

Parent Forum – 19.01.26

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Learning and Teaching

The Llantwit Lesson



Strong starts

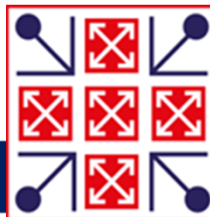
- Teacher meets and greets at the door
- 'Do Now' ready as soon as learners enter classroom to prevent lost learning time
- Clear routines- sort equipment, books etc before lesson starts
- Clean slate every lesson - don't hold grudges
- Clearly signal lesson is starting- 3-2-1 Yn Gymraeg

Engaging learning throughout

- Utilise rewards - positive praise promotes healthy attitudes
- Apply the Engagement policy consistently - "what you permit you promote"
- Cruise the room- don't teach from the front
- Utilise current L&T strategies
- Communicate with calmness - role model behaviours and attitudes we expect from pupils

Orderly finishes

- Finish with time to clean up but don't waste learning time
- Highlight the positives before learners leave
- Resolve issues before next lesson
- Teacher dismisses from the door



Do Now

→ Time

- ◆ The Do Now does not last longer than five minutes
- ◆ Make this clear on your Do Now slide
- ◆ Use a timer

→ Task Focus

- ◆ The Do Now must be relevant to the lesson.
- ◆ Either:
 - A retrieval task linked to the previous lesson
 - Work that is going to be covered during the lesson

→ Independent Task **The task should be independent**

- ◆ Staff should not have to help pupils
- ◆ Pupils should not need to ask for help
- ◆ This allows staff to stand at the door and take the register



Do Now - Retrieval Practice Grid

Briefly describe the impact of the depression on women.	What was the aim of the Jarrow marchers?	Briefly explain reasons for the decline of traditional industry.
Define a hunger march.	When was the means test introduced?	What did people do to help themselves and others during the Depression?
How did people react to the means test?	Define 'making ends meet' and 'self-help'.	Briefly describe the achievements of the Jarrow March.
Last lesson (1)	Two to three lessons ago (2)	Four or more lessons ago (3)

What's expected of me?

- Collect a mini whiteboard and pen.
- Find your seat and get your book and equipment out.
- Use your prior knowledge to answer the questions on your whiteboard.
- Work in silence.

Challenge: select three of your responses and explain how they link together.

Time

5 minutes

Noise level

Silent



The Llantwit **ARK**: Ambition – Respect - Kindness

I do

→ Silence

- ◆ Insist on all learners being silent
- ◆ Tell learners this is the section of the lesson where you are going to give them the information

→ Knowledge Input / teacher modelling

- ◆ Ensure you give knowledge / skills related to the learning tasks
- ◆ The information in the I Do must be relevant to the tasks and the lesson

→ Active Listening

- ◆ Ensure active listening: stop and use questioning to check learners' understanding
- ◆ Ask them a challenge question
- ◆ Have they understood your knowledge input?



We do

→ Learners focused and engaged

- ◆ Tell learners this is the section of the lesson where you are going to work together so they understand how to independently complete the task
- ◆ Make it very clear to learners what the next steps are in their learning.

→ Success criteria

- ◆ Share the success criteria with learners
- ◆ Highlight the challenge element in the success criteria
- ◆ Where appropriate, share the relevant mark scheme

→ Work through the model step by step

- ◆ Ensure you demonstrate the process step by step
- ◆ Be clear in your explanation for each step

→ Check for understanding

- ◆ Use a variety of questioning techniques, or mini white boards, to check learners' understanding
- ◆ You must address misconceptions



You do

→ Independent

- ◆ Tell learners they are going to be working independently
- ◆ They will be able to complete the task independently as the I Do and We Do will have prepared them

→ Silence

- ◆ Learners must work in silence to complete the task
- ◆ Staff also need to be quiet to allow learners to work independently

→ Live Feedback

- ◆ Use live feedback to check learners' understanding using techniques such as:
 - Dot marking
 - Cold-call questioning
 - Sticky notes
 - Mini white boards

→ Pit Stop

- ◆ Give action points to put learners on the right track



Key techniques

→ No Opt Out

- **The opt-out of “I don’t know” is not tolerated.**
- Four formats – all begin with a pupil unable to answer a question and the sequence ends with the pupil attempting to give a correct answer.

