



T&L Times

Edition 14

Welcome

Welcome to our first Teaching and Learning newsletter of Term 5. As we continue our journey it is another opportunity to reset and refocus on those priorities for the term ahead.

Our quote this week reminds us that this is perfectly acceptable and we should be doing this as many times as necessary in order to get to where we need to be going.

*Reset. Readjust.
Restart. Refocus.
As many times as you
need to.*

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 '**Jot Thoughts**'

In **Jot Thoughts**, each student must perform in front of others by recording his or her idea on the slip of paper and placing it on the table. The answer must be shared verbally first before it can be recorded to make sure answers are not being duplicated



Jot Thoughts...



1.) Teacher names a topic, sets a time limit, and provides think time.

2.) Students write and announce as many ideas as they can in the allotted time, one idea per slip of paper.

3.) Each slip of paper is placed in the center of the table; students attempt to cover the table (no slips are to overlap).



Teaching and Learning Talk

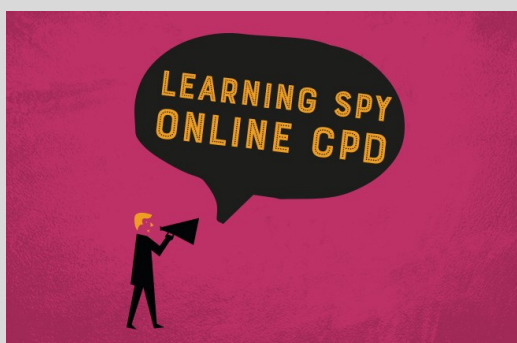
Each week our Teaching and Learning leads in our schools are sharing with you something which they think will help you to develop Teaching and Learning. This week we have a contribution from **Stacey Wood**, who is the Deputy Head at Walderslade Primary.

I'd like to share a recent post on *The Learning Spy* blog called *How Should Writing Fit into the English Curriculum?* It suggests some interesting ideas on how to develop pupils' writing. The post discusses how writing is a continuous process that should not be taught discretely but should link explicitly to the content being studied. It shares ideas on effective use of scaffolding as well as how to develop pupils' stamina and skills in writing through a 'Couch to 5K Writing' approach:

1. To ensure early success and harness motivation by incrementally building up stamina.
2. Little and often: the running programme assume you'll run every other day. What should this look like in a English classroom?
3. To keep the focus on the end target: eventually 5k will be not just possible but, maybe, enjoyable.
4. To embed instruction as part of the process of doing; to provide additional knowledge at the point where it can make an appreciable difference.
5. To consider the time period required to move from '60 second writing' to '5k writing'. For running this is a 9-week programme, but there's good reason to think this would be different for writing.

Read more on:

<https://learningspy.co.uk/featured/how-should-writing-fit-into-the-english-curriculum/>



Perfect Planning

The Teacher Toolkit have a great suggestion on how you can make your planning more manageable by thinking about the structure. The following video gives you a run down on what that plan looks like. You may want to include elements within your own school planning format.

[The Teacher Tech Summit: Teachers will lead the digital learning revolution in schools - YouTube](#)

For a copy of the resource then click on the link below

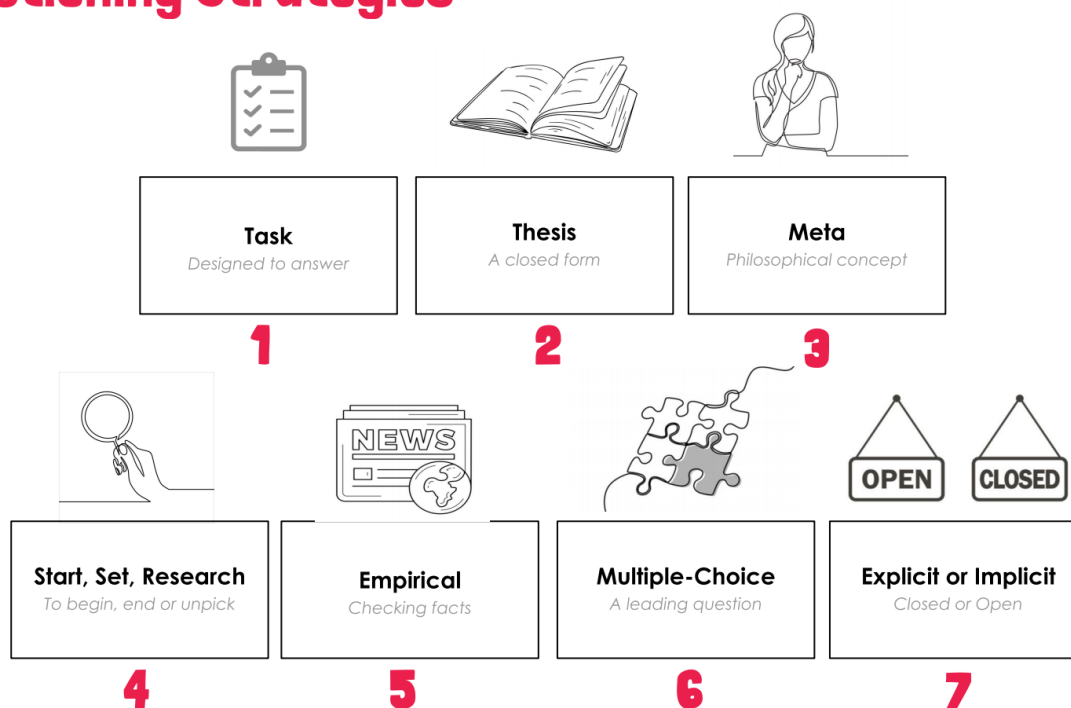
[The 5 Minute Lesson Plan \(2021\) | TeacherToolkit](#)



Question Query

Questioning is a key tool which teachers have in their toolkit. The following resource from Teacher Toolkit may help with the range of questions that you can be asking.

