

# Teaching and Learning Monthly Newsletter

SHARPLES  
SCHOOL



July 2025



## The Final Countdown!

There isn't much left to say except to celebrate the end of the year that is finally upon us!

It has been quite a year and I have personally felt it has been a whirlwind learning experience!

It's strange to think that only 6 months ago we received the Ofsted call and we managed to showcase the very best of our school and how time has flown since then!

It has also been great to see the engagement with CPD Teaching and Learning development programme and to see the willingness of staff who are both delivering and attending the sessions.

There is so much more to look forward to in the year ahead with the school going from strength to strength.

I know that teams have already started to formulate plans for next year to take their subjects and departments to the next level and I hope that we can use this time to get the ball rolling in September as quickly as possible.

I also wanted to say a big thank you to everyone involved in supporting the CPD programme and everything to do with Teaching and Learning this year! It's been lovely!

In this newsletter you can expect:

**Article on CPD Investment by Aamina Amdavadi**

**Sharples Shoutouts and Celebrations!**

**National College Recommendations**

**CPD Book Recommendations**

**X / Twitter Shoutouts**

**ECT Corner**



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## CPD Investment - Aamina Amdavadi

Aamina Amdavadi has submitted an excellent article on the role and importance of subject specific CPD.

As part of the English department, I can say first hand how brilliant the internal CPD offer has been for our team. Staff have worked independently and collaboratively to ensure they are prepared and ready for the curriculum changes in the year ahead. Not only this, but external providers have been in to visit the team to support with the delivery of GCSE content.



### CPD Investment - Aamina Amdavadi

This term, I've been pleased to invest in a high-quality professional development opportunity for the English department by subscribing to the Jenny Webb (Funky Pedagogy) CPD Series.

Jenny Webb is a nationally respected voice in English education, known for her no-nonsense, research-informed approach to curriculum design, assessment, and pedagogy. Her Funky Pedagogy series brings together deep subject expertise with practical strategies for the classroom that are tailored to the challenges and opportunities of teaching English in a secondary setting.

Through this CPD, our team has been able to:  
Engage with current thinking on building long-term knowledge and cultural capital through English teaching.

Explore practical strategies for teaching complex texts, improving student writing, and closing the vocabulary gap.

Gain inspiration from a wider network of English educators and leaders.

Staff have had the freedom to engage with the sessions that best align with their individual priorities, allowing them to tailor the CPD to their current classroom practice and areas of interest. The flexibility of the series has meant that everyone can connect with relevant content in a way that is both meaningful and applicable to them.

This forms part of our wider commitment to investing in subject-specific expertise and fostering a collaborative, evidence-informed culture within our department.

If any colleagues are interested in how subject-specific CPD like this can be structured or budgeted for, I'd be more than happy to share our approach.



# SHARPLES CELEBRATES!



Over the next few pages, you will see the work of your colleagues throughout the year. What a great celebration of all things Teaching and Learning!

Sharples School -  
1st on the RW  
Comprehension  
leaderboard.  
Wc 23.6.25

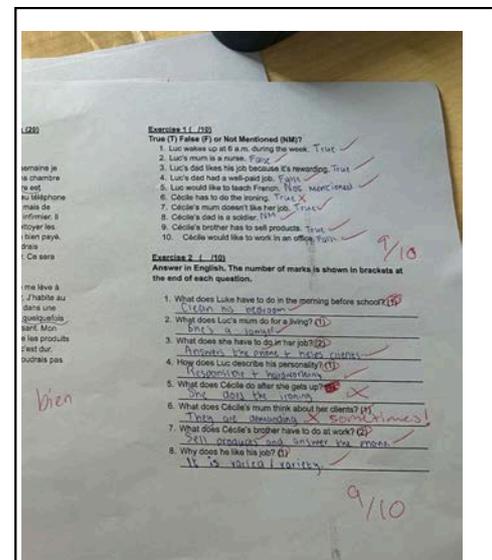
Georgia Kirk

Georgia has excelled phenomenally in her role as Literacy Coordinator for the past 6 months and has taken the new challenge in her stride. The progress shown on Reading Wise is phenomenal and the progress the students are making is fantastic. This week, Sharples was number 1 on the leader board in the entire country.



