



T&L Times

Edition 11

Welcome

Welcome to our final teaching and learning newsletter of this term. In a term when our teaching and learning has looked very different and online learning has become the norm. We hope that you find some resources that will continue to let you plan such high quality resources for our learners.

Our final quote of the term sums up how we feel about you all as staff. Thank you so much for all you do and will continue to do either directly or indirectly to support all of our learners:

"You're even more amazing than you wish you were"
Colin Wright



Lovely Libraries

Medway Libraries would like to invite you to join one of their three **virtual book clubs**, with sessions aimed at young people 8-19 years old. We also have provision for young people aged up to 25 years old with SEN. The titles can be borrowed online for free from our eLibrary (more details below).

We will be meeting on Monday 1st June at 12pm to discuss ***The Lost Words*** by Robert Macfarlane and Jackie Morris. This session is aimed at 8-12 year olds. To join us, please email emily.maycock@medway.gov.uk.

The Lost Words began as a response to the removal of everyday nature words - among them "acorn", "bluebell", "blackberry" and "otter" - from the Oxford Junior Dictionary, because those words were not being used enough by children to merit inclusion. Through acrostic poems, each making up a lost word, this enchanting book joyfully captures the irreplaceable magic of language and nature for all ages.

The Lost Words became an instant bestseller, winning and shortlisting for numerous prizes (including the Wainwright Prize 2018, CILIP Kate Greenaway Medal 2019, Hay Festival Book of the Year 2017, Children's Book of the Year 2018 at the British Book of the Year Awards, and Waterstones Book of the Year), and prompted a surge in Kickstarter campaigns to give free copies to every school in Scotland, Wales and many English counties. It was described as a 'cultural phenomenon' in *The Guardian*, was widely acclaimed as an instant classic, and was shortlisted in 2017 (the year it was published) as one of Britain's favourite books of all time on the natural world.

We are also running **two virtual book clubs for teens**. To join the sessions below, please email kate.clifford@medway.gov.uk.



On Wednesday 17th June at 12pm, we will be discussing ***The Search for Wondla*** by Tony DiTerlizzi, a colourful science fiction adventure. Raised by a robot in an underground sanctuary, Eva Nine flees to the surface when her home is destroyed by a marauder. She searches for anyone like her, risking everything to find a place to belong. This session is aimed at 13-16 year olds.

On Friday 19th June at 12pm, we will be discussing ***Divergent*** by Veronica Roth. A rich, fast-paced dystopian novel, *Divergent* quickly became a bestseller, with a dedicated fan base to rival *The Hunger Games*. The novel focuses on the journey of 16 year-old Tris, as she tries to survive and thrive in a dangerous, broken society. The session is aimed at 16-19 year olds.

The books are available, online for free, through Medway Libraries' [eLibrary](#). You can sign up for a free library card [here](#), which also gives you free access to 12,000+ ebooks and audiobooks, 1,500+ ecomics, 131 popular magazine

Aladdin Activities

To help with learning at home, we're giving Disney fans access to activities, resources and videos from the show's education programme. This week, dust off your magic carpet and come with us to Agrabah, home of *Aladdin*...

Storytelling



Click on the picture to access the writing prompts, created to inspire some fantastic original storytelling.

Identity and Social Media



Click on the picture to investigate how do the themes of impersonation found in the *Aladdin* story relate to the behaviour seen in social media? Start the discussion

Behind the Scenes



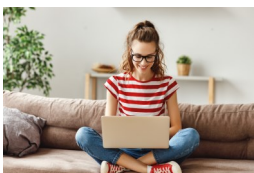
Click on the picture to look at a range of videos. From concepting to costume, these short videos go behind-the-scenes into the theatrical world of *Aladdin*.

Teenage Tasks

Teenagers are often caricatured as lazy, duvet-loving individuals who enjoy any excuse to stay in a darkened room doing very little to exercise their minds.

While those in their mid to late teens might be trying to follow the curriculum in preparation for next year's exams, students reaching the end of their qualifications are most likely to need some new kind of stimulus

In fact, the lockdown may provide the perfect opportunity for older teenagers – caught between the end of school and an uncertain future in employment or higher education – to take on fresh challenges.



The site link below provides 30 fantastic ways that we can engage our teenagers in new learners at this time. To access the tasks then [CLICK HERE](#)

Disney Delights

If you enjoyed our Aladdin section then Disney have got lots more lesson ideas based on your favourite West End productions, including *Frozen*, *The Lion King* and *Mary Poppins*. So turn up the musical magic and delve into Disney.



To access these resources then click here: <https://disneyonstage.co.uk/education/>

Great Guidance

The South West Grid for Learning (SWGfL) have updated some of their [popular social media checklists](#), including two new leaflets for Roblox and TikTok. The guides are free to download and can be ordered in hand copy through the SWGfL website at a cost.

To access the checklist then [CLICK HERE](#)

The [Contextual Safeguarding Network](#) have produced a short video which presents research findings from the Contextual Safeguarding project on school responses to sexual image sharing.

To access this video then [CLICK HERE](#)



Fantastic Football

Looking for a way to engage some of your sporty boys and girls? If the answer to this is yes then football school might be the answer for you. Football school is an online YouTube channel which is free to access and is supplemented through a range of books (cost). Football School covers a range of curriculum areas through the subject of football. Some of the videos which can be accessed include:

Maths: Time, Egyptians and referees

Design and Technology: Trophies, carats and a mystery

Psychology: Penalties, pressure and spaghetti

Art: Design your own club badge



There are also a range of football related videos including which is the oldest team, Top five facts about footballers and who is the coolest player.

