



T&L Times

Edition 8

Welcome

Welcome to our third newsletter of Term 4. This week we start with our weekly quote which this week is all about thinking about others in our teams and beyond into our personal lives during this tricky time for all our schools.

“Never be so busy as not to think of others”

Mother Teresa



Perfect Podcasts

This week we bring 3 top podcasts which provide some great interviews, CPD ideas and educational chat.

1. Mr Barton Maths Podcast = <http://mrbartonmaths.com/podcast/>

Craig Barton, a maths teacher, TES advisor and creator of mrbartonmaths.com has his own podcast where he interviews inspirational and interesting educational guests. Although it says in the name that it's a 'Maths Podcast' it goes much much further than that. From education to in depth research teaching as a whole, it includes something for teachers and educators at every stage of their educational journey!

2. The TED Talks Education Podcast = <https://podcasts.apple.com/gb/podcast/tedtalks-education/id470623037?mt=2>

The TED Talks Education stage is a place where some of the worlds greatest educators, researchers, and community leaders have been able to share their combined wisdom and knowledge, and the great news is that it is available for you to listen to in a podcast format!

Each talk is wholly different, with every speaker bringing their own unique expertise so you will easily find one (or probably many more) that interest you. Topics that have been covered during the talks include 'Math is forever', 'A new equation for intelligence', and 'Teach teachers how to create magic'. It isn't just teaching tips in these podcasts, and you are highly likely to feel inspired after listening to them!

3. The Education on Fire Podcast = <https://www.educationonfire.com/education-on-fire/>

Mark Taylor created this podcast to *“inspire you as teachers and show you how schools are embracing creativity within the confines of the ‘system’”*. As a National Council Member of NAPE Mark, your host, guides guests through interviews which cover all elements of education.

Episodes are as varied as they could possibly be. One week you could be listening to a fascinating chat with Kim Waldock, the Head of National Programmes for the Learning and Participation department at the Royal Opera House, and the next a discussion about P.E with Ben Landers, founder of ThePESpecialist. No two weeks are the same with this podcast and that is what we love about it!



Teaching Team Talks

Welcome to our Third Section of Teaching Team Talks.

Our third contributor is **Stacey Wood**

Stacey is the Deputy Head at Walderslade and brings with her a wealth of experience especially in relation to English. She is an experienced year 6 teacher but also has a great deal of experience having led key stage 2 for a number of years. Her focus for her contribution is:

Supporting pupils who are not in school

If you have any further questions related to this article or would just be interested in finding out more then Stacey can be contacted via Walderslade at office@walderslade-pri.medway.sch.uk

Super Support from Stacey

The following website discusses how to support pupils at home and those still attending school. It gives a step-by-step guide to school closures and answers a lot of key questions.

In light of our current situation, I thought it would be useful to look at articles which focus on supporting us through this.

<https://www.tes.com/news/coronavirus-your-complete-planning->

The following website is also useful. It gives tips for many of us who will now be working from home:

<https://www.tes.com/news/5-wellbeing-rules-teachers-working-home>

Perfect PE

Stacey also highly recommends the Joe Wicks videos which have been produced to support pupils to keep active whilst both in school (as a key group) or working from home. The web link for these videos is:

<https://www.youtube.com/watch?v=Rz0go1pTda8>



Regular Reading

Our Trust English lead, Chloe Brown, has recommended an Accelerated Reader link:

<https://readon.myon.co.uk/>

Here is the link to the free eBooks on Renaissance. Please share with your families ASAP. The children will be able to continue to quiz too.

Amazing Audio

During this unprecedented a number of companies are offering free audio books for children. Click the links below to access these:

Audible—<https://stories.audible.com/discovery>

Storynory—<https://www.storynory.com/>

Loyal books—http://www.loyalbooks.com/Top_100

David Walliams releases one story a day for 30 days—<https://www.worldofdavidwalliams.com/elevenses/>

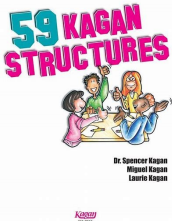
Top Tips

Welcome to a new section of our newsletter where we are going to be hearing each week from Mark Nolan at Rivermead about a range of different Kagan Strategies. Mark has led on Kagan strategies at Rivermead School over the last few years and we think that some of the strategies would be fantastic for you to be able to try within your classrooms. Each week Mark will be providing us with a different strategy that you can try out.