Matt Fowlds

Matt's consistent routines have been key to building confidence in his Year 7 Science class, particularly for pupils with low prior attainment. The significant progress these students have achieved in their first year of secondary Science is unmistakably clear to both themselves and any observer.



Sabrina Bhaloda /  
Yusuf Ibrahim (Y11)

I would like to nominate my "Student Assistant" for the next nomination for putting his hard work into practice and doing the marking with the French Set one module checks with passion! Also Yusuf will be pursuing French at College which is brilliant news for us!

# SHARPLES CELEBRATES!



Each month we want to shout out teachers who want to share excellent practice! The first 3 teachers to email [n.ayub@sharplesschool.co.uk](mailto:n.ayub@sharplesschool.co.uk) with an example of brilliant practice will receive a box of celebrations delivered to their classroom!



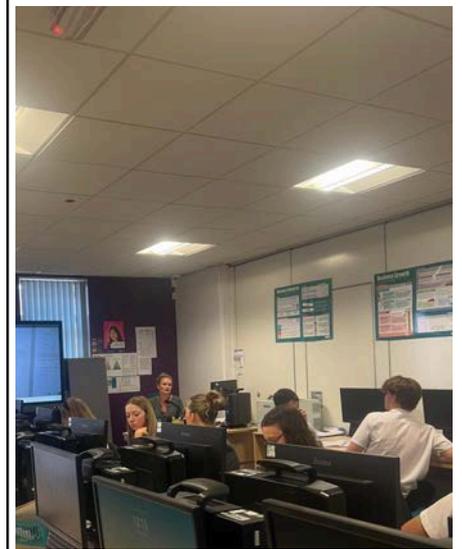
## Catherine Liddy

Catherine is completely dedicated to the success of her students. She regularly hosts revision sessions for students beyond the school day and ensures a safe and secure learning environment for all. She also ensures students who speak a second language have the opportunity to complete additional GCSEs in their native language.



## Mia Cain

Mia has shown excellent enthusiasm and passion for her subject during her time at Sharples. She uses rulers to ensure pupils are specifically being guided through the text and questions and clarifies consistently to ensure success for all. She was also a brilliant Mrs Birling in the An Inspector Calls production for Y11!



## Sophie Curzon

Sophie has brilliant presence both in the classroom and on the court! Sophie ensures her lessons are engaging and focused by being relentless in her desire for success for her students. Her passion and enthusiasm for the subject has encouraged students to be involved with the subject beyond the classroom brilliantly.

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**Catherine Liddy**

Catherine makes use of technology to share specific feedback to individual students. She will record herself marking a piece of work and then students listen back, reflect and improve.

All students engage positively with this and see the meaningful feedback they are being given.

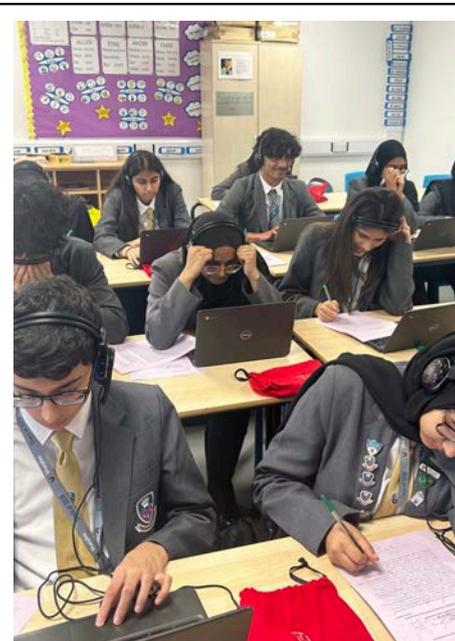


**James Burrows**

James made excellent use of the outdoor learning space this half term and took his form out to read *The Tyger* outside!

