



## Welcome to our Teaching and Learning termly bulletin.

When I think about schools and why we are here, I'm reminded of the anecdote about John F Kennedy visiting NASA in 1962. A janitor was sweeping the corridor and JFK asked what his job was. 'Well, Mr President,' he replied, 'I'm here to put man on the moon.' We might not have such lofty ambitions but sometimes it can feel like that! We are all here for one main aim — to enable the teaching and learning of our young people. This bulletin is intended to support that, to celebrate and share the excellent practice happening across our school, and to bring together the huge number of good ideas out there. If you have anything you would like to contribute to the next bulletin — something you have done, seen a colleague do, or read about, or indeed if you would like to write a few words — please let me know. Happy reading!

# Matching Curriculum to Need

Ensuring our classroom practice meets the needs of all learners including SEND, PP, and boys.

### Regarder (4.9)

1. Je – une émission de sport
2. Il – émission de télé-réalité
3. Nous – les infos
4. Ils – une séries
5. Vous – un jeu télévisé
6. Elle – une documentaire
7. On – un feuilleton
8. Ma sœur – une séries americaine
9. Elles – un dessin animé

Add a frequency expression  
(3.4)

As confident. Add a modal verb  
statement (4.11 / 4.13)

Use the subject pronoun to give  
an opinion phrase using the  
infinitive (4.10)  
e.g We like to watch the news

Cautious

Confident

Challenge

Challenge+

On 24th September, the T&L working group met and discussed the challenges of matching curriculum to need. This was recognised as students having the same destination but their journey to that destination being different.

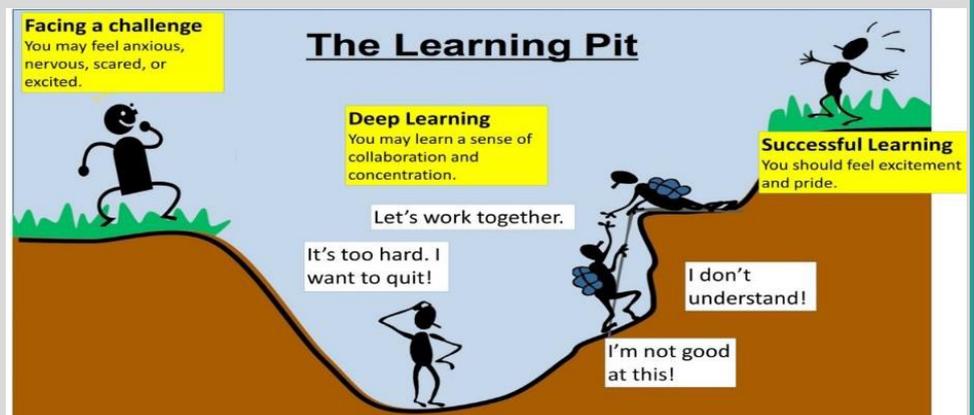
We invited colleagues from local primaries and it was interesting to share how matching curriculum to need varies, and in many cases doesn't,

depending on age. Primary colleagues see their young people much more frequently than secondary teachers do and it is clear that knowing our young people well is the first crucial step in matching curriculum to need.

As a group, we shared ideas and methods for differentiation and explored the ways we use the criteria from exam boards to establish tiers of skill. To support this, Fiona shared the differentiation model she uses in MFL. Tasks are split into four levels of challenge as shown in the example above, enabling all students to progress. These tiers of skill can be applied to many subjects to help students to climb out of the pit. *The pit?* See below and Carola's differentiation poster in the staffroom for more! Additional benefits to this method are the safety net it provides; struggling students can take a step back as they need to.

It will come as no surprise to staff that knowing your students is crucial to any differentiation. The PowerPoint for this session can be found in the T&L area on the staff drive. **Join us in L1 on 19th November for our next meeting.**

For further ideas to match curriculum to need, see page 2...





## Matching Curriculum to Need: *ideas to use today*

### **Know your students**

Develop a class profile/ have an annotated seating plan  
Have relevant data at fingertips - FSM, EAL, PP, SEND...

### **Time to respond to your feedback**

Different parts of the task allocated to specific students  
Tasks get progressively more difficult  
Create different starting points  
Devise a different number of steps/stages to reach an end goal  
Different time constraints  
Different content  
Different tasks allocated to specific students  
Set the bar high and support them to get as close as possible  
Students choose which level of challenge is most appropriate to them using targets

### **Set individualised targets based on assessments**

Use of other students - peer teaching, coaching, peer assessment, group work, study buddies, varying roles, class experts  
Differentiate by dialogue - vocabulary used and expected, complexity of language, explanation, type of question, wait time  
Use checklists, toolkits, scaffolding, 'boxing up', modelling, sentence starters to support

### **Planned partners, groupings and seating plans**

Use classroom displays & working walls to support learning  
Differentiate by choice  
Choice of how learning can be demonstrated  
Use of virtual teacher - multimedia stations  
Stuck strategies - resources, learning environment, peers  
Drop in sessions

### **Planned and targeted questioning**

# Sharing our Successes



In SAS's classroom, the Thinking Hard strategy of making connections is evident through the excellent display showing US presidents and UK prime ministers.

