



T&L Times

Edition 10

Welcome

Welcome to our final Teaching and Learning newsletter of Term 3. We hope that you are able to find another edition jam packed full of interesting articles, resources and advice.

We start our newsletter with our uplifting quote which gets us to consider resting and resetting our goals / targets ready for the start of Term 4.

"I DON'T CARE HOW MUCH POWER, BRILLIANCE OR ENERGY YOU HAVE, IF YOU DON'T HARNESS IT AND FOCUS IT ON A SPECIFIC TARGET, AND HOLD IT THERE YOU'RE NEVER GOING TO ACCOMPLISH AS MUCH AS YOUR ABILITY WARRANTS."

Zig Ziglar

PLANETOFSUCCESS.COM

Quick Kagan

This week we bring you our latest Kagan strategy that you can try out in your classroom. A big thank you as always to Mark Nolan (Assistant Head at Rivermead) for providing these. This week is 'Showdown'

SHOWDOWN

Learners sit in a circle and the teacher asks a question. They must answer in secret and then when the teacher calls "showdown", all boards must be shown.



Teaching and Learning Talk

Each week our Teaching and Learning leads in our schools are sharing with you something which they think will help you to develop Teaching and Learning. This week we have a contribution from me, **Paul Dadson**, Strategic Lead for Teaching and Learning who shares some advice around Teaching Inputs.

Teaching inputs don't just come at the start of a lesson. An input is any contribution from the teacher that is consumed by the children in order to embed or expand their knowledge or skills. Inputs might need to be reiterated or built upon halfway through the lesson. Here are some simple tips to make sure your teaching inputs are effective, whether they come at the start of the lesson or are used to take the narrative of your lesson forward.

Tell Pupils the purpose of the lesson.

This can be a real motivator for learning. Sometimes the purpose is really obvious—learning about money, for example. Sometimes the purpose is trickier to explain, but you can always find a way to justify why the lesson is relevant to the pupils' education or lives.

Drive home the key messages

Know exactly what it is that you need the pupils to take away for successful learning in this lesson. Repeat the key elements and ask pupils to demonstrate what they understand.

Listen

Listening to pupils' responses is a great way to help you decide where to take the learning. If you assess what have been retained with questioning, you can gain a good understanding of what needs to be taught next.

Teach the vocabulary

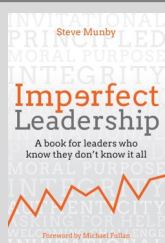
With new learning comes new vocabulary. This can become a real barrier unless you make very clear the pronunciation and meaning of the words.

Why try this?

The introduction or consolidation of learning through effective teacher inputs is arguably the whole point of teaching.

Top Tip.

When pupils don't seem to be connecting to the input, slow things down. Break down each step or go back to explore the building blocks of new learning.



Brilliant Book Case

This week another recommendation for your book shelf. In *Imperfect Leadership*: A book for leaders who know they don't know it all, Steve Munby eloquently reflects upon and describes a leadership approach that is strong on self-awareness and positive about the importance of asking for help.

SEND Support

Have you considered how accessible your curriculum offer is for those pupils that have SEND. Well if you have then the following information from 'The Key' might be helpful.

In a nutshell: your duties

The Equality Act 2010 and Special Educational Needs and Disability (SEND) Regulations 2014 place certain duties on schools to ensure that pupils with SEND are able to take advantage of the same opportunities that other pupils have.

In practice, this legislation means you need to:

- Set high expectations for all pupils (e.g. by setting ambitious targets)
- Remove barriers to allow pupils to achieve those expectations (e.g. through accessible resources, differentiation and reasonable adjustments)

You also need to publish how you're meeting these requirements on your website. Find out more about how you can do this in our article on [publishing curriculum information](#).

How to be sure you're compliant

You're not expected to do anything new, like produce a report or do a separate piece of work.

Instead, look at evidence from audits you've already completed to identify whether you've already got the right measures in place or if you need to take further action.

Use the results from your Curriculum audit, to make sure:

- Your curriculum allows for pupils to create work that will make reaching a high standard possible
You provide equal opportunities to access your full curriculum (for example, by providing '[reasonable adjustments](#)' to allow pupils with disabilities to attend trips linked to your curriculum)
- You provide targets that are appropriate and don't include perceived limitations on what pupils can achieve
If you haven't completed a curriculum audit recently, take a look at our [curriculum audit tool](#) to help you. The overall tool is written for primary schools, but the questions you'll need for this exercise (see sections 2.6 and 5.1) apply to all phases.
- **SEND provision audit**, to be sure that:
 - You regularly review pupils' individual progress towards their targets
 - You regularly monitor the impact of interventions on progress
 - Teachers and support staff are well equipped to support pupils' needs

Access our [SEND audit tool](#) to help you do this.

Have your teachers complete a differentiation audit, to find out to what extent they:

- Use different resources to cater for a range of ability levels and needs
- Provide targeted support for pupils
Develop the use of key vocabulary and language so that it's accessible but also challenging (where appropriate)



Sixty Second CPD

Amazing Assemblies

We are always thinking about how we can make our curriculum more culturally diverse. We have a great opportunity via our assemblies. Diversifying the curriculum and day to day school life is a great way to familiarise pupils with different cultures. All of our schools hold assemblies and they are an ideal opportunity to celebrate cultural and ethnic diversity. Try the following suggestions.