Students found this engaging and a change from their normal routine!

Sadly he didn't snap a picture outside!



**Claire Wood**

Claire asks for full attention from everyone in the classroom to ensure they are all participating at all times, especially during ALS!

Claire uses the chromebooks to give personal feedback for each student which they can use to then uncover their strengths and weaknesses.

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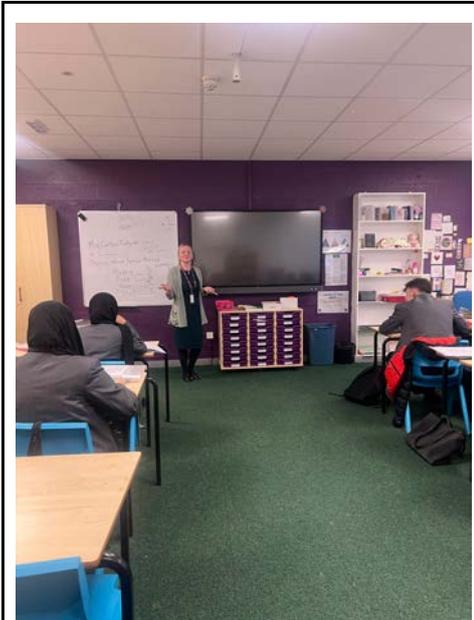
## Phil Myerscough

Phil is extremely good with pace in the classroom, his silent starter activities ensure all pupils are on task and are accessing formative assessment quickly. Phil questions deliberately and targets pupils brilliantly. He also ensures that all pupils correct their work and checks their knowledge repeatedly to ensure mastery of the subject.



## Iqrah Hassan

Iqrah encourages motivation and uses praise brilliantly in the classroom. She nominates individuals for the grouped tables and they each have to answer a question focusing on the knowledge of the lesson. Students can gain excellence points depending on their answers which ensures all students want to achieve!



## Amanda O'Donohoe

Amanda has been nominated by the external advisor, Vincent Ashworth.

He felt her care for the students in the classroom, the work she was doing with lower ability pupils and the standard of work in the room was exceptional.

Well done Amanda!

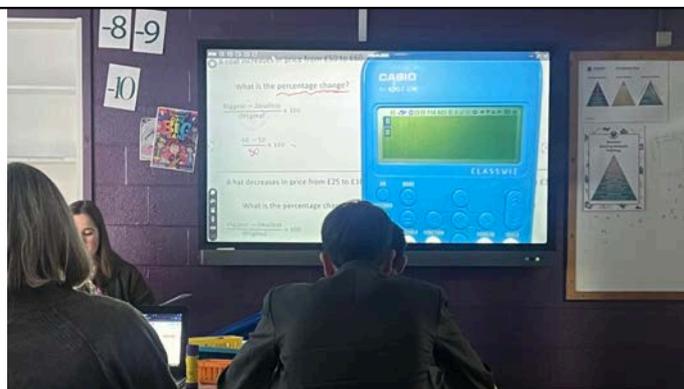
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**Iqrah Hassan / Zuhair Adam**  
Iqrah and Zuhair utilised their 'knowledge expert' in the classroom to share his learning with the rest of the class.



**Sophie Shawcross**  
Sophie has attended the Cognitive Overload CPD and has since used techniques to effectively model and scaffold for her Y10 pupils. She did this brilliantly and adapted the questions to include the pupil names which they thoroughly enjoyed.



**Nicola McCawley**  
Nicola has fully embraced all aspects of the standing desk visualiser and has been a great Teaching and Learning Champion in the department!



**Lucie Melmoth**  
Lucie has been working on teaching explicit vocabulary to her classes and has tried different techniques to engage and share knowledge with her classes. The classroom is a warm environment where all pupils know the value of vocabulary.

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**Kieran McCann**

Kieran McCann has been nominated for his use of modelling with KS2 pupils when running a STEM club for primary outreach on behalf of Ivor. Kieran used his visualiser along with dramatic poses and descriptive language to ensure that students had a good understanding of the chemical reactions taking place, as well as the key features of a volcano during an eruption. Students learned the importance of detailed and orderly method writing and how to follow steps safely.



