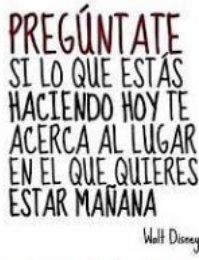




<p align="center">CLIFE Learning Walk - Sharing Good Practice <i>CLIFE: Challenge, Literacy, Independence, Feedback and Engagement</i></p>	<p align="center">Meetings</p>
<p>Thank you all for your hard work this week, please see good practice from lessons below.</p> <p>[7D 5.5.17] C - Excellent use of differentiated sheets to support all abilities of learner. Students were adequately challenged and asking great questions, which shows a growing passion and enthusiasm for the subject. I - Students were given an example text and asked to amend it to write about themselves. This was modelled well on the board and meant that most learners got straight on with the task independently. E - Students putting their hands up and asking questions of the teacher. F - Students were asked to give feedback after each task. A variety of different students were chosen to respond therefore giving everyone an opportunity.</p> <p>[Y7 28.4.17] C - Differentiated resources meant that all students could conjugate the present tense [I] form, a sheet given out meant that others could conjugate all forms of the verb with support. E - Use of a range of activities such as chanting: "I say you plural you say vosotros", whiteboard games and independent work. Students clearly want to impress you. F - Praise is directed and welcoming, relationships are clearly building. Students were told that they can now conjugate any regular verb - this rationale was important to them in order for them to feel the success of the task. When asking for a student to clarify the concept you waited for at least seven hands to go up and made it clear that you wanted students to show off that they know, raising accountability.</p> <p>[Y8 - 25.4.17] C - Writing task on the board that was clearly differentiated and offered lots of support. F - After the allocated time, you took a couple of examples from the group. Your choice of questioning really engaged and stretched some pupils. You spotted a misconception in one person's work and questioned another student into helping her address this. That gives students some responsibility.</p>	<p>Monday meeting agenda items: Y9 options students. Identifying skills gaps and planning interventions. Learning observations: a discussion about which groups you want me to see and when. Raising the profile: Star of the week and any other ideas for raising the profile Y9 SoW - feedback on how the SoW is going so far this half term for each class.</p> <hr/> <p align="center">Dates to be aware of</p> <p>Y10 Parents evening [We are exempt]</p> <div style="text-align: center;">  <p><i>Walt Disney</i></p> </div> <p>Ask yourself if what you are doing today is getting you closer to where you want to be tomorrow.</p>



<p>L - Questioning about adjectives - Why is grande parque wrong, what do we know about adjectives? The students know that adjectives go after the noun and use subject specific terminology.</p>	
<p align="center">AOB</p> <ul style="list-style-type: none"> Star of the week has now officially been unleashed. Thank you to [redacted] for taking on the admin side of this in drafting and printing the certificates. Please can we really big this up within our classrooms and make an official announcement the first time we see each class next week. They need to know that languages are valued at this academy as an important subject, by SLT the Headteacher and also [redacted] the Executive Headteacher [redacted]. These certificates are being given out to recognise academic excellence in this subject and if they get one, we want them to put the badge on their lapel and wear it with pride around this academy. If they are asked what it is for they should state that it is because they are doing well in Spanish. This is a really important tool to help us build the profile of MFL across the academy. Thanks in advance for your work in spreading this message. <p align="center"><i>If you have anything to add to the weekly bulletin. Please send it to CCoe before close of play Thursday, Thanks.</i></p>	