

NANO T&A IDEAS 2020

SESSION	DATES	FACULTY	LEAD
#1	09.09.19	HUMANITIES	NCK
#2	16.09.19	MFL	DBN
#3	23.09.19	ENGLISH & MEDIA	JBS
#4	30.09.19	MATHS & COMPUTING	KPE
#5	07.10.19	SCIENCE & TECHNOLOGY	SRE
#6	14.10.19	PE	RCE
AUTUMN HALF TERM			
#7	28.10.19	PERFORMING ARTS	DSW
#8	04.11.19	ARTS	NRT
#9	11.11.19	SIXTH FORM	AWS
#10	18.11.19	SEND/LOW PRIOR ATTAINING	KMS
#11	25.11.19	PUPIL PREMIUM	ALW
#12	02.12.19	HIGH PRIOR ATTAINING	BCN
#13	09.12.19	HUMANITIES	NCK
#14	16.12.19	MFL	DBN
CHRISTMAS BREAK			
#15	06.01.20	ENGLISH & MEDIA	JBS
#16	13.01.20	MATHS & COMPUTING	KPE
#17	20.01.20	SCIENCE & TECHNOLOGY	SRE
#18	27.01.20	PE	RCE
#19	03.02.20	PERFORMING ARTS	DSW
#20	10.02.20	ARTS	NRT
SPRING HALF TERM			
#21	24.02.20	SIXTH FORM	AWS
#22	02.03.20	SEND/LOW PRIOR ATTAINING	KMS
#23	09.03.20	PUPIL PREMIUM	ALW
#24	16.03.20	HIGH PRIOR ATTAINING	BCN
#25	23.03.20	HUMANITIES	NCK
EASTER BREAK			
#26	20.04.20	MFL	DBN
#27	27.04.20	ENGLISH & MEDIA	JBS
#28	11.05.20	MATHS & COMPUTING	KPE
#29	18.05.20	SCIENCE & TECHNOLOGY	SRE
SUMMER HALF TERM			
#30	01.06.20	PE	RCE
#31	08.06.20	PERFORMING ARTS	DSW
#32	15.06.20	ARTS	NRT
#33	22.06.20	SIXTH FORM	AWS
#34	29.07.20	SEND/LOW PRIOR ATTAINING	KMS
#35	06.07.20	PUPIL PREMIUM	ALW

NANO T&L IDEAS 2020

WHAT IS A NANO T&L IDEA?

A **two minute** presentation of an area of good practice shared every Monday during staff briefing. Keep it simple. Keep it based on everyday practice.

WHAT DO I NEED TO DO?

Either yourself, or a colleague from your team, should prepare a **short presentation** to show to all staff as part of the Monday briefing.

WHAT AREA COULD I FOCUS ON?

You could focus on a key college teaching and learning area. This year we are looking at **Rosenshine's Effective Principle's of Instruction**:

> BEGINNING LESSONS WITH A SHORT REVIEW OF PREVIOUS LEARNING

What strategies are currently in place to review learning? How does this work with our 'meet and greet'?

> PRESENT NEW MATERIAL IN SMALL STEPS WITH STUDENT PRACTICE BUILT IN

What strategies are your faculty using to present learning clearly, interleaved with practice to reinforce skills and content?

> ASK A LOT OF QUESTIONS AND CHECK RESPONSES

What is your practice like around questioning? Are targeted questions, wait time, higher order, open and closed, agree/build/challenge, basketball techniques or student led questioning used routinely?

> PROVIDE MODELS

How is modelling done in your faculty? What strategies have been effective? Do students have clear goals to work towards?

> SCAFFOLDING DIFFICULT TASKS

How are tasks scaffolded effectively? Are steps broken down? Are success criteria provided?

> REQUIRE AND MONITOR INDEPENDENT PRACTICE

How is independent practice facilitated? Are clear expectations set around independent work (e.g. working independently on an exam question)? How is this monitored effectively?

> ASSESSMENT & FEEDBACK

How is assessment done effectively in your team? How is formative feedback embedded? What kind of routines are established so students routinely redraft and improve work?

> ENGAGE IN WEEKLY AND MONTHLY REVIEW

How is spaced learning or interleaving done in your faculty? How are students helped to retain concepts in the long term?