**Rachel Helm**

Rachel has been nominated for her outstanding delivery of curriculum at KS4. Rachel has great relationships with pupils and encourages them to be resilient and hard working whilst mastering challenging topics.



**Stuart Ryder**

Stuart has been nominated for his excellent teaching and learning in KS3 lessons. Stuart creates a warm environment in which all pupils feel that they can achieve.



**Connor Keightley**

Connor has been nominated for his excellent use of MWB's. He uses the MWB's to inform any interventions that may need to take place and the immediate responses he gets from the class often means that any misconceptions are dealt with timely and effectively.



**Nicola McCawley**

Nicola has been nominated for her fantastic use of prompt questions to get students talking out loud about their mathematical explanations. During a lesson with year 7, Nicola used MWBs to gain whole class feedback on problems posed and then asked students to "convince me" that theirs was the right answer or the right method. The routines for use of mini whiteboards and the expectation that everyone should be able to give full and well explained answers was embedded. And led to an outstanding climate for learning.



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### Aamina Amdavadi

Aamina has great presence in the classroom and uses varying intonation and pitch to garner the interests of all students.

Aamina always checks in for understanding and explains difficult concepts in an easier way to support students' understanding.



### Hersh Patel

Hersh creates a wonderful environment in her classroom wherein all the pupils feel they can thrive.

Her explanations and excellent subject knowledge supports students to understand difficult ideas and make progress constantly.



### Breanna Barley

Breanna makes use of formative assessment constantly through questioning, mini whiteboard checks, active listening checks and more to ensure all her students are paying attention and are focused.

The pace of the questioning is excellent and no student is allowed to opt out.

# SHARPLES CELEBRATES!



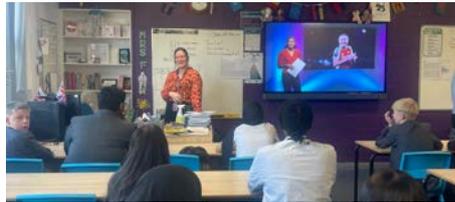
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Mags Heaton



Mags uses the chromebooks for targeting listening practice. Miss Heaton has been working hard doing extra work with y11 and spending her lunchtimes to prepare them for their French listening GCSEs next week.

Collette Grimshaw



Colette has been nominated for her hard work and dedication to geography. She has been developing new strategies for assessment feedback based on her ECT1 and departmental training, which has seen an impact in lessons as students can reflect on their assessments and make progress going forward.

Laurence Keighley



Laurence always creates a calm and positive learning environment for all his classes, he has a patient approach with high expectations for all. He has worked particularly hard with his Y11 students this half term.

Sarah Bamber



During drop in week, Sarah demonstrated excellent practice with modelling and questioning, she had high expectations for her class and successfully created a collaborative environment where students supported one another and engaged well in the talk tasks.

Daniel Burke



Mr Burke brought a year 8 physics lesson to life through engaging practical demonstrations; culminating in an exciting exploration with the Van de Graaff Generator. Such hands-on science lessons have the power to inspire and enthuse pupils, significantly enhancing their learning.

Lucie Melmoth



Lucie did a wonderful demonstration using the van der Graaf for a year 8 class. She is enthusiastic and passionate about physics more than anyone else! She is a great asset to the team and shows her love of Science in everything that she does.

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# National College Recommendations



## **Mental Health: Supporting Pupils' Move from Y6 to Y7 (Secondary)**

This webinar provides practical guidance on smoothing transition for the new Year 7 cohort in September, helping pupils overcome any feelings of uncertainty.

[CLICK HERE](#)



This webinar offers excellent ideas for easing the transition from primary to secondary school! As an NQT about to become a Year 7 form tutor in September, I now feel better equipped to give students the support they will need to feel a sense of belonging in their new school. The 'Letter to Self' exercise is particularly powerful. Thank you!

