

# Teaching and Learning Monthly Newsletter

SHARPLES  
SCHOOL



March 2026



## Keeping up the Pace!

As we move toward the Easter break, the initial adrenaline of the spring term has transitioned into something more substantial: determination.

However, we all know that this is the point in the academic year where "revision fatigue" can start to set in—for both staff and students. I know I am worried slightly about the oncoming Easter break and how the students will return with just 3 weeks before their first formal exam!

The most successful schools are those that don't reinvent the wheel in exam season, but instead double down on the high-impact basics. We know how to make our pupils succeed, we just need to rest over the break and come back raring to go!

It's now all about the 1% gains: the perfectly timed cold-call, the precise check for understanding, and the relentless insistence on high-quality talk in our classrooms.

At Sharples, our consistency is our superpower. The "line-ups" that felt like a new challenge months ago are now the heartbeat of our morning, providing the calm, predictable start that our students—especially our most vulnerable—thrive on.

As we begin the new term with the Y9 learning walk on the horizon, let's remember that "Inclusion" isn't a separate task; it is woven into these very routines.

If we remember this, especially with Y11 in this final push, we might just get them over that line!

In this newsletter you can expect:

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**Article on Inclusion in Schools**

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**Sharples Shoutouts and Celebrations!**

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**Sharples Staff Section**

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**CPD Book Recommendations**

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**X / Twitter Shoutouts**



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## Inclusion, Adaptive Teaching and Report Cards - What Does it All Mean?

Following the briefing on Monday morning about the Y9 learning walk for the Summer Term, I thought it was important to write about where the inspiration came from. The national conversation around school accountability has shifted significantly. We have officially entered the era of the Ofsted Report Card, a move designed to provide a "holistic snapshot" rather than a reductive label. This snapshot focuses on the day to day experiences of our pupils and the way teachers can create an inclusive, diverse, supportive environment that acknowledges the varying needs of the pupils.



At Sharples, we go above and beyond to ensure the pupils in our care are supported well, the use of adaptive teaching is a staple within the classrooms and we are working hard to close the disadvantage gap as the year progresses. Our SEND provision and adaptive teaching is used within classrooms on a daily basis to ensure all students are achieving to the very best of their ability. The new Ofsted Framework has asked for schools to start looking at the inclusivity of our classrooms, and so, with this in mind, the new way of completing a learning walk for Y9 will take place next term.

### **The Inclusion Mandate: A Standalone Judgement**

Under the 2026 framework, Inclusion has been elevated to a standalone headline criteria. This isn't just about SEND registers; it's about Social equality and alleviating the barriers that students may face in all different contexts. Nationally, the DfE has noted that students from disadvantaged backgrounds in the North West are still 3.7 months behind their peers in terms of progress by the end of Key Stage 4.

At Sharples, we are aware of the disadvantaged gap and classroom teachers have been working hard to reduce this. Not only this, but interventions and out of school support is being targeted to ensure pupils have the best chance at succeeding. One example of this is the Study Skills session that was run by ELT this week to support pupils with their revision outside of school. Students were provided with resources and stationary to support their revision in the run up to the exams and this was received positively in the hopes that students will now feel motivated to complete work beyond the school day.

Inspectors are now directed to look for the relationships students have with staff and the culture that has been embedded within the school. For example, at Sharples, the "line-ups" and routines we've mastered aren't just for order; they are the "safety net" that allows our most anxious or vulnerable students to feel secure enough to take academic risks. The culture and the ambition that we are embedding is at the heart of all we do.

The Move to Adaptive Teaching: "High Challenge, Low Threat"

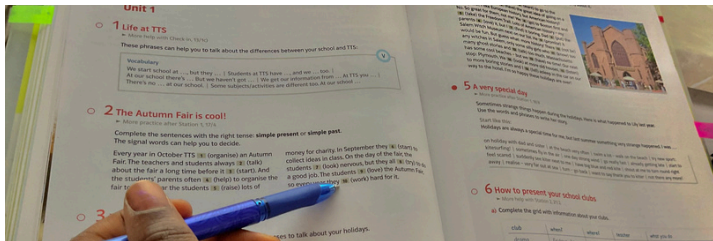
The 2026 "Gold Standard" for teaching is Adaptive Teaching, which replaces the outdated, high-workload model of differentiation. The EEF (Education Endowment Foundation) defines this as "planning for the many, not the few." Instead of creating three separate tasks (which often caps the ambition of lower-attainment groups), we focus on Scaffolding. Think of it as an "Access Ramp":

# Inclusion, Adaptive Teaching and Report Cards - What Does it All Mean?

- Micro-Modeling: Using a visualizer to show how a grade 7+ student thinks, not just what they write.