Linking the teacher's interactive board with the student monitors to share parts of a presentation in JRA's lesson.

Excellent engagement of lower ability students through positive questioning, praising effort over outcome in ECH's lesson.

Personalised Learning Checklist used by RWA's students to focus their revision. (can be found [here](#))

OCR (9-1) GCSE Business

Personalised Learning Checklist

Tick the relevant column to identify your learning objectives

Student name: \_\_\_\_\_ Target grade: \_\_\_\_\_

Unit 4: Operations

Learning Objective	1	2	3	4
<b>4.1 Production Processes</b> Different production processes and their impact on businesses o Job, batch, flow The influence of technology on production and the impact on businesses o Automation, computers and robotics				
<b>4.2 Quality of Goods and Services</b> The concept of quality Methods of ensuring quality o Quality control, quality assurance The importance of quality in both the production of goods and the provision of services o Reputation of the business, to gain and retain customers, reduce product returns and recalls				
<b>4.3 The Sales Process and Customer Service</b> Methods of selling o E-commerce, face to face, telematics The influence of e-commerce on business activity The importance to a business of good customer service including after-sales service o To gain and retain customers The contribution of product knowledge and customer engagement to good customer service				
<b>4.4 Consumer Law</b> The impact of consumer law on businesses o Reputation of the business, safety and satisfactory quality of goods				
<b>4.5 Business Location</b> Factors influencing business location o Costs, the proximity to markets, labour and materials				
<b>4.6 Working with Suppliers</b> The role of procurement o Identifying goods and services to buy, choosing suppliers, ordering goods and services, making decisions from suppliers The impact of logistical and supply decisions on businesses o Time, length of supply chain, reliability of suppliers, costs, customer service				

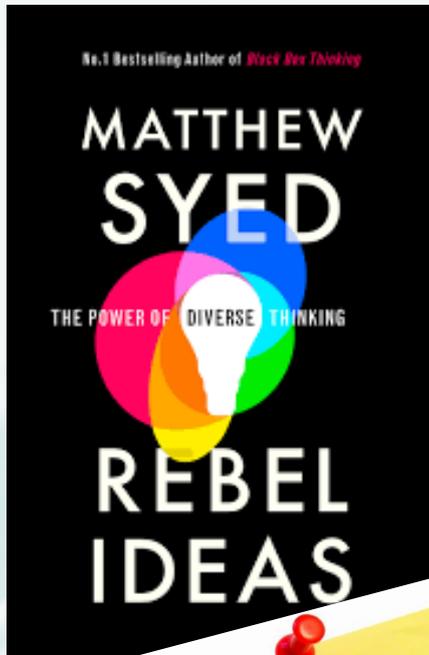
Skilful questioning, following up initial student responses with open "why" questions in AMA's lesson.



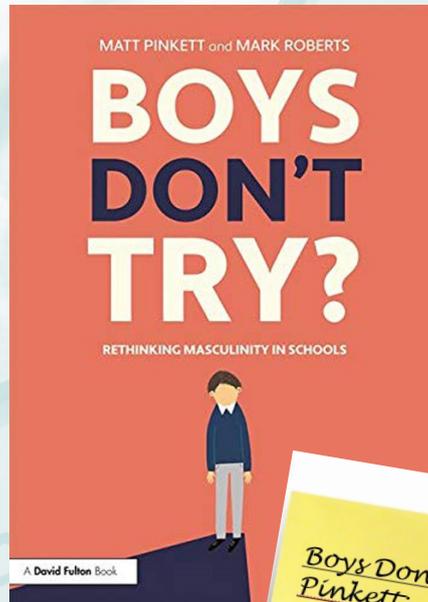
Matching curriculum to need for high attainers in SRA's classroom.



# Staff Library: *new books*



*Rebel Ideas by Matthew Syed:*  
A interesting and in depth look at cognitive diversity - how we can face challenge by drawing on different ways of thinking. Of particular interest to me was the ways cognitive diversity might have helped in the past - including the catastrophic failings of the CIA leading up to the events of September 11<sup>th</sup> 2001. Refreshing thinking for a leadership book.



*Boys Don't Try? by Matt Pinkett.*  
Perfect for our whole staff target of matching curriculum to suit all learners with a focus on (amongst others) boys! Including practical strategies to engage boys both academically and pastorally, an interesting read.

Read something inspiring? Or heard about an education/ leadership book that you'd like to read? If you'd be happy to write a short review for the next issue, let me know. There are a selection of books in the staff library section of the LRC, or we may be able to order it in.

