

Retaining Great Practice PD 4th April
2019

Quiz

TLAC

R S R
F A
C C
T T S
B I D
C & R
W T
C F
U / T Q

Other KRC
strategies

D
C
Q
V S
In /
M L

R	S	R	Reject self report
F	A		Framing answers
C	C		Cold calling
T	T	S	Track the speaker
B	I	D	Break it down
C	&	R	Call and response
W	T		Wait time
C	F		Checking for understanding/
U /	T	Q	Targeted questioning

Other KRC strategies used at CPS

D		C	Dual coding
Q			Quizzes
V	S		Visual scaffolds
In		/ M	Interleaving/ making
L			links

Sharing Best Practice

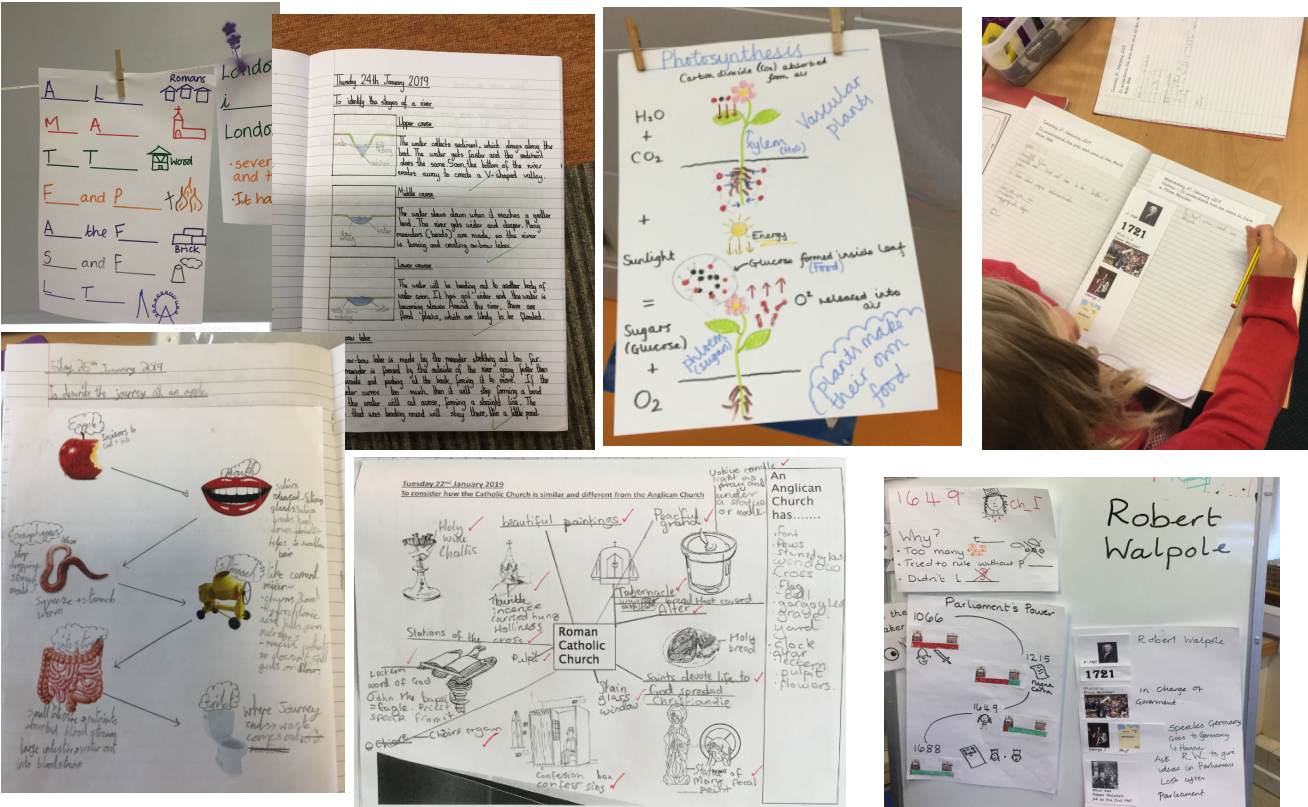
PD

Aims of the session

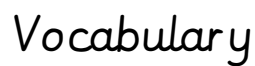
Recap TLAC and delivery strategies

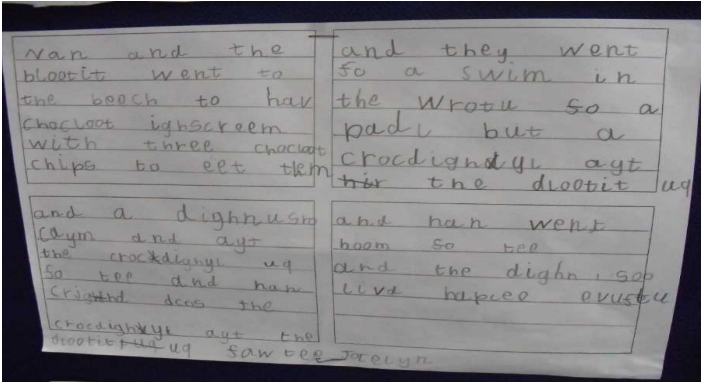
Time to talk and share examples of best practice

