



T&L Times

Edition 18

Welcome

Welcome to our second Teaching and Learning newsletter of this term. As we get geared up for the final few weeks of this term and academic year, we focus on keeping going and being focussed for that last push

We have another information packed newsletter and hope you find an article which is useful to support you in relation to teaching and learning.

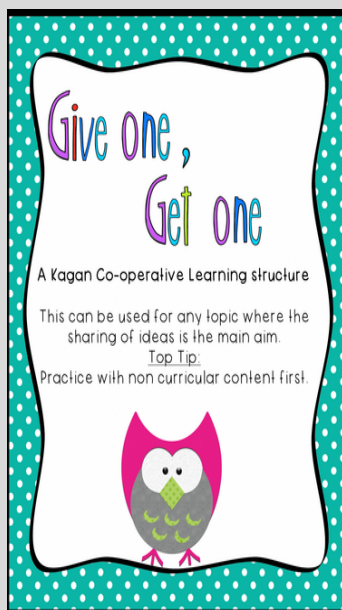
As always a big thank you for all you have done during this term to support our fantastic pupils.

**IT DOES NOT
MATTER HOW
SLOWLY YOU
GO SO LONG
AS YOU DO
NOT STOP**

CONFUCIUS
Your teacher

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



Give One-Get One

- Students fold paper in half lengthwise (hotdog style).
- Students then open paper and draw a line down the crease.
- At the top of the left column, students write "GIVE ONE."
- At the top of the right column, students write "GET ONE."
- Teacher poses a question or a topic with multiple answers and gives a time limit.
- Students list as many things as they know in the "GIVE ONE" column.
- Teacher uses Stand Up-Hand Up-Pair Up for students to find their first partner.
- Once students have greeted their partner, Partner A gives an answer to Partner B from his/her "GIVE ONE" column.
- If Partner B already has the answer from Partner A, he/she checks that off on his/her list.
- If Partner B does not already have this answer on his/her list, then he/she adds it to the "GET ONE" column.
- Partner B then repeats this process by "GIVING ONE" to Partner A and the same process repeats for Partner A.
- Partners say thank you/goodbye, put hand up, and find a new partner.
- Continue repeating this process until teacher calls "time."

If you would like any further support then Mark Nolan can be contacted at nolan036@rivermeadinclusivetrust.org

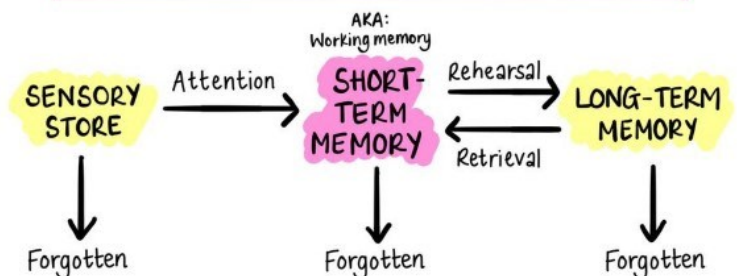
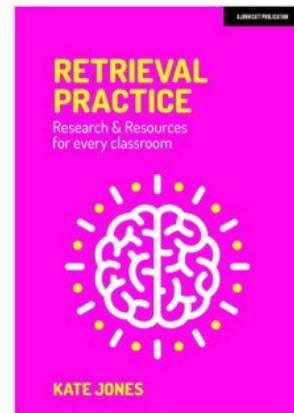
Each week our Teaching and Learning leads in our schools are sharing with you something which they think will help you to develop Teaching and Learning. This week we have a contribution from **Lorraine Cave-Brown**, who is the Assistant Headteacher and raising standards lead for Key Stage 2 at Hoo St Werburgh.

