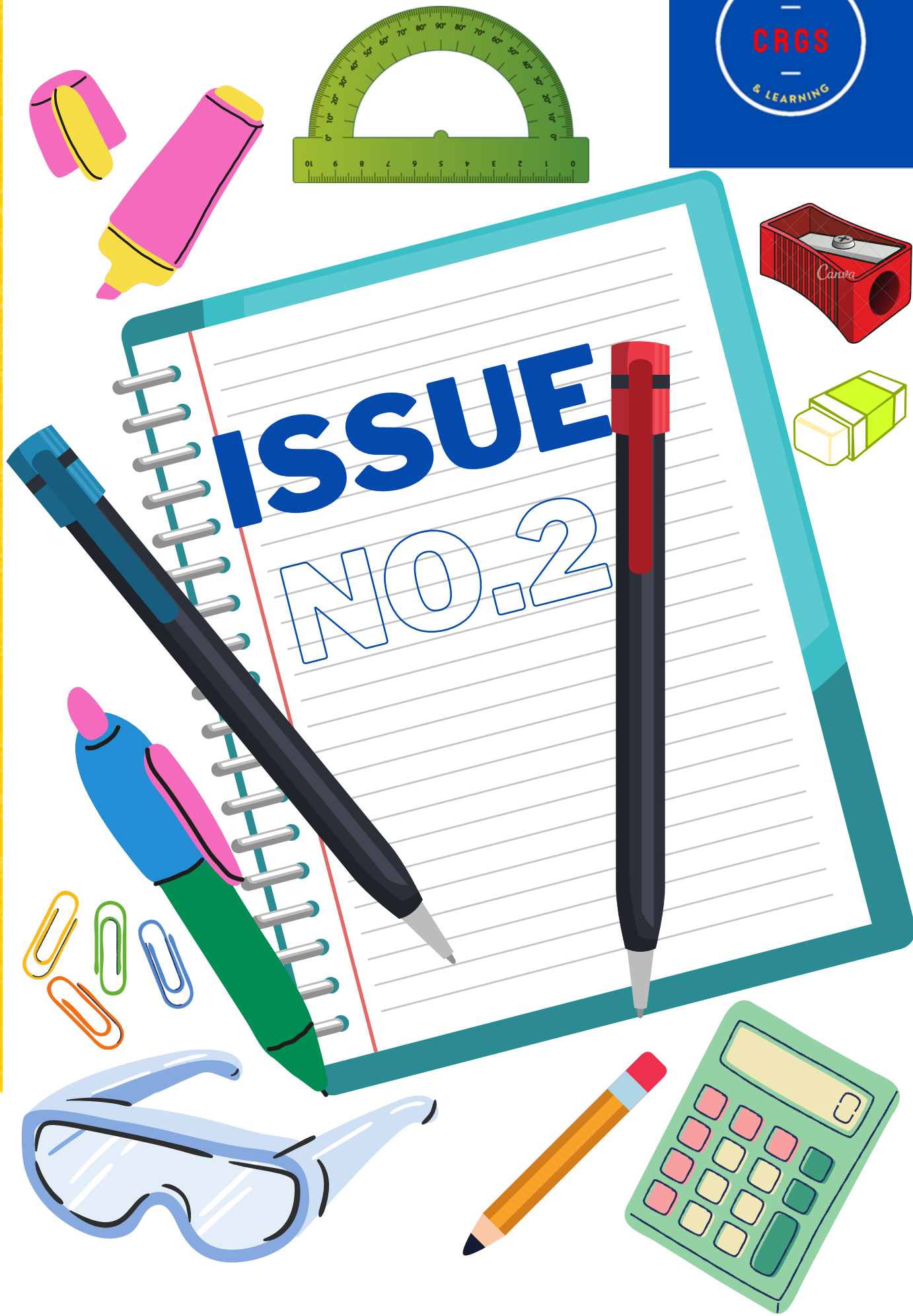


CRGS LEARNING AND TEACHING NEWSLETTER



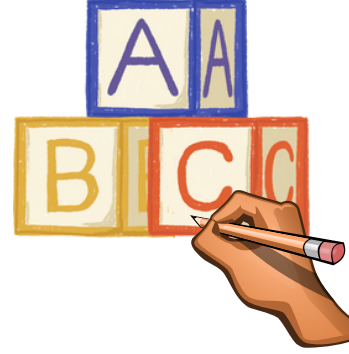


Learning and Teaching is at the heart of our work at CRGS and is central to our ever developing school culture. The aim of this Learning and Teaching newsletter is to share ideas and prompt discussion as we continue to grow as a whole school, learn from one another and promote best practice.

The newsletter is at times light hearted, at others serious, with some contents proving contentious and others simply current learning and teaching fact, backed by academic research.

