



Moss Hey Primary School

Autumn Term 2016 | Governor Newsletter | Issue no. 2

Welcome to the Autumn Term Governor Newsletter

We hope everyone has enjoyed the term and that you are looking forward to Christmas. Following on from our first newsletter in the Summer, which gave a general introduction to the role of the Governing Body at Moss Hey, in this second issue, we take the opportunity to tell you more about the Term Focus and share our learning from the Autumn's focus on workbooks.

AUTUMN BOOK LOOK

Each term, the Governing Body takes part in a Term Focus, which aims to develop Governor awareness and understanding of specific areas of teaching and learning, and in the curriculum.

This Term's Focus took the form of a Book Look, which involved Governors scrutinising workbooks from across the different year groups and seeing how Moss Hey's Guide to Books, Marking and Feedback is applied in practice.

It was a fascinating focus session. The Book Look enabled Governors' to see how the guide works in practice to unify teachers' approach to marking and feedback across the school. It also gave Governor's the opportunity to further understand the different ways that children learn, as well as see the dialogue that takes place in workbooks between teachers and children, to directly move learning on.

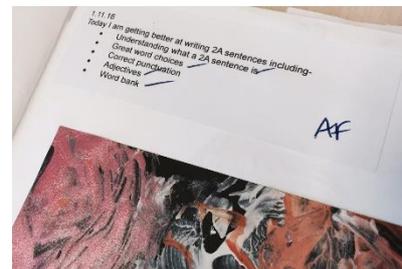
The key takeaways from the focus session included:

A learning objective for every lesson: Every lesson begins with children writing a title for today's lesson, which also serves as a learning objective. Not only does the objective give the whole class focus, it also gives children meaning and context for the lesson, so they know what they are going to be learning about.



Three ways to learn: We learnt through evidence in the workbooks, that there are three ways that children learn and develop.

1) Independent learning: This is where children work on their own with no adult input. This type of learning gives teachers a clear idea of what children can do independently rather than being scaffolded by an adult.



2) Adult focused learning: This is where a small group of children work directly with an adult. There is a high level of interaction and support and questions can be tailored to individuals, so children can move on at different rates.

3) Teacher guided learning: This is where children begin a task with adult input and then the adult hovers in between groups.

All about fixits: A fixit is an action written in green for a child to do. Teachers use fixits when they have spotted a misconception or inaccuracy that needs to be addressed to move the learning on. From Year 3, there is dedicated fixit time given in lessons, so that children have time to address and respond to their fixits.