Retrieval Practice

KATE JONES

Grace Hudson
@MissH_biology

The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



THE MULTI-STORE MODEL OF MEMORY BY ATKINSON & SHIFFRIN (1968)

Peterson & Peterson (1959)

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

‘Using your memory shapes your memory’

RETRIEVAL STORAGE

→ how well information is embedded in long-term memory

RETRIEVAL STRENGTH

→ how easily a piece of information can be brought to mind when required

Learning = a change in long-term memory

‘if nothing has changed nothing has been learned’

Meaningful learning is about producing organised, coherent and integrated mental models that allow people to make inferences and apply their knowledge. (Karpicke, J. 2012)

THE BENEFITS:

- ① Retrieval practice aids later retention
‘every time you retrieve a memory it becomes deeper, stronger and easier to access in the future’
- ② Testing identifies gaps in knowledge
- ③ Testing causes students to learn more from the next learning episode
- ④ Testing produces better organisation of knowledge



- ⑤ Testing improves transfer of knowledge to new contexts



- ⑥ Facilitates retrieval of material that wasn't tested



- ⑦ Improves metacognition



- ⑧ Prevents interference from previous material when learning new content



- ⑨ Provides valuable feedback to teachers



- ⑩ Regular testing encourages students to study more



Remarkable Resources

This week our current Trust English Lead, Jacinta Read, shares with us a great resource around English Grammar.

As we look to next year, please see the link below to sign up for free access to a range of short starter lessons when teaching English Grammar. There is also a very handy glossary to clarify meanings of that tricky terminology.

To access the resource then click on the link below:

[Englicious.org | English Language Resources for Schools](https://www.english.org.uk/resources)



Super SENCOs

A new report, **The National SENCO Workforce Survey: time to review 2018-2020**, from nasen and Bath Spa University estimates that 55% of primary SENCOs and 70% of secondary SENCOs are not allocated enough time to complete their role effectively - with 75% and 79% of primary and secondary SENCOs highlighting that they were routinely pulled away from their role to perform other duties.

The report, which examined responses to two SENCO surveys in 2018 and 2020 to create a clear picture of the national SENCO workforce, revealed other concerning statistics including:

- Two thirds of SENCOs (66%) report not being part of their schools Senior Leadership Team (SLT)
- A SENCO in a primary school is twice as likely to be part of SLT than a SENCO in a secondary school, but they are less likely to receive any additional pay for undertaking the role
- Only two in five primary SENCOs and one in five secondary SENCOs felt their role was manageable for one person
- The proportion of SENCOs who feel their role is understood by the wider education workforce stands at 30% for primary SENCOs in 2020 and only 17% for secondary SENCOs
- Over a quarter of SENCOs in primary and secondary phases cite workload as a reason for leaving the role, however those citing workload as the main reason for leaving reduced significantly between 2018 and 2020 at both primary (52% to 27%) and secondary (54% to 35%)
- Significant churn within the SENCO workforce should be anticipated with an estimated 12% of SENCOs at primary and 14% of SENCOs at secondary leaving the role every year.



Amazing Activity

Have you ever thought about what advice you would give a colleague if you had only thirty words to use and the advice had to be shared in only thirty seconds.

Here is a selection of those who tried the exercise:

"Don't compare yourself to others. All you can do is your best and continue to improve yourself. Above all remember it's all about the kids!"

"Never be afraid to tell a child that their work is not good enough. Don't accept mediocrity - it is not a kindness. All learners can do better and improve."

"External training can be great, but 9 times out of 10, the expertise in your own school is better! Learn to talk and share; build trust and confidence."

"Watch others. Watch their manner, their questioning, their classroom management skills, their students in classrooms. Find colleagues whose classrooms welcome peer observation. Watch and talk about what you see."

"Remember you are the adult in the room. When a child is misbehaving it's easy to get into a battle to win. Stop. Breathe. Walk away. Refocus. Praise a working child."

"Constantly share ideas and resources. It will spark your enthusiasm. Ensure you use Twitter as a source of support and resource-sharing, it's a world-wide staffroom."

"Don't ever forget that every student in front of you is a real person with huge potential. Your job is to be a catalyst for goodness and greatness."

"Be yourself. If you try to copy someone else's style the kids will see straight through you. Pupils want to know who it is that's standing in front of them."

Have a try of this activity yourself maybe in an SLT meeting, staff meeting or Twilight session. It would be really interesting then to maybe display these ideas on your staff room board for all colleagues to share your thoughts, feelings and advice.

