



Lady Lumley's School Newsletter

12th September 2014 Issue Number 269



Dear Parents, Carers and Friends

Last week I said I would share with you the school's key priorities for 2014-15. These are represented in the table below and are classed into 5 actions and 5 themes. For staff, the five themes and five actions are the warp and weft of Quality First Teaching and Knowing Your Students. Over the next few Newsletters, I will write about the themes and actions and what Quality First Teaching and Knowing Your Students means in practice. This issue I would like to consider the action Cooperative Learning as this is something that has sparked so much interest and debate.

<h2>2014 - 15</h2> <h3>Key Priorities</h3>		Themes				
		Literacy	Numeracy	SOLO taxonomy	Mastery learning	Flipping classrooms
Actions	Shared SoL	Quality first teaching Knowing your students				
	Use of ATS					
	Cooperative learning					
	Impact of marking					
	Personalisation					

I have already mentioned the Sutton Trust Toolkit on a few occasions. The Toolkit is “an accessible summary of educational research which provides guidance for teachers and schools”. The research is continually updated and the Toolkit rates educational initiatives in terms of months learning gained and also compares these against the cost of the initiative.

Of the 34 initiatives researched, the top five for secondary schools were feedback and meta-cognition (thinking about thinking), peer tutoring, homework and collaborative learning, with the impact of collaborative learning being consistently positive.

Effective collaborative learning requires much more than just sitting pupils in groups and asking them to work together. It needs structured approaches with well-designed tasks which allow students to talk and interact. At Lady Lumley's, we refer to this style of learning as **cooperative learning** and we have adopted and adapted many techniques (or structures) from the work published by the Kagan organisation.

As experienced teachers know, 'groupwork' is very often dominated by one or two individuals and there can be others who take very little part. Well-structured cooperative learning ensures all students take part equally, and everyone benefits.

In a traditional classroom, teacher talk would outweigh student talk and in each hour-long lesson each student would be lucky to talk for 1 minute. In a structured cooperative learning classroom, student talk can be as high as 30 minutes in every hour, and the other 30 minutes could be spent actively listening to a peer. These are extreme examples, but research clearly shows that structured student talk increases attainment in school. Cooperative learning allows students to be much more involved in their own learning.

Consider an old-fashioned history lesson. At the beginning of a topic the teacher asks the class what they know about the Romans. A few children volunteer answers and the rest of the class sits passively. In a lesson with cooperative learning, there are a variety of structures that can be used to encourage all students to take part equally. For example, we could use a Rally Robin, where students work in pairs and each gives one idea, followed by the other then back to the first person and so on. Every student is involved and the teacher can circulate and hear what the pairs are saying. An alternative could be an AllWrite RoundRobin, where four students at a table each give an idea and all the students write down what they have said. Or the teacher could set up a Timed Pair Share, where the first student in a pair talks for a set amount of time about the topic, the second responds to what they heard and then it is their turn.

Which brings us nicely to the Silent Signal. In a classroom where students are so actively engaged, the teacher needs a simple and quick method of stopping the class and getting everyone's attention. The Silent Signal is a remarkably effective and civilised way of getting all students to stop and focus on the teacher.

Cooperative learning is relatively new to the school and we are still getting used to the formality and vocabulary. Each classroom is now arranged to facilitate cooperative learning as it has the potential to make a significant difference to students' learning. This is why it is one of the Key Priorities for the year. Cooperative learning ensures all students play an active part and prevents students being passive in lessons. There is no hiding place with effective group work, nor is there an opportunity for some students to hog the limelight as all students get a chance to participate equally.

Well-structured cooperative activities definitely help students of all ages take an active part in their lessons and thus enhance their learning. In future Newsletters I hope to find space to describe a few other structures, although, with so many great structures available for helping students learn, it would take every Newsletter for the next few years to explain them all. Richard Bramley

Word of the Week

Each week the school will be having a new "word of the week". Staff and students will be encouraged to make use of this word as often as possible so that it becomes a natural part of our vocabulary. There is also a competition which all students can enter, the winner being the entry which uses the word in the most innovative way.

The word of the week for the week beginning September 15th is **synthesis**.

James Ambrose

School Photographs

Families who wish to have group photographs, which include younger siblings, should arrive in the school hall on Monday 15th September between 8:00 am and 9:00 am.

USEFUL CONTACT INFORMATION

Main School Office: 01751 472846
Attendance Officer: 01751 470065
Finance Office (ParentPay): 01751 470043
Specialist School Nurse: 01751 472652

Sixth Form

As we come to the end of the first full week of term, we are pleased to see how well the Year 12 students are settling into life in the Sixth Form: making good use of study time and making a positive overall impression with staff.

Sixth Form PDP (Personal Development Programme) for 2014-15 commences on Monday. For the first session, all Year 12 students will have an introduction to A Level General Studies followed by a Study Skills session in the Common Room. All Year 13 students will continue with their UCAS applications in tutor rooms. Year 13 will also be given the new 'UCAS Parent Guide 2015' publication to take home to parents/carers.

Sixth Form Dress Code: friendly reminder that the full list of dress code guidance is in the Sixth Form Diary.

Vacancy

There is a vacancy for a Kitchen Assistant (18.75 hours per week) at Lady Lumley's School. Please see North Yorkshire County Council web site for further details or contact Sandra Best at school on 01751 472846.

IMPORTANT DATES

Monday 15th September 2014

Years 7,9,11,12,13 Photographs

Tuesday 16th September 2014

Years 10/11 Football Vs Norton, LLS
U15 Hockey Vs Caedmon, U13 Netball Vs Eskdale,
U14 Netball, LLS 4pm

Wednesday 17th September 2014

Year 7 7-a-side Football, Malton
Year 11 GCSE Trekking (17th - 19th September)
U19 Netball District Tournament, LLS 1:30pm
Years 12/13 MFL team building afternoon & evening,
Rosedale

Thursday 18th September 2014

Years 12/13 Drama/English Theatre Trip, Stratford
Upon Avon (18th - 19th September)
Years 7/9/11 Football Vs Ryedale, LLS
Year 11 Partnership Netball, WCC 1:30pm

Friday 19th September 2014

Years 12/13 Politics Visit, Discover Parliament Day

Coming Up...

Wednesday 24th September 2014

KS3 Prizegiving

Wednesday 1st October 2014

Year 5/6 Open Evening