

Teaching and Learning Monthly Newsletter

SHARPLES
SCHOOL



January 2025



Happy New Year!

It's often said that January can feel like the longest month in the year.

The festive feelings of December have melted away, the ice and cold of winter is still lingering and the dark evenings (and mornings!) seem to be never ending.

But, January is also the time of fresh starts, resolutions and new beginnings.

At Sharples, January is a time for new ITT trainees to begin, it is a time for reflection for students as they complete PPEs or pre-option assessments.

We know with assessments and mock exams comes grades, feedback, data and parental conversations.

In other words, as soon as we are back into the building, we are back into the whirlwind of school, but I'm sure for many of us this routine and normality is what many of us need!

Students also feel this!

No matter how tired they may seem on the surface, they are happy to return and to be back into the classroom.

Students may struggle with getting back into routines, but it's our job to ensure these routines are well established and are embedded thoroughly.

Remember, routines create a more safe and predictable environment for students and staff.

With the new year ahead of us, it's a time for us to renew our passion for the classroom and the students we have in front of us.

In this newsletter you can expect:

Article on modelling in the classroom

Sharples Shoutouts and Celebrations!

National College Recommendations

CPD Book Recommendations

X / Twitter Shoutouts

Updates on the Teaching and Learning Development programme

ECT Corner



Modelling

We have all been in situations where we feel like we have explained the task to a maximum degree, have left no stone unturned and yet there is an individual somewhere in the room, desperately hoping they can slip under the radar because they really haven't understood the task at hand.

There isn't a simple solution to an issue like that, it would be foolish to even suggest something like that, but, modelling is one of the most powerful tools we have as educators.

I recently watched a video on X, where there was a discussion on what good modelling looks like. The models in which were being discussed were the models that could be shown to classroom teachers in order to improve their teaching practice. However, these principles could also be applied to modelling in the classroom.



The three points for excellent modelling were suggested as:

- Explicitly tethered to purpose
- The model should be very easy to break down into key criteria or features
- The models need to be realistic

If we break down each of the above, we can easily apply them to the modelling we use in the classroom.

The link to the video is here: [Link](#)

Purposefulness

When modelling in the classroom, it's important to ensure that the models we give are accurate for the context we are teaching in. We may want to pre-teach what we expect to see, or we might discover excellence alongside the students. Either way, the models that we use should be tailored not only to the topic of the lesson, but also to the students in front of us.

Success Criteria

The second point is crucial when using successful modelling, it should be clear that the models we use can be broken down into the key components we want our students to replicate. It is helpful to ask students to create a success criteria alongside you so that you have a clear picture of who will be successful and who may need some more scaffolding.

Realistic

I hadn't previously thought of this before, but it's important to ensure the model is also realistic. It's of course always necessary to teach to the top and have high expectations of all, but there is no point showing a grade 9 model on the first day in September and asking students to replicate this in the next lesson.

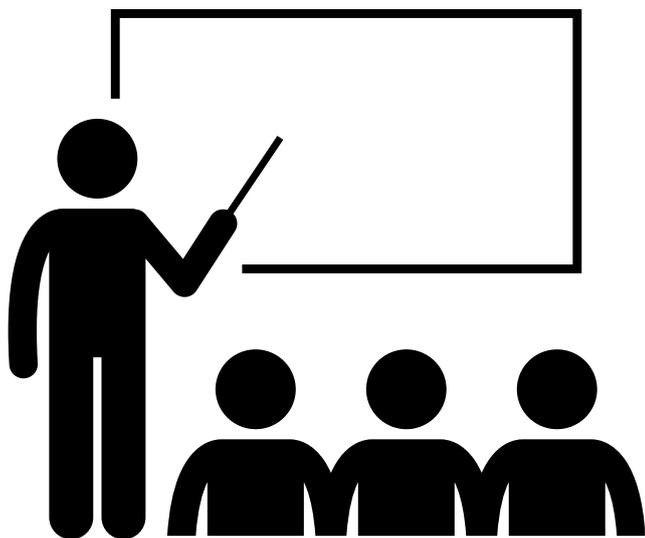


We may need to build students up to this level, slowly and mastering each skill and core knowledge before combining them together. When modelling with GCSE level students, it may be an idea to complete a question in timed conditions alongside them. This gives you the opportunity to put yourselves in the students' shoes, not only this, but also you will produce a model of what you were expecting within that time. Once you have done this, you could share this with students and mark it under the visualiser and use it as an example to self assess their own work.