1. Be calendar aware—Identify key national and international days relating to cultural diversity and key dates for world religions. Map these on to an assembly overview.
2. Share stories about the history and achievements of different cultures and ethnicities.
3. Teach pupils about people who have fought for civil rights (for example Martin Luther King, Nelson Mandela, Rosa Parks, the Dalai Lama, Ruby Bridges, Mary Seacole, Gandhi, Diane Abbott and Oprah Winfrey.)
4. Include a range of ethnicities in your presentations, regardless of the content of the assembly.
5. Teach pupils about the many benefits of living in a multicultural society.
6. Invite diverse visitors into school to lead assemblies relating to ethnicity and culture.

Why try this?

Schools are in a powerful position to spread messages of positivity and equality.

Top Tip

Use assemblies to teach and model the correct use of terminology (such as culture, ethnicity, race and religion).

Remarkable Resources

The UCL Centre for Educational Leadership has a range of great resources to support those pupils who speak English as a second language. Click on the blue links below to access the resources available.

[Flash Academy](#) website - offers a range of resources for young children, and those new to speaking English.

[Home learning for EAL](#) (Flash Academy website) - a project pack designed to support home learning for EAL pupils due to the Coronavirus. Providing up to 4 weeks of work, the packs cover topics from storytelling and literacy to geography and UK culture.

[Maths and Literacy Beginner Packs](#) (Flash Academy website).

[EAL Pupil Podcast](#) (Flash Academy website).

[Creative Story-Writing](#) (Flash Academy website).



The UCL Centre for Educational Leadership also offers a range of other really high quality resources around areas such as Corona virus, Remote learning and a range of different curriculum subjects at both Primary and Secondary. To access these resources then

[CLICK HERE](#)

Digestible Documents

This week we look at plans that have been suggested on how the DfE plans to support schools to catch up with lost learning due to the Covid-19 crisis.

Reports suggest school timetable could also change to make Christmas break longer in response to the Covid crisis

The government is considering plans to lengthen the school day to help children catch up from the disruption of the coronavirus pandemic, it has been reported. However, teaching unions have said there would be “better methods to help pupils” and the plans could be a “red herring”.

Officials at the Department for Education (DfE) are said to be considering “multiple proposals” to help children try to recover lost learning through schools being closed to most pupils during national lockdowns.

This could include charities and volunteers running out-of-hours classes and extracurricular activities, meaning teachers may not be required to stay late, according to reports today.

There are also suggestions that Downing Street could be considering changing the school calendar, with a longer break over Christmas, to cut the risk of new disruption at the end of the year.

DfE officials are reportedly examining the cost-effectiveness and evidence of adding extra classes at the start and end of the day.

Robert Halfon, chairman of the Commons Education Select Committee, told the *Daily Telegraph*: “They are definitely considering all these ideas. I think they are receptive and thinking about it seriously.”

The DfE did not comment on the proposals but a government spokesperson said: “We will invest a further £300 million in tutoring programmes, building on the existing £1 billion Covid catch-up fund, but the prime minister has been clear that extended schools closures have had a huge impact on pupils’ education, which will take more than a year to make up.

“The government will work with parents, teachers and schools to develop a long-term plan to make sure pupils have the chance to make up their lost education over the course of this Parliament – and we have just appointed Sir Kevan Collins to the role of education recovery commissioner, to specifically oversee this issue.”

It has also been reported that Downing Street could

consider plans to extend the school year in response to the Covid crisis.

It has been reported that there is a proposal for schools in England to stay open for two weeks longer in the summer, when doors and windows can be left open to reduce virus transmission.

The holidays at the autumn half-term and Christmas would then be extended by a week each in a permanent shake-up of the school year.

Speaking to *The Times*, Mr Halfon said: “We have to reform the school year. There has to be change; things cannot carry on the way they did pre-Covid. From my discussions with No 10, everything is up for debate.”

However, Association of School and College Leaders’ general secretary Geoff Barton, said: “We are conscious that there is a great deal of speculation about lengthening the school day or altering term dates. All of this raises a myriad of questions, not only about exactly how this would be done but about how useful it would actually be.

“The biggest issue is how receptive pupils and families might be to the idea of spending hours after school in more lessons, or their holidays being rearranged at relatively short notice, when what they probably most crave is a return to a semblance of normality rather than yet more disruption.

“We understand that these ideas are well meaning but they seem to us to be something of a red herring in terms of catch-up, given that what we really need to focus on is how best to support children within the normal timetable. What schools most need from the government is sufficient funding to enable them to deliver that support, and the time and space away from the usual rigmarole of Ofsted inspections and performance targets to focus on teaching and learning.”

Paul Whiteman, general secretary of school leaders’ union NAHT, said: “Research evidence shows that there are better methods to help pupils than lengthening the school day. The government must filter out loud calls for superficially attractive schemes and listen to the experts instead.”

The prime minister has confirmed school closures in England will be extended until at least March 8. The devolved administrations in Wales and Scotland have both announced that some primary schools year groups will return from 22 February.