To access these resources then [CLICK HERE](#)

Digestible Documents

At the moment we are being challenged to do everything differently – and that includes providing meaningful feedback to our pupils. While it's obvious how much hard work is going into generating remote learning activities, we need to beware the pitfall of merely setting 'busy work'. Instead we need to set pupils tasks that are designed to practise what they cannot yet do and then to provide meaningful feedback that moves them closer to their target.

Effective learning cannot exist in a vacuum

It's also important that we try to keep our pupils connected to their learning community and to each other. Feedback is an ideal mechanism for ensuring that pupils feel seen and heard. Effective learning cannot exist in a vacuum and I would argue that real damage could be done to pupils' motivation if they are ploughing through their online learning but without receiving useful feedback.

The challenges

Whether you are delivering lessons online or providing work to be completed remotely, providing feedback will be challenging.

In the online classroom, we will be unable to accurately observe how our comments are being perceived by the pupils and to adapt as we normally would.

For work completed remotely, the challenges are even greater. How do we know exactly which pupils are participating and to what degree? How can we set expectations around accessing and then assessing pupil's work whilst avoiding unnecessary pressure on pupils and their families?

Avoid the temptation to overload pupils with reams of content

Particular sensitivity will obviously be needed for more vulnerable pupils who may have limited opportunity to learn remotely or who may lack support from home.

Three general principles to bear in mind when giving feedback

As Dylan William likes to say, effective feedback improves the person not just the work. We can help to develop growth mindsets in our learners by giving feedback based on the learning process and not just the end product. Ask pupils to 'show their working' whenever possible and provide feedback on that

process. Help to ensure the longevity and impact of feedback by encouraging pupils to think about the question 'where and when else might this help you?'

Metacognition (pupils thinking and talking about their own learning) has a huge effect size. This skill can be cultivated in the feedback process.

The most important feedback is that which pupils provide to their teacher and not the other way around (John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*, 2011).

1 Practical strategies to try in the online classroom

2 Avoid the temptation to overload pupils with reams of content. Instead, focus the lessons around common misconceptions and the trickiest concepts. The Pareto (80:20) principle would suggest that 20% of a curriculum powers progress through the other 80%. At this time, I would recommend concentrating your efforts on this 'golden' 20%.

Centralise success criteria and ensure that these are explored at the start of any unit/lesson and referred to frequently within the teaching.

Bring feedback into the lesson e.g. by displaying two anonymous model answers and asking pupils to critique and compare them. Discuss which is most successful and why.

Live marking of anonymous answers (or exemplars that you have produced) is a highly effective feedback strategy. Explain where and why you are awarding marks as you go. Next, ask pupils to consider their own work alongside the exemplar that you have just marked and to select up to three targets for them to address immediately in their own work. Invite them to complete their corrections in another coloured pen thus rendering them more obvious and more memorable for the pupils.

Up-levelling – model exactly how to improve a piece of anonymous work, annotating and explaining as you do so. Invite suggestions from pupils if appropriate. Next, ask pupils to replicate what you have just done. They should make two or three positive changes to their own work, again using a different colour to signal where they have done so.

For work completed remotely

Realistically, we may receive a barrage of work from some pupils and none at all from others. Make feedback more manageable by requesting that work is submitted in a standard format and by a particular day each week. Explain to pupils when they can expect to hear back from you.

Using whatever technology suits best, encourage pupils to share with you the work that they have completed but ensure that is this manageable e.g. 'Send me two pieces of **work that you are proud of** this week'.

Again, **clear expectations** will support effective feedback. Ensure that success criteria are clearly presented from the outset. These may be rather more generic than usual e.g. Read one chapter of the book daily and write a summary. This allows pupils to track their own progress.

For each piece of work, encourage pupils to **mark their own work** and to label where they have included the specific success criteria. You could go further and invite them to suggest their own EBI (Even Better If) comment. Although you may still add teacher comments, pupils' self-annotation means that they often identify – and correct – omissions and errors before they submit their work. Metacognitive reflection in action.

Provide access to a piece of completed **work that you have marked or up-levelled** (see above). This could be a piece of clearly annotated work showing what scored and why or, in some cases, a video with commentary would have maximum impact. Invite pupils to look at the example carefully and to choose two or three similar improvements or targets to apply to their own work.

Feedback Friday – incentivise pupils' engagement throughout the week by explaining that on a Friday you will be 'revealing' the scores which you are awarding for particular tasks. Ensure that these link to the success criteria shared with pupils previously. Think gamification: keep the tone light thus encouraging pupils to check in and see how many points (or similar) they have accrued in that week.

- e.g. One chapter read each day plus short summary produced = 10 points per day
- Two maths worksheets completed and self marked = 50 points
- Great artwork produced = 20 points
- Daily online login = 15 points per day

You can obviously tailor both the complexity of the tasks and the scoring system to suit your class but do encourage pupils to track and record the points they accrue as this really helps to validate their participation.

Finally...**Ensure that you seek feedback from the pupils**. Build in more mechanisms for pupils to communicate