Tiered Support: Every student receives the same "Gold Tier" task, but Writing Frames, Knowledge Organisers, or Key Term Glossaries are on their desks to help all students achieve the end goal

- Explicit Instruction: In an adaptive classroom, all students are aware clearly of the expectations of themselves and what they should achieve. Staff are experts in the room and misconceptions are addressed consistently to ensure accurate understanding.



## Rosenshine in 2026: The "Check for Understanding" (CFU)

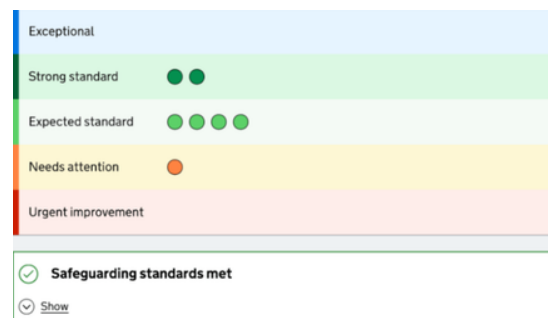
A key feature of the new inspection report is how teachers use "Live Data." Inspectors want to see that we aren't just "covering" the curriculum, but "checking" it has been retained. This academic year has been the first time in which all subjects have accurate live data, the trackers are an incredible feat of work that have benefited staff in being able to purposefully diagnose issues within the classroom and provide support where necessary. Not only this, but the trackers have significantly helped in identifying a key cohort of students that will need targeting when they transition into KS4. The trackers allow for us to be proactive, rather than reactive and look to the future of headline figures and see where we need to intervene earlier.

There has been a lot of talk around checking for understanding and we want to move beyond "hands up" to expertly done cold calls and MWB sprints. If a whiteboard check shows that 30% of your Year 10s are struggling with a concept, an "Adaptive" teacher stops the class and re-explains using a different analogy.

This "Pivot" is exactly what the new Report Card rewards—it shows you are responsive to the learners in front of you.

## Staff Wellbeing: The Accountability Flip

For the first time, Staff Wellbeing and Workload are formal metrics on the Report Card. The framework explicitly discourages "performative" marking and "data for data's sake.". Part of the feedback policy already encourages Whole-Class Feedback sheets instead of individual book comments. By identifying common misconceptions and addressing them at the start of the next lesson, we save hours of marking while actually providing more impactful feedback for the students. The policy also recognises that staff won't just be giving written feedback, verbal feedback and responses to questioning will also be used as evidence for feedback.



Ultimately, the shift toward the Ofsted Report Card and Adaptive Teaching isn't about adding more to our plates; it is about validating the high-impact work already taking place in our corridors and classrooms. By prioritizing Inclusion and moving toward Live Data and Scaffolding, we are ensuring that a student's starting point in Bolton does not define their finish line at Sharples. As we prepare for the Year 9 learning walks next term, remember that the goal isn't "perfection"—it's responsiveness. Whether it's a well-timed question during a whiteboard check or a writing frame that helps a student find their voice, these are the moments that build a world-class education. Thank you for always being willing to put the students first and allowing them to succeed!

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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!



**Hana Dedat**

Hana sets high expectations for all students despite their starting points. She makes the learning purposeful, clear and accessible by chunking it up.

She uses engaging resources to help the students enjoy the learning.

She strikes a balance between being exceptionally professional but approachable and even has a text-led joke that she weaves into the Friday lesson that the students all groan at but also look forward to!

She brings the best out of the students and has a knack of knowing what they need and what will work for them.



**Amie Heaton**

Amie Heaton has made a mini examiners report for her students after a recent exam, based upon the students' misconceptions.

Then she has added a task for students to complete, where they act upon the feedback. It's a new way of whole class feedback, which meets the evidence based research out there!



**Claire Finney**

I'd like to nominate Claire Finney for her use of 'hooks' in lessons with low ability pupils.

Observing her was excellent CPD for me as I could see how she keeps pupils engaged and also makes the content relatable to them. This ensures they do not fall behind their peers.

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## Sharples Staff Section

In this part of the newsletter, we want to discover more about the staff at Sharples and the incredible work they do on a daily basis.

Each month, one member of staff will feature and we will discover more about their background and how they ended up at Sharples.

This month, Sarah Booth has kindly detailed more about her experience in teaching and her role as Assistant Sendco.



### **1. How long have you been working at Sharples?**

I trained at Sharples in 2016 then started working here the academic year after I had finished my training so I have worked at Sharples for 10 years.

### **2. Why did you decide to go into teaching?**

I never really had a set career path in mind when I was younger. After completing my degree, I considered several options and I attended lots of career fairs and open days. After spending some time in schools, I decided that teaching was the best fit for me and I have been in this profession ever since.