- Teaching strategies
- Ensuring all can access the curriculum



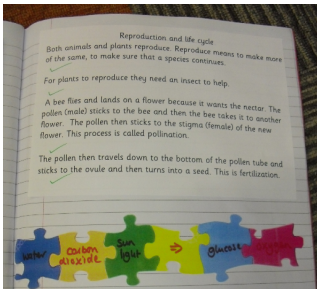
Dual Coding





EYFS

Year 6
(with
SEND)



Examples

Suzy- SEND Clicker - KRC

Sarah- SEND in maths/English

Chris- Supporting KSI pupils with KRC (close procedure examples)

Rebecca- Assessing KRC- Science vs. Science linked with English

From Amy...

I try to use scaffolds that simplify the task, but that keep the knowledge at the forefront.

In Science, I've used close procedures with word banks and work sheets where information is given but the children have to sequence it. I've used a 'jigsaw' worksheet template in which the children have to put together information in a particular order (photosynthesis equation). I have scribed for children so that they can share their knowledge and not be limited by their writing skills.

In RE, when children have had to do a long write (e.g. persuasive letter), I have adjusted the task so children are demonstrating their knowledge of the RE, not their ability to write (story of 10 plagues and Moses).

I have used writing frames with sentence starters and images.

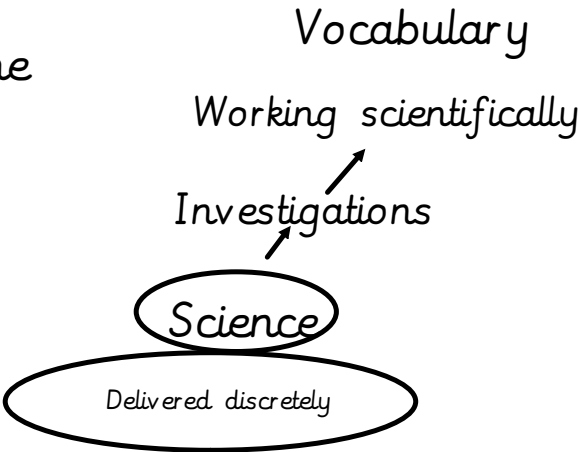
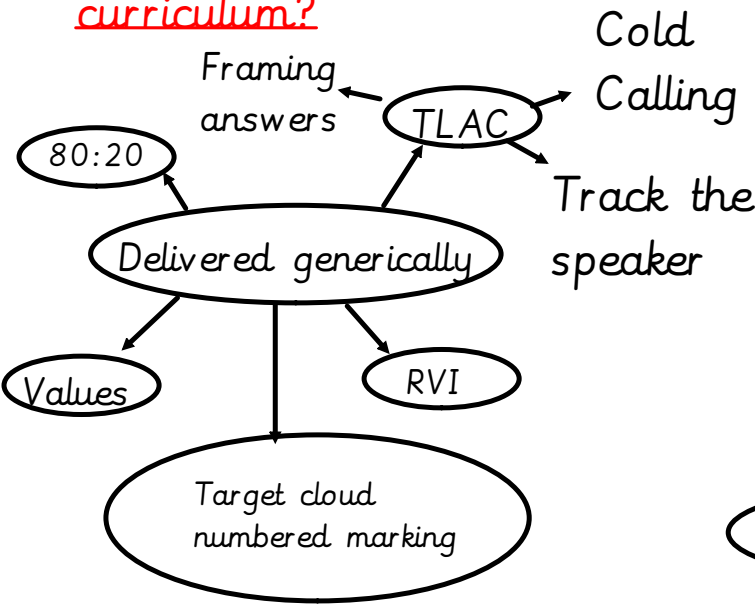
They are useful as the children are still accessing most of the subject knowledge but can work more independently and there is less reliance on writing.

We've used dual coding in science where children have created diagrams with words and images to summarise a process - e.g. photosynthesis.

I think in future I need to include more images/diagrams with these tasks, to help cement the new knowledge and vocabulary.

Having just finished quite a difficult science topic, in future I would like to develop a structured whole-topic mind map to help revision/recall.

What is delivered generically/discretely across our curriculum?



How do we tailor or adapt our curriculum for some of our pupils?

Adaptations in planning

TLAC: types of questioning/break it down

Adapted resources e.g. Clicker 7, KSI teachers scribing, sentence starters

CFU questions- anticipating errors and excellence

Access to resources: scaffolds, high quality texts, word banks