

TEACHING AND LEARNING



THE ASHLAWN T&L JAZZ AWARD

Swinging from the Trees in MFL!

Each half term we will recognise and celebrate inspirational classroom ideas which enable learning to 'swing'.

This time around, the award is presented to **Vicki Derntl** for her vocab tree!

Lisa Smith, in nomination said, "She created a 3D language vocab tree. Students attach leaves with difficult language vocab on them. This enables the students and teachers to spontaneously develop the 'Target Language'. The activity was observed by CILT (The National Centre for Languages) and graded very high especially for student engagement.

Within MFL, we have now adopted this idea and are all growing trees in our own rooms!"

If you would like to recommend a colleague to be the proud recipient of the next "Ashlawn Jazz Award" then email **Richard Cahill** with the details of the lesson or activity and we'll do the rest!

Take the Challenge...

Each issue we will be setting a challenge for you to take into your classroom based on this year's strategic priorities. *This issue the challenge is:*

Making it personal...

Do students get choices in your lessons? Are the learning objectives differentiated? Can students write their own targets? Do students keep their own learning logs? Do students offer the teacher feedback on their learning? Do you adjust planning for future learning based on this feedback? Do you make time to discuss individual progress with students within the lesson?

Challenge yourself in your next lesson and share your successes with others.



LEARNING COMMUNITIES

Following the recent Training Day, it is pleasing to see how Learning Communities are being refined by departments and individuals. It was great to see such cross department transfer of practice in the Learning Communities session. For example; **Keith Bradbury** and **John Offord** looked at common approaches to delivering Y13 Exam Techniques, **Phillipa Foord**, **Rob Holt** and **Chris Wesson** looked at transition strategies used in Science and Technology, while **Dave Unwin** and **Caroline Bradshaw** discussed the sharing of a common tracking system for student progress. There were countless other examples of effective **Joint Practice Transfer**. When planning the next Learning Community; remember the features of successful ones:

- Learning Communities which show a long term strategy across the department
- Clearly linked to strategic priorities
- Beginning to forge links within and across teams
- Time used effectively using all members to develop themselves and the team

Forthcoming Learning Communities will focus specifically on aspects of the strategic priorities such as AFL, where colleagues from a range of subjects will be able to discuss and transfer practice in this area.

If you have something to share then why not advertise your own Learning Community?

FROM THE BEST PRACTICE MATRIX

Personalisation + creativity = success!

"Search criteria 'personal' - there are 28 matches in total"

[Back to Teacher Menu](#) **Best Practice Matrix**

Subject: PE Initials: LMU Submission Date: 06/10/2011 Submitted By: ECH

Year group: 11 Entry type: Learning Walk **Result 4 of 28**

Aspects of Best Practice

LLDP Strand: 5.7 Best Practice Details:	The classroom climate is positive. The teacher's high expectations result in enjoyable productive learning for all
LLDP Strand: 5.5 Best Practice Details:	Students respond in individual ways to targets from previous lessons. Students tailor their learning to meet personal targets and then set new targets.
LLDP Strand: 2.1 Best Practice Details:	Activities enable all students to experience success. Activities promote creativity