### About the Speaker

In January 2023, Frances Akinde co-launched BAMEed SEND hub as part of the BAMEed Network, a diverse network for educators which aims to ensure diversity and address racial inequities in education. Frances is a former headteacher of a secondary special school (11-19) for learners with autism and associated difficulties, and a qualified SENCO.



## **Managing Transitions for Pupils with SEND (Secondary)**

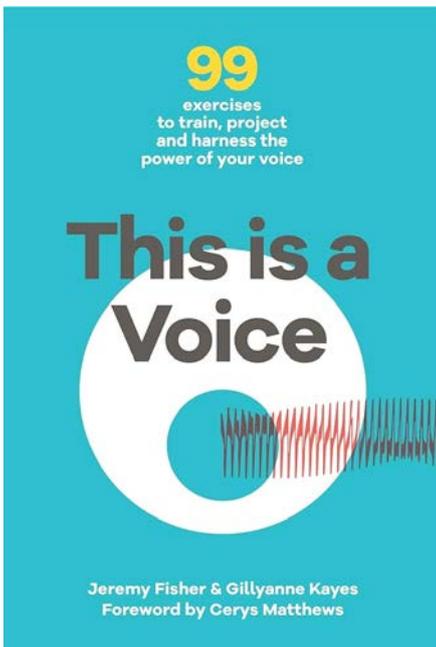
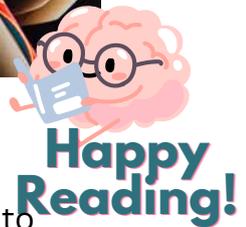
This webinar will provide you with expert guidance on managing the transition of secondary pupils with SEND both within and between settings.

 [nationalcollege.com](https://nationalcollege.com)

[CLICK HERE](#)



# Book and Twitter (X) Recommendations

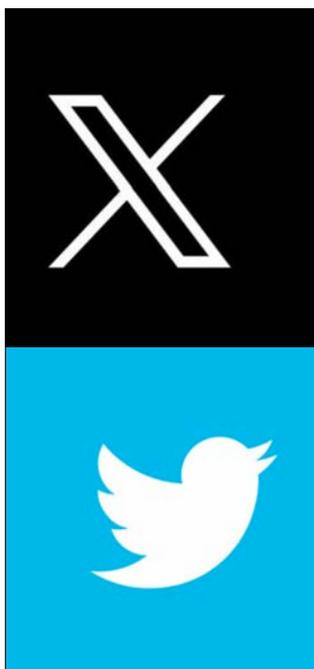


This is a Voice

This book was requested by Georgia Kirk to enhance the work she is doing around Oracy on a whole school level.

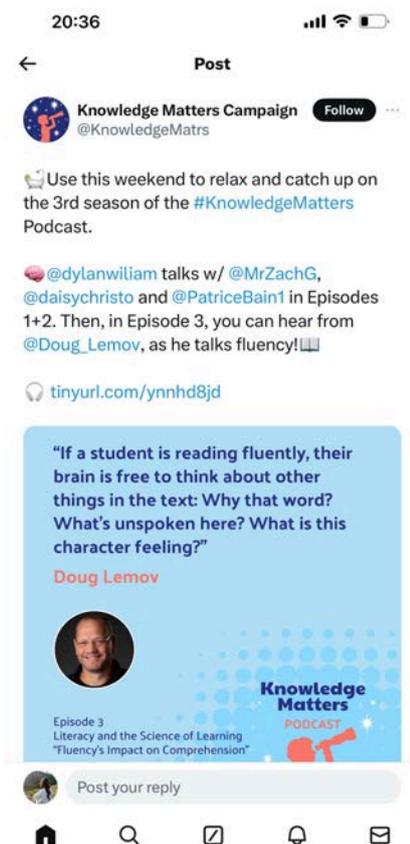
Her work with Readingwise and the support she is giving to members of staff to enhance their use of oracy is brilliant.

If you would like to take a look at a copy of the book, please let Georgia know. She will be implementing and assessing more areas of oracy in the year ahead.



