

# Teaching and Learning Monthly Newsletter

SHARPLES  
SCHOOL



September 2024



## Welcome!

Welcome back to our Teaching and Learning newsletter! I am thrilled to be publishing this on a monthly basis and bringing this back into circulation. My aim is to share with you the latest developments in teaching and learning and ensure the students and staff community have access to the very best insights into teaching expertise.

Firstly, I would like to reiterate the slogan that I launched on the first day back after summer:

***Every day, every lesson, every student.***

I am extremely passionate about ensuring the learning of every student is focused, productive and meaningful in every lesson they go into.

High expectations and a growth mindset is a must for all! We teach to the top and adapt where needed.

All students access the same curriculum and we ensure we use adaptive teaching as and when needed.

We all know we are part of a vibrant teaching team that want the best for our students.

As always, I am looking out for those that want to contribute to the Teaching and Learning programme at Sharples. Please email me at [n.ayub@sharplesschool.co.uk](mailto:n.ayub@sharplesschool.co.uk) if there is a topic you would like to write about.

Enjoy this month's newsletter!

In this newsletter you can expect:

**Article on Routines, Rules and Repetition.**

**Sharples Shoutouts and Celebrations!**

**National College Recommendations**

**CPD Book Recommendations**

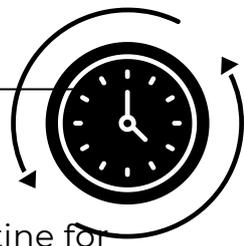
**X / Twitter Shoutouts**

**Updates on the Teaching and Learning Development programme**



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## Routines, Rules and Repetition



'We are what we repeatedly do', said Will Durant.

It's no secret that routines are the foundation of a successful classroom. Both research and experience tell us that it is more effective to build positive behaviours than control negative student behaviour (Strain & Sainato, 1987). Classroom routines can positively affect students' academic performance as well as their behaviour (Cheney, 1989; Vallecorsa, deBettencourt, & Zigmond, 2000); therefore, one proactive strategy is for teachers to adopt consistent classroom routines.



The question we have to consider is, what habits are we embedding within our classrooms? How are we encouraging routines of excellence?

At Sharples, as part of the Teaching and Learning Staples, we have a number of routines explicitly embedded within our teaching. Established routines accomplish two objectives (a) students have more opportunity to learn and (b) teachers can devote more time to instruction (Colvin & Lazar, 1995). At Sharples, we are all striving to create an environment of high expectations for our pupils and according to Thompson (2022), 'productive, positive and powerful learning environments are promoted by predictable routines'.

For example, a predictable routine for our students is the use of silent starters.

But why?

Silent starters were brought in as a compulsory element of all lessons last year, it's important that as a school community, we continue with this as a staple of all our classrooms. Students have this as an expectation in every lesson. But what are the benefits?

Silent starters allow students to think properly, it gives freedom to thought and retrieval. In moments of difficulty, the last thing we want is to have blaring noises from every corner of the room. This way, every student is entitled to reset their focus and think properly about their task to complete.

Silent starters also give insight into what students remember or what they can retrieve. It immediately asks students to engage with the subject and allows for students to be independent in their learning.

Another benefit of the silent starter is the idea of conformity. Students are malleable and like to fit in, they don't want to go against the grain or to be seen as 'different', encouraging a culture of excellence ensures every student is making productive use of the time they have in your lesson.

Finally, silence puts everyone on the spot. Students can't confer, they have to commit to their answer, they have to show their own skills and knowledge.

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It gives us a wealth of insight into what students have learnt and is a brilliant tool of formative assessment.

The silent start might be a small deed in the grand scheme of things, just a simple slide with instructions, but think of the positives that can be achieved just with this one small act. We now have: calm entry into lessons, learning isn't delayed, positive student teacher relationships and we are providing safety and predictability for all students, especially the most vulnerable.

Valuable routines like this are crucial to build an environment where students thrive.

As well as silent starts, there are a number of other routines that we can embed into our approaches in the classroom. Routines of self assessment, peer assessment, regular quizzing and the reviewing of homework are all examples of routines that we can utilise within the classroom.

It's important to note that routines don't take the autonomy of the teacher or the child. Interactive routines include knowing how to participate in discussions, behaving as expected in groups, and following rules for getting the teacher's attention. Once these routine tasks are identified, teachers should establish clear, discrete procedures for handling routine events that are simple, easy for students to understand, and quick for them to perform (Savage, 1999).



Once we decide what we want to prioritise within our lessons; we can discover what it means to have routines that shape excellence in the classroom.

**If we've mastered the start of the lesson, we're good aren't we?**

Almost!

Not only are routines key at the start of the lesson, but transition moments are crucial to ensure lessons have good pace and have good focus.

Moving on from the silent starter can be a key component of this. When doing this, think about the instructions to follow.

Do you make use of direct instruction?  
Are your instructions explicit enough?  
Have you used some form of adaptive teaching to ensure the transition will be successful for all students?  
Is the transition purposeful and correct?  
Are resources handed out? Is there enough?

There are always more things to think about, different ideas to discuss, different modes of retrieval, instruction or questioning that can be utilised.

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But...

With successful routines embedded, lessons become focused on learning for all.

With September almost over and 4 weeks in the classroom, many routines will have already been established. Now is the perfect time to consider what has worked and what needs tweaking. Are your silent starts successful? Where are the moments in the lesson in which learning is being slowed down? When are the students thinking hard and when aren't they?

Re-evaluate and consider what routines you can embed into your classroom, or department that will bring success for all.

Finally, a quote to finish.

Ron Berger - 'The key to excellence is this: it's born from culture. When children enter a family culture, a community culture, or a school culture that demands and supports excellence, they work to fit into that culture. A culture of excellence transcends race, class, and geography. Once those children enter a culture with a powerful ethic, that ethic becomes their norm. It's what they know.'

