



T&L Times

Edition 14

Welcome

Welcome to our third newsletter of Term 6 and one again in which hopefully we will provide you with a range of tips and resources which might be useful in supporting Teaching and Learning across our schools. As always we start with our quote. This week it is about the privilege and influence of being in teaching.

“Thirty-one chances. Thirty-one futures, our futures. It’s an almost psychotic feeling, believing that part of their lives belongs to me. Everything they become, I also become. And everything about me, they helped to create.”

Esme Raji Codell



Horrid Henry Helps

The Medway Virtual School have made guest appearances in a lovely Horrid Henry video welcoming children in care back to school. It’s really suitable for any child going back to school so do feel free to use with any of the children you work with.

<https://www.youtube.com/watch?v=s3KVNihHWY&feature=youtu.be>



Cracking Course

Enable Children to Feel Safe so They Can Flourish—Safety is a theme that I return to again and again in my work whether it’s about taking a trauma informed approach, enabling children with special needs to thrive or simply about creating an environment in which every child can flourish. One of the most basic needs that must be met for every child is a feeling of safety and in this course I pick that apart and go beyond the built environment, exploring how we can enable a child to feel safe physically, socially, emotionally and cognitively.



The course is suitable for anyone working with or caring for children and young people and requires no specialist knowledge.

To access the course [CLICK HERE](#)

Cracking Cognitive Challenge

The Compass Partnership of Schools has cognitive acceleration fully embedded in its pedagogical approach. We aspire for all learners in our schools to understand cognitive acceleration and to develop a strength of character as part of the process of learning.

Session 1: What is cognitive acceleration? Exploring the five pillars which exist within a cognitively stimulating classroom.

Session 2: How can we introduce cognitive acceleration into a classroom? Sharing pre-existing practices for the five pillars.



Session 3: How can we plan for cognitive acceleration? Exploring how we can consciously incorporate the five pillars into our teaching practice.

Session 4: Evaluation of impact. Reflecting on our work and thinking about how it can be used to construct a curriculum.

The training course will cost £500 per delegate.

If you are interested, please contact Sophie Powell, Executive Head Teacher for the Compass Partnership of Schools for further information:

spowell@compassps.uk

Excellent ELSA

ELSA stands for Emotional Literacy Support Assistant. The course aims to train members of staff within schools to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. The ELSA course recognises that children learn better and are happier in school if their emotional needs are addressed. **The course consists of six training days** and is then followed up by **six supervision sessions**, after which the trainee is entered into the Medway ELSA register as a qualified ELSA. Ongoing supervision is delivered by Educational Psychologists to maintain the ELSA qualification.

Throughout the six days of training (which all delivered by two Educational Psychologists) there will be resources and practical ideas shared. The topics covered are below:

Introduction to Emotional Literacy and the Role of the ELSA-we invite SENCOs/Line Managers to attend the morning session of the first day so that they can better understand what an ELSA is and how the ELSA role can be effectively implemented in your school. In the afternoon, the ELSAs are introduced into the key Emotional Literacy theories and ideas that we are going to be talking about during the course

Attachment and Belonging- In this session we explore early attachment relationships and belonging within school as well as friendship skills

Resilience and Self Esteem- Using a resiliency framework we explore how a young person's self-esteem and resilience can be supported within school

Emotional Regulation- In this session, techniques from CBT and mindfulness are considered in relation to emotional regulation.

Grief and Loss & the use of Story in ELSA Work-ELSAs are provided with theories of bereavement as well as considering other types of loss. The afternoon is spent looking at stories and how to use these within your ELSA work

Kindness and Gratitude-This day is all about positive psychology and how kindness and gratitude can support a young person's resilience, self-esteem and emotional literacy.

If you would like to register interest in the ELSA training course please let your SENCO / CPD lead know and e-mail the following address for further information and register your interest:

omijie, Deborah <deborah.omijie@medway.gov.uk



Caring Creative

Creative education have created 5 absolutely free courses to support learners and staff alike.

The courses on offer are:

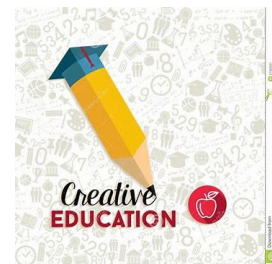
[Support a Safe & Successful Return to School using the SWAN framework](#)

[Make a Success of Remote Teaching](#)

[Be the Adult a Child Needs During Lockdown](#)

[Stay Mentally Well During COVID19](#)

[Use Simple Self-Soothe Strategies](#)



To access any of the courses then click on the title of the course.

