



T&L Times

Edition 17

Welcome

Welcome to our first Teaching and Learning newsletter of this term. As we get ready for the final push for this term we take a moment to reflect on the importance of getting ourselves up and ready for this final term. It is all about keeping focussed and strong as we move onto our final term.

We hope that you find something useful in the newsletter for this week and thanks as always for everything you do directly or indirectly to support Teaching and Learning across the Trust

The most beautiful people are
the ones who have been
through so much
yet --
despite it all
they keep their head up,
and are still going strong.

Quick Kagan

This week we have a look at another Kagan strategy that you might want to be trying out within your classroom. This week we look at a strategy called 'Find the Fib'

Find the Fib

Dr. S Kagan

1. A square has 4 straight sides
2. A square has 2 lines of symmetry
3. Two same size squares next to each other can make a rectangle.

An example of a 'find the fib' task to promote mathematical vocabulary

Find the Fib—How to play

1. Everyone writes three statements
2. Number 1 stands and reads statements
3. Teammates discuss, write answer and reach a consensus on which is the fib
4. If the answer is correct, the person quizzing claps
5. If they are incorrect, the person quizzing corrects them and explains
6. Play goes over to the other team

If you would like any further support then Mark Nolan can be contacted at

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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 **Paul Dadson**, who is the Strategic Lead for Teaching and Learning across the Trust.

This week I would like to share with you some research from the Education Endowment Foundation around improving behaviour in schools. Evidence suggests that if behaviour and attitudes to learning are good then this has a positive impact on the quality of teaching and learning.

- Much research on the ramifications of poor pupil behaviour on the school learning environment. It is one of the most difficult tasks that both experienced and new teachers have to contend with in schools and affects teacher retention

Ofsted reports suggest:

- Even in schools where behaviour is judged by Ofsted to be inadequate overall, the behaviour in most classrooms is rated more highly.
- The main area for improvement when addressing behaviour is most often consistency.
- There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.
- About knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these
- Schools should use personalised approaches—like daily report cards—to address 'problem pupils', rather than universal systems. It recommends that teachers are trained in specific strategies if they're dealing with pupils with high behaviour needs.
- There needs to be an importance on consistency and coherence when it comes to behaviour policies. This means that once senior leaders have considered the rationale for putting a new behaviour strategy or approach to work, they need to spend time and care embedding it across the entire school.

There are suggested 6 key strategies to ensuring good behaviour within our schools

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy

Teaching and Learning Talk

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

A moment in time

For school-aged children, the past academic year has been like no other: with education, learning, friendships and everyday lives impacted by the global pandemic. We've launched the 2021 Schools Time Capsule to help children and young people across the UK to recollect and reflect on life during the pandemic.

In partnership with BAFTA Kids and Oak National Academy, the **2021 Schools Time Capsule** is an opportunity for school communities to come together to reflect on and capture their experiences.

Building on this year's Children's Mental Health Week theme 'Express Yourself', we're encouraging children and young people to share their reflections through art, photography, writing or media.

The **2021 Schools Time Capsule** aims to help children reflect on their experiences and encourage a sense of togetherness within their school community, by creating something to mark the end of an extraordinary year. We hope that taking part in the project will help children to identify, share and normalise their feelings.

How to take part

Schools across the UK are invited to take part in this project, which will run from Monday 7 June to Friday 10 September. Our free resource pack includes activity ideas and top tips to help schools take part in the project.

Each school that takes part is invited to submit a selection of pupils' work to be included in our time capsule, which will be preserved at BAFTA 195 Piccadilly, BAFTA's prestigious headquarters in London. A selection of entries will be shared in a showcase film, to be released during the autumn term. In 25 years' time, to mark 100 years of BAFTA and over 50 years of Place2Be, the capsule will be opened so we can reflect on, and remember, this moment in time.

To access this opportunity then please [CLICK HERE](#)

Sixty Second CPD

Raising Aspirations: The 10 year plan

Research exploring social deprivation and aspiration has concluded that there is a link between aspiration and attainment. Children from poorer families have much less belief in their own ability than children from richer families; the research also found differences in maternal aspirations, with 81% of mothers from the richest families aspiring for their nine year old to attend university, compared with just 37% of the poorest mothers/ Here's one way to inspire pupils with low attainment that could be linked to low aspiration.