Format 1: Another student provides a cue.

Format 2: Teacher provides a cue.

Format 3: Another pupil gives the correct answer and the pupil repeats it.

Format 4: Teacher gives the correct answer and the pupil repeats it.

Main message: Get the original student to give the correct answer by providing them with an opportunity to successfully solve or encode the information



Key techniques

→ Right is Right

Rather than 'rounding up' pupil answers such as, "Ok, I see what you're saying" and then correcting it for them, put the emphasis on the pupils having to get it 100% right themselves.

- "I like it so far; can you get keep going?"
- "I'd give that answer 7 out of 10. What are you missing?"
- "You said one reason Harold won the Battle of Hastings?"
- Use of technical language in, "Can you say that again but this time use mathematical language?"



2. Written Feedback

Frequency of feedback

- **For subjects with three or more lessons per fortnight:** At least one piece of personalised written feedback on an identified piece of work at least every 6 teaching weeks. This does not need to be a summative assessment.
- **For subjects with two lessons per fortnight:** At least one piece of personalised written feedback on an identified piece of work at least every 9 teaching weeks.
- Where subjects have a **practical / oracy element** e.g. IT, French and Welsh learners will receive at least three opportunities for personalised written feedback but will also receive formalised verbal feedback.



Written Feedback

Approach

- All assessments / written feedback to be included in exercise books / usual way of working and not as separate folders/books.
- **Teachers** mark in **red / pink (live marking too)**
- **Learners** mark in **green** (self / peer assessment.) Pronouns used must make it clear which it is (you / I.) Peers to initial at the end of their comments to signify peer marking.
- **DIRT** completed by **learners** in **purple**.
- **DIRT** follows up required by **teacher-** e.g. **written comment, stamp or teacher initials.**




Written Feedback

Close Marking Expectations

- WWW (What Went Well)
2 or 3 which must focus on learners' achievement of the learning objective, outcomes or success criteria – not on presentation or effort.
- EBI (Even Better If)
Provide 1–2 areas for improvement, always fewer than or equal to the number of WWWs. EBIs must be phrased as actionable commands beginning with a verb (e.g. “Practise...”). Optional follow-up questions may guide learners during DIRT.
- Literacy marking - Learners must proofread extended writing (half an A4 page or longer) prior to submission using “The Llantwit Way” checklist. Teachers must use literacy marking codes when marking extended writing. Teacher to circle and label spelling errors but not correct them - this also relates to subject-specific language / terminology that is misspelt.




Written Feedback



Writing the Llantwit Way






Before handing in my work, I check that I have...

Started all sentences with a capital letter
Added a full stop after each sentence
Capitalised all proper nouns (<i>names of people and places</i>)
Capitalised the pronoun 'I'
Ended all questions with a question mark
Added apostrophes to signal missing letters in contractions <i>e.g., did not = didn't</i>
Added apostrophes to show possession <i>e.g., Miss Walker's coat, Mrs Jones' pen</i>
Started a new paragraph for each new TiP ToP: <i>time, place, topic, person</i>



EN SAL YR LLANTWIT WAY

Writing the Llantwit Way

	PAFT
	PLAN
	WRITE
	PROOFREAD
	EDIT

Literacy mark code:
SP—spelling
P—punctuation
C—capitalisation
// - paragraphing
Expr. expression



3. Monitoring and evaluation

Approach

- Full lesson observations (Autumn term)
- Learning walks
- Learner voice
- Book looks



Learner voice findings – Sixth form

Strengths (WWW):

Challenge and support

- Appropriate levels of challenge across the curriculum. No concerns about work being too hard or too easy.
- All learners feel supported and comfortable seeking help.
- All learners appreciate structured support without feeling restricted.

