



THE STAFFROOM

TEACHING AND LEARNING @STCYRESCHOOL



SUBJECT SPOTLIGHT

The Welsh department are currently preparing KS4 pupils for their Welsh oracy exams. Pupil complete unit 1 (undertaken in year 10) and unit 2 (undertaken in year 11) this year. With particular emphasis on structure and key elements of Rosenshine's principles of instruction, we encourage learners to follow a set structure to ensure that exam criteria are met and pupils succeed.

What we are doing:

As part of the WJEC GCSE Welsh qualification, students are required to undertake 4 exams which are split 25% per unit. Two out of four exams are based on oracy work, equalling to 50% of pupils' grades. Oracy skills are the foundation of almost every lesson in the Welsh department from focusing on developing independent oracy and conversational skills as part of a group.

Unit 1 (of 2 speaking exams) is undertaken under exam conditions in year 10. It requires pupils to watch a video of a group discussing any given topic through the medium of Welsh. They are then required to discuss key points with the members of their group (2 to 3 pupils) in Welsh in order to demonstrate their ability to communicate effectively in Welsh. Similarly, unit 2 is also undertaken under exam conditions in year 11. This exam focuses on a response to a stimulus on any given topic, which is not disclosed prior to the exam. Pupils must then hold a conversation, spontaneously, with members of their group speaking for between 6 to 10 minutes (depending on group size).

How we do it:

As a department we will always strive to:

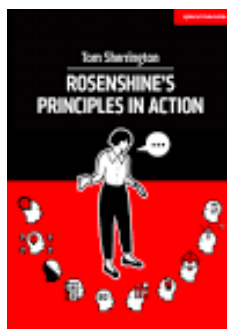
- ensure learners meet exam requirements for both oral units and encourage short structured steps which include; refer to the stimulus, express an opinion with a variety of tenses and ask a question. These three short instructions allow learners to progress naturally through a conversation and encourages sufficient attention is given to the stimuli.
- enhance learners' understanding and responses by providing a variety of models and WAGOLs to demonstrate appropriate responses. Learners are then encouraged to produce their own responses both written and orally, using the models provided.
- cater for all learners to ensure their success. A differentiated language mat is provided that demonstrates clearly the steps needed in the exam with additional phrases to enhance conversation skills, thus enabling higher ability pupils to achieve the top grades.

Support in place and impact

To support the pupils in acquiring the skills and knowledge needed to succeed in both their Oracy exams at KS4, we ensure that scaffolding is in place from Year 7. The pupils regularly use the vocabulary needed incrementally. They also have practice of GCSE task assessments in Year 7, 8 and 9 to ensure that they are familiar with the structure of the exams. As KS3 students progress through their Welsh language journey they are encouraged to consistently develop their Welsh conversational skills in preparation for their two oral examinations. Additionally, we have fortnightly vocabulary tests from Year 7 so pupils are familiar with the key vocabulary and sentence patterns required to ensure success. Each vocabulary test is also paired with a Blooket and a Quizlet game so pupils can revise in a way that suits their learning styles. Therefore, when KS4 pupils are preparing for examinations they are able to draw on prior knowledge and experiences to enhance their progress.

Current year 11 pupils Sahra Ahmed and Yasin Ali share their experience of preparing for the unit 1 exam in year 10 and the impact the fortnightly vocabulary tests had on their examination outcome.

Click on the camera icon to watch the video



Quizlet

WELCOME

Welcome to the fourth edition of our St Cyres Teaching and Learning newsletter. The newsletter allows us to talk about teaching and learning, celebrate successes and learn from each other. It has been a short and busy half term. We have really started to develop our Schemes of Work for Curriculum for Wales and our previous editions of the newsletter are a useful reference point for ideas and good practice to consider when developing these. As always thank you so much for the contributions we have received so far. We hope you enjoy this latest edition!

“If we are going to be sure all students have formed secure understanding, teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed and learned by any individual.”

— Tom Sherrington, *Rosenhine's Principles in Action*

LEARNER VIEW

Listen to Year 9 Ava Phillips talk about her experience at St Cyres. She discusses her options and the subjects she enjoys. As a GCSE student this year she finds some subjects easier than others. She appreciates the use of iPad in lessons and as a way of communicating with teachers. She undertakes a range of activities outside of school which help her with her work in school.



Click on the camera icon to watch the video

FURTHER READING

Teaching Walkthrus: Tom Sherrington and Oliver Caviglioli 2020
Rosenhine's Principles in Action: Tom Sherrington 2019



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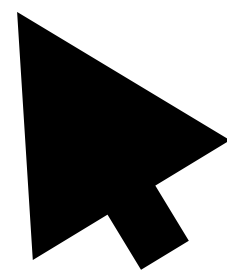
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TRIPLE TAKEAWAY:

UNIVERSAL PROVISION



Shaun Allison & Andy Tharby
Making Every Lesson Count, Crownhouse 2015



Powerful teaching



Click on headphones to listen to Damian Farrow on Universal Provision

NEXT ISSUE

ED TECH TIP

On February 7th, our three Apple Distinguished Educators (RH, LH & DP) went to London for an Apple Education event. During the event there was a demonstration of Apple's newest app called Freeform. You may have seen it on your iPad and MacBook since the latest update.

Freeform is a whiteboard app for brainstorming and collaboration which has an infinite canvas that you can zoom in and out of, so you don't have to worry about layouts and page sizes.

You can insert lots of different file types from photos, audio files, videos, pdfs, web links and you can even start a FaceTime within the whiteboard. There are over 700 different options to choose from.

This app would be useful for teachers when planning lesson ideas or taking notes in meetings, and it would also be very engaging for your students during classroom activities. Please give it a try and let your Digital Innovations rep know what you think of it.



THE STAFFROOM PODCAST

In this episode Hayley Paterson, Teacher of Science (Chemistry) shares with us her story of her educational journey. Hayley is currently undertaking her NQT year and going through the induction process.

Whether driving home in the car or going for a walk you can dip into this taste of life at St Cyres. Click the microphone to listen!



We wish you all a lovely half term holiday! Our next issue will feature a subject spotlight on RE, another staffroom podcast and more insights from our lovely pupils. Any ideas or thoughts for our next issue then just let us know.