So Why Modelling?

Modelling provides students with a picture of the successful outcome as well as the process leading to success. Research suggests that effective modeling helps to:

- Communicate the importance of what is being taught.
- Decrease student errors.
- Build student confidence with early indicators of success.



Teachers need to break more complex strategies into learnable components based on the students' previous experience. While the teacher models visually (students watching each step), teachers explain their own thinking as they complete the process. Modelling is a powerful tool when it comes to Metacognition. Metacognition is giving students the opportunity to think about their own knowledge and how the steps they are taking to be successful in the work they produce. As teachers model this thinking, it allows for students to replicate this behaviour in their own attempts.

What to Avoid:

- We wouldn't want the modelling process to limit thinking. We want students to feel independent, but we always feel naturally more successful when we stay close to the model provided. We don't want to remove the 'hard thinking' of the students, so we need to ensure we use guided practice to promote independent thinking.
 - Not all students need a model for every aspect of the task. If we use step-by-step modelling, we may have students who are waiting for the next step. We never want to have 'idle hands' or 'idle minds' and so we want to ensure that all students are working at their best potential, perhaps asking them to work independently with a model already provided and asking them to break it down into key components and then replicate, may be a better idea. This is just an idea and something I am considering more of going forward.
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- We never want students to feel like they can never make a mistake. There are always going to be students who want to have each step modelled to guarantee there are 'no mistakes' in their work. Modelling, in theory, should lead to increased student desire to venture out and push themselves, we don't want them to feel like every piece of work can only ever look like the model provided.

Modelling is used brilliantly in many lessons across the school, it is lovely to see different ways of scaffolding and modelling in all different subjects.

Stuart Ryder delivered some excellent CPD on using fading and scaffolding to support students with elements of modelling. All information can be found here: **[Link to Presentation](#)**

The EEF suggest to use modelling to show learners the thinking process.

- For pupils to be successful independent learners they need to be aware of their strengths and limitations.
- Good self-knowledge can be linked to positive learning behaviours.
- This tool is designed to support teachers to plan opportunities to explicitly model knowledge of self.
- Modelling self knowledge can provide opportunities to develop social and emotional learning (SEL) skills.
- Teachers can model their self-knowledge at each stage of the learning process, across subjects and school phases.
- These prompts could be integrated through a think aloud or re-directed as questions to pupils.

More information can be found at the link attached

[Metacognition and Self Regulation](#)



This month, four nominations
have come through!

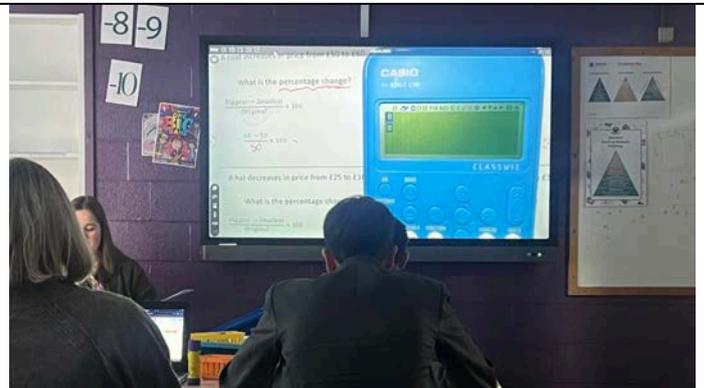
SHARPLES CELEBRATES!



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 with an example of brilliant practice will receive a box of celebrations delivered to their classroom!



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.