Assessment and feedback

- Learners feel there is appropriate homework provision to consolidate learning.
- Amount of homework is perceived to be 'about right'.
- Learners find RAG sheets useful to allow them to focus revision and examination practice.
- Learners feel past papers are used effectively across the curriculum.
- Strong culture of verbal feedback, particularly in Maths and Science, which is highly valued.
- Clear feedback structures in place (English voice note feedback praised via Google Classroom).



Learner voice findings – Sixth form

Areas for development (EBI):

1. *Peer and self-assessment*

- Not consistently valued among learners.
- Learners strongly prefer staff feedback over peer feedback.
- **Action:** Departments to discuss and review peer and self-assessment activities to ensure they have genuine value.

2. *Feedback consistency*

- Some learners reported completing work without receiving any feedback (feedback to individual departments).



Learner voice findings – Year 8

Strengths (WWW):

Instructional teaching approaches

- “I Do, We Do, You Do” structure is valued by learners when implemented.
- Live marking and immediate feedback showing strong impact.
- Learners feel the right amount of feedback is provided and ‘tells us exactly what we need to do’ – reported in almost every subject.
- Modelling and practical demonstrations aid understanding.
- WAGOLL examples effectively support learner progress across multiple subjects.

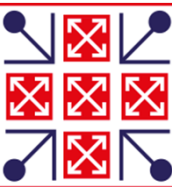


Learner voice findings – Year 8

Strengths (WWW):

Feedback and responses teaching

- Learners note verbal feedback in practical subject is supporting immediate improvement.
- Teachers who write correct spelling for learners to copy x3 showing better results (direct modelling).
- Responsive teaching reported by learners – teachers check for understanding and re-explain on the board.
- Learners can articulate what helps them to learn e.g., modelling, structure, clear explanations.
- Learners feel comfortable asking for help in most subjects.



Learner voice findings – Sixth form

Areas for development (EBI):

DIRT implementation

- Continued focus on ensuring time is provided, actioned and checked in all subjects.
- Examples of incomplete DIRT tasks across departments.
- **Action:** Schedule sufficient DIRT time, action it, and check completion.

Feedback quality and impact

- Ensure all feedback links explicitly to task-specific success criteria.
- Literacy marking codes requiring learners to self-correct are not always effective and examples of learners "correcting" spellings incorrectly.
- ALN learners require feedback to be broken down for them.
- **Action:** Focus feedback on success criteria; review effectiveness of self-correction codes



HTZ Assessment

Surprisingly, many people chose to live near volcanoes. Over 800 million people (10% of the world) live near a tectonically active zone volcanoes can be both considered a benefit or a hazard to the local population.

The benefits of living near a volcano are amazing, especially for tourist attractions or tourists in general. An example would be Mauna Loa in Hawaii because of its beautiful breathtaking scenery and wildlife. Also it is a benefit for jobs and the guides to take them around the volcano. Although volcanoes are dangerous, they are also a natural beauty.

Example?

Another benefit is how the volcanic soils are very fertile so it is great for cattle farming. The soil is very fertile and it makes the grass very rich in minerals and fiber and it's really rich and good for cattle. It's also good for farmers because they can sell the beef for a lot of money. Although volcanoes are dangerous, they are good for their soil for vegetation.

eg Mauna

Etna

The hazards of living near a volcano are scarce. Because of tsunamis. Tsunamis occur when a volcano erupts under water, and it triggers a tidal wave that can be thousands of meters high. An example would be the Hunga Tonga eruption 2022. This is a hazard because it could destroy buildings and structures. Despite volcanoes can be dangerous, not all cause tsunamis.

www: You have really tried to follow SPQ structure to organize your writing. Some benefits / hazards outlined with mostly supported with an example.

EB1: Add example where indicated

Add another hazard paragraph

Add conclusion - do you think benefits outweigh hazards?



Pyroclastic flows are the most dangerous hazard. For example, Mt St Helens in the USA in the 1980. Pyroclastic flows are avalanches of rock material and hot gas. They are a hazard because they destroy everything. Although they are pretty to look at, they are dangerous.

Overall I think that hazards outweigh the benefits because they are dangerous and destructive.