Digestible Documents

This week we look at an article around whether we will still need bubbles come September.

If education continues to be disrupted next term, the existing recovery plan will look even more inadequate, says Geoff Barton

It's funny how things that were once totally unfamiliar can, within a fairly short space of time, become totally familiar. Take bubbles. In the old days – by which I mean 15 months ago – they were innocuous things that accompanied washing up or having a bath. Now they are part of a strange new world across our schools and colleges.

So, too, the business of managing a contact-tracing system in which leaders and teachers have to identify all the close contacts of coronavirus cases and send them home to self-isolate.

Over the course of the past academic year, however, these once-strange systems have become not only second nature but also an important bulwark in society's fight against the virus. Schools and colleges have played an extraordinary role in the nation's public health response, and they have often done so with little support from the government or its agencies.

However, the question must surely now be asked about whether this system of bubbles and contact tracing is still needed when schools and colleges return for the next academic year, or whether it will do more harm than good. It is a question that the government and its public-health experts must answer urgently because schools and colleges need to know what plans to put in place for September and be able to communicate these to staff, parents and pupils.

Covid: Schools need to know if there will be bubbles and contact tracing next term

In a crisis that has always revolved around numbers, the problem with the contact-tracing system is apparent in statistics released by the Department for Education on Tuesday. These showed a big week-on-week increase in the number of pupils absent from school for Covid-related reasons.

Delving into the figures further, we find that 16,000 pupils were absent with a suspected case of Covid, and 9,000 with a confirmed case. However, some 172,000 young people were self-isolating not because they had Covid but because of potential contact with someone in their school who was infected. That's one in 30 young people who weren't in school last week.

What is very clear from these statistics is that every positive case has a massive knock-on effect, which leads to educational disruption many times greater than the infection itself.

This is, of course, no surprise, because it is exactly what the contact-tracing process ensures will happen. But the issue is whether this level of disruption is acceptable in September, when every adult will have been offered the vaccine and the rest of society is likely to be returning to normal.

We surely cannot continue to tolerate such large numbers of

children and young people – who may not have the virus and have already experienced nearly a year and a half of educational disruption – intermittently having to self-isolate while the vaccinated adult population of the country are largely able to go about their lives as normal again.

This does not necessarily mean that there should be no measures to track and control transmission of the virus, particularly as it is likely that there will be new variants of the virus from time to time, against which vaccines may be less effective.

Some form of testing could be used as an alternative to self-isolation for close contacts of positive cases, as long as it can be shown to be reliable. And emergency measures could be kept as a contingency option in the event of outbreaks of any new variants of concern.

There is also the possibility of offering vaccines to secondary-school students aged 12 to 15, and in general to 16- and 17-year olds. The educational grounds for doing so are strong, but it must be safe, and the benefits must outweigh any risks.

That decision – which currently lies with the Joint Committee on Vaccination and Immunisation – needs to be made soon, so that we all know where we stand.

All of the above is complicated, and in the case of tests and vaccines there will need to be consideration about how these programmes would be delivered. Yet, here we are with the summer holidays hurtling towards us, and still no plan is in sight.

Bitter experience has taught us that the government has a tendency to move at a glacial pace when it comes to making decisions and setting out plans about education, followed by a last-minute scramble to implement whatever is decided – with schools and colleges left to do most of the scrambling.

It would be good to think that this won't happen on this occasion, but time is slipping away.

In the meantime, it feels too much like the government has once again taken its eye off the ball as far as our children and young people are concerned. If education continues to be disrupted next term, the inadequacy of the existing recovery plan will fall even further short of what is needed, and the shape of GCSEs, A levels and other qualifications next summer will again be in a state of flux.

As a society, we surely have to say that enough is enough. The disruption that has taken place over the past 15 months has to come to an end, and – barring disaster – it has to stop here.

Children have endured much of the impact of the pandemic, largely in order to protect the adult population from the risk of severe symptoms, and they should not be expected to endure any more.

Now it's time for the younger generation to become a genuine – rather than a rhetorical – priority.