7 Questioning Strategies



Inspired by 100 Ideas: Questioning for Primary Teachers (Wiley, 2018)

1. **Task questions**: An explicit question with a task designed to answer it (see slide X for examples)
2. **Thesis questions**: Pose a hypothesis to elicit thinking and position (see slide X for examples)
3. **Meta questions**: Philosophical concepts which lead to further questions (see slide X for examples)
4. **Start, set, research questions**: Start the lesson, research, then set to end (see slide X for examples)
5. **Empirical questions**: Factual statements which require checking (see slide X for examples)
6. **Multiple choice**: Good for retrieval practice and to pose alternatives (see slide X for examples)
7. **Implicit and Explicit questions**: Is this a question or a statement? (see slide X for examples)

If you would like to see the Slide X examples to support you further then e-mail me at dadsp001@rivermeadinclusivetrust.org

Remarkable Relationship



Remember that children and parents / carers come as a package. This means that although you are working with the child, it will be important for you to have a professional relationship with the parent/carers. Just as children need their families to work collaboratively in their interests, they also need their teachers and parents to work together in the endeavour of helping them to grow up. This is a shared responsibility and will impact on the positive teaching and learning which can be achieved whilst these learners are in your care.

During our next newsletter we will be looking at a number of top tips so you can use to build and sustain some very positive relationships with our parents / carers.

Sixty Second CPD

Making Every Lesson Count

In their book *Making Every Lesson Count*, Shaun Allison and Andy Tharby suggest six principles to support great teaching and learning.

1. Challenge: To ensure pupils hold high expectations for achievement.
2. Explanation: To ensure pupils gain knowledge and skills necessary to achieve.
3. Modelling: To ensure that pupils have a clear understanding of how to apply their knowledge or skills.
4. Practice: To allow pupils to embed the learning
5. Feedback: Ensuring pupils think about and further develop their knowledge and skills.
6. Questioning: To enable pupils to think hard.

Why it works:

Allison and Tharby used these principles to form a teaching and learning policy at their school. Their structured approach still allows for that all important teacher autonomy.

Top Tip:

To implement these principles at your setting, ask staff to consider how each aspect is reflected in their teaching practice. Generate interest through genuine discussions about their everyday practice.



Perfect Podcast

The TED Talks Education Podcast

The TED Talks Education stage is a place where some of the world's 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!

Need to know

These podcasts are so varied in both topic and duration that you will need to carefully choose which one you listen too! Some are quick ten-minute episodes perfect for the walk/car journey to work, and others are up to 2 hours long for those occasions you want to delve into a topic in more detail.

VIDEO



TED
EDUCATION



Digestible Documents

We all know motivation is important for learning, but do you know how to improve it? Peps Mccrea offers some simple tips. This week we share 5 quick wins to boost student motivation.

What is motivation? For pupils, it is feeling, thinking or knowing that something is worth investing their attention in. And we know that what pupils pay attention to is ultimately what they will learn.

But there's no such thing as a general state of "being motivated". The reality is that, as humans, we are motivated towards a particular thing at a particular time for a particular reason.

Motivation is less a general character trait, and more a specific response to our immediate environment and prior experience.

Motivation: How to use it to engage pupils in learning

This is an empowering perspective: it puts motivation squarely within our influence. So what can we do about it?

1. Secure success

If you help pupils to experience success over time, this leads to expectancy – *the sense that they will succeed in future attempts. Pitched at the right level of challenge, this builds proficiency and feelings of agency and fluency, which further fuel motivation.*

We can do this not only by explaining well, breaking ideas down, and giving plenty of opportunities for practice, but also by helping pupils to understand what success looks like and having a plan ready for when failure inevitably occurs.

2. Run routines

School learning requires effort, and undue effort can degrade motivation. Routines around how pupils learn can save them effort and attention, freeing up cognitive capacity to devote to what they're learning.

This includes behavioural routines, such as how pupils get their books out at the start of sessions, and instructional routines, such as how whole-class discussions are orchestrated.

3. Nudge norms

We are social beings, heavily influenced by those around us, which is why peer groups have such a strong influence on attitudes, behaviour and motivation. We just need to be sure that we're emphasising what we want to happen rather than what we don't.

Telling a class that "lots of you didn't do your homework this week" sends a message to those diligent few that they are at risk of not conforming to group norms.

4. Build belonging

The extent to which we feel we belong can also influence our motivation. Building belonging is likely to be a quick win for schools in the wake of remote learning, and can be generated through small acts such as checking in with individuals, signalling that you all now have some shared experiences to draw upon, and communicating a clear sense of purpose that everyone can rally around.

5. Boost buy-in

Giving people choice has been shown to motivate, but only when that choice is meaningful. Just as you wouldn't want your doctor asking you to decide your diagnosis, pupils are not always in the best position to make meaningful decisions about the what and how of their learning.

A better approach is to make decisions on behalf of pupils and then invest our energies in helping them to understand why they are of benefit to them.

