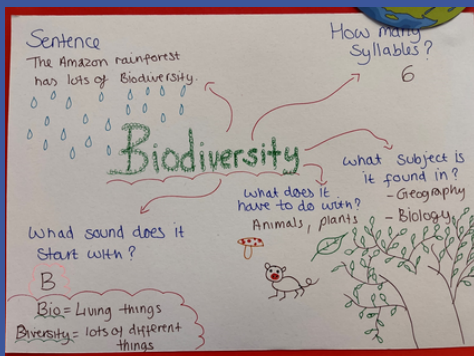




T&L NEWSLETTER

This Week's Focus – Supporting All Learners

SHARING GOOD PRACTICE



During interventions, TAs use a number of Elklan strategies to support learning. TAs model how to create 'Word Webs', which aids learning of subject-specific vocabulary. Students are encouraged to be independent and make Word Webs based on new keywords from their lessons during the week.

This strategy helps to move information from short-term to long-term memory as they make associations between their own knowledge and the new word. This makes it easier for students to recall key words and use in lessons.

STUDENT VOICE

To help me learn,

- Use visual prompts to help stay focussed
- Give time so that he can process the information.
- Use mind Maps with colours and visuals
- Differentiate the worksheets and ensure that I can read the material given.
- Ensure the seating plan helps students learn
- Use the learning journeys to help explain the reasons why we are learning different topics



SUGGESTED READING

Available in the Professional Development Library NOW



Walkthrus : Instructional Coaching

UPCOMING EVENTS AND CPD

10th July – Yr9 Sexual Health Workshop

11th July – T&L Briefing

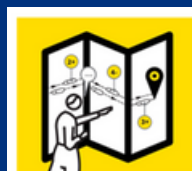
11th July – Primary Festival

17th July – Sports Day

18th July – T&L Briefing

18th July – Music Concert

GIVE THIS A TRY



MAP OUT THE COMPONENTS OF A TASK



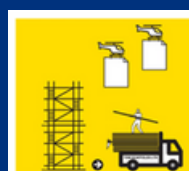
PROVIDE SUPPORTS AT A DETAILED LEVEL



PROVIDE SUPPORTS AT OVERVIEW LEVEL



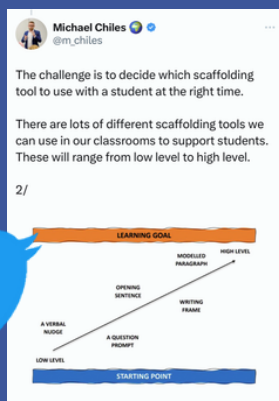
PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT



TAKE THE SCAFFOLDING DOWN



WHAT'S HOT



EEF
@EducEndowFoundn

Teaching metacognitive strategies - Removing the scaffolding

"Practice and independent work help to develop cognitive and metacognitive knowledge. Over time, such thinking becomes habitual – acting as 'internal scaffolding'"

Find out more: bit.ly/3cYtaKj

	Student	Teacher
1 Activating prior knowledge		
2 Explicit strategy instruction		
3 Modelling of learned strategy		
4 Memorisation of strategy		
5 Guided practice		
6 Independent practice		
7 Structured reflection		