### **3. Where did you study and was there a module / topic that you were really passionate about during your time at university?**

I studied Biochemistry at Salford University and then did my PGCE at MMU. I was really passionate about a module called Biotechnology which my dissertation ended up being based on. A large part of the module focussed on ethical debates such as Food vs Fuel, which looks into the arguments surrounding using agricultural resources (land, crops, water) to produce biofuels rather than to produce food and which is more important.

### **4. What is the best part of your job?**

I really enjoy working with children and how every year is different. A common question I get asked is 'does it not get boring, teaching the same thing all the time?' But I can confidently say I have never been bored being a teacher. I always enjoy seeing pupils after they have left, some of them years later, and them having fond memories of their time in my lessons and even pursuing a career in the subject I taught them.

### **5. What are you most passionate about in terms of teaching and learning?**

Adaptive teaching and how important it is in our daily practice. Small adaptations, in most cases, can make a huge difference to pupils and allow them to access their learning by removing barriers and making them feel safe and supported in the classroom.

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### **6. What are the non-negotiables in your classroom?**

I insist on all pupils getting involved in the lesson as much as they can while appreciating that this does not look the same for every pupil. Some pupils may require alternative ways of communicating their answers, and by identifying approaches they feel comfortable with, I can ensure that everyone is able to contribute.

### **7. If you could share one element of best practice with the rest of the staff, what would it be?**

Scaffolding can be incredibly simple and straightforward! Some of the best scaffolding I have both observed and practiced myself, is by deploying TAs effectively to allow the teacher more time with the students who are struggling.

### **8. What does your wider role in school cover in terms of Assistant SENDCO?**

As Assistant SENDCO I work closely with Jacqui to make sure the SEND pupils at Sharples are as supported as much as possible, this involves deploying the TA team across the school, developing and delivering CPD and maintaining SEND documentation, such as the SEND register. I work closely with pupils, families and external agencies to make sure that pupils are getting what they need.

### **9. After looking at The White Paper, is there anything you would like to share with staff that we already do really well and anything more you would like people to know about inclusion?**

After reviewing the White Paper, I think it is important to recognise that many elements of the 'universal offer' are already strong within our practice at Sharples.

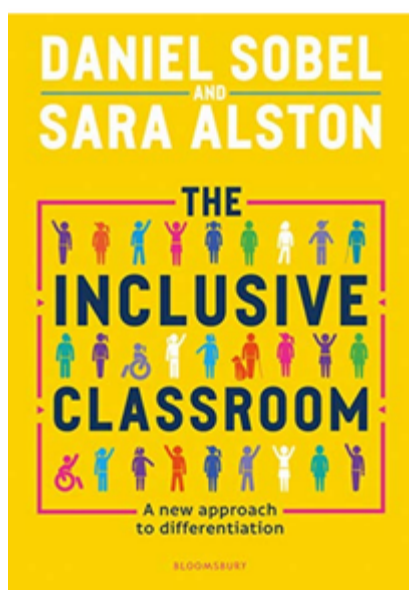
The emphasis on high-quality teaching, early intervention, and creating a safe and inclusive environment is something we already prioritise and do well here as there is a clear culture of support for pupils, and strong relationships with families and external agencies already in place.

I think it is important for staff to recognise that inclusion is not something new we need to implement from scratch, but something we are already doing well and can continue to improve.

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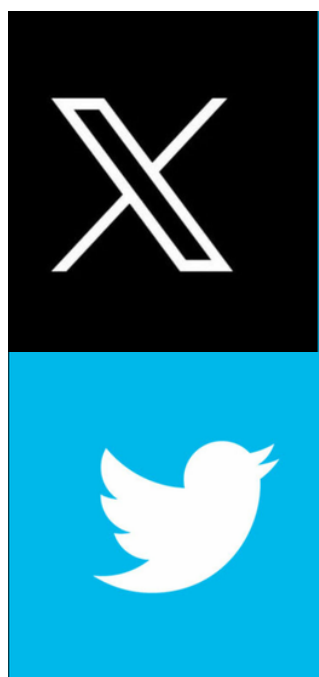
## Book and Twitter (X) Recommendations



### The Inclusive Classroom

In this innovative guide to supporting the most vulnerable students, experts Daniel Sobel and Sara Alston help primary and secondary teachers understand the barriers to children's learning. Emphasising the importance of meeting needs rather than focusing on diagnosis, they provide proven differentiation methods that maximise learning for the whole class, while reducing stress and saving time for the teacher.

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



### FASE Reading

This link takes you to a Substack on how students need to be forced into thinking, rather than just passively reading.

It offers different techniques to make sure students are thinking hard!

**Happy Reading!**