Recommended by Lucie Melmoth:



Teaching Vocabulary Skills to Accelerate Learning (Secondary)

This webinar will provide secondary schools with advice on developing pupils' vocabulary skills, helping them to understand word origins, formation and connections.

 nationalcollege.com

[CLICK HERE](#) 

I would highly recommend the course, it offers examples relevant across all departments. Towards the end of the course there are discussions of how whole school tweaks to the teaching of vocabulary can really improve pupils ability to deal with unfamiliar words'.



Mini Masterclass: A 10-Minute Guide to Modelling

This webinar explores modelling: what it means, how it applies to teaching and learning, and how an understanding of theory can inform classroom practice.

 nationalcollege.com

[CLICK HERE](#) 

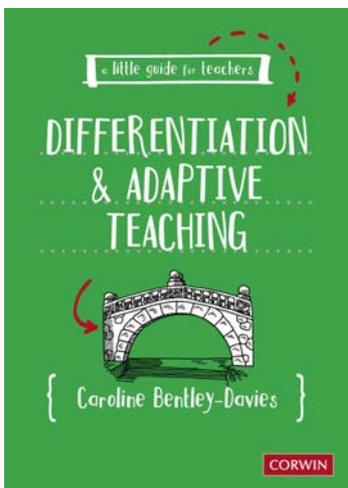
Reviews

Links to theory – Bandura – Any example is known as modelling Many ways to model – behaviour, responses, conduct ourselves... SUPER important!

Book and Twitter (X) Recommendations



Differentiation and Adaptive Teaching



A Little Guide for Teachers: Differentiation and Adaptive Teaching seeks to support readers with one of the most challenging parts of teaching. Offering hints and tips and ideas for the classroom, this book offers effective teaching techniques that can be drawn upon in the classroom.

Please email n.ayub@sharplesschool.co.uk if you would like to borrow!

Happy Reading!

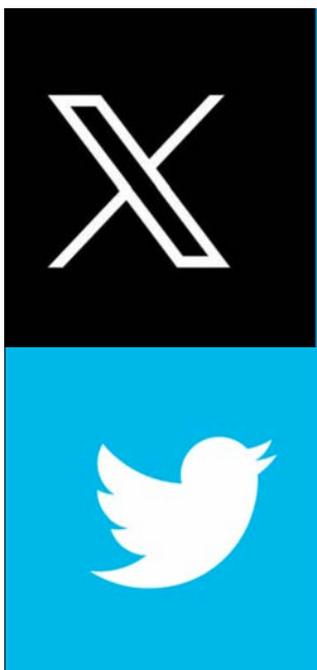


Great Teaching in Action

I recently watched a video clip of a teacher named Pritesh Raichura on X and it was brilliant to see him in action in the classroom. I had a lot to takeaway from the short clip. Since then, there has been a four part documentary that has been released. The link below is to watch.

Happy streaming!

[Link to Documentary](#)



Teaching and Learning Development Programme Updates



This term, we had our second round of CPD sessions in school time.

The organisation behind this is immense, the cover capacity is stretched and it can feel like quite a chaotic time! However, I believe the current model of CPD is great for our staff and students.

It has been great to see so many staff from different departments connect and share ideas after having their observations in Autumn 2.

All presenters have been fantastic and the feedback has been overwhelmingly positive for both the internal and external speakers. A number of staff have found positive outcomes from the CPD sessions and feel they can apply new strategies and pedagogical approaches to lessons.

Some of the feedback comments were:

“Amazing to be able to discuss and share practice ideas with other departments.”

- Sabrina Bhaloda

“I thought this was particularly good and I've written down several practical things which I am keen to try straight away (Y11 Mocks). Thanks.”

- Ivor Davies

“A well prepared CDP session with relatable scenarios.”

- Nicola McCawley

“This has provided me with useful retrieval strategies that I have already started to implement in the classroom e.g. story telling”

- Collette Grimshaw

Teaching and Learning Development Programme Updates



"An excellent and enjoyable session, very relaxed but extremely focused atmosphere. I came away with plenty of ideas I can't wait to try."

- Owain Jenkins

Both sessions have been great! I came away with things I could try in my classroom as well as new knowledge that helps my understanding of how pupils learn.

