

The aim of this document is to outline the T&L priorities for 2020/21 and explain the support and training that will be provided, as well as the expectations for your involvement in T&L developments. It ends with some thoughts about our first few lessons.

Bridging T&L between the last academic year and this one

Last academic year (2019/20) our whole school T&L focus was:

- To develop our use of feedback practices (Departments wrote subject specific feedback policies)
- To develop, formalise and embed metacognition and self-regulation approaches (specifically *retrieval practice*)

All the Spotlights that supported this focus can be found [here](#).

This academic year our whole school T&L focus areas are:

- Feedback: To implement, embed and share Department specific feedback policies in our classroom practice
- How Pupils Learn: Metacognition and self-regulation (L2L): Begin to develop an understanding of and lay the groundwork for a whole school focus on metacognition 2021/22

Growing Great Teachers at Channing: Deliberate and explicit application and modelling of cognitive science principles in the planning and delivery of Professional Development. Overarching all this is an ambition to build on the ethos of collaboration engendered this year, and especially under Remote Learning and work towards an 'Open door' approach to T&L.

T&L: What can you expect this year?

Weekly Spotlights: As usual these will support our T&L themes and the Friday T&L Briefings with practical, classroom based ideas and snapshot summaries of important research and evidence of best practice. The draft titles for T&L Briefings and Spotlights for this term are:

- Remote Learning and Bridging the Gap
- What are metacognition and self-regulated learning? What professional understanding and skills do we need to develop pupils' metacognitive knowledge?
- What professional understanding and skills do we need to develop pupils' metacognitive knowledge?
- Learning to Learn at Channing - a shared understanding
- The importance of explicitly teaching metacognitive strategies, including how to plan, monitor, and evaluate their learning
- Modeling your own thinking to help pupils develop their metacognitive and cognitive skills
- The importance of setting an appropriate level of challenge to develop pupils' self-regulation and metacognition
- Promoting and developing metacognitive talk in the classroom
- The importance of explicitly teaching pupils how to organise, and effectively manage their learning independently

T&L Briefings (Fridays 8.10 - 8.25 dates in the calendar): In the Autumn Term these will be led by AB (they may be videos / live streams). In the Spring Term they will be led by Departments with a focus on how each department is embedding their feedback policy

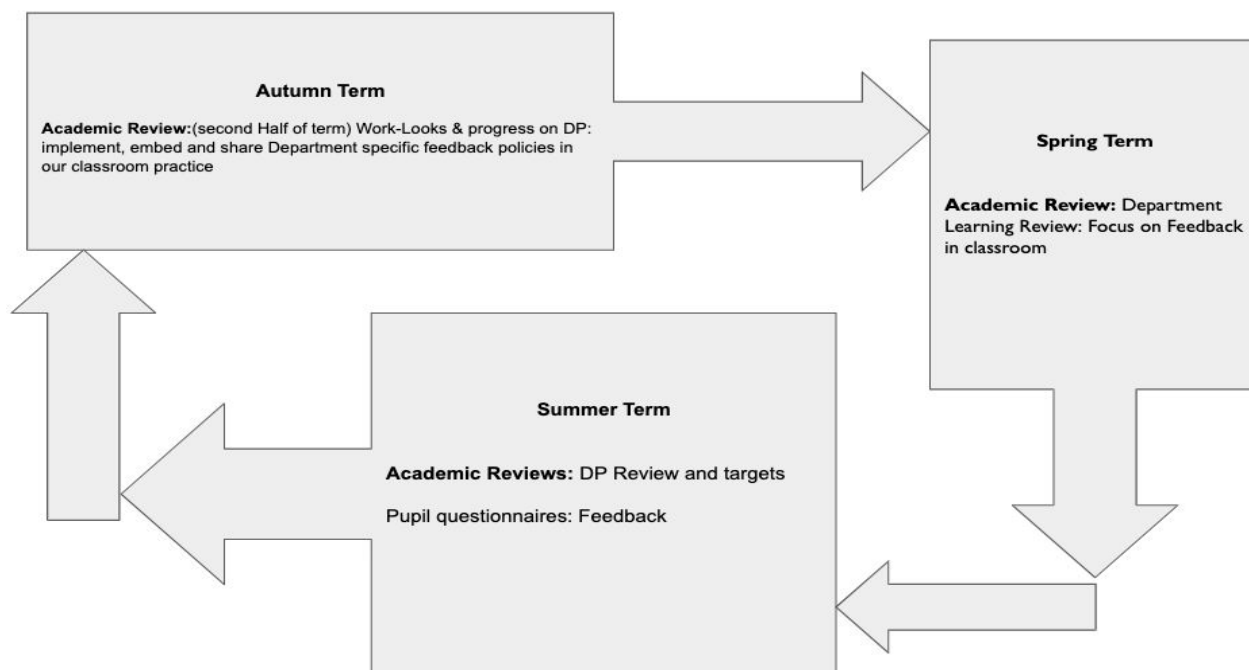
What about peer collaboration? Peer collaboration has been a positive initiative that has been very fruitful in producing some excellent work by colleagues developing their classroom practice, especially when conducted between Departments. For the last two years, peer collaboration and the Department Learning Reviews (DLR) have felt like a doubling of work. So this year we are not expecting staff to conduct peer collaborations. In the longer term I would like to extend the DLRs in the Spring term to include some cross-department collaboration.

