

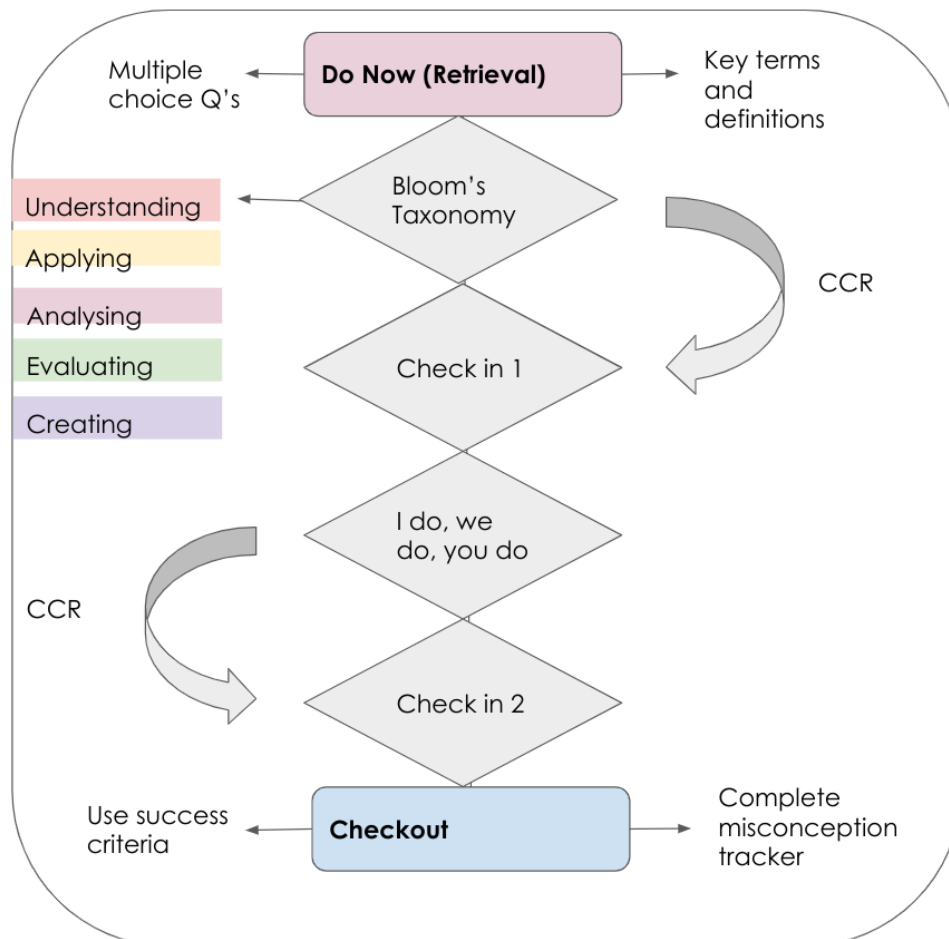
# Pedagogy Newsletter #47

10th January 2020

Dear Colleagues

Tom Sherrington notes in one of his [blogs](#), "I would say that this is often one of the weakest areas of practice in teaching in relation to how important it is: checking that students know and understand what we think we have taught them." At Paradigm Trust, checking for understanding is something that we see in every single lesson - contrary to Tom's belief, I would say that in **our** schools checking for understanding is one of the notable strengths.

During our CCR, we know that there are various things we can do to ensure that learning is taking place. At IA, we have been working in pedagogy groups to look at how we can maintain the quality of checking for understanding during lessons. The group has come up with an interesting model that can be used to help you pinpoint opportunities to check if students are progressing effectively.



(Diagram credit: Mel Cook and Chas Thorpe)

Not only does checking for understanding give you a better idea of what is happening in your classroom, it also engages the students you are teaching and reduces your workload outside the classroom. The process doesn't need to be complicated, but it can have a huge impact on both your practice and your class.

Thanks,

Adam Riches and Rosie Horsfield  
Senior Leaders for Teaching and Learning at IA

## Weekly Writing Outcome Example (English)

This week's weekly writing comes from year 5 pupil at Murrayfield Primary Academy. The pupil wrote this piece in response to the shared reading text: Holes. The remit was to write (as an independent piece of writing) a comparison of Camp Green Lake as it was, and how it is now.

We have chosen this piece of work because contains many devices that make an effective diary entry.

One hundred and ten years ago, Camp Green Lake was a beautiful lakeside town. The crystal clear lake shone with bright diamonds of sparkling light. Its surface was broken only by the occasional fish. All through the town, <sup>sym</sup>phony of bird song echoed around. White, fluffy clouds blanketed the bright blue sky. Luscious peach trees were scattered around the edge of the lake. The luscious & glittering grass was painted with red poppies and blue & purple lavender. In the distance, two towering oak trees were in front of a cabin, like natural sentinels. ✓

Desolate, deserted, dusty Camp Green Lake is now a barren wasteland. The old lake has been transformed into a hole-riddled landscape. ~~The~~ While the sky is still blue, it is a shadow of what it used to be, ~~with~~ there isn't a cloud in sight. All the trees and grass have shrivelled away, with the only shade being a hammock hung between two surviving oak trees. Behind them is the Warden's log cabin. The only sounds are clanking and thumping from the dirt-digging boys. One of the only ~~side~~ signs of life is the water truck, the other being the boys entering and leaving the compound. Where the water used to be there are piles of dirt and cracked earth. Camp Green Lake is a furnace, nothing like 110 years ago. The only animals are rattlesnakes, scorpions and deadly yellow-spotted lizards. ✓

In this section there is/are:

1. Clear paragraphs describing then and now
2. Vocab chosen for specific effect to contrast eg. 'luscious' 'symphony of bird song' 'barren wasteland'
3. Simile 'like two sentinels'
4. Alliteration 'desolate, deserted, dusty'
5. Correct switch of tense from past to present to indicate then/now