[https://x.com/sciinthemaking/status/1935352800877437375?s=46&t=FKJE4qMjKGpckKbVUqG1Pg\\_](https://x.com/sciinthemaking/status/1935352800877437375?s=46&t=FKJE4qMjKGpckKbVUqG1Pg_)

This link shares a podcast that gives a detailed insight into the importance of knowledge in the curriculum, especially when it comes to promoting reading skills.



# WELLBEING: MANAGING WORKLOAD MUST BE TAUGHT

Will a change in mindset help you manage your workload?

**Workload ... The seeming insurmountable problem not only plaguing professionals up and down the country, but also around the world.**

Education is a sector under threat from a wellbeing crisis at its core.

Schools, teachers and support staff find themselves increasingly exhausted by ever-growing demands on resources and time. Learning to manage your workload can help alleviate some of the pressure.

Survival!

Nobody enters into education for an easy life, the six-week holidays or the pay (despite what you might read on social media). People work in education to give something of themselves to the next generation, to pass something on. Whether that's a love of a subject, or giving a young person a chance at life they may not had otherwise.

**In giving something of themselves, educators take on so much more; very often giving more of themselves than is good for their wellbeing.**

Workload will always be high, whether its marking, meetings, planning or teaching (too often at the bottom of the list). To an extent, it's become the nature of the job. That does not mean workload should be the defining characteristic of your role, nor should it be the cause of such a wellbeing and retention crisis.

It won't be long before we see more and more teachers 'quietly quitting.'  
From managing to thriving ...

The 'to-do list' is getting longer! Marking is piling up ... The reports need writing ... It won't be wished away, but it can be managed.

For many, managing workload can be as much about changing your mindset as it is about reducing the amount of work. As teachers, we give so much of ourselves to our profession, like many in the public sector. It is therefore vital we learn to safeguard our wellbeing. A phrase that started as a throw-away comment about productivity has now involved into a personal and professional mantra:



# WELLBEING: MANAGING WORKLOAD MUST BE TAUGHT

## **Live your life deliberately.**

Live and breath this mantra. It is about taking control and owning your decisions.

Everything you do should be a deliberate act. If you mark a set of books, you choose to do it at that point. If you decide not to return that parental phone call until later in the week, you choose to do it. Leaving early on a Wednesday? That is a deliberate choice. If you are choosing to say no to something, own that choice.

The fundamental principle is to own your decisions and choices.

Too often, we fail to prioritise our tasks, and we certainly fail to prioritise ourselves. We let our never-ending 'to-do list' dictate our happiness. You control the list, not the other way around. Even if you work in a difficult situation such as a toxic school, you always ultimately have a choice.

6 top tips for thriving:

**1. Live deliberately:** Take deliberate action in your personal and professional life. Take back control of the process. You manage the workload, not the other way.

**2. The power of 'No':** Learn to say nowhere appropriate. There are many professional ways to turn down that extra task or additional responsibility.

**3. Consult your list:** Write a to-do list every morning. Categorise it. What needs doing today, this week, or at some point down the line? Not all jobs are created equal.

**4. Time your tasks:** We've all planned lessons and timed the tasks accordingly. Do the same with your day. Allow an hour to mark those books, or 30 minutes to plan your lesson. Whatever you do in that time **will** be good enough. You are an expert after all!

**5. Take advantage of resources:** Use any help you can access, try The Toolkit membership or the resources from @TeacherToolkit, to TES or other teachers in your department. As the saying goes, a problem shared is a problem halved (please ask your school to pay for subscriptions)!

**6. Choose yourself:** Make sure you have a least one night a week you leave early and have no intention of working into the small hours. Make sure you plan in time for your wellbeing, family, and friends. This job is never finished, so don't burn out trying to complete every last task!

**We cannot wish away our workload, but we can choose how we approach it. Be deliberate in your personal and professional life. A new outlook will take you from managing to thriving. Learn to be incomplete, imperfect and unfinished.**