- Alice Keegan

I have benefitted from the ideas for activities that can easily be added to an existed lesson to support more able learners and also those who are less able to understand subject specific concepts. I also really appreciate the lengths that the speakers go to to include the variety of subjects in the meeting using examples from each subject and the extended research that is presented and that we have access to after the meetings.

- Clare Tonge

Thank you, it was a good, informative session with lots of ideas to use and build on in lessons!

- Naznin Patel

Thank you! The strategies were so helpful and easily adaptable to the subjects.

- Hersh Patel

Stuart was brilliant and so knowledgeable!

- Cara Blackburn

Thank you for reading!

THE ESSENTIAL GUIDE TO FINDING ECT JOBS NEAR ME

[HTTPS://WWW.TEACHINGPERSONNEL.COM/TP-POSTS/2021-9/THE-ESSENTIAL-GUIDE-TO-FINDING-ECT-JOBS-NEAR-ME](https://www.teachingpersonnel.com/tp-posts/2021-9/the-essential-guide-to-finding-ect-jobs-near-me)

Applying for your first job as an Early Career Teacher (formerly known as an NQT) can feel like a mammoth task with a hundred different moving parts. But as educational recruitment specialists, we're here to give you the whole lowdown. From job searches and personal statements to interview tips, we've pulled together everything you need to know about applying for NQT jobs in 2025.

How to search for teaching jobs

The peak time for teaching job applications is between February and June, with 31st May as the final date for teachers to hand their notice in if they want to leave before September.

There are a number of places where you can start your job search:

- Newspapers and Online - [Guardian Jobs](#) and [TES](#) are two popular locations to search for new teaching vacancies.
- Local Authority websites - Your local authority will advertise the latest jobs online, plus details local schools' open days.
- Teaching Jobs Abroad - If you choose this route always check that you can complete your NQT year abroad before you apply.
- The NQT Pool from Teaching Personnel - Thousands of Early Career Teachers across England and Wales use our ECT Pool to get the best shot at jobs at local schools. Our consultants build up an in-depth profile of your skills, abilities, and goals. We then reach out to schools looking to recruit Early Career Teachers in order to match you with your perfect job placement.

How to find the right school for me

- Every school is different, and some will suit your teaching style and professional goals more than others. In order to make sure you're applying to the right schools for you, first, you need to know what type of school you would like to work at (think about ethos as well as size). You can also take the time to visit any schools you may be interviewing at. If that's not possible, you can always read their most recent Ofsted report online.



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[HTTPS://WWW.TEACHINGPERSONNEL.COM/TP-POSTS/2021-9/THE-ESSENTIAL-GUIDE-TO-FINDING-ECT-JOBS-NEAR-ME](https://www.teachingpersonnel.com/tp-posts/2021-9/the-essential-guide-to-finding-ect-jobs-near-me)

How to apply for teaching jobs near me

Schools application processes can vary, but will normally consist of an application form, CV, and **personal statement**.

Completing an application can be a lengthy process. These rules of thumb will help you make the process more efficient.

- Tailor your application to the school.
- Proofread and ensure there are no mistakes.
- Outline your experience and how it is relevant to the position
- Highlight your skills and any extracurricular opportunities you can bring
- Convey a passion for teaching
- Give evidence of your successes, and where you will add value.

If you're asked to provide a teaching CV, make sure you're highlighting your main qualifications and experience, including:

- Details of your teacher training
- Relevant modules from your degree/postgraduate course
- Teaching experience relevant to the position
- Interests relevant to teaching skills that will be useful in the role
- Details of two current referees, ideally one from your teacher training and one from teaching practice.
- What to expect from the job interview
- Just like the application process, each job interview will be different depending on the school. However, you can expect to complete the following:
 - Teaching a short lesson
 - Formal panel interview with the headteacher, head of the department, and a student
 - Tour of the school with a student
- You've got a lot of ways to prepare for your first interview as a newly qualified teacher. Make sure you are up to date on current educational issues (such as safeguarding) and have a number of relevant examples to hand to back up any answers you may give. You will be given the topic for your short lesson in advance, so give yourself enough time to plan and practice your lesson a number of times.

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*Thank
you*