Amazing Assemblies

Google and Parent Zone's **online assemblies** are **live, interactive** and **bespoke to each school!**

Developed by our **expert team** and live streamed from our **studio** by experienced presenters, each session is an educational adventure through the world of **Be Internet Legends** which teaches pupils the skills they need to be safe and confident online during the pandemic – and beyond.

Please note: assemblies are first come, first served. Filling out the form doesn't necessarily guarantee a booking.

If you have any questions, check out our [FAQs](#) – but don't hesitate to get in touch with us via legends@parentzone.org.uk. We're always happy to help.

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

Top TES

The TES have a range of great blog posts which signpost and provide a range of high quality of resources. Many of these resources are free to download too. Here we bring you four of the more recent ones.

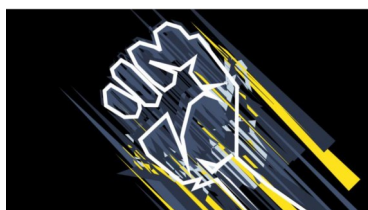


Windrush day



World Oceans Day

World Oceans
Day



Bringing more black
Experiences to the classroom



AFL: Assessment for Learning

Digestible Documents

This week we look at an article about how help pupils readjust to school.

While some children may be looking forward to the return to school, for many there will be a level of anxiety associated with going back to more traditional learning.

For weeks, young people have heard from parents and the government that the outside world is a dangerous place, where they shouldn't touch anything or go near other people.

Students are now being asked to return to the classroom and leave the home that many of them will have considered to be their safe space. This will naturally place them on high alert: poised for an invisible danger. This is not a mental state conducive to learning.

Nurture-based approaches

If schools are to get the best out of their students, planning around the return to school should be trauma-informed and nurture-based, rather than concerned with catching up on missed academic learning.

When students are emotionally ready to learn, they will catch up quickly. But if academic learning is forced onto them too soon, it is likely to be a slow and painful process.

So how can teachers make sure that they prioritise connection over content?

1. Allow students a chance to catch up and rebuild attachments

While some students will appear to transition seamlessly from home learning back to school, many will feel insecure. They may show signs of separation anxiety, feel worried about fitting back in with friends that they haven't seen in months or be concerned about both the changes to school and possibly becoming unwell.

All students will have stories to tell, worries to share and questions to ask – 20 minutes on the first day back will not be enough for them to get everything out. Students will need regular opportunities to be nurtured, to share their thoughts and to rebuild positive attachments. These times can also be used as opportunities to re-establish social skills, such as turn-taking, listening and asking questions.

Teachers will need to listen. Not just what their students say, but also how they communicate. This can give you some insight into how they are feeling and can help to identify who may need additional support.

2. Provide clear and consistent boundaries

Some students will have had strict rules and routines in place at home, others won't have had any and will find responding to teachers and support staff difficult.

Being trauma-aware does not mean allowing behaviour to go unchecked. Children and young people find security in clear boundaries and this is never more important than when they are feeling anxious.

If students can also be involved in re-establishing the classroom rules, they may feel that they have a level of input, which can make the boundaries easier for them to manage.

3. Allow students some control

Children and young people have had to cope with having very little control over their own lives during the past few months and this may lead to frustration and anger in some students.

Where possible, in an environment which is going to have to be heavily controlled, allowing students to make choices where it's appropriate can give them back a feeling of ownership and independence.

4. All behaviour is communication

This is a tough one to remember when a student is throwing something or swearing at you, but consider why they are behaving in this way, what triggered the behaviour and what the underlying cause may be. If you can see past the behaviour rather than reacting, you will often see a worried or frightened child who doesn't know how to express themselves calmly.

5. Time in, not time out

Students who have experienced trauma during lockdown may feel rejected and as though they aren't good enough. If a child who is operating in survival mode loses their temper and is excluded from the classroom as a result, this reinforces the message of rejection.

If students can be included, and humanistic methods such as talking about the reasons behind the behaviour are used, the child is more likely to feel accepted and respond positively.

If a student needs to be removed to calm down, they should be accompanied and helped to identify their feelings when they calm down, rather than sitting alone outside the classroom.

Vicki Williams

Vicki Williams is a specialist teacher of secondary students with social, emotional and mental health issues, teaching across key stages 3 and 4. Prior to that she taught performing arts in mainstream schools for 15 years

