

## Targeting Teaching and Learning Tool for Teams

**Teachers:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Team:** \_\_\_\_\_

Teacher/s	Practices that positively impacted student achievement	Implications for Syndicate		Review
<i>Teacher A Example</i>	<i>One thing I did really well that I want to try with other kids is talking to Student X about his attendance to get him to buy-in. I used the Hattie graph. It was really effective.</i>	<i>Talk to students about being a target student and their responsibility (use Hattie graph)</i> <input type="checkbox"/> <i>Ange is going to try this with student Y.</i>		
Teacher B				
Teacher C				
Teacher D				
Teacher/s	Barriers to learning	Action for Teachers	Action for Leaders	Review
<i>Example Lisa</i>	<i>Same student not turning up with hearing aides. Lisa has sent home notes, talked to Mum, etc – he'll come with them for the next couple of days and then stop again.</i>	<input type="checkbox"/> <i>Teacher A to put in referral to SENCO</i>	<input type="checkbox"/> <i>Leader A follow re: Deaf Advisor referrals</i>	
<i>Example All 3 teachers</i>	<i>A lot of students struggling with hearing and recording sounds</i>	<input type="checkbox"/> <i>Syndicate to trial program X for one term and then review</i>	<input type="checkbox"/> <i>Leader B to follow-up with X programme</i>	<i>Re-assessed letter ID with sounds analysis but no shifts. Also programme is too time-consuming.</i>