We are cultivating a culture of excellence at Sharples, we want to carry through and see our students excel, collectively.

# TIPS FOR EMBEDDING ROUTINES

- **Keep expectations of the routines brief and understandable.**
- **Reteach the expectations of the routine after breaks, or when students are unsuccessful within a certain routine**
- **Announce or count down times before transitions.**
- **Narrate the positive by pointing out students who are demonstrating an expectation perfectly.**

I hope these routines empower you in the classroom.

I would LOVE some feedback on the success stories of embedding routines.

Please email me with any and all ideas, anecdotes and suggestions!



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# 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!



## Kate Boardman

Kate uses her visualiser to ensure students are tracking the text and following along.

Kate also models reading to ensure fluency and asks students to read aloud, this encourages confidence and reading fluency.



## Shah Husayn

Shah stands at the front of the room to maintain presence and ensures everyone is following along.

Shah also encourages all students to participate by giving them a character to voice whilst he reads the descriptions.



## Amie Heaton

Amie projects her voice brilliantly and engages the students with her varying tone and intonation.

Amie also reads under the visualiser and uses a ruler to show pupils exactly where she is reading from. This allows pupils to expertly follow along and engage with the story.

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# National College Recommendations

Get Set for New Academic Year: Planning & Routines | Secondary

**Priya Kara**  
Teacher, school leader, and consultant

Lesson Planning

Webinar | 1hr 10min | ★★★★★ 13 reviews

This webinar will provide you with expert guidance on preparing for a successful and productive new academic year. It will empower you to plan curricula, build rapport with pupils and establish effective routines, creating a positive environment which is conducive to learning.

▶ START LEARNING    ⊕ TO WATCHLIST

CPD CERTIFIED  
The CPD Certificate

## **Get Set for New Academic Year: Planning and Routines - Secondary School**

**Priya Kara**

This webinar provides guidance on establishing routines for success, building a rapport with students and establishing an environment that is conducive for learning.

[Click here to view the course](#)

Advanced Certificate in Assessment & Feedback | Secondary

**Dr Michael Harpham**  
Headteacher

Assessment & Feedback

Course | 3hr 1min | 10 modules | ★★★★★ 10 reviews

RECOMMENDED

## **Advanced Certificate in Assessment and Feedback - Secondary** **Dr Michael Harpham**

This webinar breaks down formative and summative assessment, looks at what the OFSTED framework recommends and also considers SEN needs and requirements.

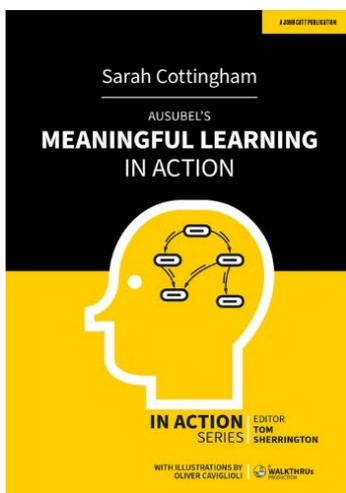
[Click here to view the course](#)

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Recommended by  
**Amie Heaton**

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## Book and Twitter (X) Recommendations

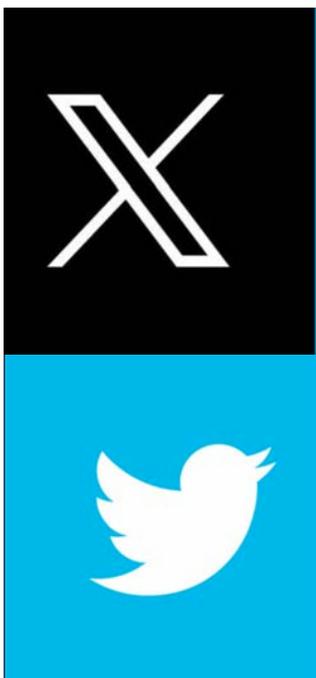


### **Meaningful Learning in Action**

A concise book that covers learning, knowledge, retention and reflection.

Written with busy teachers in mind, Cottingham aims to explore ideas around knowledge and the curriculum and presents them in a user friendly way. Looking for some light reading to refresh and engage your mind? This will be perfect reading for you.

Please email [n.ayub@sharplesschool.co.uk](mailto:n.ayub@sharplesschool.co.uk) if you would like to borrow!



### **10 Ways to get Retrieval Practice Wrong**

An interesting thread that considers the misconceptions or errors around retrieval practice.

It's a staple of every lesson in Sharples, but it's definitely worth ensuring it's being done effectively and meaningfully.

[Click here to view the thread](#)

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# Happy Reading!



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## Teaching and Learning Development Programme Updates



The Teaching and Learning Development Programme has officially been launched and will be starting W/B 30th September 2024. We will have a mixture of speakers this year, including in house expertise and external providers for a mixture of the sessions.

I hope you enjoy the sessions and find them both exciting and intriguing, whilst also practical to support your ongoing teaching development.

Coaching pairs have been sent out, please ensure you meet with your coaching pair next term in order to reflect on your practice, develop your teaching and engage with other teachers and subjects.

Instructional Coaching is an excellent tool to develop on our own elements of teaching and I am excited to hear your feedback on how it has gone this term.

A reminder that coaching logs are in the back of the A5 booklets from the training day in September and should be filled out following the coaching feedback session.

Coaching conversations should be no more than 15-20 minutes and should be purposeful, reflective and engaging.

If you need any support with any aspect of the Teaching and Learning Programme, please let me know.

If you would like to contribute to the newsletter in any capacity, you are always welcome.

*Thank you for reading!*

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