

## NOVEMBER 2021

**This weekly bulletin for parents and carers shares the practices that are shaping our successful journey as a school. Each week will see a different focus covering aspects such as teaching & learning, curriculum, assessment, pastoral care, attendance, careers, well-being, personal development and much more.**

### **TEACHING & LEARNING: KNOWLEDGE IS POWER.....HOW IS IT DELIVERED?**

The phrase 'knowledge is power' is a phrase students often hear at our school. Students quickly understand the importance of knowledge and how the structure of our lessons supports them to 'know more and remember more'. The aim of all teachers in lesson delivery is to embed knowledge in the long-term memory of our students through various teaching strategies.

Some of our established strategies I have reported on before such as '**Recall 5**' and '**knowledge organisers**'. As a reminder, recall 5 requires our students to 'retrieve' previously taught information from their minds at the start of each lesson. This practice is proven to strengthen the memory of the information retrieved. The harder the memory is to successfully recall, if achieved, it is then more likely to remain in the long-term memory. A resource we use to supplement knowledge gains is the 'knowledge organiser'. As you will know students are required to bring this to school each day and have it available each lesson to refer to.

### **BRAIN, BOOK, BOSS**

During lessons students are set various tasks to evidence the knowledge and skills that they have been taught. When students struggle with these tasks we want them to take ownership of the learning process and not just call on the teacher. This is where we ask students to adopt '**brain, book, boss**'.

**Brain:** Students think deep and hard to retrieve the information they need.

**Book:** Still can't get it?.....students flick back through their books to find the steps to help them.

**Boss:** Still need support?.....the boss (teacher) will scaffold and adapt the task to ensure the learner can work towards a successful response.

This process enables students to develop their resilience and problem solving skills and ensures that they have to work through a process and not just be 'given' an answer.

## GRADUAL RELEASE



We are quite traditional in our approach to teaching and learning in most subjects in that we believe the teacher is the expert and they impart their knowledge to the students as opposed to students 'discovering' their learning. The curriculum content that is taught is meticulously planned. It is delivered in a purposeful sequenced way to ensure students can re-visit important information to enhance the likelihood that the vital knowledge will embed in the long-term memory. This reinforces why we place such an emphasis on the importance of attendance as missing lessons can lead to gaps in knowledge which, in turn, hamper the learning journey and disrupt knowledge development.

The picture of the ladders above demonstrate our '**gradual release**' approach. We recognise that absorbing new information from 5 different lessons a day is challenging. When delivering new learning teachers break down the information into very small chunks. We call this '**granular knowledge**'. This knowledge is drip-fed in very small steps to enable students to process the information. If teachers were to go too fast, or deliver too much info at one time, this creates **cognitive overload** which means students can't process or comprehend the information.

Once teachers have delivered and 'modelled' how to apply new learning students will then attempt to apply this learning having recorded the key knowledge and observed the vital skills. Teachers will support through this process until students can complete tasks independently. It is important here that students understand that making mistakes is normal and is part of the learning process. This is called the '**I, we, you**' process.

**I** - The teacher models and shares new learning

**We** – The teacher and students work together to ensure new concepts are grasped

**You** – The students demonstrate they have grasped the learning and apply this independently

If you require any further information on teaching and learning please do not hesitate to contact Mr. C. Kinsey, Deputy Headteacher at [ckinsey@boteler.org.uk](mailto:ckinsey@boteler.org.uk).