaching staff across LLT. Its rollout and development will continue during the second term. IRIS is allowing teachers to effectively share resources and enhances collaboration between departments and across schools in LLT.



Key Dates 2025



JANUARY 2025

- 6 INSET Day
- 13 Subject Team CPDL
- 20 Collective CPDL
- 27 More Able/SEND CPDL
- 30 Literacy Twilight

FEBRUARY 2025

- 3 Pastoral Leader CPDL
- 6 Safeguarding Training
- 14 Trust Training Day
- 24 Pastoral Leader CPDL

Thank you!

Thank you from all at Lydiate Learning Trust for your on-going hard work. We hope you have a wonderful Spring Term!