



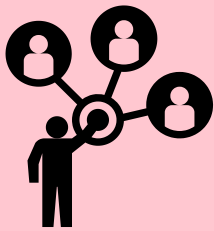
# LEARNING AND TEACHING NEWSLETTER

NOVEMBER 2023

*Learning today for a better tomorrow*

## This months focus is... Retrieval Practice

### Sharing Good Practice



Is there anything that you or your department are doing around Retrieval Practice?

Please share with the L&T group, we would love to add it to our online toolkit!

Don't forget our T&L policy has gone digital, have a look at our new online toolkit.

[You can also click here](#)



### Get involved...

Come along to our next meeting on  
Wednesday 13 December at 3pm  
In S023 (ICT)



### CLPL Record

After completing CLPL you can share an evaluation using the QR code or link. This will allow us to have an overview of CLPL at school level. L. Gray will email you in May with all of your responses so you can copy and paste into your GTCs profile!



[CLPL Record Link](#)



### November's CLPL

Course Name	Delivered By	Date	Location
Digital Technology to enhance L&T	Lloyd Logan	Wednesday 22 November at 3pm	S023 (ICT)



### What is coming up?

**December** - Starters and Plenaries

**January** - Questioning

**February** - Feedback

**March** - Active Learning

**May** - Pupil Led Learning

**June** - Review of the Year

*Digital Learning will be an overarching theme, linked to each monthly focus.*



Acceptance - Ambition - Nurture - Respect - Trust

## Last month...

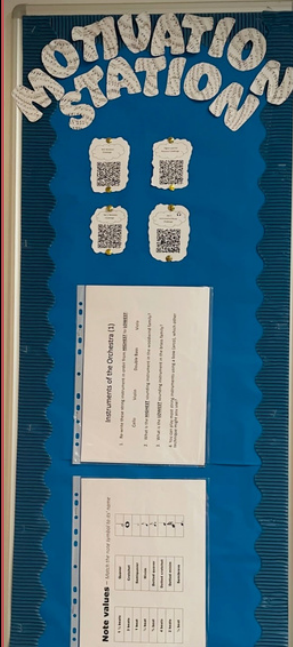
We looked at differentiation, thank you to all of the staff that shared some of the things they are doing!

### Differentiation Toolkit

Having a toolkit of resources in the classroom allows pupils with ASN to collect resources when they arrive, saving the teacher time handing them out.



### Motivation Station Music Department



Music have created a resource to provide further challenge for pupils who complete tasks.

Pupils use QR codes to complete interactive quizzes and other activities which further develops their knowledge and understanding.

### Sentence Starters

*Mrs Kenny*

I have pupils in my S3 Business class who have challenges with literacy. When the pupils are required to create a report, I provide sentence starters on the board to help start each section of their report.

This method is also useful, at times, throughout the report to ensure that pupils input the required information. For example:

“A business objective of \_\_\_\_\_ is to \_\_\_\_\_. In their mission statement, \_\_\_\_\_ stated that \_\_\_\_\_”. This shows \_\_\_\_\_.”

### Exemplify

*Mr Wrath*

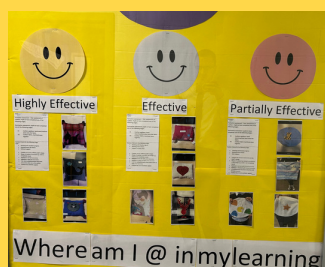
I provide pupils with examples of previous pupil work where possible. Displaying the criteria for Bronze, Silver and Gold in BGE.



### Exemplify

*HFT Department*

We display practical examples of the work that pupils have created. This is really helpful in a skills based course like ours to show pupils the standard of work for Bronze, Silver and Gold in BGE.



### Questioning

*Science Department*

In Science we use questioning to differentiate for individual pupils, making use of our subject command words. Pupils may be asked to EXPLAIN a concept, or if requiring support this could be changed to STATE. We link this with Higher Order Thinking Skills in our lessons to ensure our Success Criteria is accessible to all.

**We also asked for feedback from some of our pupils on the things they like in class to support them. Some pupils had specific ASNs, others did not. Here is what they told us...**

**S4 Pupil**

**ASN: Literacy Difficulties similar to difficulties associated with Dyslexia**

"It really helps when the teacher prints notes for me, instead of copying from the board, and using a Chromebook in class makes a big difference."

**S1 Pupil**

**ASN: Dyslexic Type Difficulties**

"When the teacher gives me a yellow sheet to put over my work I can read it better."

**S4 Pupil**

**ASN: Difficulty in reading**

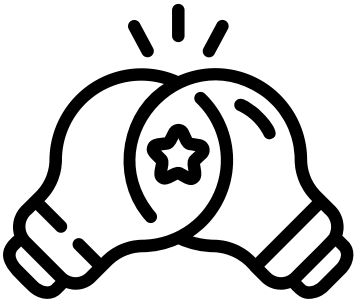
"Having a copy of the notes helps me keep up in class."

**S1 Pupil**

**No ASN**

"I find it helpful when the teacher lets us know what we need to do to get Gold in our work".

## Sharing Good Practice across the Local Authority...



We welcomed Katy Robertson from Johnstone High to do some learning visits this month. We saw some great practice including:

Starter tasks that created a purposeful and structured beginning to lessons

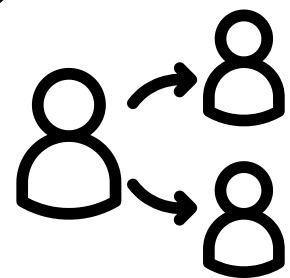
Active learning strategies that immersed learners in the content

Success criteria linked to gold, silver and bronze for meaningful self-assessment.

Opportunities for collaborative learning including the use of thinking routines like "Think, pair, share" and "See, think, wonder"

Capitalising on opportunities to discuss equalities in the wider curriculum

Lee was also able to reciprocate the visit and brought back some good practice to share:



Classroom environments set up to minimise barriers to learning - this was informed by the Circle Framework

The consistent use of dyslexia friendly backgrounds, fonts and spacing in PowerPoint slides

High quality feedback provided through learner conversations