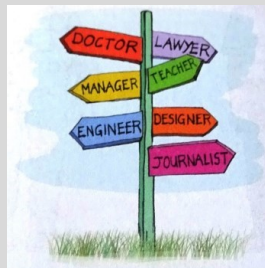
1. Hold a meeting with the child.
2. Discuss what aspiration means and why it can help us to stay focussed day to day.
3. Ask the child if they have any aspirations.
4. Talk about what they don't want their life to be like.
5. Talk about what the child does want for their future.
6. Ask them to imagine where they want to be in 10 years and what they might be doing.
7. Ask how they might journey towards their 10 year aspiration: 'Is there anything you can do from tomorrow to work towards your goal?'
8. Help the child to make an action plan with three simple steps to take this week towards their aspiration.
9. Check in over the week or term to see how progress towards aspirations is unfolding.
10. Connect with parents and carers to discuss the next steps.

Why it works

Showing a child that what they do now will affect their future can really open their eyes. Everyone has an aspiration— help pupils to discover theirs.

Top Tip

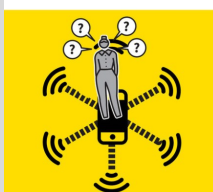
Don't attempt a discussion unless the child is in an open frame of mind. Be sure to respect all aspirations, whether they are vocational, academic or something else entirely.



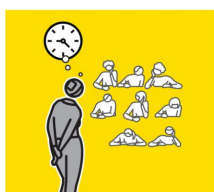
Top Technique

COLD CALLING

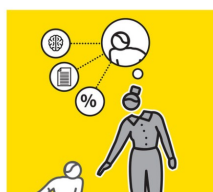
1 2 3 4 5



**ASK THE CLASS
THE QUESTION**



GIVE THINKING TIME



**SELECT SOMEONE
TO RESPOND**



**RESPOND TO THE
ANSWERS**



**SELECT ANOTHER
STUDENT AND
RESPOND AGAIN**

Digestible Documents

At a time when it is really difficult to get abroad on our holidays Ofsted have produced a report on what makes a high quality geography curriculum.

Ofsted has highlighted some of the key principles of teaching a “high-quality” geography curriculum in its latest research review.

The inspectorate today published the fifth in a series of subject research reviews. It has previously covered languages, maths, science and religious education. Ofsted said the research reviews would be a useful tool in helping teachers prioritise catch-up content by explaining the most helpful ways of securing progression. These are some of the key pieces of advice.

1. Consider pupils’ prior knowledge

The review stated that when choosing curriculum content, teachers should “consider pupils’ prior knowledge and experiences”.

It found that geography had a relatively low status in primary schools and “over time there has been a gradual decline in the amount of time spent studying geography in the classroom”.

In contrast, the number pupils entering geography exams has “increased significantly” in the last decade, with almost half of key stage 4 pupils now studying the subject. Ofsted added that teachers with “high-quality” curriculums broke down content into “component parts and draw from the breadth of concepts to give pupils the knowledge they need to appreciate the wider subject”.

2. Locational knowledge can help pupils build identity...

Ofsted said locational knowledge – “knowing where’s where” – was one of the mainstays of geographical education and teachers should recognise it helps pupils “build their own identity and develop their sense of place”. The review added that growth of this knowledge contributes to pupils’ understanding of geographical processes. “Over time, pupils learn and remember more locational knowledge. They become increasingly fluent in identifying specific locations.”

3. ...but place knowledge is the most important

The review found that place knowledge – which allows a pupil “to locate or orient oneself with respect to the larger global space and to other places” – was the most important knowledge and should be “prioritised in the geography curriculum”.

This knowledge should be built by linking to places pupils are already familiar with, and built up over time to allow

pupils to make “meaningful comparisons”.

4. Fieldwork should be practised regularly

Fieldwork such as data collection, analysis and presentation should be practised regularly, Ofsted said. As pupils with special educational needs and/or disabilities (SEND) “generally study the same curriculum scope” as other pupils, it is advised that classroom resources and fieldwork are “adjusted as required to ensure that all pupils take part”.

5. Avoid overloading pupils’ working memory

When teaching a “high-quality” curriculum, “teachers avoid overloading pupil’s working memory”, Ofsted found. “They break larger concepts or ideas into smaller ‘bite-size’ chunks and teach a small number of these.” Pupils then commit knowledge to long-term memory through “recalling and repeated practice”.

6. Allocate sufficient teaching time to geography

Ofsted found both the amount of time allocated to geography and the way it is organised “affect the quality of geographical education overall”.

The watchdog advised school leaders to take into account the availability of subject specialist teachers and wherever possible allocated them to teach geography classes. In addition, non-specialist teachers should be well-supported and receive further professional development.