How can you use the period of Remote Learning to improve T&L? Ironically, Remote Learning has provided the momentum and opportunity to initiate change and improvement. Now is the time to interrupt practices and beliefs that don't work. What did you learn from remote learning? How can technology be best leveraged for learning in the future in your subject? What have you started doing that you intend to continue? What have you stopped doing that you don't need to do any more? What else could you now do / try?

What about appraisal and T&L?

There is an expectation that one of your appraisal targets has a T&L focus. I would ask you to consider your own practice through the lens of our whole school focus on developing and embedding Department specific feedback when deciding on your targets.

How does T&L fit into the Whole School Development Cycle?



Watch out for The Channing T&L Journal Club: An opportunity to engage and critique current T&L ideas and research, explore what it means for your classroom practice and chance to share your ideas and recommend other writers.

What are we saying to students about how to learn? *Already distributed:* How Pupils Learn: Metacognition and self-regulation (L2L). [Learning How To Learn in Channing Sixth Form](#). More on this in Spotlights and T&L Briefings this term.

Where can I look for advice about my first lessons? A reminder that Appendix 2 of the Return to School: Guidance for Senior School Staff contains both T&L Considerations and Health & Safety Essentials. As we return to school *“we know that positive relationships and good connections with pupils form the basis of any successful support.”*¹

Please share any T&L approaches that you find are successful. Equally remember AB / DG and JC can offer training and advice around the use of tech in the classroom

Mia Hunt takes a look at what research says you ought to be doing from the very first lesson in order to make the next 11 months a great success (Taken from the TES Sept 2017)

- Act as you would wish your students to
- Mind your (body) language
- Get to know pupils, and their names, as quickly as possible
- Strike the right balance between challenge and approachability
- Start to embed routines
- Don't forget the parents
- Remember: first impressions in the staffroom count, too

This much I know about professional practice ...@Johntomsett (From 'Don't Change the Light bulbs)

- Love your students
- Know who's in front of you, both as a person and as a student
- Always act the grown-up when working with children
- Don't plan lessons in too much detail – be ready to change course during a lesson
- Students can always do more than you expect of them – always have the highest expectations of them
- Work hard on improving your students' literacy, no matter what your subject
- Expect the very best behaviour from students at all times, including good manners
- Never take yourself too seriously, but always be aware of the seriousness/importance of your job as a teacher
- Have fun!

¹ <https://www.annafreud.org/media/11727/managing-transition-back-to-school-jun2020.pdf>