TOP TIPS

If you would like to find out any further information about Kagan Strategies or have any questions then Mark can be contacted via:

office@rivermead.medway.sch.uk



Excellent Explanation

Are you not sure what Kagan is all about? Are you confused on how Kagan strategies may benefit your pupils? The link below will give you a quick rundown on what Kagan is and how it may support you in your classroom.

[Click Here](#) to watch the explanation and access the Kagan website

Super Strategy

Rally Robin Example:



In pairs, students alternate generating brief oral responses.

Examples:

- List adjectives to describe the character.
- List inert elements.
- Share steps of the experiment.
- Describe an event from the story.

KAGAN PROVIDes:

1. student engagement
2. social interaction
3. strategies for all learners to shine
4. language development
5. decreased behavior problems
6. a fun learning environment

Primary
PRESS

Digestible Documents
In the second part of our Article on how the SATs papers are decided upon, we look at the trial phase.

Stage 2 – SATs Sample Papers

20. Once the questions (or “items”) have been decided, they are formed to create a large number of sample papers. These are put together in a way that ensures the test framework is rigorously followed and the appropriate mix of content and cognitive domains are covered across a “suite” of papers (i.e. Paper 1, 2 & 3).

21. Once the sample suite is assembled, they are given to Year 6 children to sample in schools across the UK.

Any UK state school could be selected to sample SATs papers and – if a school is selected – their Year 6 will be given at least one sample paper to be administered by an external agency, usually in June or July.

Schools cannot refuse involvement in this process and, accordingly, results from sampling are not given back to schools (nor linked to schools or pupils in any way!) Although teachers are usually asked to provide an assessment of those who sit the paper, as a baseline.

Note – There is no risk of your Year 6 actually sitting a sample question in their real SATs, as they are only exposed to questions that might be used two years later.

22. Interestingly, the sample papers are designed with a whole host of different variations. This means that things like the effect of question order can be tested and

analysed.

23. After Year 6 have sat the sample papers, they are marked by a specialist team of markers. During this process the mark scheme and guidance is also reviewed and created where needed.

24. The markers flag any unexpected responses. For example, is a question “leading” children to give a certain incorrect answer? Incorrect answers like these are “coded” to describe the type of error.

25. Once a wide range of sample papers have been sat and marked, the results are statistically analysed in immense detail.

While the papers are analysed, many aspects of the data are weighed up and considered at this point, such as:

- Potential gender bias (more boys answering correctly than girls, or vice versa)
- The number of children getting the question correct; the impact of question placement
- The performance of high, medium and low ability children (as identified by their teachers)

26. During this process, the types of errors children have made on each question are also analysed heavily. To ensure that questions aren’t universally causing a certain error.

27. In questions with two or more marks, the number of children gaining partial marks (i.e. one mark from a two mark question) is also examined. This is to ensure that it’s possible both one and two marks. Not just the one partial mark.

28. Finally, once the in-depth analysis is

complete, the questions are taken back to the second round of expert review groups.

Here, the amended questions (along with sampling results) are reviewed, and more suggestions are made.

We are now around one year away from the actual test date for these SATs Papers release.

29. Finally, all “items” are amended. Any questions that are still not quite ready are deferred to a later year to be part of another sampling round.

The final countdown – the last stage of SATs paper creation

30. The six month countdown to the test date is now underway. Using the combined insight from sampling, expert review groups, and other stages in the test development process, the STA put together a final suite of SATs papers.

31. There is a lot of statistical analysis that goes into creating the final suites of papers. This is to make sure that they:

- Assess the full range of the test framework
- Have the correct breakdown of content areas (as given in the test framework)
- That the demand from the different cognitive domains are fair

32. Rather than creating three SATs Papers, the STA actually create six (so two suites). One suite is kept as a backup, in case of leaks, issues in the testing process, or other emergencies. For each test year, 2 complete suites of papers are created.

33. These completed papers are then taken to a smaller, combined expert

review group. Security around this group is, understandably, even tighter. Here, final tweaks and amendments are made to the tests and mark schemes.

Then the complex final sign off process is begins!

34. Once papers have had final sign off, they are securely printed, stored and then when the time comes, are sent out to schools. The backup set is also printed.

35. If there are any leaks, issues or concerns during the lead up to the SATS test date, then the second set of papers would be sent to schools and used. However, this hasn’t happened in a very long time.

So, there you have it. You now have more facts about SATs than you’d ever dreamed about. You can also see the hugely complex journey the SATs papers have gone on before they get to you (and a bit more about what is done to ensure they’re as fair as possible!)

