



T&L Times

Edition 15

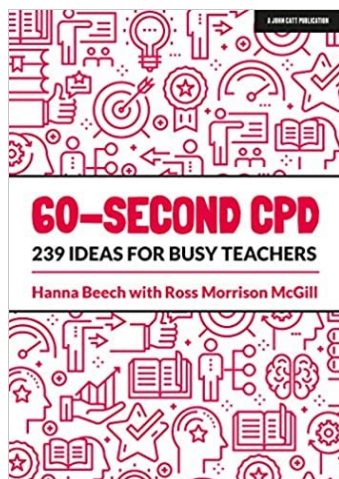
Welcome

Welcome to our fourth and final newsletter of Term 6 and hopefully one last chance for you to get some tips, tricks and resources which will help support Teaching and Learning across our different provisions. Our final quote of the academic year for this week is about making it to the end of a strange but rewarding academic year and saying goodbye to another class or colleagues leaving our schools behind to start adventures new



"How lucky am I to have something that makes saying goodbye so hard." – A.A. Milne

Recommended Read



Teaching is tough, yet its rewards are huge. Every teacher wants to carry on getting better and better at what they do, but when you have so much on your plate already and only so many hours in the day, how can you find time for professional development? That's where 60-Second CPD comes in.

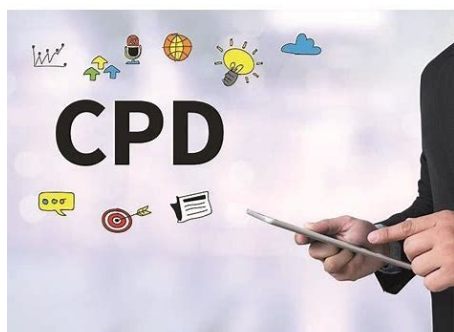
This book is a compendium of 239 easily accessible ideas and theories for professional development, each digestible in roughly 60 seconds. It's a book that every teacher and leader, in every primary and secondary school, can return to again and again as the year moves on and their career progresses.

This book can be purchased at:

<https://www.amazon.co.uk/60-second-CPD-ideas-busy-teachers/dp/191362210X>

Even if you decide not purchase this book then don't worry as many of these ideas we will be sharing during our Teaching and Learning newsletters next year.

Top Training



Keep an eye out for our Trust CPD menu which will be coming to you very soon. Packed full of CPD ideas from a range of places; it is a real must to look at for your development needs during 2020/21. If you find anything on the menu that appeals to you then please see your CPD lead in your school to make sure that you get booked onto the relevant course.

Don't forget as well that if you are particularly interested in any CPD during next year then drop me an e-mail at dadsp001@rivermeadinclusivetrust.org or see your CPD lead and we will do our very best to try to find some training either internally or externally which will meet your needs.

Top Tips

We bring you two top sensory toys which might help support learning in your classroom

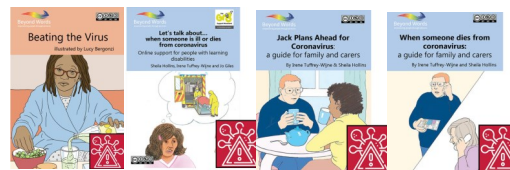


To watch the video explaining these two sensory toys then [CLICK HERE](#)

Picture Perfect

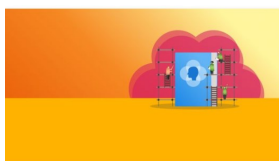
Please find a link to some wordless books for learners with SEN by Books beyond words. They are free at the moment. These could be a great teaching resource to use with new classes in September.

<https://booksbeyondwords.co.uk/coping-with-coronavirus>



Excellent EEF

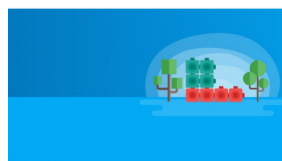
The Education Endowment Fund have a range of guidance documents. They clear and actionable recommendations for teachers on a range of high priority issues, based on best possible available evidence. Some of the reports available include:



Special Educational Needs in Mainstream Schools

Primary & Secondary

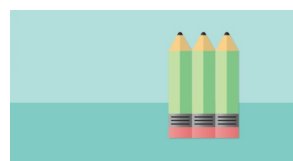
Five recommendations on special education needs in mainstream schools



Improving Mathematics in the Early Years and Key Stage 1

Early Years & Primary

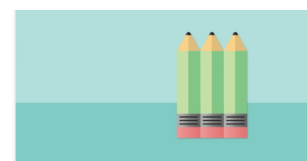
Five recommendations to support practitioners in developing the maths skills of 3-7 year-olds



Improving Literacy in Key Stage 1

Primary

Eight recommendations to support the literacy of 5-7 year-olds



Improving Literacy in Key Stage 2

Primary

Seven recommendations to improve literacy teaching for 7-11 year-olds

To see the full range of reports available

[Click Here](#)

CPD Chat

School closures have brought about a steep learning curve when it comes to using tech, but what else have teachers learned during these times? Joanne Tiplady looks at the impact on CPD

It is a weekday in June and I am sitting in the garden, writing this while working from home.

I am also juggling home-schooling with two very reluctant teenage boys, fighting against the lure of their friends on Xbox.

As we come towards the last leg of the summer term, most teachers have now been out of their actual classrooms and teaching remotely from virtual ones for more than three months.

Many people found themselves feeling completely de-skilled while plunged into a new way of working and desperately trying to do the best for their pupils in strange and unprecedented circumstances.