WHOLE-SCHOOL FOCUS OF THE MONTH

TIER 2 AND ACADEMIC VOCABULARY



What is Tier 2 Vocabulary?

It is robust, high-frequency words that students encounter across the content areas. They are not widely used in speech and daily conversation.

Tier 2 words are important words; they are mostly found in written language. Students don't hear these words often. But they do see them across content areas. Knowing Tier 2 words can help students use language in a more sophisticated way. Also, not knowing these words can make it hard to comprehend texts across disciplines. Some Tier 2 words are analyse, extrapolate, infer, process, principle, occupy, dogma, and ponder.

Tier 3 words are the least common words in both spoken and written language. These words are best taught by subject teachers and are specific to each discipline. These words include exothermic, allegory and coefficient.

Some Ideas for Instruction

Marzano (2004) came up with six steps that are important for students to learn new vocabulary.

1. Explain the word to students. Give them a few examples.
2. Next, restate your description in their own words.
3. Create a graphic representation of the term. This can be a picture, a symbol...even stick figures work.
4. Do activities in a vocab notebook – we will be issuing all students with a CRGS Academic Vocabulary book from September.
5. Discuss the word with their classmates on an ongoing basis.
6. Play games with students using the new terms.

The idea behind Marzano's six steps is that students need to contextualise the word and to manipulate it over and over again before it can stick.

QUESTIONING

How can effective questioning improve pupil progress?

Rosenshine states "effective questioning lies at the heart of great instructional teaching". Furthermore, the ethos of Rosenshine's book highlights four procedures to adhere to:

- ask a large number of questions to check for pupil understanding
- ask students to explain what they have learned in the lesson
- check the responses of all students
- provide systematic feedback and correct where necessary

Academic literature argues and proves that questioning is key to pupil progress.

Cotton (2001) and Hattie (2012) showed that:

- 20% of classroom questions are higher cognitive questions
- 20% are procedural questions ("have you got your books with you?")
- 60% are lower cognitive questions

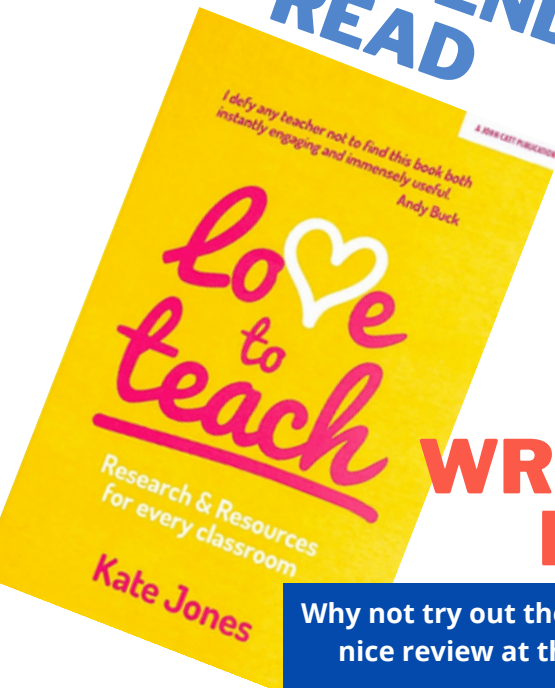
The above suggests that teachers need to increase their use of higher cognitive questions, in order to stretch and challenge their students' thinking.

However, it is not to underestimate the value of lower cognitive questions.

A generic question matrix, to support higher cognitive questions, lives in every CRGS classroom. A subject-specific question matrix can be provided, upon request.

"THINKING IS NOT DRIVEN BY ANSWERS BUT BY QUESTIONS".
PAUL AND ELDER (2000)

RECOMMENDED READ



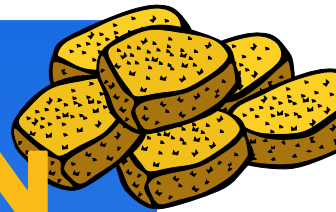
WRAPPING IT UP

Why not try out the following plenary for a nice review at the end of your lesson:

1. Give Me Five

An oldie but a goldie. Get children to draw around one hand. Then, they should label each finger with something they've gained from the lesson.

L&T GOLDEN NUGGETS



- We are now in June; have you offered EVERY SINGLE student some praise since the start of the academic year?
- What do you do for those 'hidden students' in your classroom? The ones that do everything asked of the without shouting from the rooftops.
- Remind yourself that you, too, are making great progress and doing a great job. Your school values you.

Ask these questions:

- Thumb: What have you learned this lesson?
- Index finger: What skills have you used?
- Middle: What did you find hard today?
- Ring: What have you improved on today?
- Pinky: What do you need to remember for next time?

If you're working with smaller children, you can cut time by handing out these hand outlines. Or, if you're feeling something a little different, you can label toes instead!