Yet, we have adapted surprisingly quickly to new technologies and methods of delivery and have perhaps undergone some of the most rapid and intense CPD of our careers.

Lessons from lockdown

So, what has lockdown taught us about CPD? Perhaps most significantly, it has taught us not to fear change. Often we cling to the things we believe work or to materials and pedagogies that we have invested our time into, and letting go can be difficult.

In this brave new world, we have to think about things differently. We have to take the opportunity to develop new strategies and ways of working. We have to face the idea that education might not be the same for the foreseeable future. But maybe it shouldn't be.

Conceivably the biggest training we have undertaken is the move to online and remote learning. Teachers have risen to the immediate challenge of working with new technologies in a complex and continually evolving way.

School leaders have also had to learn and to develop CPD for their colleagues that supports them to use newly created online platforms and technologies such as Microsoft Teams or Google Classroom, among others.

We are learning to work with colleagues remotely as well as with our pupils: attending meetings, adapting new materials and setting work online. We've been communicating with and teaching pupils through pre-recorded presentations or live lessons; reviewing work in multiple digital forms; and providing feedback from our homes.

In this context, we are honing our use of pedagogies and formative assessment strategies to suit new methods of delivery.

Adapting CPD

As such, our CPD provision and content has also had to adapt and evolve. Leaders of professional development have had to swiftly develop their own skills and provide training in fresh ways.

Creating videos and audio content or live training for colleagues in a way that is effective and accessible to all is a challenge in itself – especially for those with an aversion to the sound of their own recorded voice.

However, we have become adept at accessing material online. Teachers are able to engage with such content at a time that suits them as they spin those plates of remote teaching and home learning and generally surviving in anxious and difficult times.

Lockdown has taught us to be flexible; going forward, we can continue to offer this flexibility via remote access to live or recorded professional development. Consequently, it allows part-time workers, or any colleague, the freedom to access development they might otherwise have missed.

This engagement is also evident in the positive uptake of attendance at myriad virtual conferences and seminars.

Clearly, collaboration and connectivity is something we yearn for and individuals are taking ownership of their own development.

External CPD providers have increased their reach through webinars; maintaining this provision in the future could provide welcome relief to school budgets as staff would not need to be released to attend. As such, CPD becomes more meaningful and more integrated into our daily working life.

Work to be done

Overall, then, we have learned many new skills and successfully adapted to the most rapid changes we will have experienced in our careers. We need to embrace these changes and use the experience to enhance our provision going forward.

However, we must be careful not to fall into the trap of allowing our CPD provision to be simply reactive and standalone, or to rely on the voluntary engagement of teachers to seek out their own CPD. Leaders must remember the evidence around effective development.

Continual professional development is key. It needs to be carefully designed around the starting points of the participants and it should be iterative, with the duration reflecting the demands of the content and individual learning need.

Schools need to be supportive professional learning spaces, but they also need to consider how they can offer open-access delivery models that are tailored to the individual at any stage or situation in their career.

Central to all this must be the improvement of teaching and pupil progress. Our biggest challenge as leaders of professional development now is to find an effective way forward with this at the core of all we do in this brave new world.

Joanne Tiplady is an English teacher, research lead and literacy coordinator at Beverley High School in East Yorkshire



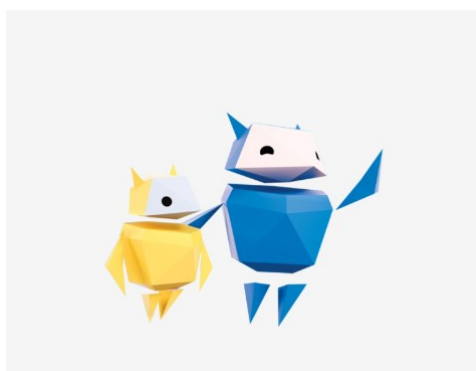
Super Support

Do you want to direct your parents to some materials over the break to support their pupils online safety?
Then Parenthub might be the answer that you are looking for.

By sharing our parent hub, you can start the holidays knowing that your pupils' families have the tools to become Internet Legends themselves. This includes:

- **fun free activities** – regularly refreshed throughout summer
- the **parent newsletter** – keeping them updated about the latest resources
- **parent livestreams** – an intro to Be Internet Legends and tips for home
- an **educational adventure** – to be watched together on YouTube
- a **digital noticeboard** – for sharing Instagram posts and more
- **online safety advice** – curated by Parent Zone's experts

To access parent hub and the online safety materials available then [CLICK HERE](#)



The Final Word

As we come to the end of another academic year; I just wanted to use this opportunity to say a massive thank you to each and every one of you for what you have done to support the Teaching and Learning across our Trust schools. Whether it be direct teaching in the role as teacher, therapist, tutor or teaching assistant to name just a few or indirectly in the wide range of roles within our schools then a massive thank you goes to you. You make a real difference every single day to our learners even if it is just a smile to make someone's day that little bit better.



The results of your amazing work may not be seen today, tomorrow or even next year but at some point the learners that we work with will look back and be thankful for your part in their journey through one of our Trust schools.

I feel very privileged to be able to work with such wonderfully caring and dedicated individuals and on behalf of each and every one of our learners I would like say a massive personal thank you to you.

Now as our minds start to move towards the next academic year and the new challenges we face it is also time to reflect on what a great job you have done this year.

Thank you for all that you do and I look forward to working with you again to provide the very best standard of teaching and learning that we can do next year.

Paul

Mr. P. Dadson (Strategic Lead for Teaching and Learning)